

**FUNDING MAP for AFTER-SCHOOL PROGRAMS in
COLORADO**

PROPOSAL to COLORADO AFTERSCHOOL NETWORK

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AFTER SCHOOL FUNDING in COLORADO

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I. Introduction

A. Problem Statement

In a 2005 needs assessment of after-school programming in Colorado, The Colorado Trust concluded:

Combined with evidence that unsupervised time is a risk factor for involvement in problem behaviors such as delinquency, violence and substance use, it is clear that comprehensive after school programming is an essential component of efforts to promote learning and social development for children of all backgrounds. ... But access to affordable, comprehensive after school programs – well staffed and structured, blending learning and social development, and operating on a daily basis throughout the school year – remains both limited and uneven for the estimated 250,000 Colorado children between the ages of 5 and 17 who are unsupervised in the hours after school.¹

Access is largely a function of the presence and stability of funding for these programs. Increased state and federal support is viewed as “crucial to the survival, stability and growth of after school programs in Colorado, particularly in high-need communities.”²

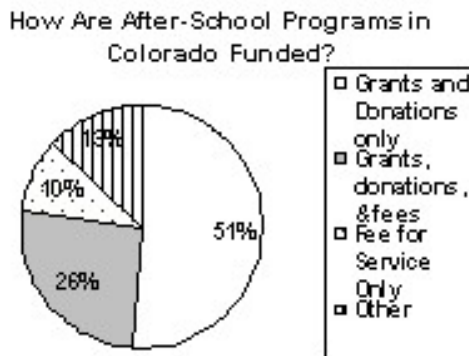


Figure 1. Source: The Colorado Trust (2005).

B. Project Description

The Colorado AfterSchool Network serves as a clearinghouse on research and resources related to quality and best practices in the after-school field.³ It is also a focal point for discussions regarding the adequacy and availability of resources to sustain existing programs and develop

¹ The Colorado Trust (2005). After school Programming in Colorado - Needs Assessment Highlights. <http://www.coloradotrust.org/repository/publications/pdfs/EVALUATION/ASneeds.assess.hilites.pdf>.

² *Id.*

³ www.coloradoafterschoolnetwork.org

new ones to meet the needs of youth in the state. To further these discussions, leaders identified the need for a funding map, which would describe, clearly and concisely, the range of federal and state public programs that could potentially be tapped to support programs oriented to school-aged youth.

The Network had already established a base for this work.

- On its website, it listed a range of public and private programs that have been used for after-school programs.
- It identified a useful framework for the collection of data in The Finance Project's *Follow the Money: A Tool for Mapping Public and Private Funds for After School Initiatives*.⁴
- Finally, it had a survey in the field that asked after school programs about their funding sources.

With the financial support of the Rose Foundation, The After School Network commissioned an examination of funding sources by researchers at the Graduate School of Public Affairs at the University of Colorado at Denver and Health Sciences Center. We proposed to identify:

- discretionary sources of federal funding for after school programming, determining the degree to which they are being tapped by providers in Colorado;
- federal funds that flowed to the state by formula that the state could use for after school programs if these programs were identified as a high priority;
- State own-source funds dedicated to after school programs;
- Other resources.

We completed a basic search for work already completed in Colorado or elsewhere on the financing of after school programs. We attempted to determine the criteria for allocating funds, the activities the funds can be used to support, who is eligible to receive the money, the amounts appropriated by the program's sponsor in recent years, and/or the amounts passed through to others, if appropriate. We completed as much of the Finance Project's Worksheets as possible. When federal programs come to the state, they are often combined with state money in state-administered programs. We made every effort not to double-count funds and to identify which aspects of state funding criteria are based on federal requirements and which reflect state decision makers' priorities. Likewise, if funds flow to the county or school district level, we attempted to determine where discretion lies regarding the use of those funds and whether receiving entities are required to report on the use of those funds in a way that allows use on after school programs to be identified and quantified.

C. Framing the Analysis

Preparing a funding map for after school programs in Colorado turns out to be a very difficult task for several reasons.

Multiple Definitions

⁴ The Finance Project, www.financeproject.org/publications/mappingtoolv2.pdf.

Perhaps the most important reason is the breadth of activity encompassed within the definition. There is a wide range in the age of youth served—from six to eighteen—with each segment of youth having a need for different types of programs. Even programs serving children of any given age vary quite dramatically in type and structure. Some programs are on-going over extended periods (*e.g.*, over a school year, a semester, summer vacation) while others are episodic (*e.g.*, a workshop on college preparation). Some programs are school-based, others are offered by community organizations and still others are hybrids. Some programs are generally open to all youth, while others are limited to very specific subsets, often of troubled youth—*e.g.*, juvenile diversion. Some focus on athletics, others on academics, and some may claim nothing more than providing adult supervision while children play. Some emphasize group activity and peer inter-relationships, while others focus exclusively on creating one-on-one relationships with a caring adult.⁵

Indeed, as schools are redesigned they sometimes incorporate an extended school day or “extra-learning opportunities” into their normal operations, making one key aspect of the definition, *i.e.*, that they are offered “after school” hours, rather meaningless.

Clear definitions do not seem possible. For purposes of this analysis, we have assumed that the primary focus is not the full range of programs suggested above, but rather a subset of programs that have two characteristics:

- They are generally open to all youth, even though they might prioritize at-risk or under-performing youth; and,
- They offer some on-going, and group-based activities in the afternoon hours when regular classes have ended.

As will be documented in this report, there are very few programs at either the federal or state level that have as their explicit purpose the promotion of structured activities promoting positive youth development during after school hours. There are, however, numerous programs designed to promote academic attainment, prevent crime, promote public health, etc., which an after

⁵ See, *e.g.*, IES The Condition of Education, Glossary, page 7, § 6–7
<http://nces.ed.gov/programs/coe/glossary/index.asp>

- *Activities for supervision*: A form of care arrangement that includes extracurricular activities such as sports, arts, and clubs that are not associated with center- or school-based arrangements. Parents may use such activities to provide children with adult supervision (nonparental care). Similar activities may also be undertaken because of children’s personal interest and enjoyment and not for the purpose of adult supervision
- *Afterschool programs*: Center- or school-based programs regularly scheduled at least once each month during afterschool hours.
- *Extracurricular activities*: Activities in organized settings that children (or older students) may engage in on weekdays outside of school hours that are not part of a formal, before- or afterschool program. Such activities may include organized sports, debate or science clubs, music lessons, scouts, or religious activities. If the child’s parent reports that the extracurricular activity was undertaken at least in part to cover a period after school when the child needed adult supervision, then the activity is considered to be “nonparental care.” Otherwise, the extracurricular activity is undertaken only because of the personal interest or enrichment of the child.

school provider could tap to support an element of its programming. Several publications have compiled long lists of federal programs that might be of interest to after school program providers.⁶

It is possible to start with the list of potential federal programs and then to characterize their funding levels, eligible activities, and eligible applicants. It is even possible to determine whether they are providing funding to Colorado organizations. This analysis is presented later in the report. These federal programs, however, are as likely to support other types of program providers and other types of activities that have little to do with after school programs. There is no way to know, given existing data sources, the extent to which this is the case. Furthermore,, each of these programs has a constellation of groups already organized that will seek to protect the funds for service providers already closely aligned with the stated interest (*e.g.*, public health, criminal justice, etc.)

Decentralization of Colorado Systems

A second difficulty in compiling a funding map is the degree of decentralization characteristic of Colorado. “Local control” of education is mandated by both constitutional provision and tradition. While there is much ongoing debate about the legal scope of this provision and the meaning of “local control” in Colorado, it may fairly be said that K-12 education in Colorado is relatively decentralized as a matter of history and current practice.

Colorado’s education policy environment also is unique. Colorado’s statewide governance structure related to education is unique in its fragmentation. The State Board of Education, whose members are elected, is responsible for the oversight of K-12 schools. The Commissioner of Education, who heads up the state Department of Education, is appointed by the State Board of Education. Policy related to higher education is established by the Colorado Commission on Higher Education, staffed by an executive director appointed by the governor. The legislature appropriates funds for education and can make policy related to both K-12 and higher education. Until the recent executive order creating the P-20 Council, there was no single body responsible for viewing the education system as a whole. As a result, compared to other states, not much education policy making has happened at the state level in Colorado, least of all a statewide policy on after school programming. When there are no clear policy directives, there is also often a lack of data.

Not only is Colorado’s education system decentralized, it is also extremely diverse. The state has 178 school districts serving nearly 800,000 students. Most districts serve less than 1,000 students, and ten serve less than one hundred students. Many districts have a majority population of non Caucasian Anglo students, and many serve mainly Hispanic students. The

⁶ *E.g.*, America’s Promise. America’s Promise Federal Funding Guide. <http://www.americaspromise.org/uploadedFiles/AmericasPromise/Resources/Publications/Federal%20Funding%20Guide.pdf>; Heather Clapp Padgett. (2003). Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives, Revised and Updated. The Finance Project. <http://www.financeproject.org/Publications/FundingGuide2003.pdf>; Afterschool Alliance. The National Center for Community Education. The Road to Sustainability. www.afterschoolalliance.org/sustain.pdf.

state is geographically diverse, ranging from the heavily populated Front Range and the resort towns of the mountains to the more sparsely populated southern and eastern areas and Western Slope. Each region has its own set of economic conditions and available resources, adding to the possible variations in assembling funding to support after school programs.

These patterns of decentralization and diversity prevail in other functional areas as well. Colorado relies on local government entities to make choices that other states might make at the state level. Decisions about use of federal funding for public assistance and child care are made at a county level, not at a state level. Indeed, Colorado depends on the non-profit sector and even private funding of seemingly public services to a much greater extent than other states.

Decentralization has many virtues. However, it makes data collection difficult. It also makes it harder to push for policy changes, since work must proceed simultaneously at multiple points in the overall system. This requires very individualized and tailored approaches to analysis, advocacy, and the building public support.

Weak Financial Reporting

The final factor impeding development of a funding map is the level of financial reporting by the state. Colorado's budget documents (both in terms of appropriations and state-level education budgets) are not well designed to track program-level activity. Budget documents provide information at the agency level, providing some discussion of programmatic factors that might have affected an agency's appropriation. However, the formats do not provide program level detail on spending by year. Since local districts often view reporting as a burden, the state collects minimal data. This makes it difficult to characterize how funds are used.

II. Funding Options for After School Programs

A. General Federal Budgetary Trends

Before looking at the specific programs that could be used to support after school programming, it is worth taking an overall look at the federal budget, and the overall level of spending on programs benefiting children. A recent Urban Institute study assessed how federal spending on children has changed over time. There are about 100 federal programs within eight major budget categories that fund or can potentially fund children's programming: income security (*e.g.*, Temporary Assistance for Needy Families and Supplemental Security Income), nutrition (*e.g.*, Food Stamps and Child Nutrition), housing (*e.g.*, Section 8 Low-Income Housing Assistance and Low Income Home Energy Assistance), tax credits and exemptions (*e.g.*, Dependent Exemption and Child Tax Credit), health (*e.g.*, Medicaid and Children's Health Insurance Program), social services (*e.g.*, Children and Family Services Programs and Head Start), education (*e.g.*, Impact Aid and Education for the Disadvantaged), and training (*e.g.* Job Corps and Workforce

Investment Act).⁷ After examining spending flows in each of these programs and allocating the portion that benefits children, it found that children's spending as a share of federal domestic spending (*i.e.*, excludes defense and international affairs) declined from 20.1% in 1960 to 15.4% in 2006.

Most programs that fund services to children involve discretionary appropriations; spending in these programs tends to fall behind growth in the economy, and even often, inflation. Spending on children increased modestly relative to gross domestic product, only because new programs were periodically introduced, including some that involve entitlements or fall outside of the annual appropriations process. Three particularly important programs are The Child Tax Credit, the Earned Income Tax Credit and Medicaid, which together comprise 38% of federal spending on children and 45% of the increase in children's spending between 1960 and 2006.

Another key finding of the Urban Institute study is that federal spending on children has become increasingly targeted to the poor. This shift to means-tested programming results in benefits often phase out steeply with additional household income.

Prospects for growth in children's programs are not great. According to the Urban Institute, over the next decade, children's programs are scheduled to decline both as a share of GDP and domestic spending, because they do not compete on a level playing field with rapidly growing entitlement programs, targeted primarily to the elderly.⁸ Under current law, spending on the subset of the budget devoted to non-child social security, Medicare, Medicaid, defense, international affairs and interest on the national debt will outpace total federal revenue collections starting sometime after 2018. Potentially this would leave no resources for any other federal discretionary spending, the category which encompasses most spending on children's programs.

B. The Most Important Federal Programs for After School Program Providers

There is only one federal program that has as its explicit goal the development of after school programs for school-age children: the 21st Century Community Learning Centers Program. Other federal programs are designed to support educational attainment more generally, and at the discretion of state or local education agencies, these funding streams might be used to support after school programs, if they are deemed among the best strategies for supporting student progress. A third category of federal programs are designed to support child care more generally, such as the Child Care Development Block Grant Program and Nutrition programs.

In total, these programs account for a tiny share of the federal budget – about one percent in 2006.

⁷ Children are defined as individuals under 19 years of age who are not yet engaged in post-secondary education.

⁸ Adam Carasso, C. Eugene Steuerle, Gillian Reynolds. (2007) Kids Share: 2007. The Urban Institute. http://www.urban.org/UploadedPDF/411432_Kids_Share_2007.pdf.

Table 1 Funding Levels for Federal Programs Most Related to After School Providers (Dollars in billions)	
	FY2006 Federal Budget
21 Century Community Learning Centers	.981
Other grants for education under- No Child Left Behind	22.352
Child Care Development Block Grant Program	4.981
Federal Nutrition programs related to child care	2.141
Total Federal Spending – (Budget outlays only)	2655.000
<i>Source: http://www.whitehouse.gov/omb/budget/fy2008</i>	

In addition to these larger programs, there are an array of other, mostly smaller, programs in public health, workforce development, service learning, and criminal justice that support prevention activities which could be delivered in the context of after school programs.

Many of the grant programs are allocated to states, based on a formula, so amounts available to a state are fixed. States develop plans for their use within constraints established by federal law and regulation. Others are project grants allocated competitively based on applications submitted by eligible entities, which vary from program to program but often include state and local government entities as well as not for profit organizations. Colorado could increase its share of these federal dollars by being pro-active.

Appendix 1. draws on the work of several national organizations to list these programs. It also includes the most consistent information we could find on funding levels, matching requirements, and eligible applicants.

Support for the goals of after school programming sometimes come through the tax system. The federal tax credit for child care helps parents afford the fees associated with after school child care programs.

The 21st Century Community Learning Centers Program

Only the 21st Century Community Learning Centers (21CCLC) program, begun in 1998, was specifically designed to help develop after school programming. It started with a very modest appropriation of \$40 million. Demand for the grants was so high, that Congress responded by increasing the appropriation in subsequent years until it reached almost \$1 billion in FY2002.

The purpose of this important program is to establish or expand community learning centers that provide students, particularly those who attend high-poverty and low-performing schools, with academic enrichment opportunities along with activities designed to complement the students' regular academic program. Community learning centers must also offer families of these students' literacy and related educational development. Centers, which can be located in elementary or secondary schools or other similarly accessible facilities, provide a range of high-

quality services during non-school hours or periods when school is not in session (such as before and after school, or during summer break). These services support student learning and development and may include: tutoring/mentoring, homework help, academic enrichment (such as hands-on science or technology programs), community service opportunities, as well as music, arts, sports and cultural activities.

To some extent, the program has been subsumed in the broader effort to enhance academic achievement. It was reauthorized in 2001, as part of the No Child Left Behind Act. At that point, several major changes were made. Initially the learning centers could serve everyone in the community, while the new law restricted service to children and their families. Second, eligibility was broadened to include a broader range of public and private entities. Third, NCLB transferred funding decisions in the 21CCLC competitive grant program from the federal government to the state level.⁹ The amount flowing to each state is determined by a formula, so there is little that a state can do to increase its funding level. States in turn conduct grant competitions; local education agencies (LEAs) and public or private organizations are eligible to apply for a 21st CCLC grant.

The reauthorization allowed for modest but steady increases in federal grants for after school programs, from \$1 billion in 2001 to \$2.5 billion by 2007. Appropriated amounts, however, have never reached authorized levels.¹⁰ The FY 2006 funding provides \$981 Million for the 21st CCLC after school initiative, reduced by about \$10 million from FY 2005.¹¹

Colorado received a total of \$34 million between 2002 and 2006. The U.S. Dept. of Education estimated its allocation for 2007 at \$9.5 million. Like other states, Colorado used those allocations for competitive awards to local communities. In total, Colorado has four funding cohorts. Recipients are told they can receive funds for five years, assuming they provide evidence of adequate progress. Beginning in the second year of funding and for each year thereafter, grant funding is decreased by 10% per year. Grantees, however, are expected to maintain their level of services by supplementing their grant dollars with funds from other sources.

Colorado distributed a total of \$4,524,232 to 19 grantees in the first two cohorts, but both began implantation in July 2003.¹² The average award was \$238,117, but ranged in size from \$98,893 to \$440,059. Fifteen of nineteen grants awarded went to school districts, one to a charter school, two were to community-based organizations and one to a national affiliated non profit. Many of

⁹ Learning Point Associates. (undated) [Afterschool Press Kit](#) Q and A with Robert Stonehill; Time Well Spent: What You Need to Know About Afterschool, <http://www.learningpt.org/page.php?pageID=52>.

¹⁰ In most federal programs, there is a two stage process for funding. The authorizing legislation includes a maximum amount that can be spent on a program. Actual appropriations are determined annually through the budget process and it is not unusual for appropriated amounts to fall short of authorized amounts. It should also be noted that appropriated levels are recorded in budget documents as “budget authority.” Actual outlays in a year can differ from budget authority depending on how spending spans fiscal year boundaries.

¹¹ National Institute on Out-of-School Time. (2006). Making The Case: A Fact Sheet On Children And Youth In Out-Of-School Time Wellesley Centers for Women, Wellesley College. <http://www.niost.org/publications/Fact%20Sheet%202006%20Feb9%20.pdf>.

¹² Colorado Department of Education, Overview (Characteristics and Outcomes) of the Colorado 21st Century Community Learning Centers Program 2003-2004. August 2006, p. 4.

the grantees have multiple sites, so in total support is being provided to 40 learning centers. In 2003-2004, 59% of these centers were in elementary schools, 49% in middle schools and 18% in high schools.¹³

The third cohort, awarded in FY05, included 16 grantees and the fourth cohort included 18 grantees. It is important to note that the same organization may have received funding in more than one grant cycle, but if so, it was for the purpose of expanding the schools in which it was operating programs.

Colorado did not schedule a new grant competition for the 2006-2007 school year.

No Child Left Behind Education Programs

No Child Left Behind is the primary federal law authorizing federal support of education efforts. Passed in 2001, it emphasizes:¹⁴

- Accountability, calling on states to assess the performance of schools and districts, based on student performance on various tests, and impose consequences on those that fail to make adequate progress.
- State and Local Flexibility, allowing recipients of federal funds to target funds to programs that in their view will most effectively improve student performance;
- Research-Based, calling on states to choose programs and practices that have proven effective, based on scientifically-based research;
- Choice, giving parents of children attending low-performing schools the option of moving to other schools or requesting “supplemental educational services.”
- Targeting, directing federal assistance to high-poverty and low-performing schools.

Almost all NCLB funding is allocated to states by formula, so there is very little that Colorado or its local government can do to increase the amounts available for use within the state. Basically, the law directs the US Dept of Education to give each state the same share of total available funds as they received in the prior year.¹⁵

Programs under its umbrella usually support activities offered during regular school hours, but SEAs and LEAs can use the funds to support after school programs if they are included within strategies developed at the state or local level to improve students’ educational performance. Table 2 below provides NCLB program component, offering information on funding level, method of allocation, general goal, and potential use for after school activities.

¹³ *Ibid.*, p. 10.

¹⁴ Ayeola Fortune, Heather Clapp Padgette, and Lucinda Fickel, (2005). Using NCLB Funds to Support Extended Learning Time: Opportunities for Afterschool Programs. The Finance Project, p.6.
<http://www.financeproject.org/publications/usingnclbfunds.pdf>.

¹⁵ US Department of Education. Public Law 107-110, No Child Left Behind Act of 2001.p. 55.
<http://www.ed.gov/policy/elsec/leg/esea02/index.html>.

Table 2 NCLB Funds to Support Out-of-School Time Programs

	National Funding FY05 (in millions)	Colorado's allocation in FY05 (actual \$)	General Goal	Potential Use for After school
Title I, Part A	\$12,700 Allocated by formula to states based on student enrollment, poverty measures and other data	123,503,053	Supplemental funds for schools with high concentrations of economically disadvantaged students for the purpose of promoting student achievement. In the highest concentration schools funds can be used on school wide programs; otherwise they must be targeted to the low income students	Funds can support: <ul style="list-style-type: none"> ■ Extended day/year and summer programs, parental engagement activities; ■ Program staffing; ■ Professional development for staff; and/or ■ Program equipment, curriculum materials, and supplies.
Title I, School Improvement Funds	\$500 same basis of allocation to states as Title I		4% set aside of Title I funds to support schools that fail to make adequate yearly progress.	Funds can support the same activities or components as Title I, but these must be an explicit part of a school's improvement strategy.
Supplemental Educational Services	Varies (same basis of allocation to states as Title I above)		In Title I schools that fail to make adequate yearly progress for 3 years, children from low income families are eligible to receive additional academic support outside the regular school day through SES or transportation support to attend another school. Districts that are required to offer SES must spend an amount equal to 20% of their Title I allocation on these options.	Funds can support targeted academic instruction (tutoring) for eligible students attending schools not meeting adequate yearly progress. Tutoring must occur outside the regular school day.
Comprehensive School Reform (Title I, Part F)	205	1,916,540	Helps high poverty and low achieving schools increase the quality of education and accelerate reform by developing comprehensive plan for improvement.	Funds can support OST activities incorporated into a broader comprehensive school reform model that is adopted by a school.
Safe and Drug-Free Schools and Communities (Title IV, Part A)	431 National discretionary grant plus Formula grant to each state based on need and enrollment; State Education agency gets part for regranting to districts; governors get some for statewide prevention strategies	4,815,720	Supports programs that prevent violence in and around schools (including security systems and personnel) and that prevent illegal use of tobacco, drugs and alcohol and otherwise support an orderly learning environment.	Funds can support character education, mentoring, and drug/violence prevention activities. Program components must address substance abuse and violence concerns in the school where the program is located. Supported programs must have "proven effectiveness" which has made it harder to support general A/S activities; need for more targeted, programs based on known approaches.
Innovative Programs (Title V, Part A)	198 Allocated by formula to SEAs based on a state's school-age population.	2,978,538	Broad flexible program designed to support local school reform efforts aligned with statewide reform efforts, with focus on innovation and creativity.	Funds can support different program components including: <ul style="list-style-type: none"> ■ Service-learning; ■ Mentoring and counseling; ■ Parental and community engagement; ■ Homework help; and/or ■ School safety activities.

(Source: The Council on Chief State School Officers and the Finance Project)¹⁶

¹⁶ American Youth Policy Forum (2006) Helping Youth Succeed Through Out-of-time School Programs <http://www.aypf.org/publications/HelpingYouthOST2006.pdf>.

NCLB's funding authorizations run through September 2007. Proposed changes at the national level include restoration of authorized funding levels; ensuring broader access to quality after school programs; giving states flexibility to sustain quality programs after their original three- to five-year 21st Century grant expires; permitting states to expand the 3 percent set-aside for state activities to 5 percent; encouraging stronger partnerships between supplemental educational services providers and after school programs; and, creating a new and separate funding stream for high school and middle school programs.

Such a change, coupled with state policy changes in Colorado's data collection would make tracking funding much easier and certainly more transparent. In interviews with program managers at various state agencies, it quickly became apparent that "after school" programming in any of its definitional variations, is only one of many possible strategies that schools and districts use to improve student achievement. CDE does not mandate implementation of after school programming by an LEA. In addition, with the exception of 21st CCLCs, CDE's various reporting requirements do not require that districts or schools separately report out any funding for after school programming. For example, CDE reports having many districts that use their Title IA funds to support after school activities, either as a targeted assistance program or a school wide program. CDE's Title 1 accountability reporting structure includes "afterschool" as a subject for which LEAS could document practice, but the only thing CDE might find is that funds were being used inappropriately for an after school program, like offering physical education or dance. For Supplemental Education Services, CDE can report the names of the providers and the monies attached to each provider but would not be clear the precise amount of money for the after school program, since, while FTEs are listed in the budget, a job description is not.¹⁷ Additionally, while there might be an FTE for after school/summer school listed, CDE cannot align that piece of information with the number of children served in the after school program.

The Child Care Development Block Grant

The Child Care Development Block Grant was designed to help low income parents obtain child care so they can work or participate in education and employment training activities. In FY06, the federal government made available almost \$5 billion to states for child care. Overall state expenditures in a year will be higher because of matching and maintenance of effort requirements associated with the federal funding stream.¹⁸ In FY2005, HHS reports that states

¹⁷ Colorado Department of Education. Supplemental Services Providers 2006-2007. http://www.cde.state.co.us/FedPrograms/improvement/download/ss_providers.pdf.

¹⁸ The fund actually has several components. The first component is a mandatory distribution (\$1178 million in FY06) and state shares are based on what they received during the 1990's in now-repealed AFDC-linked child care funds. The next pot is referred to as "matching funds" – it includes amounts appropriated less certain set-asides and the mandatory distribution to states. In FY06, this amounted to \$1676 million. These funds are allocated to states based on their share of all children in the nation who are under age 13. States are required to match these funds using the current Medicaid matching rate and to meet some other conditions. The third component is referred to as discretionary funds. The total amount available in FY06 was \$1,994 million, allocated to states based on three factors: the young child factor (share of children under five), The school lunch factor (share of all children receiving free or reduced lunch); the allotment proportion factor (state per capita income relative to the national average). See Administration for Children and Families, Overview of the Child Care and Development Fund (Fiscal Years 2006-2007) http://www.acf.hhs.gov/programs/ccb/ccdf/ccdf06_07desc.htm.

spent a total of \$10,647 million in federal and state funds, and drawing on appropriations that were available that year and from carryover from prior years.¹⁹ The Colorado state plan estimates spending of approximately \$121 million in FY2006.

In fiscal year 2005, about 1.78 million children nationally were served by the program, a number that has been quite stable over the last several years. Just over one-third (36%) of the children served were aged six to thirteen.²⁰ In May 2007 in Colorado, 42% of the children served were school-aged. The proportion could be higher in the summer months. Informal care (often unpaid) care arrangements sometimes relied upon for part-time care during the school year may no longer be a viable option for working parents needed full-time care. The breakdown of care for school aged children by provider type (including relative care, licensed homes, and licensed centers) is not readily available.

In the Child Care Assistance Program, funding attaches to the child, not to any program. A core underlying value of the program is that it facilitates parents' choice of child care options. The great bulk of the subsidies are provided in the form of vouchers or certificates, which eligible families can use to pay all or part of the cost of care in a variety of settings, including centers, group homes, family homes, or even the child's own home. In other words, Child Care Assistance is designed to help families purchase care in the marketplace. In order to receive payments, providers must meet health and safety standards established by the state. They can only receive payments through the program comparable to what they charge other families. Therefore, after school programs that do not charge a fee for service cannot receive payments through the Assistance program.

Occasionally, instead of providing vouchers to families, the child care program will be used to support contracts with providers for a certain number of slots. The contract approach is usually only used in special circumstances, when the type of care might not otherwise be available (*e.g.* special needs, night-time, etc.). In Colorado, 99% of all assistance is provided through certificates or vouchers and 1% through contracts with providers. Federal law does not specify the proportion that must be provided through certificates, but it does not require that the state justify that the approach it follows ensures parental choice of provider.

Federal law requires states to limit participation to in the program to families that meet eligibility criteria. Families must be working or participating in an education or training program and they must have incomes less than 85% of the state's median income or a lower income threshold set by the state. Generally, children eligible for services must be under 13 years of age. Families that receive subsidies are required to contribute a portion of the cost of the care, through a co-payment. States must create a sliding fee scale that determines the amount families must contribute based on family income and size. Federal regulations allow the state to exempt certain low-income families from the co-pay requirement.

¹⁹ Administration for Children and Families, 2005 CCDF State Expenditure Data, http://www.acf.hss.gov/programs/ccb/data/expenditures/05acf696/fy05_overview_allyears.htm.

²⁰ Center for Law and Social Policy, Child Care and Development Block Grant Participation in 2005 (September 2006). www.clasp.org/publications/cedbgparticipation_2005.pdf.

In Colorado, responsibility for child care is devolved to the counties. The state sets some parameters but counties establish eligibility limits, as well as criteria for establishing which families should be prioritized for services. For example, the state allows counties to set an income threshold for eligibility anywhere between 130% and 225% of the Federal Poverty Level. Based on 2007 data, the eligibility limits for a four-person family could be set between \$26,845 and \$46,463. At present, fifteen counties have opted for the highest income eligibility level allowed. If the state set eligibility at the maximum allowed in federal law, the eligibility limit for a family of four could be as high as \$59,755. When eligibility limits are set higher, more families qualify for assistance, but with the same amount of funding available, more families are likely to end up on waiting lists.

The state sets the amount families are required to pay from their own funds, which varies depending on family income level and the number of children in child care. Family payments range from 7 to 14% of income.²¹ Some of the communities operating as Child Care pilot sites have received waivers of the co-pay requirement for families with incomes below the Federal Poverty Level.

The state does a survey to establish current market rates for child care. Taking the market rates reported by providers on the survey into account, counties then determine the specific rates they are willing to pay providers. Some have established specific rates for before- and after- school care. Some counties will pay higher rates to higher quality programs (as established through a recognized quality rating system). The rates established by the counties represent the upper limit of what providers may in fact receive. Actual payments to providers depend on the child's actual attendance at the program. In addition, the rules often preclude reimbursement of specific fees outside the overall rate structure for such things as field trips.

Federal law requires that states spend a minimum of 4% of their allocation on activities designed to increase the quality and availability of care, including consumer education, enhancement of parental choice, resource and referral counseling, grants and loans to providers, training and technical assistance. States have a great deal of discretion in deciding on spending to promote quality improvement. Some of this funding has been directed towards building an infrastructure for school aged child care and in supporting quality improvements for these programs. The state's most recent child care plan describes school-aged child care activities as follows:

“School-age activities will be conducted under an Interagency Agreement with the Colorado Department of Education. Earmarked funds will be used to:

- support professional development opportunities for providers,

²¹ With limited exceptions, Colorado requires all families, regardless of income, to pay something for child care. Families with incomes below 50% of the Federal Poverty Level are required to pay 7% of their gross monthly income, regardless of the number of children in care. At higher income levels, the co-pay is determined in two parts – a specified percent of income for the first child in care plus a specified dollar amount for each additional child in care. For families with incomes above 185% of FPL, the specific co-pay is 14% of income for the first child in care plus \$40 for each additional child in care. If all children are in part-time care, the co-pay is set at 55% of the level called for in the schedule.

- develop a state-wide infrastructure to support the development of quality “out-of-school-time” programs,
- develop written information to demonstrate how these programs can support the academic success of students,
- develop and implement a grant process to distribute grant dollars to communities to expand the quality and availability of school-age before school, after school and summer programs; and,
- Actively work with the Colorado Afterschool Network, a non-profit, non-governmental entity, in creating a strategic plan for high-impact, out-of-school time programs.

The expected results of this work is that these programs will create greater public awareness of the need for school-age programs, develop a unified philosophy of what makes school-age programs successful, and facilitate better integration of developmentally appropriate practices for school-age children between existing child care facilities and school-based programs²²

Except for quality improvement funds, the amount of funding that finds its way to after school providers depend on three factors:

- Whether programs serve children younger than thirteen who come from families with all parents working and with relatively low incomes.
- Whether after school programs are licensed and decide to charge for their services. Many public school programs are reluctant to impose charges for their programming, particularly for those aspects that are intended as supports for academic achievement, such as tutoring or homework assistance.
- Whether parents opt to use after school programs and apply to Human Services to receive a CCAP certificate. If parents also have younger children in child care, adding a child in school age care might have little or no effect on their co-pay. If the family consists of school age children only, the out-of-pocket cost to the family may seem high relative to their other (informal) options for care.

It should be noted that the 1996 federal overhaul of the welfare program and the replacement of AFDC by the Temporary Assistance to Needy Families (TANF) program affected the need for out-of-school-time programs. The legislation limited families to a lifetime total of five years of welfare benefits and imposed fairly strict work requirements for recipients of assistance. As a result, more low-income families are either in the workforce or in education and training programs, and more of their children need child care or supervised activities after school.

As part of the reform package, the federal government transformed public assistance funding from an open-ended entitlement to states designated for use on cash assistance payments to individuals, to a block grant, which states could use in flexible ways to help low-income families move towards self sufficiency.²³

²² Colorado Department of Human Services. **COLORADO STATE PLAN FOR** Child Care and Development Fund Services. FFY2006-2007. http://www.cdhs.state.co.us/childcare/co_state_plan.htm

²³ Marie Cohen, Mark Greenberg. (2000). Tapping TANF: When And How Welfare Funds Can Support Youth Development, Education, And Employment Initiatives. Center for Law and Social Policy. http://www.clasp.org/publications/tapping_tanf_for_youth.pdf.

The combination of work requirements and a strong economy led to reduced caseloads in many states. States could redirect a portion of the block grant to child care or after school care.²⁴ TANF was reauthorized in 2006 with changes that may make it more difficult for states to use these funds to support youth development programs.²⁵ New language in the authorizing legislation and accompanying regulations “substantially increases the proportion of assistance recipients who must participate in work activities for a specified number of hours each week ... and significantly limit states’ flexibility in assigning recipients to work activities. The new requirements will be challenging for most states to meet and likely will require increased investments in welfare-to-work programs and work supports.”²⁶ Experts have suggested that increased work requirements “will require states to reexamine their approach to funding child care assistance for low-income families, ... and that [u]nfortunately, the lack of significant new federal resources for child care, coupled with the large increase in the number of TANF families that will need child care while they work or participate in welfare-to-work activities, may create difficult choices for states that want to continue serving both TANF families and other low-income working families.”²⁷

Child Care Nutrition Programs

The After school & Summer Nutrition Programs through the Child and Adult Care Food Program, can serve snacks, and in some cases, suppers,²⁸ to children age 18 and under. Programs must be

- operated by a private nonprofit organization, a school²⁹ or local government agency;
- located in the attendance area of a school that has at least 50 percent of its enrollment eligible for free or reduced-price meals, based on individual school (as opposed to district-wide) data. and,
- offer educational or enrichment activities.³⁰

Generally, an after school program serving 50 children snacks could receive approximately \$5,800 per year through the After School Snack Program.

²⁴ Margaret Flynn. (1999). Temporary Assistance to Needy Families (TANF) Using TANF to Finance Out-of-School Time and Community School Initiatives. The Finance Project. www.financeproject.org/Publications/Brief7.pdf.

²⁵ Center for law and Social Policy/Center for Budget and Policy Priorities. (2007). [Implementing the TANF Changes in the DRA: "Win-Win" Solutions for Families and States, Second Edition: http://www.clasp.org/publications/tanfguide.pdf](http://www.clasp.org/publications/tanfguide.pdf).

²⁶ *Id.*, p.1.

²⁷ *Id.* p. 113.

²⁸ Delaware, Illinois, Michigan, Missouri, New York, Oregon, and Pennsylvania operate under a pilot making it easier to operate the supper program. Colorado is not part of the pilot so providers have a more complicated process. Start Serving Suppers at Your Afterschool Program http://www.frac.org/Out_Of_School_Time/pdfs/sup_broch.pdf.

²⁹ This includes charter schools . The Administrator's Reference Manual for the Child Nutrition Programs. <http://www.cde.state.co.us/cdenutritran/download/pdf/SEC14.pdf>.

³⁰ Colorado Department of Education. Afterschool & Summer Nutrition Programs through the Child and Adult Care Food Program. <http://www.cde.state.co.us/cdenutritran/download/pdf/SEC14.pdf>.

Organized athletic programs engaged in interscholastic or community level competitive sports only (*i.e.*, youth sports leagues such as "Babe Ruth" and "Pop Warner" baseball leagues, community soccer and football leagues, area swim teams) may not be approved. However, after school care programs that include supervised athletic activity may participate provided that they are "open to all" and do not limit membership for reasons other than space or security or, where applicable, licensing requirements. For example, an after school police athletic league program that uses sports and recreational activities to provide constructive opportunities for community youth could be approved to participate in the CACFP at-risk after school snack service.

Otherwise eligible after school care programs do not need to be licensed in order to participate unless there is a State or local requirement for licensing. If there is no State or local requirement for licensing, then after school care programs must meet State or local health and safety standards.

Under CACFP, at-risk after school snacks may not be reimbursed during summer vacation. However, organizations that operate programs during the summer when school is not in session may receive reimbursement for meals and snacks through the Summer Food Service Program. (The Summer Food Service Program for Children (SFSP) was created by Congress in 1968. It is an entitlement program designed to provide funds for eligible sponsoring organizations to serve nutritious meals to low-income children when school is not in session.)

In areas where schools operate on a year-round basis (*i.e.*, the regularly scheduled school year is year-round), at-risk after school care programs may receive reimbursement for snacks through the CACFP all year to the extent these programs are set up to serve "on-track" children.

The Simplified Summer Food Program (SSFP) is a federal child nutrition program that provides up to two meals a day to children age 18 and under during the summer (or when schools are on extended breaks of 15 days or more). It is available in Colorado. (SSFP eliminates complex accounting requirements, which reduces paperwork and ensures all sponsors receive the maximum federal reimbursement.) A sponsor can feed children at numerous sites throughout the community. Beginning in January 2005 all Summer Food sponsors, including private nonprofit sponsors, were allowed to participate. Local governments, school districts and private non-profit organizations can use summer food to feed children at one or multiple sites throughout the community. Sites can be located anywhere children come together such as schools, parks, housing complexes, YMCAs, houses of worship, low-income housing complexes, recreation centers, Indian reservations, or Boys and Girls Clubs. (FRAC)

If a sponsor intends to operate the Program at a site where an accredited summer school program is in session, the sponsor must ensure that the food service is open to all children residing in the area served by the site. If a summer school site is not open to the children of the community and provides meals only to enrolled summer school students, the site is not eligible to participate in the SFSP.³¹

³¹ CDE Summer Food Service Program (SFSP) Summer 2007.
<http://www.cde.state.co.us/cdenutritran/download/pdf/SFSPNewsletter.pdf>.

A site providing breakfast and lunch to 50 children over eight weeks would receive over \$8,000 in reimbursements from the federal government through the Simplified Summer Food Program.³² The supper reimbursement is \$2.40/meal for children who are eligible for free school meals, \$2.00/meal for children who are eligible for reduced-price meals and \$0.23/meal for children who pay full price for meals (2006-2007 rate). The rates are adjusted every July. A program serving supper to 50 low-income children five nights a week during the school year could receive over \$21,000. Serving a snack, in addition to a supper, would provide another \$5,800.

Districts can put together individualized packages. For example, in 2007, 20 Denver Public School sites will serve summer breakfast and lunch. The Summer Feeding Program is funded solely by the Department of Food and Nutrition Services through the USDA School Meals Program. Neither the City and County of Denver nor the general fund of Denver Public Schools provides funds for this program. The Food and Nutrition Services Department operates as an enterprise fund in this district, which means it receives no operating funds from the city or the school district. As such, the Summer Feeding Program do not affect the funding of any other city or school district programs.³³

Table 3 INCOME GUIDELINES AND REIMBURSEMENT RATES FOR THE FEDERAL CHILD NUTRITION PROGRAMS <i>Child and Adult Care Food Program: Federal Reimbursement Rates ,</i> ¹ <i>July 1, 2006- June 30, 2007</i>			
Meals Served in Child Care Centers (Per Meal Rates)			
Supplements / Snacks ²	Lunches / Suppers		Breakfasts
Free	\$0.65	\$2.40	\$1.31
Reduced-Price	\$0.32	\$2.00	\$1.01
Paid	\$0.06	\$0.23	\$0.24
Meals Served in Day Care Homes (Per Meal Rates)			
Supplements	Lunches & Suppers		Breakfasts
Tier I	\$0.58	\$1.97	\$1.06
Tier II	\$0.16	\$1.19	\$0.39
¹ These reimbursement rates apply to the 48 contiguous United States, the District of Columbia, Guam and the Territories. Alaska and Hawaii receive higher rates ² These reimbursement rates apply to after school snacks served in school age after school programs, whether claimed through the Child and Adult Care Food Program or the National School Lunch Program. Federal Register, Vol. 71, No. 132, 7/11/06, pp. 39050-39051. [Adjusted annually based on the Consumer Price Index.]			

³² FRAC. Afterschool & Summer Nutrition Programs
http://www.frac.org/Out_Of_School_Time/pdfs/sum_afterschbroch.pdf
http://www.frac.org/Out_Of_School_Time/Summer/Simplified_SFSP.html
http://www.frac.org/pdf/Simplified_SFSP_FactSheet.pdf

³³ Denver Public Schools Food and Nutrition Services. Summer Feeding FAQ's
http://foodservices.dpsk12.org/summerfeeding_summerfaqs

After school programs that are located in a low-income area can provide snacks through the Child and Adult Care Food Program (CACFP) during the school year. Unlike other options available through CACFP, which allow programs to feed children year round, this program is not available during the summer so organizations that want to feed children year round must switch to the Summer Food Service Program (SFSP) or to CACFP Outside School Hours Care. As shown in Table 4, each program has slightly different rules and eligibility requirements; organizations must weigh the differences between the programs before making a decision.

Table 4	Summer Food Service Program	Child and Adult Care Food Program (for outside school hours care)
What ages can I serve?	18 and under	12 and under
Basis of reimbursement	Site ¹	Individual ²
What is the lunch reimbursement rate?	\$2.7825 ³	\$2.32 (free), \$1.92 (reduced-price), \$0.22 (paid) ⁴
How many meals can I serve?	Up to two meals ⁵	Up to two meals and a snack
<p>¹ In the Summer Food Service Program, the site qualifies by being located in a low-income area where 50 percent or more of the children in the area are eligible for free or reduced-price school meals or by documenting that at least half of the children enrolled in the program are eligible for free or reduced-price school meals. Once the site qualifies, the programs receive the same reimbursement rate for all of the children who participate. Camps and migrant sites qualify under different rules.</p> <p>² In CACFP Outside School Hours Care, the program must document each child's household income to qualify them for free, reduced-price or paid meals, which determines the reimbursement rate for each child.</p> <p>³ The summer food reimbursement rate listed combines the operating and administrative reimbursements. Sites that are located in rural areas or prepare their own meals receive a slightly higher reimbursement of \$2.8275.</p> <p>⁴ The reimbursement is based upon the household income of the children. For example, if 70 percent of the children are eligible for free meals, 10 percent reduced-price, and 20 percent paid, 70 percent of the meals would be reimbursed at the free rate, 10 percent at the reduced-price rate, and 20 percent at the paid rate.</p> <p>⁵ The two meals can be breakfast and lunch, lunch and snack, breakfast and dinner, or dinner and snack. Camps and Migrant sites can provide up to three meals a day.</p> <p>⁶ Since the after school program is already participating in CACFP, the application process is easier, but the children will have to be individually qualified for the meals.</p> <p>http://www.frac.org/Out_Of_School_Time/Summer/SFSP_Or_CACFP.html</p>		

C. Other Related Federal Programs

Once you get beyond these fairly large programs, there are numerous smaller categorical programs that have their origins in education, public health, law enforcement/delinquency prevention, and community service but which could be of use to after school program providers. Some are formula grants, where the underlying federal law defines program purpose and amounts to be provided to each state. Others are discretionary grants, which require states or other eligible entities to seek funding through a competitive process administered by a federal agency. In some cases the recipient of these funds might be the after school programs themselves. Other times,, recipients might be other community agencies who deliver a specific program or service to children, under the umbrella of the after school program.

Overview and Sources of Information

Appendix 1 referenced earlier shows some of the federal programs with a discretionary grant component that have been identified in the literature as being useful to after school programs. We started with all of the programs identified in the national literature search, but decided to

omit a number of programs geared to highly specialized populations and/or settings, since to include them seemed to offer false promise to after school program providers. We proceeded to list the funding level for each program, and information on program purpose, supported activities and eligible applicants. Each program has a unique identifier from the Catalogue of Federal Domestic Assistance (CFDA).

The Federal Funding Information Service (FFIS) nominally provides data on the geographic location of all federal spending. It is possible to identify flows related to each of the programs identified in the table, using the CFDA number. The FFIS is very cumbersome. The data can be downloaded from the internet by state by federal fiscal year quarter. For this analysis, nationwide data for four quarters comprising state fiscal year 2006 was downloaded and analyzed. We found the data to be not very useful.

- The total funding nationally by fiscal year by program does not seem to mesh very well with the dollar amounts listed in other sources for the same programs. There are a number of possible explanations. FFIS seems to come out of accounting systems driven by disbursement (and or payback of funds from recipients to the feds since negative amounts appear in the data base). They also seem to reflect disbursements that might be based on funding from several different fiscal years.
- Knowing that some entity in Colorado received financial support from one of the potential programs of interest really does not lead to any valid conclusions about funding for after school programs. Each of the programs identified can be used to support a wide range of activities. Simply knowing the amount flowing into the state does not indicate a lot about after school funding. For example, The Library Services and Technology grant is listed as a potential program of interest for after school program providers. The Colorado State Library awards grants to schools and libraries throughout the state, as part of the federal Library Services and Technology Act for local needs projects. This funding supports improvements in libraries that serve schools or the public. Colorado's current five year plan includes as "strategic directions" and "key output targets" that "ten or more public libraries will report after school programs geared toward improving student educational attainment," and that potential projects include after school literacy programs in public and school libraries.³⁴ In 2002-03, the total amount awarded was \$225,000, of which \$14,475 went to the Pioneer Charter School, Denver Public Schools, "After School Leisure Reading Club" to increase English language acquisition for students and help improve literacy skills through listening centers and availability of high-interest reading materials. This year's RFP states it has about \$300,000 but it makes no specific mention of after school programs.³⁵ Another example, Title V federal funding for delinquency prevention. Sixteen juvenile justice professionals interviewed by the Finance Project for a national study of after school funding knew only anecdotally of small sums of Title V money going toward after school programs.³⁶

³⁴ Colorado Department of Education. LSTA 5-Year Plan 2003 – 2007 (July 2002) For the Institute of Museum & Library Services http://www.cde.state.co.us/cdelib/lsta/download/pdf/LSTA_LongRange.pdf.

³⁵ http://www.cde.state.co.us/cdelib/LSTA/download/pdf/FY07-08_LSTA_RFP.pdf.

³⁶ Carole Glazer. (undated). Financing After School Programs: Prospects For Juvenile Justice Funding.

Education Programs

The Safe and Drug-Free Schools (SDFS), a federal program now under the No Child Left Behind Act, has two main components, the state grant program and national programs.

The state grant component is a formula grant program, with funding provided to the state education agency (SEA) (at least 80 percent) and the office of the governor (up to 20 percent). SEA funds flow to districts by formula, and districts may use this funding for a wide range of drug- and violence-prevention activities and strategies. The state may use up to 5 percent of SEA funds for state-level activities, including technical assistance and training, evaluation, and program improvement services for districts and community groups. States must develop a coordinated, comprehensive plan for how the SEA and governor's office will use SDFS funds, including a needs assessment and development of state performance measures.

Districts receiving Safe and Drug-Free Schools and Communities funds annually submit a year-end performance report to the Colorado Department of Education. However, the reporting is spotty as to how much of this money goes specifically to after school programming, or source of program. For example:

- Adams 12, which received an allocation of \$120,027, spent some money to “sustain, enhance, expand after school programming w/life skill components, increase truancy reduction strategies, expand and improve outreach/support initiatives for linguistic and culturally diverse students/families,” but included no specific amount.
- Adams/Arapahoe 28J, which received an allocation of \$203,131, reported including School-Based Summer Therapy Program (for 36 at risk students in Grades 1-5) Aurora Mental Health Center. Again, no amount for this program is stipulated.
- Arapahoe County 1, which received an allocation of \$ 19,133, spent \$13,519 for scholarships for 100 latchkey elementary children in the KidQuest before/after schoolchild care Program. The KidQuest Program provided academic enrichment and Homework assistance in a safe, supervised environment.
- Mesa 51, which received an allocation of \$100,835 funded over \$47,000 to 16 mini grant applicants at local schools to promote safe and drug free programs and/or activities for youth, some of which involved after school programming.³⁷

Governors' funds are awarded through grants and contracts to districts and community groups for services to youths with special needs, such as dropouts and students who are suspended or expelled, homeless, pregnant or parenting, as long as these activities do not duplicate SEA and

www.theafterschoolproject.org/uploads/FinalJJPaper1022v2.pdf.

³⁷ Colorado Department of Education. 2005-06 Year-End Performance Report. No Child Left Behind Act of 2001-Title IV A, Safe and Drug-Free Schools and Communities. http://www.cde.state.co.us/cdeprevention/download/pdf/2005_06_LEA_PERFORMANCE.pdf.

district prevention efforts.³⁸ Between 2001 and 2003, Governor Bill Owens awarded an intermediary organization these funds (*The Fund for Colorado's Future*), which made competitive re-grants of more than \$2 million to support after school programs at 16 middle schools across the state.³⁹ If the Governor chooses not to implement programs under the SDFSCA, the total amount available to the State would be awarded to the SEA, although the Governor can rollover the funds for one year.⁴⁰ The federal statute does not specify how the Governor's office reports its allocation of the funds to the SEA.

The Safe and Drug Free School Program also has a discretionary national grant component, wherein different types of entities may respond to specific RFPs issued by the Department of Education.

The McKinney-Vento Education for Homeless Children and Youth (McKinney-Vento) program, (Title X of the NCLB Act) is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. McKinney-Vento is a formula grant to the state, based, in any given year, on the proportion of funds allocated nationally that it receives under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), for that year.

Under this program, State educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same state student academic achievement standards to which all students are held. Colorado can use up to 25 percent of its McKinney-Vento allocation for a fiscal year for State-level activities that support a broad array of activities conducted by the Office of Coordinator for Education of Homeless Children and Youth. (*i.e.*, developing the state's McKinney-Vento plan; coordinating services; providing technical assistance to LEAs; gathering and reporting on data. The SEA may conduct these activities directly or through grants or contracts.

The remainder of the allocation goes to local education agencies (LEAs) on a competitive basis. to assist homeless children and youth in enrolling, attending, and succeeding in school. (An LEA may receive McKinney-Vento subgrant funds for a period not to exceed three years. An LEA may re-apply for additional McKinney-Vento funds after the initial three-year period expires.) In particular, the funds may support the following activities: before- and after school programs, mentoring, and summer programs. Qualified personnel may provide homework

³⁸ US Department of Education. Lead & Manage My School No Child Left Behind: A Desktop Reference. TITLE IV--21st Century Schools, Safe and Drug-Free Schools and Communities (IV-A) http://www.ed.gov/admins/lead/account/nclbreference/page_pg31.html.

³⁹ Fund for Colorado's Future. 2000-2002 Progress Report. http://www.fund4colorado.org/cer/pdf/FUND_AR_2002.pdf; Fund for Colorado's Future 2006: Policy into Practice. <http://www.fund4colorado.org/cer/pdf/2006ReportFinal.pdf>.

⁴⁰ Section 4112(a) of the SDFSCA. U.S. Department of Education, Office of Safe and Drug-Free Schools. (January 2004) Draft. Nonregulatory Guidance for State and Local Implementation Safe and Drug-Free Schools and Communities Act State Grants Guidance for State and Local Implementation of Programs, DRAFT, Title IV, Part A, Subpart 1. http://www.cde.state.co.us/FedPrograms/NCLB/downloads/nclb_gd_safe012004.pdf.

assistance, tutoring, and supervision of other educational instruction in carrying out these activities. While, in general, LEAs may not use funds under Title I, Part A or Title V, Part A to transport homeless students to or from their school of origin, transportation services to the school of origin are mandated under the McKinney-Vento Act. An LEA could provide an after school program that exclusively serves homeless children with McKinney-Vento funds if no existing after school programs are provided by the school or the programs provided do not meet the needs of homeless children.

Colorado is currently funding some after school programming in its LEA competitive homeless grants. As with other programs identified in this section, these are school or district specific and idiosyncratically reported.

- Denver Public Schools Title X services include transportation, *after school programs*, summer camps, eyeglasses, extracurricular fees, etc.
- Englewood Public Schools Childcare and additional academic support is provided for homeless elementary students through Englewood's after school program, KidQuest.
- St. Vrain Valley Schools The Homeless Education Program provides year-round services including *after school programming*, an elementary summer school program, and a school supply distribution program. In addition, home visits, transportation arrangements, community resources, and transitional housing referrals are available.⁴¹

Substance Abuse and Mental Health Services Administration Programs

The Alcohol and Drug Abuse Division in the Department of Human Services is the administering agency for the basic SAMHSA federal block grant, as well as various discretionary competitive grants that it has sought. These funds support a variety of activities and target populations, with one fifth set aside for primary prevention. ADAD estimates that in 2006, \$5.3 million was available for prevention, about \$4.8 million of which came from federal sources.⁴²

ADAD distributes grants to approximately 50 local entities through an RFP process that occurs every four or five years. The last funding cycle was in 2005-2006. A variety of different types of prevention activities are funded, but some involve after school programming. For example, funding is provided to the Northeast Denver Tutoring program; t the Downtown Aurora Visual Arts Center for after school programs, and to Leadville's Full Circle Mentoring Program, which includes a basic mentoring program but also involves students in after school activities.⁴³

⁴¹ Colorado Department of Education.(October 2006). Education for Homeless Children and Youth Funded Programs 2004-2007.

http://www.cde.state.co.us/cdeprevention/download/pdf/Title_X_Descriptions_04_07_updated_10_06.pdf.

⁴² Colorado Department of Human Services, Alcohol and Drug Abuse Division, ADAD Substance Abuse Prevention Efforts in Colorado 2005.

⁴³ A full listing of local grants is available at <http://www.cdhs.state.co.us/adad/PDFs/0506ProvDir.pdf>.

Colorado was one of several states to receive a five year Strategic Prevention Framework State Incentive Grant in 2004. SAMHSA will give \$2.4 million per year for each of five years to support Colorado Prevention Partners. The funds will be used to support 13 communities to undertake a five step planning and implementation process to promote youth development and reduce risk taking behavior.

SAMHSA also provides discretionary grants directly to organizations in Colorado that provide resources to after school programs, e.g. Assets for Colorado Youth or that support local “Drug Free Community” Efforts.⁴⁴

Juvenile Justice Programs

There is a clear coincidence of interest between law enforcement and after school programming, since the hours between 3 and 6PM are the prime time for juvenile crime and gang related activity. Several programs administered by the federal Department of Justice appear on various listings of potential funding sources for after school programming. In 2004, the Office of Justice Programs within DOJ provided approximately \$2 billion to states and localities to support crime prevention activities, improve the criminal justice system, increase knowledge about crime, and to assist crime victims.⁴⁵

The Byrne Memorial Justice Assistance Grant (JAG) is a formula grant administered by the Bureau of Justice Assistance. It funds state and local efforts to reduce illegal drug activity, crime and violence, and support the work of local police departments. Federal funds go to state agencies, which in turn make grants to local agencies. Originally two separate programs that consolidated in 2005, JAG gives states greater flexibility, but at the price of reduced funding. Approximately 600 million was available nationwide.

In Colorado, the Office of Adult and Juvenile Justice Assistance, Division of Criminal Justice administers these funds. Funding priorities and grant decisions are made in conjunction with The Justice Assistance Grant Board. In January 2007, the state submitted its plan for activities during FY07 through FY2010.⁴⁶ The plan starts by noting that this has been a diminishing resource with the funding level in 2006 being 46% below 2004 levels. Prevention programs were identified as the lowest of the state’s six priorities: “This is the sixth priority area identified for funding by the JAG Board. Members of the Board determined that there were other resources that could support such services and that local governments should be building such programs into their structure when it is identified as a priority within their community.” The highest priority was assigned to straight law enforcement programs including the Multi jurisdictional drug task force.

⁴⁴ <http://www.samhsa.gov/statesummaries/StateSummaries.aspx?state=co>. At this site, one can find a summary of formula and discretionary funding to the state, as well as a specific listing of grantees.

⁴⁵ Dionne Dobbins, Funding Note: U.S. Department of Justice Funding Opportunities for Afterschool, (The Finance Project, June 2005) p.1.

⁴⁶ CO Dept of Public Safety, Division of Criminal Justice. (2007). Edward Byrne Memorial JAG Submitted to the Bureau of Justice Assistance, U.S. Dept of Justice http://dej.state.co.us/oajja/JAG_Byrne_Report/2007_JAG_%20Application.pdf.

The Office of Juvenile Justice and Delinquency Prevention supports state and local efforts to develop and implement effective prevention and intervention programs. In FY2004, it had a budget of approximately \$300 million and administered three major grant programs to states. The OJJDP Formula Grant Program (Title II), The Title V Community Prevention Grants and the Juvenile Accountability Block Grant. In FY06, approximately \$1.6 million was available in Colorado. The three programs are administered by Colorado's Office of Adult and Juvenile Justice Assistance. Funding priorities for these programs, however, are defined by the JJDP Council, which consists of 33 members, including citizens, system professionals and youth. After "extensive research regarding each of the 32 formula grant program areas that could be prioritized for funding," the council selected the following seven priorities for 2006- 2008: disproportionate minority contact with the justice system; mental health services; compliance monitoring (removal of status offenders and non offenders from juvenile facilities, separation of juveniles from adult inmates and removal of juveniles from adult jails); American Indian programs, gender specific services; substance abuse services, juvenile justice system improvement. The plan includes an extensive discussion of prevention programming in Colorado.⁴⁷

The allocation of FY2006 Formula Grants and Juvenile Accountability Block to local entities is available on the web. It appears that all of the funded programs are geared towards youth who have already entered the criminal justice system. Grants under Title V were not available for review. Under current priorities in the state plan, it is unlikely that after school programs would fare well in the competition for funds.

To alter these priorities and focus more funds on prevention, advocates would need to involve themselves in both state and local level planning.

The community Capacity Development Office of the U.S. Department of Justice administers the Weed and Seed Initiative, designed to promote community collaborations that "weed out" crime through law enforcement, while simultaneously "seeding" positive development through social services. After School programs may be included as one of the social services funded through weed and seed efforts. The DOJ website argues that Weed and Seed should be thought of as a strategy, more so than as a grant program. Until recently, communities applied for recognition as a Weed and Seed site; once recognized they could compete for funding under the Initiative. However, many sites might proceed with implementation of the strategy, whether or not they receive federal grant support. The latest round of national funding seems to have dropped the recognition requirement and has placed additional emphasis on programs that support offenders as they leave jail and return to the community. Currently, the only Weed and Seed funded site in Colorado is Aurora.

⁴⁷ Colorado Department of Criminal Justice. (2007). Colorado's Three-Year Juvenile Justice and Delinquency Prevention Plan (2006-2008) http://dcj.state.co.us/oajja/3YearPlan/2006-2008_Formula_Grant_3-2007_Update.pdf.

D. State Funded Programs

Tony Grampsas Youth Services Program

The Tony Grampsas Youth Service Program (TYGS) was created in 1994 as a consolidation of several prevention programs. The Prevention Services Division, Colorado Department of Public Health and Environment administers the program.⁴⁸ The program funds competitive grants in four categories: youth mentoring, early childhood education, student drop-out prevention, and other violence prevention. According to the statute, at least 20% of the appropriated grantee funds must support early childhood programs and at least 20% must support student dropout prevention programs. In FY 2006-07, 27% of TGYS funds supported early childhood programs, and 22% supported student dropout prevention programs.⁴⁹ Grantees are selected by the Tony Grampsas Youth Services Board and approved by the Governor's Office.

A listing of grant awards in recent years is published on the world wide web. It does not show the category in which the grant was funded. Nor do the categories mesh very well with a search for after school funding. For this analysis, an attempt was made to categorize the grant awards reported for the last two funding cycles. Categorization was difficult given two factors:

- Unclear definition of what constitutes an after school program
- The brevity of the program synopsis, making assignment uncertain.

For purposes of this categorization, the program was counted if there was some evidence of regular group-based activity (emphasizing peer interrelationships as well as adult bonding), occurring in the afternoons after typical school release time or during the summers, and involving youth aged nine or older. The results of this analysis are reported in Table 5 below.

Significant support was provided to entities that appear to be providing after school activities – almost \$890,000 in FY06 and \$1.3 million in FY07. Most of this funding appeared to go to community based providers, but it was often hard to discern from the description the degree to which schools might have been involved. Additional funds went to programs that serve youth age 9 or older, but that didn't seem to provide structured group activities in the hours immediately preceding or following the school day – *e.g.*, mentoring programs, restorative justice, diversion, or alternative school programs.

The results of this analysis also show that while funding increased over the two year period, funding to programs that incorporated at least some after school activities did not increase commensurately. Programs geared to young children seemed to command a large share of the increase in funding.

⁴⁸ Among the programs that were consolidated was the Youth Crime Prevention and Intervention Program, created by the State Legislature in 1994 after the summer of violence, to provide funding to local community based programs that have as their the goal reducing incidence of youth crime and violence. In 1996, the program was amended, designating that 20% of funds should be directed to early child hood programs. In 1998, a youth mentoring services cash fund was created. In 1999, a youth drop-out prevention program was added and a requirement that 20% of YCPI program funds be directed to this purpose.

⁴⁹ CDPHE. Prevention Services Division January 12, 2007 Tony Grampsas Youth Services Program 2005-2006 Annual Report Executive Summary <http://www.cdphe.state.co.us/ps/tgys/2005-2006LegislativeReport.pdf>

Fiscal Year	05-06	06-07
Number of Programs Funded	54	96
Total amount funded	\$3,194,143	\$4,933,021
Amount funded to programs involve afterschool group activities	\$1,383,046	\$1,608,387
Percent of total funds to programs that involve after school group activities	43%	33%
Other programs aimed at children 9 and older, but for other than after school (primarily mentoring, some restorative justice, some in-school activities and miscellaneous other)	\$876,204	\$1,378,195
Percent of total funds to programs that involve older children but for other activities	27%	28%

Over the last several years, TYGS funding has been erratic. In FY2000, \$7.2 million from the state general fund was available. Funding was somewhat higher in subsequent fiscal years. When economic problems hit the state and the budget was under extreme pressure, Governor Owens vetoed anticipated funding of \$7.6 million, so no funding was available in FY03. Subsequently for FY2004, the governor allocated \$4 million in one-time federal funds from the Federal Job and Growth Tax Relief Reconciliation Act of 2003 to support 105 of the local programs that would have received TGYS dollars. For FY05, half the regular appropriation was restored using monies from Colorado's share of the tobacco settlement. For FY06, House Bill06-1310 designated that the Tony Grampsas Youth Service program should receive 4% of the total amount of tobacco settlement monies annually received by the state, not to exceed \$5 million in any fiscal year. In the 2007 legislative session, most of the funds available for education under the tobacco tax settlement went to the CU Health Sciences Center,⁵⁰ making the tobacco tax settlement an inconsistent source of funds for after school programming.

However, in the 2007 legislative session, the Legislature created a new project within the Tony Grampsas Youth Services program, to provide funding for before- and after school programs, primarily for youth 12 to 14 years old, enrolled in grades six through eight. There is explicit language targeting the funds for programs that help youth develop interests and skills in areas of sports and fitness, character and leadership, or arts and culture. Programs primarily designed to increase academic achievement or religious instruction are not eligible for funding. Also, the program is explicitly not limited to entities serving low-income children. Original versions of the bill sought to tap a percentage of funds collected from the alcohol excise tax, but later versions simply called for an appropriation by the General Assembly. For FY08, the amount set aside is \$300,000. Based on other grants in the Tony Grampsas Program, grants for about 10 projects are anticipated each year. Total grant funding of \$285,529 is expected each year.⁵¹

⁵⁰ Colorado Fiscal Policy Institute. (2007). 2007 Colorado Legislative Review: Measured Success Outweighed by Missed Opportunities. http://www.cclponline.org/pubfiles/2007_05_04LegWrapUp.doc

⁵¹ Colorado Legislative Council. (2007). Fiscal Note. HB07-1248.: Concerning Funding For The Tony Grampsas Youth Services Program, And Making An Appropriation In Connection Therewith. http://www.leg.state.co.us/clics/clics2007a/csl.nsf/fsbillcont3/9FDF138237AD5CE387257251007B8717?Open&file=HB1248_r2.pdf.

Early Childhood Programs

Both early childhood and after school programs face similar challenges, *e.g.* finding stable funding, managing diverse and patchworked funding streams, quality service delivery, accountability, staffing, and customer satisfaction. The After school Investments project, funded by DHHS ACY Child Care Bureau thinks, “the degree of difficulty is often greater for after school programs.”

- ECE providers and after school programs share some funding streams, *e.g.*, Child Care and Development Fund (CCDF) and Title I education dollars, The TGYS fund. ECE providers also have other sources of money to draw from that can sustain, rather than just seed, programs *e.g.* head Start, And Colorado Pre-school.
- Service Delivery. Both ECE and after school provide a diverse array of providers and cost structures. However, ECE in Colorado has an organized R&R system and a statewide policy directive on quality improvement. After-school programming, especially in CO’ decentralized system, does not have a parallel universe unless the program is a licensed SACERS.⁵²

An important vehicle used in Colorado to promote awareness and development of a systems approach to service delivery was creation of the Consolidated Child Care Pilots. For the most part, these pilots have focused on younger children exclusively, even though the definition of early childhood is sometimes framed as encompassing children through the age of eight. However, the pilots have put forward some changes, through the waiver process, that have some significance for after school program providers. For example, some communities have received a waiver of the co-pay requirement in the Child Care Block Grant for families with incomes below the poverty level.

E. Private Funding

Non government funding is an important source for after school funding. For example, nationally the Charles Stewart Mott Foundation has invested \$71 million, with \$3.8 million invested in creating 18 statewide after school networks to support the development of after school programming.⁵³

There is also a great deal of business support for after school programming. US companies interviewed for a report on corporate investments in after school programs collectively invested \$136.6M in after school initiatives for 2005. Over the last five years, these respondents have invested over \$1B dollars in after school and related youth development and parent education

⁵² U.S. Department of Health and Human Services’ Child Care Bureau. Linking and Learning: Lessons for After School from Early Childhood System-Building Efforts. (October 2006). http://www.nccic.org/after-school/linking_learning.pdf.

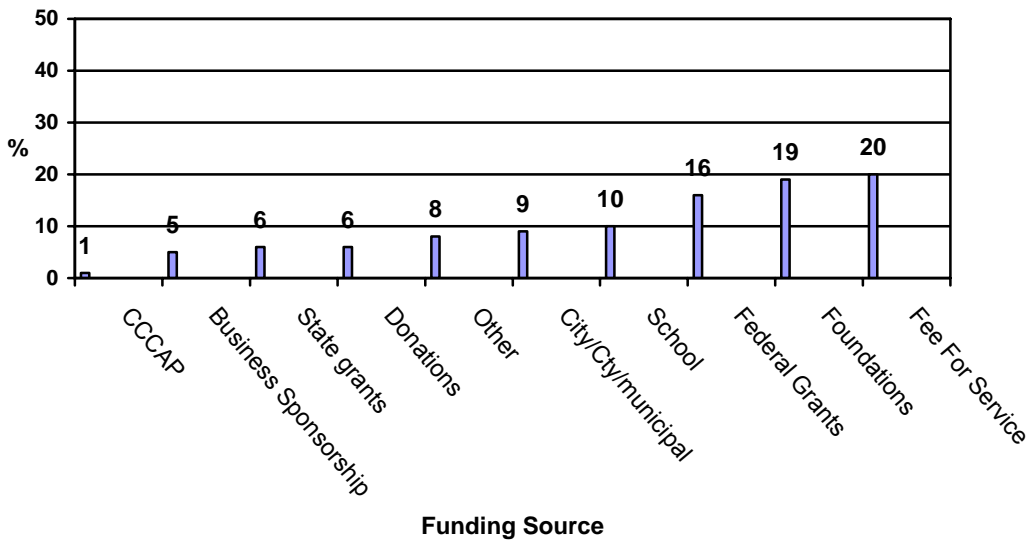
⁵³ *Id.*

programs and resources. The box below summarizes the types of non-financial investments that companies contribute.⁵⁴

- In-Kind contributions, including meeting space, refreshments, transportation, furniture, computers, and printing,
- Expertise, including curricula development, finance, training, technical assistance and careers.
- Leadership, through participation on Governors’ summits, state network boards etc.
- Partnerships, with after school networks and coalitions, school districts, sports teams, museums and libraries, and community agencies.
- Employees participating as voluntary tutors and mentors, participation in field trips.
- Infrastructure support, providing evaluation, research and data base development, polling data.
- Company Benefits programs, providing after school resource and referral, employee discounts, parent education, flex programs.

The Colorado Afterschool Network surveyed its members recently on the sources of their funding.⁵⁵ It found that foundation, business sponsorships and donations all figured prominently in programs’ budgets.

Funding Sources for After School Programs: Colorado
% of Annual Budget



- In 2000, the Colorado Trust committed to funding a five-year After School Initiative, during which time it committed to investing \$11 million in youth programs serving

⁵⁴ Banach, Corporate Voices, p.5.

⁵⁵ Colorado Afterschool Network. (date??). Community Connection Luncheons Report. <http://www.coloradoafterschoolnetwork.org/pdf/Community%20Connection%20Luncheon%20report.pdf>

children ages 9-14. The Trust funded 30 community-based organizations across the state through the initiative.

- The Colorado AfterSchool Network has secured a wide range of support that demonstrates the commitment of local, state and national funders including The Colorado Trust (Local private), First Data/Western Union Foundation (local corporate, The Charles Stewart Mott Foundation (national private).
- Locally, Denver's Lights on Afterschool (LOAS) Initiative is also a patchwork of funding sources. LOAS is a collaboration between the Mayor's Office for Education and Children, the Denver Public Schools (DPS) Foundation, and Mile High United Way. Its most common sources of funding for after school programs were foundation grants, donations, Lights on After School grants, and revenue generated by fee for service. Other significant funding sources were federal grants and support from local businesses.⁵⁶

The Colorado Afterschool Network has compiled a directory of over 250 potential after school funders many of which are Colorado private and corporate foundations. The database has arrayed funding by interest: [arts & culture; education; and other](#) (youth development, recreation, and civic, environment, and faith-based). Its database also includes business or organizations with discretionary funds to contribute to the communities where the company has a presence, e.g. [Wal-mart](#), [Target](#), [Albertson's](#), [Rotary Clubs](#), and [Lion's Clubs](#).

III. What's on the Horizon

A. Federal

The Urban Institute's analysis of historical and future trends in the federal budget reveals that children are a diminishing national priority, with spending on children under current law scheduled to shrink relative to other programs.

Under the recent conference agreement governing the FY08 budget, funding for nondefense discretionary programs would equal 3.6 percent of GDP, lower than in any year from 2001 through 2006 and well below the non-defense discretionary funding level of 4.1 percent of GDP that was provided in 2002, 2003, and 2004.⁵⁷ When inflation and population growth are taken into account, funding for non-defense appropriations in 2008 under the new budget plan would

⁵⁶ The Colorado AfterSchool Network. (October 2006). A Snapshot of After School in Denver 2006: An Assessment of After School Needs, Capacity and Resources Prepared for The Mayor's Office for Education and Children Denver's City Leaders Engaged In After School Reform Initiative. <http://www.denvergov.org/Portals/391/documents/Final%20Draft%20CLEAR%20Report%20with%20anecdotes.pdf>.

⁵⁷ Richard Kogan. (2007). Discretionary Funding Under The New Congressional Budget Plan - A Big Increase Or A Modest Offset To Recent Cuts? Center on Budget and Policy Priorities. <http://www.cbpp.org/5-16-07bud.pdf>. Non-defense appropriations comprise about one-sixth of the overall budget; they include education, transportation, medical care for veterans, law enforcement, biomedical and other scientific research, the environment, housing, and the Treasury.

be *below* the levels of funding provided in 2002, 2003, 2004, and 2005. (Kogan 2007) In years after 2008, funding for non-defense discretionary programs would shrink as a percentage of GDP, falling to 3.2 percent by 2012. This would be the lowest percentage since at least 1962, and probably since the Hoover Administration.⁵⁸

The No Child Left Behind Act, including the 21CLCC, is scheduled for re-authorization. The Afterschool Alliance, with input from a broad range of youth groups including NAA, has put forth a unified set of recommendations on programs related to after school, including 21st CCLC and Supplemental Educational Services, and after school for older youth. Their recommendations call for improving 21st CCLC by

- increasing authorized funding levels, enhancing program sustainability and increasing investments in quality.
- making Supplemental Education Services more accessible to after school program in order to improve the quality and delivery of those services; and,
- a new federal investment in after school programs for middle and high school youth, specifically tied to the high school reform efforts likely to be included in the reauthorization.⁵⁹

Senators Dodd (D-CT) and Ensign (R-NV), Chairmen of the Senate After school Caucus, introduced the *Improving 21st Century Community Learning Centers Act of 2007*, designed to reauthorize the 21st Century Community Learning Centers Program and eventually be folded into the larger No Child Left Behind legislation.⁶⁰ The legislation will enhance program sustainability and increase program quality, and includes language to encourage service learning and youth development activities and address the nation's growing obesity epidemic among school-aged children by including physical fitness and wellness programs into the list of possible programming activities. Colorado's junior senator, Ken Salazar is a member of the Senate Caucus. Rep. Ralph Regula (R-OH) cochairs the House After school Caucus with Rep. Nita Lowey (D-NY).

B. National Horizon

Increased State Support for Extended Day

State capitols and education departments are discussing extending the school day, this blurring the lines between in-school programming, extended learning opportunities, out of school time, and summer learning. According to the After School Alliance, “[t]he push to extend the school day can be seen as an affirmation of many of the tenets of after school. In communities where leaders are considering lengthening the school day, advocates and after school providers are

⁵⁸ James Horney and Robert Greenstein. (2007). What Do The New Baseline Budget Projections Mean? How Much Is Available for Tax Cuts and Program Initiatives? Center on Budget and Policy Priorities. <http://www.cbpp.org/1-31-00bud.pdf>.

⁵⁹ <http://www.naaweb.org/>; <http://www.afterschoolalliance.org/NCLB.cfm#recommend>.

⁶⁰ Cosponsors include Senators Akaka (D.HI), Casey (R.ME), Cochran (R-MS), Collins (R-ME), Menendez (D-NJ) and Whitehouse (D-RI).

joining the discussions and, in many cases, helping ensure that the successful characteristics and components of quality after school programs, with their diverse and engaging activities, are incorporated into an extended day approach.”⁶¹ Policy changes are underway or proposed in school districts in Arizona, California, Connecticut, the District of Columbia, Florida, Illinois, Indiana, Massachusetts, Minnesota, Missouri, Nebraska, New Mexico, New York, Pennsylvania, Texas, Utah, and Washington.⁶²

A Colorado team of education leaders received a \$50,000 competitive grant to improve after school and summer learning opportunities for students through the *Supporting Student Success* initiative. In addition to funding, the team will also receive in-depth consulting services from the three organizations involved in this joint initiative: the Council of Chief State School Officers (CCSSO), National Conference of State Legislatures (NCSL), and National Governors Association Center for Best Practices (NGA Center). The grants will support each state's plan to develop, adopt and implement state policies that better integrate expanded learning opportunities-such as after school, summer learning and extended day and year programs-into state education systems. Colorado's cohort also includes Iowa, Massachusetts, New Hampshire, Ohio and Rhode Island.⁶³

State Initiatives to Increase Funding for After-School Programs

Several states have taken a statewide approach to supporting after-school programming. The lead state in this regard is California. Voters passed two ballot initiatives to generate additional revenues for early childhood and after school programs. In 1998, Proposition 10 raised the tax on cigarettes and dedicated the revenue for comprehensive services for children from birth to age five. In 2002, Proposition 49 required the state legislature to earmark state general revenues of up to \$550 million per year for new or expanded after school programs.⁶⁴ Table 7 lists other selected state programs and their funding sources of origin. Common to these successes is the legislative decision that the state's education policy should support after-school programming with state funds. States have done this with expansion of general fund support, earmarked funds, triggering mechanisms to add funds to existing funding streams.

⁶¹ *After school Advocate*. May 2007. Extended Day, Quality After school Programs Learn From Each Other. After school Alliance. Vol. 8, No. 5. http://www.after-schoolalliance.org/advocate/PDFS/Issue_8-5_FINAL.pdf.

⁶² Time, Learning, and After school Task Force. (XXXX). *A New Day for Learning*

⁶³ National Governors' Association. 05/24/2007 Press release: Six States Receive Grants to Expand Learning Opportunities. <http://www.nga.org/Files/pdf/0705NEWSRELEASEELO.PDF>.

⁶⁴ New monies for California schools may not actually be there. Ed Mendel. "Bad math requires governor's team to redo schools plan: Budget proposal omitted a debit for \$364 million." *San Diego Union Tribune*. June 21, 2007. <http://www.signonsandiego.com/news/state/20070621-9999-1n21error.html>.

State	How Funded	Amount in Millions	Year	Note
CN	General fund	7.00		priority school districts for extended day program
GA	allocation from federal Temporary Assistance for Needy Families (TANF) funds and appropriation of state revenues.	\$14.00	2006	
IL	legislative earmark in new funding	\$12.20	2006	for specific after school programs across the state; increased funding to \$24 million FY 2007.
IO	Legislative earmark from Tobacco Trust and departmental budgets; creation of new state funding stream	3.50	2007	In 2006 legislature had only allocated \$150,000 for after school programming.
KA	Legislative appropriation of new state funds t	.40	2007	400,000 for new Kansas Middle School After school Activity Advancement Grant
MA	Legislative renewal of prior state funding stream	7.50	2006	renewing a funding stream that had dried up after 2001.
MT	Legislative earmark	.25	2006	prevention and after school programs working with at-risk youth.
NJ	Legislative appropriation from general fund	\$15.00	2006	To be administered by public-private partnership in the state.
NC	Legislative appropriation from general fund for new funding		2006	
OH	allocated TANF funding to after school.			
PA	Legislative appropriation	\$38.00	2003-04,	
SC	Legislative appropriation for continuing program; legislative earmark for technical assistance network	\$3.825	2006	
TN	Legislative earmark from existing lottery fund	\$18.00	2006	All unclaimed prizes from state lottery will go to afterschool,
WA	Legislative appropriation from general fund for new funding	3.00	2006	
WY	Blended funding streams by state agencies		2006	state Departments of Education and Health, governor's allocation for the Safe and Drug-Free Schools Program, and state tobacco settlement dollars to create community collaboratives and community advisory boards to oversee and coordinate relevant funding sources at the local level. ⁶⁵

Source: *AfterSchool Advocate*. "Support for Afterschool Advances in IA, KS, MT, WA: Vol. 8 No 5. AfterSchool Alliance. http://www.afterschoolalliance.org/advocate/PDFS/Issue_8-5_FINAL.pdf.

⁶⁵ <http://sad.state.wy.us/21SIG.org>, [http://www.nccic.org/after school/PDFDocs/WY.pdf](http://www.nccic.org/after_school/PDFDocs/WY.pdf).

In addition to appropriations from state general funds or earmarking, states have leveraged support for after school programming by:

- creating task forces and committees, *e.g.*, Hawaii SB 38 , which established a task force to review the State’s current after school activities programs and make recommendations for improvement and appropriate funds for an after school activities program coordinator.
- creating inventive financing *e.g.*, Connecticut CT HB 6802 , which established a statewide out-of-school-time grant program that is free from taxation, or New York NY AB 7996, which established an after school challenge program to fund affordable curriculum-based or community-based after school care programs
- promoting after school care programs: *e.g.*, Massachusetts MA HB 2829, which established a comprehensive, coordinated system to support and maintain care, educational, recreational, and other out-of-school time services.⁶⁶

⁶⁶ Sloan Work and Family Research Network. 2005-2006 Legislative Summary Sheet Survey of Afterschool Care Bills Introduced into State Legislatures. <http://wfnetwork.bc.edu/pdfs/afterschoolbills.pdf>.

Table 8 highlights examples of recent legislative strategies from other states.

Table 8 Legislative Strategies to Support OST		
CA	AB 1984	Creates the 21st Century High School After School Safety and Enrichment for Teens program and requires the State Department of Education to set guidelines for a minimum of 10 programs to receive funds.
GA	SB 384	Requires 'After school program' definition to include programs that serve students who have dropped out of school and who have previously failed courses.
HI	HR 69	Establishes a task force, Hawaii After school Initiative, to develop a plan to ensure quality after school programs for every school-age child in the state.
IA	SB 2205	Changes definition of after school program to include a summer-only program regarding child care regulations.
MA	SB 26	Encourages funding for youth summer job programs in high-crime communities which focus on activities during out-of-school time.
	HB 1084	Establishes the after school child care transportation program.
MI	SB 279	Requires allocation of funds to support out-of-school-time programs and resources, for children in low-performing schools.
	HR 26	Establishes the Michigan After school Initiative to evaluate and develop a plan for after school programs.
MN	HF 4	Requires allocation of funds for after school enrichment grants to support programming for at-risk children.
MO	HCR 11	Renames the Joint Interim Committee on After school Programs as the Joint Legislative Committee on Out-of-School Programs.
MS	HB 159	Establishes the "Mississippi After school Initiative Task Force" to develop a plan to ensure quality after school programs.
NJ	AB 1363	Establishes a program providing grants to schools and child care centers, including after school programs.
	SB 2523	Establishes a comprehensive program of after school activities for students.
NM	SB 434	Requires appropriation of funds to the children, youth and families department for a task force for the out-of-school time program.
NY	AB 7966	Establishes an after school challenge program to provide support for after school programs that provide affordable after school care for students in grades one through eight that run after school until at least six o'clock.
	SB 553	Requires funds be allocated to organizations that provide supervised after school activities to youth in families under the state's temporary assistance program.
OK	HB 2580	Requires coordination among governmental agencies and commissions to create an out-of-school resource center.
WV	HCR 89	Establishes a taskforce to study after school programs and develop plans to provide high quality after school programs.
WA	HB 1981	Establishes an after school plan that would expand and support high quality after school programs.
<p><i>Source:</i> Sloan Work and Family Research Network, Opportunities for Policy Leadership on After school Care. 2006, Issue 5. http://wfnetwork.bc.edu/pdfs/policy_makers5.pdf</p>		

New Advocacy Campaigns

Strong American Schools, sponsored by the Bill & Melinda Gates Foundation and the Eli and Edythe Broad Foundation, will pump \$60 million into a public awareness campaign to push education reform issues affecting students in kindergarten to 12th grade in the forefront of debate in the 2008 election season. Strong Schools is urging candidates and the public to begin a conversation about education reform. They are supporting grassroots activities in key presidential primary states and an E-campaign stemming from its website, www.edin08.com. Chaired by Colorado's own Roy Romer, the campaign is pressing for more time and support for

learning, including more enrichment opportunities, and for a longer school day or school year. A field campaign is planned for Colorado, which has been targeted as a “key” state.⁶⁷

Project 2010 brings together individuals and organizations across the nation who support the vision that all children and youth deserve access to quality, affordable after-school programs by the year 2010. Colorado partners include Governor Bill Ritter, Jr., as well as Colorado mayors, district attorneys, police chiefs, business, nonprofit groups, educators, school district administrators, and judges.⁶⁸

C. Colorado

Several opportunities present themselves for raising the profile of after school programming in Colorado’s education ecosystem.

The Prevention Leadership Council

In 2002, the legislature passed the “Prevention, Intervention and Treatment Services Act for Children and Youth act (C.R.S. 25-20.5). “The purpose of this legislation was to create a more unified, effective, and efficient approach to the delivery of state and federally funded prevention, intervention and treatment services for children and youth in Colorado.” The Prevention Services Division in the Colorado Department of Public Health and Environment is the lead agency, supporting the work of a Prevention Leadership Council, which consists of representatives from six state agencies, universities and other partners. The goals of the Council include coordinating and streamlining state-level processes, enhancing local capacity, defining and promoting best practices and rigorous program evaluation, ensuring collaborative planning, and promoting prevention, intervention and treatment services. The group has developed minimum standards for programs, established a best practices website, and promoted common approaches to reporting and evaluation.⁶⁹

The state plan potentially sets the direction for the use of funds in most of the programs discussed in this report. The plan itself, however, focuses more on issues of process and coordination and ways to improve implementation of programs. The emphasis is on local capacity building and planning. It does not establish substantive goals, nor does it devote explicit attention to the role of after- school service programs as a critical resource for youth in the state.⁷⁰

⁶⁷ Strong American Schools. Fact Sheet: National Field and Grassroots Outreach Campaign.

<http://www.edin08.com/uploadedFiles/042407%20FINAL%20Nat%20Field%20and%20Grassroots%20Fact%20Sheet.pdf>; Jennifer Brown and Allison Sherry. “School reform: A major ‘08 pitch.” April 26, 2007. *The Denver Post*, http://www.denverpost.com/ci_5751925.

⁶⁸ *After school for All: Project 2010* in Colorado http://www.after-schoolalliance.org/states_docs/2010/2010-CO.pdf

⁶⁹ See <http://captus.samhsa.gov/southwest/SWCOPrevLdshpCL.cfm>; also

<http://www.cdphs.state.co.us/ps/ips/council.html>.

⁷⁰ Colorado Departments of Education, Human Services, Public Health and Environment, Public Safety, and Transportation, State Plan for the Prevention, Intervention and Treatment Services for Children and Youth, Fiscal Years 2006-2009 (June 2005).

New Administration and P-20 Council

In his Colorado Promise, now Governor Bill Ritter announced his long-term goals of cutting the state's high school drop-out rate and achievement gap in half within 10 years and doubling the number of postsecondary degrees and certificates earned by Colorado college students by 2017. One strategy for achieving that goal was the enactment of the P-20 Education Coordinating Council, a special advisory panel that will address the challenges facing Colorado's educational systems from pre-school to graduate school.⁷¹ The Governor generally charged the Council to "rethink state policies and expectations; to provide meaningful, detailed, and constructive measures of accountability; to embrace innovative approaches to education while strengthening traditional methods and ensuring high quality outcomes for all. Subcommittees will likely be dealing with issues of data and accountability, keeping children in school, achievement gaps, etc. While the charge is open-ended on specific discussion topics, at least two describe policy reasons for including a broad definition of after school programming in the education "mix."⁷²

The Council's charge also contains specific references to the importance of STEM (science, technology, engineering, and mathematics) disciplines. These content areas lend themselves nicely to enrichment content and staffing employed in after school-programming. The Governor's Office applied for a grant from the National Governor's Association to develop STEM capacity in Colorado. NGA's award of this grant to Colorado, means that activity around design and delivery of STEM content will be coordinated, focused, and its learnings will be placed at the P-20 Council. The sharpening of diffused STEM activities in the state present a natural partner for Colorado's after school proponents.

Other Education Developments

Colorado is no stranger to education reform conversations and the buzz seems to be increasing, informing public school supporters about critical school funding and programming issues and empowering them to be vocal and effective advocates. "State leaders -- including the Speaker of the House and the Governor -- have made education reform and renewal a top priority, and are embarking on a series of conversations to engage the public in this critical process."⁷³

There is some room for optimism about funding for education enrichment programs. In May 2007, Governor Ritter signed the new School Finance Act (Senate Bill 199), which increases total funding for K-12 education in Colorado by \$310 million, a 6.6 percent increase. The legislation will keep the State Education Fund from becoming insolvent in 2011.⁷⁴ The legislation also:

⁷¹ B 003 07, EXECUTIVE ORDER, Creating the Governor's P-20 Education Coordinating Council, <http://www.colorado.gov/governor/press/pdf/executive-orders/2007/ExecutiveOrder-GovernorP20.pdf>.

⁷² (ii. methods for engaging and retaining all students, thereby reducing the number of students who drop out of high school, and xi. connecting regional and statewide workforce needs with current and future educational capacities.)

⁷³ E.g., Great Education Colorado. Defining a Vision for Public Education in the 21st Century. <http://www.zoomerang.com/recipient/survey-intro.zgi?p=WEB226BXZYXVSU>.

⁷⁴ Office of the Governor. (May 2007). Press Release: Gov. Ritter Signs School Finance Act Into Law. <http://www.colorado.gov/governor/press/may07/school-finance-act.html>.

- Allows popular votes in 175 of 178 school districts around Colorado to take effect, enabling these districts to retain revenues over their TABOR limits
- Begins to address the growing inequities between the state share of K-12 education funding and the local share. The legislation should have the effect of decreasing the state share of funding and increasing the impact of local control. Even though Colorado is a local control state, to the extent that a district relies more on state funding for total program rather than on local property tax revenues, the state may potentially exercise more control over the district's operations.⁷⁵
- Keeps \$42 million in the State Education Fund in FY07/08 that otherwise would have been spent by stabilizing the local share of K-12 funding.⁷⁶
- Requires school districts to prepare annual budgets in a standard format.
- Provides about \$6 million to get 2,000 low-income children currently on waiting lists into pre-school.
- Raises per-pupil funding by \$6.4 million in FY07/08 for 11 school districts now receiving the minimum amount.⁷⁷:

IV. Conclusion

Sustainable funding is one of after school programming's biggest challenges. "Program survival usually relies on creative directors who can put together a patchwork of funding from multiple sources."⁷⁸ This is the case for three major reasons:

- **There are very few specific funding sources targeted to after school programs.** The most important is the 21CLCC, which was intended to stimulate the development of new programs, but provides no long-term sustainable support. The only federal programs that offer sustainable support are child care related. The nutrition program covers only a tiny part of costs. The child care development block grant requires fee-based programming

⁷⁵ Colorado General Assembly, Office of Legislative Legal Services, Legal Memorandum, "Whether the repeal of section 22-54-106 (2)(a)(III), C.R.S., which would require school districts to impose the same mill levy from year to year, requires prior voter approval pursuant to section 20 (4)(a) of article X of the state constitution," March 28, 2007. Page 16; <http://www.lobbycolorado.com/FileRepository/documents/LegalServicesMemo.pdf>.

⁷⁶ Amendment 23, Colorado Constitution created the State Education Fund to help schools buy textbooks, reduce class sizes and retain critical staff, and to ensure that the State would be able to keep up with mandatory Amendment 23 per pupil increases in later years. Without the stabilization provided in Senate Bill 199, the General Fund would continue to be forced to back fill the Education Fund.

⁷⁷ Widefield, Cheyenne Mountain, Falcon, Canon City, Poudre, Thompson, Mesa Valley, Moffat, Pueblo Rural, Windsor, and Johnstown school districts.

⁷⁸ Duane M. Elling. (2003). Statewide Networks Shape the Future of After School. *Mott Mosaic*. Vol. 3 # 1. <http://www.mott.org/upload/pdfs/current/mott%20mosaic/mosaicv3n1.pdf>.

and it only applies to programs serving children younger than age 13, from low-income families, that need the program to support the parents' work efforts.

- **Other programs looked to for support are not designed to support after school programming per se**, but rather have as their goal something a little different, e.g. reduction in underage drinking, that may be related to, and complement the goals of the after school program. Tapping into these programs can often strengthen or enrich an after school program. However, to do so requires adept program directors, skilled at participating in a range of different community problem solving processes.
- **There is no clear vision as to what constitutes an after-school program.** Therefore, directors are not marketing a single commodity, but rather always justifying a program design in light of a variety of diverse goals and objectives.

Getting reliable information the amount of public and private funds committed to support of after school programs is difficult, partly because of the same reasons described above. There is another cause for the difficulty. Unlike some states, Colorado has no clear-cut policy from “the top” — Governor, Legislature, or Commissioner of Education — that after school programming is a state priority that requires support, transparency, and accountability. In Colorado, after school programming is a strategy that can be used to meet multiple ends. Thus, with the exception of 21st Century School programming, there are no policy requirements for inclusion of after school in the program mix, sustainable funding, braided funding, or reporting. If after school is being “done,” this happens on an *ad hoc* basis; its funding is program home specific and often a function of a personal connection. It is probably possible to do school specific search on the extent and funding of after school programming; it may even be possible to replicate such searches at a district level. However, after interviews with state program managers and examination of many state reports it is not a simple task to do at the state level, since the CDE does not require common reporting forms across programming.

The ultimate answer to the question of “Is there enough money in the state to support after school programming?” is “We don’t know.” The lack of clarity regarding the program model also means that there are wide ranging estimates as to:

- the cost of program provision. One study noted cost estimates ranging from \$449 to \$7160 per child per year.⁷⁹
- The target population. Is our goal to serve all children in an age range, all children whose family income is too low to purchase enrichment opportunities for their children, all children in need of academic remediation?

Without knowing the target population and the cost of program delivery, it is impossible to estimate the amount needed, and hence therefore, impossible to say whether what is available is enough. What we do know is that the way funds are made available poses a challenge for those wishing to create or sustain after-school programs.

⁷⁹ Christianne Lind, Nanette Relave, Sharon Deich, Jean Grossman, and Andrew Gersick. The Costs of Out-of-School-Time Programs: A Review of Available Evidence. (The Finance Project, May, 2006) p.1 [www.The Finance Project.org/publications/litreview.pdf](http://www.TheFinanceProject.org/publications/litreview.pdf).

The congruence of the P20 Council, some optimism in school finance, and the numerous education reform conversations taking place across Colorado mean that there are tables at which to bring these questions and their frustrating lack of answers.

V. Appendix 1 Federal Programs of Interest to After School Programming

APPENDIX 1 Programs of Interest for After School Programming Catalogue of Federal Domestic Assistance and Federal Funding Information System					
CFDA	AGENCY AND PROGRAM	FUNDING HISTORY	MATCHING REQUIREMENT	WHO CAN APPLY	EVIDENCE COLORADO IS PARTICIPATING; SHARE OF FFIS REPORTED SPENDING
DEPARTMENT OF AGRICULTURE					
10.500	Cooperative Extension Service (including 4H Youth Development; Children, youth and families at risk CYFAR)	FY 05 \$427,484,771; FY 06 \$431,511,670		Payments are made to State Land-grant institutions basically on a formula basis for an approved Plan of Work. Competitive grant awards also are made upon selection through a competitive process.	0.89%
DEPARTMENT OF EDUCATION					
84.044	TRIO Talent Search -- to identify disadvantaged youths with potential for postsecondary education, encourage them to complete secondary school and undertake postsecondary educational training, and publicize existing forms of student aid. Projects may also provide tutorial services for youths being encouraged to undertake or reenter programs of postsecondary education	FY 05 \$144,649,000	There are no matching requirements.	Institutions of higher education, public and private agencies and organizations, a combination of the above and, in exceptional cases, secondary schools may apply.	0
84.047	Upward Bound To generate skills and motivation necessary for success in education beyond high school among low-income and potential first-generation college students and veterans. The goal of the program is to increase the academic performance and motivational levels of eligible enrollees so that such persons may complete secondary school and successfully pursue postsecondary educational programs.	FY 04: \$279,639,000; FY 05: \$277,347,000; and FY 06 est.: \$278,238,000.	There are no matching requirements.		?

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84.141	Migrant Ed - High School Equivalency Program Project funds may be used to recruit and provide academic and support services (including counseling, health services, stipends, and placement) to migrant students to obtain the equivalent of a secondary school diploma and to subsequently gain employment or be placed in an institution of higher education or other postsecondary education or training	FY 04: \$18,888,000; FY 05: \$18,737,000; and FY 06 est.: \$18,550,000.	There are no matching requirements.	Institutions of higher education or private nonprofit agencies in cooperation with institutions of higher education may apply.	5.83%
84.184	Safe and Drug Free Schools National Programs To enhance the Nation's efforts to prevent the illegal use of drugs and violence among, and promote safety and discipline for, students at all educational levels	(Grants) FY 05: \$234,580,000; and FY 06 est.: \$222,234,000.	contact headqtrs	Public and private individuals and entities are eligible to apply. Entities eligible for discretionary grants vary by competition and are announced in the Federal Register notice governing the competition.	0.93%
84.214	Migrant Education Even Start -- To improve the educational opportunities of migrant families through family literacy programs that integrate early childhood education, adult literacy or adult basic education, and parenting education	FY 04: \$8,641,859; FY 05: \$7,878,315; and FY 06 est.: \$2,800,000.	At least 10% of project costs in the first year, 20 % in the second, 30% in the third and 40% in the fourth and final year.	Any entity may apply. The Secretary specifically invites application from state educational agencies (SEAs) that administer migrant programs; local educational agencies (LEAs) that have a high percentage of migrant students; and nonprofit community-based organizations that work with migrant families.	4.55%
84.215	Fund for the improvement of education (Includes Carol White physical education program)	Grants) FY 05 \$257,114,000; FY 06 est. \$11,668,000	project grant, no match	State educational agencies, local educational agencies, institutions of higher education, public and private organizations and institutions may apply	0.96%

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84.258	Even Start Tribes and Tribal Organizations --To help break the cycle of poverty and illiteracy and improve the educational opportunities of low-income families through family literacy programs that integrate early childhood education, adult basic education, and parenting education	FY 04: \$4,938,192; FY 05: \$4,501,894; and FY 06 est.: \$1,485,000.	At least 10% in year 1, 20% in year 2, 30% in year 3, 40% in year 4 and 50% in subsequent years.	Federally recognized Indian tribes and tribal organizations as defined in the Indian Self-Determination and Education Assistance Act, Section 4, may apply.	0
84.282	Public Charter Schools Program supports the planning, development, and initial implementation of charter schools	FY 04: \$218,702,000; FY 05: \$216,952,000; and FY 06 est.: \$214,782,480.	There are no matching requirements.	State educational Agencies (SEAs)- if they have a charter school law in place.	3.39%
84.310	Parental Information and Resource Centers To provide grants to nonprofit organizations and nonprofit organizations in consortia with local education agencies (LEAs) to assist them in establishing parental information and resource centers. These centers strive to: (1) assist parents in helping their children to meet State and local standards; (2) obtain information about the range of programs, services, and resources available nationally and locally for parents and school personnel who work with parents; (3) help parents use the technology applied in their children's education; (4) plan, implement, and fund activities for parents that coordinate the education of their children with other programs that serve their children and families; and (5) coordinate and integrate early childhood programs with school-age programs.	FY 05 \$41,886,000; FY 06 est. \$39,600,000; and FY 07 est. \$0	unspecified portion after year 1	non profit organizations and non profit organizations in consortia with LEAs	1.60%
84.330	Advanced Placement Incentive Program support State and local efforts to increase access to advance placement classes and tests for low-income students and to cover part or all of the cost of test fees for low-income students enrolled in advanced placement courses	FY 05: \$29,760,000; and FY 06 est.: \$32,175,000.	There are no matching requirements.	State and local educational agencies and nonprofit organizations may apply.	1.60%

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84.334	<p>Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) --To encourage eligible entities to provide or maintain a guarantee to eligible low-income students who obtain a secondary diploma (or its recognized equivalent), of the financial assistance necessary to permit the students to attend an institution of higher education; and supports eligible entities in providing additional counseling, mentoring, academic support, outreach, and supportive services to elementary and middle schools, and secondary school students who are at risk of dropping out of school; and information to students and their parents about the advantages of obtaining a postsecondary education and the college financing options for the students and their parents.</p>	<p>FY 04: \$298,230,000; FY 05: \$306,488,000; and FY 06: \$303,423,120.</p>	<p>State grant recipients must provide at least 50 percent of the total project costs each year, through cash or in-kind contributions. Grantees must ensure that funds supplement and not supplant funds expended for existing programs.</p>	<p>State agencies, community-based organizations, schools, institutions of higher education, public and private agencies, nonprofit and philanthropic organizations, businesses. For partnership projects, participants must include: (1) at least one institution of higher education; (2) at least one local educational agency on behalf of one or more schools with a 7th grade and the high school that the students at these middle schools would normally attend; and (3) at least two additional organizations such as businesses, professional associations, community-based organizations, state agencies, elementary schools, religious groups, and other public or private organizations.</p>	<p align="right">1.60%</p>
84.341	<p>Community Technology Centers Program To create or expand community technology centers that will provide disadvantaged residents of economically distressed urban and rural communities with access to information technology and the training to use it and to promote the academic achievement of low-achieving high school students</p>	<p>FY 04: \$9,941,000; FY 05: \$4,960,000; and FY 06 est.: \$0.</p>	<p>There are no matching requirements</p>	<p>State educational agencies, local educational agencies, institutions of higher education, and other public and private nonprofit or for-profit agencies and organizations.</p>	<p align="right">0</p>

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84.351	Arts in Education	FY 04: \$35,071,000; FY 05: \$35,633,000; and FY 06 est.: \$35,277,000.	There are no matching requirements.	Subpart A: State educational agencies; local educational agencies; institutions of higher education; museums and other cultural institutions; other public/private agencies, institutions, and organizations. Subpart B: local educational agencies; all entities listed under Subpart A; nonprofit institutions of higher education, arts, literary, cultural organizations; private for-profit entities and organizations.	0.81%
84.360	School Dropout Prevention Program To support effective, sustainable and coordinated dropout prevention and reentry programs in high schools with annual dropout rates that exceed their state average annual dropout rate. Middle schools which have students who continue on to these high schools are also supported	FY 04: \$4,971,000; FY 05: \$4,930,000; and FY 06 est.: \$4,851,000.	There are no matching requirements.	State educational agencies (SEAs) and local educational agencies (LEAs) serving communities with dropout rates above the state's average annual dropout rate will be eligible to apply for funding.	0

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84.364	<p>Improving Literacy Through School Libraries To provide 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 to improve literacy skills and achievement of students.</p>	<p>FY 05 \$19,683,000; FY 06 est. \$19,486,000;</p>	<p>project grant, no match</p>	<p>Recipient local educational agency (LEA) with child poverty rate of at least 20%. May use program funds to: acquire school library media resources; acquire and use technology that can help to develop the information retrieval and critical thinking skills of students; facilitate Internet links and other resource-sharing networks; provide professional development and collaborative activities for school library media specialists; and provide students with access to school libraries during non-school hours</p>	<p align="right">0.85%</p>

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84.371	<p>Striving Readers To raise student achievement by improving the reading skills of middle and high school students who are reading below grade level. Striving Readers will support the implementation and evaluation of research-based reading interventions for struggling middle and high school readers in Title I eligible schools at risk of not meeting or not meeting annual yearly progress requirements under the ESEA and/or that have significant percentages or numbers of students reading below grade level.</p>	<p>FY 05: \$24,800,000 and FY 06: \$29,700,000.</p>	<p>project grants There are no matching requirements.</p>	<p>1. LEAs that receive Title I funds and have one or more high or middle schools with significant numbers of students reading below grade level and are at risk of not meeting or are not meeting Title I annual yearly progress requirements; 2. Intermediate service agencies on behalf of LEAS as in (1) above; or 3. Partnerships that may include public or private institutions of higher education, eligible nonprofit or for-profit organizations (or consortia of such institutions or organizations), and local educational agencies (LEAs) that have one or more high schools or middle schools with significant numbers of students reading below grade level and are at risk of not meeting or are not meeting Title I annual yearly progress requirements.</p>	<p>not found</p>
DEPARTMENT OF HEALTH & HUMAN SERVICES					
93.009	<p>Compassion Capital Fund - capacity building program with goal of assisting faith-based and community organizations to increase their effectiveness, enhance their ability to provide social services, expand their organizations, diversify their funding sources, and create collaborations to better serve those most in need.</p>	<p>FY 05 \$54,549,000; FY 06 est. \$64,350,000</p>	<p>20% match</p>	<p>Intermediary organizations use the CCF funds to provide two services within their communities: 1) Technical assistance to faith-based and community organizations; and 2) Financial support through sub-awards to some subset of the faith-based and community organizations in their communities</p>	<p>not found</p>

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CFDA	AGENCY AND PROGRAM	FUNDING HISTORY	MATCHING REQUIREMENT	WHO CAN APPLY	EVIDENCE COLORADO IS PARTICIPATING; SHARE OF FFIS REPORTED SPENDING
93.010	Community-Based Abstinence Education To provide funding to public and private institutions for community-based abstinence education project grants. The project grant's objective is to reduce out-of-wedlock childbearing and sexually-transmitted diseases by teaching abstinence to adolescents ages 12 through 18 and by creating an environment within communities that support decisions to postpone sexual activity	FY 04: \$40,895,000; FY 05: \$40,914,000; and FY 06 est.: \$50,000,000	States must provide \$3 for every \$4 of federal funds allotted through the formula mechanism.	The Governor of each State shall determine which agency will administer the Abstinence Education program in each State. If you represent an organization that is interested in more information about this program, contact your state.	not found
93.224	Healthy Schools, Healthy Communities to improve the availability, accessibility and provision of primary health care services (including via school based health centers)	(Grants) FY02: \$16.1 million; FY03: \$18.5 million; FY04: \$20 million. Individual grants range from \$100,000 to \$300,000 with an average grant of \$214,467.	The applicant must assume part of the project costs determined on a case-by-case basis.	Eligible applicants include public health centers, local health departments, hospitals, private nonprofit health providers, university medical centers, and other community-based providers.	4.32%
93.243	Substance Abuse and Mental Health Services, Projects of regional and national significance --Grants and cooperative agreements may be for (1) knowledge and development and application projects for treatment and rehabilitation and the conduct or support of evaluations of such projects; (2) training and technical assistance; (3) targeted capacity response programs (4) systems change grants including statewide family network grants and client-oriented and consumer run self-help activities and (5) programs to foster health and development of children	FY 05: \$241,246,345; and FY 06 est.: \$197,110,042.	There are no matching requirements.	Public organizations, such as units of state and local governments and domestic private nonprofit organizations such as community-based organizations, universities, colleges and hospitals can apply.	not found

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93.570	Community Services Discretionary Awards --support program activities to alleviate the causes of poverty in distressed communities	(Grants and Contracts) FY 04: \$641,911,247; FY 05: \$636,789,000; and FY 06: \$630,425,000.	There are no matching requirements.	States, territories, and state-recognized tribes. States make grants to qualified locally-based nonprofit community antipoverty agencies and other eligible entities that provide services to low-income individuals and families. States set the income limit for "low-income" beneficiaries, which may not exceed 125 percent of the official poverty line.	0.94%
93.616	Mentoring Children of Prisoners To make competitive grants to applicants in areas with significant numbers of children of prisoners to support the establishment and operation of programs using a network of public and private entities to provide mentoring services for these children	(Grants) FY 05: \$47,963,000; FY 06 est.: \$46,090,000. (Contracts) FY 05: \$1,081,000; FY 06 est.: \$2,960,000.	Match of at least 25% in years 1 and 2; at least 50% in year 3.	Those eligible to apply for funding under this grant competition include applicants in areas where there are substantial numbers of children of prisoners. Applicants must establish or expand and operate programs using a network of public and private entities to provide this mentoring. This includes any State or local government unit, Tribe and Tribal organization, private nonprofit, community and faith based groups.	1.28%
93.647	Social Services Research and Demonstration program To promote research and demonstrations related to the prevention and reduction of dependency or which will help improve the administration and effectiveness of programs related to that purpose.	FY 05: \$32,005,000 and FY 06: \$11,868,000.	Generally, cost sharing of 25 percent of the total approved project cost is required for grants or cooperative agreements;	Grants and cooperative agreements may be made to or with governmental entities, colleges, universities, nonprofit and for-profit organizations (if fee is waived). Contracts may be awarded to nonprofit or for-profit organizations. Grants or cooperative agreements cannot be made directly to individuals.	2.13%

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93.938	Cooperative Agreement to Support comprehensive school health programs that prevent spread of HIV To support the development and implementation of effective health education for human immunodeficiency virus (HIV) and other important health problems for school-age populations (elementary through college-age youth, parents, and relevant school, health, and education personnel).	FY 05 est. \$34,058,542; FY 06 est. \$35,593,573	None	states, large urban school districts with high incidence of AIDS	0
93.995	Adolescent Family Life Program (Demonstration Projects) To establish innovative, comprehensive, and integrated approaches to the delivery of care services for pregnant and parenting adolescents with primary emphasis on adolescents who are under 17 years of age. To promote abstinence from sexual relations through provision of age-appropriate education on sexuality and decision-making skills as the most effective method of preventing adolescent pregnancy and avoiding sexually transmitted diseases, including HIV/AIDS	FY 04: \$25,000,000; FY 05: \$25,000,000; and FY 06 est.: \$25,000,000.	At least 30 percent in years 1 and 2, increasing in subsequent years.	Public (e.g., city, county, regional, and state government) organizations and private, nonprofit organizations.	2.01%
DEPARTMENT OF INTERIOR					
15.043	Indian Child and Family Education (FACE) To begin educating children at an early age through parental involvement, to increase high school graduation rates among Indian parents, and to encourage life-long learning	FY 04: \$9,800,000; FY 05: \$9,674,000; and FY 06 est.: \$9,627,000.	project grants, no matching requirements.	Federally-recognized Indian tribal governments and tribal organizations authorized by Indian tribal governments on reservations with school funded by the Bureau of Indian Affairs (BIA) may apply to administer the program.	not found
DEPARTMENT OF JUSTICE					
16.544	Gang-Free Schools and Communities: To prevent and to reduce the participation of juveniles in the activities of gangs that commit crimes.	FY 04: \$310,299; FY 05: \$423,486; and FY 06 est.: \$0.	There are no matching requirements.	Public and private nonprofit organizations or individuals.	0.25%

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16.589	<p>Rural Domestic Violence and Child Victimization (1)to identify, assess, and appropriately respond to child, youth, and adult victims of domestic violence, sexual assault, dating violence, and stalking in rural communities, by encouraging collaboration among-- (A) domestic violence, dating violence, sexual assault, and stalking victim service providers; (B) law enforcement agencies; (C) prosecutors; (D) courts; (E) other criminal justice service providers; (F) human and community service providers; (G) educational institutions; and (H) health care providers; (2) to establish and expand nonprofit, nongovernmental, State, tribal, territorial, and local government victim services in rural communities to child, youth, and adult victims; and (3) to increase the safety and well-being of women and children in rural communities, by- (A) dealing directly and immediately with domestic violence, sexual assault, dating violence, and stalking occurring in rural communities; and (B) creating and implementing strategies to increase awareness and prevent domestic violence, sexual assault, dating violence, and stalking.</p>	<p>(Grants) FY 05: \$28,316,000; FY 06 est.: \$38,666,000; and FY 07 est.: \$38,799,000.</p>	<p>no formal matching requirement. But applicants encouraged to cover part of costs.</p>	<p>States, Indian tribal governments, local governments of rural States, and other public or private entities in rural states. Local units of government in rural states and public and private entities in rural states may also apply directly for assistance. Only state agencies in non-rural States may apply for funding assistance on behalf of one or more of their rural jurisdictions.</p>	<p align="right">3.11%</p>

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16.595	<p>Community Capacity Development Office Program-- Operation Weed and Seed. Operation Weed and Seed is a comprehensive, multi-disciplinary approach to combating violent crime, drug use, and gang activity in high crime neighborhoods. The goal is to "weed out" violence and drug activity in high crime neighborhoods and then to "seed" the sites with a wide range of crime and drug prevention programs, human service resources, and neighborhood restoration activities to prevent crime from reoccurring. The strategy emphasizes the importance of a coordinated approach, bringing together Federal, State and local government, the community, and the private sector to form a partnership to create a safe, drug-free environment</p>	<p>FY 04: \$59,308,093; FY 05: \$60,414,769, and FY 06 est.: \$62,720,000.</p>	<p>The nature of the program anticipates significant leveraging of contributions from the public and private sectors of participating local communities. Current match requirements are 25% of the Weed and Seed funding level.</p>	<p>The eligible applicant is a coalition of community residents, local, county, and State agencies, Federal agencies, and the private sector. Communities interested in becoming Weed and Seed Communities (WSCs) must submit a Notice of Intent to the U.S. Attorney's Office (USAO).</p>	<p>FFIS reported 0, but Aurora was a grantee during period</p>
16.726	<p>Juvenile Mentoring Program --To develop, implement, and pilot test mentoring strategies and/or programs targeted for juvenile justice system involved youth; reentry youth; and youth in foster care</p>	<p>FY 04: \$747,301; FY 05: \$9,853,439; and FY 06 est.: \$9,697,044.</p>	<p>None</p>	<p>All States in partnership with mentoring organizations and/or other public/private nonprofit organizations.</p>	<p>0</p>
16.728	<p>Drug Prevention Program/Life Skills Training Program To reduce drug use by encouraging the promotion of multiple approaches including the replication of the Life Skills Training (drug prevention) program, to educating and motivating young adolescents to pursue healthy lifestyles, fostering interpersonal and decision making skills which will help them choose alternatives to high risk behaviors.</p>	<p>FY 04: \$1,300,000; FY 05: \$1,395,664; and FY 06 est.: \$0.</p>	<p>None</p>		<p>0</p>

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Catalogue of Federal Domestic Assistance and Federal Funding Information System**

CFDA	AGENCY AND PROGRAM	FUNDING HISTORY	MATCHING REQUIREMENT	WHO CAN APPLY	EVIDENCE COLORADO IS PARTICIPATING; SHARE OF FFIS REPORTED SPENDING
16.731	Tribal Youth Program To support and enhance tribal efforts for comprehensive delinquency prevention, control, and juvenile justice system improvement for Native American youth	FY 05: \$9,831,438; and FY 06 est.: \$9,287,495.	There are no matching requirements.	Federally-recognized Indian tribes, tribal coalitions and Native Alaska Villages are eligible to apply.	not found
16.737	Gang Resistance Education and Training (G.R.E.A.T.) To help prevent youth crime, violence and gang association while developing a positive relationship among law enforcement, families, and our young people, to create safer communities	FY 04: \$14,543,307; FY 05: \$24,666,080; and FY 06 est.: \$14,738,536.	There are no matching requirements.	Any State, local, or tribal law enforcement agency with an active G.R.E.A.T. Program or committed to starting a G.R.E.A.T. Program with a local education agency is eligible to apply for funding.	1.51%
ENVIRONMENTAL PROTECTION AGENCY					
66.950	National Environmental Education and Training Program -- To train educational professionals in the development and delivery of environmental education programs	FY 05 \$1,699,025; FY 06 \$1,689,575		universities, non-profit organizations, or a consortia of such institutions to deliver environmental education training and support for education professionals	0
66.951	Environmental Education Grants -- To support projects to design, demonstrate, or disseminate practices, methods, or techniques related to environmental education and teacher training	(Grants) FY 04 \$59,646,000; FY 05 est. \$62,496,000; and FY 06 est. \$62,496,000. EPA awards approximately 200 grants each year. Over 90% of grants for this program do not exceed \$25,000 and very few are over \$100,000.	at least 25%	Educational agencies at the state, local and tribal level; state environmental agencies; college and universities; nonprofit organizations; and noncommercial educational broadcasting entities are eligible to apply. Individuals are not eligible to apply.	6.92%
CORPORATION FOR NATIONAL AND COMMUNITY SERVICE					

**APPENDIX 1 Programs of Interest for After School Programming
Catalogue of Federal Domestic Assistance and Federal Funding Information System**

CFDA	AGENCY AND PROGRAM	FUNDING HISTORY	MATCHING REQUIREMENT	WHO CAN APPLY	EVIDENCE COLORADO IS PARTICIPATING; SHARE OF FFIS REPORTED SPENDING
94.002	<p>Retired and Senior Volunteer Program (RSVP) The Retired and Senior Volunteer Program (RSVP) provides grants to qualified agencies and organizations for the dual purpose of engaging persons 55 and older in volunteer service to meet critical community needs; and to provide a high quality experience that will enrich the lives of volunteers.</p>	<p>Grants) FY 05: \$58,528,000; and FY 06 est.: 59,685,000. Grant periods are generally for three years.</p>	<p>Local sharing of cost encouraged</p>	<p>Grants are made to state government agencies, local government agencies, private nonprofit organizations and faith-based organizations.</p>	<p align="right">1.88%</p>
94.004	<p>Learn and Serve America-Community-Based and school based organization --To encourage elementary and secondary schools and community-based agencies to create, develop, and offer service-learning opportunities for school-age youth; educate teachers about service-learning and incorporate service-learning opportunities into classrooms to enhance academic learning; coordinate adult volunteers in schools; and introduce young people to a broad range of careers and encourage them to pursue further education and training.</p>	<p>FY 04: \$32,059,500; FY 05: 32,300,000; and FY 06 est.: \$32,300,000.</p>	<p>A 10% match in year 1; 20% in year 2, 30% in year 3 and 50% in subsequent years.</p>	<p>State educational agencies, state commissions on national service, U.S. territories, Indian tribes, and public or private nonprofit organizations may apply.</p>	<p align="right">2.97%</p>

**APPENDIX 1 Programs of Interest for After School Programming
Catalogue of Federal Domestic Assistance and Federal Funding Information System**

CFDA	AGENCY AND PROGRAM	FUNDING HISTORY	MATCHING REQUIREMENT	WHO CAN APPLY	EVIDENCE COLORADO IS PARTICIPATING; SHARE OF FFIS REPORTED SPENDING
94.006	<p>AmeriCorps State* National & NCCC -- addresses pressing education, public safety, human, and environmental needs of our Nation's communities by encouraging Americans to serve either part or full-time</p>	<p>(Grants) FY 05 \$287,680,000; FY 06 est. \$264,830,000; and FY 07 est. \$258,960,000.</p>	<p>Fifteen percent living allowances for AmeriCorps members; 33 percent operating and support expenses must be matched</p>	<p>(The funds are allocated as follows: 1) State formula programs. One-third of the fiscal year AmeriCorps funds will be allocated to States according to a population based formula; 2) State competitive programs. At least one-third of the fiscal year AmeriCorps funds will be distributed to programs that are first selected by the States and then submitted to the Corporation for competitive consideration; 3) National direct. Remaining fiscal year funds will be distributed directly to programs operated by national nonprofit organizations, professional corps and programs operating in more than one State; and 4) Set-asides are estimated at two percent of the fiscal year AmeriCorps funds. Set-aside for Indian Tribes and Territories, one percent each.</p>	<p align="right">1.35%</p>
94.011	<p>Foster Grandparent Program provides grants to qualified agencies and organizations for the dual purpose of engaging persons 60 or older, with limited incomes, in volunteer service to meet critical community needs; and to provide a high quality volunteer experience that will enrich the lives of the volunteers.</p>	<p>FY 04: \$110,212,000; FY 05: \$111,424,000; and FY 06 est.: \$110,937,000.</p>	<p>Generally, the applicant must meet at least 10 percent of the total project costs. Federal funds may not be used for the match.</p>	<p>Volunteers must meet age and income guidelines. Agencies applying for foster grandparent services must be state or local government agencies or private, nonprofit organizations.</p>	<p align="right">1.57%</p>

**APPENDIX 1 Programs of Interest for After School Programming
Catalogue of Federal Domestic Assistance and Federal Funding Information System**

CFDA	AGENCY AND PROGRAM	FUNDING HISTORY	MATCHING REQUIREMENT	WHO CAN APPLY	EVIDENCE COLORADO IS PARTICIPATING; SHARE OF FFIS REPORTED SPENDING
94.013	<p>AmeriCorps*VISTA To supplement efforts of private, nonprofit organizations and Federal, State, and local government agencies to eliminate poverty and poverty-related problems by enabling persons from all walks of life and all age groups to perform meaningful and constructive service as volunteers.</p>	<p>Provision of Specialized Services) (Direct program costs only) FY 05 \$94,240,000; FY 06 est. \$95,460,000 and FY 07 est. \$95,470,000.</p>	<p>50 percent of VISTA's resources are focused on the problems of disadvantaged youth,</p>	<p>Sponsors applying for VISTA Volunteers must be Federal, State or local government agencies or private, nonprofit organizations. The project proposing to use the volunteers must be designed to assist in the solution of poverty-related problems. applications through state office</p>	
<p>Source: information derived from Catalogue of Federal Domestic Assistance: See http://12.46.245.173/pla/portal30/CATALOG.FIND_ASSISTANCE_PROGRAM_DYN.SHOW</p>					

VI. Appendix 2 Selected Bibliography

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