



**Minnesota
Out-Of-School Time
Primary Funding Streams
Fiscal Year 2009**

April 2010

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Information in this report is as accurate as is possible given the volatile state of funding for out-of-school time programs at the federal, state and local levels. Any corrections or additions to the report information would be welcome as we will regularly update this information. Send that information and any suggestions for future areas of study related to out-of-school time learning opportunities to: MDE.Safe-Healthy@state.mn.us.

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Minnesota Out-Of-School Time Primary Funding Streams Annual Update: Fiscal Year 2009 Summary Report

I. INTRODUCTION

In April 2009, the Minnesota Department of Education released the first Minnesota Out-of-School Time Funding Streams report. That report attempted to describe the web of funding sources available to local programs to create, enhance and sustain high-quality out-of-school time learning opportunities (OST) for children and youth. This second report highlights funding trends in fiscal year 2009 at the federal, state and foundation level.

While many government agencies, private foundations and public charities have pools of funding for out-of-school time programs, the intent of this study was to locate dedicated and substantive sources of funding upon which programs can consistently rely.

The report concludes that there are *very few consistent, dedicated funding sources* to support high-quality out-of-school time opportunities for youth and communities in Minnesota, and within consistent and dedicated funding source less than half are available statewide.

II. METHODOLOGY

Out-of-school time programming is defined as structured activities that take place in school and community-based settings, and are offered before school, after school and during summer and holiday breaks. Program funding is defined as resources allocated directly for programs and services, including direct staff expenses, program equipment and program expenses. Infrastructure funding, allocated for undefined general operating support, capital needs, building renovations, utilities, insurance, security and non-program specific expenses, is not included in the scope of this report.

To be included in this report, a funding source needed to have at least 75 percent of a funding category dedicated for out-of-school time learning opportunities with at least \$500,000 available per funding session. Funding must be available to more than one program site or organization and intended to be long term (i.e., available for more than one year or funding cycle). A distinction is made between funding streams focused on supporting out-of-school time practice and enrichment opportunities (*primary funding streams*) and funding supporting those opportunities that blend traditional school instructional methods with out-of-school time learning best practices (*primary bridge funding streams*).

“Developing and sustaining quality out-of-school time learning opportunities can be a difficult task. Identifying and accessing the right combination of funding streams is the first step in putting together an engaging array of programs.”

*Charting A Course:
Connecting Out-of-
School Time
Opportunities*

III. FINDINGS

The charts below identifies seven sources of funding that met the criteria to be considered a primary funding stream or a primary bridge funding stream in 2009. Detailed lists of each

funding category and source can be found in the full report.

| Source | Primary Funding Streams | Funds Available FY 2009 |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| Federal Government | <ul style="list-style-type: none"> • 21st Century Community Learning Centers | \$ 9.5 million |
| State Government | <ul style="list-style-type: none"> • YouthBuild Program • Youth Intervention Programs | \$ 2.5 million |
| Foundations Corporations | <ul style="list-style-type: none"> • McKnight Foundation After School Program • Greater Twin Cities United Way After School Funding | \$16 million |
| Total | | \$28 million |

| Source | Primary Bridge Funding Streams | Funds Available FY 2009 |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| State Government | <ul style="list-style-type: none"> • Learning Year: Acceleration • Learning Year: Targeted Services | \$ 39.4 million |
| Total | | \$39.4 million |

Completing the funding picture

One new source of possible funding for out-of-school time programming was identified for 2010. Currently the Minnesota State Arts Board is in the process of distributing an appropriation from the State of Minnesota Legacy Funds. The amount of the appropriation is yet undetermined, but the funds will provide seven new categories of grants for agencies and individuals to support arts and arts access throughout Minnesota, which may include out-of-school time programming.

In addition, two funding sources from the federal government will come to an end in fiscal year 2010. The U.S. Department of Education's Mentoring Grants and Safe and Drug Free Schools Program funding for school districts were eliminated from the federal budget and will be concluding in spring 2010. Minnesota's Afterschool Community Learning Grant, a state government funding source and a one-time appropriation, ended in 2009. All three of these funding sources were categorized as other sources of funding in the first funding streams report.

The more critical review of the funding streams, while providing a more accurate picture of the direct funding available for out-of-school time programming, it also excluded several funding streams included in the initial report. Cooperative Extension Services/Youth Development and 4-H Youth Development Program were both eliminated because while providing essential resources to local programs, the funding state and federal funding streams did not provide any direct funding to programming.

Fiscal year 2009 saw an influx of federal funding through the American Recovery and

Reinvestment Act (ARRA). Those funds are not included in this report because they are temporary funds for special projects or program expansion, and cannot be renewed so they did not meet the criteria of *substantial, dedicated and consistent funding source*.

Projections relating to other existing sources of out-of-school time funding are generally not optimistic for 2010 at the federal and state level, as well as for local foundations. During the review of funding sources for this report, respondents did not project any substantive sources of new or expanded funding for 2010.

IV. IMPLICATIONS

Minnesota's limited dedicated, sustainable and statewide funding for high-quality out-of-school time programs has implications for the healthy development of young people and their communities. In a typical year, young people have 2000 hours of discretionary time – time not filled with school or family obligations.¹ The extent to which this time is spent productively depends in part on the availability and affordability of high-quality learning opportunities.

Recent reports from the Harvard Family Research Project² and the Collaboration on Academic, Social and Emotional Learning³ concluded that regular participation in high-quality programs can result in positive impacts on a range of academic, social and emotional, prevention and health and wellness outcomes for young people. Both studies found that consistent and frequent participation in high-quality afterschool programs lead to gains in standardized math test scores, pro-social behaviors and social skills with peers, and work habits that support academic learning. Participants also reduced aggressive behaviors, student misconduct and use of alcohol and drugs.

“There is growing recognition that quality counts. The challenge, however, is that quality also costs. Youth workers need adequate training (or retraining), compensation and support. Managers and directors need a predictable flow of human, fiscal and material resources.”

Karen Pittman
Executive Director
Forum for Youth Investment

The current state of out-of-school time funding in Minnesota as described in this report may make it difficult for program providers to offer consistent, high-quality learning opportunities.

The financial challenges resulting from inconsistent funding reduce providers' planning ability, stability of services, staff reliability, program improvements and program growth. This inconsistent funding also limits the field's ability to advance research agendas, continue systemic development, and improve professional development in the field.

¹ Carnegie Council on Adolescent Development. (1995). *Great Transitions: Preparing Adolescents for a New Century*. New York, NY: Carnegie Corporation of New York.

² Little, P., Wimer, C., & Weiss, H. (2008). *After School Programs in the 21st Century: Their Potential and What it Takes to Achieve It*. (Issues and Opportunities in Out-of-School Time Evaluation Brief No. 12). Cambridge, MA: Harvard Family Research Project.

³ Durlack, J.A., & Weissberg, R.P. (2007). *The impact of afterschool programs that promote personal and social skills*. Collaborative for Academic, Social and Emotional Learning.

V. NEXT STEPS

This study is only one of a series of steps in detailing the complex range of funding used by out-of-school time programs statewide to support the variety of learning opportunities available for children and youth.

The next step for the funding streams report advisory team is to detangle the local government contributions and infrastructure supports to out-of-school time programming at the county and city levels to better understand their role in supporting programming. Part of this complexity of the local and infrastructure funding streams is how volunteer-run programs, such as 4-H clubs, Scouts, and Camp Fire along with some mentoring programs contribute to out-of-school time programming at a local level. These local programs receive support from a statewide organization through training and curriculum, but do not receive direct funding. The statewide organizations are often the sole organization eligible to receive funds from a federal, state or private funding stream. The requirements of these streams are to support the local programs through capacity building initiatives. While the support provided to the local programs is not a funding stream, it is a resource stream essential for the existence of these local level programs. Detangling the role of these statewide organizations, the local volunteer-run clubs/programs, and other local government contributions and infrastructure supports is the essential next step in understanding the various funding streams that support out-of-school programming in Minnesota.

Other future steps may include:

- Identification of providers of high-quality out-of-school time programs to analyze their sources of revenue and methods for sustaining quality programming.
- A deeper analysis of other funding sources, specifically looking at parent fees and their role in program sustainability and internal fundraising.

Minnesota Out-Of-School Time Funding Streams

Full Report

I. INTRODUCTION

A growing body of research demonstrates that regular participation in high-quality out-of-school time programs can result in positive impacts for young people on a range of academic, social and emotional, prevention, and health and wellness outcomes. A recent study by the Harvard Family Research project found that afterschool programs can improve academic performance, social and developmental outcomes, contribute to healthy lifestyles and reduce aggressive behaviors, student misconduct and use of alcohol and drugs.¹

However, implementation of these high-quality learning opportunities requires a level of program stability to foster ongoing program improvement and staff development. In April 2009, the first Minnesota Out-of-School Time Funding Streams report was released by the Minnesota Department of Education in an attempt to determine the availability of stable, substantive funding sources for Minnesota's out-of-school time programs. This report serves as an update to the earlier report, highlighting the key sources of funding available in fiscal year 2009 at the federal, state and local foundation level.

This report focuses on two key questions:

- Given the benefits of participation in high-quality out-of-school time opportunities, are there stable sources of funding targeted to support their development?
- If stable sources of funding are available, what are the characteristics of funding streams in relation to targeted audiences, geographic area served and supported range of activities?

The report concludes that, while many possible sources of funding for out-of-school time programming were identified, *very few consistent, dedicated, substantial funding sources* were available in fiscal year 2009.

II. METHODOLOGY

Given the range of possible funding sources for out-of-school time programming, the data gathering team employed a variety of measures designed to capture the initial information on the sources, amounts and length of funding commitment available across the state. These measures included surveys of youth-serving organizations, interviews with personnel at the state and local level, nonprofit agencies and foundations and a literature review. In this report, definitions and descriptions were revised based on feedback from the field and the funding streams identified in the initial report updated to create a more accurate representation of the current funding streams in Minnesota. Then each funding stream's funding guidelines and amounts were verified and revised to reflect the funding environment for fiscal year 2009.

¹ Little, P., Wimer, C., & Weiss, H. (2008). After School Programs in the 21st Century: Their Potential and What it Takes to Achieve It. (Issues and Opportunities in Out-of-School Time Evaluation Brief No. 12). Cambridge, MA: Harvard Family Research Project.

For this report, out-of-school time programming is defined as structured activities that take place in school and community-based settings, and are offered before school, after school and during summer and holiday breaks. Program funding is defined as resources allocated directly for out-of-school time programming, including direct staff expenses, program equipment and program expenses. Infrastructure funding is provided for general operating support, capital needs, utilities, insurance, security and non-program specific expenses. This report does not include infrastructure funding.

The funding streams highlighted in this report were categorized as either primary funding streams or primary bridge funding streams with the following definitions.^{2 3}

Primary Funding Stream. A primary funding stream is a key funding source for out-of-school time learning opportunities, providing consistent, dedicated and substantial amounts of funds to develop and maintain programs. For the purposes of this report, a primary funding stream is a funding source in which ***at least 75 percent of funding is intended for out-of-school time programs***, not including infrastructure or general operating support. Further, a primary funding stream must award ***at least \$500,000 per funding year***; funding must be ***available to more than one organization***, and the funding stream must be intended to be available for ***more than one year*** or funding cycle.

Special attention was paid to both the level of funding and the types of programming supported by a funding source. The funding amounts listed in the primary funding streams category reflect the level of funding that is distributed directly to programs. It does not include any funding that the granting organization keeps for administration, technical assistance or capacity building.

In reviewing the definitions included in the first report, it became apparent to the data gathering team that one of the previously categorized primary funding sources, while meeting the basic criteria of a primary funding stream, was not necessarily exclusively used for out-of-school time programming, but represented a blending of school day instruction with out-of-school time programming. To accurately capture the intent of this funding stream, a separate category was created, ***Primary Bridge Funding Stream***.

Primary Bridge Funding Stream. A primary bridge funding stream is a key funding source that ***blends school-day instructional methods and out-of-school time best practices*** to provide consistent, dedicated and substantial amounts of funds to develop and maintain programs. For the purposes of this report, a primary bridge funding stream

² In the initial report, the category of ***Secondary Funding Streams*** was included with only one federal source of funding fit the criteria of at least 50 percent of the category's funding targeted specifically for out-of-school time programs, excluding infrastructure or general operating support. In fiscal year 2009, no sources of funding were identified matching these requirements.

³ ***Variable Funding Streams***, now referred to as ***Other Sources of Funding***, was included in the body of the initial report. Information was collected on these streams to identify any changes in the funding environment, but it is not included in the body of the report. ***Other Sources of Funding*** are included in Attachment #1.

is a funding source category in which *at least 75 percent of funding is intended for learning opportunities that bridge school-day and out-of-school time activities*, not including infrastructure or general operating support. Further, a primary bridge funding streams must award *at least \$500,000 per funding year*; all funding must be *available to more than one organization*, and funding must be intended to be available for **more than one year** or funding cycle.

As in the earlier report, funding is assigned to the original source and not to any intermediary organizations. For example, grants for 21st Century Community Learning Centers are listed only in the federal category chart and not in the state chart because the federal allocation is the original source for these funds, even though the grant award to local programs is made by the intermediary state agency, the Minnesota Department of Education. On the other hand, 4-H grants and contracts are awarded at the federal, state and local government levels, so 4-H grants are listed in multiple charts and represent discrete funding streams.

The initial report identified several categories of funding streams in addition to primary funding streams, (secondary funding streams and other sources of funding). Since the purpose of this report is to highlight the substantial, dedicated and consistent funding sources, this report focuses only on primary funding streams to provide a clearer statewide snapshot. Information on various other sources of funding for out-of-school time programming that did not meet either of the primary funding streams definitions are located in the attachments. It is important to note that many of the funding opportunities listed in the attachment section are important contributors to the patchwork of funding sources accessed by Minnesota's programs to sustain their ongoing programming, just not at a high enough level of dedicated funding or a sufficiently high percentage of the funds targeted to out-of-school time funding to be categorized a primary out-of-school time funding stream.

In the last year, Minnesota received an influx of funding through American Recovery and Reinvestment Act (ARRA). Those resources were not included in this report because they are temporary, one-time funds.

III. FINDINGS

The study found that for fiscal year 2009, Minnesota experienced very few major changes in the funding landscape for out-of-school time learning programming. There continue to be *very few consistent, dedicated funding sources* for Minnesota out-of-school time programs. Out-of-school time funding is generally a complicated patchwork of irregular grants, contracts and gifts from federal, state and local government, as well as grants and donations from private institutions and public charities and from internal fundraising efforts. Providers rely on relatively small amounts of consistent funding and conduct annual campaigns to secure smaller, one-year grants and donations from institutional and individual donors.

While no changes within the primary funding streams have been forecast for fiscal year 2010, some changes in funding were identified in the overall funding landscape. In fiscal year 2010, one new potential funding source will be added. The Minnesota State Arts Board will receive an appropriation from the State of Minnesota Legacy Funds. The amount of the appropriation is yet

undetermined, but the funds will provide new categories of grants for to support arts and arts access throughout Minnesota, which may include out-of-school time programming.

Two federal funding sources will end in fiscal year 2010. The U.S. Department of Education Mentoring Grants and Safe and Drug Free Schools Program funding for school districts were eliminated from the federal budget and will end in spring 2010. Minnesota's Afterschool Community Learning Grant, a state government funding source and a one-time appropriation, ended in 2009. These funding sources were categorized as other sources of funding in the earlier report.

While foundation and corporate funding was hit hard by the economic downturn, fiscal year 2009 saw most endowments begin to grow again. It is important to note that most of the foundation grant allocations included in this report were based on the performance of endowments in the prior fiscal year. Despite this downturn, many of the foundation and corporate funders worked to maintain some level of funding for youth programming, including out-of-school time opportunities.

A. Primary Funding Streams

Primary funding streams are the key funding source for out-of-school time learning opportunities, providing consistent, dedicated and substantial amounts of funds to develop and maintain programs. Primary funding streams are funding source categories in which ***at least 75 percent of the funding is intended for out-of-school time programs***, not including infrastructure or general operating support. Further, primary funding streams must award ***at least \$500,000 per funding year***; all funding must be ***available to more than one organization***, and funding must be intended to be ***long term***, that is, available for more than one year or funding cycle.

Special attention was paid to these funding streams to ensure that the funds described include only the amounts of money that are available to programs and did not include money that was used for the funding organization's administration, technical assistance or capacity building. There was also attention paid to ensure that these funds are directed at out-of-school time activities and not activities linked to school-day activities (see Primary Bridge Funding Streams).

Five sources of primary funding streams from federal, state and private funders (corporations and foundations), totaling \$28 million were identified. The primary funding streams included:

- 21st Century Community Learning Centers, U.S. Department of Education
- YouthBuild, Minnesota Department of Employment and Economic Development
- Youth Intervention Programs, Minnesota Department of Public Safety
- The McKnight Foundation, After School Program
- Greater Twin Cities United Way After School Funding

PRIMARY FUNDING STREAMS

Primary funding streams are key funding sources for out-of-school time programs. They provide consistent, dedicated and substantial amounts of funds to develop and maintain programs. Primary funding streams are funding source categories in which, (a) *at least 75 percent of funding is intended for out-of-school time programs*, not including infrastructure or general operating support; (b) *at least \$500,000 per funding session* is awarded annually; (c) all funding *is available to more than one organization*; and (d) funding is *intended to be long term*, that is, available for more than one year or funding cycle.

| | Program | Funding Department | Amount Available to Minnesota in FY 2009 | Interest / Funding Area | Applicant Eligibility | End-User Application Process | NOTES |
|------------------------------|------------------------------------------------|-------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| FEDERAL APPROPRIATION | 21st Century Community Learning Centers | U.S. Dept of Education | \$9.5 million | Supports creation of community learning centers that provide academic enrichment opportunities like tutoring, mentoring, community service, cultural activities, and the arts | Allocated to Minnesota Dept. of Education as the intermediary funder: Community based non-profit organizations or school districts can apply for a sub-grant when funds are available | Discretionary | U.S. Dept. of Education is proposing refocusing this program as a competitive grant to states, rather than an allocation to each state in 2011. |
| STATE APPROPRIATION | YouthBuild Program | Minnesota Department of Employment and Economic Development | \$1 million | Funding for multidisciplinary programs and services for economically disadvantaged youth; provides construction trade training, academic skills enhancement | Community based non-profit organizations, state and local government, public housing authorities, Native American tribes | Discretionary | Minnesota YouthBuild program is associated with the federal program, but state funding is allocated (the federal program is a competitive grant program) |
| | Youth Intervention Programs | Minnesota Department of Public Safety | \$1.5 million | Targeted to provide intervention services at-risk youth and their families to address personal, family, school, legal or chemical problems | Community based non-profit organizations | Discretionary | Most grantees are members of the Youth Intervention Program Association (YIPA) |

PRIMARY FUNDING STREAMS

Primary funding streams are the key funding source for OST programs. They provide consistent, dedicated and substantial amounts of funds to develop and maintain programs. For the purposes of this report, primary funding streams are funding source categories in which, (a) *at least 75 percent of funding is intended for out-of-school time programs*, not including infrastructure or general operating support; (b) must award *at least \$500,000 per funding session*; (c) all funding *must be available to more than one organization*; and (d) funding must be *intended to be long term*, that is, for more than one year or funding cycle.

| | Foundation Name | Actual or Estimated Total Annual Giving in FY 2009 | Interest/Funding Area | Applicant Eligibility | End -User Application Process | Notes |
|-----------------|---------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------------------------|
| PRIVATE FUNDERS | Greater Twin Cities United Way After School Funding Category | \$11.5 million | Funding for quality out-of-school time programs that target youth from low income families with activities that lead to positive life choices | Applicants must be classified by the Internal Revenue Service as tax-exempt, nonprofit organizations serving the Twin Cities Metropolitan area. | Discretionary | Regular program review process is approximately once every 3 years |
| | The McKnight Foundation After-School Program | \$4.5 million | Funding for quality out-of-school time programs that include a blend of enrichment activities and intentional developmental and academic strategies | Applicants must be classified by the Internal Revenue Service as tax-exempt, nonprofit organizations and serve the Twin Cities Metropolitan area | Discretionary | Request for proposals released annually |

B. Primary Bridge Funding Streams

Primary bridge funding streams align with the primary funding streams definition with one exception. This stream's primary intent is to bridge school-day and out-of-school time activities, combining elements of both in a single program. In the review of the out-of-school time definition, it became apparent that some of the significant funding sources, while enhancing out-of-school time programs, do not have the same focus as out-of-school time programming and are more closely related to school day activities even though they occur during out-of-school time hours or as blended summer school and enrichment activities. Since it is important to continue to highlight these sources of funding, they are included in this report in a separate category.

Primary Bridge Funding Stream. A primary bridge funding stream is a key funding source that ***blends school-day instructional methods and out-of-school time best practices*** to provide consistent, dedicated and substantial amounts of funds to develop and maintain programs. For the purposes of this report, a primary bridge funding stream is a funding source categories in ***which at least 75 percent of funding is intended for learning opportunities that bridge school-day and out-of-school time activities***, not including infrastructure or general operating support. Further, a primary bridge funding stream must award at least \$500,000 per funding year; all funding must be available to more than one organization, and funding must be intended to be available for more than one year or funding cycle.

Both primary bridge funding sources are from state government. They are only available to school districts and total approximately \$39.4 million. The primary bridge funding sources are:

- Learning Year: Acceleration
- Learning Year: Target Services

PRIMARY BRIDGE FUNDING STREAMS

Primary bridge funding streams are the key funding source for learning opportunities that *bridge school-day instruction and out-of-school time activities* (extended day services) in which (a) *at least 75 percent of funding is intended for learning opportunities that blend school-day and out-of-school time activities*, not including infrastructure or general operating support; (b) *at least \$500,000 per funding session*; (c) all funding must be *available to more than one organization*; and (d) must be intended to be *long term*, that is, for more than one year or funding cycle.

| | Program | Department | Amount Available to Minnesota in FY 2009 | Interest / Funding Area | Applicant Eligibility | End-User Application Process | NOTES |
|-------|-----------------------------------------|-----------------------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------|-------|
| STATE | Learning Year: Acceleration | Minnesota Department of Education | \$1.4 million | Provides direct instruction and mentoring during the out-of-school time hours to accelerate grade level or meet graduation requirements | Schools | Discretionary | |
| | Learning Year: Targeted Services | Minnesota Department of Education | \$38 million | Out-of-school time support services, including direct instruction, for at-risk youth to gain skills necessary to succeed in a traditional classroom | Schools | Discretionary | |

IV. IMPLICATIONS

Minnesota's limited dedicated, sustainable funding for high-quality out-of-school time programs may have implications for the healthy development of young people and their communities. In a typical year, young people have 2000 hours of discretionary time – time not filled with school or family obligations.¹ The extent to which this time is spent productively depends in part on the availability and affordability of high-quality learning opportunities.

Recent studies have found that that regular participation in high-quality programs can result in positive impacts on a range of academic, social and emotional, prevention, and health and wellness outcomes for young people. These studies have found that participants who frequently and consistently participate in high quality programs improve school attendance, academic performance, and engagement in learning;² increase pro-social behaviors and social skills with peers;³ and reduce aggressive behaviors, student misconduct and use of alcohol and drugs.⁴

This growing body of research reinforces that quality matters in out-of-school time settings. The challenge is that quality is not without cost. Karen Pittman, Forum for Youth Investment, states *“There is growing recognition that quality counts. The challenge, however, is that quality also costs. Youth workers need adequate training (or retraining), compensation and support. Managers and directors need a predictable flow of human, fiscal and material resources.”*

Minnesota's current state of out-of-school time funding may make it difficult for program providers to offer consistent, high-quality learning opportunities. Out-of-school time funding is a complicated patchwork of irregular grants, contracts and gifts from federal, state and local government, as well as grants and donations from private institutions and public charities and from internal fundraising efforts. Providers often rely on relatively small amounts of consistent funding and conduct annual campaigns to secure smaller, one-year grants and donations from institutional and individual donors.

The financial challenges resulting from inconsistent funding reduce providers' planning ability, stability of services, staff reliability, program improvements and program growth. This inconsistent funding also limits the field's ability to advance research agendas and improve professional development for the field.

¹ Carnegie Council on Adolescent Development. (1995). *Great Transitions: Preparing Adolescents for a New Century*. New York, NY: Carnegie Corporation of New York.

² The After School Alliance. (2008). Evaluations backgrounder: A summary of formal evaluations of the academic impact of afterschool programs. www.afterschoolalliance.org

³ Little, P., Wimer, C., & Weiss, H. (2008). After School Programs in the 21st Century: Their Potential and What it Takes to Achieve It. (Issues and Opportunities in Out-of-School Time Evaluation Brief No. 12). Cambridge, MA: Harvard Family Research Project.

⁴ Durlack, J.A., & Weissberg, R.P. (2007). The impact of afterschool programs that promote personal and social skills. Collaborative for Academic, Social and Emotional Learning.

V. NEXT STEPS

This study is one in a planned series detailing the complex set of funding used by out-of-school time programs to support the variety of learning opportunities available for children and youth. Although this study identifies some significant sources of out-of-school time funding in Minnesota, further analysis is needed to determine if this funding structure has an impact on program providers' ability to offer high-quality learning opportunities. While many sources of funding were not found to be a source of dedicated, sustainable funding, their role in supporting out-of-school time learning opportunities should be more clearly defined.

The next step for the funding streams report advisory team is to detangle the local government contributions and infrastructure supports to out-of-school time programming at the county and city levels to better understand their role in supporting programming. Part of this complexity is how volunteer-run programs, such as 4-H clubs, Scouts, and Camp Fire, contribute to out-of-school time programming at a local level. These local programs receive support from a statewide organization through training and curriculum, but do not receive direct funding. The statewide organizations are often the sole organization eligible to receive funds from a federal, state or private funding stream. While the support provided to the local programs is not a funding stream, it is a resource stream essential for the existence of these local level programs.

For example, approximately \$2.6 million is granted to the University of Minnesota 4-H Youth Development Program to staff a statewide organization with regional outreach workers and to provide local programs with training and curriculum, but it does not redistribute any funding to the local clubs. Detangling the role of these statewide organizations, the local volunteer-run clubs/programs, and other local government contributions and infrastructure supports is the essential next step in understanding the various funding streams that support out-of-school programming in Minnesota.

Other future steps may include:

- Identification of providers of high-quality out-of-school time programs to analyze their sources of revenue and methods for sustaining quality programming.
- A deeper analysis of other funding sources, specifically looking at parent fees and their role in program sustainability and internal fundraising.

VI. ATTACHMENTS

1. Other Sources of Funding Streams
2. Out-of-School Time Funding Source Definitions
3. Key Written Resources and Websites

Attachment #1

OTHER SOURCES OF FUNDING

In order to determine the primary funding streams, additional information is collected about other funding streams. While this information is not included in the body of the main report, the information is still valuable and therefore, included in this attachment. For a funding stream to be included in the *Other Sources of Funding* category, the stream had to meet the following definition:

Other Sources of Funding. Other sources of funding *award less than 50 percent of their funding* exclusively for out-of-school time programs (not infrastructure or general operating support). These funding sources may award intermittent funding for out-of-school time (OST) programs that could be ended at any time or could be used for purposes other than programming. They may include lesser actual or giving amounts but still meet the criteria of providing at least \$100,000. Other funding sources include less defined and unpredictable federal and state sources such as Temporary Assistance for Needy Families (TANF) or economic development funding grants.

More than 200 Minnesota and non-Minnesota foundations and corporations award grants that could potentially be used for out-of-school time programs in Minnesota. Of those, over 40 sources were identified as *other sources of funding* from state and federal government and private funders. The vast majority of the other sources of funding came from either the federal government (17 sources) or private funders (21 sources).

The other sources of funding streams category had the most known changes in funding streams for fiscal year 2010. For the upcoming fiscal year it is known that three sources, one state and two federal government, will no longer be available. These funding sources are:

- Safe and Drug Free Schools and Communities Program, U.S. Department of Education
- Mentoring Grants, U.S. Department of Education
- Afterschool Community Learning Center Grants, Minnesota Department of Education

OTHER SOURCES OF FUNDING

Other funding sources *award less than 50 percent of their children/youth funding* exclusively for out-of-school time programs (not infrastructure or general operating support) with at least \$100,000 granted. These funds may be awarded as intermittent funding for out-of-school time (OST) programs and could be used for purposes other than programming.

| | Program | Department or Organization | Interest / Funding Area | Applicant Eligibility | End -User Application Process | NOTES |
|----------------|---------------------------------------------------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| FEDERAL | 21st Century Community Learning Centers – Bureau of Indian Affairs | U.S. Department of Education | Supports creation of community learning centers that provide academic enrichment opportunities such as tutoring, mentoring, service learning, cultural activities, and arts | Allocated to Bureau of Indian Affairs (BIA) for grant making to qualified BIA schools | Qualified BIA schools may apply to the BIA | |
| | Community Services Block Grant | U.S. Department of Health and Human Service | Positive youth development, youth crime prevention, youth mentoring, youth entrepreneurship programs | State can apply to receive an allotment | 90% of funds are passed on to local non-profit organizations from the state | The main recipients are Community Action Agencies |
| | Education for Homeless Children and Youth | U.S. Department of Education | Activities that support the educational success of homeless youth: tutoring, mentoring, summer enrichment programs | Minnesota Department of Education | Non-profit organizations may apply to Minnesota Department of Education for funds; Minnesota Department of Education may also give directly to local schools and school districts | This funding may also cover professional development of staff on the specific needs of the students, based upon state's share of Title 1, Part A funds |

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|----------------|-------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FEDERAL | Foster Grandparent Program | Corporation for National and Community Services | Volunteer recruitment to mentor at-risk youth | Non-profit organizations, local and state agencies | Local organizations apply to local Corporation for National and Community Service State Program Office | Notice will be posted on grants.gov when funds are available |
| | Juvenile Justice and Delinquency Prevention: State Formula Grant | U.S. Department of Justice | Increase state's capacity to develop effective youth crime prevention initiatives | Minnesota Department of Public Safety | Non-profit organizations can apply to state agency to do contracted services | Funding flows to Minnesota from the federal government and is used for the following state grants: Title II Juvenile Justice and Delinquency Grants,, Title V Juvenile Justice and Delinquency Prevention Grants, and Juvenile Accountability Block Grant |
| | Learn and Serve America | Corporation for National and Community Services | Service learning for school aged youth | Non-profit organizations and Minnesota Department of Education | Directly to the Corporation for National and Community Service | 45% of the funds flow by formula to state education agencies. |
| | Mentoring Children of Prisoners | U.S. Department of Health and Human Service | Provide children of incarcerated parents with mentors | Community based non-profit organizations | Family and Youth Services Bureau will announce availability via grants.gov | Recipient organizations must use funds for direct service |

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|----------------|-------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| FEDERAL | Mentoring Grant | U.S. Department of Education | At-risk youth are mentored to improve academic, interpersonal skills, reduce drop-out rates, reduce juvenile delinquency | School districts, community based non-profit organizations, with a partnership | Federal applications available on-line | Particular focus on the 4th - 8th grades <i>FY 2009 was the final year of this program</i> |
| | Runaway and Homeless Youth - Street Outreach Program | U.S. Department of Health and Human Service | Build connections between youth and agencies, support services for runaway and/or homeless youth - mentoring, health care, case management | Non-profit organizations | Non-profit organizations can apply to U.S. Dept. of Health and Human Services, but must consult with the Office of Family and Youth Services, Administration for Children and Families in Minnesota | Often a three-year renewable grant, dependent upon performance |
| | Safe and Drug- Free Schools | U.S. Department of Education | Leadership development, mentorship, safe schools, peer mediation, mentoring focused on drug use prevention | Non-profit organizations, school districts | Online at Minnesota Department of Education | Check online for specific grant programs open to application <i>FY 2009 was the final year of this program</i> |
| | Safe Schools / Healthy Students Initiative | U.S. Departments of Education, Health and Human Services, Justice | Healthy childhood development and prevent violent behaviors; goal is fully linked education, mental health, law enforcement, and social services | School districts, but must collaborate with local community based non-profit organizations | Federal applications available online | Currently an annual competition for four year grants |

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|----------------|-------------------------------------------------------------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| FEDERAL | Social Services Block Grant | U.S. Department of Health and Human Service | Support activities that promote youth self-sufficiency, financial literacy, mentoring | Minnesota Department of Human Services | Non-profit organizations can be subcontracted to provide services | |
| | Temporary Assistance to Needy Families (TANF) | U.S. Department of Health and Human Service | Mentoring and other supportive services to support needy families | States receive a block grant and funds go to appropriate agency | Non-profit organizations may apply to state agency for funds as part of the maintenance-of-effort cost sharing requirement | Work with county agency to see how can be used /allocated for afterschool activities; states can also transfer portion of TANF grant to CCDF or SSBG |
| | Title 1 , Part A, Grants to Local Education Agencies | U.S. Department of Education | Help students meet state academic standards through mentoring and tutoring | School districts and charter schools through the NCLB application process | Minnesota Department of Education | A limited number of MN's schools target these funds from Title I for out-of-school time learning opportunities |
| | Weed and Seed Program | U.S. Department of Justice | 4 categories: law enforcement, community policing, prevention intervention and treatment, neighborhood restoration | Local government, community residents, private organizations, and non-profit organizations. | Federal, contact local mayor's office or law enforcement to gain partnership | Collaboration is necessary |

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| FEDERAL | YouthBuild | U.S. Department of Labor | Funding for multidisciplinary programs/ services for at-risk youth that provide construction trade training, academic skill enhancement | Community based non-profit organizations, state and local government, public housing authorities, Native American tribes. | Federal applications available online | Participants are low-income high school dropouts between the ages of 16 and 24 |
| STATE | Community Crime Prevention | Minnesota Department of Public Safety | Can include community-based programs designed to provide at-risk children and youth under 14 with after-school and summer enrichment activities. | Local units of government or non-profit community-based entities | Minnesota Department of Public Safety | |
| | Intervention for College Attendance Program | Office of Higher Education | Provides outreach services to underserved students (6th-12th grades) and underrepresented college students | School districts, colleges, community based non-profit organizations | Request for proposal by Office of Higher Education | |
| | Minnesota Youth Program – Work Investment Act | Minnesota Department of Employment and Economic Development | Provide employment and training services to disadvantaged and at-risk youth aged 14-21, including mentoring, community involvement and leadership | Community-based, non-profit organizations | Minnesota Department of Employment and Economic Development | |

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| STATE | School Age Care Programming | Minnesota Department of Education | Provide services to allow children in grades K-6 who have disabilities or are experiencing a temporary family or related problem to attend a school-age care program operated by a public school district | School districts | N/A | In lieu of raising fees for all participants, school districts may levy for up to 100% of the additional cost of serving children who are disabled or are experiencing a temporary family problem. Although the levy is equalized, there is no district that currently qualifies for/receives state equalization aid for this levy program |

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| PRIVATE FUNDERS | Andersen Corporate Foundation | Funding provided to support intellectual and social opportunities, primarily for young people K-12, including afterschool, drug prevention and career counseling | Non-profit agencies in the St. Croix Valley Area and the East Metro area of St. Paul | Discretionary, quarterly application process | Prefers to fund general operating costs, but will consider special projects and capital costs. |
| | Andersen Foundation, Hugh J. | Funding provided to child/youth serving organizations that provide personal development activities, social support services, access to health-related services and information, and education opportunities and enrichment | Non-profit agencies located in Washington County or St. Paul, Minnesota | Discretionary, quarterly application process | |
| | Best Buy Children’s Foundation | Funds nonprofit youth organizations that provide positive experiences that will help youth to excel in school, engage in their communities, and develop leadership skills | Non-profit agencies. Programs must be within 50 miles of a Best Buy location | Discretionary, quarterly on-line application process | Also supports national organizations providing essential social services, including United Way, American Red Cross and Boys and Girls Clubs and Junior Achievement |
| | Blandin Foundation | Focus is to increase educational attainment for those facing barriers associated with poverty, race, disabilities, and gender. | Non-profit agencies | Discretionary, quarterly application process | A minimum of 55% of all grant funds are targeted directly to programs in Grand Rapids and Itasca County area |
| PRIVATE | Bremer Foundation, Otto | Supports organizational effectiveness / improvement and professional development of staff. | Non-profit agencies preference is given ,to Otto Bremer communities | Discretionary, on-going application process | |

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| PRIVATE | Cargill Foundation | Funds programs/services that include both school-day and out-of-school time activities that prepare children for school, improve academic performance, decrease the achievement gap and engage students in learning | Non-profit agencies located in Minneapolis and the northern and western suburbs | Discretionary, annual application process | |
| | Catholic Community Foundation | Supports programs that address the spiritual, educational and social needs of the Catholic community. A portion of this funding is for afterschool programs that target at-risk youth ages 5-18 | Non-profit agencies in Anoka, Carver, Chisago, Dakota, Goodhue, Hennepin, LeSueur, Ramsey, Rice, Scott, Washington, and Wright counties | Discretionary, annual application process | |
| | Central Minnesota Community Foundation | Supports general operating or capital costs youth organizations, such as youth clubs, services and community service | Non-profit agencies in Stearns, Benton and Sherburne counties | Discretionary, annual online application process | Affiliated with the Brainerd Lakes and Willmar Area Community Foundations |
| General Mills Foundation | Supports nonprofit organizations that create sustainable community improvement in the areas of youth nutrition and fitness, social services, education and arts and culture | Non-profit agencies | Discretionary, on-going application process | Geographic eligibility varies depending on the grant funding area. | |

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|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|------------------------------------------------------------------------|
| Initiative Fund | Provides support for organizations engaging and serving vulnerable children and families, particularly those working to help meet basic needs and improve family financial conditions. Funding for youth includes youth community service | Non-profit agencies, local units of government or public school districts in Benton, Cass, Chisago, Crow Wing, Isanti, Kanabec, Mille Lacs, Morrison, Pine, Sherburne Stearns, Todd, Wadena, Wright counties | Discretionary, on-going application process | |
| Minneapolis Foundation | Provides funding for programs that focus on student success, effective public education and community/parent partnerships | Non-profit agencies in the Minneapolis area. | Discretionary, quarterly application process | <i>FY 2010 the foundation will target only agencies in Minneapolis</i> |
| Northwest Minnesota Foundation | Provides funding for youth leadership and Boys/Girls clubs and targets programs that focus on reducing violence, improving education and learning opportunities, and preventing at-risk behaviors | Non-profit agencies in Beltrami, Clearwater, Hubbard, Kittson, Lake of the Woods, Mahnomen, Marshall, Pennington, Polk, Red Lake and Roseau counties | Discretionary, on-going application process | |

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|-----------------|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------|
| PRIVATE FUNDERS | Northland Foundation | Targets funding for programs and activities that include positive youth-adult interactions, early childhood care and education, youth activities during in-school and out-of-school time, improve information and access to vital services to youth, and youth leadership, civic involvement, volunteerism, and philanthropy | Non-profit agencies in Aitkin, Carlton, Cook, Itasca, Koochiching, Lake, and St. Louis counties | Discretionary, application process three times per year | |
| | Pohlad Family Foundation, Carl and Eloise | Supports programs that help students improve in school, stay engaged while out of school, provide college scholarships, and work or attend a residential camp during the summer | Non-profit agencies in the Minneapolis/St. Paul metropolitan area | Discretionary, on-going or by invitation application process | |
| | Sheltering Arms Foundation | Supports high quality direct service programs and advocacy efforts that raise the level of public awareness and commitment to the well-being of children. | Non-profit agencies | Discretionary, annual application process | |
| PRIVATE FUNDERS | St. Paul Foundation | Targets programs that address the goals of an anti-racist community, economic development for disadvantaged people and communities, strong families that provide healthy development for children and youth, and quality education | Non-profit agencies and public entities serving residents of the East Metro area of Dakota, Ramsey and Washington counties | Discretionary, application process three times per year | |

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|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------|-------|
| Target Foundation | Targets funding to K-12 schools and non-profit organizations to bring art and culture experiences to schools, support educational field trips and provide early childhood reading programs. | Non-profit agencies, including schools, libraries and public agencies | Discretionary, quarterly application process | |
| United Way of Olmsted County | Supports programs that address the needs of education, income, health and community basics. | Non-profit agencies in Olmsted county | Discretionary, grants are awarded once every three years | |
| Wallestad Foundation | Targets funding to organizations/projects that address justice, compassion work, social services, media, education, and youth, along with leadership, religious and spiritual development along with churches /Christian organizations. | Non-profit agencies | Discretionary, on-going application process | |

Attachment #2

OUT-OF-SCHOOL TIME FUNDING SOURCE DEFINITIONS

Government

- **State Government** – Agencies and public institutions operating under the auspices of state government, such as the Department of Education, and the Department of Employment and Economic Development.
- **Local Government** – Cities, counties, towns, tribal government, parks and recreation and other local government-related agencies.
- **Other Public and Semi-Public Institutions** – Independent public library districts, independent state and community colleges, public school districts, independent community education districts and national semi-government agencies such as the National Endowment for the Arts.

Non-Government and Others

- **Private Foundations and Corporate Giving Programs** – Local, regional and national philanthropic institutions that award cash gifts for youth development and other areas of interest.
- **Providers/End-Users** – Organizations and agencies which conduct out-of-school time learning opportunities for children and youth.

Attachment #3

KEY WRITTEN RESOURCES AND WEBSITES

- Finance Project, The (2007, January). *Finding Funding: A Guide to Federal Sources for Youth Programs.*
- Finance Project, The. (2008, November) *Finding Resources to Support Mentoring Programs and Services for Youth.*
- Finance Project, The (2008, January) *Financing and Sustaining Out-of-School Time Programs in Rural Communities.*
- Finance Project, The (2007, August) *Making the Match: Finding Funding for After School Education and Safety Programs.*
- Finance Project, The (2007, June). *Using TANF to Finance Out-of-School Time Initiatives.*
- Minnesota Department of Education (2007). *Charting a Course: Connecting Out-of-School Time Opportunities.*
- Next Generation Youth Work Coalition (2009, January). *Federal Programs and Youth Workers: Opportunities to Strengthen our Workforce.*
- University of Minnesota Extension Service (2008, May). *Quality Matters in Afterschool Programs.*
- University of Minnesota Extension Service (2008, May). *Economic Return of Afterschool Programs.*
- Vandell, Deborah Lowell (2008, May). *Making the Case through Research.*
- Wallace Foundation (2009, January). *The Cost of Quality Out of School Time Programs.*
- Wallace Foundation (2009, January). *Out-of-school time Programs: A Review of the Available Evidence.*
- Wallace Foundation (2008, December). *More than Money: Making a Difference with Assistance Beyond the Grant.*
- Youth Community Connections (2006). *Youth Policy Matrix.*
- Youth Community Connections (2007, October). *The Afterschool Program Cost Estimate Study.*
- Youth Community Connections Policy Work Group (2006). *Funding Sources Identified (unpublished).*
- Youth Work Coalition (2009, January). *Federal Programs and Youth Workers: Opportunities to Strengthen Our Workforce.*

Key Web Sites

- Access Philanthropy: <http://www.accessphilanthropy.com/>
- Afterschool Alliance: <http://www.afterschoolalliance.org/index.cfm>
- Corporation for National and Community Service: <http://www.nationalservice.org/>.
- Grants.gov: <http://www.grants.gov/>
- Harvard Family Research Project: <http://www.hfrp.org/>
- Minnesota Council of Foundations: <http://www.mcf.org/>
- Minnesota Department of Education: <http://education.state.mn.us/>
- Minnesota Department of Employment and Economic Development: <http://www.deed.state.mn.us/>.
- Minnesota Department of Public Safety: <http://www.dps.state.mn.us/>.
- Minnesota Office of Grants Management: <http://www.grants.state.mn.us/public/>
- National Institute on Out-of-School Time: <http://www.niost.org/>
- National Study on Youth and Religion: <http://www.youthandreligion.org/index.html>
- National Youth Development Information Center: <http://www.nydic.org/nydic/index.html>
- School Grants: <http://www.schoolgrants.org/>
- The After School Corporation: http://www.tascorp.org/section/resources/youth_funders/
- United States Department of Education: <http://www.ed.gov/>
- United States Department of Justice: <http://www.usdoj.gov/>
- United States Department of Labor: <http://www.dol.gov/>
- University of Minnesota Extension Service: <http://www.extension.umn.edu/>
- Youth Today: <http://www.youthtoday.org/about/about.cfm>