So you want to start an
afterschool program?

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INTRODUCTION

In cities and towns across Nebraska, community leaders are reaching the same conclusion – young people today need afterschool programs. The reasons are varied and reflect different community needs. Some focus on providing a safe place for young people when the school day ends and parents or other adult care givers are still at work, while others are focused on filling the gaps during those long summer months. Increasingly high quality, school-based programs are built around providing important academic supports and enrichment opportunities for youth who need more time to master challenging concepts and to learn skills and attitudes they need to succeed in school and be prepared to contribute to their communities.

This guide was designed to help community leaders walk through a series of steps needed to create a high quality, school-based afterschool program. These steps will help you identify core program elements and give you a structure to begin planning the key elements of your community's unique program. This guide is intended to help ease you into the nuts and bolts — planning, organizing, managing, hiring, collaborating, programming and evaluating —that are necessary for creating an effective school-based afterschool program.
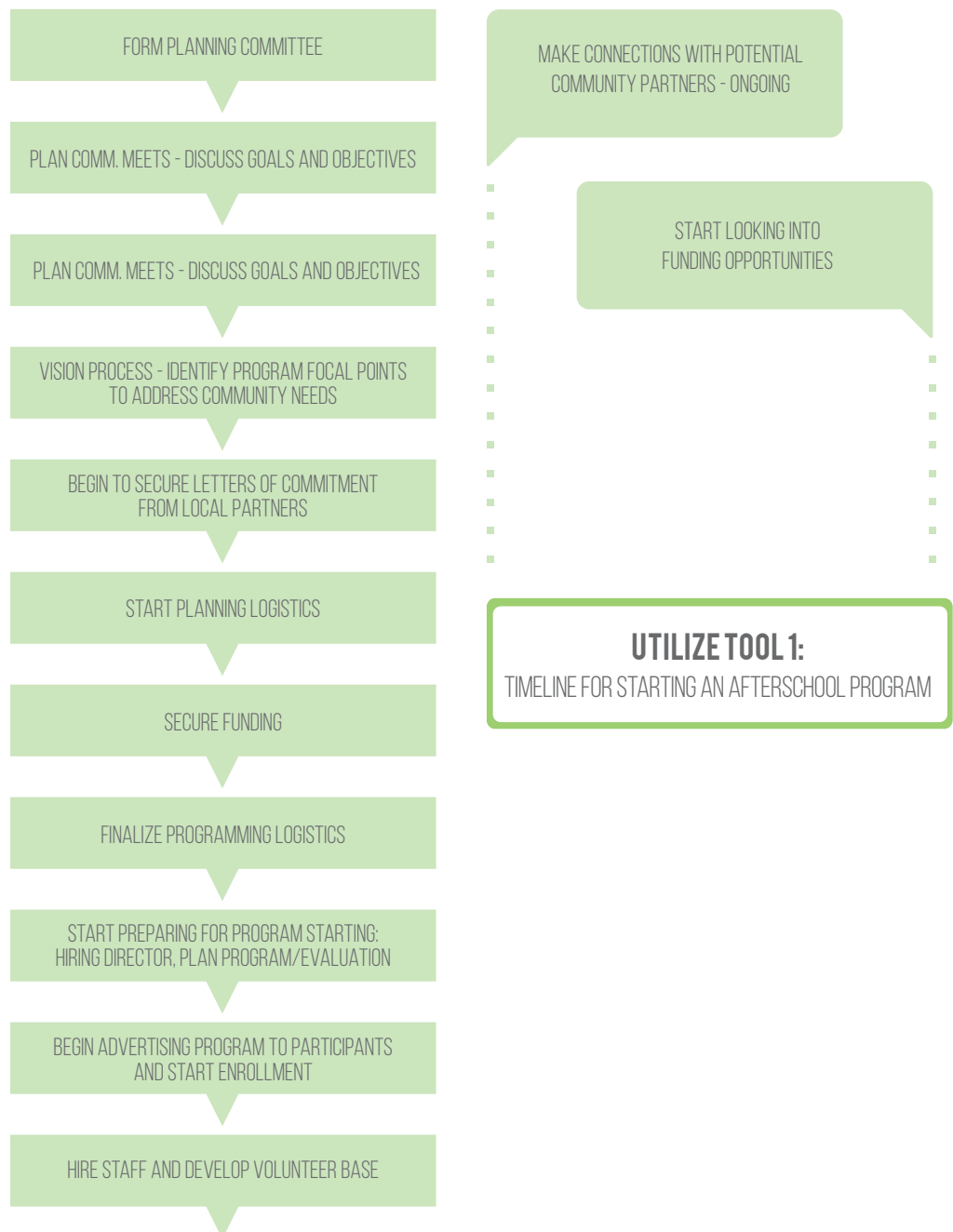
SCHOOL–BASED AFTERSCHOOL PROGRAMS

As we use the term, "Afterschool" applies to any program offered during out-of-school time to serve children, youth, and their families. Afterschool programs can occur before school, after school, on teacher in-services/work days, in the evenings, or on weekends and can be referred to as out-of-school time and, when certain quality principals are followed, expanded learning opportunity programs. This guide is focused on key steps necessary to support school—based expanded learning afterschool and summer programs.

We chose this focus for this guide for a variety of reasons including Nebraskan's trust in our high quality public schools, the cost savings of providing programming on school grounds, and perhaps most importantly, the value all our children receive from high quality programming that is linked to school day learning and supported by the community's investment in high quality public schools in communities across our state. While other approaches have strengths, this guide was intentional in its focus on school- based programs. This guide can, however, provide insight for communities and leaders whose afterschool quest takes them outside of their school system.

LAYING THE GROUNDWORK

TIMELINE FOR PLANNING AN AFTERSCHOOL PROGRAM

While you may want to start a program immediately, some advance planning is necessary to help build a solid foundation for a quality afterschool program. Although there is no set amount of time for how long this planning process can take, anywhere from **six to 12 months** is typically necessary to adequately prepare to open the doors of a quality afterschool program. The sample timeline below gives you the perspective of what needs to happen in this planning timeframe.

FORM PLANNING COMMITTEE

PLAN COMM. MEETS - DISCUSS GOALS AND OBJECTIVES

PLAN COMM. MEETS - DISCUSS GOALS AND OBJECTIVES

VISION PROCESS - IDENTIFY PROGRAM FOCAL POINTS TO ADDRESS COMMUNITY NEEDS

BEGIN TO SECURE LETTERS OF COMMITMENT FROM LOCAL PARTNERS

START PLANNING LOGISTICS

SECURE FUNDING

FINALIZE PROGRAMMING LOGISTICS

START PREPARING FOR PROGRAM STARTING: HIRING DIRECTOR, PLAN PROGRAM/EVALUATION

BEGIN ADVERTISING PROGRAM TO PARTICIPANTS AND START ENROLLMENT

HIRE STAFF AND DEVELOP VOLUNTEER BASE

MAKE CONNECTIONS WITH POTENTIAL COMMUNITY PARTNERS - ONGOING

START LOOKING INTO FUNDING OPPORTUNITIES

UTILIZE TOOL 1:
TIMELINE FOR STARTING AN AFTERSCHOOL PROGRAM

FORMING A PLANNING COMMITTEE

As you get started, one of the most important things you can do is begin **developing champions** on a planning committee who will advocate to others about the prospect of starting the program. A planning committee will assist you by bringing knowledge, experience and a variety of perspectives to the planning process. It will also create buy-in from key stakeholders. Participating groups will have a greater interest in the program's success and will be important allies in expanding access to resources necessary in delivering the program.

The size of your program will influence how many planning committee members you will need. Potential committee members may include teachers or school administrators, parents, local government representatives, park and recreation officials, church leaders, youth group representatives or other community members. Once you select and invite committee members to participate, you can schedule your first meeting.

> ## UTILIZE TOOL 2:
> GUIDING QUESTIONS FOR PLANNING COMMITTEE

If possible, try to diversify the members of this group to include the following key leaders:

- **School Administrator:** principal, district administrator.

- **Community partner(s):** examples include local business/industry, non-profits like YMCA, community-foundations, faith-based programs, libraries. Having community partners involved from the beginning is essential to your program.

- **Resource person:** A good organizer; someone who is very involved in your community.

- **"Numbers" person:** Someone who is aware of funding streams, familiar with financial reporting (e.g., district financial office, a good fundraiser, a small business owner).

DETERMINING COMMUNITY NEEDS

To create a strong and successful afterschool program, you need to identify community needs and create a quality program that responds to these needs. When considering a needs assessment remember – you don't need to reinvent the wheel - take time to review any recent needs assessments competed in your community and / or school. This review process will also help you identify like-minded people in your community interested in similar youth development issues.

A needs assessment for after school programming should seek information on:
- Reasons for starting a program
- Current/lack of programs
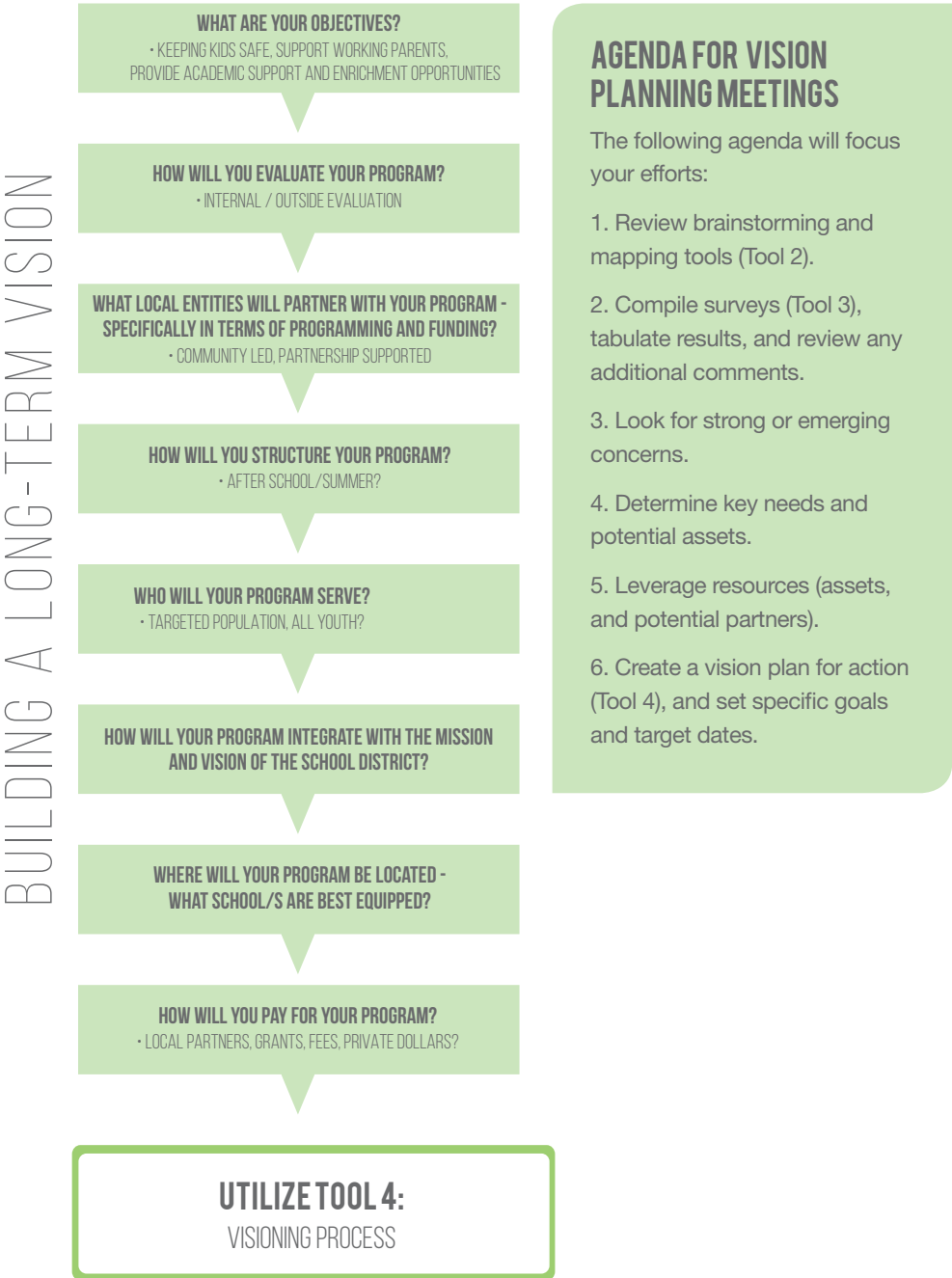- Unmet needs
- Programming interests

Taking time to complete an afterschool needs assessment and analyzing the results of previous assessments will move you in the direction of the next step, building a vision.

> **UTILIZE TOOL 3:**
> NEEDS ASSESSMENT

BUILDING A VISION

Based on the results of the needs assessment, your planning committee can collaborate to build a vision for your program. Building a vision will help keep the group focused on crafting a program that meets your needs.

While you will be continuing to make adjustments as your program evolves, having a baseline established will help build a strong foundation for your program. As you are building this vision, the following questions should be considered:

BUILDING A LONG-TERM VISION

WHAT ARE YOUR OBJECTIVES?
· KEEPING KIDS SAFE, SUPPORT WORKING PARENTS, PROVIDE ACADEMIC SUPPORT AND ENRICHMENT OPPORTUNITIES

HOW WILL YOU EVALUATE YOUR PROGRAM?
· INTERNAL / OUTSIDE EVALUATION

WHAT LOCAL ENTITIES WILL PARTNER WITH YOUR PROGRAM - SPECIFICALLY IN TERMS OF PROGRAMMING AND FUNDING?
· COMMUNITY LED, PARTNERSHIP SUPPORTED

HOW WILL YOU STRUCTURE YOUR PROGRAM?
· AFTER SCHOOL/SUMMER?

WHO WILL YOUR PROGRAM SERVE?
· TARGETED POPULATION, ALL YOUTH?

HOW WILL YOUR PROGRAM INTEGRATE WITH THE MISSION AND VISION OF THE SCHOOL DISTRICT?

WHERE WILL YOUR PROGRAM BE LOCATED - WHAT SCHOOL/S ARE BEST EQUIPPED?

HOW WILL YOU PAY FOR YOUR PROGRAM?
· LOCAL PARTNERS, GRANTS, FEES, PRIVATE DOLLARS?

UTILIZE TOOL 4:
VISIONING PROCESS

AGENDA FOR VISION PLANNING MEETINGS

The following agenda will focus your efforts:

1. Review brainstorming and mapping tools (Tool 2).

2. Compile surveys (Tool 3), tabulate results, and review any additional comments.

3. Look for strong or emerging concerns.

4. Determine key needs and potential assets.

5. Leverage resources (assets, and potential partners).

6. Create a vision plan for action (Tool 4), and set specific goals and target dates.

PROGRAM PLANNING & LOGISTICS

1. MOVING FORWARD – IDENTIFYING PROGRAMMING FOCAL POINT/S

As you review the results from your needs assessment and begin considering programming options, keep in mind different types of afterschool activities that are desirable. You do not need to only focus on one activity— **quality programs provide a variety of activities meeting the needs and interests of diverse students.** Yet, while valuable to incorporate various activities into your programming, it is important to have and keep focused on your program's primary goal. Having this focal point will help you in developing your programming and securing finances. The following list can help you determine the key areas you want to focus on:

DIFFERENT TYPES OF ACTIVITIES THAT CAN BE INCORPORATED INTO YOUR PROGRAMMING	
TYPE OF AFTERSCHOOL ACTIVITY	**DESCRIPTION OF ACTIVITIES**
Academic Enrichment and Learning	Expand on students' learning in ways that differ from the methods used during the school day; activities that enhance a student's education by bringing new concepts to light or by using old concepts in new, fun, interactive, and real-life ways. Activities focused on STEM areas and project-based learning are increasingly popular.
Academic Improvement	Specifically targets students whose academic performance need of improvement. These activities include tutoring, extra practice or other forms of educational service delivery – as well as valuable enrichment opportunities noted above.
Activities for English Language Learners	Specifically target students with limited English proficiency; designed to further enhance students' ability to utilize the English language.
Activities That Target Disengaged Students	Seek to reengage disconnected students (truant, expelled, or suspended or otherwise at-risk) in educational services through counseling and support.
Arts Education	Focus on creative expression and knowledge for children through a variety of media, including visual arts, dance, music, and theater arts.
Career or Job Training	For upper elem/middle school/high schools students – programming supporting the development of a defined skill sets and attitudes that promote career readiness.
Community Service and Service Learning	Activities are characterized by defined service tasks performed by students. The tasks address a given community need and provide structured opportunities that link tasks to the acquisition of values, skills, or knowledge by participating youth.
Drug and Violence Prevention, Character Education	Designed to prevent youth from engaging in high-risk behaviors, including the use of drugs and alcohol. Strong focus on character education and prevention activities.
Mentoring	Matching students one-on-one with one or more adult role models, often from business or the community, for guidance and support.
Recreational/Sports/Clubs	These activities allow time for students to play games, sports, and clubs that promote social skills, teamwork, leadership, competition and discipline fall into this category.
Tutoring/Homework Help	Provide direct assistance with classroom work. Tutors or teachers help students complete their homework, prepare for tests and reinforce concepts covered during the school day.

*Adapted from Learning Point Associates, Beyond the Bell Toolkit

2. ENGAGING LOCAL PARTNERS

Engaging local partners is critical to the success, quality and sustainability of your programming. Through partnerships, goals can be achieved by capitalizing on each partner's strengths and resources. One of the primary afterschool federal funding sources — 21st CCLC grants (see next section) — encourages schools to partner with community based organizations in order to provide high-quality afterschool programming. **Collaboration among diverse partners strengthens the variety of services the program can offer, expands partners invested in the initiative and allows for more efficient use of local resources.**

Often times, we think of partnerships in terms of cash contributions. While this is one aspect of partnerships, also consider other critical aspects that a potential partner may be able to contribute:

- Positive Youth Development expertise in programming — 4H Extension and YMCA.
- Ability to mobilize a volunteer base — Rotary, Lions, church groups
- Programming expertise—businesses that can provide volunteer workforce to teach a club (IT business volunteers 3 hours a week to teach Coding Class)

When thinking through overall potential partners — who may or may not be involved from a programming perspective, but can help with your sustainability—work to identify/engage partners from each of these four key sectors in your community identified in the chart below.

Engaging a "Lead" Partner

As this toolkit focuses on school-based programs, it is beneficial for the school district to consider having a community based organization as their primary, lead partner.

Dependent on the size of your community, a "lead partner" may or may not be available. If it is a possibility, the Planning Council should work to identify a key community partner/s to help build your program.

Key elements of a successful partnership often includes both the school and the community-based organization jointly applying for a grant (for example, 21st CCLC grant). In addition, there should be ongoing communication and coordination between the CBO and district in program delivery.

Groups with Positive Youth Development expertise should be considered as lead partners, such as 4H Extension and YMCA.

EDUCATION	CITY GOVT & PUBLIC SERVICES
School District, Local College or University (Univ offices; Academic Departments — Education, Math, Science, IT, Arts)	Mayor's Office/City Council; Police Department; Parks and Recreation Office; Library; Health/Human Services Dept; Public Power Companies
COMMUNITY BASED ORGANIZATION	**BUSINESS**
Faith-Based Groups (Churches, Church council, faith-based organization); Non-profit Organizations (Museums, YMCA, Artistic or Science organizations)	Chamber of Commerce; Industries in your community; Local businesses; Local banks; Hospital

Despite your good intentions, it is important to note that some potential partners who are involved in youth programming may see your interest in new afterschool programming as a threat to their existing work in your community. The key to building strong partnerships is open conversation and a focus on the needs of your community's youth. Showing how collaboration both allows more children to be served across the community and expands the impact of existing organizations often helps transition potential adversaries into allies.

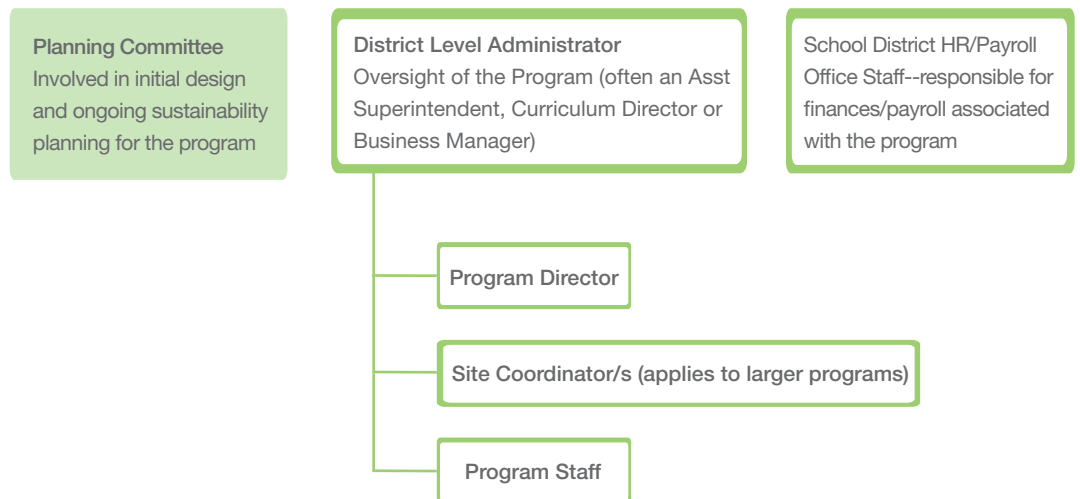## 3. LOCATION AND TRANSPORTATION – SCHOOL–BASED PROGRAMS

By creating a school-based program, the critical issues of location and transportation are dramatically reduced. Within the schools, we encourage programs to utilize multiple spaces within the school building — gym, cafeteria, classrooms, computer labs and playground areas. DO NOT limit programming to only occurring in the gym or cafeteria, as this will significantly impede the learning environment and the quality of programming for students. While we understand that available space can be difficult to access in the afterschool hours with various teacher meetings and other events, it is important that space and location for programming is thoughtfully planned out and school building resources/space are well utilized. Respecting classroom environments and teachers' workspaces is important to building positive relationships between school and program staff. To avoid potential conflicts, developing sound policies and procedures around classroom use for the afterschool program should be a central consideration of initial program design.

During the winter hours, consider the school district creating a "late bus" for afterschool students who would otherwise rely on school bus transportation in order to get home.

> ### UTILIZE TOOL 5:
> LOCATION - PROGRAM PLANNING

4. SCHOOL–BASED ORGANIZATIONAL STRUCTURE

Establishing a strong, clearly identifiable organizational structure at the beginning will help clarify program responsibilities. There are varying organizational models, the one below focuses on the structure typically seen in Nebraska school-based afterschool programs. School district personnel will likely be utilized for overseeing the finances (i.e. payroll) and risk management (insurance) aspects of the program. The majority of school-based programs have the following paid positions involved in the oversight and operations of a program:

Planning Committee Involved in initial design and ongoing sustainability planning for the program	**District Level Administrator** Oversight of the Program (often an Asst Superintendent, Curriculum Director or Business Manager)	School District HR/Payroll Office Staff--responsible for finances/payroll associated with the program

Program Director

Site Coordinator/s (applies to larger programs)

Program Staff

4. STAFFING – WHO DOES WHAT

While nothing is more important than finding the right staff for your program, there is no single "right" way to staff a program. However you staff your program, you will want to ensure that you are engaging people who love working with children and youth and who don't mind the less formal learning environment (in comparison with the school-day setting). Even in a program with a strong emphasis on academic enrichment and tutoring, youth in your program have been in a fairly structured school environment all day; they need to feel that they have come to a place where they can relax and be themselves.

It is worth repeating - whatever type of afterschool program you are planning, the strongest asset you will have is your staff. Generally speaking, quality staff show the following characteristics. Program directors tend to be people with management experience in youth development and who are eager to develop new programs that benefit kids. Site directors can run the spectrum from recent college grads to former / retired teachers. Program staff tend to be looking for flexibility and part time work – think college students who are considering a career in youth development or para educators that are eager to grow their skills. And finally program partners – there are a host of potential partners in every Nebraska community that have diverse knowledge, skills and passion to share with our youth.

In general, try to keep as low a participant-to-staff ratio as you can in order to help develop relationships and provide personal attention to your participants.

> ### UTILIZE TOOLS 6 AND 7:
> STAFFING FOR PROGRAM DIRECTOR AND PROGRAM STAFF

5. LICENSING

In Nebraska, many afterschool programs operate as licensed hourly child care facilities, and school-based afterschool programs are license exempt. Nebraska law requires afterschool child care programs to be licensed if they are serving four or more children under the age 13 at any one time, from families other than that of the provider, for compensation, either direct or indirect. Afterschool programs are exempt from licensing if it is operated and staffed in partnership with a public school, or by a private or parochial school that provides education in lieu of that provided by the public schools.

However, in order to obtain childcare subsidies—which could be a key funding stream for your program—your program must be a licensed as a childcare program through the Nebraska Department of Health and Human Services. The licensure process requires attention to detail and takes 60-90 days from the time an initial licensing application is received. Check with your local licensing specialist to see if you are required to license your program. Some grant opportunities require licensing, while others do not.

For more information on child care licensing requirements in the state of Nebraska, visit http://dhhs.ne.gov/publichealth/Pages/crlChildCareLicensingIndex.aspx

FUNDING YOUR PROGRAM

1. GUIDING PRINCIPLES

Before we dive into the "Nuts and Bolts" of funding your program, we recommend that you utilize these basic suggestions and strategies as you establish and maintain funding for your program:

ESTABLISH A BUDGET
Be willing to revisit this budget and make reasonable adjustments when necessary.

KNOW YOUR PROGRAM'S VISION
Vision—Being able to articulate what outcomes you hope to achieve can be key to attracting financial support.

FAMILIARIZE YOURSELF WITH THE FUNDING LANDSCAPE
A range of public, private and in-kind resources may be available to your program. The first step to accessing these funds is being familiar with the major sources available in your community, state and nationally.

DEVELOP LOCAL PARTNERSHIPS
It is essential to the quality and sustainability of your program. These relationships and community support may lead to additional resources, whether through support (cash or in-kind) from those partners or by opening the door to new funding opportunities.

CONSIDER DIVERSE FUNDING SOURCES
It is critical to maintain a diverse portfolio of public and private funds to ensure that your program survives when any one funding source ends.

CONTINUALLY WORK TO FIND FUNDING
Don't wait until you are nearing the end of a grant to think about long-term sustainability. By planning early to sustain your program, you will have ample time to collaborate with community partners and consider the range of funding sources that may be available to you.

2. PLANNING FOR COSTS AND DEVELOPING YOUR BUDGET

You've finally gotten to the dollars and cents of planning for your program. Now that you've done a great deal of networking, planning, and brainstorming, you are ready to put numbers down on paper to estimate costs.

Average operating budgets for afterschool program vary quite a bit depending on the cost of living locally. **Most calculations average $1,200 - $1,500 per child/school year to run a high quality program.** As a school-based program working in partnership with the district, you should not expect to be asked to pay for the costs of facilities. You may still need to account for additional utilities costs, though this should be a minimal expense.

In planning for costs, we recommend that you utilize the Wallace Foundation's online calculator. This tool helps to determine the costs of a variety of options for high-quality after school programs:
http://www.wallacefoundation.org/cost-of-quality/cost-calculator/Pages/cost-calculator.aspx

Additionally, we recommend that you read a number of brief afterschool program case studies—many of which are smaller, non-urban programs. These profiles are examples of the types of programming options that the Quality OST Cost Calculator helps you determine. They provide an overview of the programs' budgets and funding sources:
http://www.wallacefoundation.org/cost-of-quality/case-studies/Pages/case-studies.aspx

Before looking for funding, it is important to prepare a budget laying out your program's expenses, current sources of available funding, and funding gaps you need to fill. All budgets are works in progress, so don't be daunted by initial estimates. Other resources may be helpful in projecting costs and planning the budget for your afterschool program:

- Wallace Foundation — multiple budget and planning afterschool resources at: **www.wallacefoundation.org**
- Finance Project: Developing an Afterschool Program Budget. Worksheet/Document available at http://www.beyondschoolbells.org/resources/starting_a_program.html
- Afterschool Alliance — **www.afterschoolalliance.org**

COST ELEMENTS FOR AN AFTERSCHOOL PROGRAM	
PROGRAM COSTS	
START-UP COSTS	OPERATING COSTS
Planning Needs Assessment Staff Training Recruit/Hire Staff Equip/Supplies Facilities Prep Other	Program Dir. Salary/Benefits Program Staff Wages Administrative Staff—pay for District HR staff time Food Programming Supplies Facilities › Utilities? Transportation: Addtl bussing? Evaluation/Reporting Additional Liability Insurance? Other
SYSTEM-WIDE / INFRASTRUCTURE COSTS	
Planning Professional Development Technical Assistance Licensing and Accreditation Evaluation and Monitoring Other	

UTILIZE TOOL 8:

BUDGET WORKSHEET TO HELP PLAN YOUR BUDGET

3. FUNDING LANDSCAPE

There is no single formula that fits every afterschool program and every community. Programs need to determine the mix of public funding, parent fees, in-kind contributions, foundation support, business contributions, the families they serve, and the resources available. **Securing a mix of funders is one of the most important things a program can do.** A diversity of funding sources ensures that the loss of one or two funders won't close a program.

Think about securing resources for afterschool programs like you would think about a general investment strategy: you want to have a well-balanced portfolio. For afterschool programs, this means not depending on a single source of funding, but seeking multiple funding sources that balance: Public and private resources, long/ short-term support, flexible/restricted funds, and some form of student fees (where appropriate).

For a strong foundation, you should consider this succession of funding for your program:

LOCAL FUNDING → APPROPRIATE STUDENT FEE STRUCTURE → STATE / FEDERAL FUNDING → PRIVATE NATIONAL FOUNDATIONS

A. LOCAL PARTNERSHIPS

As you consider funding your program it is essential that you give a great deal of thought and time to engaging local partners. Local partners can play a significant role in contributing to your budget — both through cash and in-kind contributions. Many grants and programs require a local contribution — which can be cash and/or in-kind contributions — as matching funds to their grant reward.

Partnerships with colleges and/or universities can be incredibly beneficial to funding your program—both in staffing and programming needs. A number of programs have significantly reduced their staffing expenses, as their partnership with a local college allows for college students who qualify for the work-study program to work in the after-school program.

In thinking through cash contributions, spend time looking at the assets of local businesses and identify those with the means to provide annual contributions to your program, including businesses with matching programs for employee donations. Often times, these businesses employ workers whose children would be users of your afterschool program. Be intentional and thoughtful in educating these businesses/potential partners about the significant role that afterschool programs play and the benefits to employers. Helping them to understand that your program helps their employees be more productive could lead to a meaningful contribution to your program and a valuable long-term partnership.

In-kind contributions from local partners can be a significant means of funding and sustaining your program, as they significantly decrease expenditures and add to the quality of your programming. One way to identify potential in-kind contributions is to map your community's assets and then examine how they can apply to your program's needs. In-kind contributions can come in the form of donated supplies from local stores, grant writing services from nonprofits, evaluations conducted by universities and a variety of other ways. Go beyond the ordinary as you think-through involving local partners — there are often under-utilized resources and support among organizations that share your vision and goals. For example, health care agencies are often overlooked as partners in afterschool despite their interest in keeping youth safe and unharmed during the hours after school.

**As you think through your local assets and means to develop these partnerships, we encourage you to utilize the various resources available to help engage others in supporting afterschool on the Beyond School Bells website, www.beyondschoolbells.org.

B. STUDENT FEES: TO CHARGE OR NOT TO CHARGE?

Most afterschool programs, whether they are starting up or trying to sustain their efforts, struggle with the idea of whether or not to charge fees to participants to help cover program costs. Fees are a valuable source of revenue, but they also run the risk of turning away children who need these programs the most. Whether or not you choose to charge fees, and if so the appropriate level, know that you need to be upfront about your fee policy and build support from the beginning. Participation must be affordable for families in the community — you do your program no good by setting fees beyond the means of families whose children may benefit the most from participating in the program. However, without some fee structure, you may have a hard time getting your program off the ground and sustained over time. If you decide to collect fees, there are several approaches. Many programs utilize a combination of these methods:

FEE SCALE OPTIONS	ADVANTAGES	DISADVANTAGES
Flat fees: A flat rate is charged for student participation. The rate could be hourly, daily, weekly, monthly or annually. You may require parents to pre-pay.	✓ Easiest to figure out and implement—programs maintain close control over the amount of money to be collected. Guesswork is at a minimum. ✓ Everyone is treated the same. All fee payments are equal.	✓ Likely cost-prohibitive, resulting in students being unable to participate whose parents can't afford the fee. Flat-fee systems may discriminate on the basis of income. ✓ Participants in programs using flat-fee systems tend to be more homogeneous and less economically diverse, since all must be able to afford the same fee.
Flat fees (with flexibility): Flexibility may include individualized payment plans for parents in need of assistance and discounts to assist families with more than one child attending. **If you are operating more than one site, you may consider charging a flat fee to a school whose demographic is largely comprised of parents who can afford to pay a fee—the revenue from this site can then supplement another site in which you do not charge a flat fee (due to the demographic of students from low-income families).		
Sliding scale fees: A regular rate (similar to the flat fee) is charged. However, you can offer a discounted rate for parents based on their ability to pay. The ability to pay can be determined through the lunch program status at the school.	✓ Provides a more equitable access to services for students. ✓ Parents with a wide range of incomes are encouraged to use the program, resulting in a more diverse population. ✓ A uniform, fair system of fee reduction is used. ✓ Once calculations for the sliding-fee scale are completed, determining the fee is easy.	✓ This method of fee collection may result in generating less income-- uncertainty in how much money will be collected from month to month and year to year. ✓ Often, more families are eligible for the lowest payment than was anticipated, and the scale will not generate the income needed. ✓ Some parents may have negative feelings about a fee scale that allows for a range of fee payments.
Scholarship Program: Utilized in addition to fees/sliding scale. Provided for students who would be unable to attend due to costs. Parents may apply for scholarships and/or teachers recommend students who would benefit from the program.	✓ Allows children to attend an afterschool program who might otherwise be unable to do so. ✓ Programs can offer scholarships of some sort, even if they raise just a small amount of money. ✓ A scholarship program may result in a more diverse group of children.	✓ In most cases, scholarship programs are limited, based upon the amount of money raised. ✓ Due to financial constraints, only those with extreme need may be able to receive any financial assistance. ✓ To have an ongoing scholarship program, funds must be raised or set aside to be used as a fee subsidy.

C. STATE AND FEDERAL GRANTS

School-based afterschool programs offer access to federal funding streams such as the 21st Century Community Learning Centers (21st CCLC)—the largest funding source dedicated solely to afterschool programs. Grant funds total over $1 billion and support programs serving over 1.6 million children and youth. The U.S. Department of Education disburses the funding to the states based on a formula, and the states take that amount and determine the grant amounts to programs, how many years a program is funded, and how many sites are funded. These funds are authorized under Title IV, Part B of the Elementary and Secondary Education Act.

AT A GLANCE: FEDERAL AND STATE FUNDING STREAMS	
FEDERAL FUNDING	**STATE FUNDING**
• Education—GEAR UP, Bilingual Education: Comprehensive School Grants • Justice—Juvenile Mentoring Program (JUMP) • Health and Human Services—School Action GrantProgram • Housing and Urban Development—Youthbuild	• State Education Agency • State Department of Health and Human Services
FEDERAL FUNDING: *STATE AGENCIES*	**LOCAL FUNDING**
• Education—Title 1, 21st Century Community Learning Centers, Safe and Drug Free Schools • Juvenile Justice—Juvenile Justice and Delinquency • Health and Human Services—Child Care Development Fund, Temporary Assistance to Need Families (TANF) • Agriculture—USDA Snack Money	• School District • Youth Services Bureaus • Parks and Recreation Departments • Sheriff's Office

The Nebraska Department of Education administers this federally funded, competitive grant program to establish and support quality expanded learning opportunities when students are not in school (afterschool, summer, and days when school is not in session). For a full overview of Nebraska's 21st CCLC program, view this infographic:
http://www.education.ne.gov/21stcclc/Docs/One-page_program_info_and_data_2014-15.pdf
To learn more about 21st CCLC in Nebraska, and the rules for applying, visit the 21st CCLC site on the Nebraska Department of Education website:
http://www.education.ne.gov/21stcclc/

Another major funding source for afterschool care for school-age children is the Child Care and Development Fund (CCDF), also referred to as the Child Care and Development Block Grant (CCDBG). This funding allows over 700,000 school-age children from low-income families to receive assistance for before/afterschool care, as well as summer programs. CCDF was created to provide support for low-income families receiving Temporary Assistance for Needy Families (TANF) and families transitioning off of TANF. CCDF gives these families access to child care and afterschool services for children up to age 13 while parents work or attend training. Funding is provided in the form of vouchers that can be used to supplement or pay for afterschool/summer programs. CCDF also provides many resources in states that are dedicated to improving the quality of all child care programs. For CCDF information specific to Nebraska, visit:
http://dhhs.ne.gov/publichealth/Pages/chs_chc_chcindex.aspx.

Federal Dept of Education Title I Funds can be used to provide educational services, including afterschool and summer programming, for children in high poverty schools. Supplemental Education Services (SES) are extra Title I funds provided to students in reading, language arts and math. Funding may be used for tutoring and after-school or summer programs for children in schools designated as in need of improvement by the state educational agency. Youth initiatives can partner with school districts to provide educational supplemental services. Funds for SES come through No Child Left Behind and are required to be offered by Title I elementary or secondary schools in their second year of School Improvement or Corrective Action. Further information about Title I and SES federal funds in Nebraska can be found at:
http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

D. FOUNDATIONS AND OTHER GRANTS

National foundations have made significant investments in afterschool programs. In addition to direct program support, several major national foundations have invested heavily in organizations that engage in research, technical assistance, and efforts to promote policies at the state and local level to expand the quality and accessibility of after school programs. It is important to realize however that large national foundations rarely invest in small or newly created programs. While there may be some program grant opportunities for specific interests of these funders (for example, in outdoor education), national foundations are generally not a good avenue to pursue initial program funding. These application processes are typically very time-consuming and not cost effective.

A community foundation is a public charity that has been established to support community efforts in a defined geographic area. Through the Nebraska Community Foundation, Nebraska has a rich network of these 220 affiliated funds in communities across the state. Generally, these community foundations play two roles: they manage funds for donors and they make community grants from the foundation's endowment. Afterschool programs should consider both of these potential avenues of support from community foundations. Depending on the size and interests of the community foundation, they may be able to grant money to a program and/or assist with fundraising efforts, by helping programs to set up and manage funds into which individuals and organizations can make donations that are directed to the afterschool program. In addition to community foundations, also meet with your local United Way regarding funding opportunities.

The Nebraska Community Foundation has a database of affiliated funds across the state: **http://www.nebcommfound.org/affiliated-funds/find/**

The Foundation Center is an excellent resource and maintains a large database of national grant makers and their grants: **http://foundationcenter.org/**

PURSUING GRANTS
(PUBLIC AND PRIVATE DOLLARS)

You may determine that writing a grant is key to getting your program off the ground. A grant offers the potential of securing targeted resources to help you reach your goal of opening your doors and offering services to children and their families. Keep in mind—there are requirements attached to a grant. Some grant organizations ask for matching funds, some for evidence of partnerships, some for a strong sustainability plan, and all will ask that you report on your progress. You and your team will have to make a determination that you are willing to do what the grant requires.

Successful grant writing involves solid advance planning and preparation. It takes time to coordinate your planning and research, organize, write and package your proposal, submit your proposal to the funder, and follow up. When writing for a grant, be sure to organize your proposal, pay attention to detail and specifications, be concise, use persuasive writing, and request reasonable funding. Have a clear understanding of the grant maker's guidelines before writing the proposal. Make sure the grant maker's goals and objectives match your grant-seeking purposes.

Often, school districts have dedicated grant writers who have much of the information available to submit a successful proposal. Make sure these people are part of your Planning Committee or are at least accessible as you plan your proposal.

4. FUNDING FOOD: SNACKS AND MEALS

High quality afterschool programs provide nutritious snacks or meals for students. For summer programming, providing a meal (breakfast and/or lunch) is essential. Fortunately, this an area where school-based programs, especially serving youth that are eligible for Free and Reduced price lunches, have access to resources that can help cover this cost.

There are a number of Federal Food and Nutrition Programs that support snacks or meals for afterschool program participants. Afterschool programs may be able to receive reimbursements from one of four different food and nutrition programs administered by the U.S. Department of Agriculture: the National School Lunch Program: Afternoon Snacks, the Child and Adults Care Food Program, the Summer Food Service Program and the School Breakfast Program. Reimbursement from these programs can be used to free up funds already spent on meals and snacks to support other program components. For more information or to get an application, contact Nutritional Services at the Nebraska Department of Education at 1-800-731-2233 or 1-402-471-2488. The USDA website is: **http://www.fns.usda.gov/cnd/**

5. ADDITIONAL FUNDING RESOURCES

www.afterschoolalliance.org
Afterschool Alliance works at the national level to ensure that all youth have affordable, quality afterschool programs. Funding database, grant writing tips, expert advice on funding issues, resources on partnerships.

www.tascorp.org/resources/funding
ExpandED Schools is a nonprofit dedicated to closing the learning gap by increasing access to enriched education experiences. This funding opportunities database provides the latest public and private funding information, including ongoing funding sources, as well as time sensitive RFPs.

www.youth.gov
U.S. government website that helps create, maintain, and strengthen effective youth programs. Funding information, tools to help you assess community assets, maps of local and federal resources.

www.grants.gov
U.S. government website; information and links to grant programs, information on planning strategies.

www.stemgrants.com
STEM Grants is an online resource with a free downloadable annual STEM funding guide.

www.wallacefoundation.org
Wallace Foundation is working to coordinate the work of afterschool programs with government agencies, private funders and others involved in after-school programs. There are a number of tools available on their website concerning establishing initial funding and sustaining a high quality program.

DIGGING DEEPER

RESOURCES FOR NUTS & BOLTS OF BUILDING YOUR PROGRAM

Resource Guide for Planning and Operating Afterschool Programs:
Developed by SEDL, this resource guide provides a description of resources to support afterschool programs.

- Programming — resources for developing an afterschool program and providing instruction and enrichment activities. Information is provided on appropriate curriculum, youth development, behavior management, mentoring, developmental milestones, accreditation, parental and community involvement, and extending academic learning opportunities in the afterschool program.
- Organizational Development — resources on planning, organizing, managing, and sustaining afterschool programs. Information is provided on leadership development, improving program outcomes, building relationships with community partners, effective communication, program evaluation, and data-collection procedures.

http://www.sedl.org/pubs/fam95/afterschool.pdf

Afterschool Training Toolkit:
Developed by the National Center for Quality Afterschool, this extensive online toolkit is designed to give afterschool program directors and instructors the resources they need to build fun, innovative, and academically enriching activities that not only engage students, but extend their knowledge in new ways and increase academic achievement. Use this toolkit to:

- Build your afterschool program, as well as continue to build programming activities / ideas
- Staff professional development
- Research base in effective afterschool programming

http://www.sedl.org/afterschool/toolkits/

Beyond the Bell Toolkit: A Toolkit for Creating Effective Afterschool and Expanded Learning Programs
The Toolkit is both a guide and a suite of professional development services and practical tools for those starting a brand-new program and those looking to improve an existing program without reinventing the wheel. Extensive resource that includes details on budgeting, programming, engaging students/parents/community, staffing, professional development, partnerships and sustainability.
http://www.beyondthebell.org/