



Filling the Gap: Funding Strategies for California's After School Programs

Bay Area Partnership for Children & Youth

May 2008

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Bay Area Partnership for Children & Youth

Written by:

Sandra Naughton, Consultant

Edited and produced by:

Katie Brackenridge and Jennifer Peck,
Bay Area Partnership for Children and Youth

Designed by:

Dennis Johnson and Ika Simpson
Dennis Johnson Design

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Introduction

This guide aims to help after school programs identify potential sources of funding to support their programs. It is specifically designed for programs that already receive funding from California’s After School Education and Safety (ASES) or 21st Century Community Learning Center (21st CCLC) programs. We hope, of course, that it is also useful to after school programs with other types of funding. ASES requires that programs secure matching funds to fully cover program costs. While 21st CCLC does not have a matching requirement, most programs find that they need additional resources to fully fund quality after school programming.

This guide is based on after school programs’ and school districts’ lessons learned in securing funding to supplement their ASES and 21st CCLC grants and support their after school program. This guide focuses primarily on four public funding sources—*Title I, Part A* funds, Supplemental Instruction funds (also known as “hourly intervention” funds), Supplemental Educational Services funds, and the Community Development Block Grant—and on fees paid by participants’ families. Although there are a myriad of funding sources that after school programs can use, the funding sources described in this guide were selected because after school programs in the Bay Area have successfully accessed them and they appear to be sources that could be used by a broad variety of other after school programs. This guide does not provide detailed information about the ASES and 21st CCLC funding though a brief description of these sources is included in Appendix G.

There are several other funding sources after school programs can potentially use, such as California Instructional Gardens funds, Tobacco Use Prevention Education (TUPE) Program, the Governor’s Gang Reduction, Intervention and Prevention (CalGRIP) Initiative, and the Middle and High School Supplemental School Counseling Program. However, these sources are likely to be most applicable to after school programs that meet specific criteria related to the types of programming offered or populations served. For a list of funding sources that are geared to more targeted uses please see Appendix C.

Also, many after school programs raise funds to support program costs through fundraising efforts (such as special events, donation campaigns, or selling merchandise) and by applying for private foundation funding. While recognizing that these are crucial resources for many after school programs, they are not addressed in this guide since several publications and tools already address these topics. For a list of these existing resources, please refer to Appendix C.

General Tips for Using this Information in Your Community

Since every community and every after school program has its own unique characteristics there is no single formula or set of funding sources that will meet every after school program's needs. This guide provides detailed information about five funding sources that have successfully been used in several communities. At least one of these sources could most likely help enhance your after school program's sustainability. The tips below provide some guidance on steps to take in trying to access any new funding source:

- 1) Do your homework by learning about the requirements and regulations governing the funding sources under consideration. This guide is a good starting point, but please also refer to the resources listed under the "For more information" section after the description of each funding source and after each local program profile. Talk to other programs that have used the funding to ask about their experiences.
- 2) Make sure the funding source's programmatic and reporting requirements match the mission, goals and capacity of your organization.
- 3) Find out how your community uses (or has used) the funding sources you think might help your program.
 - a. This may mean talking to your school district's fiscal department to find out who manages the education-related funding stream you are interested in or contacting the local government entity that manages the Community Development Block Grant funds.
 - b. In terms of exploring the use of fees, check with the school district, local government entity, or any community-based organizations that oversee your after school program to find out if there are any policies and practices related to charging program fees.
- 4) Use the information gathered to outline a proposal for how your program could use the funding source(s). Be sure to describe the benefits to your program and its participants, participants' families, the school(s) participants attend, the school district, and the community in general. Although it might not be included in your proposal, identify and address the potential challenges, trade offs and drawbacks of your plan.
- 5) Vet your proposal with critical stakeholders to gauge their level of support. Especially in terms of program fees, discuss your proposal with representatives from parent groups or with some parents supportive and familiar with your program.
- 6) Present your proposal to the appropriate decision-makers and advocate for it. Point to examples of other programs, school districts, or communities that have successfully used the funding sources. Identify champions in the school and community to help advocate for your proposal.

Public Funding to Improve After School Participants' Academic Achievement

There are several federal and state funding sources that can be used to support after school programs that aim to enhance students' academic achievement. Three such education-related sources are described in this section of the guide—*Title I, Part A* funds, Supplemental Instruction funds (also known as “hourly intervention” funds), and Supplemental Educational Services funds. These sources have been used successfully by several after school programs that also receive ASES and 21st CCLC grants and are controlled by public education agencies.

Before pursuing any of these funding sources, after school programs should consider whether these sources are a good fit. All three of these funding sources focus on improving participants' academic achievement. Some questions to consider before investing significant time and energy into exploring these funding streams are:

- Do some of the afterschool program's activities and projects have an intensive focus on academic achievement? If not, is this a direction that all key stakeholders agree the program should and is ready to pursue?
- Does the after school program's academic content align with state content standards and/or approved curricula?
- What kind of training and/or expertise does program staff have to help enhance participants' academic achievement?
- Does the program collect data on participants' academic achievement and other academically-related outcomes? If not, does the program have partnerships and/or the capacity to facilitate the collection of such data?

The first two funding sources described in this section—*Title I, Part A* funds and Supplemental Instruction funds (also known as “hourly intervention” funds)—require that after school programs persuade decision-makers, from school and district leaders to parents, to direct the funds to the after school program versus another service or program. These two sources are accessed primarily through an after school program advocating for them. The third funding source described—Supplemental Educational Services funds—can only be accessed by formally applying for the funds.

Sources Accessed Through Advocacy

The two funding sources described in this section require that after school programs persuade decision-makers—from school and district leaders to parents—to direct the funds to the after school program versus another service or program. In order to access these funds, after school programs must advocate for using the funds.

Title I, Part A – Basic Grants and School Improvement Funds

Title I, Part A – Basic Grant funds are also known as “Title I categorical” dollars

Note: Title I is a part of the No Child Left Behind (NCLB) Act.¹

At a Glance

Title I, Part A funds, which are often referred to as “*Title I*,” are targeted to schools with high concentrations of economically disadvantaged students to promote student achievement, staff development, and parental and community involvement. The two funding streams under *Title I, Part A* that are described in this section are Basic Grants and School Improvement funds. These two funding streams are very similar in terms of how after school programs might access and use them.

Advantages and Disadvantages

Advantages

- After school programs don't typically need to submit a formal application for the funds. Instead, a memorandum of understanding (MOU) or arrangement is negotiated with the school principal or district.
- Most schools have access to these funds and can determine how to use the funds (within some restrictions) at their sites.
- There is typically not a lot of administrative burden on the after school program to access these funds.
- These funds can be used to meet the matching requirement of the ASES program.²

Disadvantages

- In most cases, funds flow to the school leadership team and/or principal. Accessing these funds requires the after school program staff to have a strong, working relationship with the principal and/or school leadership team. School districts can also direct funds to after school programs.
- There are usually competing demands for this funding source, so after school programs must demonstrate and advocate for how their programs will help enhance the academic achievement of economically disadvantaged students and/or help the school meet its school improvement goals.
- In many instances, these funds are only used to enhance the academic portion of the after school program. The school may require that the programming focus on test score improvement.
- As part of NCLB, this funding includes certain requirements for staff qualifications as described in detail below. These requirements may be hard for some after school programs to meet.

Description

Title I: Improving the Academic Achievement of the Disadvantaged of the *NCLB Act* directs federal funding to students from low-income families to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. More than half of California's approximately 9,000 schools receive *Title I* funds. There are several different funding streams under *Title I*. In this guide, only three of those funding streams will be described—the two below (*Title I, Part A – Basic Grants* and *Title I, Part A – School Improvement Funds*)—and *Title I, Part A – Supplemental Educational Services* which will be described on pages 19-23. For more information on the variety of funding streams under *Title I*, please refer to the overview of *Title I* in Appendix E.

Title I, Part A – Basic Grant Funds

NCLB specifically encourages schools to use *Title I, Part A – Basic Grant Funds* to support extended learning opportunities, which can include after school programs, extended day programs, extended school year efforts, and summer programs. These funds can be used to cover portions of the salaries of teachers, paraprofessionals and other after school staff working in or overseeing after school or other extended learning programs. These funds can also be used to provide professional development opportunities for after school or other staff involved in academic achievement strategies (even if the salaries of those staff members are not paid with *Title I* funds.) *Title I* funds can also be used to coordinate services and programs, such as after school programs, for students and to purchase equipment, curriculum materials, and supplies for after school programs. *Title I* funds can be used to increase parent involvement in enhancing their children's academic achievement. For example, funds could be used to support parent events or the general operating costs of an after school program which may serve as some parents' primary link to their children's school.

Title I, Part A – School Improvement Funds

Within *Title I, Part A* funding, schools and school districts considered "in need of improvement" (also known as "Program Improvement" schools) can also apply for *Title I, Part A – School Improvement* funds to implement strategies, such as after school programs, which will help the school transition out of Program Improvement status.

Federal law requires that each year the state review every school and school district which receives *Title I, Part A* funds to assess their progress toward the Adequate Yearly Progress (AYP) goals set by the state.³ If a school or district fails to meet AYP goals for two consecutive years, it will be designated as in Program Improvement status. Once in Program Improvement status, schools and school districts must comply with specific action steps to attempt to improve the entity's academic performance and transition out of Program Improvement status.⁴ If a school or school district does not transition out of Program Improvement status, it faces consequences such as potentially replacing staff, decreasing school officials' management authority, extending the school day or year, or restructuring the school.

One of the specific action steps a school or school district must take once in Program Improvement status is to develop a school or school district improvement plan based on research-based strategies to improve students' academic achievement. The federal legislation strongly encourages school improvement plans to utilize before-school and after-school hours, as well as summer to implement its strategies.⁵

Schools or school districts in Program Improvement may apply to the California Department of Education (CDE) for anywhere between \$50,000 to \$500,000 of these *Title I, Part A – School Improvement* funds. If awarded, the funding may be renewed for up to two years depending on the school's or school district's academic progress. Once a school or school district transitions out of Program Improvement, it is no longer eligible to access these *Title I, Part A – School Improvement* funds (although it may still be eligible for other *Title I, Part A* funds based on the percentage of economically disadvantaged students served).

Eligibility: To be eligible to receive any *Title I, Part A* funds, at least 40% of the school's or school district's student population must qualify for the federal free and reduced lunch program. Almost all school districts in California receive some amount of *Title I* funding. To be eligible for the *Title I, Part A – School Improvement* funds, a school or school district needs to be designated as in Program Improvement status in addition to meeting the basic *Title I, Part A* funding eligibility.

Allowable uses of funds: Academic enrichment activities and supports for participants. For the *Title I, Part A – School Improvement* funds, activities must relate to implementing the school or school district's improvement plan, which among other strategies, can include extended learning opportunities, before and after school programs, and summer programming.

(For more information on how these allowable uses of the funds compare to other funding sources, please refer to the Summary of Allowable Uses of Funds in Appendix B.)

Range of funds available: School districts or county offices of education receive anywhere between less than \$1,000 to more than \$600,000,000 in *Title I, Part A* funding, based on percentages of low-income children, which is generally defined as those eligible for the free and reduced lunch program.

Programming Requirements

Program Content: NCLB funding aims to improve school success and address achievement gaps among various subgroups of students, such as students of color and English language learners. After school programs that offer academic supports or intentional learning opportunities are better poised to successfully access NCLB funding than those programs that offer activities less directly tied to participants' academic success.

Staffing: NCLB requires that school districts ensure that all teachers, paraprofessionals and staff working in programs supported with *Title I, Part A* funds meet specific criteria, whether staff in those programs are employees of the school district or not. Even staff of community-based organizations who are partnering with the school and receiving *Title I* funds must meet the NCLB criteria. There are very few exceptions to these NCLB requirements (such as the exception made for providers of Supplemental Educational Services). If an after school program will be using district teachers, paraprofessionals or other staff funded through *Title I, Part A* funds, those staff must meet the following criteria:

- Teachers must have a bachelor's degree, have a state credential or have an Intern Certificate/Credential for no more than three years, and demonstrate subject matter competence for each core subject they teach.
- Paraprofessionals and other staff must, at a minimum, have earned a secondary school diploma or its recognized equivalent and meet one of the following: a) completed at least 48 semester units of coursework at an institution of higher education (the type of coursework necessary is determined by the school district); or b) obtained an associate's (or higher) degree; or c) can demonstrate, through a formal assessment selected and/or administered by the school district, knowledge of and the ability to assist in instructing reading, writing, and mathematics.

These are just some of the programmatic requirements for using this funding source. Please refer to the "For more

information" section on page 10 for sources that have more detailed information.

Reporting Requirements

Districts and school sites are required to demonstrate that their categorical programs, including *Title I*, are contributing to student academic achievement. After school programs receiving *Title I* funding should be in close contact with their school site and/or district about this requirement.

Governance

Decision-makers: In most cases, school principals and school leadership teams (which may include school staff, parents and other stakeholders) have control over both *Title I, Part A* – Basic Grant funds and *Title I, Part A* – School Improvement funds. Generally, most school districts allocate a portion of these funds to each eligible school and then the school principal and school leadership team determine how they will be used. In some cases, though, the school district can require that a portion of these funds be used in specific ways, such as to support after school programs (You can learn more about this approach by reading the profile of Mount Diablo Unified School District's CARES program on page 11).

Federal *Title I, Part A* funds for the entire state are allocated to the CDE. CDE then administers them to eligible school districts and other entities. The amount of *Title I, Part A* funds that are allocated to a school district is generally based on estimates of the number of students from low-income families and the cost of delivering education. A school district is not required to allocate the same per-child amount to each school, although generally school districts must allocate a higher per-child amount to schools with higher poverty rates than it allocates to schools with lower poverty rates.

Source of the funding: These are federal *Title I, Part A* funds that are administered by the CDE. For the *Title I, Part A* – Basic Grant funds, CDE allocates the funds based on the percentage of low-income students in each school district and county office of education. For the *Title I, Part A* – School Improvement funds, CDE awards the funds to those schools and school districts with Program Improvement status that apply for the funds. Funding amounts are based on demonstrated need and commitment to school-wide improvement.

How to Access These Resources

- 1) Since typically each school district has some discretion in how it allocates and approaches these funds, an initial step to accessing these funds for your after school program is to find out how the district currently uses these funds. To do that, ask which district staff person(s) oversees *Title I* funds. This staff person may be part of a fiscal department or a curriculum and instruction office within the school district.
- 2) Ask the staff member who oversees this funding which type of *Title I* funds the district uses and how it uses them. (Refer to Appendix E for an overview of *Title I* programs.) Ask the staff person how much of each funding stream the district receives, how it is distributed to schools, and the amounts distributed to schools.
- 3) Meet with school site staff or school leadership teams to learn more about how the funds are used at the school site level.
- 4) Using this information, outline a proposal for using some of the funds for your after school program. Be sure to justify why the funds should support after school rather than other school or school district needs and define how the after school strategies will support the school or district's goals.
- 5) Present the proposal to the school principal and school site leadership team whose school would be impacted by your proposal. If applicable, present the proposal to the relevant school district staff. Advocate for your proposal.

For More Information

www.cde.ca.gov/sp/sw/t1/titleparta.asp

www.cde.ca.gov/ta/ac/ti/programimprov.asp

Additional Resource

Using NCLB Funds to Support Extended Learning Time: Opportunities for Afterschool Programs
by Ayeola Fortune and Heather Clapp Padgette,
The Finance Project, August 2005; <http://76.12.61.196/publications/usingnclbfunds.pdf>

Field Examples

Program: CARES (Collaborative for Academics, Recreation & Enrichment for Students)

Agency: Mount Diablo Unified School District

Program description: Mount Diablo Unified School District (MDUSD), the City of Concord, and Ambrose Recreation and Park District collaborate to implement 14 after school programs that each serve approximately 80-120 students on school sites. Students participate in educational, literacy, enrichment, environmental, and recreational activities.

Youth served: about 1,600 elementary and middle school students

After school programs budget: \$3.3 million

Does the program receive ASES or 21st CCLC funds? Yes, both

Amount of Title I, Part A funds per year: \$120,000 (or \$11,800 per site)

How the program uses the funds: The school district sets aside \$11,800 per school with a CARES program. The school district uses those funds to cover about half of the cost of an Academic Coach for each school site. Additionally, *Title I* funds may be allocated by the school principal to the after school program and are typically used to cover the costs of tutoring or other support from teachers.

How the program accessed the funds: For many years the school district has been accessing *Title I* funds and allowing school sites to determine how to use their portion of those funds. Several schools chose to use some of funds to support the after school programs operating on their sites. In 2000, the school district decided that in addition to allowing school sites the option to devote *Title I* funds to support after school programs, the district would also set aside a portion of *Title I* funds at the district level to support the involvement of classroom teachers in after school learning. Since that time the district has

automatically set-aside \$11,800 from each school's *Title I* discretionary funds for after school and created a policy that any new schools eligible for *Title I* would also contribute that amount to support their after school programs. The district uses the funds to cover half of the cost of an academic coach, who is a credentialed teacher and who works half-time (17 hours per week) at an after school site. The other half of the academic coach's salary is covered by ASES or 21st CCLC funding. The district and the school principal work together to recruit, hire and supervise the academic coach.

Advantages

- By pooling the resources at the district level rather than allowing each school site to determine how much of this funding to use to support after school, the after school programs can depend on that resource year to year without any negotiation.
- Academic coaches serve as point people for hourly intervention funding at the school site, so that the after school program and the hourly intervention programs are coordinated to maximize resources to enhance students' academic achievement.

Disadvantage

- Using the funds in this way does not provide much flexibility for programs, since the district-pooled funds can only be used to pay for a portion of the academic coach's salary and cannot be used for other programmatic needs.

Advice to others: If you adopt this approach, make sure the academic coaches are bought into the program and into the idea of students' after school learning being aligned with the school day.

For More Information

Mt. Diablo USD CARES
Catherine Acosta
925-691-0351
acostac@mdusd.k12.ca.us

Stephanie Roberts
925-682-8000 ext. 6201
robertss@mdusd.k12.ca.us
www.MtDiabloCARES.org

FIELD EXAMPLES

Program: Alameda LEAPS & RISE

Programs

Agency: Alameda Unified School District

Program description: These seven school-based programs are offered for three hours after school, five days a week to help students with homework, provide students in need with tutoring, and offer literacy, computer and small group-based activities.

Youth served: more than 1,000 elementary, middle and high school students

After school programs budget: about \$1.5 million

ASES and 21st CCLC? Yes, both

Amount of Title I, Part A funds per year: \$12,000 per school site that chooses to direct funds to after school program

How the program uses the funds: Funds are used to pay for a credentialed teacher to work in the after school program at each site.

How the program accessed the funds: The after school program has been utilizing these *Title I* funds in varying amounts for the last four years. The program administrator meets with each school site principal to determine how credentialed teachers from the school will be involved with the after school program. Based on students' needs and the principal's vision for the after school program, the principal decides if *Title I* funds will be used in the after school program. In 2007-08, two principals directed \$12,000 of their sites' *Title I* funds to pay for teachers to work in the after school program. In those instances, the principal worked with his/her staff to determine which teachers would work with which students and when. If principals opt not to direct any *Title I* funds to the after school program, the district looks for other funding sources to ensure that credentialed teachers can be paid to work with students in the after school program.

Advantages

- These funds are typically used to pay for a credentialed teacher to work with after school participants, which provides them with needed academic support and also helps ensure the after school activities are aligned with their school-day learning.
- In some instances, teachers who have been paid to work in the after school program through *Title I* funds have become so supportive of the program that they volunteer additional time to work with students in the program.

Disadvantage

- The district program administrator cannot count on a certain amount of funding from year to year since each principal decides each year whether or not these funds will be directed to the after school program.

Advice to others: The district administrator suggests that programs that want to use these funds commit time and energy into developing positive relationships with school site principals. She suggests establishing a regular weekly face-to-face meeting with each principal, attending the school site's professional development events, helping the school staff with immediate needs such as a substitute for yard duty, and finding other ways to demonstrate that the after school program staff aim to enhance the academic achievement of the students. If principals see the after school program as seamless and see it as academically-based, then they will be more than willing to support the program with these school dollars. Principals will not hand over *Title I* funds unless they think it will be a good use of the money. Keep in mind *Title I* funds are in demand and need to stretch far.

For More Information

Alameda Unified School District

Annalisa Moore

510-337-2461

amoore@alameda.k12.ca.us

“Hourly Intervention” Funds, aka Supplemental Instruction

Also known as “Core Academic funds,” “Summer School funds,” “Remedial Hourly funds”

At a Glance

These funds are available from the state to provide targeted supports and instructional interventions such as remedial reading and summer school, particularly for those students at risk of not succeeding in school. This supplemental instruction may be offered before or after school, on weekends, or during school breaks. Although these programs must operate as separate programs from ASES-funded programs, schools and school districts can coordinate the two programs so students can participate in both.

Advantages and Disadvantages

Advantages

- After school programs that coordinate with hourly intervention programs can typically serve eligible students for a longer period of time and can offer participants a broader range of activities than if the school or school district offers hourly intervention by itself.
- Coordinating with schools to deliver hourly intervention in conjunction with after school programming may: a) increase the enrollment of both programs, b) increase after school participants’ access to intensive academic supports, and c) foster opportunities to increase or deepen communication and coordination between school day and after school program staff.
- Schools can access hourly intervention funds to create supplemental instruction sessions easily. There is no formal application process. Instead, a memorandum of understanding (MOU) or arrangement is negotiated with the school principal or school district.

Disadvantages

- In order to coordinate hourly intervention programs with after school programs, the after school program staff typically need to have a strong, working relationship with the principal, school staff, and/or school district. In many cases school staff directly manage and deliver the instruction in the hourly intervention programs. To build effective partnerships, after school programs must appeal to these school staff leading hourly intervention programs. After school staff should demonstrate to these school staff how working collaboratively will help enhance the hourly intervention program and the academic achievement of at-risk students.
- These funds can only be used to provide academic interventions for students, particularly those at risk of being retained or dropping out of school. These funds can not be used to provide supports that do not meet the funding source’s criteria and cannot be used for programming outside the parameters of the funding source.
- These funds may not be used as part of the matching requirement for ASES grants.

Description

These supplemental instruction funds aim to provide additional academic support for students, particularly those at-risk of being held back to repeat a grade or who otherwise require additional assistance to succeed in school. These programs provide supplemental academic instruction, remedial reading and math assistance, and dropout prevention activities to students in need. Schools and school districts are reimbursed at an hourly rate per participant for delivering the instruction or support services.

There are four different categories of program within hourly intervention or supplemental instruction funding.

For All Students

Core Academic for K-12

The Core Academic program is a voluntary program that school districts and schools may offer to provide direct, systematic, and intensive supplemental instruction to K-12 students in core academic areas. (Core academic courses for first through sixth grade include English, mathematics, social sciences, science, visual & performing arts, health, and physical education; and for seventh through twelfth grade include English, social sciences, foreign languages, physical education, science, mathematics, visual & performing arts, applied arts, career technical education, and automobile driver education. Other courses adopted by the governing board may also be included.)

For Targeted Students

Retained or Recommended for Retention for Grades 2-9

School districts must use these supplemental instruction funds to offer programs of direct, systematic, and intensive supplemental instruction to students enrolled in second through ninth grade, inclusive, who have been recommended for retention or who have been retained.

Low STAR/At Risk of Retention for Grades 2-6

These supplemental instruction funds are targeted toward students enrolled in second through sixth grade, inclusive, who have been identified as having a deficiency in mathematics, reading, or written expression based on the Standardized Testing and Reporting (STAR) scores and/or have otherwise been identified as being at risk of retention. School districts have the option to provide this targeted supplemental instruction or not, as it is a voluntary program. If a school district chooses to offer such programming, the supplemental instruction must be delivered in a direct, systematic, and intensive manner.

CAHSEE – Remedial Program

This is a mandated supplemental instruction program in which school districts must offer programs of direct, systematic, and intensive supplemental instruction to students enrolled in seventh through twelfth grade, inclusive, who are not demonstrating sufficient progress toward passing the California High School Exit Examination (CAHSEE) required for high school graduation. The supplemental instruction may focus on mathematics, reading/language arts, and writing.

Eligibility: All school districts and county offices of education are eligible for this funding.

Allowable uses of funds: Academic enrichment activities and supports for participants. Programming that provides supplemental academic instruction.

(For more information on how these allowable uses of the funds compare to other funding sources, please refer to the Summary of Allowable Uses of Funds in Appendix B.)

Range of funds available: The total amount of state funds budgeted at the state level for these hourly intervention programs is about \$120 billion. Most school districts are reimbursed at an hourly rate of \$4.08 per participant per hour for delivering the instruction or support services. School districts that serve 499 or fewer students are reimbursed at a higher rate of \$5.81 per hour. Some of the programs have a cap in terms of the amount of funds for which a school district can seek reimbursement from the state. The table on page 15 includes more details about which programs have funding caps and the amount budgeted for the programs in FY 2007-08.

Program Description	Targeted Students	Grades	Mandatory or Voluntary	Enrollment and Reimbursement Caps	Budgeted Amount for FY 2007-08
Core academic (commonly referred to as “summer school”)	All students	K-12	Voluntary	5% of grade span (10% if funds allow), 120 hours per student max.	\$79.348 million
Retained or Recommended for Retention	Students recommended for retention or retained	Grades 2-9	Mandatory	Uncapped for the number of students served and number of hours per student	\$45.58 million
Low STAR/ At Risk of Retention	Students identified as at risk of retention or deficient based on STAR scores	Grades 2-6	Voluntary	5% of grade span (7% if funds allow), 120 hours per student max.	\$17.411 million
CAHSEE – Remedial Program	Students not demonstrating sufficient progress toward passing the CAHSEE	Grades 7-12	Mandatory	Uncapped for the number of students served and number of hours per student	\$188.45 million

Programming Requirements

Below are some of the program requirements as outlined by CDE. Individual school districts and schools may impose additional requirements, so be sure to find out from them what local programming requirements are in place. CDE’s programming requirements are:

- There is no minimum number of hours or days that each student must participate in any of these programs. Some programs have caps in terms of the number of hours that CDE will reimburse school districts, but the caps should not apply to individual schools or classrooms.
- There are no teacher credential requirements for any of the programs, although CDE encourages school districts and schools to “take reasonable steps to hire qualified instructors.”⁶
- There is no required minimum or maximum student-to-teacher ratio for any of the programs.
- There is no specific curriculum or instruction materials that must be used, although the curriculum and materials should support the specific program’s instructional objectives.

These are just some of the programmatic requirements for using this funding source. Please refer to the “For more information” section on page 16 for sources that have more detailed information.

Reporting Requirements

All schools that implement these programs must report attendance data for participants on the Principal Apportionment Attendance Software that schools use to report attendance data to CDE.

Governance

Decision-makers: All school districts are eligible for these funds. School districts are mandated to provide the Retained or Recommended for Retention supplemental instruction and the CAHSEE–Remedial Program if any of their students meet the eligibility criteria. School districts can choose whether or not to offer the other two programs—Core academic and Low STAR/At Risk of Retention supplemental instruction. The state provides up to a certain amount of funding for districts to serve all eligible students, so there is no application process. Either school districts or schools determine how the funds will be used. Typically schools oversee and administer these

services with school staff. After school programs need to negotiate with the school district or school principal to coordinate the hourly intervention services administered by the school with the after school program.

Source of the funding: These programs are funded through state education dollars.

How to Access These Resources

After school programs can coordinate with hourly intervention programs to augment their participants' access to intensive academic support. Specifically, after school programs with ASES and/or 21st CCLC grants can use this funding source in conjunction with their grants as long as the programs are created separately (although on the same campus and typically serving some of the same students) and an early release policy is in place that allows participants in the ASES or 21st CCLC program to sign in and out of the after school program to attend the hourly intervention sessions. When correctly using such an early release policy, ASES and/or 21st CCLC grantees are not in danger of supplanting their after school grants. See Appendix D for additional information about early release and sample policies.

- 1) An initial step to accessing these funds so they can be coordinated with your after school program is finding out if and how the district currently uses these funds. To do that, ask which district staff person(s) oversees supplemental instruction, or hourly intervention, funds. This staff person may be part of a fiscal department or a curriculum and instruction office.
- 2) Ask the staff member who oversees this funding how it is currently used.
- 3) Meet with the district and/or school staff charged with coordinating and/or implementing the hourly intervention sessions to learn more about how the funds are used at the site level, including which students participate, types of activities, timing of activities, etc. If appropriate, gauge their interest in partnering with the after school program.
- 4) Using the information you have gathered, determine how many students enrolled in after school participate

in hourly intervention activities or are eligible to participate. Assess how the after school program might coordinate with the existing hourly intervention activities.

- 5) Outline a proposal for how your after school programs could coordinate with hourly intervention services. Be sure to justify why the hourly intervention activities should be coordinated with the after school program rather than with other school or school district needs.
- 6) Present the proposal to the appropriate school district or school site staff who control the hourly intervention activities and funds.
- 7) Once a plan to coordinate the two programs is in place, be sure to create or amend the after school program's early release policy so that students can attend the hourly intervention activities without impacting the after school program's attendance numbers.

For More Information

<http://www.cde.ca.gov/fg/fo/profile.asp?id=1067>

<http://www.cde.ca.gov/fg/fo/profile.asp?id=1068>

<http://www.cde.ca.gov/fg/fo/profile.asp?id=1069>

<http://www.cde.ca.gov/fg/fo/profile.asp?id=1070>

Field Examples

Program: CARES (Collaborative for Academics, Recreation & Enrichment for Students) Program

Agency: Mount Diablo Unified School District

Program description: Mount Diablo Unified School District (MDUSD), the City of Concord and Ambrose Recreation and Park District collaborate to implement 14 after school programs that each serve approximately 80-120 students on school sites. Students participate in educational, literacy, enrichment, environmental, and recreational activities.

Youth served: about 1,600 elementary and middle school students

After school programs budget: \$3.3 million

Does the program receive ASES or 21st CCLC funds? Yes, both

Amount of hourly intervention funds used by the after school program per year: \$0

(Note: The hourly intervention funds are not part of the after school program budget, but the hourly intervention services augment the after school programming.)

How the program uses this resource: The Academic Coach at each school oversees the after school program and the hourly intervention activities taking place after school. The coach coordinates the timing of the intervention classes and after school programs, the transition of students leaving the after school program to attend the classes and then returning, and the outreach to parents about the opportunities available after school. Most intervention classes begin in January and run through April. School staff identify which students will be invited to attend the intervention classes, and typically about a quarter to half of those students are likely already enrolled in the after school program. Students not already in the after school program can enroll in the after school program so that after the intervention class they can participate in the enrichment component of the after school program.

How the program accessed this resource: The district's administrative structure mirrors the coordination of intervention and after school funds at the site level—one district administrator manages both the after school and the intervention program.

Advantages

- Coordinating intervention and after school programming can provide after school participants with access to enhanced academic instruction without using after school funds for such services.
- Coordinating these two programs can attract more students to the after school program.
- As a consequence of pulling some students out of the after school program to attend intervention classes, the students remaining in the after school program benefit from reduced staff-student ratios. The after school program schedules its homework completion activities to take place during the same time as the intervention classes with a half hour overlap so the students in intervention classes can spend some time on homework.
- By linking these funds at the district level, the district has created an incentive for principals to choose to have after school programs at their sites. Principals who choose not to operate an after school program at their sites do not receive any funds for an Academic Coach and therefore must manage the intervention classes on their own.

Disadvantage

- This funding stream does not provide cash to cover the operating expenses of after school programs, but does provide other benefits to the program.

Advice to others: Although intervention classes do not provide any hard funding for an after school program, most parents really appreciate the intensive academic focus of the classes and that the two services are coordinated.

For More Information

Mt. Diablo USD CARES	Stephanie Roberts
Catherine Acosta	925-682-8000 ext. 6201
925-691-0351	robertss@mdusd.k12.ca.us
acostac@mdusd.k12.ca.us	www.MtDiabloCARES.org

FIELD EXAMPLES

Program: *Berkeley LEARNS After School***Agency:** Berkeley Unified School District

Program description: The program offers comprehensive programming including academic support, cultural enrichment, personal growth, and community building activities at 10 elementary and all 3 of the district's middle schools.

Youth served: More than 2,500 K-8 students per year, which is more than 30% of the district's K-8 population

After school program budget: \$3.79 million

ASES and 21st CCLC? Yes, both

Amount of hourly intervention funds used by the program per year: \$0

Amount of hourly intervention funds used by the district per year: about \$222,000 (based on an estimate from the 2006-07 school year)

How the program uses this resource: The school district operates its *Berkeley LEARNS After School* programs and its intervention classes as separate, yet coordinated programming. Each school structures its intervention classes to best meet the needs of the students. In most cases the classes are taught by teachers from the school and are held for an hour immediately after school a few times a week during the spring. School staff identifies which students will be invited to attend the intervention classes. Since the intervention classes take place after school and since there is typically considerable overlap between the students invited to participate in an intervention class and those enrolled in the after school program, each school's *Berkeley LEARNS After School* Coordinator works with the school principal to plan the logistics of the intervention classes and the transition between programs for those students participating in both.

Parents of the students enrolled in the after school program who accept the invitation to participate in the intervention class, sign an early release waiver that allows their children to leave the after school program to attend the intervention class. Also, students not already enrolled in the after school program can choose to enroll (if space is available) when they accept the school staff's invitation to

participate in the hourly intervention classes. In this way, students can participate in the enrichment component of the after school program before or after their intervention class. Students are escorted to and from the programs.

How the program accessed this resource: The district has used this coordinated approach for the last five years. The district found that organizing the logistics for the intervention classes can be very time-consuming, and that asking the *Berkeley LEARNS After School* Coordinator to work with the principal reduces the principal's time burden while strengthening the after school program participants' access to academic supports.

Advantages

- Coordinating intervention and after school programming can provide after school participants with access to small group instruction led by a credentialed teacher without using after school funds for such services.
- Requiring the *Berkeley LEARNS After School* Coordinator to work with the principal to coordinate both programs helps ensure both programs are aligned with the school day and the overall school's approach to improving academic achievement.

Disadvantages

- The hourly intervention funds do not directly augment the *Berkeley LEARNS After School* program budget, although the program benefits in other ways. It does indirectly benefit the program in that it reduces class size during the intervention program.

Advice to others: Create a name for your program and increase its visibility in your district and community. We created a logo, business cards, letterhead, a brochure and held events to invite people to come see our programs.

For More Information

Berkeley *LEARNS*

Emily Davidow

510-883-6146

emily_davidow@berkeley.k12.ca.us

www.berkeley.k12.ca.us

Sources Accessed Through an Application

The following funding source requires that after school programs formally apply to use the funds.

Title I, Part A – Supplemental Educational Funds (SES)

Also known as “SES dollars”

Note: Title I is a part of the No Child Left Behind (NCLB) Act.⁷

At a Glance

The federal government provides funding for “supplemental educational services,” which are extra tutoring, after school services, and summer school programming focused on math, reading, and language arts, to help students from low-income families who attend schools considered in need of improvement.

Advantages and Disadvantages:

Advantages

- In 2007, SES providers could have earned up to an average of about \$1,160 per student for providing tutorial services per year. There is no minimum or maximum number of hours that SES providers must work with students, but there is a cap on the amount of money per student per year. SES providers negotiate an hourly or session rate with the school district and can only charge the district up to the fixed per student amount each year. The maximum amount available to spend on SES services per student per year varies by school district and is set by the CDE.
- School districts must inform parents of all of the approved SES providers they can choose from to find the appropriate services for their child. Given that many after school programs have built trusting relationships with families, they are well positioned to be parents’ top choice among the variety of SES providers that are approved and available.

- After school programs that provide SES can typically serve eligible students for a longer period of time and can offer participants a broader range of activities than other SES providers not linked to an after school program.
- After school programs providing SES may foster opportunities to increase or deepen communication and coordination between school day and after school program staff.
- These funds can be used to meet the matching requirement of the ASES program.

Disadvantages

- SES funds are only available to schools and school districts in Program Improvement status. Once a school transitions out of Program Improvement status, the funds to provide SES services are no longer available even though the after school program may have created a great SES component that helps students.
- Funds can only be used for students’ time spent on academic components, not on recreation, enrichment, or other activities that may be offered in the after school program.
- After school programs must apply to the CDE to become an approved SES provider, which then means the program can be reimbursed for the SES delivered. The application requires that the applicant have a proven, documented track record of improving students’ academic achievement. Applicants must provide documentation on improved individual performance of tutoring clients served within the last two years via national, state, district, or other assessments in English language arts and/or mathematics and five written teacher appraisals of academic growth in English language arts and/or mathematics.
- Funds can only be accessed if a family chooses the after school program from a menu of other SES providers. This means after school programs that are SES providers must compete with all of the other SES providers in their school district, which might include private tutoring companies or other such entities.
- Given that parents must choose the after school program as their SES provider and then the after school program is reimbursed after SES services are rendered, it may be difficult for after school programs to forecast how many students will use the after school program’s SES services.

This uncertainty may cause challenges in developing necessary staffing patterns and accurate operational budgets for the after school program.

- SES providers must use research-based curriculum, track participants' growth in academics, and report regularly to participants' parents, teachers, schools, and school district about students' progress. These requirements may lead to significant programmatic and administrative costs, which an after school program may or may not recoup via the hourly SES reimbursement rate it negotiates with the school district. Additionally, since some of these costs are related to staffing and one-time purchases, it may be difficult for after school programs to forecast accurately whether costs will be covered since parents must choose to enroll their child in the after school program's SES.
- CDE may remove a provider from the list of approved SES providers if they fail to contribute to the increased academic achievement of a majority of students participating in its SES tutorial services, as demonstrated by whatever assessment measures are used to track progress for two consecutive years.

Description

Supplemental Educational Services are tutoring or other academic enrichment activities beyond the regular school day that must be provided to students if they are from a low-income family and attend a *Title I*⁸ school or district that is in at least its second year of Program Improvement status.⁹

Starting in their second year of Program Improvement, schools and school districts must offer all parents/guardians of eligible children a choice of state-approved "supplemental educational services" providers who are willing to serve the students. Once parents/guardians choose from the list of state-approved providers, the school or district uses a portion of its *Title I, Part A* funds to pay the provider to deliver the SES.

These "supplemental educational services" are typically either one-on-one tutoring, small group tutoring, online or computer-assisted tutorials, group instruction or some other mode of delivering typically one or two hours of instruction to students. *NCLB* requires that these "supplemental educational services" be high quality,

research-based, and designed to improve the students' academic achievement. The school or district must establish an agreement with the SES provider on each student's learning goals and a timeline for meeting them. Students with limited English proficiency are entitled to language assistance.

Eligibility: After school programs, nonprofit organizations, for-profit organizations, institutions of higher education, county offices of education, private schools, direct-funded charter schools, and school districts¹⁰ can apply to the CDE to be an approved SES provider. CDE must review all applications and identify those that meet the required qualifications. CDE then publishes a list of approved SES providers for each school district and is charged with monitoring their quality and effectiveness.

Applicants must have provided tutoring services within the last two years. They must demonstrate their effectiveness in increasing the academic proficiency of students by providing documentation on improved individual performance of tutoring clients served within the last two years by:

- 1) national, state, district, or other assessments in English language arts and/or mathematics,¹¹ and
- 2) written teacher appraisals of academic growth in English language arts and/or mathematics.

For more details on the application process, see the "How to access these funds" section on page 22.

School districts in Program Improvement are not eligible to either apply to become or serve as SES providers. Schools in a Program Improvement school district that are not themselves in Program Improvement may apply to become SES providers. School districts that may have been approved SES providers and then become designated as in Program Improvement status may continue to provide SES services only through the end of the current semester.

If no approved SES providers are able to offer services that address the academic needs of English learners and students with disabilities, school districts (even if in Program Improvement) must provide those services directly or through a contractor (even if not an approved SES provider).

Allowable uses of funds: Academic enrichment activities and supports for participants. SES funds can only be used to pay for costs associated with delivering supplemental educational services, which could include staff wages, training for staff, supplies, facility usage fees, evaluation services, transportation, administration, and other such costs. Districts negotiate directly with SES providers to determine how much providers will be paid per hour or per session for delivering their services and precisely what those services will include.

Districts and schools are not obligated to provide free transportation to students to attend the tutoring or other services offered by the chosen SES providers.

(For more information on how these allowable uses of the funds compare to other funding sources, please refer to the Summary of Allowable Uses of Funds in Appendix B.)

Range of funds available: Each school district has a different maximum amount of funds that it must make available to spend on SES for eligible students each year. The maximum amount per student, also referred to as the SES per pupil rate, is determined by the CDE and can range from under \$100 to more than \$11,000. In 2007, the average per pupil rate was about \$1,160. There is no minimum or maximum number of hours that SES providers must work with students. SES providers negotiate an hourly or session rate with the school district but can only charge the district up to the fixed per student amount each year.

Programming Requirements

Program Content

NCLB funding aims to improve school success and address achievement gaps among various subgroups of students, such as students of color and English language learners. SES providers must certify that their services will meet the following criteria:

- Instruction will be aligned with applicable state adopted academic content standards, curriculum frameworks, and the core curriculum instructional materials adopted by the local school district or county office of education.
- Instruction will be coordinated with the students' school-day program (including coordination with students' Individualized Education Plans (IEPs) and/or a 504 Plans, if applicable¹²).

- Instruction will be of high quality and will increase student academic achievement in English language arts and/or mathematics.
- Access to instruction will be provided to students with disabilities and English language learners.
- SES providers must agree to collaborate with the school and/or school district to create individual learning plans for eligible students and to organize SES instruction in a manner designed to meet the specific achievement goals of such plans.

Staffing

Although SES providers are paid by using school districts' Title I, Part A funds, SES providers are exempt from meeting the highly qualified teacher requirements that other programs funded under Title I, Part A are required to meet.¹³ However, CDE does encourage SES providers to hire credentialed teachers and others with teaching experience.

Communication with Family and School

SES providers must agree to collaborate with the school district to maintain records of the SES provided to each student and to participate in CDE's monitoring and evaluation processes. The SES provider must also establish procedures for providing parents/families, teachers, school and/or districts with regular reports on the students' progress.

Location

If SES services are provided at a facility other than a student's school or residence, the SES provider must assure CDE that its facility meets all applicable federal, state, and local health and safety laws.

These are just some of the programmatic requirements for using this funding source. Please refer to the "For more information" section on page 23 for sources that have more detailed information.

Reporting Requirements

SES providers are required to submit to CDE annual end-of-the-year fiscal reports and quarterly reports specifying which school districts have contracted with them.

Governance

Decision-makers: Programs must apply to the CDE to become approved SES providers. The State Board of Education approves qualified applicants. Once approved at the state level, an SES provider enters into a contractual agreement with a school district that specifies how the services will be delivered, frequency and duration of service delivery, and academic goals for students.

Source of the funding: School districts in Program Improvement are required to spend at least 5 percent and up to 15 percent of their federal *Title I, Part A* funds on SES. The portion of funds districts spend on SES is a reallocation of *Title I, Part A* funds rather than additional *Title I* funds for this purpose, which can impact other programs funded by *Title I*.

CDE determines the maximum amount of funds the district must make available to each student eligible for SES. This maximum per pupil SES rate for the year is determined by dividing the school district's total *Title I, Part A* allocation by the number of children aged 5-17 from families below the poverty level in that district. School districts must make the maximum per pupil amount available for SES services, but if the actual cost of SES services are less, then the district only needs to spend the actual cost amount. School districts can also choose to use non-Title I funds to meet SES requirements.

Federal *Title I, Part A* funds for the entire state are allocated to the CDE by the U.S. Department of Education. CDE then administers them to eligible school districts and other entities. The amount of *Title I, Part A* funds that are allocated to a school district is generally based on estimates of the number of students from low-income families and the cost of delivering education. A school district is not required to allocate the same per-child amount to each school, although generally school districts must allocate a higher per-child amount to schools with higher poverty rates than it allocates to schools with lower poverty rates.

How to Access These Resources

- 1) Check to see if schools your after school program works with, or would like to work with, are in Program Improvement and therefore eligible for funds.
- 2) Check the list of SES providers approved to work with those schools. Go to www.cde.ca.gov/ta/ac/ti/supplemental.asp to view this list. Determine what the strengths and weaknesses of your after school program are in relation to the approved SES providers.
- 3) Explore how your after school program might offer SES. How many students could you serve? What relevant experience and qualifications does your staff have to deliver SES? What curriculum and assessments would you use? How would you report student progress to parents, teachers, schools and the school district? How much would you need to spend, in terms of start-up and ongoing operational expenses, to deliver SES?
- 4) Determine whether your after school program should apply to become an SES provider or if your program should partner with an existing local SES provider. Consult the appropriate set of tips below.

Tips for becoming an SES provider

To become an SES provider, an application must be completed and submitted to the CDE. Applicants can apply to become a general SES provider or a specialized SES provider to work specifically with students with disabilities and/or English learners.

The application to become an SES provider requires the following components:

- Five letters of reference from previous clients (such as parents, school or district staff, etc.) that describe the impact of the tutoring services on individual academic achievement;
- The name of the assessment instrument used to gauge clients' academic achievement, the date the assessment was used, the number and percentage of clients tested, and the number and percentage of clients who made academic progress;
- Copies, excerpts or citations of written teacher assessments of students' academic gains;

- The name of the assessment instrument that will be used if approved as an SES provider, and assurances that the assessment instrument meets national standards (see Endnote 15);
- A description of how the SES provider, if approved, will work with parents and school district or school staff to develop individual student learning plans for students to be served that include: achievement goals specific to the students' needs, how and when the students' progress will be measured, a timetable for improving achievement, and for students with disabilities, an explanation of how this plan will be consistent with the students' Individualized Education Programs (IEPs).
- A description of how the SES provider, if approved, will work with parents and school district or school staff to inform parents and school staff of the students' progress and obtain individual standardized test data to track progress; and
- Written proof of current liability insurance.

Once approved by the state, the SES provider is added to the official list of approved providers which is made available to all eligible schools and school districts.¹³ Schools and school districts may contact any approved SES provider. In addition, SES providers may contact schools and school districts they are approved to work with to market their services. Schools and school districts must provide parents of eligible students with information about available options in terms of approved SES providers.¹⁵ Parents then choose which SES provider they would like their children to work with and the school or school district pays the SES provider (up to the amount determined by the state) for its services.

CDE may remove a provider from its approved list if the provider fails to contribute to the increased academic achievement of a majority of students who participate in its tutorial services. CDE determines whether a provider has contributed to participants' academic achievement by reviewing participants' progress in terms of scores on whatever national, state, district, or other assessments in English language arts and/or mathematics that the SES provider and school district have agreed to use to measure improvement.

CDE posts the application, application due date and other relevant information on its website at <http://www.cde.ca.gov/ta/ac/ti/supplemental.asp>.

Tips for partnering with an SES provider

If an after school program or the after school program's school district does not want to apply to become an SES provider, the after school program may benefit from partnering with those SES providers working with their students. Despite the fact that simply coordinating with the after school program will not allow the after school program to access any of the SES funding, such a partnership can directly benefit the program. Some after school programs have successfully coordinated with SES providers on the same campus such that some after school students are pulled out of the program to attend the SES tutorial. In these instances, after school students gain access to intensive tutoring that the after school program might have been unable to afford, and students who participate in the after school program may receive more one-on-one attention. See the Dixon Unified School District example on page 25 for more details on the potential benefits and challenges associated with such a partnership.

For More Information

www.cde.ca.gov/ta/ac/ti/supplemental.asp

Additional Resource

Using NCLB Funds to Support Extended Learning Time: Opportunities for Afterschool Programs
by Ayeola Fortune and Heather Clapp Padgette,
The Finance Project, August 2005;
<http://76.12.61.196/publications/usingnclbfunds.pdf>

Field Examples

Program: *GIRLStart*

Agency: Girls, Inc. of Alameda County

Program description: A daily after school program offered at four elementary schools in Oakland and one in San Leandro that is “designed to increase school readiness and success... *GIRLStart* focuses on building skills and confidence in reading and writing, while also providing math, science and sports experiences that promote girls’ academic excellence and their sense of future possibilities.”

Youth served: about 220 Kindergarten through 3rd grade girls

After school program budget: \$1.05 million

Does the program receive ASES or 21st CCLC funds? Only ASES

Amount of SES funds per year: \$25,000, or about \$1,200 per child

How the program uses the funds: Funds are used to support the program’s academic components, through staff time and materials.

How the program accessed the funds: About three years ago, the executive director heard of another community-based organization using the funds and felt that the *GIRLStart* program fit the academically-based model. The agency applied to the CDE to become an approved provider, but its application was rejected. The agency asked to meet with CDE staff in Sacramento to ask for help in strengthening the application. CDE advised the agency to strengthen tracking of academic outcomes, so the program added a testing component since it had experienced challenges obtaining standardized test score data from the school district. The new testing component, called “California Achievement Tests, Sixth Edition” or “CAT/6,” provided the program staff with an assessment of each child’s strengths and weaknesses so that instruction could be targeted to their individual needs. However, the test has ongoing costs, takes time away from programming, and requires the children to participate in assessments in addition to those administered during the school day.

The funds available through SES also allow the program to provide quality professional development and training opportunities for program staff.

Advantages

- The funding available for SES tutoring services for each student allows the program to afford high-quality staff, training for staff, and other resources to improve students’ academic achievement. SES rates are set by the school district based on the reimbursement rate negotiated with the state. Oakland Unified School District’s rate is approximately \$1,200 per year, which allows the program to provide about 60 hours of tutoring to each of the eligible students per year. The San Leandro Unified School District rate is approximately \$760 per year.
- Community-based organizations (CBOs) that provide comprehensive after school programming have an advantage over some of the for-profit SES providers. CBOs often have relationships with the students through other programs and services, and might therefore be more trusted by parents. Also, many youth and families are attracted to the enrichment and other activities offered by a comprehensive program rather than solely academic tutoring.

Disadvantages

- SES funding can only be used for the program’s academic components. For example, *GIRLStart* uses the SES funds to cover the costs associated with the hour of literacy activities and the 30 minutes of homework tutoring offered to the eligible students each day within a certain time frame—not the entire school year. The remainder of time that students spend in the program, during which they are engaged in enrichment, recreation, or other activities, must be funded by other sources.
- Changes in a school’s Program Improvement status can impact the availability of SES funds. *GIRLStart* previously used SES funds to support a program at one elementary school, but that funding was not available this year because the school became a new school and therefore did not qualify as a school in Program

FIELD EXAMPLES

Improvement status. Another school made progress toward academic benchmarks and exited Program Improvement status, so it was then no longer eligible for SES funds.

- SES providers are required to track individuals' academic growth using standardized assessments, which can lead to a significant amount of data tracking, collecting data, administering assessments, and analyzing results. GIRLStart was unable to obtain standardized testing data from the school district, so it invested in the CAT/6, a state-administered test to chart students' academic progress. Administering this test incurs ongoing costs, takes time away from programming, and requires the children to participate in assessments in addition to those administered during the school day. Providers who are interested in becoming SES providers should first seek to obtain data from the relevant school district to avoid these pitfalls.

Advice to others: “Unless it is a strong academic program, it does not necessarily link up... We were running a program that really fits what SES was meant to do.”

For More Information

Girls, Inc. of Alameda County
Judy Glenn
510-357-5515 ext. 222
jglenn@girlsinc-alameda.org
www.girlsinc-alameda.org

Program: Project Aspire

Agency: Dixon Unified School District

Program description: Dixon Unified School District operates two comprehensive after school programs at two elementary schools. All students are eligible to participate and most are from the school site, while about 10-15 students at each program are bussed from other elementary schools in the district.

Youth served: about 160 elementary school students

After school program budget: about \$249,000

Does the program receive ASES or 21st CCLC funds? Only ASES

Amount of SES funds used by the program per year: \$0

(Note: The SES funds are not part of the after school program budget, although the SES services augment the after school programming.)

Amount of SES funds used by the district per year: \$60,000, or about \$860 per student

How the program accessed this resource: In the past, the school district was an approved SES provider and coordinated the SES services with the two after school programs. The district's approval expired this year, so an outside SES provider was brought in to work in coordination with the one of the after school programs.

Since parents have the right to choose which eligible SES provider they want to use, the district sent letters outlining all options to parents whose children qualified for SES services. The district recommended one provider to parents and to date, no parent has opted for any provider other than the one recommended by the district. The district asked the SES provider to provide services on the same school site as one of the district's *Project Aspire* after school programs. By co-location, students at the site and those bussed to the site can participate in both sets of services, which has benefits for students, families, the school, and the after school program.

(Note: The second *Project Aspire* after school program offers similar instructional tutoring using “hourly intervention” funds to cover the cost of hiring credentialed teachers to work with students. See page 13 for more details on “hourly intervention” funds.)

How the district uses this resource: A portion of the district's *Title I, Part A* funds are used to pay for the SES provider, which in this instance is Extreme Learning, Inc. Extreme Learning, Inc. offers SES in ten-week sessions composed of two days a week for two hours. Multiple sessions are held throughout the year. On the days of the week that Extreme Learning, Inc. offers SES, students enrolled in the SES tutorial and the students

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enrolled in the *Project Aspire* program all check in at the *Project Aspire* program location after school and eat a healthy snack. Then, those eligible students whose parents opted to enroll them in the SES-funded two-hour tutorial services leave the *Project Aspire* program to attend Extreme Learning Inc.'s SES programming. In addition, some students not eligible for SES tutoring also attend Extreme Learning Inc.'s session if a teacher refers them. For this small subset of students not eligible for SES, the school district uses its *Title I, Part A* funds to cover the cost of the tutorial. After Extreme Learning Inc.'s tutorial session is over, some students are picked up by their parents while most return to the *Project Aspire* after school program to participate in more activities.

During Extreme Learning Inc.'s SES programming, students are grouped by grade. Each student works on an individualized academic tutoring program generated through Extreme Learning, Inc.'s licensed software. Tutors oversee the program and are available for one-on-one tutoring, as needed. The staff to student ratio is about 1 to 5.

Advantages

- Coordinating the two programs has created an increase in the after school program's enrollment. By offering SES tutoring at the school site, some families that had not previously enrolled their children in the after school program opted to do so. Program staff believes the access to intensive tutoring lured some families into the after school program, while others believe that parents were motivated to enroll their child due to the convenience of picking up their child after work hours rather than after the child's one hour SES tutorial, which typically ends around 4 p.m.
- As a consequence of pulling some students out of the after school program to attend the SES tutorials, the students remaining in the after school program benefit from reduced staff-student ratios.
- Co-locating the SES services on the same campus as the after school program provides the SES provider with additional school district staff to serve as a resource in the event that behavior or other issues arise during the hours after school.

Disadvantages

- This funding stream does not provide cash to cover the operating expenses of the after school program, but does provide other benefits to the program, such as access to intensive tutoring and smaller staff-to-student ratios when some students leave for SES tutoring.
- It can be difficult to coordinate communication between the staff of the SES provider and the after school program staff since the SES provider staff are not a part of regular school site staff meetings. It can be helpful to create a communication plan and requirements for SES providers before finalizing a contract with them.

Advice to others: The administration of SES is under scrutiny in California since the federal government conducted a review of how the funds are used in the state. Be cautious and follow the letter of the law, especially in terms of documenting how school districts inform parents of their options. School districts may legally make recommendations to parents, but they must be sure that they also inform parents of all of their possible options.

For More Information

Dixon Unified School District
 Susan Girimonte
 707-678-5583 ext.8033
sgirimonte@dixonusd.org

FIELD EXAMPLES

Program: CARES (*Collaborative for Academics, Recreation & Enrichment for Students*)

Agency: Mount Diablo Unified School District

Program description: Mount Diablo Unified School District (MDUSD), the City of Concord and Ambrose Recreation and Park District collaborate to implement 14 after school programs that each serve approximately 80-120 students on school sites. Students participate in educational, literacy, enrichment, environmental, and recreational activities.

Youth served: about 1,600 elementary and middle school students

After school programs budget: \$3.3 million

Does the program receive ASES or 21st CCLC funds? Yes, both

Amount of SES funds used by the after school program per year: approximately \$100,000, or about \$930 per child

(Note: MDUSD was not an approved provider in the 2007-08 school year. The above dollar amounts are based on the district's experience as an approved SES provider between the 2002-03 and 2006-07 school years.)

How the program uses the funds: Funds are used to pay for staff time, staff preparation time, curriculum, supplies, and administrative costs associated with SES.

How the program accessed the funds: About six years ago, the school district applied to the CDE to become an SES provider. The CARES after school program created a new component of the after school program called ASPIRE. The state approved the district's ASPIRE program and for the last five years the district has been eligible to deliver approved SES services to eligible students through ASPIRE. The district is not currently an approved SES provider, but district staff intends to apply to renew its status as an approved provider for the 2008-09 school year. The ASPIRE program, which is

housed under the CARES after school program, is offered to eligible students for one hour a day after school, three times a week for a total of about 30 sessions. In the program, typically six students are instructed by a credentialed teacher on activities to enhance their math, reading, and language arts proficiency.

The ASPIRE program is separate from the CARES after school program, but it is coordinated alongside CARES in the same manner that the district's hourly intervention program is coordinated with the after school program. (For more details on the district's hourly intervention program, please see page 17.) In the past, many students enrolled in the CARES after school program have also chosen to participate in the ASPIRE program. Those students have typically attended their ASPIRE tutorial immediately after school and then spent the remainder of their afternoon in the after school program where they participate in enrichment and recreation activities. ASPIRE students not already in the after school program can enroll in the after school program so that they can participate in the enrichment and recreation components of the CARES after school program after their ASPIRE tutorial. In this way, the coordination of the two programs also boosts the after school program's attendance.

Advantages

- Coordinating ASPIRE and after school programming can provide after school participants with access to enhanced academic instruction led by a credentialed teacher without using after school funds for such services.
- Coordinating these two programs can attract more students to the after school program who might not otherwise have attended.
- As a consequence of pulling some students out of the CARES after school program to attend the ASPIRE tutorials, the students remaining in the CARES program benefit from reduced staff-student ratios.

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- Curriculum purchased for the *ASPIRE* program can be shared with and used by the *CARES* after school program when appropriate.
- School districts may have an advantage over some of the for-profit SES providers. If satisfied with the regular school day, after school programs, and other district services, parents might choose to use the district's SES services over other unknown entities.

Disadvantage

- This funding stream does not provide cash to cover the operating expenses of the CARES after school program, but does provide other benefits to the program.

Advice to others:

- SES is a great funding stream—if kept within the district it can really help augment the services offered to families participating in your district's after school programs and provide them in a seamless manner.
- If an after school program has part-time administrative and support staff, adding an SES component to work within or coordinate with the after school program can augment those positions to make them full-time.

For More Information

Mt. Diablo USD CARES

Catherine Acosta

925-691-0351

acostac@mdusd.k12.ca.us

Stephanie Roberts

925-682-8000 ext. 6201

robertss@mdusd.k12.ca.us

www.MtDiabloCARES.org

Public Funding for Enrichment and/or Prevention Activities in After School Programs

There are several federal and state funding sources that can be used to support enrichment and prevention activities in after school programs. One such source—the Community Development Block Grant—is described in this section of the guide. This funding source has been used successfully by several after school programs that also receive ASES and 21st CCLC grants.

Source Accessed Through Application and Advocacy

To access the funding source described below, after school programs must formally apply for the funding. After school programs can increase the success of such applications by using advocacy techniques to persuade decision-makers that after school programs meet the funding source's goals and objectives.

Community Development Block Grant (CDBG)

At a Glance

Funds are available through local government entities to support community services and facilities related to those services, including after school, child care and youth development programs, for low- to moderate-income residents. Most local entities utilize a public input process to determine how to use the funds, so interested applicants should advocate for their programs throughout the process, as well as submit a formal application.

Advantages and Disadvantages

Advantages

- In most instances, these funds are relatively flexible in terms of how they can be used to support the various aspects of after school programs. An after school program could apply to use funds to improve a facility or to provide enrichment, child care, and youth development programming. Each community sets its own priorities for the use of CDBG public service funds.
- In some communities, after school programs have continued to receive this funding year after year once they have been awarded an initial grant.
- Applying for and accessing this funding can help increase the community's awareness of the after school program since the funding is typically allocated through a public input process.
- These funds can be used to meet the matching requirement of the ASES program.

Disadvantages

- Depending on the community, there may be many competing demands on this funding stream.
- In some communities, the funding process may be political and highly competitive, which requires more effort than simply submitting an application and waiting to hear back. In those types of environments, applicants need to reach out to local elected officials, community leaders and local government staff to advocate for their applications. After school programs need to demonstrate the public benefit of their programs: how they help working families, keep youth safe, foster youth development, etc.

Description

These grants are used to develop viable urban communities by providing decent housing, providing a suitable living environment, and expanding economic opportunities for low- and moderate- income individuals. Since after school programming can help support low-income working families, can foster prevention of criminal activity, and can include programming which overlaps with community development goals (such as community service, service-learning, neighborhood beautification, career development, etc.) it meets the national criteria used to determine what activities can be funded.

As defined by the federal government, some of the strategic goals that this funding can be used to meet include:

- Strengthening communities
- Promoting participation of grass-roots, faith-based and other community-based organizations
- Increasing homeownership among low- to moderate-income individuals
- Promoting decent affordable housing and ensuring equal opportunity in housing.

After school programs can help strengthen communities and many are often run by, or have strong collaborations with, community-based organizations. In that afterschool programs support working families, they can also be viewed as helping families achieve economic stability and progress toward adequate housing or even homeownership.

Eligibility: Eligibility criteria may differ among local government agencies, but a majority of CDBG funds should be used to support low-income individuals. The primary federal objective of the CDBG program is to develop viable communities by “providing decent housing and a suitable living environment and by expanding economic opportunities, principally for persons of low and moderate income.” Persons of low and moderate income are defined as families, households, and individuals whose incomes do not exceed 80 percent of the county median income, with adjustments for family or household size.

Allowable uses of funds: CDBG can be used to fund after school tutoring, mentoring, parenting classes, recreation programs, arts and cultural programming, job and life skills activities, and health and mental health services, which are categorized by the U.S. Department of Housing and Urban Development (HUD) as “public services;” and can be used to fund the purchase, construction, or rehabilitation of facilities for before school and after school programs and community school initiatives, which are categorized as “public improvements and facilities.”

(For more information on how these allowable uses of the funds compare to other funding sources, please refer to the Summary of Allowable Uses of Funds in Appendix B.)

Range of funds available: The amount of funding available to after school programs on the local level varies widely based on the amount of CDBG funds the local government agency receives, the characteristics of the community, and other local demands for the funds. Overall, a maximum of 15% of CDBG funds can be used for public services, such as operating costs of after school programs.

Some local government jurisdictions receive funding directly from HUD. Others receive funding through the state’s department of housing and community development. The allocations to the jurisdictions that receive CDBG funds directly from the federal government are based on community need, such as poverty and housing overcrowding. The size of these grants range from about \$200,000 to \$71 million.

The portion of CDBG funds that the state allocates for public services, public facilities, new construction, community facilities, and economic development activities amounted to more than \$23 million in 2007. Local government entities apply for this funding and then determine how they will sub-grant funds to local agencies or non-profits.

Programming Requirements

Overall CDBG funds are targeted to serving low- to moderate- income individuals. Additional requirements are applied by the local entity that allocates the funding.

Please refer to the “For more information” section on this page for sources that have more detailed information on program requirements.

Reporting Requirements

The reporting requirements are set by the local government entities granting the funds, and they vary accordingly.

Governance

Decision-makers: Local government entities typically create and use a committee to review applications and determine which will be funded. These committees may be comprised of elected officials, civil servants, and/or residents. In most cities and towns, the city’s community development and/or planning department oversees CDBG funds. For unincorporated areas or special districts, typically the county’s office of community development and/or planning oversees CDBG funds.

Source of the funding: CDBG funds are generally distributed by HUD in two different ways. Large cities across the nation receive an entitlement grant based on community need. HUD also distributes funds to states based on a formula and then states pass the funds to smaller communities that are not large enough to qualify for the entitlement grants. These local government entities then award funds to local agencies or nonprofit organizations to implement programs or deliver services.

How to Access These Resources

1) Review the directory of contact information for the local staff of large cities and counties that receive funding directly from HUD, known as entitlement entities, at <http://www.hud.gov/local/ca/community/cdbg/index>.

cfm. If a local jurisdiction is not listed, call the county government offices. Ask for the staff person who handles community development issues.

- 2) Once you are in contact with the person who handles the CDBG funding process, ask for information about: the funding cycle, who key decision makers are regarding how the funds are used, the types of activities or programs that are eligible, and what the priorities are for the funding. Some local government entities create and use a committee to oversee the funds that will be awarded. These committees could be comprised of elected officials, civil servants, and/or residents. If this is true in your community, find out who sits on the funding committee.
- 3) If it appears that after school programs are eligible, assess whether or not to pursue funds based on the amount of funding available, timing, administrative burden, and the level of competition for the funding in the local community.
- 4) Find out about the application or proposal process.
- 5) Examine the types of programs and projects that have been funded in previous years. If programs with similar outcomes have been funded, consider completing the application process. In the application, demonstrate how your program addresses the priorities established for the funding and try to incorporate the language and terminology used by the community development staff, elected officials and others involved in the process.
- 6) Meet with the people who decide how the funds will be spent. Invite them to visit your program.
- 7) Contact your local elected officials and ask for their support in seeking the funds.
- 8) Attend all public meetings related to the funding source to demonstrate your interest in the funding source and use public comment periods, as appropriate, to describe the need for, and strengths of, your program.

For More Information

www.hcd.ca.gov/fa/cdbg/about.html

Additional Resource

Using CDBG to Support Community-Based Youth Programs by Roxana Torrico, The Finance Project, January 2008; available at www.financeproject.org

Field Examples

Program: *CARES (Collaborative for Academics, Recreation & Enrichment for Students)*

Agency: Ambrose Recreation and Park District

Program description: Mount Diablo Unified School District, the City of Concord and Ambrose Recreation and Park District (ARPD) collaborate to implement 14 after school programs that each serve approximately 80-120 students on school sites. Students participate in educational, literacy, enrichment, environmental, and recreational activities.

Youth served: about 1,600 elementary and middle school students throughout the school district

After school program budget: \$3.3 million

Does the program receive ASES or 21st CCLC funds? Yes, both

Amount of CDBG funds per year: \$13,000 per year, or \$3,200 for each of five *CARES* sites in the City of Bay Point

Youth served by CDBG funds: about 780 students from four elementary schools and one middle school

How the program uses the funds: Funds are used to pay for enrichment and fine arts activities such as field trips to museums and art performances, gardening and hockey classes, various one-time arts workshops, and other similar activities, and transportation to such activities if they are off-site. The funds are allocated to each site in the City of Bay Point, and the site leaders plan the enrichment and arts activities for their students.

How the program accessed the funds: The ARPD has used CDBG funding to support its after school programs for about five years. Initially ARPD staff was looking for a source of funding to install lighting at the after school program sites. A staff person suggested investigating CDBG funding, which can be used for capital or facility improvement projects as well as to meet human

service needs of low-income residents. When ARPD staff contacted the county Community Development Department which administers Contra Costa County's CDBG funds, county staff encouraged them to apply for CDBG funds to augment the after school program's enrichment and fine arts activities.

Advantages

- The CDBG funds provide additional funds so the programs can offer enrichment activities that meet the interests of their students, and therefore help increase the program's retention and enrollment.
- The enrichment activities provide the students with opportunities "to expand their horizons" and experience places and activities they might not otherwise experience with their families or via their schools.

Disadvantages

- Reporting can be burdensome. Typically recipients of CDBG funding must demonstrate that the children they serve are from low-income families. Documenting that children meet this income-eligibility can be difficult and time-consuming. ARPD does not need to supply such documentation because the City of Bay Point is designated as an "area of benefit," which means that services funded through CDBG can be provided to any Bay Point resident without demonstrating that they are low-income.
- ARPD must track every child served with the CDBG funding and report an unduplicated list of children on a quarterly basis. ARPD uses the *CARES* program's web-based attendance reporting system to access the information needed for this reporting.

Advice to others:

- Find out who the city or county is currently funding through CDBG grants to assess the local priorities and precedents. Then figure out how your program intersects with those priorities and precedents.

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- Attend the public meetings that are held to discuss how the locality plans to use the funds. These meetings will increase the decision-makers' awareness of your program and will provide an opportunity to network with other agencies interested in CDBG funds which could lead to fruitful partnerships.
- Meet regularly with your local elected officials to ensure they know about your program and your program's resource needs.
- Look for money for activities or programming you are already doing.

For More Information

Ambrose Recreation and Park District
Debra Mason
925-458-1601
ambrose31@hotmail.com
www.MtDiabloCARES.org

Program: *Livermore BELIEVES (Broadens & Enriches Lives, Instills Educational Values, Encourages Students) Program*

Agency: Livermore Valley Joint Unified School District

Program description: *BELIEVES* is an after school education and enrichment program for students at Marylin and Portola Elementary Schools. It operates every day school is in session from dismissal until 6 pm. and provides students with homework assistance, physical activity and snack.

Youth served: about 170 elementary school students at two schools

After school program budget: about \$298,000

Does the program receive ASES or 21st CCLC funds? Only ASES

Amount of CDBG funds per year: \$3,000 (The program has applied for \$20,000 for FY 2008-09.)

How the program uses the funds: These funds have been used to pay for portions of the salaries of instructional aides to work in the programs. The instructional aides help support program activities such as daily homework support and other activities, from reading time to enrichment projects.

How the program accessed the funds: A teacher in the school district successfully secured CDBG funding for a capital project related to the district's preschool programs. Once she received a grant through the city, she remained on the city's outreach list and received information each year about the CDBG funding application. When the school district opened the *BELIEVES* program last year, that teacher passed on the information about the funding opportunity to the teacher assigned to the after school program.

The City of Livermore requires interested applicants to attend a meeting where city staff provide an overview of the funding source, process and next steps. Once interested parties submit an application, they are invited to make a brief presentation about their application to a review panel composed of city staff during a public hearing. Last year, through this process the *BELIEVES* program received a grant of \$3,000 from the city. Since then, the *BELIEVES* program decided to apply again for another year of funding and submitted a \$20,000 application for FY 2008-09. Before submitting its FY 2008-09 application, the teacher who oversees the *BELIEVES* program contacted the city to ask if a staff person could provide feedback on the program's FY 2007-08 application. The city provided some suggestions, which were used to enhance the program's FY 2008-09 application before it was officially submitted.

Advantages

- The CDBG funds provide additional funds so the programs can offer enrichment activities that meet the interests of their students, and therefore help increase the program's retention and enrollment.
- The funding has fostered a partnership between the *BELIEVES* program and the City of Livermore, which did not previously exist.

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Disadvantage

- Reporting the required demographic data for children and youth served has proven challenging. To meet the reporting requirements, a district staff person had to examine individual student's files to determine which of the city's family income categories the student fell into since the district's free-and-reduced lunch criteria did not align with the city's family income criteria.

Advice to others:

- Incorporate any data CDBG funds require programs to collect via program enrollment forms to efficiently meet reporting requirements.
- Ask for someone familiar with CDBG funding and/or the city government to review your application. Often, such a review will help ensure that your application does not use too much education-related jargon or terminology which reviewers might not understand.
- Do your homework early. Find out now when the CDBG funding cycle begins in your community.

For More Information

Livermore Valley Joint Unified School District
www.livermoreschools.com

Funding from Program Fees

Also known as parent fees, family fees, participant fees, registration fees, enrollment fees, and family co-payments.

At a Glance

After school programs, including those with ASES and 21st CCLC grants, can charge fees to help support the program and enhance program quality.

Advantages and Disadvantages

Advantages

- Income collected through fees is very flexible in terms of how it can be used to support the various aspects of after school programs. Many after school programs have successfully used fees to augment the range or quality of activities they offer and/or to expand the number of children they serve.
- At school sites where a fee-based after school or child care program already exists, a fee structure aligned to the existing program can help mitigate the potentially negative impacts of introducing a new free or less expensive program.
- Charging fees may increase some families' commitment to the program in terms of attendance, volunteering, and otherwise supporting the program, since they are investing their money in the program.
- These funds can be used towards the matching requirement for ASES grants.

Disadvantages

- Even with sliding scales and financial assistance, charging fees may intimidate some low-income families from investigating or considering enrolling a child in an after school program. Programs should ensure that fees and/or the payment schedule of fees do not restrict families in need of after school programs from participating. Sliding scale fees, scholarships, discounts and waivers for families with particular hardships must be provided to comply with ASES and 21st CCLC regulations.
- Depending on the systems in place, the collection and tracking of fee payments can become an administrative burden.

Allowance of fees for programs with ASES and 21st CCLC funds:

Under state law, ASES and 21st CCLC grantees can charge fees for participation in before school and after school programs. If programs charge fees, no student can be turned away from the program due to inability to pay. CDE encourages programs to offer a sliding scale of fees and scholarships for those who otherwise cannot afford to participate.¹⁶ Fees can be used to meet the matching funds requirement for ASES grants. However, CDE discourages programs from using fees as a primary means for meeting the ASES match requirement and supporting the programs.

Allowable uses of fees: CDE states that “any fees collected must be used to fund the program activities specified in the grant application.”¹⁷ Programs that charge fees typically use the funds to cover costs that are not reimbursable through their other funding sources and to pay for general operating costs. Unlike many public funding sources, there are not many regulations on how programs use income generated from fees.

(For more information on how these allowable uses of the funds compare to other funding sources, please refer to the Summary of Allowable Uses of Funds in Appendix B.)

Reporting Requirements

Fees should be included and tracked as income or revenue in the program's budget and fiscal systems. Exercise caution when projecting how much in fees the program might generate. Factors such as participant attrition, volatile economic trends, and state law mandating that ASES and 21st CCLC programs may not turn away students for inability to pay can all impact the amount of fees a program can collect. Conservative estimates of projected fee income may help prevent the program from fiscally overextending itself.

ASES-funded programs can track and report fees in order to meet the grant's matching requirement.

How to Structure Fees

There are many ways to structure fees for after school programs. Programs can charge all families the same one-time or recurring fee or they can charge fees on a sliding scale based on income, need and/or family size. Programs can charge fees for applying to the program, registering for the program, and/or enrolling in the program or certain components of the program. Fees can be charged once in the beginning of the year, or at regular intervals throughout the year such as weekly, monthly, by program session, or by semester.

To help you determine program fees, you might want to consult with your local child care planning council¹⁷ to inquire about the fees charged in school-age child care. You can access a list of the councils in each county at <http://www.cde.ca.gov/sp/cd/re/lpccontacts.asp>. Similarly, you may also want to review the most recent results of CDE's Regional Market Rate (RMR) Survey, which is conducted periodically to calculate the market rates for child care in each of California's 58 counties. CDE uses data from the survey to establish the maximum child reimbursement rate that a child care provider will receive from the state to provide various state and federally subsidized child care programs. To view these reimbursement rates for each county, go to: www.cde.ca.gov/fg/aa/cd/ap/index.aspx

In addition, you can review CDE's family fee schedule that outlines the maximum fee amount that child care providers receiving funds to provide child care from CDE can charge eligible families. The fee schedule is based on family size and income level and lists fees by hourly, daily or par-

tial day rates. The hourly rate is likely the most applicable rate to use as a reference point for after school programs, since the daily and partial day rates are generally used for child care services for children who are not yet in school. To view the family fee schedule used for subsidized child care across the state, go to: <http://www.cde.ca.gov/sp/cd/ci/mb0619.asp>.

The table on page 37 summarizes these two sources of information related to child care fees.

Your local parks and recreation department might be another useful resource in determining how to structure fees. Many parks and recreation departments charge fees for recreation, youth development, tutorial, or camps which may include services or activities that are similar to your afterschool program. You can call your local government to ask for the park and recreation department or district, and you can view the resources and contacts listed on the California Park and Recreation Society's website at www.cprs.org.

Potential Impacts on Other Programs

When considering whether or not to charge fees for participating in your after school program, it is important to consider the impact on other local after school programs, particularly those that may be located on the same site as your program.

Whether you are creating a new after school program or considering charging fees at an existing program, if a fee-based after school or child care program already exists on or close to your site, adopting a fee structure aligned to the existing fee-based program's can help mitigate potentially negative impacts. If families' options for after school programs are either a program that charges fees or a free program, families with lower incomes may tend to choose the free program even if it is of lower quality out of economic necessity. In those cases, students may be inadvertently segregated into the program for "poor children" and the program for "everyone else." Similarly, free after school programs may threaten the enrollment of after school programs that charge fees, such as subsidized child development programs that offer school-age child care and may be required by state regulations to charge fees.

Programs located on the same site should be explicit about their fees and help families understand any differences

Name of Source of Information	Regional Market Rate (RMR) Survey	CDE's Family Fee Schedule
Explanation	CDE uses data from the survey to establish the maximum reimbursement rate that a child care provider will receive from the state to provide care for certain eligible families. The survey includes a maximum rate and an average rate for each county.	The family fee schedule outlines the maximum fee amount that child care providers receiving funds through CDE can charge eligible families. The fee schedule is based on family size and income level and lists fees by hourly, daily or partial day rates.
Frequency	Updated October 1, 2006. Conducted periodically.	Revised January 1, 2007.
Availability	Includes maximum and average market rates for child care in each of California's 58 counties.	One schedule is used for all communities across the state.
Example	For a family in Alameda County, the maximum reimbursement rate for a school-age child's care is \$9.91 per hour, so \$29.73 for a 3-hour program per day.	A family with one child earning no more than \$ 3,386 per month would be charged \$1.61 per hour, so \$4.83 for a 3-hour program per day.
Applicability	After school programs might want to use these two sources of information to set the high and low ends of a sliding scale fee for their program. The RMR maximum and average hourly rates for their county could guide the highest end of a sliding scale, since those rates are estimates of the market cost of child care. The hourly rates from the CDE family fee schedule could help determine the lower end of the sliding scale, since this is the amount that the state estimates that even low-income families who are eligible for subsidized child care can afford to pay. Again, remember that the sliding scale must end at \$0 to meet the state's requirements under ASES and 21st CCLC.	

between the programs so that they can choose the program that best suits their needs and resources. In order to maximize spaces for youth in after school programs, it is important for programs to work together and, at a minimum, to coordinate their enrollment and selection systems.

Below are some options that programs sharing a location should consider to minimize negative impacts on either the programs or the families they serve:

1) Divide program populations by age to reduce competition between programs. One program might focus on serving kindergarten through second grade while the other serves third through fifth grade. If this option is implemented, a clearly defined system needs to be put in place to transition children from one program to the next as they grow older. This transition period needs to emphasize communication between program staff about specific children's needs, and possibly a transition period for children who may not be ready to leave the program when they age out.

2) Divide the program population by offering distinct types of programming. One might focus on academic supports while the other program might place more emphasis on recreation, or one program might adopt more of a drop-in approach while the other requires daily attendance. This approach gives families more options to meet their different needs.

3) Integrate the two programs and charge sliding scale parent fees so that those families that can afford fees can help offset costs for those families facing economic hardship.

For More Information

Resource on how local governments set fees: Institute for Local Government, *Building a Healthy Financial Foundation through Revenue Diversification*, 2006; available at www.cacities.org/resource_files/25176_BuildingHealthyFoundation.pdf.

Field Example

Below are snapshots from several local after school programs that approach fees in different ways. The programs profiled include:

- **Sliding scale for all program participants**—Berkeley Unified School District’s *Berkeley LEARNS After School Program*
- **Low flat program fees**—Sunnyvale School District’s *K.L.A.S. (Kids Learning After School) Program*
- **One-time registration fee**—Hayward Unified School District’s *Youth Enrichment Program (YEP!)*

Sliding Scale Fees Based on Family Size and Income

Program: Berkeley LEARNS After School

Agency: Berkeley Unified School District

Program description: The program offers comprehensive programming including academic support, cultural enrichment, personal growth, and community building activities at 10 elementary and all 3 of the district’s middle schools.

Youth served: More than 2,500 K-8 students per year, which is more than 30% of the district’s K-8 population

After school program budget: \$3.79 million

ASES and 21st CCLC? Yes, both

Amount of parent fees generated per year: about \$1 million

How the program uses the fees: Funds are used to cover general operating expenses, such as staff time and materials. These funds are also considered the program’s cash match for its ASES grants.

How the program fees are structured: The sliding scale fees are based on family size and income level. There are five levels of fees ranging from \$50 to \$360 per month. Fees are charged on a monthly basis, not by the day or week, for the 10 months of programming. Fees for siblings

are reduced by 50%. No student is turned away for inability to pay fees. The fees were created by comparing the fees charged by subsidized child development centers and other local agencies providing after school programming. (See Berkeley LEARNS’ document about their program’s fee structure in Appendix F.)

How the program collects the fees: When parents enroll their children in the program, they are asked to bring proof of income (such as a paycheck stub for each working member of the family). After school program staff uses the proof of income and the size of the family to determine the family’s monthly fee. Families are asked to pay the first month’s fee and a deposit of the monthly fee for June (the last month of the program) at that time, but in cases of financial hardship families can pay incrementally over time. Families are then asked to pay their monthly fee and can either drop it off to program staff or mail it in. Families are given a receipt for every payment.

How the program manages the fees: Staff at each site deposit the monthly fees in a deposit-only bank account established solely for the program. The District Program Coordinator overseeing all of the sites monitors the account to ensure all payments have been submitted and then writes a lump sum check to the school district. This process helps the program track the level of revenue generated and also ensures families’ checks are cashed in a timely manner which reduces the number of returned checks.

Why the program uses fees: The program has charged student fees since it started nine years ago to help cover program costs, particularly staffing costs.

Advantages

- Fees are a significant portion of the program’s budget and at some sites allow the program to serve more students beyond the capacity of its ASES and 21st CCLC grants.
- Using a sliding scale approach with the broad spectrum of family income levels in Berkeley ensures the program has enough resources to offer a quality program while also ensuring access for low-income families.

FIELD EXAMPLES

Disadvantages

- The collection of fees is time consuming. *LEARNS* used to track payments by hand at each site but now urges sites to use a software program called *Quick Books*.
- There are some families at each site that do not regularly pay their fees. At times, after school program staff has reported that collecting fees can create tension or awkwardness in their interactions with parents.

Advice to others:

- Learn from others who have tried implementing fees—and consider using a centralized billing mechanism.
- Deliver the message to families that the program depends on fees to have high quality staff and activities.
- Create a name for your program and increase the visibility of your program in your district and in the community. We created a logo, business cards, letterhead, a brochure and held events to invite people to come participate in our programs.

For More Information

Berkeley *LEARNS*

Emily Davidow

510-883-6146

emily_davidow@berkeley.k12.ca.us

www.berkeley.k12.ca.us

See Berkeley LEARNS' document about their program's fee structure in Appendix F

Low Flat Program Fees

Program: K.L.A.S. (Kids Learning After School)

Agency: Sunnyvale School District

Program description: The program is built on a collaborative partnership between the City of Sunnyvale Parks and Recreation Department, the Sunnyvale School District, and the Y.M.C.A. to provide students with a safe after school place to work on homework and participate in enriched educational and recreational activities three hours a day, five days a week. Students who have not performed

at grade level on standardized tests are given priority for enrollment, but the program is open to all 2nd grade to 8th grade students.

Youth served: about 440 students from six elementary schools and one middle school

After school programs budget: about \$800,000

ASES and 21st CCLC? Only ASES

Amount of parent fees generated per year: approximately \$35,000-40,000

How the program uses the fees: Funds are used to cover general operating expenses, such as staff time and materials. These funds are also considered the program's cash match for its ASES grants.

How the program fees are structured: The program has charged fees to cover operating costs since it started in 2000. The fees have been raised once to keep up with increasing expenses. For the elementary school-based programs, there is a program fee of \$160, which can be paid in two payments of \$80 with one due in September and one due in February. For the middle school-based program, there is a \$25 fee for each session and there are typically five sessions per school year. Parents pay the fee when they register their child for each session. Many middle school students participate in multiple sessions throughout the year. If a family voices concerns about inability to pay the fees, site leads work with the school principal and the family to determine a reduced payment, a payment schedule, or a fee waiver. All such requests related to fiscal hardship are handled on a one-on-one basis.

The programs also charge a "Late Pick-Up" fee of \$1 per minute for each minute after 6 p.m. that someone is late picking a child up from the program. The program does not collect a significant portion of late fees, but the policy serves as a deterrent.

How the program collects the fees: When parents register their child for the elementary school program or one of the middle school sessions, they are asked to pay the program fees with a check. Site leads collect the fees along with the registration forms, and prepare a deposit slip for all of the checks they have collected.

FIELD EXAMPLES

How the program manages the fees: The program administrator reconciles the deposit slips and checks collected from each site lead, and then delivers them to the district's business office that processes and deposits the checks.

Why the program uses fees: The program has charged student fees since it started eight years ago to help cover program costs.

Advantages

- The fees allow the program staff to run a quality program that would not be possible on the state funding alone.
- The program administrator thinks that parents express more ownership over the program and are more accountable in terms of ensuring their children regularly attend the program due to paying fees.

Disadvantages

- Collecting fees is a time-consuming task that needs to be built into the site leads' job description.
- Sometimes some of the parents' checks bounce, which incurs an additional cost to the program because the district's business office charges the program to process bounced checks.

Advice to others: Don't make the fees prohibitive to families. Work one-on-one and discreetly with families that face hardship in paying the fees.

For More Information

Sunnyvale School District
BC Gibbons
408-522-8200 ext. 269
bc.gibbons@sesd.org

One-time Registration Fee

Program: *The Youth Enrichment Program (YEP!)*

Agency: Hayward Unified School District

Program description: The program is a collaboration among the Hayward Area Recreation and Park District, the City of Hayward, and the Hayward Unified School District to provide academic support and after-school enrichment activities for Hayward youth while creating a safe environment for them to interact and learn. The program is open to all students who attend participating schools and is open until 6 p.m. during the school year.

Youth served: about 1,730 students from 20 elementary schools and 5 middle schools (In addition, the district also operates 3 high school programs.)

After school programs budget: about \$3 million

ASES and 21st CCLC? Both, ASES and 21st CCLC

Amount of parent fees generated per year: approximately \$120,000

How the program uses the fees: Funds are used to cover general operating expenses, such as staff time and materials.

How the program fees are structured: The program has charged fees to cover operating costs since about 2000. For the elementary and middle school programs, there is a one-time registration fee of \$100 per student. Families with financial hardship must contact the *YEP!* Site Coordinators at their children's schools to request a fee waiver form. The fee waiver form asks the parent to state why they are unable to pay the one-time registration fee. *YEP!* does not offer discounted registration fees for families with multiple children enrolled in *YEP!*

No student is refused enrollment in the program due to inability to pay the registration fee. After school program staff states that typically about 70 percent of participants' families pay the registration fee.

FIELD EXAMPLES

The school district decided not to charge a registration fee for participants in its three high school programs given the challenges in recruiting and retaining high school students in those programs.

How the program collects the fees: Parents must complete a simple application form and submit it to the school district's after school office. Once parents are notified that their children have been enrolled in the program, a one-time registration fee of \$100 per elementary and middle school student is due to the district's central after school office on or before the first day of the *YEP!* program along with a more comprehensive application packet. The school district accepts checks, money orders or cashier checks. Parents are assured that all fees are used directly to support *YEP!* activities at their children's school site.

How the program manages the fees: The district after school administrator oversees the enrollment process and the payment of the registration fees. Given the amount of time it would take, the district does not devote any personnel time to tracking or following up with families if they do not pay the fees. Typically about 70 percent of the participants' families pay the fees.

Why the program uses fees: The program started charging registration fees about eight years ago to help cover program costs. Without the fees, the program would not be able to provide all of the high quality activities that it now offers.

Advantages

- The registration fees are an unrestricted source of funds that can be used for various program needs.
- Charging registration fees can create more parent buy-in for the program in the sense that they take the program more seriously since it is costing them money.

Disadvantages

- Making sure the fee structure and collection process is fair for all participants' families can be a challenge. In some cases, struggling families are not aware of the fee waiver process and after school staff may not provide them with the information about the waiver if they are not aware of the family's economic hardships. On the other hand, some families who might have a higher income do not pay the registration fee and their children are not refused enrollment.

Advice to others:

- Be sure to talk with parents and the school staff before implementing any type of fee to ensure the fee structure and collection process are equitable. To improve upon its current system, *YEP!* is currently exploring the possibility of implementing a sliding scale fee tied to whether a child is eligible for free and reduced lunch meals.
- Aim to keep the fees low enough so they are affordable to families, but high enough so that families take enrollment in the program seriously.

For More Information

Hayward Unified School District

Christy Gerren

510-784-2600 ext. 72799

cgerren@husd.k12.ca.us

Appendix A. What Do You Call It?

Some of the funding sources featured in this guide are referred to by multiple names or descriptors. Below is a list of some of these names:

After School Education and Safety Program – ASES

California Governor’s Gang Reduction, Intervention and Prevention Initiative – CalGRIP

Middle and High School Supplemental School Counseling Program – AB 1802

Supplemental Instruction funds – “Hourly Intervention funds,” “Core Academic funds,” “Summer School funds,” “Remedial Hourly funds”

Title I, Part A Basic Grant funds – “*Title I* categorical” funds

Title I, Part A Supplemental Educational Funds (SES) – “SES dollars”

Tobacco Use Prevention Education Program – TUPE

21st Century Community Learning Centers – 21st CCLC

21st Century High School After School Safety and Enrichment for Teens Program – ASSETS

Acronym Glossary

504 Plans – Section 504 of the Rehabilitation Act of 1973, a civil rights law to protect people with disabilities by eliminating barriers and allowing full participation in areas such as education and the workplace

API – Academic Performance Index

AYP – Adequate Yearly Progress

CAHSEE – California High School Exit Examination

CAT/6 – California Achievement Tests, Sixth Edition survey

CBO – Community-Based Organization

CBEDS – California Basic Educational Data System

CDE – California Department of Education

CHKS – California Healthy Kids Survey

COE – County Office of Education

CST – California Standardized Test (part of STAR)

ELD – English Language Development

ELL – English Language Learners

IEP – Individualized Education Programs

LEA – Local Educational Agency, such as a school, school district or county office of education

MOU – Memorandum of Understanding

NCLB – No Child Left Behind Act

NOFA – Notice of Funding Availability

PI – Program Improvement

RFA – Request for Application

RFP – Request for Proposal

SFP – Solicitation for Proposals

SES – Supplemental Educational Services

STAR – Standardized Testing and Reporting system

TA – Technical Assistance

Appendix B. Summary of the After School Program Expenses Supported by the Five Featured Funding Sources

Note: Excerpted from the Finance Project, *Making the Match: Finding Funding in After School Education and Safety Programs*, August 2007.

Types of After School Program Expenses	Funding Source				
	Title I, Part A	Hourly Intervention	Supplemental Educational Services	Community Development Block Grant	Fees
Activities and Supports for Children and Youth					
Academic Enrichment	■	■	■	■	■
Art/Music/Cultural Programs				■	■
Community Service					■
Food/Snacks					■
Health and Mental Health				■	■
Job/Life Skills				■	■
Recreation				■	■
Special Needs Services					■
Substance Abuse and Violence Prevention					■
Technology					■
Activities and Supports for Parents and Communities					
Community Development					■
School-Age Care				■	■
Health and Mental Health				■	■
Job Training					■
Volunteers/Mentors					■
Infrastructure					
Evaluation			■		■
Facilities			■	■	■
Management Systems			■		■
Planning/Coordination					■
Staff Training	■		■		■
Technical Assistance					■
Transportation			■		■

Appendix C. Additional California-Specific After School Resources

This appendix includes:

- Summaries of eleven public funding sources with specific focuses that may be applicable to some after school programs. Those nine sources are:
 - Middle and High School Supplemental School Counseling Program (AB 1802)
 - Governor’s Gang Reduction, Intervention and Prevention (CalGRIP) Initiative
 - Migrant Education Program
 - California Instructional Gardens
 - Tobacco Use Prevention Education (TUPE) Program
 - National School Lunch Program: After School Snacks
 - Cooperative Extension Service: 4-H Youth Development Program
 - AmeriCorps
 - Workforce Investment Act (WIA) Youth Activities
 - *No Child Left Behind*: Title III-Language Instruction for Limited-English-Proficient Students
 - *No Child Left Behind*: Title III-Immigrant Education Program Funds
- Publications and websites for California specific funding resources
- Publications and websites on funding information not specific to California

Summaries of Public Funding Sources with Specific Focuses

Middle and High School Supplemental School Counseling Program, aka AB 1802

Agency

California Department of Education (CDE)

Funding Type

Entitlement grant

Description

This funding supports additional, appropriate counseling services for students in grades seven through twelve at risk of not passing the California High School Exit Examination (CAHSEE) or not accessing the standards curriculum because they are two or more grade levels below standards. This funding will support the following activities: a) individualized review of each pupil’s academic and department records, b) a provision for a counselor to meet with each pupil and, if practicable, the parent(s) or legal guardian(s) of the pupil, to explain the academic and department records of the pupil, his or her educational options, the coursework and academic progress needed for satisfactory completion of middle or high school, passage of the high school exit examination, and the availability of career technical education, c) identification of pupils who are at risk of not graduating with the rest of their class, are not earning credits at a rate that will enable them to pass the high school exit examination, or do not have sufficient training to allow them to fully engage in their chosen career.

Criteria for Youth Served

All students in grades 7 through 12

Eligibility

School districts that maintain grades seven through twelve, inclusive, are eligible for these supplemental funds.

Application Process

School districts must submit signed documentation to CDE accepting the conditions and assurances of the program by a certain deadline.

Funding Amount

For fiscal year 2006-07, the statewide program was budgeted at \$200 million. School districts maintaining grades seven through twelve, inclusive, will receive an equal amount per unit of prior year enrollment in grades seven through twelve, with the following minimum grant exceptions: (1) \$5,000 for each school site that has 100 or fewer pupils enrolled in any of grades seven through twelve; (2) \$10,000 for each school site that has between 101 and 200 pupils enrolled in any of grades seven through twelve; and, (3) \$30,000 or an amount per unit of enrollment, whichever is greater, for each school site with more than 200 pupils enrolled in any of grades seven through twelve. Funding for charter schools will be based on an equal amount per unit of prior year enrollment in grades seven through twelve, with no minimum funding levels.

Applicability

High school after school programs can partner with school counselors to integrate this type of counseling into the program. For ASSETs grantees, this counseling component could align with the CAHSEE prep activities.

Use of Funds

These funds must be used to provide counseling services to students by individuals with a valid Pupil Personnel Services (PPS) Credential. These funds must be used to supplement the existing number of PPS credentialed staff who serve students in grades seven through twelve.

For More Information

See <http://www.cde.ca.gov/ls/cg/mc/> or call the California Department of Education, 916-323-2183 or see <http://ab802clearinghouse.com>.

Governor's Gang Reduction, Intervention and Prevention (CalGRIP) Initiative

Agency

California Employment Development Department

Funding Type

Discretionary grant

Description

This funding supports the implementation of intervention and prevention strategies, including job training, supportive services, education and placement for youth. Priority is given to prevention strategies that are comprehensive, provide a holistic approach to serving youth, and link youth to career pathways in high wage/high growth industries or to occupations with future career advancement opportunities. Funding supports projects for between 18 and 24 months.

Criteria for Youth Served

These funds must target current gang members, gang-involved, or at-risk of gang involvement youth who are in or out of school, and are 14 – 24 years of age. Youth ages 14 through 18 must be low-income.

Eligibility

Public, private non-profit, and private for-profit organizations. Individuals are not eligible to apply.

Application Process

California Employment Development Department releases a Solicitation for Proposal, which includes deadlines for proposals.

Funding Amount

For projects starting February 2008: \$2.8 million at the state-level. Maximum total award per grantee is \$400,000. Grantees are required to secure a dollar for dollar cash and/or in-kind match.

Applicability

High school after school programs can seek to secure this funding or partner with local agencies that use this funding to integrate job readiness, internships or other employment strategies into the program.

Use of Funds

These funds must be used to provide job/life skills and prevention activities and supports for teens and young adults. Funds can be used to support most aspects of providing such services.

For More Information

See <http://www.edd.ca.gov/edhome.htm> or call the California Employment Development Department's Workforce Services Division at 916-654-7799.

Migrant Education Program (MEP)

Agency

U.S. Department of Education funds are administered by the California Department of Education (CDE).

Funding Type

Formula grant

Description

The Migrant Education Program (MEP) is a federally funded program, authorized under Title I, Part C of the No Child Left Behind Act (NCLB). It is designed to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves. Migrant education funds support statewide and locally developed programs through the migrant education regional offices. Locally designed services focus on five major themes: standards and assessment; teaching and learning; professional development; partnerships among schools, parents, families, and communities; and funding and governance.

Criteria for Youth Served

A child is considered "migrant" if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years. A "qualifying" move can range from moving across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment. A young adult may also qualify if he or she has moved on his own for the same reasons. The eligibility period is three years from the date of the last move. Eligibility is established through an interview conducted by a Migrant Education recruiter who visits

both home and employment locations where migrant workers are employed. The law states that migrant education services are a priority for those students whose education has been interrupted during the current school year and who are failing, or are most at risk of failing, to meet state content and performance standards.

Eligibility

Migrant Education Regional Offices and their partnering school districts and county offices of education

Application Process

Migrant Education Regional Offices and their partnering school districts and county offices of education must apply to CDE. Community groups and afterschool providers could then contract with regional offices, school districts or county offices of education.

Funding Amount

In fiscal year 2007-2008, CDE awarded \$114,916,993 statewide. Allocations to regions are based on a seven-factor formula that includes the following factors: migrant child counts, moved within a year, priority for services, age 19-21, academic need (number of migrant children scoring at Far Below Basic on the Language Arts and/or Mathematics CSTs), other federal, state and local available funds, and summer/intersession child counts.

Applicability

After school programs that serve migrant students can explore partnering with their regional migrant education office to provide supplemental services to migrant students, such as summer programming, provide professional development to staff, and enhance family involvement efforts.

Use of Funds

These funds must be used to provide supplemental education services to migrant children and their families.

For More Information

See <http://www.cde.ca.gov/sp/me/mt/overview.asp> or call the California Department of Education at 916-319-0851.

The following “Best Bet” summaries are excerpts from *Making the Match: Finding Funding for After School Education and Safety Programs*, The Finance Project, August 2007.

California Instructional Gardens

Agency

California Department of Education (CDE)

Funding Type

Discretionary grant

Description

This new noncompetitive grant seeks to promote, create, and support instructional school gardens. The grants are intended to complement a school’s academic program and create opportunities for children to learn how to make healthier food choices, understand food origins, and actively participate in their education. Grants can be used to cover the cost of equipment and supplies, including gardening tools, planters, composting systems, irrigation, seeds, plants, and gardening-based instructional materials; and/or professional development costs related to instructional school gardens.

Criteria for Youth Served

All youth in Pre-K through grade 12.

Eligibility

School districts, county offices of education, and charter schools are eligible to apply.

Application Process

LEAs must apply to the CDE on behalf of public school sites.

Funding Amount

For fiscal year 2006-07, the statewide program was budgeted at \$15 million. School sites with fewer than 1,000 students may apply for grants up to \$2,500; however, schools with an enrollment of 1,000 or more may request up to \$5,000 per grant.

Applicability

After school entities with programming involving health or nutrition can partner with local education agencies to provide services to students.

Use of Funds

Infrastructure: facilities and staff training

For More Information

See <http://www.cde.ca.gov/fg/fo/profi le.asp?id=961> or call the California Department of Education, 916-322-1641.

Tobacco Use Prevention Education (TUPE) Program

Agency

California Department of Education (CDE)

Funding Type

Entitlement grant

Description

Since 1988, an increased tax on tobacco products has been used to fund the Tobacco Use Prevention Education program, administered by CDE, for programs advocating the prevention, intervention, and cessation of tobacco use for students in grades four through twelve. Programs for students in grades four through eight are funded through an entitlement process based on average daily attendance (ADA). Programs in grades nine through twelve and six through eight are funded through a competitive application process.

Criteria for Youth Served

All youth in grades 4 through 12

Eligibility

Local education agencies are eligible. School districts must have an approved LEA plan and consolidated application that includes TUPE and coordinates the program with the district’s Safe and Drug-Free Schools and Communities program as well as other federal and state prevention efforts.

Application Process

LEAs should apply to the California Department of Education; see <http://www.cde.ca.gov/ls/he/at/tupe.asp>.

Funding Amount

For Fiscal Year 2006-07: \$2,259,000.

Applicability

After school programs can partner with LEAs and individual schools to provide programming and technical assistance in the development of tobacco education initiatives.

Use of Funds

Activities and supports for children and youth: health and mental health, and substance abuse and violence prevention

Activities and supports for parents and communities: health and mental health

For More Information

See <http://www.cde.ca.gov/ls/he/at/tupeoverview.asp> or call the California Department of Education, 916-323-1540.

National School Lunch Program: After School Snacks

Agency

U.S. Department of Agriculture, Food and Nutrition Service funds are administered by the California Department of Education (CDE)

Funding Type

Entitlement grant

Description

School districts participating in the National School Lunch Program can provide reimbursable snacks to children and youth in after school educational or enrichment programs. A reimbursable snack must contain two servings of milk, meat, or a meat alternate, fruit or vegetable, and grain or bread product.

Criteria for Youth Served

School-age children (up through age 18) from low-income families

Eligibility

School districts are eligible if they participate in the National School Lunch Program and provide educational or enrichment activities for children after their school day has ended. Only programs regularly scheduled in an organized, structured, and supervised environment are eligible to receive funds.

Application Process

The school district's food service office should contact CDE's nutrition services division, with which it has an agreement, to participate in the National School Lunch Program. Other organizations operating programs on school sites or affiliated with schools should contact the school food service director about possible participation.

Funding Amount

Fiscal 2005: \$95,534,954. After school snacks in schools are reimbursed at rates dependent on students' eligibility for free or reduced-price lunches. Reimbursements were 60 cents per snack for students who qualify for free lunches, 30 cents per snack for students who qualify for reduced-price lunches, and five cents per snack for students who pay for their lunches.

Applicability

ASES and other after school programs can partner with school districts participating in the National School Lunch Program to ensure children participating in after school activities receive nutritious snacks.

Use of Funds

Foods and snacks

For More Information

See <http://www.cde.ca.gov/ls/nu/sn/nslp.asp> or call the California Department of Education, 916-322-3609.

Cooperative Extension Service: 4-H Youth Development Program

Agency

U.S. Department of Agriculture provides funding to the local cooperative extension services offices

Funding Type

Discretionary/project grant

Description

The 4-H Youth Development Program began more than 100 years ago. The program grew from one primarily concerned with improving agriculture production and food preservation to one dedicated to developing young people. 4-H programs and clubs are found in rural and urban areas and are designed to incorporate life skills development into an expanding number of delivery modes. California programs are organized through local cooperative extension services (CES) offices affiliated with land-grant universities. Projects require collaboration across disciplines, program areas, and geographic lines as well as a holistic approach.

Criteria for Youth Served

All youth ages 9 through 19

Eligibility

The 4-H Youth Development Program is coordinated through local CES offices, which are organized by county in California. Extension programs receive funding through grants to designated land-grant institutions.

Application Process

After school programs wanting to organize or partner with a 4-H club should contact their local CES. To locate your local extension office, see <http://ca4h.org/4hinfo/countyinfo/index.asp>.

Funding Amount

Varies

Applicability

After school entities can partner with their local CES 4-H staff, volunteers, and teachers to include projects and programming among their objectives and activities.

Use of Funds

Activities and supports for children and youth: academic enrichment, community service, job/life skills, recreation, and technology

For More Information

See <http://ca4h.org/>.

AmeriCorps

Agency

Corporation for National and Community Service funds are provided directly to national nonprofits and to the state entity called California Volunteers.

Funding Type

Discretionary/project grant

Description

AmeriCorps is a network of national service programs that engage more than 70,000 Americans each year in intensive service to meet critical needs in health, education, public safety, and the environment. AmeriCorps provides trained dedicated volunteers to public agencies, nonprofit groups, and faith-based organizations to help those organizations accomplish more. AmeriCorps members tutor and mentor youth, build affordable housing, teach computer skills, clean parks and streams, run after school programs, and help communities respond to disasters. In return for their service, AmeriCorps members receive education awards that can be used to pay for college or training-related educational expenses. About half of AmeriCorps members receive a modest living allowance.

Criteria for Youth Served

All youth, although local agencies with AmeriCorps members may focus on serving specific youth populations.

Eligibility

State and local governments, tribes, territories, national nonprofit organizations, community-based organizations, colleges and universities, churches and other faith-based organizations with antipoverty programs, professional corps, and multi-state organizations are eligible to apply to the California Corporation for National and Community Service or CaliforniaVolunteers for these grants.

Application Process

For information on applying for program funding, see http://www.americorps.gov/about/role_impact/state_profiles_detail.asp?tbl_profiles_state=CA or <http://www.californiavolunteers.org/>.

Funding Amount

(Grants-nationally) Fiscal year 2005: \$287,680,000; and fiscal year 2006 est.: \$264,830,000. Grant amount to specific organizations varies.

Applicability

After school programs can use AmeriCorps workers to supplement their current site staff and serve as leaders and role models for youth. AmeriCorps staff working in after school programs must have the same qualifications as other after school staff and must meet standards for instructional aides as defined by the school district.

Use of Funds

Activities and supports for children and youth: job/life skills.

Activities and supports for parents and community: job training, and volunteers/mentors.

Infrastructure: staff training

For More Information

See <http://www.californiavolunteers.org> or <http://www.americorps.gov>.

Workforce Investment Act (WIA) Youth Activities

Agency

U.S. Department of Labor provides funds and the California Workforce Investment Board and youth councils oversee the distribution of WIA funding to service providers, which can be community-based and not-for-profit organizations, local public agencies, and other entities.

Funding Type

Formula/block grant

Description

WIA youth activity grants are designed, with states and communities, to promote a revitalized workforce investment system that provides workers with the advice, training, information, and job search assistance they need to get and keep good jobs and provide employers with skilled workers. The funds help low-income youth between the ages of 14 and 21 acquire the educational and occupational skills, training, and support needed to achieve academic and employment success and successfully transition to careers and productive adulthood.

Criteria for Youth Served

All youth, although local agencies with WIA funds may focus on serving specific youth populations.

Eligibility

Title I, Sections 112 and 126, of WIA identifies the governor as the recipient to be eligible to receive youth funds, the governor must submit to the Secretary of Labor a five-year strategy for the statewide workforce investment system.

Application Process

The state must submit a strategic five-year plan for WIA Title I activities.

Funding Amount

Fiscal year 2005: \$972,000,000; and Fiscal year 2006 est.: \$929,000,000.

Applicability

After school entities can use funds to support skill-building activities, including education and employment training, mentoring, leadership development, community service, and the coordination of the workforce investment system for youth.

Use of Funds

Activities and supports for children and youth: academic enrichment, job/life skills.

Activities and supports for parents and communities: job training.

Infrastructure: transportation.

For More Information

See <http://www.calwia.org/> or call the California Workforce Investment Board, 916-324-3425.

The following “Worth Looking Into” summaries are excerpts from *Making the Match: Finding Funding for After School Education and Safety Programs*, The Finance Project, August 2007.

No Child Left Behind: Title III—Language Instruction for Limited-English-Proficient Students

Agency

U.S. Department of Education funds are administered by the California Department of Education (CDE).

Funding Type

Formula/block grant

Description

The Language Instruction for Limited-English-Proficient (LEP) Students program helps school districts teach English to limited-English-proficient students (referred to as English learners in California) and helps these students meet the same challenging state standards required of all students. There are two types of subgrants that states can give to LEAs: formula subgrants for LEP students, which are based on the number of LEP students enrolled in schools served by the LEA; and set-aside subgrants to LEAs that have experienced a significant increase (at least 5%) in the number of immigrant children enrolled in public and nonpublic schools in their jurisdiction.

Criteria for Youth Served

English learners in Kindergarten through grade 12

Eligibility

School districts are eligible to receive funds.

Application Process

School districts should apply to the California Department of Education at: <http://www.cde.ca.gov/fg/fo/r12/lep06rfa.asp>.

Funding Amount

In 2003-04, the CDE allocated approximately \$119,282,691 to serve 1,554,172 LEP students enrolled in 839 school districts or county offices of education.

Applicability

After school entities in communities with significant English language learner (ELL) populations could use these funds to design programs appropriate to ELL populations and employ staff experienced in working with ELLs.

Use of Funds

Activities and supports for children and youth: academic enrichment, technology.

Infrastructure: planning/coordination, staff training

For More Information

See <http://www.cde.ca.gov/sp/el/t3/lep.asp> or call the California Department of Education, 916-323-5467.

No Child Left Behind: Title III— Immigrant Education Program Funds

Agency

U.S. Department of Education funds are administered by the California Department of Education (CDE)

Funding Type

Formula/block grant

Description

State education agencies are authorized to allot 15 percent of Title III funding for immigrant education programs. Funding targets eligible immigrant students and their families through the provision of supplementary programs and services that ensure these students meet the same challenging grade-level and graduation standards as mainstream students.

Criteria for Youth Served

Immigrant students in Kindergarten through grade 12

Eligibility

School districts are eligible to receive funds.

Application Process

School districts should apply to the CDE at: <http://www.cde.ca.gov/fg/fo/r12/lep06rfa.asp>.

Funding Amount

In 2004-05, the California Department of Education CDE awarded subgrants totaling approximately \$18,138,490 to 227 local educational agencies to serve 211,651 eligible immigrant pupils. In addition, 35 private schools participate in programs administered by local educational agencies.

Applicability

After school entities in communities with significant immigrant populations could use these funds to design programs appropriate to immigrant populations and employ staff experienced in working with immigrants.

Use of Funds

Activities and supports for children and youth: academic enrichment, technology.

Infrastructure: planning/coordination, staff training

For More Information

See <http://www.cde.ca.gov/sp/el/t3/immigrant.asp>. or call the CDE, 916-323-5467.

Information on California-Specific Funding Sources

Bay Area Partnership for Children and Youth:

www.bayareapartnership.org

(This site includes a list of private funding sources by county, a downloadable version of this guide, overviews of public funding sources, and tips for creating program fees.)

California Afterschool Network:

www.afterschoolnetwork.org/funding

CDE's list serve about funding opportunities:

www.cde.ca.gov/fg/fo/af

Compasspoint Nonprofit Services:

www.compasspoint.org/funders

Congresswoman Ellen Tauscher's Grants Services list serve:

www.house.gov/tauscher/services_grants.shtml

Council on Foundations, Community Foundation

Locator: www.cof.org/Locator/index.cfm?menuContainerID=34&crumb=2

Finding the Funding: Sustainability for your Program,

A Manual, Center for Collaborative Solutions,

Dr. Marianne Kugler, January 2005;

<http://www.ccscenter.org/images/library/File/afterschool/Finding%20the%20Funding-Sustainability%20Manual.pdf>

Food Research and Action Center's After School

Resources: http://www.frac.org/Out_of_School_Time/index.html

The Foundation Center has a listing of

California foundations:

<http://foundationcenter.org/findfunders/foundfinder/>

Getting the Grant: A Guide to Securing Additional Funds for After School Education and Safety Programs, The Finance Project, August 2007; http://www.financeproject.org/Publications/FINA_GrantwritingGuide.pdf

Making the Match: Finding Funding for After School Education and Safety Programs, The Finance Project, August 2007; <http://76.12.61.196/publications/MakingTheMatch.pdf>

Making the Most of Child Nutrition Funding: A Guide for After School Education and Safety Grantees, The Finance Project and the Food Research and Action Center; http://www.frac.org/CA_Guide/

Useful Funding Information Resources Not Specific to California

After School Alliance – www.afterschoolalliance.org

Afterschool.gov – www.afterschool.gov A one-stop website connecting the public, and particularly after school providers, to federal resources that support children and youth during out-of-school time. The website includes a searchable database of federal funding sources.

eSchool News School Funding Center – www.eschoolnews.com Information on up-to-the-minute grants programs, funding sources, and technology funding.

Finance Project – www.financeproject.org, including the following publications:

Financing and Sustaining Out-of-School Time Programs in Rural Communities, The Finance Project by Kate Sandel and Soumya Bhat, The Finance Project, January 2008; <http://www.financeproject.org/publications/OSTRuralYouth.pdf>

Financing Transportation Services for Out-of-School Time and Community School Programs, by Barbara Hanson Langford and Michele Gilbert, The Finance Project, November 2001; <http://www.financeproject.org/publications/Brief9.pdf>

Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives, Revised and Updated, by Heather Clapp Padgette, The Finance Project, January 2003; <http://76.12.61.196/publications/FundingGuide2003.pdf>

Replacing Initial Grants: Tips for Out-of-School Time Programs and Initiatives by Elisabeth Wright with Sharon Deich, The Finance Project, December 2002; <http://76.12.61.196/publications/fttips.pdf>

Snapshots of Sustainability: Profiles of Successful Strategies for Financing Out-of-School Time Programs, by Kate Sandel, The Finance Project, September 2007; <http://www.financeproject.org/Publications/SustainabilityProfilesOST.pdf>

Sustainability Planning Workbook, The Finance Project, July 2003; not available online – see www.financeproject.org for more details.

Sustainability Resource Guide, The Finance Project, May 2002; not available online – see www.financeproject.org for more details.

Title I Supplemental Educational Services and After-school Programs: Opportunities and Challenges, by Margaret Flynn, The Finance Project, August 2002; <http://76.12.61.196/publications/Brief10.htm>

U.S. Department of Justice Funding Opportunities for Afterschool, by Dionne Dobbins, The Finance Project, June 2005; <http://76.12.61.196/publications/FN-DOJ.pdf>

Using CDBG to Support Community-Based Youth Programs, by Roxana Torrico, The Finance Project, January 2008; <http://www.financeproject.org/publications/CDBGyouthprograms.pdf>

Using NCLB Funds to Support Extended Learning Time: Opportunities for Afterschool Programs, by Ayeola Fortune and Heather Clapp Padgette, The Finance Project, August 2005; <http://76.12.61.196/publications/usingnclbfunds.pdf>

Using TANF to Finance Out-of-School Time Initiatives, by Nanette Relave, The Finance Project, June 2007; <http://76.12.61.196/publications/TANFtoFinanceOST.pdf>

Using Title I to Finance Out-of-School Time and Community School Initiatives, by Sharon Deich, Victoria Wegener, and Elisabeth Wright, The Finance Project, December 2001; <http://76.12.61.196/publications/Brief10.htm>

Using the Workforce Investment Act to Support Out-of-School Time Initiatives, by Helene Stebbins, The Finance Project, September 2003; <http://76.12.61.196/publications/wia.pdf>

Foundation Center – www.foundationcenter.org. This organization also has an email newsletter that includes RFP announcements and other funding news. For more information, go to <http://foundationcenter.org/newsletters/>.

GrantsAlert – www.grantsalert.com. A website that helps nonprofits, especially those involved in education, secure the funds they need to continue their important work.

Grantwriting Tools for Non-Profit Organizations – www.npguides.org. A writing guide; proposal summary; sample cover letters, grant applications, and proposals; and much more from Non-Profit Guides.

The Grantsmanship Center – www.tgci.com. Grantsmanship training and low-cost publications to nonprofit organizations and government agencies.

Grants.gov – www.grants.gov. A website with a searchable database of federal government grants. The website also allows you to be notified when new funding becomes available.

National Youth Development Information Center – www.nydic.org.

U.S. Department of Education, “Grants & Contracts Overview”; www.ed.gov/fund/landing.jhtml?src=ln

U.S. Environmental Protection Agency. “Tips On Writing a Grant Proposal”; <http://www.epa.gov/ogd/recipient/tips.htm>

Appendix D. Information on Early Release Policies, Supplemental Instruction and Sample Policies

Excerpted from the Bay Area Partnership's *Tools to Start and Run After School Programs*, available at www.bayareapartnership.org

After school programs funded by ASES and 21st CCLC for elementary and middle school students are required to have a written early release policy. If an after school program is being run in conjunction with Supplemental Instruction funds (aka "hourly intervention"), the early release policy must identify the Supplemental Instruction program as an allowable condition for releasing a student early from, or allowing them to sign in late to, the after school program. See below for sample "early release policies.

Sample 1

A child may be released early from the after school program prior to the end of program time based on the following conditions:

- Attending intensive academic support services through Supplemental Instruction (commonly known as "hourly intervention" services). Specifically, a student may sign out of the ASES program to attend an hourly intervention program or sign in late if the intervention program starts at the same time as the ASES program. At the conclusion of the intervention program students would then sign back into the ASES program.
- Attending a parallel program (programs in the school or community centers such as soccer, basketball, etc.) as long as an agreement or partnership with the program exists thus making this parallel program the child's enrichment component.
- Family Emergencies (such as death in the family, catastrophic incidents, etc.).
- Medical appointments.
- Weather conditions especially if the child walks home.
- Child accidents that occur during program time (program staff should call parent or guardian).
- Other conditions especially on safety as prescribed by the school.

Whatever the case may be program staff should record the date and time of the early release departure of the child. Parent, guardian, or program staff should sign the child out and it is recommended that the child's signature or initial be recorded as well.

Sample 2

The after school program operates from 3 pm to 6 pm on every regular school day. Parents may pick their children up between 5:30 and 6 pm.

If students leave the after school program before 5:30 pm, parents need to complete the "Early Release Form." This form needs to be completed prior to the child leaving and not given the following day.

If a child will be leaving the program early for a regularly scheduled activity or event, the Early Release Form may be filled out for specific days instead of dates.

If the child is enrolled in intensive academic intervention through Supplemental Instruction (commonly known as "hourly intervention"), parents must complete an Early Release Form for the days of this service. Students in this situation will be signed into the After School Program at the start of the day, signed out to go to their hourly intervention session, and signed back into the After School Program at the end of the hourly intervention session. They may also sign in late to the After School Program if the intervention program starts at the same time as the After School Program.

Only those individuals whose names are listed on the emergency card will be allowed to fill out an "Early Release Form" and check the child out from the program.

There are many students who would LOVE to attend the program and limited space is available. It is a policy that "Early Releases" need to be kept to a minimum. If the After School Program staff feels that a child is leaving the program early too frequently, they will contact home to discuss ways to change the situation.

Appendix E. Overview of Title I Programs

Overview of the Various Funding Streams Under Title I

Title I is a subsection of the federal government's *No Child Left Behind Act*. *Title I* provides funding to those schools with the highest percentages of children from low-income families. Schools receiving *Title I* funds for the most part must use this money to aid pupils who are failing or at risk of failing to meet state standards.

There are several different funding streams under *Title I*, each with their own focus, goals and requirements. Below is a brief summary of some of the *Title I* funding streams:

Title I, Part A

■ **Title I, Part A, Basic Grants**

Title I, Part A, Basic Grant, is a federal categorical program contained in the Consolidated Application. Its purpose is to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools.

■ **Title I, Part A, School Improvement Funds**

This funding aims to help schools and school districts considered “in need of improvement” (also known as “program improvement (PI)” schools) to implement strategies, such as after school programs, that will increase their students’ academic achievement.

■ **Title I, Part A, Supplemental Educational Services**

Supplemental education services (SES) are academic tutoring services for eligible students and focused on English-language arts and mathematics. The SES providers are entities approved by the State Board of Education (SBE) to work with designated local educational agencies receiving *Title I Part A* funds.

Title I, Part B – Student Reading Skills Improvement Grants

■ **Title I, Part B, Reading First**

Purposes: To provide assistance to state educational agencies and local educational agencies in establishing reading programs for students in kindergarten through grade three that are based on scientifically based reading research, to ensure that every student can read at grade level or above not later than the end of grade three.

■ **Title I, Part B, Early Reading First**

Purposes: To support local efforts to enhance the early language, literacy, and prereading development of preschool age children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research. To provide preschool age children with cognitive learning opportunities in high-quality language and literature-rich environments.

■ **Title I, Part B, William F. Goodling Even Start Family Literacy Programs**

Purpose: To help break the cycle of poverty and illiteracy by improving the educational opportunities of the nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program, to be referred to as Even Start.

■ **Title I, Part B, Improving Literacy Through School Libraries**

Purposes: To improve literacy skills and academic achievement of students by providing students with increased access to up-to-date school library materials; a well-equipped, technologically advanced school library media center; and well-trained, professionally certified school library media specialists.

**Title I, Part C –
Education of Migratory Children**

Purpose: Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves.

**Title I, Part D –
Prevention and Intervention Programs
for Children and Youth who are
Neglected, Delinquent, or At-Risk**

Purpose: To improve educational services for children and youth in local and throughout state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children in the State are expected to meet.

**Title I, Part E –
National Assessment of Title I**

The Secretary shall conduct a national assessment of the programs assisted under this title and the impact of this title on States, local educational agencies, schools, and students.

**Title I, Part F –
Comprehensive School Reform**

Purpose: To provide financial incentives for schools to develop comprehensive school reforms, based upon scientifically based research and effective practices that include an emphasis on basic academics and parental involvement so that all children can meet challenging State academic content and academic achievement standards.

**Title I, Part G –
Advanced Placement Programs**

(may be cited as the Access to High Standards Act)
Purposes: To support State and local efforts to raise academic standards through Advanced Placement programs and thus further increase the number of students who participate and succeed in Advanced Placement Programs.

**Title I, Part H –
School Dropout Prevention**

(may be cited as the Dropout Prevention Act)

Purpose: To provide for school dropout prevention and reentry and to raise academic achievement levels by providing grants that 1) challenge all children to attain their highest academic potential, and 2) ensure that all students have substantial and ongoing opportunities to attain their highest academic potential through schoolwide programs proven to be effective in school dropout prevention and reentry.

Appendix F. Berkeley LEARNS Fee Structure

Berkeley LEARNS After School Programs 2007-2008

Full Program Fee is \$360.00 per month

Sliding Fee Income Table

Income categories are based on GROSS monthly income (before taxes) and family size.

FAMILY SIZE (for subsidized fees)					
Category	2	3	4	5	6+
Full Cost	Over \$2,725	Over \$3,225	Over \$3,725	Over \$4,225	Over \$4,725
Moderate	\$2,225-\$2,725	\$2,725-\$3,225	\$3,225-\$3,725	\$3,725-\$4,225	\$4,225-\$4,725
Reduced	\$1,724-\$2,225	\$2,224-\$2,724	\$2,724-\$3,224	\$3,224-\$3,724	\$3,724-\$4,224
Low	\$1,223-\$1,723	\$1,723-\$2,223	\$2,223-\$2,723	\$2,723-\$3,223	\$3,223-\$3,723
Partial Scholarship	Less than \$1,223	Less than \$1,723	Less than \$2,223	Less than \$2,723	Less than \$3,223
MONTHLY PROGRAM FEES FOR FULL-TIME ASLP PARTICIPATION (Monthly fees averaged over 10-month period)					
Category	Cost of First Child		Cost of Additional Child		
Full Cost	\$360.00		\$180.00		
Moderate	\$252.00		\$126.00		
Reduced	\$150.00		\$75.00		
Low	\$75.00		\$38.00		
Partial Scholarship	\$50.00		\$25.00		
MONTHLY PROGRAM FEES FOR PART-TIME ASLP PARTICIPATION (Monthly fees averaged over 10-month period)					
Category	3 days wk. 1st child	3 days wk. Additional child	2 days wk. 1st child	2 days wk. Additional child	
Full Cost	\$216.00	\$108.00	\$144.00	\$72.00	
Moderate	\$152.00	\$76.00	\$100.00	\$50.00	
Reduced	\$90.00	\$45.00	\$60.00	\$30.00	
Low	\$45.00	\$23.00	\$30.00	\$15.00	
Partial Scholarship	\$30.00	\$15.00	\$20.00	\$10.00	

Appendix G. Overview of the After School Education and Safety and 21st Century Community Learning Center Programs

After School Education and Safety Program (ASES)

ASES provides state funding for after school programs at elementary and middle schools across California. The funding is administered by the California Department of Education. Eligible applicants for ASES funds are Local Educational Authorities (LEAs), such as school districts, county offices of education and direct-funded charter schools, as well as cities or counties in partnership with schools. Other organizations, including non-profit organizations and others, can access ASES funding through subcontracts with eligible applicants. ASES is funded as a 3 year, renewable, direct grant at the rate of \$7.50 per child per day of projected attendance for a 180 day school year, with a grant cap for each site of 112,500 for elementary schools and \$150,000 for middle schools.

In 2002, voters passed Proposition 49, which increased funding for ASES programs from \$121 million to \$550 million. This new funding became available through a “Request for Proposals” (RFP) in the fall of 2006. It’s not clear if or when a new RFP will be released.

21st Century Community Learning Center Program (21st CCLC)

The 21st CCLC program is funded by the U.S. Department of Education and administered by the California Department of Education (CDE.) CDE usually issues two separate applications in the fall for five-year grants serving elementary/middle schools and high schools respectively. Funding for the 21st CCLC program is available each year that federal appropriations stay level or are increased.

Like ASES, 21st CCLC programs at the elementary and middle school level are funded as direct grants at the rate of \$7.50 per child per day of projected attendance for a 180 day school year, with a grant cap for each site of 112,500 for elementary schools and \$150,000 for middle schools. Other requirements for 21st CCLC elementary and middle school programs are also closely aligned with

the state’s ASES program. At the high school level, budgets are calculated on a \$10 per child per day rate and the grant cap per site is \$250,000.

The major differences between 21st CCLC and ASES funding are:

- 21st CCLC funding comes from the federal government, though it is administered by the state. ASES is state funding.
- 21st CCLC funding is a 5 year grant, while ASES is a 3 year grant that is renewable for programs that are in compliance with grant requirements.
- ASES funds only elementary and middle schools, while 21st CCLC also funds high schools.
- Non-profit organizations, faith-based organizations, and other private organizations may apply for 21st CCLC grants in addition to LEAs, cities, counties or consortia of two or more such organizations. All applicants must collaborate with public schools.
- 21st CCLC programs are required to assess the need for family literacy activities and address that need with appropriate activities.
- 21st CCLC grantees must comply with federal reporting requirements, in addition to CDE’s requirements.

For more information about ASES and 21st CCLC funding, please go to www.bayareapartnership.org and the California Department of Education website at <http://www.cde.ca.gov/ls/ba/as/> for ASES and <http://www.cde.ca.gov/ls/ba/cp/> for 21st CCLC.

Endnotes

1. The *No Child Left Behind (NCLB) Act* was enacted in January 2002 and is the most recent version of the *Elementary and Secondary Education Act (ESEA)*. *NCLB* covers a wide range of issues such as accountability for student achievement, school safety, and teacher qualifications. The federal government has increased the conditions it places on federal education funding — such as *Title I* — through the *NCLB Act*. In addition to *Title I*, other programs under *NCLB* include: 21st CCLC, Supplemental Educational Services, and many others.
2. California Department of Education, *After School Education and Safety Grants, Cohort 5 (2006-07): Request for Applications for Programs Proposing to Serve Elementary and Middle/Junior High School Students*, Appendix A-1, p. 27; available at <http://www.cde.ca.gov/fg/fo/r8/documents/asesuniv06rfa.doc>.
3. The federal *No Child Left Behind (NCLB) Act* requires that each state create their own goals for what a child should know and be able to demonstrate by each grade level in English-language arts and mathematics. These goals are called Adequate Yearly Progress (AYP). California set its AYP goals by considering the following four measures:
 - The percentage of students scoring at the “proficient” or “advanced” level on the California Standards Tests for English-language arts and mathematics;
 - The percentage of students participating in those tests;
 - The graduation rate for high schools;
 - California’s own accountability measurement of progress, the Academic Performance Index (API)
4. To exit out of Program Improvement status, a school or district must meet all its AYP targets as a whole and for all significant subgroups of students for two consecutive years. In 2007, 2,208 schools (which is more than 20% of all public schools) and 192 school districts (which is less than 20% of all districts) in California were in “Program Improvement” status. Source: Education Data Partnership (Ed-Data), “Adequate Yearly Progress under NCLB,” September 2007; available at <http://www.ed-data.k12.ca.us/articles/Article.asp?title=understanding+the+ayp>.
5. California Department of Education, *No Child Left Behind (NCLB), Title I, Part A: Program Improvement (PI) Instrument for Categorical Program Monitoring (CPM): An Ongoing Monitoring Process*, Revised 10/16/2006; available at <http://www.cde.ca.gov/ta/cr/cc/documents/nclbpi.doc>.
6. CDE, “Frequent Questions — Supplemental Instruction,” webpage available at: <http://www.cde.ca.gov/re/lr/pt/faqs.asp>.
7. See Footnote #1 for more information about the *NCLB Act*.
8. *Title I: Improving the Academic Achievement of the Disadvantaged of the NCLB Act* directs federal funding to students from low-income families to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. More than half of California’s approximately 9,000 schools receive *Title I* funds.
9. In general, the state assigns schools or districts “Program Improvement” status if they do not achieve their goals, referred to as Adequate Yearly Progress (AYP), in the same area (such as English, math, API, or graduation rate) for two consecutive years. Being in “Program Improvement” status means that the school or district must comply with specific action steps to attempt to improve the entity’s academic performance. To exit out of “Program Improvement” status, a school or district must meet all its AYP targets as a whole and for all significant subgroups of students for two consecutive years. In 2007, 2,208 schools (which is more than 20% of all public schools) and 192 school districts (which is less than 20% of all districts) in California are in “Program Improvement” status. Source: Education Data Partnership (Ed-Data), “Adequate Yearly Progress under NCLB,” September 2007; available at <http://www.ed-data.k12.ca.us/articles/Article.asp?title=understanding+the+ayp>.
10. School districts and direct-funded charter schools designated as in “Program Improvement” are not eligible to serve as approved SES providers beyond the end of the current school semester. However, schools in the district that have not been identified as in “Program Improvement” can apply to become SES providers. School districts in “Program Improvement” may continue to provide before or after school tutoring to students, but the funds used to support such tutoring may not be counted toward the required up-to-20-percent set-aside of *Title I* funds for SES and school choice.
11. These assessments must meet the validity and reliability standards describes in the *Standards for Educational and Psychological Testing* (1999). For more details, go to www.apa.org/science/standards.html. Those interested in applying to become an SES provider can contact CDE with specific questions about which assessments meet these standards and can contact school districts to ask what assessment the approved SES providers they have contracted with are using. Some examples of assessments used by approved SES providers include: California Achievement Tests, Sixth Edition” or “CAT/6,” (used by Girls, Inc. of Alameda County) and Harcourt Stanford Diagnostic Reading and Math Tests (SDRT/SDMT)
12. An IEP is a plan developed for a specific student that outlines what that student needs to learn in a specified period of time and what special services need to be provided based on the student’s ability. Special Education students have IEPs that sometimes require exemptions from tests or accommodations for testing. 504 plans are similar to IEPs. The term “504 Plans” refers to Section 504 of the *Rehabilitation Act of 1973*, a civil rights law to protect people with disabilities by eliminating barriers and allowing full participation in areas such as education and the workplace.
13. Sunderman, Gail, “Supplemental Educational Services under NCLB: Charting Implementation,” The Civil Rights Project, UCLA, October 2007; available at http://www.civilrightsproject.ucla.edu/research/esea/SES_Policy_Brief.pdf.
14. To view the current list of approved SES providers, go to <http://www.cde.ca.gov/ta/ac/ti/supplemental.asp>.
15. Schools and school districts must inform parents of all of their options for SES providers even if the school or school district itself is an approved SES provider and even if students eligible for SES are already participating in the school’s or district’s own before or after school tutoring programs.
16. California Department of Education, *After School Education and Safety Grants, Cohort 5 (2006-07): Request for Applications for Programs Proposing to Serve Elementary and Middle/Junior High School Students*; available at <http://www.cde.ca.gov/fg/fo/r8/documents/asesuniv06rfa.doc>.
17. See endnote #16.
18. Local Child Care Planning Councils (LPCs) are mandated by state legislation and aim to plan for child care and development services based on the needs of families in the local community. LPCs are intended to serve as a forum to address the child care needs of all families in the community for all types of child care, both subsidized and non-subsidized. There are currently LPCs representing each county in California.



BAY AREA PARTNERSHIP
FOR CHILDREN AND YOUTH

Bay Area Partnership for Children and Youth
1212 Broadway, 5th Floor
Oakland, CA 94612
(510) 645-4207 x104
www.bayareapartnership.org