

# Financial Strategies to Support Citywide Systems of Out-of-School Time Programs



National League of Cities



Institute for Youth, Education, and Families

## About the National League of Cities' Institute for Youth, Education, and Families

The Institute for Youth, Education, and Families (YEF Institute) is a special entity within the National League of Cities (NLC).

NLC is the oldest and largest national organization representing municipal government throughout the United States. Its mission is to strengthen and promote cities as centers of opportunity, leadership, and governance.

The YEF Institute helps municipal leaders take action on behalf of the children, youth, and families in their communities. NLC launched the YEF Institute in January 2000 in recognition of the unique and influential roles that mayors, city councilmembers, and other local leaders play in strengthening families and improving outcomes for children and youth. Through the YEF Institute, municipal officials and other community leaders have direct access to a broad array of strategies and tools, including:

- Action kits that offer a menu of practical steps that officials can take to address key problems or challenges.
- Technical assistance projects in selected communities.
- Peer networks and learning communities focused on specific program areas.
- The National Summit on Your City's Families and other workshops, training sessions, and cross-site meetings.
- Targeted research and periodic surveys of local officials.
- The YEF Institute's Web site, audioconferences, and e-mail listservs.

To learn more about these tools and other aspects of the YEF Institute's work, go to [www.nlc.org/iyef](http://www.nlc.org/iyef) or leave a message on the YEF Institute's information line at 202/626-3014.

## About The Wallace Foundation

The Wallace Foundation is an independent, national foundation dedicated to supporting and sharing effective ideas and practices that expand learning and enrichment opportunities for all people. Its three current objectives are: strengthening education leadership to improve student achievement; enhancing out-of-school learning opportunities; and building appreciation and demand for the arts. More information and research on these and other related topics can be found at [www.wallacefoundation.org](http://www.wallacefoundation.org).



Lane Russell, research associate for afterschool at NLC's Institute for Youth, Education, and Families, served as the author of this strategy guide. Kate Sandel provided helpful comments and feedback. Allison Barr conducted early research and produced initial drafts of this strategy guide. Audrey M. Hutchinson, the Institute's program director for education and afterschool initiatives, provided guidance and oversight to the development of this strategy guide and Clifford M. Johnson, the Institute's executive director, provided overall editorial direction. Michael Karpman provided additional editorial support. Alexander Clarke was responsible for the strategy guide's design and layout. Preparation and distribution of this strategy guide were made possible by support from The Wallace Foundation.

# STRATEGY GUIDE

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MADE POSSIBLE WITH SUPPORT FROM THE WALLACE FOUNDATION





## INTRODUCTION

With most parents now in the workforce, the demand for high-quality out-of-school time (OST) opportunities for children and youth continues to grow across the country. An estimated 14.3 million children and youth return each day to an empty home unsupervised, and with no opportunities to constructively occupy their time. By building strong, citywide OST systems, municipal leaders can help ensure that the out-of-school hours, rather than being wasted, equip young people with the 21st century skills necessary to compete in today's knowledge and skill-based global economy.

City involvement in providing and leveraging funds for OST activities has become increasingly important as programs' financial resources are strained and budgets become tighter due to the current recession. The growth in political and financial support at the local level reflects a realization among municipal leaders that the expansion of high-quality OST programs can play a vital role in addressing many city priorities, including crime prevention, economic and workforce development, and employee retention. Communities throughout the nation are capitalizing on the opportunity to provide enriching activities in the out-of-school hours as a way to help young people develop their skills and interests, keep them safe, and support working families.

Strong municipal leadership can help raise awareness about the importance of out-of-school time and the benefits of long-term investment in high-quality programs, which reach beyond the individual child to their families and community as a whole. Recent studies show that there is widespread public support for city investment in out-of-school time. A national survey conducted by the Afterschool Alliance in November 2008 found that 89 percent of voters believe afterschool programs are important, given the dangers that young people face after school. Seventy-six percent of voters said that newly elected officials in Congress, as well as new state and local leaders, should increase funding for afterschool programs. Seventy-six percent of voters also agree that afterschool programs are an absolute necessity for their community.<sup>1</sup>

OST programs depend on stable streams of funding and require involvement and investment from numerous sources, including municipalities. To successfully support citywide OST systems, municipal and other community stakeholders must look at new, innovative means to strategically finance OST activities. When considering potential ways to finance citywide OST systems, municipal officials may consider the following options<sup>2</sup>:

1. Create dedicated local funding streams;
2. Make better use of existing funding streams;
3. Maximize federal and state funding sources; and
4. Build and strengthen collaborative efforts.

This strategy guide highlights the important roles that municipal officials play in funding high-quality, affordable OST opportunities. The four funding strategies identified above have been used in cities across the nation to develop and expand sustainable citywide OST systems. When used together, these strategies can form a web of financial support that significantly strengthens the OST options available for young people. The need for innovative financing has become even more relevant as tough budget times force cities to think strategically and systemically about supporting the OST options available in their communities. This guide offers concrete examples for each strategy to highlight how cities have developed creative financing options to support and expand OST opportunities.

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<sup>1</sup> Poll results can be found at [www.afterschoolalliance.org/documents/polling/electionPollSumm2008.pdf](http://www.afterschoolalliance.org/documents/polling/electionPollSumm2008.pdf)

<sup>2</sup> For additional resources on funding strategies, see The Finance Project's Web site at [www.financeproject.org](http://www.financeproject.org).



## CREATE DEDICATED LOCAL FUNDING STREAMS

Cities can redirect existing local revenue or create new funding sources to support their OST efforts. Local funding approaches that cities have used include general fund set-asides, special tax levies, and the establishment of a nonprofit or charitable trust as an intermediary. As visible civic leaders who can help generate community-wide support for OST, municipal officials are well positioned to support these approaches.

### *Tap into general fund revenues*

Revenues from a city's general fund can support OST in two ways, either as funding allocated to a specific departmental budget or designated for OST programs through a separate line item in the municipal budget. City departments that commonly oversee OST programs include parks and recreation, community/neighborhood services, police, or youth services. In addition to or instead of providing funds to city agencies, municipal officials can create a line item in the budget for nonprofit or other intermediary organizations that coordinate OST services. To ensure a steady commitment of funds, cities can establish a policy that sets aside a certain percentage of the general fund each year to support OST programs.

#### **Denver, Colorado**

When Mayor John Hickenlooper was elected in 2003, he contributed \$300,000 raised for his inauguration festivities to the Denver Public Schools Foundation to invest in afterschool programs. Shortly thereafter, the Mayor's Office for Education and Children, Denver Public Schools Foundation, and Mile High United Way partnered to form the Lights On After School (LOAS) initiative. This initiative funds programs in nearly all public elementary and middle schools and provides professional development for Denver afterschool providers.

Each year, the City of Denver contributes \$250,000 as a line item from the general fund to the LOAS partnership, which when leveraged with contributions from the other partners provides local programs with a total of \$1.6 million in annual funding through a competitive grant process. In addition, the LOAS partnership is supported by Temporary Assistance for Needy Families (TANF) funding. The city also invests over \$1 million from its general fund to support center- and school-based afterschool programs through the parks and recreation department. For more information, visit [www.denvergov.org/education](http://www.denvergov.org/education).

### *Consider special tax levies*

Special tax levies can generate a steady, long-term stream of funds targeted specifically toward programs for children and youth, including OST programs. Dedicated revenue strategies include increases in the general sales tax or on property taxes for houses over a certain assessed value. For cities with sports teams, stadium operator taxes can be added to ticket prices. "Sin taxes" – sales taxes on goods like alcohol and cigarettes – are another example of a dedicated revenue stream that can be used for youth initiatives. Municipal officials can lend their support to a levy by proposing a ballot initiative or helping gain voter support for one. These options, even when they involve small percentage increases in tax rates, have generated substantial amounts of money to support OST programs.

Dedicated revenue sources can also be created through "special purpose districts." These districts, typically formed by public vote or legislative action, raise money through sales and use taxes to support a specific purpose or service, such as crime prevention. If revenue enhancement initiatives that involve the creation of special purpose districts are already underway in a city, municipal leaders may want to consider whether provisions supporting programs for children and youth can be attached to the initiative. Depending on the type of district being established, it may be possible to incorporate elements related to out-of-school time into the overall plan.

#### **San Francisco, California**

In 1991, San Francisco became the first city in the country to guarantee funding in the city budget for youth programs. This feat was achieved by amending the city charter with what has become known as The Children's Amendment. The amendment created a new Children's Fund by setting aside a portion of property taxes each year – three cents per one hundred dollars of assessed value. This groundbreaking amendment was reauthorized in November 2000, when



it passed with 74 percent of votes. Eligible services for the Children's Fund are child care, recreation, afterschool, arts, health, workforce readiness, youth empowerment, violence prevention, educational enrichment, and family support.

The Children's Fund is administered by the city's Department of Children, Youth, and Their Families, and the legislation mandates a three-year planning cycle that involves assessing community needs, determining what types of services will be supported, and using a competitive process to select non-profit organizations that will receive funding. Out-of-school time programs comprise the department's largest investment with more than 130 programs funded at over \$20 million in 2007. The department also leads a citywide effort to foster collaboration among other city departments, the school district, private funders, parents, and community organizations in an effort to enhance access to and quality of afterschool programs for all children and youth. For more information, visit [www.dcyf.org](http://www.dcyf.org).

### **Fort Worth, Texas**

In 1995, the citizens of Fort Worth approved an initiative to increase the sales tax by a half-cent to fund a Crime Control and Prevention District (CCPD). The CCPD, established by state legislation, authorized Fort Worth to use this special tax levy to reduce crime and enhance the city's police force, crime-fighting tools, and strategies for crime prevention. A team of stakeholders, including senior leaders from the city manager's office and the school superintendent, ensured that OST programming was incorporated into the CCPD strategic plan. As a result, 10 percent of CCPD revenue is allocated for afterschool programs. This tax was renewed by 92 percent of voters in 2005. In fiscal year 2006, the CCPD generated \$1.6 million to support afterschool programs in four school districts within the city. The CCPD funds allow the city to supplement existing OST programs in the schools, expanding the OST options available in Fort Worth. Each program is a collaborative effort between the city, school district, and participating community-based organizations. Additionally, the city runs other afterschool programs that are financed by the Parks and Community Services Department. For more information, visit [www.fortworthpd.com/policingccpd.htm](http://www.fortworthpd.com/policingccpd.htm).

### ***Establish a nonprofit intermediary or charitable trust***

A charitable trust or local fund for OST programming enables a city to leverage multiple funding streams and is an excellent strategy for long-term sustainability. Often created as 501(c)(3) nonprofit organizations, these entities operate independently from city government and function as intermediaries that provide funding and program support. Municipal officials can spearhead the effort to create a local fund or trust, garner public and private support, and provide funding and resources. By making the initial investment, cities have been able to bring in matching dollars from foundations and businesses as well as tax-deductible contributions from individuals. The local funds can be created solely to support OST programs or may encompass a wider strategy, such as improving education, with out-of-school time supporting the fund's larger goal.

### **Columbus, Ohio**

In 2000, Mayor Michael Coleman established the Office of Education to pool city and community resources together to improve educational outcomes for children in Columbus. As part of Mayor Coleman's focus on education, the Mayor's Charitable Trust was established to ensure the sustainability of local afterschool programs. The mayor raises money annually for the fund from businesses and the community at large. Since the inception of the program, the mayor has allocated approximately \$5 million from the city's general fund and the Mayor's Charitable Trust to fund OST programs operated by community-based organizations in Columbus.

The city also operates four afterschool programs under the Mayor's Capital Kids initiative that are funded by Community Development Block Grant dollars. In addition, in partnership with TECH CORPS Ohio, the city administers the City Student TECH CORPS program to provide students with technology and employment skills. This program receives Temporary Assistance for Needy Families (TANF) funding through the Franklin County Department of Jobs and Family Services. Mayor Coleman has been a local, state, and national champion of afterschool, advocating to keep more than \$20 million of TANF funds for afterschool in the Ohio state budget. For more information, visit [www.education.columbus.gov](http://www.education.columbus.gov).



## MAKE BETTER USE OF EXISTING FUNDING STREAMS

To promote more effective use of available funds, communities can take inventory of existing resources available to support their OST activities. This analysis of existing funding streams helps communities ensure that resources are available to provide high-quality OST activities for all children and youth. Specific strategies that municipal officials may consider include creating a fund map, establishing a children's budget, and coordinating interagency partnerships.

### *Create a fund map*

To fully understand the range of funds available to finance OST programs, many cities create a map of funding streams. Through this process, city officials identify and map out funding that comes from municipal, state, county, federal, and private sources. Engaging in this process allows key stakeholders to strategically approach investments in local OST activities. A funding map presents a broad picture that enhances the ability of policymakers to determine if adjustments need to be made to better utilize these dollars.<sup>3</sup>

#### **New Orleans, Louisiana**

In 2007, the Afterschool Partnership of Greater New Orleans began mapping the funding streams used to support afterschool and identifying additional funds that could be leveraged for OST activities. They started with the basic question, "Where is the money and how is it being used?" The fund mapping process revealed that of the 33 discretionary federal programs that can potentially be used to fund afterschool activities, only nine directed funds to awardees in New Orleans. By conducting a fund map, the New Orleans partnership has identified better ways to utilize existing funding, locate untapped resources, engage additional partners, and increase public investment in OST. For more information, visit [www.gnoafterschool.org](http://www.gnoafterschool.org).

### *Develop a children's budget*

Cities often create a children's budget to gauge the local resources available to implement their vision for children and youth and to direct financial strategies that help them achieve that vision. Children's budgets track all city spending on youth services and can serve as an inventory for established programs and funds. The development of a children's budget shifts the focus from reporting spending by departments to a viewpoint that shows the overall investment in children and youth, making it an effective tool for developing long-term and short-term funding plans.

By illustrating what youth programs are already being funded, a children's budget can help local officials detect potential gaps in city services and identify next steps to improve the accessibility of OST programs. Additionally, preparing a children's budget can help cities consolidate administrative functions, increase efficiency, and improve coordination of programs. Municipal officials can play an influential role in developing a children's budget and ensuring that a specific portion of city funds are used to support youth programming.

#### **Seattle, Washington**

The City of Seattle developed a children's budget to review city spending on youth services. The children's budget developed four broad goals as part of Mayor Greg Nickels' Children and Youth Strategy and sought to align funds to support those goals. Municipal officials discovered that in 2004, the city spent \$30 million on youth services and the revenue was coming from a variety of sources including the city's general fund, the local Families and Education Levy, Community Development Block Grant money, and other federal funding. When updated in 2008, the total spending on youth services had risen to \$62 million. Seattle's children's budget is organized into five major investment areas that have been developed to achieve the city's four goals. In 2006, out-of-school time programs received \$8.9 million as one of these areas for investment. The development of the budget and alignment of funds with goals has allowed the city to set specific objectives for each area, coordinate budgeting and planning for youth programs, and track progress and investments. For more information, visit [www.seattle.gov/humanservices/children\\_families/afterschool](http://www.seattle.gov/humanservices/children_families/afterschool).

<sup>3</sup> The Finance Project. *Follow the Money: A Tool for Mapping Public and Private Funds for After-School Initiatives*. April 2002.



### ***Coordinate interagency partnerships***

Partnerships among city departments can lead to better use of existing resources, resulting in cost savings across department boundaries. There is often a tendency within municipal government to silo work that supports OST activities. Local elected officials can foster communication and collaboration among agencies to break down these silos and maximize available resources. In various cities, municipal staff from the police, parks and recreation, or public works departments have been designated to help coordinate OST activities. Because cities often oversee local transportation authorities, they can offer free bus passes for OST participants, change bus schedules to run later in the day, or incorporate stops at OST sites into bus routes. Finally, cities can also use their Web sites and other communication mechanisms to advertise OST programs or use geographic information systems (GIS) technology to map available programs.

#### **Charleston, South Carolina**

With the support of Mayor Joseph Riley, Jr. and Chief of Police Greg Mullen, the City of Charleston launched Camp HOPE in the summer of 2007. This free, five-week enrichment program for children from a high-crime neighborhood is held in a neighborhood school between the hours of 6:00 – 9:00 p.m. The summer camp was made possible through a partnership led by the Charleston Police Department in collaboration with other city departments, the Charleston County School District, the College of Charleston, the YMCA, and other nonprofit organizations. The interagency collaboration has promoted more effective communication and responsibility for developing camp activities is divided among the Police Department, Mayor's Office for Children, Youth, and Families, Recreation Department, Office of Cultural Affairs, Fire Department, Office of Neighborhood Services, and Special Projects staff. These city agencies and additional community partners volunteer personnel and render services free of charge for students participating in Camp HOPE. For more information, visit [www.charlestoncity.info](http://www.charlestoncity.info).

## **MAXIMIZE FEDERAL AND STATE FUNDING SOURCES**

Communities can tap into federal and state funding sources to provide stable revenue, expand the funding base, leverage additional resources, and allow dollars from other sources to be reallocated and maximized for other purposes. In addition to obtaining as much federal and state funding as possible, many states have a statewide afterschool network that cities can draw upon as sources of information and political support.

### ***Consider the full range of federal funding sources***

There are a number of federal funding sources that can support city-level OST efforts. Federal funding in the form of entitlement programs, formula or block grants, discretionary or project grants, contracts, direct payments, or loan guarantees can be allocated toward out-of-school time. The U.S. Department of Education, Department of Agriculture (USDA), and other federal departments and programs offer important sources of revenue for cities to access. There will be competition for federal dollars and specific uses and target audiences for these funds, but cities are well poised to leverage these resources.

The Department of Education funds several programs that support local OST activities, including 21st Century Community Learning Centers; Title V, Part A of the Elementary and Secondary Education Act; and Safe and Drug Free Schools and Communities. The USDA's Food and Nutrition Service programs, which include the National School Lunch Program and the Summer Food Service Program, provide additional funds for OST.

#### **21st Century Community Learning Centers (21st CCLC)**

This program provides federal funding (awarded by states) for local education agencies (LEAs), community-based organizations (CBO), or private entities for afterschool programming. Since states are to give priority to LEAs who apply in partnership with a CBO or public entity, cities can most effectively access these funds through partnerships. The 21st CCLC program offers an ideal opportunity for a city department and local school district to work together to secure funds for OST.



### **The Elementary and Secondary Education Act, Title V, Part A – Promoting Informed Parental Choice and Innovative Programs**

Title V, Part A – Innovative Programs is a very flexible funding source designed to encourage innovation and creativity in bolstering student achievement and school improvement. A city offering direct service programs or school-based afterschool programs should consider using these funds for service learning, counseling, parent and community involvement, school safety, homework help, or mentoring.

### **Safe and Drug Free Schools and Communities**

This program provides funding to prevent violence in and around schools, prevent illegal use of drugs and alcohol by youth, and foster a safe learning environment. Funding can be used to support community-wide drug and violence prevention activities. Through this program, communities and school districts with severe drug and violence problems can receive direct grants. These grants can help fund program evaluation, as well as information development and dissemination.

### **National School Lunch Program: Afternoon Snacks**

This entitlement program helps school districts participating in the National School Lunch Program provide a nutritious snack to children and youth who take part in educational or enrichment activities during non-school hours.<sup>4</sup> Payments are made to states to reimburse local school food service agencies. Schools in low-income areas are reimbursed at the free rate, and all other reimbursements are determined by each child's eligibility for free and reduced price lunch. Partnerships among cities, schools, community-based organizations, and other youth-serving agencies to access these funds can yield considerable funds, help combat childhood hunger, and promote healthy eating.

### **Summer Food Service Program (SFSP)**

SFSP funds can be used to provide nutritious meals and snacks to low-income children during the summer and other times when school is not in session.<sup>5</sup> These funds can be used for summer programs held in locations throughout the community, including schools, park and recreation programs, low-income housing complexes, and community parks. Most sites can serve a maximum of two meals per day or one meal and one snack. The USDA reimburses organizations providing a food service that complements a recreation or learning program for children.

Other federal programs offering funding streams that can be used to support OST opportunities include:

### **Temporary Assistance for Needy Families (TANF)**

Many think of TANF as solely a cash assistance program. However, TANF funds can also be used to support services, including OST, that promote the program's goals, which include ensuring that children can be cared for in their own homes, promoting job preparation, reducing and preventing out-of-wedlock pregnancies, and encouraging the maintenance of two-parent families.<sup>6</sup> States are also allowed to transfer up to 30 percent of their TANF funds to their Child Care and Development Block Grant (see below), which directly reimburses parents for the costs of child care and afterschool services. These funds may be used to support activities for children of any age, giving local agencies the ability to serve older youth. In addition, cities can ask their state officials overseeing TANF funds whether they would consider using the flexibility provided under federal law to make discretionary grants that support OST programs.

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<sup>4</sup> For more information on the National School Lunch Program, see the Food Research and Action Center Web site at [www.frac.org](http://www.frac.org).

<sup>5</sup> For more information on SFSP funds, see the Food Research and Action Center Web site at [www.frac.org](http://www.frac.org).

<sup>6</sup> For more information on the use of TANF funds for youth programs, see the Center for Law and Social Policy Web site at [www.clasp.org/publications/tapping\\_tanf\\_for\\_youth.pdf](http://www.clasp.org/publications/tapping_tanf_for_youth.pdf).



### **Child Care and Development Block Grant (CCDBG)**

While much of CCDBG funds provide vouchers to low-income parents for child care for children up to age 13, the state can also provide grants to child care providers to ensure that programs offer a certain number of slots for eligible families and children. A city-supported OST program that meets state certification requirements could qualify for these funds. The funds can be used for start-up costs or program expansion. The federal government requires that a minimum of four percent of CCDBG funds be set aside for quality improvement.

### **Community Development Block Grant (CDBG)**

CDBG funds can support activities that benefit low- and moderate-income individuals in disadvantaged communities with pressing needs. Cities can use CDBG funds to construct or renovate afterschool facilities, support organizations that provide OST activities, or provide transportation to OST programs. Local jurisdictions can use up to 15 percent of their CDBG funds for public services, which include afterschool.<sup>7</sup>

### **Workforce Investment Act (WIA)**

WIA funds are available to support activities that prepare older youth for employment, and are allocated to states for youth programs like tutoring, work experience, training, and dropout prevention. Eligible programs must serve youth ages 14-21 with barriers to employment. Municipal officials can work with their local WIA boards to plan OST programs and establish a local youth council that makes recommendations on which providers will be awarded grants for their OST activities. Eighty-five percent of the funds designated for youth and adult activities can be allocated for use in local areas with the remaining 15 percent designated for statewide activities.

### **Other<sup>8</sup>**

OST programs across the country have benefited from a variety of other federal funding sources, such as violence prevention funds from the U.S. Department of Justice and programs administered by the U.S. Department of Transportation. These programs can help defray costs for OST activities that address federal departments' specific priorities.

## **AFTERSCHOOL FUNDING IN THE AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009**

The impact of the American Recovery and Reinvestment Act of 2009, which was signed into law on February 17, 2009, could have a significant impact on cities' afterschool efforts. This economic stimulus package provides cities with the opportunity to leverage additional federal dollars and make the connection between how afterschool supports education and helps develop a 21st century workforce.<sup>9</sup>

The new legislation contains funding for the following programs benefitting children and families:

- \$2 billion for the Child Care and Development Block Grant (CCDBG), about one third of which will be used to support children in afterschool programs;
- \$13 billion for Title I school funding (which includes \$3 billion for school improvement, resulting in higher quality facilities for school-based afterschool programs, and \$10 billion for formula grants to local education agencies (LEAs) that can be used to support afterschool programs);
- \$1.2 billion through the Workforce Investment Act to create summer jobs for youth, which can expand staffing opportunities for afterschool programs;
- \$50 million for YouthBuild, which offers education and occupational training to at-risk youth for building affordable housing and can benefit afterschool programs that serve older youth; and
- \$160 million for AmeriCorps and AmeriCorps VISTA programs, which are important staffing components for afterschool programs.

### **The following Web sites offer more information on the American Recovery and Reinvestment Act of 2009:**

- [www.afterschoolalliance.org/policyEconRecovery.cfm](http://www.afterschoolalliance.org/policyEconRecovery.cfm)
- [www.ed.gov/policy/gen/leg/recovery](http://www.ed.gov/policy/gen/leg/recovery)
- [www.recovery.gov](http://www.recovery.gov)

<sup>7</sup> For more information on the use of CDBG funds for youth programs, see the Finance Project Web site at [www.financeproject.org/publications/CDBG\\_PM.pdf](http://www.financeproject.org/publications/CDBG_PM.pdf).

<sup>8</sup> For more information on federal funds available for afterschool, see the Finance Project Web site at [www.financeproject.org/publications/findingfunding\\_PM.pdf](http://www.financeproject.org/publications/findingfunding_PM.pdf).

<sup>9</sup> For more information on the 2009 economic stimulus package, visit the Afterschool Alliance Web site at [www.afterschoolalliance.org/policyEconRecovery.cfm](http://www.afterschoolalliance.org/policyEconRecovery.cfm).



### ***Seek state support for local OST programs***

State-level investments in OST opportunities have grown in recent years. States have created new programs, increased appropriations for existing programs, and added budget line items for OST initiatives. Municipal officials are especially well positioned to use their local influence and experience to leverage state funding to support out-of-school time. To ensure their cities are applying for all available state dollars, municipal officials can designate city staff to track funding opportunities and partner with other agencies to apply for state funds.

#### **St. Louis, Missouri**

In January 2007, at the request of Mayor Francis Slay, the St. Louis After School for All Partnership (ASAP) was formed to fund and manage a local afterschool network. Since then, ASAP and its partners have created 2,700 new OST slots. In 2007, ASAP's public-private partnership was responsible for securing \$800,000 in funding and ASAP's individual partners secured additional resources. In 2008, the State of Missouri committed \$400,000 in Department of Social Services funds for the second consecutive year to support ASAP. This state investment resulted in a dollar-for-dollar funding match from the City of St. Louis and a network of private funders, including Anheuser Busch Foundation, Wachovia Foundation, and the local United Way. For more information, visit [www.stlarches.org](http://www.stlarches.org).

### ***Utilize statewide afterschool networks***

Thirty-eight states have statewide afterschool networks, funded in part by the Charles Stewart Mott Foundation. These networks seek to improve state afterschool policies, develop partnerships to create strong statewide support for afterschool, and increase state funding for programs.<sup>10</sup> Cities can play an active role in their statewide networks to ensure that the municipal voice is heard at the state level and to increase state resources available to local jurisdictions. Due to efforts by the statewide afterschool networks and other organizations, several states have created budget line items to support OST programs or have increased OST funding.

#### **St. Paul, Minnesota**

The City of St. Paul works closely with Youth Community Connections (YCC), the Minnesota statewide afterschool network. With support from Mayor Chris Coleman's office, YCC spearheaded lobbying efforts in 2007 that helped pass state legislation allocating \$5.3 million toward community learning centers. From this new funding source, the City of St. Paul and its community partners received almost \$1 million over two years to support OST learning opportunities. For more information, visit [www.ci.stpaul.mn.us](http://www.ci.stpaul.mn.us).

## **BUILD AND STRENGTHEN COLLABORATIVE EFFORTS**

Municipal officials can maximize public and private support for OST within their communities by facilitating the development of a citywide system. City leaders are in a strong position to bring together stakeholders from schools, businesses, and community organizations to coordinate OST resources and support. Strengthening these partnerships is an important step in financing and sustaining a citywide OST system and widening the availability of high-quality options. A collaborative environment where many stakeholders are engaged in supporting a common vision for OST initiatives allows for more resources to be leveraged and often relieves the financial burden on any one entity. Costs become spread across multiple parties, each of which gain a vested interest in the success and sustainability of OST activities. Combining resources can also provide greater flexibility and allow a citywide OST system to endure a challenging fiscal period. Municipal officials can take the following actions to support this strategy: provide strong and vocal leadership, convene stakeholders, pool resources and in-kind support, and leverage funds.

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<sup>10</sup> For more information, visit [www.statewideafterschoolnetworks.net](http://www.statewideafterschoolnetworks.net).



### ***Provide strong and vocal leadership***

Local elected officials – and mayors in particular – can use their bully pulpit as high-profile chief executives and leaders of their cities to engage new partners and emphasize the importance of community support for OST programs. Municipal officials can highlight the impact that a citywide OST system can make on priorities such as lowering dropout rates and preventing crime. By reaching out to local stakeholders and including them in the planning process, municipal officials can expand the number of actors that are concerned with financing OST activities. The bully pulpit becomes an important tool for municipal officials to bring attention to the issue, voice their support for OST, promote their vision for youth, and become a local champion of OST programs. Once a city official stands behind OST, other stakeholders in the community will be more likely to follow suit, and will have more reason to commit to the city’s vision, invest resources, and share responsibility for the success of OST initiatives.

#### **Providence, Rhode Island**

Mayor David Cicilline’s support has been critical to advancing OST efforts in Providence. The mayor made the development of quality OST activities a top priority during his first campaign in 2002, and his continued vocal support led to funding from major foundations, the appropriation of municipal funds for OST in 2007, and stronger partnerships between city departments and schools.

Under the leadership of Mayor Cicilline the Providence After School Alliance (PASA) provides safe, high-quality afterschool opportunities for middle school youth at the city’s “AfterZones.” An AfterZone operates as a community campus that provides programs such as art, dancing, football, cooking, filmmaking, basketball, and maritime exploration. AfterZones are led by networks of neighborhood providers. Currently, PASA operates three AfterZones that serve almost half of Providence’s middle school youth with support from The Wallace Foundation and Bank of America. For more information, visit [www.mypasa.org](http://www.mypasa.org).

### ***Convene stakeholders***

Municipal officials can play a significant role in bringing key stakeholders together to determine what resources are available and how they can be aligned with city priorities. Engaging other partners helps communities ensure that OST is incorporated in a citywide vision, set broad goals, and outline specific action steps to accomplish those goals. When thinking about potential stakeholders, it is important to think broadly and citywide, beyond the usual partners such as the school district and local OST providers. Because their input and commitment is crucial for sustainability, bringing “outside the box” stakeholders such as local businesses, community and faith-based organizations, law enforcement, local universities, museums and cultural institutions, or sports organizations to the table can increase the resources available to support citywide OST options.

#### **Florence, South Carolina**

Mayor Frank Willis created the Mayor’s Coalition to Prevent Juvenile Crime in 2004 to improve the health and safety of young people in Florence. This coalition of executives from city departments, law enforcement, the school district, hospitals, businesses, community-based organizations, neighborhood organizations, and the faith community created a citywide afterschool system to target high-need areas and increase the quality of OST programs.

One of the early steps taken by the City of Florence was a comprehensive GIS mapping process, which showed that crime rates were high and program options were low for children and youth living in a particular low-income public housing complex. During the summer of 2007, the coalition created four teen centers that remain open until 10:30 p.m. The centers have provided job skills training for 230 teens and secured jobs for 177 of these youth. In addition, a new credit recovery program has enrolled 365 students who have earned 437 high school credits. Strong programming and an intense focus on serving this age group led to a 30 percent decrease in Department of Juvenile Justice referrals, 75 percent fewer juvenile felonies, and an 11 percent increase in promotion rate from ninth to tenth grade. For more information, visit [www.cityofflorence.com/special/default.html](http://www.cityofflorence.com/special/default.html).

**Boise, Idaho**

In May 2006, Mayor David Bieter formed the Mayor's Council on Children and Youth, which has collaborated with Boise Independent School District and other partners to launch the Boise After3 initiative. The Council oversaw a survey of program providers, and the city's GIS mapping technology has been used to determine where programs are located in relation to poverty and crime rates. Based on this data, the Council offered recommendations for where new investments in afterschool should be made. These recommendations led the city to reallocate funds and create mobile recreation vans that now bring parks and recreation OST programs, staff, and equipment to Title One schools, parks in disinvested areas, and refugee apartment complexes. The city partners with the University of Idaho, Humphreys Diabetes Center, Boise Sunrise Rotary Club, Boise Southwest Rotary Club, and the Idaho Food Bank to provide the mobile recreation vans, which each cost \$100,000 (including the cost of purchasing the van).

The city and school district have also worked together to promote a \$91 million bond, which helped fund the construction of three new schools. Each of these schools was designed to include a community center operated by Boise Parks and Recreation and open during the out-of-school hours. This collaborative arrangement better utilizes public facilities, saves taxpayer dollars, and helps Boise deliver important city services at the neighborhood level. In December 2008, the Council and the local United Way hosted a livability Summit to identify future initiatives, which was attended by more than 125 city and school leaders, law enforcement officials, refugee agency staff members, YMCA representatives, and other community stakeholders. For more information, visit [www.cityofboise.org/after3](http://www.cityofboise.org/after3).

***Pool resources and in-kind support***

Having a wide variety of partners invested in OST efforts broadens the range of resources available. One key step to ensure that all possible resources are used effectively involves distinguishing how each partner can contribute. Every stakeholder has distinct resources (e.g., funding, staff, training capacity, space, or other in-kind resources) that can be used to create, expand, or improve OST programs. Communities should be careful not to overlook these in-kind resources because they can have a significant impact in supporting and improving OST activities. Municipal officials can identify the resources the city invests in OST and call on partners to examine what resources, whether financial or in-kind, they can invest.

**Tacoma, Washington**

Metro Parks Tacoma is an independent government agency that has partnered with the City of Tacoma and the Tacoma Public School District on OST programs. The city provides \$401,000 in funding for the Metro Parks Tacoma Afterschool program, while the school district provides access to afterschool buses, programs, and offices at all 11 middle school sites, encompassing a huge dollar value of in-kind services. The Tacoma program also partners with other community-based youth organizations, such as the Boys and Girls Clubs, Girl Scouts, Boy Scouts, and local colleges. For more information, visit [www.tacomaparks.com](http://www.tacomaparks.com) or [www.sparxtacoma.com](http://www.sparxtacoma.com).

***Leverage other funding sources***

Making a commitment to OST, whether through partnerships, financial commitments, or staff resources, enables cities to leverage additional funds from businesses, philanthropies, or other public entities. Other parties may be more willing to collaborate and devote time and money to citywide system-building efforts once a city demonstrates its own commitment or other key partners invest in OST initiatives.

**Omaha, Nebraska**

A \$1.9 million grant from the U.S. Department of Justice in late 2006 led to the creation of the Greater Omaha After School Alliance (GOASA), a network of organizations providing OST services in Omaha. This grant helped the city pilot an afterschool program for middle school students, called the Middle School Learning Center Initiative. With these federal funds in hand, city officials approached the Sherwood Foundation for matching support and secured additional funds for the initiative. This initial funding resulted in a strong partnership and additional resources from Omaha Public Schools and the foundation. For more information, visit [www.omahaafterschool.org](http://www.omahaafterschool.org).



## **PUTTING IT ALL TOGETHER**

Each of the strategies described above can have a significant impact on the OST opportunities available for children and youth. Through a combination of these strategies and the use of diverse funding sources, cities will be in a stronger position to sustain citywide OST systems that expand access and improve program quality. Communities should consider planning for sustainability early on and make this planning an ongoing process. Sustaining OST initiatives requires leadership to tap into a variety of funding streams and to think strategically about the right blend of strategies to fund OST efforts in their communities. A strong citywide OST system can be maintained when local leaders explore broad, creative options and employ long- and short-term funding strategies.

The following examples provide a sense of what is possible when a city develops a comprehensive approach to afterschool financing and successfully taps into a combination of funding streams to provide high-quality OST opportunities. These are just a few of the cities that demonstrate how municipal officials can play a significant role in ensuring adequate funding for OST programs that meet the needs of children and youth.

### **New York, New York**

The majority of funding for New York City's Out of School Time (OST) Initiative comes from the city's general fund. New York's fiscal year 2009 departmental budget included \$116 million for the OST Initiative, 91 percent of which came from the city's general fund. The remaining nine percent came from a state program for youth development and delinquency prevention through the New York State Office of Children and Family Services. Since its inception in 2005, the OST Initiative has grown to 608 programs operated by 200 community-based organizations. The annual budget has increased from \$46 million in 2006 to nearly \$117 million in 2009. In January 2008, 112 new elementary school programs were added and as a result, the OST system served more than 87,000 young people during the 2007-08 school year. This funding commitment, made during particularly difficult economic times, is a testament to the quality programming that New York City community-based organizations are carrying out every day.

The OST Initiative is administered by the city's Department of Youth and Community Development (DYCD) and provides funding to community-based organizations operating afterschool programs in the five city boroughs. DYCD also administers and provides funding for comprehensive afterschool programs through the Beacon Program. In addition, federal WIA funds support the DYCD-operated In-School Youth program, which provides education and vocational training for eligible juniors and seniors in high school. Afterschool efforts in New York are further supported by grants from private and philanthropic donations. For more information, visit [www.nyc.gov/html/dycd](http://www.nyc.gov/html/dycd).

### **Chicago, Illinois**

In June 2006, the Chicago Out-of-School Time Project (co-chaired by the city's Department of Family and Support Services, Department of Children and Youth Services, and After School Matters), set out to systemically advance OST opportunities in the city. The project is a partnership funded by a variety of local, state, federal, and private sources to deliver more than 380,000 program slots for young people. This combination of funding streams has allowed Chicago to offer high-quality OST programming and to maximize resources.

A vital part of the Chicago OST Project's work involves developing support and readiness for achieving a new coordinated and dedicated funding stream for OST in Illinois. To lead efforts in this area, the project engaged Chicago Metropolis 2020 (Metro2020), a planning and public policy organization, to develop broad-based public advocacy measures to result in permanent government funding for OST programs. In 2008, Metro2020 convened a wide coalition of advocates, policymakers, business leaders, and funders of OST. The coalition has identified common goals and objectives as well as strategies and tactics for advancing a public OST campaign including coordinated public relations outreach. Members of the Metro2020 coalition also successfully worked to introduce state legislation that created the Illinois Afterschool Funding Policy Task Force. The coalition's final recommendations have already led to increased transparency and measures to support quality in OST programs across the state. For more information, visit [www.afterschoolchicago.org](http://www.afterschoolchicago.org).



### **Baltimore, Maryland**

Mayor Sheila Dixon and the Baltimore City Council provide significant financial support for Baltimore's Afterschool Strategy, which includes direct service, monitoring, training, technical assistance, material development, and networking. In spite of difficult economic times, the mayor and city council have set youth opportunities as a priority and continued to fund all of these elements of the OST initiative. Baltimore's OST efforts are also supported by several private local foundations. The city first developed the Baltimore Afterschool Strategy as part of an Urban Health Initiative grant from the Robert Wood Johnson Foundation involving multiple organizations across the community. The strategy included leveraging and allocating funds for three citywide programs: Youth Places, A-Teams, and Baltimore Out of School Time (BOOST). The Family League of Baltimore City and the Baltimore Safe and Sound Campaign have leveraged over \$50 million dollars from public and private donors for the initiative.

Initially, private contributors were the primary funders of the Baltimore Afterschool Strategy. The city has now surpassed private contributions, reaching the goal that such programs should be a public responsibility sustained by public funds. In 2005, a budget surplus enabled the city to provide over \$3 million for OST and in 2007, the Baltimore Afterschool Strategy became a line item in the city's budget, receiving \$5 million. In addition to city funding, the Baltimore Afterschool Strategy received about \$1 million from the Maryland After School Opportunity Fund and nearly \$1 million from the Baltimore City School District a few years ago. As an intermediary, the Baltimore Afterschool Strategy provides afterschool grants and technical assistance to local organizations. Grantees are encouraged to apply for 21st CCLC dollars and become recognized Supplemental Education Service (SES) providers to be eligible for SES funding. For more information, visit [www.safeandsound.org](http://www.safeandsound.org) and [www.afterschoolinstitute.org](http://www.afterschoolinstitute.org).



## ADDITIONAL RESOURCES ON FINANCING OST PROGRAMS

The following resources from the Finance Project can provide city officials with detailed information about individual OST funding strategies:

- Tobacco Settlement Revenue: Recent State Actions and Opportunities for Youth Programs. April 2008.
- Financing and Sustaining Out-of-School Time Programs in Rural Communities. January 2008.
- Using CDBG to Support Community-Based Youth Programs. January 2008.
- Snapshots of Sustainability: Profiles of Successful Strategies for Financing Out-of-School Time Programs. September 2007.
- Getting the Grant: A Guide to Securing Additional Funds for Afterschool. August 2007.
- Making the Match: Finding Funding for Afterschool Education and Safety Programs. August 2007.
- Using TANF to Finance Out-of-School Time Initiatives. June 2007.
- A Guide to Successful Public-Private Partnerships for Youth Programs. January 2007.
- Creating Dedicated Local and State Revenue Sources for Youth Programs. January 2007.
- Finding Funding: A Guide to Federal Sources for Youth Programs. January 2007.
- Thinking Broadly: Financing Strategies for Youth Programs. January 2007.
- Afterschool and State Education Formulas: A Primer for Statewide Afterschool Networks. September 2006.
- Sustaining 21st Century Community Learning Centers: What Works for Programs and How Policymakers Can Help. September 2006.
- The Cost of Out-of-School Time Programs: A Review of the Available Evidence. May 2006.
- Using NCLB Funds to Support Extended Learning Time: Opportunities for Afterschool Programs. August 2005.
- Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives. January 2003.
- Follow the Money: A Tool for Mapping Public and Private Funds for After-School Initiatives. April 2002.
- Financing After-School Programs. May 2000.

### **These resources from The Wallace Foundation can provide assistance to city officials:**

- The Cost of Quality Out-of-School-Time Programs. Public/Private Ventures and the Finance Project. January 2009.
- The Out-of-School Time Program Cost Calculator. [www.wallacefoundation.org/cost-of-quality](http://www.wallacefoundation.org/cost-of-quality). January 2009.
- Administrative Management Capacity in Out-of-School Time Organizations: An Exploratory Study. July 2008.
- A New Day for Youth: Creating Sustainable Quality in Out-of-School Time. Gil. G. Noam. May 2008
- A View from the Field: Helping Community Organizations Meet Capacity Challenges. Lucy N. Friedman. May 2008
- Strengthening Out-of-School Time Nonprofits: The Role of Foundations in Building Organizational Capacity. Heather B. Weiss and Pricilla M. D. Little. May 2008
- A Place to Grow and Learn: A Citywide Approach to Building and Sustaining Out-of-School Time Learning Opportunities. February 2008.

### **The following publications offer helpful resources:**

- Making Smart Investments in Afterschool: A Policy Primer for State and Local Leaders. U.S. Department of Health and Human Services. August 2006.
- Adding it Up: A Rational for Mapping Public Resources for Children, Youth, and Families. The Forum for Youth Investment and The Finance Project. March 2006.
- Funding Opportunities for Afterschool. U.S. Department of Justice. June 2005.
- Guiding Principles for Business and School Partnerships. The Council for Corporate & School Partnerships. 2001.







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