

# A Funding Brief for Federal Funds Supporting Afterschool and Youth Development

Where are our priorities?



Value:

At School's Out Washington we value the equitable access to opportunity for all children and youth that leads to positive outcome in school and in life.

# Funding Afterschool and Youth Development Organizations

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(Where is the money coming from? Where is it going?)

The purpose of this research is to provide public officials and Afterschool and Youth Development (AYD) professionals a look at federal funding sources. State and local officials will gain a better understanding of where federal funds are directed (both through state and local government as well as directly to AYD organizations). This map will also provide the framework for funding maps based on State funds, local governmental funds and private funding sources. This funding map frames an argument supporting changes to AYD funding.

Due to time constraints this map will not have the detail that larger studies have had, but this will provide state officials and AYD member organizations the tools to advocate for braided and consistent funding streams as well as access to current public funding sources.

It is clear that AYD organizations serve our communities and schools in more ways than just providing childcare. AYD has become an essential piece of combating growing youth problems such as delinquency, obesity and STEM education. AYD organizations also provide critical social emotional learning and youth leadership that has been proven to increase success in school. AYD programs provide opportunities that schools and communities have not been able to provide on their own these opportunities build community connections that help create global and locally concerned citizens.

*“Learning doesn’t just happen in a classroom between school bells. Children learn all day long. So it’s vital to give students and their families the tools, the facilities and the opportunity to continue working on traditional academic subjects as well as a place for broader lessons in areas like art and music to enrich their lives.”*

*~ Arne Duncan  
U.S. Secretary of education*

At the same time, we see increasing evidence that AYD programs reduce “at-risk” behaviors, increase “educational outcomes” as well as improve “non-cognitive/social-emotional” indicators, we see pressure on AYD organizations to

provide these services. These pressures have not been clearly supported with funding streams. This summary leads us to conclude that AYD programs are important to youth development and are here to stay yet need to be better (or at least more clearly) funded.

Currently there is little coordination by any organization or governmental agency to create funding efficiencies in the AYD field. It is clear that AYD has significant benefits that span education, health, economic and juvenile justice and when monetized outweigh the costs (in most cases). Funding currently comes from Federal, state, county, and city sources it also comes from foundations, corporate donation and private donations. AYD organizations scramble to find and match funding from many different sources. These organizations report and measure different outcomes based on multiple reporting requirements. Ultimately the lack of clarity around funding the AYD field has led to barriers in the provision of services.

## **I. Benefits of Afterschool and Youth Development programs:**

In 2004 the Washington State Institute for Public Policy released a report detailing a cost-benefit analysis of Prevention programs. In this brief the Institute evaluated 63 state funded programs. 39 of these programs yielded positive benefits. The benefits were measured in six (6) categories:<sup>1</sup>

- Reduce crime
- Lower substance abuse
- Improve educational outcomes such as test scores and graduation rates
- Decrease teen pregnancy
- Reduce teen suicide attempts
- Lower child abuse or neglect
- Reduce domestic violence

The question was, “Do preventions programs provided a return on investment?”

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<sup>1</sup> Benefits and Costs of Prevention and Early Intervention Programs for Youth

## II. Current look of the field:

### A. What do Afterschool and Youth Development organizations in Washington look like?

1. Afterschool and Youth Development organizations span a wide range. Washington has several large and significant players. These include 4-H, Boys and Girls Clubs and the YMCA. The state AYD field is also supported by many small but important partner organizations. These include but are not limited to Powerful Voices, Community Day School Association (CDSA), Arts Corps and Reel Grrls. These programs support youth across the state through specific well developed programs and curriculum.

2. AYD organizations do not look the same. But they do have several characteristics in common. AYD organizations directly serve youth. They provide programs, training, classes and adventures for youth during out-of-school time. These organizations differ qualitatively from other youth organizations that provide leadership, development or coordination of services. While support agencies are essential to quality AYD organizations they do not serve youth in the same direct manner. It is important to understand how money is directly reaching youth.

3. There are 3 different categories of Youth programs. Prevention programs are the most common to the AYD field. These programs work to provide education and positive youth development for all youth. Intervention programs target specific groups of youth with specific “risk” factors or target a specific “risk” behavior. Risk factors may include but are not limited to suspensions, juvenile justice contact and smoking. Treatment programs address severe and persistent youth problems. These programs include drug treatment centers and mental health programs. Treatment is the most expensive program. Arguably prevention programs have the greatest return on investment. Yet, prevention programs are less likely to be funded than intervention or treatment programs.

### B. What does the Educational system look like?

1. Washington State has placed more and more responsibility on schools to provide significant social services. Schools have historically provided services outside of direct education; guidance and career counseling, basic health care, coordination with probation and nutritional support. Schools are now beginning to be responsible for other aspects of youth development. These aspects include pre-school, before school care, afterschool care and mental health.

2. Schools struggle to balance the competing forces of higher and higher educational standards and broader responsibilities. While funding for schools continues to grow and employee to student ratio continues to climb schools are saddled with ever growing responsibilities. The portion of non-classroom staff continues to grow. Whether they are in the district office or in the school doing other work reports, guidance, compliance or security the staff ratio grows.

- \* Schools and AYD organizations will need to work together in order for systems to be efficient. Schools and AYD share two things. They serve the same youth. They often share the same funding sources. These commonalities put significant pressure on the two organizations to work together.

### III. Barriers to efficient and coordinated funding streams:

#### A. Lack of dedicated Afterschool and Youth Development funding

At the governmental level there are no funding sources directly dedicated toward Afterschool and Youth Development. Significant grants are targeted toward community based organizations (CBOs) and non-profit organizations. There is little clarity about what type of CBO or non-profit is receiving the funding. This funding may also be directed toward state or local government agencies at the same time. It becomes impossible to separate out who received what funding and more importantly how was that money used to serve youth.

#### B. Multiple funding sources

Currently AYD organizations are required to seek funding from many different sources. A problem arises from the lack of alignment of goals and outcomes. AYD organizations expend both human and financial capital meeting several different reporting requirements. It is also clear that government funders receive only a portion of the information from the subsequent reports. With disparate information going to multiple funding agencies the conclusions drawn from these reports are less than clear.

#### C. Weak financial reporting

At the Federal level (and likely the state) there is little information about who (what organizations) is getting what money. As the Federal government is the largest single funder of AYD organizations it is essential that they are receiving feedback from their grantees as to how the money was used. Knowing when money is diverted to professional development, curriculum, research or treatment is essential to understanding how money supports student success.

#### D. Wide range of funding levels (millions to hundreds)

The federal government provides huge grants to states as well as small grants to individual programs. This creates inefficiencies in the system. This has created a complicated multi-level system with conflated goals. This system struggles to directly support AYD programs.

#### E. Funding cycles

Not all funding cycles are aligned. This creates confusion among AYD organizations as to when and how to apply and report. This provides yet another opportunity for layers of confusion. As AYD organizations spend significantly more time on Grant applications as well as seeking new funding streams their ability to focus on providing quality afterschool programming becomes strained.

## IV. Funding Categories

### A. Federal

1. **Competitive Grants:** organizations submit proposals that are reviewed against key criteria and a scoring rubric, decisions are made based on quality of application.
2. **Entitlements, Non-Competitive Grants:** provide funding or in-kind goods and services to all applicants that meet specified eligibility requirements.
3. **Formula or Block Grants:** give states or localities a fixed amount of funding determined by a formula based on need and demographic data.

### B. State

1. **Funding by the State** with funds from federal (pass through funds) or State funds. (More on State funding sources in future report).

### C. Local Government

1. **Funding from city and county sources.** Funds generated at Federal, State or Local level. (More on Local funding sources in future report).

### D. Private Funding sources

1. **Funding from Private Foundations and donations.** (More on Local funding sources in future report).

## V. Federal Funding Sources for AYD organizations:

### A. Department of Education

1. Funds the largest amount of youth services. The Department funds multiple youth programs. It can be difficult to parse out which programs are for schools and which programs/funds are for AYD programs. There is significant overlap of funding streams. For example, Safe and Supportive Schools grants fund in school measures as well as several out of school time intervention programs. The funding of any particular program is not solely directed toward AYD programs. There are different offices that fund separate programs and these include:

- a) *21<sup>st</sup> Century Learning Communities (Office of Elementary and Secondary Ed ⇒ Grants to LEA and Organizations) 1.14 billion in 2011, 16.5 million went to Washington State.<sup>2</sup>*

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<sup>2</sup> Fiscal Years 2011-2013 State Tables. (2012).

- b) *Neglected and Delinquent Children and Youth (Office of Elementary and Secondary Ed ⇒ State Agency program, DSHS) 50 million in 2011, ~1 million went to Washington State.<sup>2</sup>*
- c) *Homeless Youth Education (Office of Elementary and Secondary Ed ⇒ State Agency OSPI ⇒ LEA and Organizations) 50 million in 2011, 1.4 million went to Washington State.<sup>2</sup>*
- d) *Even Start (Office of Elementary and Secondary Ed ⇒ State Agency OSPI ⇒ LEA and Organizations) 66.4 million in 2010, assumed ~1 million went to Washington State.<sup>2</sup>*
- e) *Workplace and Community Transition Training for Incarcerated Individuals (Office of Vocational and Adult Education ⇒ DSHS) 17 million in 2010, varies by state.<sup>3</sup>*
- f) *GEAR UP (Office of Post Secondary Ed ⇒ primarily to Universities) 302 million in 2011, ~8.5 million went to Washington State Universities.<sup>3</sup>*
- g) *TRIO Talent Search (Office of Post Secondary Ed ⇒ primarily to Universities) 142 million in 2012, 1.4 million went to Washington State.<sup>3</sup>*
- h) *TRIO Upward Bound (Office of Post Secondary Ed ⇒ primarily to Universities) 305 million in 2012, 4.1 million went to Washington State.<sup>3</sup>*
- i) *Carol White Physical Ed Program (Office of Safe and Drug Free Schools ⇒ LEA's) 40 million in 2011, amounts vary annually Washington received ~1.65 million.<sup>3</sup>*
- j) *Safe and Supportive Schools (Office of Safe and Drug Free Schools ⇒ OSPI) 27 million in 2010, 6 million went to Washington state.<sup>3</sup>*

## B. Department of Justice:

1. A funding source that bridges juvenile justice programs supporting youth through city and county juvenile justice departments and programs supporting youth operated by non-profit AYD organizations. These programs work largely in the intervention category. Many of these programs focus on tobacco, alcohol, drugs and delinquency. The Department of Justice has several programs that fund AYD programs. The funding of any particular program is not solely directed toward AYD programs. There are different offices that fund separate programs and these include:<sup>4</sup>

<sup>3</sup> Program Pages, US Dept of Education.

<sup>4</sup> OJJDP FY 2011 Awards.



- a) *Title V grants for Community Prevention Grants Program (Office of Juvenile Justice and Delinquency Prevention, OJJDP ⇒ DSHS ⇒ Local Juvenile LE agencies) in 2011, 128K went to Washington State.*
- b) *Juvenile Accountability block grant (Office of Juvenile Justice and Delinquency Prevention, OJJDP ⇒ DSHS ⇒ Local Juvenile LE agencies) in 2011, 700K went to Washington State.*
- c) *Title II, Juvenile Justice and Delinquency Prevention (Office of Juvenile Justice and Delinquency Prevention, OJJDP ⇒ DSHS ⇒ Local Juvenile LE agencies) in 2011, 913K went to Washington State.*

### C. Department of Health and Human Services

1. A large funding source that heavily funds youth intervention and treatment. Programs from the Department of Health and Human Services also funnel money directly to families. Some AYD programs develop programs designed to support families receiving funds from the Dept of H&HS.

- a) *Child care and development funds CCDF (Office of Children and Families ⇒ DSHS ⇒ families) in 2011, 33.3 million went to Washington State.*
- b) *Temp Assistance for Needy Families, TANF (Office of Children and Families ⇒ DSHS ⇒ families) 346 million went to Washington State.*
- c) *Substance abuse prevention and treatment block grant (Substance Abuse and Mental Health Services Administration, SAMHSA ⇒ DSHS) in 2011, 34.7 million went to Washington State.<sup>5</sup>*
- d) *Project LAUNCH (Substance Abuse and Mental Health Services Administration, SAMHSA ⇒ Organizations) 9 million in 2012, 900K went to a Yakima area mental health agency.<sup>5</sup>*
- e) *Community Services Block Grant (Office of Children and Families, ⇒ Dept of Commerce) 666 million in 2012, 7.9 million went to Washington State.<sup>6</sup>*
- f) *Runaway and Homeless Youth Center (Office of Children and Families, ⇒ organizations) 14 million in 2012. In 2010, 300K went to Washington State organizations.<sup>7</sup>*
- g) *Street Outreach (Office of Children and Families directly funds organizations) 5.3 million in 2012. In 2010 100K went to Washington State organizations.<sup>7</sup>*

<sup>5</sup> *Substance Abuse and Mental Health Services Administration states summaries FY 2011/2012. (2011).*

<sup>6</sup> *CSBG Allocations as of February 1, 2012. (2012)*

<sup>7</sup> *Discretionary Grant Awards FY 2011*

## D. Department of Agriculture:

1. This Department provides significant funding support for youth nutrition. The vast majority of this funding goes toward school breakfasts and lunches. There are opportunities for AYD organizations to take advantage of several programs. Many of these programs are non-competitive; which means that once a member of the program the agency will be reimbursed for services provided.<sup>8</sup>

a) *Child and Adult Care Food Program (Food and Nutrition Service ⇒ OSPI Office of Child Nutrition) 2.4 billion in 2010, 43.2 million went to Washington State.*

b) *Afterschool snacks (Food and Nutrition Service ⇒ OSPI Office of Child Nutrition) 156 million in 2010.*

c) *School Breakfast Program (Food and Nutrition Service ⇒ OSPI Office of Child Nutrition) 2.9 million in 2011, 44.8 million went to Washington State.*

d) *Summer Food Services Program (Food and Nutrition Service ⇒ OSPI Office of Child Nutrition) 376 million in 2011, 4.16 million went to Washington State.*

e) ***Rural Youth Development (RYD) Grant Program (National Institute of Food and Agriculture ⇒ land grant Universities) 720K in 2011. See case study.***

f) *Children, Youth and Families At-Risk (CYFAR) (National Institute of Food and Agriculture ⇒ land grant Universities) 8.4 million in 2011.*

## E. Department of Labor

1. Programs often span adolescence to young adult. These programs focus primarily on training or retraining of young adults. These often are well established public/private partnerships or established programs.<sup>9</sup>

a) *Workforce Development Act Youth Employment and Training Activities (Employment and Training Administration (Title 1B of the WD) ⇒ State Workforce Investment Boards) 923 million in 2012, 13.7 million went to Washington State.*

b) *Job Corps (Employment and Training Administration (Title 1C of the WDA) ⇒ public-private partnerships) 1.5 billion in 2012 in 2012, 4.8 million went to Washington State organizations.*

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<sup>8</sup> Nutrition Assistance Program. (2012)

<sup>9</sup> <http://www.doleta.gov/usworkforce/wia/>

c) *Youth Build (Employment and Training Administration ⇒ public-private partnerships) 102 million in 2012, ~7 million went to Washington State organizations.*

## F. Environmental Protection Agency

1. An independent government agency that is in-charge of protection and enforcement of environmental laws. The EPA provides limited funding of AYD programming. The AYD field shares this small pot of money with schools/teachers. Yet, this funding stream can provide funding for high quality science programming. This funding flows directly to grantees.<sup>10</sup>

a) *Environmental Education Grant Program (Environmental Education ⇒ administered by regional offices) 2 million in 2012, ~400K went to the Pacific North West States.*

## G. Corporation for National and Community Service:

1. A national program that recruits young people to volunteer at non-profits and government agencies around the country. There are several different programs that organizations can work with in order to meet their human capital needs. This is an inexpensive source of human capital. Many AYD agencies recruit AmeriCorps members to help facilitate programs. Vista members are focused on building the capacity of organizations through non-direct service.<sup>11</sup>

## H. National Endowment for the Arts

1. Is a federally funded arts organization that seeks to develop and promote the arts. They directly funds local arts programs. The National Endowment for the Arts also makes grants to states to support local state arts initiatives. These funds are funneled directly to organizations in order for those organizations to provide specific arts programs. These programs support educational success and positive youth development.<sup>12</sup>

## I. Institute for Museum and Library Services

1. Provides leadership to the national museum and library community. They support innovation and lifelong learning through grant making to museums and libraries. There is a diverse array of grant opportunities; there are a number of grants that will support museums and libraries in providing quality AYD programming.<sup>13</sup>

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<sup>10</sup> <http://www.epa.gov/education/>

<sup>11</sup> <http://www.nationalservice.gov/>

<sup>12</sup> <http://www.nea.gov/>

<sup>13</sup> <http://www.imls.gov/>

## J. National Science Foundation

1. Is a federally funded science organization that seeks to develop and promote science education. Funding opportunities are mainly focused on research and post-secondary education. There are a few K-12 opportunities; these are also mainly focused on the teacher. Yet, there are still a few remaining opportunities for AYD organizations. The National Science Foundation is missing a significant opportunity to directly fund AYD science programs.<sup>14</sup>

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<sup>14</sup> National Science Foundation; <http://www.nsf.gov/index.jsp>

## VI. State funding sources (in brief)

A. Significant funding sources come through the federal government. Much of these funds are granted to State agencies. State agencies then make smaller grants directly to AYD organizations or (more commonly) provides those funds to more local agencies. These State Departments are:

1. Office of the Superintendent of Public Instruction
  - a) *Child Nutrition*  
<http://www.k12.wa.us/ChildNutrition/default.aspx>
  - b) *Support Services*  
<http://www.k12.wa.us/siteinfo/OfficesPrograms.aspx>
2. Department of Social and Health Services
  - a) <http://www.dshs.wa.gov/children.shtml>
  - b) [http://www.dshs.wa.gov/ojj/funding\\_opportunities.shtml](http://www.dshs.wa.gov/ojj/funding_opportunities.shtml)
3. Workforce Training and Education Coordinating Board
  - a) <http://www.wtb.wa.gov/youth.asp>
4. Chamber of commerce (Community Services Block Grant)
  - a) <http://www.commerce.wa.gov/site/280/default.aspx>
5. The Washington State Arts Commission
  - a) <http://www.arts.wa.gov/grants/index.shtml>

## VII. Case Study: Department of Agriculture: The Rural Youth Development Grant Program.

A. This grant program is remarkable in a number of ways. It has the potential to inform how states fund Afterschool and Youth Development programs.

The 4-H, FFA and Girl Scouts of America participated in a grant that focused on three aspects:

- 1) The Human Ecological Model
- 2) Building Community Capitals
- 3) Youth Development

These systems are not new to the AYD organizations and actually align with what they do historically. The RYD grant measured outcomes for all three (3) effected groups youth, adults and communities.

The promise and success of this program is the clear vision. The National Institute of Food and Agriculture, a branch of the USDA, has several grants programs. I think the RYD is a great example of a successful program. The RYD grant exemplifies several changes that need to be made in the Afterschool and Youth Development funding streams: clear understanding of what AYD is, focused on rural youth/community development and funds organization directly.

The RYD grant is limited in scope to three (3) organizations that have a track record of doing great work. The organizations also have a well grounded theory of change. While the organizational approach is narrow the geographic scope is large. The RYD grant serves youth in every state as well as many US Territories.

There are a couple important components of this grant. The dedicated funding and clear AYD focus of the grant were a clear advantage of this funding. This grant also had a common mission and reporting. The AYD organizations did not change their focus in order to qualify for this grant. The USDA received very accurate data that reflects similar work with youth from the three (3) organizations. This enables the USDA to accurately compare and measure program effectiveness as well as fiscal efficiency.

These programs had significantly positive returns on investment, largely due to the program methodology as well as longstanding organizational culture. For every dollar invested there was a \$3.20 return. This return is in only calculating the value of time and donations (including in-kind). There is an even greater return on investment if reductions in crime, substance abuse, teen pregnancy, teen suicide attempts, domestic violence, and child abuse; as well as the improve educational outcomes such as test scores and graduation rates were calculated.

*The Rural Youth Development program has 'raised the bar' for Girl Scout programs by focusing on important program goals, strategies that address long-term needs in rural communities, and tools to engage local citizens in the rigorous evaluation of their efforts".*

*~ Michael Conn, vice president, research, Girl Scout Research Institute*

## VIII. The Take Away:

### A. Support Afterschool and Youth Development publicly as a separate public good

1. AYD is evidenced to support school success. Defining and valuing AYD in policy language is essential to further development and professionalization of the field.

### B. Write Afterschool and Youth Development into funding language

1. AYD is not separately funded; this creates confusion and lack of accountability. Clear guidelines around what AYD is and what constitutes an AYD agency will create cohesion among AYD organizations.

### C. Support Intermediary agencies (braided funding)

1. Support agencies that gather, coordinate and distribute funding locally and state wide. By pooling funding and then distributing

A report by the US Dept of Health and Human Services demonstrated several ways where AYD organizations have braided their own funding in order to provide comprehensive coverage. Examples of this are instances where organizations have used funding for AYD, early learning and nutrition programs to support youth and communities in a more holistic way, (Making Smart Investments in Afterschool). This can be an option for larger organizations, but proves challenging to small ones.

### D. Balance funding through prevention, intervention and treatment.

1. Understanding the needs of many youth arise before the need for intervention or treatment is evident. Research has shown the potential monetary benefits of AYD programs. The reductions in crime, substance abuse, teen pregnancy, teen suicide attempts, domestic violence, and child abuse; as well as the improve educational outcomes such as test scores and graduation rates were calculated

## **IX. Next Steps:**

- A. Form an AYD funding map team to continue and deepen this work, to include State and Local funding streams.
- B. Develop a funding map for foundations, business and private funders.
- C. Coordinate support for Afterschool and Youth Development intermediary agencies
- D. Coordinate support for state policy changes to language around Afterschool and Youth Development.



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<http://www2.ed.gov/programs/transitiontraining/index.html>

GEAR UP: <http://www2.ed.gov/programs/gearup/index.html>

TRIO Talent Search: <http://www2.ed.gov/programs/triotalent/index.html>

TRIO Upward Bound: <http://www2.ed.gov/programs/trioupbound/index.html>

\*Carol White Physical Ed: <http://www2.ed.gov/programs/whitephised/index.html>

\*Safe and Supportive Schools:

<http://www2.ed.gov/programs/safesupportiveschools/index.html>

*\*Note: the Office is Safe and Drug Free Schools is changing to the Office of Safe and Healthy Students. The addresses below reflect the new location.*

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