

# A Fiscal Map for Expanded Learning Time (ELT)

Budgetary times are tough, but the need to help struggling schools deliver on the promise of public education can't wait. Expanding the time and ways students learn by expanding the school day is a promising approach to preparing them to thrive in a world of constant change.

To expand the learning day and achieve educational equity within our nation's educational system, schools and their community partners need adequate and accessible resources. They also need to know where to find them.

TASC developed this fiscal map, analysis and set of policy recommendations in an effort to 1) show how many sources of funding schools and community partners can bring to expanded learning approaches—29 at the federal level alone—and, 2) highlight for policymakers who control one or more of these funding streams just how complex this picture is. We encourage leaders to consider how to better align ever-shrinking resources to enable school/community expanded learning efforts to be scaled and sustained.

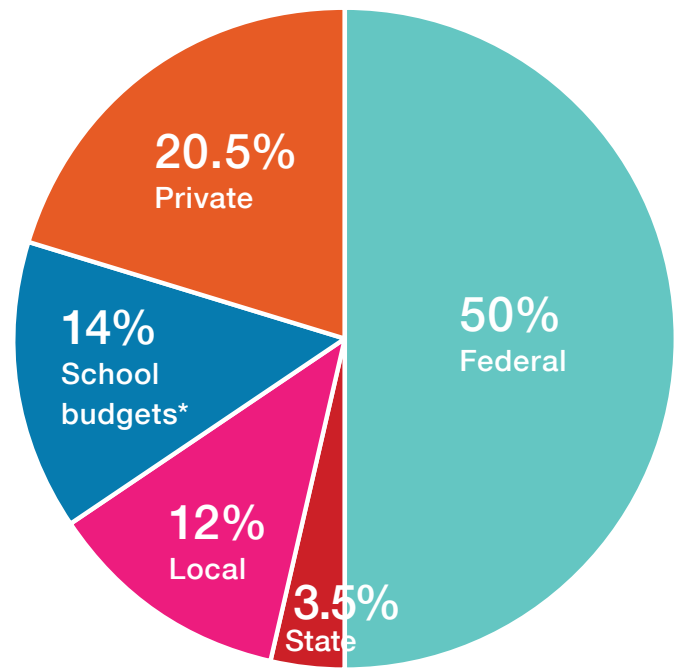
## Overview of Current Funding Sources for ELT Schools

There are numerous public funding sources that support ELT initiatives at the local, state and federal levels. This fiscal map highlights New York City. Sources include education, youth development, child care and workforce development funding streams. These resources may be allocated as block grants, competitive grants or entitlement programs. Funds flow to schools, community-based organizations and/or intermediary organizations. In addition, foundations and others invest private dollars in ELT. These can serve as an important catalyst to demonstrate impact.

This landscape creates both a diverse pool of funding sources and a complicated set of conditions for those who must develop ELT budgets. In the 2010-11 academic year (FY11), 10 TASC pilot ELT schools and community partners used a wide range of funding sources from various agencies, as evidenced in Figures I and II.<sup>1</sup>

<sup>1</sup> As an intermediary, TASC helps schools and community partners identify and secure public and private funds. In some cases funds flow through TASC, and in others funds flow directly to schools or community organizations.

Figure I. Overview of Funding for TASC ELT Pilot, FY 11



\* Inclusive of federal, state and local funds that go to schools to support the regular school day.

## Types of Public Funding Sources

Just as many varieties of public funding sources can support ELT, distribution processes vary. Some funds flow from the federal government to the state, some from the state to localities, and others may be direct funding from any level of government, often to school districts and intermediaries and then to individual schools and CBOs. Types of public funding include:

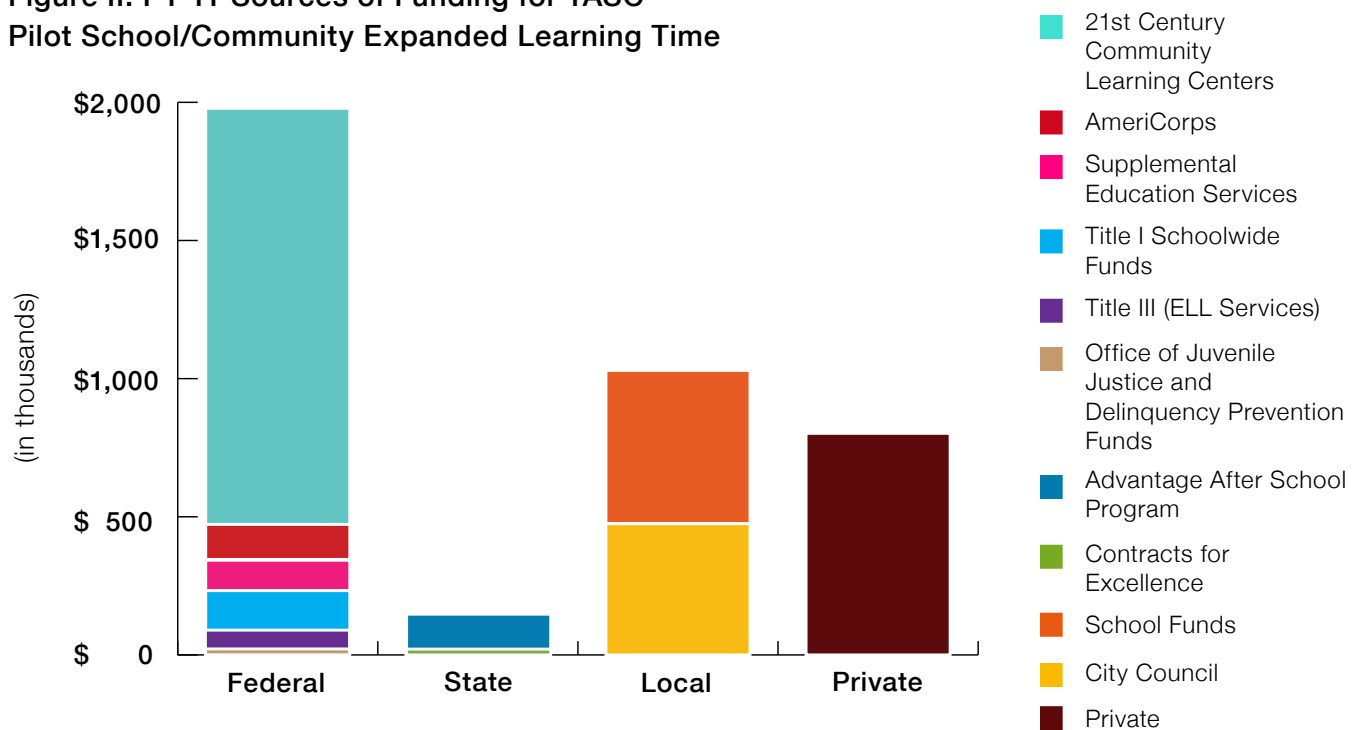
- *Formula or Block grants* which give states or localities a fixed amount of funding determined by a formula based on need and demographic data. Funding from block grants is then disbursed by the state or locality based on eligibility criteria or a competitive application process, or used to provide direct services by an agency. An example of a block grant is the U.S. Department of Housing and Urban Development's Community Development Block Grant.
- *Competitive awards* are given by public agencies after organizations submit proposals that are reviewed against key criteria and a scoring rubric. Many contracts awarded to schools and community organizations require them to provide services that meet performance targets. An example of a competitive award is the New York State Advantage After School

Program, for which organizations are contracted to provide youth development services to a targeted group of students.

- *Entitlement programs* provide funding or in-kind goods and services to all applicants that meet specified eligibility requirements. An example of an entitlement program is the U.S. Department of Agriculture's Child and Adult Food Program, which covers the costs of meals and snacks in qualifying schools and after-school programs.
- *Discretionary awards* are provided by federal, state and local elected officials for specific projects. As of the 2011-12 school year, there is a moratorium on federal and New York State discretionary awards.

**Appendix A** lists the public entities that issue funds that may be used to support ELT implemented through school/community partnership. **Appendix B** provides additional details on the federal, New York State and New York City resources available to support education, youth development, workforce development and child care services provided in ELT schools. Currently, school leaders and their community partners decide how to braid these myriad funds together to create a seamless, community-responsive educational experience for students.

**Figure II. FY 11 Sources of Funding for TASC Pilot School/Community Expanded Learning Time**



## What Are ExpandedED Schools?

There's a movement across the country to expand the school day and year and close the opportunity gap, commonly referred to as expanded learning time or ELT. ExpandedED Schools is TASC's approach to ELT. We re-invent urban public K-8 schools by bringing together members of the school and community at a sustainable investment. By partnering with community-based organizations, ExpandedED Schools provide significantly more learning time; support students academically, emotionally and physically; and offer them the chance to think, create and experience in new ways.

TASC ExpandedED Schools make good use of a blend of multiple school and youth development funding streams to stretch the benefits and magnify the effects of each. ExpandedED Schools provide students with approximately 35 percent more learning time than the traditional American school day at 10 percent of the cost. These schools build from a broad evidence base of successful charter schools and effective after-school programs to offer an active, balanced learning day that gives struggling students academic support and helps high achievers go farther.

Starting in 2008, TASC supported a three-year pilot of this ELT model that grew to include 17 New York City public elementary and middle schools. Lessons learned from this pilot informed the design of our current multi-year national demonstration project of 11 ExpandedED Schools. We believe the core elements of ExpandedED Schools should be woven into all ELT efforts (adjusted for local needs and budgets).

TASC is also testing elements of a high school ELT model. The proposed framework is being developed from our experience with K-8 schools and successful initiatives to increase learning for high school students. High School ELT adds a significant number of hours of learning time to the traditional school year, enabling schools to offer students rigorous and relevant content and experiences, including core academics and opportunities for credit acquisition, skill-building activities, college readiness supports, work experiences and other hands-on learning opportunities.

## Core Elements Common to ExpandedED Schools

### ► More Learning Time for a Balanced Curriculum

ExpandedED Schools and their community partners re-engineer the school day to deliver at least 1,600 hours of learning time per year, an increase of more than 35 percent compared to the average American school.

### ► School/Community Partnership and Blended Staffing

In the TASC approach, school staff and a lead community-based organization operate from a common set of goals and share accountability for student outcomes under the leadership of the principal. School and community staff participate in a minimum of 16 hours of joint professional development each year. Community educators participate in school faculty meetings. Parents and other community members are also regularly engaged.

### ► Engaging and Personalized Instruction

In ExpandedED Schools students benefit from individualized instruction in small groups facilitated by teachers and community educators. They use structured and sequenced curricula and innovative pedagogical techniques to offer project-based, inquiry-based and technology-enabled learning.

### ► A Sustainable Cost Model

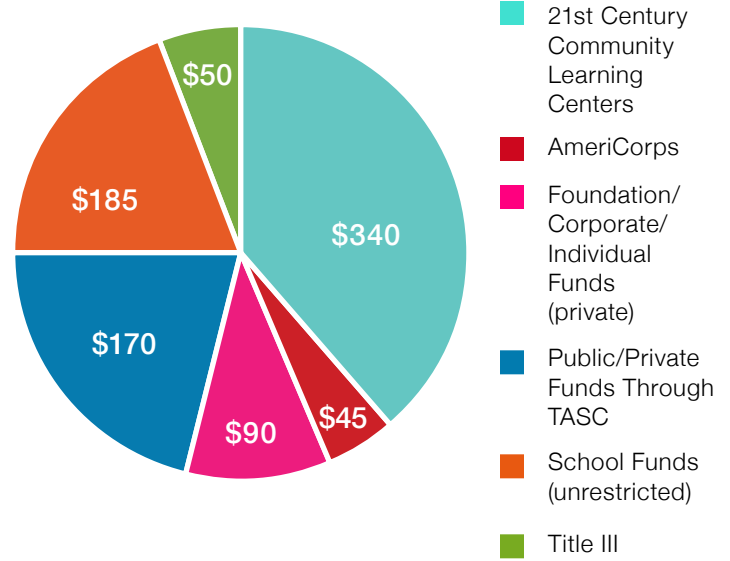
ExpandedED Schools adhere to a scalable cost model of \$1,600 per elementary and middle school student in New York City. This cost model includes staff time, professional development, field trips and supplies. Additional resources are in-kind and include facilities, security, student transportation, student snack or supper, principal time and some teacher time, such as New York City's union contract-mandated 150 minutes per week of additional instructional time.

## Promising Practices in Braiding and Blending Funding Streams

Each school in TASC’s ELT pilot relied on multiple funding sources to expand the learning day. This example provides a look at how a school could braid several funding sources together to cover ELT expenses.

A school that serves 550 students at an incremental cost of \$1,600 per student for ELT requires an \$880,000 investment. Figure III and the chart below provide a sample budget.

**Figure III. TASC ExpandedED School: Sample Budget (in thousands)**



FUNDING SOURCE	AMOUNT	EXPENSES COVERED
21st Century Community Learning Centers Grant (CCLC)	\$340,000	<ul style="list-style-type: none"> <li>▶ Director salary</li> <li>▶ Wages of part-time community educators who support teachers in the classroom and lead activities in the expanded hours</li> <li>▶ Afternoon field trips</li> <li>▶ Supplies for activities in expanded hours</li> </ul>
AmeriCorps	\$45,000	<ul style="list-style-type: none"> <li>▶ Stipends to community educators who lead service learning</li> </ul>
Foundation/Corporate/Individual Funds (private)	\$90,000	<ul style="list-style-type: none"> <li>▶ Wages of part-time community educators</li> <li>▶ Supplies for enrichments</li> <li>▶ Wages of teaching artists</li> </ul>
School Funds (unrestricted)	\$185,000	<ul style="list-style-type: none"> <li>▶ Wages of certified teachers and ELT Instructional Leader</li> </ul>
Public/Private Funds through TASC	\$170,000	<ul style="list-style-type: none"> <li>▶ Training and supplies for enrichment activities</li> <li>▶ Professional development</li> <li>▶ Administrative costs</li> </ul>
Title III	\$50,000	<ul style="list-style-type: none"> <li>▶ Expanded English immersion activities for English language learners</li> </ul>
<b>Total ELT Budget</b>	<b>\$880,000</b>	
<b>Total Cost Per Student</b>	<b>\$1,600</b>	

## ELT Funding Challenges

Several barriers stand in the way of seamless, simple or ongoing use of multiple funding sources to support ELT.

- ▶ **Short-Term Funding:** ELT is funded, in part, by a patchwork of time-limited grants and contracts (lasting one to five years). This is not conducive to long-term school re-invention.
- ▶ **Constantly Changing Funding Cycles:** Public funding streams operate on different calendars and sometimes leave gaps between funding cycles. Schools and community organizations do not always have access to information about when funding rounds will begin and end; in fact, due to budgetary and political uncertainties, many government agencies are unable to confirm when they will administer funds to schools and their partners.
- ▶ **Administrative Burdens:** Schools and community partners that draw from multiple funding sources shoulder heavy administrative burdens. Each agency that awards funds has a distinct set of complex budgeting and reporting requirements. This often requires staff to dedicate significant time to managing and reporting on grants, which pulls resources from direct services to children. Small organizations and schools often lack the technical expertise to manage these reporting requirements. Further, many funding sources do not adequately finance the overhead necessary to deliver the services while maintaining quality and compliance with regulations.
- ▶ **Shifting Priorities for Core Funding:** Political debate about the purpose of some funds creates uncertainty that makes sustainability planning difficult. One area of core funding for TASC's Expanded Schools is 21st Century Community Learning Center (21st CCLC) funds. Although TASC's vision for ELT relies on school/community partnerships akin to 21st CCLC and shares outcome goals with the program—improve student achievement; improve

student behavior and emotional well-being; support families and communities—uncertainty about priorities in federal reauthorization of the program creates a challenge to long-term strategic planning for schools and community organizations alike.

- ▶ **Real or Perceived Regulatory Restrictions:** Many funding sources have regulatory requirements that preclude school principals and community organization leaders from blending those funds with other sources, or that lead to confusion regarding allowable uses. For example, a community organization providing Supplementary Education Services (SES) in a school can only use SES funds to fund an activity if every child in that classroom has enrolled in SES and chosen that community organization to provide SES. This creates a scheduling burden and forces schools to staff separate groups in order to use these funds.

## Recommendations for Scaling and Sustaining ELT Schools

Based on an analysis of the fiscal landscape and our experience in guiding school/community partners to braid and blend funding streams, TASC recommends the following to policymakers.

- ▶ **Write ELT into Regulatory Language:** School/community ELT models must be included in regulations, legislation and agency guidance to ensure approaches are developed and tested. For example, at the federal level, legislative and regulatory language must ensure that 21st CCLC funds continue to support ELT initiatives that add significantly more time, are implemented through school/community partnerships and are designed to meet 21st CCLC goals.
- ▶ **Ease Schools' Administrative Burdens:** Public agencies should work collaboratively to streamline request-for-proposal processes, data requests and reporting systems to ease the administrative burden faced by schools and their community partners. In doing so, these agencies can better align program requirements, eligible applicants, timelines and outcomes while maximizing the number of students served. In New

York City, Mayor Bloomberg began this type of work with the Accelerator program, which was launched in 2009 to update the City's procurement system. At the state level, a group of public agencies responsible for funding after-school programs and other stakeholders identified opportunities for aligning funding practices and requirements. This work should continue with a plan for implementing policies that make public funding easier for schools to navigate.

- ▶ **Support ELT Publicly:** Policymakers at the federal, state and local level should voice support for expanding learning time as a strategy for student growth. They should proactively offer information on how multiple funding streams can be used to support ELT and encourage innovative adaptation of funding.
- ▶ **Support Intermediaries:** Regardless of how much progress we make in aligning funding streams, braiding funds will always require a special expertise that intermediary organizations possess to support schools and community organizations whose primary business is not to fundraise or handle administrative tasks. Intermediaries have expertise in funding stream specifics, regulatory frameworks and sharing best practices to achieve better results with students. Supporting this work at the intermediary level enables school-based staff to focus on quality and implementation. This is more efficient than having each school and community organization develop expertise in every type of funding on their own.
- ▶ **Dedicate Funds to Schools and Community Partners to Re-Invent the School Day:** This is a long-term goal. Policymakers at the federal and local levels should, under an improved funding climate, create dedicated funding for ELT initiatives that bring school and community resources together through partnerships. This should be implemented as formula funding: e.g., an increase in a school's per pupil allocation if the school commits to significantly expand learning time.

## About TASC

TASC's mission is to give all kids expanded learning opportunities that support, educate and inspire them. Since our founding in 1998 we have helped 375,000 kids, supported more than 450 New York City public schools, partnered with more than 300 community and cultural organizations and colleges and trained 16,000 community members to work in schools. For more information, please contact Lucy N. Friedman, President of The After-School Corporation, at [lfriedman@tascorp.org](mailto:lfriedman@tascorp.org) or (646) 943-8700, or Saskia Traill, Vice President of Policy and Research, at [straill@tascorp.org](mailto:straill@tascorp.org) or (646) 943-8757.

## Acknowledgements

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## Appendix A: Public Agencies With Funding for Expanded Learning Time

FEDERAL	NEW YORK STATE	NEW YORK CITY
Corporation for National and Community Service	Office of Children and Family Services	City Council
Department of Agriculture	State Education Department	Department of Education
Department of Education		Department of Youth and Community Development
Department of Health and Human Resources		
Department of Housing and Urban Development		
Department of Justice		
National Endowment for the Arts		
National Science Foundation		

## Appendix B: Public Funding Sources for Expanded Learning Time – Federal and New York State and City

Program Name	Administering Agency	FY 11 Allocation			Target Populations	Distribution Process
		Federal	NYS	NYC		
<p><b>Advanced Placement Incentive Program Grant</b> Supports activities to increase the participation of low-income students in both pre-AP and AP courses and tests.</p>	US Department of Education	\$45.8 million	—	—	Secondary school students	Competitive grants to SEAs, LEAs, or national nonprofit educational entities with expertise in providing AP services
<p><b>Advantage After School Programs (AASP)</b> Provides quality youth development opportunities to school-age children and youth after school. AASP offer a broad range of educational, recreational and culturally age-appropriate activities that integrate what happens in the school day.</p>	NY State Office of Children and Family Services	—	\$22.6 million	—	Full-day pre-kindergarten through grade 12	Competitive grants to schools and non-profit organizations
<p><b>AmeriCorps</b> AmeriCorps offers opportunities for adults of all ages and backgrounds to serve through a network of partnerships with local and national nonprofit groups.</p>	Corporation for National and Community Service	\$372 million	\$40 million	—	Adults (age 17 and older for State & National; 18 and older for other programs) who want to serve local communities	Competitive grants to non-profit organizations, schools, and local/state/federal government (depending on AmeriCorps program)
<p><b>Art Works</b> Supports projects that help children and youth acquire knowledge, skills, and understanding of the arts through hands-on learning and engagement in school-based and community-based settings.</p>	National Endowment for the Arts	\$8.4 million	—	—	All students	Competitive grants to nonprofit organizations with 501(c)(3) status, including arts and cultural organizations, school districts, youth service and other community groups
<p><b>Attendance Improvement and Dropout Prevention (A/DP)</b> Provides grants to improve school attendance and provide dropout prevention services.</p>	NY State Education Department	—	—	\$14.5 million (FY06)	K-12 students	Set-aside based on attendance ratio to LEAs



<p><b>Beacon Program</b> Beacons are school-based community centers serving children, youth, and adults. They provide activities that establish opportunities for empowerment and skill building, development of character and positive social norms, and the integration of family, school and community support.</p>	NYC Department of Youth and Community Development	—	—	\$57 million	New York City students age 6 and up and adults	Competitive grants to non-profit organizations and schools
<p><b>Carl D. Perkins Vocational and Technical Program: Title I (Basic State Grants)</b> Provides grants to further State and community efforts to improve vocational education programs and adult education and literacy systems.</p>	NY State Department of Education	\$1.16 billion	\$62 million	—	Secondary and postsecondary students	Formula grants to secondary schools and postsecondary institutions
<p><b>Carl D. Perkins Vocational and Technical Program: Title II (Tech Prep Education)</b> Supports tech prep programs that combine a minimum of two years of secondary education with a minimum of two years of postsecondary education to provide a program of study that integrates academic, career and technical education. (States can opt to transfer Title II funds to Title I funds and to use those consolidated funds for purposes described under Title I).</p>	NY State Department of Education	\$104 million	\$5.2 million	—	Secondary and postsecondary students	Formula grants to local consortia comprised of LEAs and postsecondary institutions
<p><b>Carol M. White Physical Education Program</b> Funds go toward initiating, expanding, and improving physical education programs in order to make progress toward meeting state standards.</p>	US Department of Education	\$39 million	—	—	K-12	Competitive grants to LEAs and CBOs

<p><b>Child and Adult Care Food Program (CACFP)</b> Nutrition education and meal reimbursement program that helps providers serve nutritious and safely prepared meals and snacks to children and adults in day care settings.</p>	US Department of Agriculture	\$2.6 billion	\$174 million	—	Children and youth ages 18 and younger in eligible programs	Entitlement program
<p><b>Child Care Subsidy</b> Covers the cost of child care for low income families who qualify by meeting financial and social eligibility criteria. Families on Temporary Assistance need ing child care in order to meet work participation requirements are guaranteed subsidies.</p>	NY State Office of Children and Family Services	\$5 billion	\$900 million	—	Children under age 13 from low income families in need of child care	Subsidy-based entitlement
<p><b>Community Development Block Grant-Entitlement Community Grants</b> Provides funds to develop viable urban communities by providing decent housing and a suitable living environment, and by expanding economic opportunities.</p>	US Department of Housing and Urban Development	\$3.9 billion	—	\$195 million	Low- and moderate-income persons	Formula grants to entitled cities and counties
<p><b>Community Service Block Grant</b> Provides funds to alleviate the causes and conditions of poverty, including services and activities addressing employment, education, better use of available income, housing, nutrition, emergency services and/or health.</p>	US Department of Health and Human Services	\$700 million	\$60.4 million	—	Low-income individuals that may be unemployed or receiving public assistance	Block grant to states
<p><b>Contract for Excellence</b> Provides additional accountability for increased State Aid for low performing school districts. C4E is a comprehensive approach to targeting fiscal resources to specific allowable programs proven to raise the achievement of the students with the greatest educational need.</p>	NY State Education Department	—	\$682 million (FY11)	\$330 million (FY11)	K-12 students with the greatest educational needs	Formula grants to schools

<p><b>Elementary and Secondary Schools Counseling Program</b> Provides grants to school districts to establish or expand the range, availability, quality and quantity of counseling for students in elementary and secondary schools.</p>	US Department of Education	\$55 million	—	—	K-12 students	Competitive grants to LEAs
<p><b>Extended School Day/School Violence Prevention</b> Supports collaborative projects that address the problem of school violence through extended school day programs and/or other school violence prevention strategies/resources.</p>	NY State Education Department	—	\$24.3 million	\$13.1 million	K-12 students	Competitive grants with annual continuations to LEAs and non-profit organizations working with LEAs
<p><b>Federal TRIO Program</b> Provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education.</p>	US Department of Education	\$910 million	—	—	Middle and secondary school students from disadvantaged backgrounds, first-generation college students, and individuals with disabilities	Competitive grants to institutions of higher education, public and private agencies and organizations with experience in serving disadvantaged youth and secondary schools (grant recipient depends on TRIO program)
<p><b>GEAR UP</b> Provides grants to increase the number of low-income students who are prepared to enter and succeed in postsecondary education through services at high-poverty middle and high schools.</p>	US Department of Education	\$323 million	—	—	Entire cohort of low-income students beginning no later than the 7th grade and follow the cohort through high school	Competitive grants to LEAs, SEAs and institutions of higher education; and non-profits working in partnership with LEAs

<p><b>High School Graduation Initiative</b> Supports the implementation of effective, sustainable, and coordinated dropout prevention and re-entry programs in high schools with annual dropout rates that exceed their state average annual dropout rate.</p>	US Department of Education	\$50 million	—	—	Middle and high school students in schools with high dropout rates	Competitive grants to LEAs and SEAs
<p><b>Investing in Innovation (i3)</b> Expands the implementation of, and investment in, innovative practices that are demonstrated to have an impact on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.</p>	US Department of Education	\$150 million (proposed FY11)	—	—	K-12 students	Competitive grants LEAs and non-profit organizations working with LEAs or a consortia of schools
<p><b>Learn and Serve America</b> Supports and encourages service-learning and enables students — from Kindergarten through College — to make meaningful contributions to their community while building their academic and civic skills.</p>	Corporation for National and Community Service	\$39 million	\$3.4 million	—	K-12 students and students attending institutions of higher education	Competitive grants to LEAs in partnership with non-profit organizations; institutions of higher education
<p><b>Neighborhood Development Area Programs</b> Designed to help youth become healthy, responsible, and caring adults; programs provide young people with academic, college and career readiness, leadership, and conflict resolution opportunities.</p>	NYC Department of Youth and Community Development	—	—	—	Middle and High School students	
<p><b>Out-of-School Time (OST) Programs for Youth</b> Supports programs that provide a blend of academic, recreational and cultural activities for young people after school, during holidays and in the summer.</p>	NYC Department of Youth and Community Development	—	—	\$107 million	K-12 students with priority to high need neighborhoods	Competitive grants to schools, non-profit organizations

<p><b>Promise Neighborhoods</b> Provide funds to design comprehensive approaches for addressing the education and developmental needs of children in distressed, high-poverty communities, from cradle to career.</p>	US Department of Education	\$10 million	—	—	K-12 students in low-income communities	Competitive grants to non-profit organizations, postsecondary institutions
<p><b>Race to the Top</b> Supports States that are leading the way with ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform.</p>	US Department of Education	\$700 million (proposed FY11)	—	—	K-12 students	Competitive grants to SEAs
<p><b>School Dropout Prevention Program</b> Supports programs that provide assistance to help schools implement effective school dropout prevention and re-entry programs.</p>	US Department of Education	\$50 million	—	—	High schools with high dropout rates and their middle school feeder schools	Competitive grants to SEAs and LEAs serving communities with dropout rates above the state's average
<p><b>School Improvement Grants</b> Aims to improve student achievement in Title I schools identified for improvement, corrective action, or restructuring so as to enable those schools to make adequate yearly progress (AYP) and exit improvement status.</p>	US Department of Education	\$545 million + est. \$825 million (FY09)	\$308 million (new and carry-over)	\$19.8 million	K-12 students in lowest performing Title I schools	Formula grants to SEAs
<p><b>Smaller Learning Communities</b> Supports the implementation of SLCs and activities to improve student academic achievement in large public high schools with enrollments of 1,000 or more students.</p>	US Department of Education	\$52.2 million	—	\$4.5 million	Secondary students in large public high schools	Competitive grants to LEAs

<p><b>Social Innovation Fund</b> Intends to improve the lives of people in low-income communities by mobilizing public and private resources to grow promising, innovative community-based solutions that have evidence of compelling impact in three areas of priority need: economic opportunity, healthy futures and youth development.</p>	Corporation for National and Community Service	\$49.3 million	—	—	K-12 students in low-income communities	Competitive grants to local and national intermediary organizations
<p><b>Special Delinquency Prevention Program</b> Supports services aimed at keeping youth from becoming involved in the juvenile justice system or being chronically dependent on the human service system.</p>	NY State Office of Children and Family Services through County Youth Bureaus	—	\$7 million	—	High risk children and youth ages 0-20	Per-capita formula to non-profit organizations
<p><b>Special Education Grants to States</b> Provides funding to assist states in meeting the costs of providing special education and related services to children with disabilities.</p>	US Department of Education	\$11.5 billion	\$754 million	\$215 million	Youth ages 3-21 with disabilities	Formula grants to SEAs
<p><b>Striving Readers Comprehensive Literacy (SRCL)</b> Advance literacy skills, including pre-literacy skills, reading, and writing, for students from birth through grade 12, including limited English-proficient students, high-need youth, and students with disabilities.</p>	US Department of Education	\$200 million	\$643 thousand (formula) TBA (competitive)	—	K-12 students	Formula and competitive grants to SEAs
<p><b>Summer Youth Employment Program (SYEP)</b> Provides New York City youth with summer employment and educational opportunities at public, private and non-profit worksites.</p>	NYC Department of Youth and Community Development	—	—	\$51.5 million	Youth ages of 14 to 24	Lottery for students ages 14-24

<p><b>Title I, Part A: Grants to School Districts</b> Ensures that disadvantaged students have a fair, equal, and significant opportunity to obtain a high-quality education and meet high standards.</p> <ul style="list-style-type: none"> <li>• Includes Academic Intervention Services (AIS) that can include extended school day, before, and after-school sessions and summer school.</li> <li>• Includes Supplemental Educational Services (SES) that provide academic tutoring in reading, English language arts, and mathematics, free of charge to eligible students in eligible schools.</li> </ul>	US Department of Education	\$12.5 billion	\$1.2 billion	\$111 million	Disadvantaged K-12 students	Formula grants to SEAs
<p><b>Title III: Language Instruction for Limited English Proficient and Immigrant Students</b> Provides funding to help limited English proficient (LEP) students attain English proficiency while meeting State academic achievement standards.</p>	US Department of Education	\$750 million	\$54.7 million	\$35 million	Limited English Proficient and Immigrant K-12 students	Formula grants to SEAs
<p><b>Title IV, Part B: 21st Century Community Learning Centers</b> Supports school and community-based programs that provide academic enrichment opportunities during non-school hours.</p>	US Department of Education	\$1.166 billion	\$99 million	—	K-12 students with a priority to low-income and low-performing schools	Competitive grants to schools and CBOs
<p><b>Title V, Part D, Subpart 3: Character Education</b> Grants to eligible entities for the design and implementation of character education programs that are able to be integrated into classroom instruction and to be consistent with State academic content standards; and are able to be carried out in conjunction with other educational reform efforts.</p>	US Department of Education	No awards in FY10	—	—	All students	Competitive grants to partnerships among the SEAs and LEAs with non-profit organizations, a consortium of LEAs, or an LEA and a non-profit organization

<p><b>Title X: McKinney-Vento Education for Homeless Children and Youth Program</b> Ensures that homeless children, including preschoolers and youth, have equal access to free and appropriate public education and supports LEAs in gathering comprehensive information about the impediments these students must overcome to regularly attend school.</p>	US Department of Education	\$65 million	\$3.7 million	\$500 thousand	K-12 homeless youth	Formula grants to SEAs
<p><b>Weed and Seed</b> Provides a multi-agency strategy to link federal, state, and local law enforcement efforts with social services, private sector, and community efforts to “weed out” violent crime and “seed” positive outcomes through social and economic revitalization.</p>	US Department of Justice	\$19.6 million	—	—	All students	Competitive grants to local, county and state agencies
<p><b>WIA In-School Youth Program</b> Provides services to help promote success for youth as they transition out of high school and become productive members of their communities. Programs encourage youth leadership and development through work readiness and career-development workshops; summer employment and internships; college preparation and college tours; and individual and group counseling</p>	NYC Department of Youth and Community Development	—	—	\$18 million	Low-income high school juniors and seniors	Competitive grants to non-profit organizations
<p><b>Youth Development/Delinquency Prevention</b> Supports services that provide opportunities for positive youth development and help youth attain the developmental assets needed to grow up to be competent, caring and healthy adults.</p>	NY State Office of Children and Family Services through County Youth Bureaus	—	\$21.2 million	—	Children and youth ages 0-20	Per-capita formula to non-profit organizations

\*Programs may also receive discretionary awards at the federal, state and local level.

The data contained in this fiscal map was derived from a variety of sources, and methods employed included review of agency websites and budget documents, as well as data collected from key informants.

<sup>i</sup> U.S. Department of Education. (2011). 21st century community learning centers. Retrieved on 7/5/2011 from <http://www2.ed.gov/programs/21stcclc/index.html>.

<sup>ii</sup> NYC Office of the Deputy Mayor for Health & Human Services. (2009). HHS accelerator. Retrieved on 9/21/11 from [http://www.nyc.gov/html/nonprofit/downloads/pdf/hhs\\_accelerator.pdf](http://www.nyc.gov/html/nonprofit/downloads/pdf/hhs_accelerator.pdf).

<sup>iii</sup> New York State Afterschool Network. (n.d.). Supporting student success. Retrieved on 7/19/11 from <http://nysan.org/section/policy/s3>.



# Appendix C: Public Funding Sources for Expanded Learning Time in Baltimore and New Orleans\*

\*in addition to federal programs listed in Appendix B

Program Name	Administering Agency	FY 11 Allocation				Target Populations	Distribution Process
		City	Federal	State	Local		
<p><b>Baltimore Out-of-School Time</b> With State and City funds, supports community-based organizations and public agencies to provide high quality activities that provide safe places, encourage academic success, develop youth leadership, and nurture talents and interests.</p>	The Family League of Baltimore City	Baltimore	—	\$850 thousand	\$4.53 million (in addition to state funds)	K-8 grade students	Competitive grants to community-based organizations
<p><b>Maryland Race to the Top Early Learning Challenge Grant</b> Funds for creation of a seamless birth to Grade 12 reform agenda to ensure that all young children and their families are supported in the state's efforts to overcome school readiness gaps. Plans include professional development and family supports in elementary schools.</p>	Maryland Department of Education	Baltimore	—	\$50 million	—	Children and youth birth through 2 <sup>nd</sup> grade and their families	Funds distributed through projects and initiatives; not available through competitive process
<p><b>Community Development Block Grant-Recovery, Public Service (CDBG-R)</b> These stimulus funds are used to provide social services, such as literacy education, child care, youth enhancement, senior service, and housing counseling to persons who are low/moderate income.</p>	New Orleans Office of Community Development	New Orleans	—	—	Not publicly available	All children and youth	Not publicly available
<p><b>New Orleans Recreation Development Foundation</b> Foundation facilitates investment in the Orleans Parish recreation system to support, promote, stimulate public interest in, and raise and distribute funds to benefit the construction, creation, preservation, and maintenance of public parks and playgrounds, recreational facilities, and recreational and other leisure programs and activities.</p>	New Orleans Recreation Development Commission (convener)	New Orleans	—	—	Not publicly available	All children and youth in Orleans Parish	Not publicly available