

Minnesota Out-Of-School Time Primary Funding Streams

Fiscal Year 2012

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Minnesota Out-Of-School Time Primary Funding Streams

Summary Report

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 (OST) learning opportunities 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 2012 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

“Sustainability is a critical issue for out-of-school programs. Time-limited 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

¹ Durlak, 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.

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 youth development best practices and enrichment opportunities in out-of-school time (**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**).

Findings

The charts below identify seven sources of funding that met the criteria to be considered a primary funding stream or a primary bridge funding stream in 2012. Detailed lists of each funding category and source can be found in the full report.

| Source | Primary Funding Streams | Funds Available FY 2012 |
|---------------------------------|---|-------------------------|
| Federal Government | <ul style="list-style-type: none"> 21st Century Community Learning Centers | \$11.8 million |
| State Government | <ul style="list-style-type: none"> YouthBuild Program Youth Intervention Program | \$2.6 million |
| Foundations Corporations | <ul style="list-style-type: none"> Greater Twin Cities United Way After School Funding Youthprise | \$10.1 million |
| Total Funding Available | | \$24.5 million |

| Source | Primary Bridge Funding Streams | Funds Available FY 2012 |
|--------------------------------|---|-------------------------|
| State Government | <ul style="list-style-type: none"> Learning Year: Acceleration Learning Year: Targeted Services | \$46 million |
| Total Funding Available | | \$46 million |

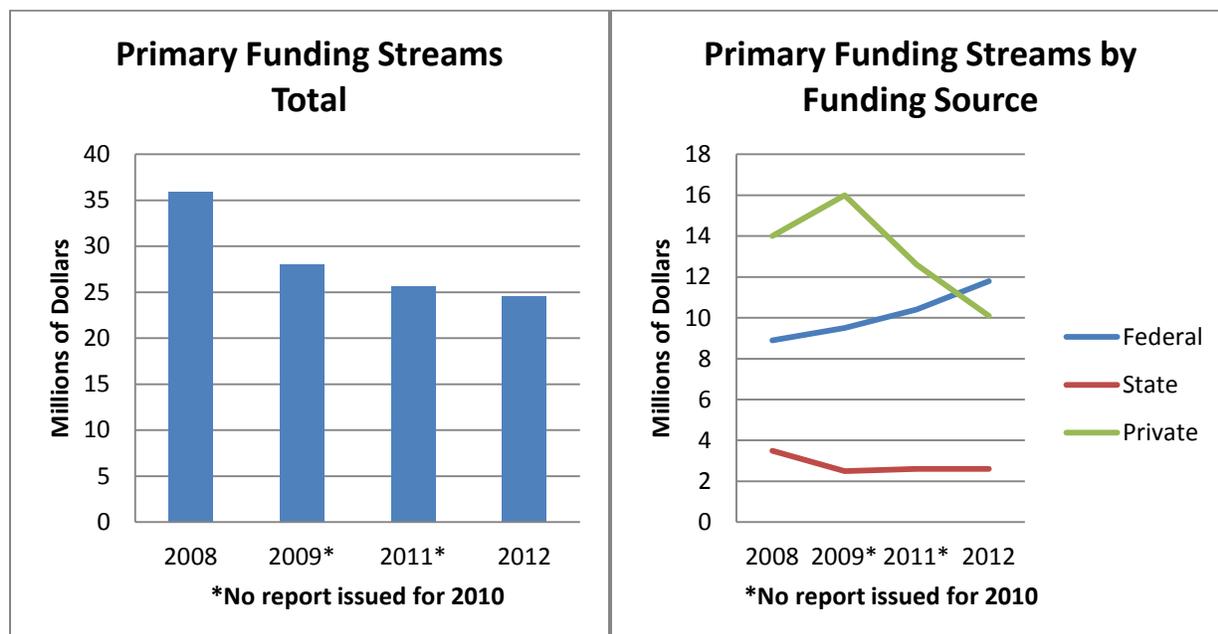
Completing the funding picture

The first Minnesota Out-of-School Time Funding Streams Report identified primary funding streams totaling \$35.9 million for fiscal year 2008. In 2012, the total amount of primary funding streams dropped by \$11.4 million to \$24.5 million – a loss of nearly one-third of the only consistent, dedicated and substantial sources of funding available in Minnesota to develop and maintain programs.

The smallest pot of primary funding for out-of-school time learning opportunities comes from the State of Minnesota. In 2012, the \$2.6 million in state funding made up approximately \$1 of every \$10 in primary funds available to support high quality out-of-school time programming. State funds are expected to increase slightly next year reflecting the additional funding for Youth Intervention Programs allocated in the most recent legislative session.

An additional source of state funding became available to out-of-school time programs in 2011. The Minnesota Arts and Cultural Heritage Fund, established through the Clean Water, Land and Legacy Amendment to the state's constitution, dedicates 19.75 percent of the revenue generated by the amendment to fund arts, arts education and arts access. In the most recent state fiscal year, more than \$54.3 million was appropriated to the Arts and Cultural Heritage Fund. Out-of-school time programs are included as eligible applicants for some of these funds, but more analysis is needed to determine just how much funding has been awarded to these programs in fiscal year 2012, if any.

Private funds have also decreased. Most notably, the McKnight Foundation no longer directly funds out-of-school time programs. In previous years, the McKnight Foundation awarded approximately \$4 million to support out-of-school time learning opportunities in the Twin Cities metropolitan area. In 2011, the McKnight Foundation helped establish Youthprise, a funder and intermediary organization, and awarded Youthprise a multiple year grant to manage the Foundation's out-of-school time funds. In fiscal year 2012, Youthprise awarded \$2.1 million to support direct afterschool programming.



Further analysis shows that while state and private sources of funding have decreased over the past five years, the sole source of federal funding in the primary funding streams category, 21st Century Community Learning Centers, has increased. In fact, for the first time in the history of this report, federal funding represents the largest of all primary funding streams in Minnesota.

As this report is published, however, the future of 21st Century Community Learning Centers funding from the U.S. Department of Education is unclear and awaits reauthorization of the Elementary and Secondary Education Act. Recommendations under consideration by Congress include elimination of the funding, folding the funding into a block grant program that provides for extending the school day, and continuation of the program in its current format.

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 2,000 hours of discretionary time – time not filled with school or family obligations.¹ The extent to which this time is spent productively depends in part on the availability and affordability of high-quality, engaging learning opportunities.

Reports from the Harvard Family Research Project² and the Collaboration on Academic Social and Emotional Learning³ concluded that regular participation in high-quality programs can result in positive impacts on a range of academic, social and emotional, prevention and health and wellness outcomes for young people. Both studies found that consistent and frequent participation in high-quality afterschool programs leads 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.

"Afterschool programs provide a lifeline for families and communities across the nation, providing a safe and supervised space for kids to engage in creative, education activities with caring adults and mentors. But a rocky economic climate and budget tightening at the local, state and federal levels have put these programs at risk." ⁴

The Afterschool Alliance

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

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

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

⁴ The Afterschool Alliance (2012). *Uncertain Times 2012-Afterschool Programs Still Struggling in Today's Economy*. Retrieved from http://www.afterschoolalliance.org/documents/Uncertain_Times/Uncertain-Times-2012.pdf

The current state of out-of-school time funding in Minnesota as described in this report may make it difficult for program providers to offer consistent, high-quality learning opportunities. The financial challenges resulting from inconsistent funding reduce providers' planning ability, stability of services, staff reliability, program improvements and program growth. This inconsistent funding also limits the field's ability to advance research agendas, continue systematic development, and improve professional development in the field.

Next Steps

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

The fiscal year 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 these local programs receive support from a statewide organization through training and curriculum, but do not receive direct program 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 streams for these local programs is another step in completing Minnesota's understanding of the resources available and necessary to ensure high-quality, out-of-school time learning opportunities statewide.

Other future steps under discussion are:

- A deeper analysis of the Minnesota Arts and Cultural Heritage Fund to identify how out-of-school time learning opportunities are supported.
- An examination of program budgets to identify how programs leverage and link various funding streams to provide high quality out-of-school time learning opportunities.
- A gaps analysis related to geographic availability of funding or restrictions that limit use of funds for operational support.

Minnesota Out-Of-School Time Funding Streams

Full Report

Introduction

A growing body of research demonstrates that regular participation in high quality, out-of-school time programs 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 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 three prior Minnesota Out-Of-School Time Funding Streams Reports in an attempt to determine the availability of stable, substantive funding sources for Minnesota's out-of-school time programs for fiscal years 2008, 2009 and 2011. This report serves as an update to the previous reports, highlighting the key sources of funding available in fiscal year 2012 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 out-of-school time programming were identified, **limited consistent, dedicated, and substantial funding sources** were available in fiscal year 2012.

Methodology

Given the range of possible funding sources for out-of-school time programming, the data fathering 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 2012, each funding

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.

source's funding guidelines and amounts were verified and revised to reflect the funding environment for fiscal year 2012.

This report defines the 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 expense. 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 3}

Primary Funding Stream. A primary funding stream is a key funding source for out-of-school time learning opportunities, providing consistent, dedicated and substantial amounts of funding 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.

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-**

² In the initial report, the category of **Secondary Funding Streams** was included with only one federal source of funding fitting 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.

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.

Findings

The first Minnesota Out-of-School Time Funding Streams Report, issued in April 2009, concluded that there were ***very few consistent, dedicated funding sources*** for Minnesota out-of-school time programs. At that time, the report identified primary funding streams totaling \$35.9 million for fiscal year 2008. In 2013, the total amount of primary funding streams available in fiscal year 2012 dropped by \$11.4 million to \$24.5 million – ***a loss of nearly one-third of the only consistent, dedicated and substantial sources of funding available in Minnesota*** to develop and maintain high quality 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.

The amount of private funding available decreased in fiscal year 2012. Most notably, the McKnight Foundation no longer directly funds out-of-school time programs. In previous years, the McKnight Foundation awarded approximately \$4 million to support out-of-school time learning opportunities in the Twin Cities metropolitan area. In 2011, the McKnight Foundation helped establish Youthprise, a funder and intermediary organization, to manage the Foundation's out-of-school time resources. In fiscal year 2012, Youthprise awarded \$2.1 million

to support direct programming, with other funding targeted to provide infrastructure support such as research and professional development.

While state funding has remained stable for the past few years, it remains the smallest source of primary funding for Minnesota out-of-school time learning opportunities. In 2012, the \$2.6 million in state funding made up approximately \$1 of every \$10 in primary funds available to support high quality out-of-school time programming. However, state funds are expected to increase slightly in the 2013 report reflecting the additional funding for Youth Intervention Programs allocated in the most recent legislative session.

An additional possible source of state funding became available to out-of-school time programs in 2011. The Minnesota Arts and Cultural Heritage Fund, established through the Clean Water, Land and Legacy Amendment to the state's constitution, dedicates 19.75 percent of the revenue generated by the amendment to fund arts, arts education and arts access. In the most recent state fiscal year, more than \$54.3 million was appropriated to the Arts and Cultural Heritage Fund. Out-of-school time programs are included as eligible applicants for some of these funds, but more analysis is needed to determine just how much funding has been awarded to these programs in fiscal year 2012, if any.

Federal funding for the 21st Century Community Learning Centers has shown increases in each of the funding streams reports issued since 2009. However, the sequester cuts will mean there will be a decrease in fiscal year 2013. It is also important to note that the future of 21st Century Community Learning Centers funding is unclear. As this report is published, this federal funding stream awaits reauthorization of the Elementary and Secondary Education Act. Some of the recommendations under consideration by Congress include elimination of the funding, folding the funding into a block grant program that provides for extending the school day, and continuation of the program in its current format.

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 funding 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 \$24.5 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
- Youthprise

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 sources categories in which: (a) at least 75 percent of funding is intended for out-of-school time programs, not included 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 2012 | 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 nonprofit 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

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| | Program | Funding Department | Amount Available to Minnesota in FY 2012 | Interest / Funding Area | Applicant Eligibility | End User Application Process | Notes |
|---------------------|-----------------------------|---|--|---|---|------------------------------|---|
| State Appropriation | YouthBuild Program | Minnesota Department of Employment and Economic Development | \$1 million | Funding for multidisciplinary programs and services for economically disadvantaged youth; provides construction trade training, academic skills enhancement | Community-based nonprofit 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 |
| | Youth Intervention Programs | Minnesota Department of Public Safety | \$1.6 million | Targeted to provide intervention services at-risk youth and their families to address personal, family, school, legal or chemical problems | Community-based nonprofit organizations | Discretionary | For FY 2013 and 2014 the amount increases to \$2.5 million per year |

PRIMARY FUNDING STREAMS

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| | Foundation Name | Actual or Estimated Total Annual Giving in FY 2012 | Interest / Funding Area | Applicant Eligibility | End User Application Process | Notes |
|-----------------|--|--|---|--|------------------------------|---|
| Private 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. |
| | Youthprise | \$2.1 million | Funding to expand access to quality learning experiences and to ensure high quality opportunities for learning beyond the classroom | Applicants must be classified by the Internal Revenue Service as tax-exempt, nonprofit organizations serving the Twin Cities Metropolitan area | Discretionary | Grants awarded for one year; annual application process |

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.

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*** for funding cycle.

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

- Learning Year: Acceleration
- Learning Year: Target Services

PRIMARY BRIDGE FUNDING STREAMS

Primary bridge funding streams are the key funding source for learning opportunities that bridge 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 2012 | Interest / Funding Area | Applicant Eligibility | End User Application Process | Notes |
|--------------|----------------------------------|-----------------------------------|--|---|--|------------------------------|--|
| State | 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 |
| | Learning Year: Targeted Services | Minnesota Department of Education | \$42.7 million | Out-of-school time support services, including direct instruction, for at-risk 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 district 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. |

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 2,000 hours of discretionary time – time not filled with school or family obligations.¹ The extent to which this time is spent productively depends in part on the availability and affordability of high-quality, engaging learning opportunities.

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

The current state of out-of-school time funding in Minnesota as described in this report may make it difficult for program providers to offer consistent, high-quality learning opportunities. The financial challenges resulting from inconsistent funding reduce providers' planning ability, stability of services, staff reliability, program improvements and program growth. This inconsistent funding also limits the field's ability to advance research agendas, continue systematic development, and improve professional development in the field.

Next Steps

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

The fiscal year 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.

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

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Other future steps under discussion are:

- A deeper analysis of the Minnesota Arts and Cultural Heritage Fund to identify how out-of-school time learning opportunities are supported.
- An examination of program budgets to identify how programs leverage and link various funding streams to provide high quality out-of-school time learning opportunities.
- Identify gaps related to geographic availability of funding or restrictions that limit use of funds for operational support.

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 the 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 funding 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).

Sources of funding in this category have declined since fiscal year 2008. Four federal sources of funding in this category have been eliminated outright, and one private source of funding no longer funds out-of-school time programming.

OTHER SOURCES OF FUNDING

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| | Program | Department or Organization | Funding Areas | Applicant Eligibility | End User Application Process | Notes |
|----------------|--|--|--|---|--|--|
| FEDERAL | 21st Century Community Learning Centers - Bureau of Indian Affairs | U.S. Department of Education | Supports creation of community learning centers that provide academic enrichment opportunities such as tutoring, mentoring, service learning, cultural activities, and arts. | Allocated to Bureau of Indian Affairs (BIA) for grant making to qualified BIA schools | Qualified 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. |
| | Community Services Block Grant | U.S. Department of Health and Human Services | Positive youth development, youth crime prevention, youth mentoring, youth entrepreneurship programs | States can apply to receive an allotment | 90% of funds are passed on to local nonprofit 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 | Nonprofit organizations may apply to Minnesota Department of Education (MDE) for funds; MDE may also give directly to local schools and school districts | This funding may also cover professional development of staff on the specific needs of the students, based upon state's share of Title 1, Part A funds |

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| | Program | Department or Organization | Funding Areas | Applicant Eligibility | End User Application Process | Notes |
|----------------|--|---|--|---|--|---|
| FEDERAL | Foster Grandparent Program | Corporation for National and Community Services | Volunteer recruitment to mentor at-risk youth | Nonprofit 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 |
| | 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 | Nonprofit organizations can apply to state agency to do contracted services | Federal funding for this program has been cut by 87%. |
| | Learn and Serve Program | Corporation for National and Community Services | Service learning for school-aged youth | Nonprofit organizations and Minnesota Department of Education | Directly to the Corporation for National and Community Service | Eliminated from Federal budget in Fiscal Year 2011 |
| | 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 nonprofit organizations, with a partnership | Federal applications available online | Eliminated from Federal budget in Fiscal Year 2010 |

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| | Program | Department or Organization | Funding Areas | Applicant Eligibility | End User Application Process | Notes |
|----------------|--|--|---|---|---|--|
| FEDERAL | Mentoring Children of Prisoners | U.S. Department of Health and Human Services | Provide children of incarcerated parents with mentors | Community-based nonprofit organizations | Family and Youth Services Bureau will announce availability via grants.gov | Recipient organizations must use funds for direct service |
| | 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 | Nonprofit organizations | Nonprofit 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 |
| | 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 | Nonprofit organizations, school districts | Online at Minnesota Department of Education | Eliminated from Federal budget in Fiscal Year 2010 |

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| | Program | Department or Organization | Funding Areas | Applicant Eligibility | End User Application Process | Notes |
|----------------|---|---|---|---|---|--|
| FEDERAL | Safe Schools / Healthy Students Initiative | U.S. Departments of Education, Health and Human Services, Justice | Healthy childhood development and prevention of violent behaviors; linked to education, mental health, law enforcement, and social services | School districts, but must collaborate with local community-based nonprofit 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 | Nonprofit organizations can be subcontracted to provide services | Funds combined with state and TANF, distributed directly to counties by formula; work with county agency to see how can be used / allocated for afterschool activities |
| | Temporary Assistance to Needy Families (TANF) | U.S. Department of Health and Human Services | Mentoring and other supportive services to support needy families | States receive a block grant and funds go to appropriate agency | Nonprofit organizations may apply to state agency for funds as part of the maintenance-of-effort cost-sharing requirement | Funds combined with state and SSBG, distributed directly to counties by formula; work with county agency to see how can be used / allocated for afterschool activities |

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| | Program | Department or Organization | Funding Areas | Applicant Eligibility | End User Application Process | Notes |
|----------------|---|------------------------------|--|---|--|---|
| FEDERAL | Title 1, Part A, Grants to Local Education Agencies | U.S. Department of Education | Help students meet state academic standards through mentoring and tutoring | School districts and charter schools through the NCLB application process | Minnesota Department of Education | A limited number of 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 nonprofit organizations | Federal, contact local mayor's office or law enforcement to gain partnership | Eliminated from Federal budget in Fiscal Year 2011 |
| | YouthBuild | U.S. Department of Labor | Funding for multidisciplinary programs/services for at-risk youth that provide construction trade training, academic skill enhancement | Community-based nonprofit 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 |

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| | Program | Department or Organization | Funding Areas | Applicant Eligibility | End User Application Process | Notes |
|-------|---|---------------------------------------|---|--|--|--|
| STATE | Community Crime Prevention | Minnesota Department of Public Safety | Can include community-based programs designed to provide at-risk children and youth under 14 with after-school and summer enrichment activities | Local units of government or nonprofit, community-based entities | Minnesota Department of Public Safety | |
| | Intervention for College Attendance Program | Office of Higher Education | Provides outreach services to underserved (6th-12th grades) and underrepresented college students | School districts, colleges, community-based, nonprofit organizations | Request for proposal by Office of Higher Education | |
| | 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 | Nonprofit organizations; public agencies or divisions or 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 |

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| | Program | Department or Organization | Funding Areas | Applicant Eligibility | End User Application Process | Notes |
|--------------|---|---|---|--|---|---|
| STATE | Minnesota Youth Program - Work Investment Act | Minnesota Department of Employment and Economic Development | Provide employment and training services to disadvantaged and at-risk youth aged 14-21, including mentoring, community involvement and leadership | Community-based, nonprofit organizations | Minnesota Department of Employment and Economic Development | |
| | School-Age Care Programming | Minnesota Department of Education | Provide services to allow children in grades K-6 who have disabilities or are experiencing a temporary family or related problem to attend a school-age care program operated by a public school district | School districts | N/A | In lieu of raising fees for all participants, school districts may levy for up to 100% of the additional cost of serving children who are disabled or are experiencing a temporary family problem. Although the levy is equalized, there is no district that currently qualifies for/receives state equalization aid for this levy program. |

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| | Foundation Name | Interest / Funding Area | Applicant Eligibility | End-User Application Process | Notes |
|---------|---|--|--|--|--|
| PRIVATE | 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 | Nonprofit agencies located in Washington County or St. Paul, Minnesota Department of Education | Discretionary, quarterly application process | Youth serving organizations are certainly welcome to apply, especially organizations serving Washington County, but it is a competitive process and we receive more requests that are able to support. |
| | 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 | Nonprofit 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 |
| | 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 | Nonprofit agencies located in Washington County or St. Paul, Minnesota | Discretionary, quarterly application process | Also supports national organizations providing essential social services, including United Way, American Red Cross, Boys and Girls Clubs, and Junior Achievement |

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

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| | Foundation Name | Interest / Funding Area | Applicant Eligibility | End-User Application Process | Notes |
|---------|--|--|--|--|---|
| PRIVATE | Catholic Community Foundation | Supports programs that address the spiritual, educational and social needs of the Catholic community. A portion of this funding is for after-school programs that target at-risk youth ages 5-18 | Nonprofit agencies in Anoka, Carver, Chisago, Dakota, Goodhue, Hennepin, LeSueur, Ramsey, Rice, Scott, Washington, and Wright counties | Discretionary, annual application process | |
| | Central Minnesota Community Foundation | Supports general operating or capital costs of youth organizations, such as youth clubs, services and community service | Nonprofit 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 Hunger and Nutrition Wellness, Family Services, Education and Arts and Culture | Nonprofit agencies | Discretionary, on-going application process | Geographic eligibility varies depending on the grant funding area. |

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| | Foundation Name | Interest / Funding Area | Applicant Eligibility | End-User Application Process | Notes |
|---------|------------------------|---|--|--|---|
| PRIVATE | 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 | Nonprofit 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, quarterly application process | Average grant size is \$5,000, with community match expected; visit www.IFound.org , and click on "Grants" and "How to apply" for additional details and grant guidelines |
| | Minneapolis Foundation | Provides funding for programs that focus on student success, effective public education and community/parent partnerships | Nonprofit agencies in the Minneapolis area | Discretionary, quarterly application process | |

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| | Foundation Name | Interest / Funding Area | Applicant Eligibility | End-User Application Process | Notes |
|---------|---|--|---|--|-------|
| PRIVATE | 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 nonprofit agencies in Aitkin, Carlton, Cook, Itasca, Koochiching, Lake, and St. Louis counties | Discretionary, ongoing application process; applications are accepted on the 15th of every month | |
| | 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. | 501(c)(3) nonprofit organizations in the Twin Cities metropolitan area, except for the Pohlad Scholars program which is open to high school seniors only. | Discretionary, ongoing or by invitation application process . | |

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| | Foundation Name | Interest / Funding Area | Applicant Eligibility | End-User Application Process | Notes |
|---------|----------------------------|--|---|---|---|
| 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. Grants are focused on out-of school time and early childhood programs for children age 12 and under. | Minnesota Nonprofit agencies | Discretionary, annual application process | maximum grant \$20,000. Average grant \$10,000 - \$20,000 |
| | 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 | Nonprofit agencies and public entities serving residents of the East Metro area of Dakota, Ramsey and Washington counties | Discretionary, application process three times per year | |

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| | Foundation Name | Interest / Funding Area | Applicant Eligibility | End-User Application Process | Notes |
|---------|------------------------------|---|--|--|-------|
| PRIVATE | Target | Targets funding to K-12 schools and nonprofit organizations to bring art and culture experiences to schools, support educational field trips and provide early childhood reading programs | Nonprofit agencies, including schools, libraries and public agencies | Discretionary, quarterly application process | |
| | United Way of Olmsted County | Supports programs that address the needs low-income, high risk youth | Nonprofit, schools, and governmental agencies serving Olmsted County youth | Discretionary, grants are awarded once every three years | |
| | 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 | Nonprofit agencies | Discretionary, ongoing application process. | |

Attachment 2

Out-Of-School Time Funding Source Definitions

Government

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

Non-Government and Others

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

Attachment 3

Key Written Resources And Websites

- Finance Project, The (2007, January). Finding Funding: A Guide to Federal Sources for Youth Programs.
- Finance Project, The (2008, November). Finding Resources to Support Mentoring Programs and Services for Youth.
- Finance Project, The (2008, January). Financing and Sustaining Out-of-School Time Programs in Rural Communities.
- Finance Project, The (2007, August). Making the Match: Finding Funding for After School Education and Safety Programs.
- Finance Project, The (2007, June). Using TANF to Finance Out-of-School Time Initiatives.
- Minnesota Department of Education (2007). Charting a Course: Connecting Out-of-School Time Opportunities.
- Next Generation Youth Work Coalition (2009, January). Federal Programs and Youth Workers: Opportunities to Strengthen our Workforce.
- University of Minnesota Extension Service (2008, May). Quality Matters in Afterschool Programs.
- University of Minnesota Extension Service (2008, May). Economic Return of Afterschool Programs.
- Vandell, Deborah Lowell (2008, May). Making the Case through Research.
- Wallace Foundation (2009, January). The Cost of Quality Out-of-School Time Programs.
- Wallace Foundation (2009, January). Out-of-school time Programs: A Review of the Available Evidence.
- Wallace Foundation (2008, December). *More than Money: Making a Difference with Assistance Beyond the Grant*
<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/): www://www.accessphilanthropy.com/
- [Afterschool Alliance](http://www.afterschoolalliance.org/index.cfm): http://www.afterschoolalliance.org/index.cfm
- [Corporation for National and Community Service](http://www.nationalservice.org/): http://www.nationalservice.org/
- [Grants.gov](http://www.grants.gov/): http://www.grants.gov/
- [Harvard Family Research Project](http://hfrp.org/): http://hfrp.org/
- [Minnesota Council of Foundations](http://www.mcf.org/): http://www.mcf.org/
- [Minnesota Department of Education](http://www.education.state.mn.us/): http://www.education.state.mn.us/
- [Minnesota Department of Employment and Economic Development](http://www.deed.state.mn.us/):
http://www.deed.state.mn.us/
- [Minnesota Department of Public Safety](http://www.dps.state.mn.us/): http://www.dps.state.mn.us/
- [Minnesota Office of Grants Management](http://www.grants.state.mn.us/public/): http://www.grants.state.mn.us/public/
- [National Institute on Out-of-School Time](http://www.niost.org/): http://www.niost.org/
- [National Study on Youth and Religion](http://www.youthandreligion.org/index.html): http://www.youthandreligion.org/index.html
- [National Youth Development Information Center](http://www.nydic.org/nydic.index.html): http://www.nydic.org/nydic.index.html
- [School Grants](http://www.schoolgrants.org/): http://www.schoolgrants.org/
- [The After School Corporation](http://www.tascorp.org/section/sesources/youth_funders/): http://www.tascorp.org/section/sesources/youth_funders/
- [United States Department of Education](http://www.ed.gov/): http://www.ed.gov/
- [United States Department of Justice](http://www.usdoj.gov/): http://www.usdoj.gov/
- [United States Department of Labor](http://www.dol.gov/): http://www.dol.gov/
- [University of Minnesota Extension Service](http://www.extension.umn.edu/): http://www.extension.umn.edu/
- [Youth Today](http://www.youthtoday.org/about/about.cfm): http://www.youthtoday.org/about/about.cfm