



A REGIONAL APPROACH TO SECURING LOCAL FUNDING FOR CALIFORNIA'S AFTERSCHOOL PROGRAMS: TEN STEPS TO SUCCESS

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Over the last seven years state funding for afterschool programs has increased from \$3.6 million to \$121 million – and is expected to reach \$550 million with the implementation of Proposition 49, the *After School Education and Safety Programs Act*. Combined with approximately \$200 million in *21st Century Community Learning Centers* revenue, state and federal investments will soon total three-quarters of a billion dollars. This creates an unprecedented opportunity to reexamine the purpose and potential of these programs and to approach community development in a new way.

This article is written for leadership teams who are committed to ensuring that existing programs are financially sustainable and that communities in their regions that are considering applying for new *After School Education and Safety Programs* dollars are better positioned to secure a level of local matching funds that will support both quality and long term financial viability. Based on our work with more than 3,000 afterschool programs and partnerships, our approach focuses on ten steps to securing balanced, diversified and sustainable funding. It is fiscally prudent, socially responsible and politically sound – and it has a proven record of success in both urban and rural communities.

THE SOCIAL AND ECONOMIC BENEFITS OF AFTERSCHOOL PROGRAMS

The social and educational benefits of afterschool programs are increasingly well-known and well-documented. High quality programs provide children with a safe environment during the hours they are most at risk. They strengthen student academic and youth development skills. And, they reconnect neighborhoods with schools. What is equally important, but not as widely known, is that they also:

- Bring millions of dollars of revenue into local communities;

- Generate significant cost-savings by reducing grade retention, drop out rates, school vandalism and juvenile crime and victimization;
- Create tens of thousands of jobs;
- Contribute to increased workplace productivity and local economic development;
- Offer millions of dollars in childcare savings for low-income families; and
- Produce a return on local investments that often exceeds the cost of doing business in other ways by as much as 1,000 percent.

As cities, counties, school districts and businesses are asked to do more with less, the value of afterschool programs as a source of revenue and cost savings that would not otherwise be available has become increasingly important – and attractive. The challenge is to make the case in ways that are compelling enough to inspire them to become financial investors. From a regional perspective, there are several approaches that make sense and can build on relationships that have already been established.

CALCULATING THE REAL COST OF QUALITY PROGRAMS



The intent of California's legislation has always been to provide core funding, not to cover all of the expenses for program operations and enhancements or to

support all of the children and young people who may want to attend. New state funding will provide \$50,000 for elementary school programs and \$75,000 for those serving middle school students *and* will require a 50 percent match from other sources.¹ The

reality is that it costs much more than this to develop a *high quality* program that meets the needs and interests of most communities.

In fact, on average successful programs spend between \$120,000 and \$160,000 per year, enroll between 140 and 180 students at each site, offer a wide variety of outstanding opportunities for children and young people and achieve positive, meaningful outcomes that are important to their communities. Programs that have reached this level have learned to think strategically, work collaboratively and act intentionally. They understand that quality counts and quality costs – and they have worked hard to secure balanced, diversified and sustainable funding to support their efforts.

To date, funding for these programs has largely come from three sources: 1) *After School Education and Safety Programs* awards, 2) federal *21st Century Community Learning Centers* grants administered by the California Department of Education, and 3) a combination of local city, county, school district and private investments. The advantage of state grants is that they are ongoing – contingent upon the ability of programs to meet specific requirements in improvement in student academic performance and social behavior and an increase in attendance during the school day. The upside of federal grants is that while they can't supplant state dollars, they do create an economy of scale and make a real difference in meeting administrative and training costs – and they significantly increase student participation and local employment. The downside is that they only last for a maximum of five years, at which time they must be replaced with other funding.

The most important difference between programs that are financially secure and those that are struggling is that while both often have state and federal grants, the former have secured solid local investments from a combination of public and private sources while the latter rely on in-kind, non-cash contributions. It makes sense to learn from and build on what successful programs have done. It's also prudent to begin to think in terms of creating balanced, diversified and sustainable funding *before* programs consider expanding to add new sites or communities apply for new funding. This article is designed to provide you with

much of the information you'll need to help them start this process.

1. BEGIN WITH A POWERFUL VISION

The purpose and potential of afterschool programs have fundamentally changed. No longer limited to childcare or recreation, they are becoming a driving force in changing the way communities meet the expectations of their residents. As you begin to think about helping folks secure local investments, go beyond program activities or grant applications. Start by exploring the impact programs are capable of having on the future of their communities. This will provide you, and them, with a frame of reference and act as a living reminder of what could be. Imagine what could happen if substantially more money were brought into communities in your region, more jobs became available and more students were successful in school and in life. Consider the possibilities if employees were more productive at work and parents became better partners in their children's education. Visualize what it would be like if young adolescents became good problem solvers, decision makers and critical thinkers and cities and schools worked together to achieve their goals.

Keep in mind that the most compelling visions, as contrasted with vision statements, are emotionally captivating, intellectually intriguing and easily understood. They typically originate with one or two champions and are co-created with others over time. As you develop a vision for your region, and share it with others, focus on what will change in communities as a result of what programs offer.² Give people the freedom to interpret your vision through the filter of their own experiences, interests and perspectives. Make it your goal to bring stakeholders in local communities together in a common purpose and set a process in motion that will create a sense of urgency about *creating* the future. You, and they, will find it much easier to attract the right people at the right time to secure the financial support they'll need to make their dream a reality. Without a powerful vision you and the communities you support may accomplish something, but never as much as you could. With it, everyone can accomplish much more than you might think possible, in much less time than might suspect.

2. FOCUS ON SECURING BALANCED, DIVERSIFIED AND SUSTAINABLE INVESTMENTS



Securing adequate, diversified and sustainable funding isn't a luxury – it's a necessity. Whether communities are considering applying for state funding to begin a new program or want to expand on one that already exists, begin with the end in mind and then help them develop a strategic, systematic approach to getting there. Over the years, we've found that the most successful and cost-effective formula for doing this is the 20 percent rule.³

Put simply, this means getting cities, counties, school districts, foundations and businesses to pool their resources to finance at least half of the total operational costs of developing and sustaining a high quality afterschool program. Each stakeholder commits to investing approximately 20 percent of this amount, or about \$15,000 per site, from sources that can be maintained over time. The remaining 50 percent needed is secured through state and federal funding and other grants. This formula makes sense – and it works. It pays immediate and ongoing returns to investors. It's equitable and affordable. It produces significant economic efficiencies – and it provides a solid foundation for managed, sustainable growth.

Making the case to potential investors begins with developing relationships with community leaders who have the ability *and* authority to make financial commitments on behalf of their organizations, or can influence others to make these commitments. These include mayors and city council members, county executives and department heads, district superintendents and school boards and corporate and private foundation program officers and community relations directors. Without their support, securing adequate, sustainable funding is possible but extremely unlikely. Recognize that the process takes time, energy and intentionality. It won't happen overnight, but it will happen and it will make all the difference in the quality and sustainability of programs in your region.

3. CREATE MESSAGE POINTS FOR CITIES AND COUNTIES

As responsibility for providing public services, and funding them, is pushed down from state and federal governments agencies to localities, cities and counties are increasingly concerned about revenue generation, cost savings, tax bases and the quality of life in their communities. Creating message points that resonate clearly and loudly with decision makers is essential. The following examples are instructive and should be tailored to reflect the realities within the communities you're working with.

Bringing in New Revenue Every local dollar invested to cover the operating costs of high quality, sustainable afterschool programs either brings in or is capable of bringing in substantial state and federal funding. *Afterschool Education and Safety Programs* provide the only source of *continued* funding available and should be accessed to the extent possible. Federal *21st Century Community Learning Centers* offer similar levels of financial support *and* additional funding for family literacy and program access, including transportation. In combination, these outside funding sources can potentially provide hundreds of thousands and often millions of dollars in revenue for local communities, whether they are located in urban centers or rural settings.⁴

Knowing what the actual dollar amounts are, or could be, through successful state and federal grant applications is critical. If a program has 20 sites that are already funded through state and federal sources, it's likely that the financial contribution it's making to its community is well over two or three million dollars annually, and probably more. If a community is applying for *After School Education and Safety Programs* funding to support 10 new sites at \$50,000 each, that's half a million dollars from that one source alone. These are financial resources that would not otherwise be available – and they count! Help people use this argument as one of their most important talking points to leverage investments locally. For each \$15,000 committed, the return on the investment will yield a minimum of 500 percent. And, in combination with other local investors, this can and should reach 1,000 percent!

Expanding Employment Opportunities In pockets of all 58 counties, it's not uncommon for one in six adults to be out of work. Keeping existing jobs and bringing new employment opportunities into these communities matters. With the implementation of Proposition 49, 32,000 new jobs will be created. As multi-site afterschool programs increasingly become the norm, it's reasonable to anticipate that small cities and rural towns, such as Visalia, Palm Desert and San Luis Obispo, will have a significant number of new positions to fill. In medium-sized cities, such as Sacramento, Fresno and Bakersfield, the numbers may reach the thousands. In larger urban areas, including Los Angeles, San Francisco, San Diego and San Jose, afterschool programs will become a vibrant employment sector. It's important to help communities calculate and publicize the number of jobs that have been or will be created through the expansion or development of programs. It makes a real difference to potential investors.

It's also important to keep in mind that as the purpose and potential of afterschool programs have changed, so also has the quality and compensation of the workforce. California's most highly regarded afterschool program directors came to their positions through a variety of avenues. Many are experienced leaders and managers who are responsible for the success of multi-million dollar businesses and often earn in excess of \$100,000 a year.⁵ At the site level, although many positions are part-time they generally pay well over minimum wage and more than childcare, recreation or retail sales positions. They also provide people with opportunities to advance their careers, continue their college educations and develop their personal and professional skills. All of this offers opportunities that were largely unavailable just a few years ago and it's making a noticeable difference in the quality of the workforce in local communities.

Increasing Workplace Productivity Workplace productivity is a leading indicator of community economic development. An increasing number of parent/primary caregiver surveys demonstrate that the availability of free childcare for low-income families increases productivity during the afternoon hours. When parents don't spend their time worrying about where their children are or what they're doing, they're much more focused on their work and much less likely to take time off to deal with emergencies that happen

because their children are in unsafe situations. This impacts the bottom line in both the private and public sectors and matters to employers – a lot. It's worth encouraging programs to take a random sample of parents or other primary caregivers to assess the impact their programs are having in this area. If the positive pattern we're beginning to see across the state emerges, help them use the data to strengthen the argument that the return on investments in programs is greater than might be achieved in other ways. If communities are creating new programs, use the evidence Regional Learning Centers and others already have to make the case.

Broadening the Tax Base Afterschool programs that are offered free of charge to participating children save families enormous childcare costs. In communities throughout California, these costs average \$3,600 a year for school-age children. Although it's obvious that low-income families are not in a position to incur these kinds of expenses, it's also clear that the savings that do accrue increase discretionary income – most of which is spent in local neighborhoods and contributes to local sales, other tax bases and business revenue. Moreover, free childcare makes it possible for single parents, and women in particular, to enter and remain in the labor force, build their personal and professional skills and strengthen their financial self-sufficiency. As federal spending on food stamps and other benefits to nonworking and working poor families are increasingly subject to cuts, the importance of free childcare as a means to employment increases. Counties in particular understand this and the case can and should be made.

Reducing Juvenile Crime and Related Costs Across cities and towns in our state, the average expense incurred from the time a crime is committed by a young person to the end of a one-year incarceration in a juvenile detention hall is \$42,000 – or 30 times higher than what it costs for the same child or young person to attend an afterschool program.⁶ A program that keeps just four children or adolescents from entering the juvenile justice system will pay for itself in the short-term and save the public countless dollars over time. The greater the number of children and young people attending programs, the greater the cost savings is likely to be.

Keep in mind that as children and young people learn to make better choices, solve problems more effectively, become more successful in school and focus more on their future, the likelihood that they will become involved in gang and other activities that can lead to incarceration will measurably decline. While afterschool programs aren't the only answer to these problems, they clearly make a difference. It's important to help programs and communities determine what the statistics are in their own environments and make the data available to potential investors, including sheriffs' and police departments, district attorneys' offices and other law enforcement agencies.

Lowering Childhood Accidents and Victimization

Children who are unsupervised between the hours of 3:00 p.m. and 6:00 p.m. are disproportionately victims of crimes and accidents. The more children and young people participate in programs, the fewer will be placed in harm's way. There is also considerable evidence that stress in homes is reduced when homework is completed during the afterschool hours and that students acquire invaluable knowledge about accident prevention that is transferable to other family members. While safety is obviously the most important factor, cost savings shouldn't be overlooked. Hospital and emergency room visits, child protective services interventions, counseling sessions and other services run up taxpayer expenses in a big way – especially when a large percentage of low-income families are uninsured or underinsured. It's worth taking the time to help programs and stakeholders explore these issues in their own communities. They are important incentives for investors.

Decreasing Substance Abuse and Teen Pregnancy

Children and young people who participate in afterschool programs are much less likely to become involved with substance abuse and sexual behavior.⁷ Surprising though it may seem, most children make up their minds about whether to engage in drugs and alcohol by the time they're nine years old. Moreover, middle school sexual behavior has increased dramatically in the last few years and all too often results in teen pregnancy, sexually transmitted diseases and long term psychological problems for both girls and boys. All of these behaviors contribute to significant costs to communities and many can be prevented. If nothing else, afterschool programs

seriously limit the opportunities students might otherwise have to engage in these activities. Equally importantly, programs are increasingly successful in helping children and young people acquire the skills, self-esteem and self-confidence they need to make choices that support their health and well-being. Help programs and applicants for funding understand these connections and learn to use them as valuable approaches to securing investments.

4. LINK BENEFITS TO THE EDUCATION COMMUNITY

Quality afterschool programs support the interests and goals of the education community in concrete ways.



New funding becomes available. Student academic performance improves, often as much as two to three times more than for those not enrolled.⁸ Disciplinary actions are reduced and grade retention declines. English language learners strengthen their skills at a much faster rate than their peers. Student attitudes and behavior become more positive. Children and young people report liking school better, are more enthusiastic about learning and are less likely to drop out.⁹ Each of these outcomes is vitally important – and each represents significant cost savings that are extremely important to county offices of education, districts and schools and to board members. Each of the following message points can be used to get their attention and boost their motivation to invest in afterschool programs in your region.

Leveraging State and Federal Dollars A variety of funding streams are available for use in afterschool programs, many of which have a real impact on meeting district and school goals. In addition to *After School Education and Safety Programs* and *21st Century Community Learning Centers* grants, these include the Title 1 Basic and Supplemental funding and other categorical grants identified in federal *No Child Left Behind* legislation.¹⁰ Others include AmeriCorps and related National Corporation resources. At the state level, California Bilingual Education and Training, Migrant Education and Summer School and Intercession hourly funds are frequently used. Whatever the source, it's important to recognize that additional monies are often available – and sometimes

underutilized. Leveraging these brings new, and much needed, dollars into districts and in turn can be used as the source of their investment in afterschool programs. Help programs in your region identify these sources and gain access to these funding streams and it will make a real difference in their long-term financial viability.

Reducing School Vandalism. A \$15,000 investment in an afterschool program is one of the best insurance policies available to school districts. School vandalism can cost upward of \$100,000 per incident – or well over half of what it costs for children to attend a program for an *entire* school year. Vandalism during the hours between the time school is out and 6:00 p.m. is virtually nonexistent when programs are on site. Beyond this, vandalism during evenings and weekends also declines and neighborhoods often report significantly less crime. When programs are already in place, take time to encourage them to compare vandalism and the costs incurred at their sites, if any, with those where afterschool programs don't exist. This kind of data matters to potential investors as well as to neighborhood residents, districts, principals and teachers.

Decreasing Student Absenteeism, Grade Retention and Drop Out Rates Absenteeism reduces state reimbursements to schools. Grade retention costs taxpayers millions of dollars a year. Drop out rates have overwhelming costs, both socially and economically. Among students participating in afterschool programs, attendance during the school day increases by as much as two to three weeks a year among students with previously high absenteeism. Grade retention measurably decreases and drop out rates among middle school students decline. In addition to the immediate revenue generation and cost savings, keep in mind that the longer-term impact of low education levels on the well-being of communities is significant. Not only does this influence the quality of the future workforce, it increases the potential for gang involvement, crime, violence, homelessness and dependency on social services. Demonstrating correlations between what programs are doing, or expect to do, and student attendance, grade promotion and graduation can be a deciding factor in a commitment to make a financial investment.

Improving Student Academic Performance In an era of high stakes testing, the failure of schools to meet the expectations of federal *No Child Left Behind* legislation can trigger a whole host of problems, including district takeovers. Students in high quality afterschool programs show measurable improvement in their test scores, especially among those beginning with the lowest scores. If this is the case in programs in your region, be sure this information is widely publicized. If communities are considering starting a program, have them keep this in mind: an increasing number of principals attribute at least part of the improvement in their school's Academic Performance Index (API) scores to the additional support students receive in their afterschool programs.¹¹ Remind them that an afterschool program that operates 181 days a year provides 91 days of additional learning. This can make all the difference for students who are below grade level – and it can strengthen the skills of those who are already doing well.

Strengthening Student Social and Emotional Skills and Behavior High quality programs provide students with exciting, engaging and appropriately challenging opportunities to expand their knowledge and understanding of themselves and master new concepts and skills. They encourage and motivate children and young people to internalize a personal sense of competence, contribute to their perceptions of themselves as able learners and create a *can do* spirit. Across programs, principals, teachers, parents and students attest to marked improvement in attitudes, behavior, self-confidence and enthusiasm for learning – all of which contribute to success in school and in life.

From the perspective of schools, this is vitally important. It reduces the kinds of disruptive behavior in the classroom that take away from teaching and learning. It results in a decline in disciplinary actions that take administrators' time away from other more valuable things. And, it makes everyone's work much more meaningful and enjoyable. Helping programs conduct surveys among principals and certificated teachers, or have access to those that have already been developed, can provide invaluable information in these areas that can be used support and strengthen their case for funding.

5. ALIGN WITH CORPORATE AND PRIVATE FOUNDATION PRIORITIES



Private foundations and corporations understand the importance of leveraging resources to produce positive outcomes in high priority areas such as youth development,

community connections and the strength of the future labor force. They recognize the dangers of the digital divide, the increasing numbers of people living below the poverty level, the epidemic of childhood obesity and the importance of young people developing strong communication, problem solving, decision-making, critical thinking and interpersonal skills. They're committed to funding programs, organizations and partnerships that produce tangible social and economic results.

They also understand the value of pooling their investments to ensure a more strategic and comprehensive impact and make their money go farther than would otherwise be possible. Take time to find out what the priorities are for specific foundations and what they've funded in the past and make this information known to existing and prospective programs in your region. Develop relationships with program officers and take them on site visits. Create message points like those identified below that are aligned with their particular interests.

Improving Health and Reducing Childhood Obesity

The American Academy of Pediatrics now reports that overweight is the most common medical condition in six to 11 year olds – and getting worse.¹² Poor nutrition and sedentary lifestyles cause serious health problems, lower self-esteem, lead to social and psychological problems and contribute to poor academic performance. If this pattern continues into adulthood, as it usually does, it will lead to an unprecedented rate of premature death and disability, diminished workplace productivity and serious financial repercussions for families, insurers, healthcare providers and our society. Afterschool programs that include physical activity and nutrition-related activities such as cooking and gardening are making a difference that is increasingly recognized by hospitals and healthcare foundations, the insurance industry and healthcare providers – all of whom have a vested

interest in the health and well-being of children and their families and many of whom are already investors in afterschool programs. Encourage programs to include these activities and to make them known to potential funders. It can and will make a difference.

Strengthening the Quality of the Future Workforce

Employers are seriously concerned about the quality of the current workforce and the increasing number of new hires who have limited reading, writing, problem solving and communication skills and a less than acceptable work ethic. Developing these skills is a high priority and a strong incentive for investments in afterschool programs, whether their student populations are at the elementary, middle or high school levels. It's important to keep in mind that the research makes it abundantly clear that students who are not fluent English-language readers by the end of the second grade typically have serious literacy challenges as adults – and that the additional support provided in afterschool programs helps develop and strengthen the skills, competencies, motivation and sense of personal responsibility of older students.

6. GO BEYOND COLLABORATIVES TO PARTNERSHIPS

Creating authentic partnerships to support your efforts in securing the funding necessary to build high quality, sustainable afterschool programs is essential. The way you think about partnership development is directly related to your ability to do this effectively. The first thing to understand is that partnerships and collaboratives aren't the same. While both are important, the difference between the two is critical.

Partnerships come into being when people are inspired by the possibility of going beyond doing something to influencing the way things are done. Their purpose is to make things happen through a shared vision, personal and professional relationships and actions that produce concrete results. They're typically small in size and committed to leading change. The real advantage of a partnership is its ability to: 1) provide access to key policy and decision makers, 2) enhance the credibility of people's efforts, 3) offer expertise in critical areas, and 4) help secure adequate financial investments.

Most collaboratives bring individuals and organizations together in loose, voluntary affiliation with each other. Their purpose is to create a forum for expressing ideas, offering viewpoints, discussing issues and sharing information. They're usually large in size and often organized around committees and task forces that *propose* plans but don't have the authority to act on them. The advantages of collaboratives are their ability to expand awareness, create contacts, offer a sounding board and provide feedback.

Reaching out to, embracing and learning from a large number of people and diverse organizations is essential to the *long-term* success of programs, but to develop the kind of support they'll need to secure solid local investments requires something different. To do this well, they'll need to spend more time with people who are excited about achieving clearly defined objectives, know how to invest their time strategically, link their reputations with their actions and are capable of moving forward quickly to achieve tangible financial results. It's vital that you help them learn to do this effectively.

7. CREATE A GUIDING TEAM

Having a core group of influential advocates who can make the case for investing in the programs you are serving isn't a luxury – it's a necessity. Ideally, these people should include mayors, city council and school board members, district and county office superintendents, corporate and community foundation executives, county supervisors and other well-known community leaders. There's a simple reason for this: the messenger can be as important as the message.

To convince those who control the purse strings to make investments in programs in their communities is likely to require having people at the highest levels make the case – not just any people, but those with exceptional credibility, skills, knowledge, connections, influence, authority and access to financial resources. People with these attributes and in these positions are much more likely to be able to convince their colleagues that such an investment meets their interests in ways they may never have considered. For example:

- When a mayor tells city council members that their decision to invest in a program can *leverage* state and federal funding and bring in

hundreds of thousands, if not millions, of dollars of outside money into their community, it has a real impact.

- When a county supervisor engages department heads in conversations about how a program will create new jobs, increase workplace productivity, reduce childcare costs and stimulate local economic development, it matters.
- When a school district superintendent discusses the actual or potential impact of a program on reducing school vandalism, grade retention, neighborhood crimes, absences during the school day and drop out rates, board members pay attention.
- When a corporate community relations director or foundation program officer talks with his or her associates about the way a program is likely to build problem solving, decision-making, critical thinking and communication skills in children, young people and staff members, people listen.

8. TAKE POTENTIAL FUNDERS ON SITE VISITS

Whether you're supporting programs that are already in place or communities that are thinking about starting them, taking local leaders on site visits matters more than you might think. It not only increases their familiarity with what programs are doing and why it's important, it also brings them more deeply into the process emotionally. Work with programs to invite three or four people to visit a site together, and join them. If a program isn't in operation yet and a Regional Learning Center is accessible, take them there. Be sure they have time to really see the neighborhood in which the site is located. Tell them about the demographics and show them the conditions in which children and families are living. Structure the experience to be sure they have an opportunity not only to observe what's going on, but also to speak directly with the principal, teachers, students, program staff and parents.

Help programs do their homework in advance, prepare staff members for your visits and try to ensure that as

little as possible is left to chance. This doesn't mean asking programs to orchestrate a visit in an artificial way, but it does mean ensuring that everyone is prepared enough to feel comfortable and confident. Be sure that visitors have an opportunity to see the various components of programs and get the information they need to really understand how these connect with their own interests. Helping programs approach this in a professional way can make all the difference in the likelihood that a financial commitment will be treated seriously. Site visits have a profound emotional impact on most people – and are often the most important factor in the decision to make a financial investment. Make a point of encouraging programs and prospective applicants to schedule them often.

9. DEVELOP A SOLID PUBLIC RELATIONS CAMPAIGN



There's a lot you can do to be sure community leaders and potential investors are aware of and excited about what programs in your region are doing and how it's impacting their communities – or about the prospect of creating a new program that can produce similar results. Executive Summaries are very useful tools for doing this.¹³ Although they are often thought of as abbreviated forms of longer documents, they don't have to be – and in this case two or three pages are likely to be the most effective. Recommend that programs create these, and that they focus on the message points identified earlier to explain how investments in their program are making a difference, or will do so in the future. In programs that are currently operational, suggest that they supplement these with Quarterly Progress Reports. It's essential that current and potential funders and community members are kept informed, excited and committed. The relationships you build with community leaders throughout your region are likely to prove invaluable in opening doors that will make speaking engagements, local television and radio appearances, editorial board meetings and ongoing newspaper coverage possible. Doing this will put afterschool programs in the spotlight – a place where they must be if you're to create the level of support

they'll need to achieve their financial goals. Take the lead, and others will follow.

10. MAKE A COMMITMENT TO ACT NOW

Creating balanced, diversified and sustainable funding to support afterschool programs in your region is socially responsible, fiscally sound and politically smart. Local partnerships throughout California have demonstrated that the return on their investments in afterschool programs pays huge dividends. High quality programs meet the needs of children and their families, bring millions of dollars into communities that would not otherwise be available, produce significant cost savings and contribute to social, educational and economic development. With the release of Proposition 49 funds expected in the near future, it is urgent to be prepared – whether you're working with programs that are looking to this funding source to expand the number of sites they serve or with local stakeholders who are considering developing new programs in their communities. The more strategic and focused you are, the faster you'll be able to help them make a lasting difference in the lives of children, young people and their families – and in the quality of throughout your region!

ENDNOTES

¹ *The After School Education and Safety Programs Act*, 2003.

² See, Fletcher, Piha and Rose, *A Guide to Developing Exemplary Practices in Afterschool Programs* (Center for Collaborative Solutions, Community Network for Youth Development and the Foundation Consortium for California's Children and Youth (2005).

³ For a more complete explanation of this approach, please see Fletcher, Andria J, *Balanced and Diversified Funding in Afterschool Programs*, Center for Collaborative Solutions, 2003. This article is also available on the National Center for Community Education website (www.ncce.org), the Finance Project website (www.financeproject.org) and the National Afterschool Partnership (www.sedl.org).

⁴ For example, between 2001 and 2005 this combination of state and federal funding brought more than \$28 million into rural Tulare County (Tulare County Office of Education Report) and over \$127 million into San Diego County between 1999 and 2005 (San Diego After School Consortium, Annual Report 2004-2005).

⁵ According to reports from California's 11 Regional Learning Centers, their Program Directors earn an average of \$117,000 a year. A sample of programs across the state with 10 or more sites confirms an average of just over \$100,000.

⁶ Judge William Silvera, former Juvenile Court Justice, Tulare County.

⁷ Afterschool Alliance, Report, 2003
www.afterschoolalliance.org; *Evidence-based Prevention and Youth Substance Abuse*, Oregon Commission on Children and Families, 2004.

⁸ University of California, Irvine, Evaluation Report on Afterschool Programs in California: 2002 (www.gse.uci.edu).

⁹ University of California, Los Angeles, Longitudinal Evaluation Report on LA's BEST, 2005.

¹⁰ *Using NCLB Funds to Support Extended Learning Time*, The Finance Project, Washington, DC, (August 2005).

¹¹ Samples of principal reports can be found by contacting Sacramento START, Pro-Youth-HEART and Pasadena LEARNS.

¹² *The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity*. [Rockville, MD]: U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General; [2001]. Available from: US GPO, Washington.

¹³ Samples of Executive Summaries are available by contacting the Center for Collaborative Solutions (www.ccscenter.org)

ABOUT THE AUTHOR

Dr. Andria (Andi) J. Fletcher is a nationally recognized expert in afterschool program and policy development. As the Chief Consultant for the Center for Collaborative Solutions and former Director of Program Development for the California Afterschool Partnership, she and her team have worked closely with more than 2,700 programs at partnerships at all stages of their development. Between 1995 and 1998 she designed and directed Sacramento START, a program which has earned national acclaim and achieved balanced, diversified and sustainable funding for 43 sites. In 1997, she helped initiate California's first afterschool legislation which has led to \$550 million in public funding and has made it possible for the vision of afterschool-for-all to become a reality. In 2002, she created a Learning Community which has led to the development of Regional Learning Centers, or world-class afterschool programs serving as learning labs for new and existing programs throughout the state.

Andi has been a keynote speaker and presenter at over 150 national, state and regional conferences including the National League of Cities, the California School Boards Association, the Disney Institute, the Council of Chief State School Officers 21st Century Community Learning Centers sessions and Harvard University's Symposium on Evaluation. Many of her publications, including *A Guide to Developing Exemplary Practices in Afterschool Programs*, are among the most widely used in the United States. She earned her doctorate in Political Science at UCLA.

Her articles on sustaining afterschool programs are referenced in and/or can be found in their entirety on the following national websites: National Partnership for Afterschool, The Finance Project, National League of Cities, Leadership Magazine, National School Boards Association, The Mentoring Project, National Center for Community Education, University of California, Irvine, University of Oregon, University of Michigan, Fight Crime/Invest in Kids, Oregon Commission on Children and Families, Foundation Consortium for California's Children and Families, Academy for Educational Development, California School Boards Association, Partnership for Afterschool Education, Schools-Out Washington, Think Together, Mid-Continent Regional Education Lab, Center for Collaborative Solutions, National School Boards Association and the Afterschool Alliance.

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