Minnesota Department of



Minnesota Out-Of-School Time Primary Funding Streams

Fiscal Year 2011

Issued: March 2012

Minnesota Department of Education Staff

- Allison Anfinson, Safe and Healthy Learners
- Eric Billiet, Safe and Healthy Learners
- Sheila Oehrlein, Safe and Healthy Learners
- Carol Thomas, Safety, Health and Nutrition Division

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.

Funding for this report was provided through *U.S. Department of Education ESEA After School Learning Centers,* 84.287C resources.

Table of Contents

Summary Report	i
Full Report	1
I. INTRODUCTION	1
II. METHODOLOGY	2
III. FINDINGS	3
Primary Funding Streams	6
Primary Bridge Funding Streams	10
IV. IMPLICATIONS	12
V. NEXT STEPS	13
VI. ATTACHMENTS	14

Minnesota Out-Of-School Time Primary Funding Streams

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. The department is committed to regularly updating the Funding Streams report to provide up-to-date information on funding resources targeted to afterschool programming. This report highlights funding trends in fiscal year 2011 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 report is to identify dedicated and substantive sources of funding upon which programs can consistently rely. It is our belief that consistent funding provides the foundation needed for out-of-school time programs to develop and sustain diverse, high-quality, engaging learning opportunities and nurture the development of stable, professional service providers. Research ties high-quality learning opportunities to those outcomes most desired for children and youth.¹

This report on the 2011 funding year again found *very few consistent, dedicated funding sources available* to support high quality, out-of-school time opportunities for youth and communities in Minnesota. And, of the consistent and dedicated funding sources identified, less than half are available statewide.

"Sustainability is a critical issue for out-of-school programs. Timelimited grants, narrow categorical funding streams, and difficult economic conditions leave program leaders in a continual struggle to find a stable base of resources to continue their program over time" ².

The Finance Project

¹Durlak, J.A., & Weissberg, R.P. (2007). The impact of afterschool programs that promote personal and social skills. Collaborative for Academic, Social and Emotional Learning.

² Sandal, K. (2007). Snapshots of Sustainability: Profiles of Successful Strategies for Financing Out-of-School Time Programs. Washington DC: The Finance Project.

II. METHODOLOGY

Out-of-school time programming is defined as structured, engaging learning activities that take place in school and community-based settings. These learning opportunities are offered before school, after school, on school release days, 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 had 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 year or funding cycle. Funding must be available to more than one program site or organization and intended to be 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 opportunities outside of the school-day that combine traditional school instructional methods and potentially award credit with out-of-school time learning best practices (*primary bridge funding streams*).

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 2011
Federal Government	21st Century Community Learning Centers	\$10.4 million
State Government	YouthBuild ProgramYouth Intervention Programs	\$2.6 million
Foundations Corporations	 Greater Twin Cities United Way After School Funding McKnight Foundation After School Program 	\$12.6 million
Total Funding	Available	\$25.6 million

Source	Primary Bridge Funding Streams	Funds Available FY 2011
State Government	Learning Year: AccelerationLearning Year: Targeted Services	\$45.0 million
Total Funding	g Available	\$45.0 million

Completing the funding picture

In fiscal year 2011, as with previous reports, this report documents a continual decline in available resources for out-of-school time learning programs. While no funding streams from the primary or primary bridge funding streams were eliminated, the foundation and corporations decreased their funding by \$3.4 million between fiscal years 2009 and 2011.

The Greater Twin Cities has experienced the most significant declines in annual funding. By fiscal year 2012, their annual funding is projected to be almost half of what was first reported in the funding streams reports with a decline from \$11.5 million in fiscal year 2009 to \$8 million in fiscal year 2011. In fiscal year 2012, it is projected that funding for programming will be \$6 million.

The McKnight Foundation also made changes to its support of out-of-school time programs. The foundation made an additional contribution of \$1.1 million to establish an out-of-school time intermediary, Youthprise. This organization will be responsible for statewide capacity building along with being responsible for the majority of the foundation's out-of-school time grant-making in fiscal year 2012. This contribution is not included in McKnight Foundation's primary funding stream levels because the funding was used to support capacity building and not direct programming. While Youthprise will continue to provide McKnight Foundation's funding for out-of-school time programming, the amount of funding available for direct services is projected to decrease in 2012.

Several other funding sources that are not stable or substantive in their funding of out-of-school time programs were eliminated. The majority of the eliminated funding streams reflected changes in federal government funding. Programs such as the Weed and Seed (U.S. Department of Justice), Safe and Drug Free Schools (U.S. Department of Education), Mentoring Grants (U.S. Department of Education) and the Learn and Serve programs (Corporation of National and Community Services) no longer receive federal appropriations.

In the philanthropic community, the Fred C. and Katherine B. Anderson Foundation revised its funding guidelines to only fund institutions of higher education that do not receive state or

federal government support. Changes have also been made the funding levels for both the McKnight Foundation and the Greater Twin Cities United Way.

An additional source of funding became available to out-of-school time programs. The Minnesota's Arts and Cultural Heritage Fund established through the Clean Water, Land and Legacy Amendment to the state's constitution dedicated 19.75 percent of the fund to arts, arts education and arts access. The out-of-school time programs were included in the eligible applicants, but the contributions made were not substantial.

It is important to note that while in fiscal year 2011, the primary funding streams for both the federal and state government did not decrease; both have planned or are expected to see decreases in fiscal year 2012. As this report is published, the future of 21st Century Community Learning Centers funding is unclear and awaits reauthorization of the federal Department of Education bill. Recommendations under consideration include elimination of the funding, folding the funding into a grant program that provides for expanding the school day, and continuation of the program in its current format, as well as other proposals.

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.³ The extent to which this time is spent productively depends in part on the availability and affordability of high-quality, engaging learning opportunities.

Recent reports from the Harvard Family Research Project⁴ and the Collaboration on Academic, Social and Emotional Learning⁵ 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.

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

³ Carnegie Council on Adolescent Development. (1995). *Great Transitions: Preparing Adolescents for a New Century*. New York, NY: Carnegie Corporation of New York.

⁴ 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.

⁵ 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.

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.

"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." ⁶

Karen Pittman, Executive Director Forum for Youth Investment

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. Previous reports highlighted the need to understand better how *local governments* support out-of-school time programs through infrastructure supports. The Minnesota Department of Education will be releasing information from a local governmental infrastructure study in spring 2012.

The 2009 funding streams report narrowed the definition of the various funding streams to provide a more accurate picture of the direct funding available for out-of-school time programming. The revised criteria excluded both the Cooperative Extension Services/Youth Development and 4-H Youth Development Program from inclusion as a key funding stream because these state and federal funding streams did not provide any direct funding to programming. The elimination of these demonstrates the complexity of detailing the many resource streams that together provide the foundation for Minnesota's out-of-school time learning opportunities.

Minnesota's volunteer-run out-of-school time programs, such as 4-H clubs, Scouts, and Camp Fire along with some mentoring programs, clearly contribute to out-of-school time programming statewide. Generally 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. These funding streams require the statewide organizations to support the local programs through capacity building initiatives. While the support provided to the local programs is not a cash funding stream for local programming, it is a resource stream essential for the existence of these local level programs. Identifying the various essential resource steams for these local programs is another important step in completing Minnesota's understanding of the resources

-

⁶ Pittman, K. (2003, July/August). Quality Counts, but Does It Sell? (Forum Focus: Quality Counts, Volume 1). Washington, D.C.: The Forum for Youth Investment.

available and necessary to ensure high-quality, out-of-school time learning opportunities statewide.

Other future steps under discussion are:

- 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. The Minnesota Department of Education has released two prior Minnesota Out-of-School Time Funding Streams in an attempt to determine the availability of stable, substantive funding sources for Minnesota's out-of-school time programs for fiscal years 2008 and 2009. This report serves as an update to the previous reports, highlighting the key sources of funding available in fiscal year 2011 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, does Minnesota have stable sources of funding targeted to support their development?
- If stable sources of funding are available to Minnesota programs, what are the characteristics of funding streams in relation to targeted audiences, geographic area served and supported range of activities?

As with prior reports, this report concludes that, while many possible sources of funding for outof-school time programming were identified, *very few consistent, dedicated, substantial funding sources* were available in fiscal year 2011.

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.

1

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. Initially, information was collected through surveys of youth-serving organizations, interviews with personnel at the state and local level, nonprofit agencies and foundations and a literature review. To update the information collected in prior years for fiscal year 2011, each funding source's funding guidelines and amounts were verified and revised to reflect the funding environment for fiscal year 2011.

This report defines out-of-school time programming 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, in-kind contributions, private fees or professional development and/or volunteer supports.

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

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 restricted for out-of-school time programs**, not including infrastructure or general organizational operating support for entities whose services extend beyond out-of-school time programming. 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.

-

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.

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 employs traditional school-day instructional methods and out-of-school time best practices outside of the school day to provide consistent, dedicated and substantial amounts of funds to develop and maintain programs. These programs may potentially award students credit. For the purposes of this report, a primary bridge funding stream 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 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.

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.

Information on various other sources of funding for out-of-school time programming that did not meet either of the primary or primary bridge 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.

III. FINDINGS

In fiscal year 2011, Minnesota experienced very few major changes in the funding landscape for out-of-school time learning programming but most of the changes identified were reductions in resources. 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.

In fiscal year 2011, as with previous reports, this report documents a continual decline in available resources for out-of-school time learning programs. While no funding streams from the primary or primary bridge funding streams were eliminated, the foundation and corporations decreased their funding by \$3.4 million between fiscal years 2009 and 2011.

The Greater Twin Cities has experienced the most significant declines in annual funding. By fiscal year 2012, their annual funding is projected to be almost half of what was first reported in the funding streams reports with a decline from \$11.5 million in fiscal year 2009 to \$8 million in fiscal year 2011. In fiscal year 2012, it is projected that funding for programming will be \$6 million.

The McKnight Foundation also made changes to its support of out-of-school time programs. The foundation made an additional contribution of \$1.1 million to establish an out-of-school time intermediary, Youthprise. This organization will be responsible for statewide capacity building along with being responsible for the majority of the foundation's out-of-school time grant-making in fiscal year 2012. This contribution is not included in McKnight Foundation's primary funding stream levels because the funding was used to support capacity building and not direct programming. While Youthprise will continue to provide McKnight Foundation's funding for out-of-school time programming, the amount of funding available for direct services is projected to decrease in 2012.

Additional decreases in funding have also been announced for the Youth Intervention Program grants. In the 2010-12 biennium, this grant program experienced a three percent cut in funding. The program will incur an additional decrease of four percent for the next biennium (2012-14).

In fiscal year 2011, one new funding source was added. The Minnesota's Arts and Cultural Heritage Fund established through the Clean Water, Land and Legacy Amendment to the state's constitution dedicated 19.75 percent of the fund to arts, arts education and arts access. The out-of-school time programs were included in the eligible applicants, but the contributions made to out-of-school time programs were not substantive.

The Otto Bremer Foundation also made a significant contribution for youth in fiscal year 2011. Over the next four years, the foundation has granted \$1 million to four organizations in Mankato, Minnesota, to address the needs of youth in the community, including out-of-school time programming. While this contribution is significant, the Otto Bremer Foundation was not included in the primary funding streams category because this contribution was targeted towards a specific community and the continuation of this funding beyond the initial grant period is unclear.

Several other funding sources that are not stable or substantive in their funding of out-of-school time programs were eliminated. The majority of the eliminated funding streams reflected changes in federal government funding. Programs such as the Weed and Seed (U.S. Department of Justice), Safe and Drug Free Schools (U.S. Department of Education), Mentoring

Grants (U.S. Department of Education) and the Learn and Serve programs (Corporation of National and Community Services) no longer receive federal appropriations.

In the philanthropic community, the Fred C. and Katherine B. Anderson Foundation revised its funding guidelines to only fund institutions of higher education that do not receive state or federal government support. Changes have also been made the funding levels for both the McKnight Foundation and the Greater Twin Cities United Way.

It is important to note the while in fiscal year 2011, the primary funding streams for both the federal and state government did not decrease; both have planned or are expected to see decreases in fiscal year 2012. As this report is published, the future of 21st Century Community Learning Centers funding is unclear and awaits reauthorization of the federal Department of Education bill. Recommendations under consideration include elimination of the funding, folding the funding into a grant program that provides for expanding the school day, and continuation of the program in its current format, as well as other proposals.

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 \$25.6 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
- Greater Twin Cities United Way After School Funding
- The McKnight Foundation, After School Program

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 2011	Interest / Funding Area	Applicant Eligibility	End-User Application Process	NOTES
FEDERAL APPROPRIATION	21st Century Community Learning Centers	U.S. Department of Education	\$10.4 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 Department 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	The future of this funding stream is currently under deliberation as part of the reauthorization of the U.S. Department of Education's bill

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 2011	Interest / Funding Area	Applicant Eligibility	End-User Application Process	NOTES
APPROPRIATION	PPROPRIATION	YouthBuild Program Youth Intervention	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 a direct allocation from the Minnesota Legislature and is modeled after the federal program
	STATE AI	Programs	Department of Public Safety	\$1.0 IIIIIIOII	provide intervention services at-risk youth and their families to address personal, family, school, legal or chemical problems	non-profit organizations	Discretionary	

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 tine 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.

	Foundation Name	Actual or Estimated Total Annual Giving in FY 2011	Interest/Funding Area	Applicant Eligibility	End -User Application Process	Notes
FUNDERS	Greater Twin Cities United Way After School Funding Category	\$8 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. Funding levels for 2012 are projected to decrease
PRIVATE	The McKnight Foundation After-School Program	\$4.6 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	For FY2012, the McKnight afterschool time funding will be granted by Youthprise

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 employs traditional school-day instructional methods and out-of-school time best practices outside of the school day to provide consistent, dedicated and substantial amounts of funds to develop and maintain programs. These programs may potentially award students credit. For the purposes of this report, a primary bridge funding stream 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.

Both primary bridge funding sources are from state government. They are only available to school districts and total approximately \$45 million. The primary bridge funding sources are:

Learning Year: AccelerationLearning Year: Target Services

PRIMARY BRIDGE FUNDING STREAMS

Primary bridge funding streams are the key funding source for learning opportunities that bridge traditional 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 employ traditional school-day instruction, potentially awarding credit and out-of-school time activities during the out-of-school time hours, 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	Interest / Funding Area	Applicant Eligibility	End-User Application Process	NOTES
	Learning Year: Acceleration	Minnesota Department of Education	\$2.3 million	Provides direct instruction and mentoring during the out-of-school time hours to accelerate grade level or meet graduation requirements	School districts with a state approved alternative learning program	Discretionary	School districts earn revenue through a computation based on total number of hours of education programs for pupils in average daily membership
STATE	Learning Year: Targeted Services	Minnesota Department of Education	\$42.7 million	Out-of-school time support services, including direct instruction, for atrisk youth to gain skills necessary to succeed in a traditional classroom	School districts with a state approved alternative learning program and middle level alternative program; districts without a program may partner with a neighboring districts to receive revenue	Discretionary	School districts earn revenue through a computation based on total number of hours of education programs for pupils in average daily membership. In 2010-2011, there were 259 targeted services programs.

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. 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." 5

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.

⁵ Pittman, K. (2003, July/August). Quality Counts, but Does It Sell? (Forum Focus: Quality Counts, Volume 1). Washington, D.C.: The Forum for Youth Investment.

V. NEXT STEPS

This report is one in an ongoing series detailing the complex set of funding used by out-of-school time programs to support the variety of learning opportunities available for Minnesota's 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 not many sources of funding were found to be a source of dedicated, sustainable funding, their role in impacting out-of-school time learning opportunities should be more clearly defined. Previous reports also highlighted the need to understand better how local governments support out-of-school time programs through infrastructure supports. The Minnesota Department of Education will be releasing information from a local governmental infrastructure study in spring 2012.

Minnesota's volunteer-run, out-of-school time programs, such as 4-H clubs, Scouts, and Camp Fire, along with some mentoring programs, clearly contribute to out-of-school time programming statewide. Generally, 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. These funding streams require the statewide organizations to support the local programs through capacity-building initiatives. While the support provided to the local programs is not a cash funding stream for local programming, it is a resource stream essential for the existence of these local-level programs. Identifying the various essential resource steams for these local programs is another important step in completing Minnesota's understanding of the resources available and necessary to ensure high-quality, out-of-school time learning opportunities statewide.

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. As with the case for 4-H, these funding streams require the statewide organizations 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. Identifying the various essential resource steams for these local programs is another important step in understanding the assets and challenges facing the out-of-school time field in Minnesota.

Other future steps under discussion are:

- 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 annually. 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 (12 sources) or private funders (18 sources).

The other sources of funding streams category had the most known changes in funding streams for fiscal year 2011. For this fiscal year it is known that five sources will no longer be available; five federal government sources were eliminated and one private foundation revised its guidelines. These funding sources are:

- Fred C. and Katherine B. Anderson Foundation
- Learn and Serve Program, Corporations for National and Community Service
- Mentoring Grants, U.S. Department of Education
- Safe and Drug Free Schools and Communities Program, U.S. Department of Education
- Weed and Seed Program, U.S. Department of Justice

	Program	Department or Organization	Funding Areas	Applicant Eligibility	End-User Application Process	NOTES
	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 Bureau of Indian Education (BIE) schools may apply to the BIE	Minnesota has only four qualifying BIE schools. Funds are distributed nationally and states are not individually prioritized.
FEDERAL	Community Services Block Grant	U.S. Department of Health and Human Services	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

	Program	Department or Organization	Funding Areas	Applicant Eligibility	End-User Application Process	NOTES
	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	Notices are posted on grants.gov when funds are available
FEDERAL	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	Corporation for	Service learning for	Non-profit	Directly to the	ELIMINATED FROM
	Program	National and	school aged youth	organizations and	Corporation for	FEDERAL BUDGET IN FISCAL YEAR 2011
		Community Services		Minnesota Department of	National and	TISCAL ILAN ZUII
				Department of Education	Community Service	

	Program	Department or Organization	Funding Areas	Applicant Eligibility	End-User Application Process	NOTES
	Mentoring Grants	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	ELIMINATED FROM FEDERAL BUDGET IN FISCAL YEAR 2010
AL	Mentoring Children of Prisoners	U.S. Department of Health and Human Services	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
FEDERAL	Runaway and Homeless Youth - Street Outreach Program	U.S. Department of Health and Human Services	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. Department of Health and Human Services, in consultation with the Minnesota Department of Human Services, Office of Family and Youth Services, Administration for Children and Families	Often a three-year renewable grant, dependent upon performance

	Program	Department or Organization	Funding Areas	Applicant Eligibility	End-User Application Process	NOTES
	Safe and Drug-Free Schools and Community Program	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	ELIMINATED FROM FEDERAL BUDGET IN FISCAL YEAR 2010
FEDERAL	Safe Schools / Healthy Students Initiative	U.S. Departments of Education, Health and Human Services, Justice	Healthy childhood development and prevention of violent behaviors; goal is fully linked to 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
	Social Services Block Grant (SSBG)	U.S. Department of Health and Human Services	Support activities that promote youth self-sufficiency, financial literacy, mentoring	Minnesota Department of Human Services	Non-profit organizations can be subcontracted to provide services	Monies are combined with state and TANF to be distributed directly to counties by formula; work with county agency to see how can be used/allocated for afterschool activities

	Program	Department or Organization	Funding Areas	Applicant Eligibility	End-User Application Process	NOTES
	Temporary Assistance to Needy Families (TANF) Title 1 , Part A, Grants	U.S. Department of Health and Human Services U.S. Department of	Mentoring and other supportive services to support needy families Help students meet	States receive a block grant and funds go to appropriate agency School districts and	Non-profit organizations may apply to state agency for funds as part of the maintenance-of-effort cost-sharing requirement Minnesota	Monies are combined with state and SSBG to be distributed directly to counties by formula; work with county agency to see how can be used/allocated for afterschool activities A limited number of
FEDERAL	to Local Education Agencies	Education	state academic standards through mentoring and tutoring	charter schools through the NCLB application process	Department of Education	Minnesota'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	ELIMINATED FROM FEDERAL BUDGET IN FISCAL YEAR 2011

	Program	Department or	Funding Areas	Applicant Eligibility	End-User Application	NOTES
FEDERAL	YouthBuild	Organization 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
АТЕ	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	
ST	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	

	Program	Department or	Funding Areas	Applicant Eligibility	End-User Application	NOTES
		Organization			Process	
ГАТЕ	Minnesota's Arts and Cultural Heritage Fund	Minnesota State's Arts Board	Provide opportunities for lifelong learners to acquire knowledge and understanding of and skills in the arts	Non-profit organizations; public agencies or divisions of local, state, or tribal government; educational institutions; artists; and arts organizations	Minnesota State Arts Board	Established through the Clean Water, Land and Legacy Amendment to the Minnesota State Constitution
ST	Minnesota Youth Program – Work Investment Act	Minnesota Department of Employment and Economic Development	Provide employment and training services to disadvantaged and atrisk youth aged 14-21, including mentoring, community involvement and leadership	Community-based, non-profit organizations	Minnesota Department of Employment and Economic Development	

	Program	Department or Organization	Funding Areas	Applicant Eligibility	End-User Application Process	NOTES
ELVID	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.

	Foundation Name	Interest/Funding Area	Applicant Eligibility	End-User Application Process	NOTES
PRIVATE FUNDERS	Anderson Foundation, Fred C. and Katherine A.	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	REVISED PRIORITIES DO NOT INCLUDE OUT- OF-SCHOOL TIME PROGRAMS
	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 online application process	Also supports national organizations providing essential social services, including United Way, American Red Cross, Boys and Girls Clubs, and Junior Achievement

	Foundation Name	Interest/Funding Area	Applicant Eligibility	End-User Application Process	NOTES
	Blandin Foundation Bremer Foundation, Otto	Focus is to increase blended educational attainment, economic opportunity and broader inclusion in rural Minnesota communities, so all residents have greater opportunities to prosper Supports organizational	Non-profit agencies Non-profit agencies;	Discretionary, quarterly application process Discretionary, ongoing	A minimum of 55% of all grant funds are targeted directly to programs in Grand Rapids and Itasca County area In 2011, the Otto
IIVATE FUNDERS		effectiveness/improvement and professional development of staff	preference is given to Otto Bremer communities	application process	Bremer Foundation made four grants totaling \$1 million in support of youth in Mankato, Minnesota
PRIV	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	

	Foundation Name	Interest/Funding Area	Applicant Eligibility	End-User Application Process	NOTES
S	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	
PRIVATE FUNDE	Central Minnesota Community Foundation	Supports general operating or capital costs of 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

	Foundation Name	Interest/Funding Area	Applicant Eligibility	End-User Application Process	NOTES
PRIVATE FUNDERS	Initiative Foundation	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, and Wright counties	Discretionary, ongoing 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	

	Foundation Name	Interest/Funding Area	Applicant Eligibility	End-User Application Process	NOTES
DERS	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, ongoing application process	
PRIVATE FUN	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	Public entities and non- profit agencies in Aitkin, Carlton, Cook, Itasca, Koochiching, Lake, and St. Louis counties	Discretionary, ongoing application process; applications are accepted on the 15 th of every month	

	Foundation Name	Interest/Funding Area	Applicant Eligibility	End-User Application Process	NOTES
FUNDERS	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, ongoing or by invitation application process	
PRIVATE	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	

	Foundation Name	Interest/Funding Area	Applicant Eligibility	End-User Application Process	NOTES
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	
PRIVA	Target	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	

	Foundation Name	Interest/Funding Area	Applicant Eligibility	End-User Application Process	NOTES
DERS	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	
PRIVATE FUNI	Wallestad Foundation	Targets funding to organizations or 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). <u>More than Money: Making a Difference with</u>
 Assistance Beyond the Grant
 - http://www.wallacefoundation.org/knowledge-center/advancing-philanthropy/Pages/Making-a-Difference-with-Assistance-Beyond-the-Grant.aspx
- 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/
- <u>Afterschool Alliance</u>: 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
- <u>School Grants</u>: http://www.schoolgrants.org/
- The After School Corporation: http://www.tascorp.org/section/resources/youth_funders/
- <u>United States Department of Education</u>: http://www.ed.gov/
- <u>United States Department of Justice</u>: http://www.usdoj.gov/
- <u>United States Department of Labor</u>: http://www.dol.gov/
- University of Minnesota Extension Service: http://www.extension.umn.edu/
- Youth Today: http://www.youthtoday.org/about/about.cfm