Supporting Afterschool Programs in Oregon:
A Guide to Potential Public and Private Funding Sources

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Introduction to the Guide

Overview

Oregon has a strong history of supporting children during their out-of-school time, through a wide range of after school, community school, youth development, and recreation programs.[1] However, as is the case nationwide, the system of funding and supports for these programs is largely fragmented and uncoordinated. Programs that sustain themselves over time typically do so by weaving together a diverse array of public and private funding sources, both short-term and long-term in nature, which provide core support as well as funding for targeted program activities. For most programs, the quest to find adequate support to keep the doors open is an ongoing effort.

At the same time, we know that currently there are not enough programs to serve all of the youth who could benefit. The Afterschool Alliance estimates that 81 percent, or 507,449, of Oregon's school-age youth, between the ages of 5-12, live in households where one or both parents work outside the home. Only 11 percent of these children participate in after school programs, and 36 percent have no adult supervision after school.[2]

The purpose of this guide is to assist communities with the identification of promising sources of funding support for after school programs and other community-based supports, such as community schools. It offers an overview of sources of public and private support for after school, community school and family support initiatives in Oregon. It is not meant to be an exhaustive reference; rather, it provides basic information on some of the largest potential funding sources in Oregon. The guide should be viewed as a starting point in your search for funds and funding sources that can support programs in your community. It is also an excellent resource for general grants research and grantwriting. The Resources Section of the guide provides additional information on after school advocacy organizations, funding resources and other sources of technical assistance, research and program ideas.

How the Guide Is Organized

The guide is organized by type of funder, beginning with federal programs; then, other sources of local public and community support; and ending with foundation funders – national foundations and independent, corporate, and community foundations in Oregon. The Resource Section at the end of the guide offers suggestions for information resources that can provide additional information.

Each section of the guide begins with an overview of the funding category and a list of the funding sources described in that section and the type of information provided.

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[1] The term 'after school programs' is used in this guide to refer to a wide range of programs that take place during the hours that children are not in school, including before and after the school day, summers, and holidays. A 'community school program' combines educational practices with a wide range of important social services to ensure that children are physically, emotionally and socially prepared to learn.

[2] Afterschool Alliance. *Afterschool in Oregon Fact Sheet*. Available at http://www.afterschoolalliance.org/states_docs/pdfs/OR.pdf

For federal and foundation funding sources, the guide includes information such as:

- A brief description of the funding source
- How funds are administered or allocated
- Total giving or available funding
- What programs or activities can be supported
- How to apply for funding
- Contact information
- Examples of current recipients or grantees

In addition, each section presents key considerations for programs to keep in mind when targeting that category of funding sources and tips for increasing their chances for funding success.

Methodology

The funding sources selected for this guide were chosen based on their strong potential for providing support for afterschool programs in Oregon. Extensive research has been done to ensure that the most accurate and up-to-date information is provided for each funding source.

Federal Funds: Programs in this section were selected, in consultation with national and state experts on resources for after school programs, on the basis of the estimated size of their investments and consistency over time in supporting afterschool programs.[3] Information provided on each program comes from the Catalog of Federal Domestic Assistance (www.cfda.gov), a database of federal programs, and from federal and state agency web sites and contacts.

Local Partnerships and Support: The list of potential partners was developed based on anecdotal information about effective key partners for, and supporters of, after school programs at the local level. Experts on after school programs in Oregon were consulted to identify successful local partnerships.

National Foundations: Nine national foundations are described in this section as a result of a search of the Foundation Center's *Foundation Directory Online* to identify the largest national foundations that support afterschool and youth development programs. Experts on national foundation funding for afterschool programs were also consulted. Information provided on each foundation was collected from Foundation Center data and from the foundation's web site, annual report and IRS Form-990.

Independent Foundations in Oregon: The eleven independent foundations included in this section are among the largest foundations that support afterschool and youth development programs in Oregon. This list was verified through a search of the

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[3] Padgette, Heather Clapp. *Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives*. Washington, DC: The Finance Project, January 2003. "Estimated Federal Investments in Out-of-School Time," page 22.

Foundation Center's *Foundation Directory Online* and in consultation with experts on independent foundation funding for afterschool programs in Oregon. Information provided on each foundation was collected from Foundation Center data, from data provided in the *Oregon Foundation DataBook*, and from individual foundation web sites, annual reports, and IRS Form-990s.

Corporate Foundations and Funders in Oregon: These eleven corporate foundations and funders were selected for their current or potential support of afterschool and youth development programs in Oregon. As with the independent foundations, this list was verified through a search of the Foundation Center's *Foundation Directory Online* and in consultation with experts on corporate support for afterschool programs in Oregon. Information provided on each foundation was collected from Foundation Center data, data provided in the *Oregon Foundation DataBook*, and from individual foundation web sites, annual reports, and IRS Form-990s.

Community Foundations and Funders in Oregon: This section lists nine community foundations in Oregon (in addition to the Oregon Community Foundation, which, due to its statewide scope, is included in the section on Independent Foundations). It also includes basic information on the United Way and contact information for Oregon's 18 local United Way organizations. Information provided on each community foundation was collected from Foundation Center data, from data provided in the *Oregon Foundation DataBook*, and from individual foundation web sites and annual reports.

General Funding Tips

Each section of this guide presents tips or key considerations that programs should keep in mind when seeking out federal funds, local partnerships and foundation support. As a complement to those key considerations, some general guidelines for securing afterschool program resources are listed below.

- ✓ **Diversify Your Portfolio**
  Think about securing resources for afterschool programs like you would think about a general investment strategy: you want to have a well-balanced portfolio. For afterschool programs, this means not depending on a single source of funding, but seeking multiple funding sources that balance:
  - Public and private resources
  - Long-term and short-term support
  - Flexible and restricted funds
  - Fee-for-service arrangements, where appropriate

- ✓ **Know Your Funding Needs**
  Program leaders should be familiar with their programs' budget and funding needs over the next several years. Programs should be continually on the lookout for funding opportunities and should not wait until a grant is about to end to look for new sources of support. They must be able to clearly articulate the program's vision and desired results in order to match funders' interests with funding needs and to make the case effectively with potential funders.

✓ **Focus on Outcomes**
A growing body of research points to the positive impact that after school programs can have on a range of outcomes, including improved attendance, reduction in risky behaviors, and better academic performance. Research also indicates those program characteristics that are more likely to lead to improved outcomes for children. The Resource Section (see page Resources - 1) of this guide includes several recent summaries of this research. Successful programs ensure that their program design is grounded in best practices. They also develop procedures to track outcomes over time. Programs that have implemented best practices into their curriculum will make the strongest case for funding support.

✓ **Pursue Partnership Opportunities**
Whenever possible, cooperate rather than compete with other programs in your community. Afterschool programs are often more successful at attracting sizable investments when they work in partnership with other programs. Not only can partnerships attract funders, but they also can present opportunities for using current resources more efficiently, for example, by sharing in the cost of professional development activities or coordinating transportation across programs.

✓ **Enlist Help**
Program sustainability is a team sport – after school program directors can't do it alone! Engage other members of the community – school officials, parents, business leaders, staff from other organizations that support children and families – to help identify the resources needed to fund and sustain afterschool programs in your community over time.

✓ **Be Informed**
Program leaders must become familiar with the public and private funding landscape and current interests, and find ways to stay informed. They should also be aware of the latest research regarding best practices in after school care. The Resource Section of this guide suggests several excellent sources to help you remain informed about potential funding opportunities and sources of research on best practices.

Federal Funds

Overview

This section provides detailed information on more than forty federal funding sources with the ability to support after school programs and other family supports in Oregon. Federal funds can be an important source of support for after school programs and community schools. The Finance Project, a nationally recognized expert on funding and sustaining after school programs, estimates federal investments in after school programs and activities at over $3.6 billion.[1] Several federal programs make up the lion's share of investments in children's out-of-school time activities and experiences.

The two largest federal sources of funding are the 21st Century Community Learning Centers (21CCLC) program and the Child Care and Development Fund (CCDF). 21CCLC, currently funded at $981 million per year, is the only federal funding source that is solely dedicated to supporting after school programs. CCDF provides child care subsidies for low-income families and funding for a range of quality improvement activities. Currently funded at just under $4.98 billion per year, the percentage of children that receive CCDF subsidies who are school aged (ages 5-12) is estimated to be 46 percent. In addition to 21CCLC and CCDF, several education funding sources authorized by the No Child Left Behind Act of 2001, including Title I funds, have the potential to support after school programs. These are just a few of the funding sources described in this section of the guide.

However, the federal programs included in this guide should by no means be considered an exhaustive list of potential federal funding sources. The Finance Project has identified well over 100 federal funding sources that can potentially provide support for after school programs, only a fraction of which are presented here.[2] The sources described in this section were chosen because they are considered to be "top prospects" among federal programs that can support after school programs and activities. Readers are strongly encouraged to consult the Resource Section at the back of this guide for organizations and publications that provide information about additional federal funding opportunities not discussed in this section.

Top Federal Funding Sources for After School Programs

- 21st Century Community Learning Centers Program
- AmeriCorps Programs
- Carol M. White Physical Education Program
- Child and Adult Care Food Program – After School Meals and Snacks
- Child Care and Development Fund
- National School Lunch Program – After School Snacks
- Safe and Drug-Free Schools – State Grants
- Title IA: Grants to Local Education Agencies
- Title IA: Supplemental Educational Services

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[1] Padgette, Heather Clapp. *Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives*. Washington, DC: The Finance Project, January 2003.
[2] Ibid

For each of these nine sources, the guide presents the following information:
- Administering Agency
- Description/Purpose
- Funding Availability and History
- How After School Programs Can Use Funds
- Application Process and Procedures
- Eligible Applicants
- Contact Information

Information is also included, when relevant, about other criteria or funding requirements. Examples of Oregon grantees are noted for some programs.

Criteria for selecting the programs in this guide were developed in consultation with national and state experts on resources for after school programs, and included the size of each program's estimated investment and consistency over time in supporting after school programs[3]. Information provided on each program comes from the Catalog of Federal Domestic Assistance (www.cfda.gov), a database of federal programs, and from federal and state agency websites and contacts.

A Brief Introduction to Federal Funds

The federal funding sources described in this guide fall into one of these three categories:
- Entitlement
- Formula/block grant
- Discretionary

Entitlement programs provide federal payments based on eligibility criteria and benefit or payment rules. Total funding available depends on meeting the criteria set in law rather than the budget authority provided by Congress. Social Security and Medicare are perhaps the best-known entitlement programs. Federal entitlement programs described in this guide include the Child and Adult Care Food Program and the National School Lunch Program.

Formula or block grant programs provide federal funding to states or localities on a noncompetitive basis, with funding levels determined by a funding formula. Congress determines the total funding available for the formula or block grant program each year, and funds are then allocated by formula to the state or local level. Many of the federal programs included in this guide, such as the 21st Century Community Learning Centers Program and the Child Care and Development Fund, are formula or block grant programs.

Discretionary grant programs provide federal funding on the basis of a competitive process. For example, under the Carol M. White Physical Education Program, the U.S. Department of Education only makes grants to programs that take part successfully in a national competition for funds. Some formula or block grant programs, like the 21st Century Community Learning Centers Program, award grants on a competitive basis using the funds allocated to the state or locality by formula. In this guide, only those programs for which the *initial* allocation of federal funding is competitive are referred to as federal discretionary grant programs.

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[3] Padgette, Heather Clapp. *Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives*. Washington, DC: The Finance Project, January 2003. "Estimated Federal Investments in Out-of-School Time," page 22.

Key Considerations:

- Once you have identified a federal funding source that you think may be a prospect for your program, it is important that you research:

  ‣ <u>What is the Funding Availability?</u> Is the program currently being funded? Funding levels are subject to change from year to year. Keep in mind that for many of these programs, federal funds have not increased in recent years and may even have declined. For grant programs, funds sometimes may only be available to support current grantees. Another consideration is the number of grants to be awarded and the anticipated size of the grants. At times, only two or three awards are available nationwide, therefore it can be extremely competitive to secure funding.

  ‣ <u>How Are Funds Currently Being Used?</u> Unless funding has been increased for a particular program, keep in mind that currently available funds may already support other programs or activities, so consider the politics and turf issues that may be involved in attempting to access these funding sources. You can certainly make the case that funding your program's activities is a better use of funds. Research examples of how these funds have been used to support after school programs and services in other communities. The Resource Section at the back of this guide includes links to several publications that provide more information about how several of these sources have supported after school programs.

  ‣ <u>Who is Eligible to Apply?</u> Find out who is eligible to receive funding. If your program or organization is not an eligible recipient of funds, consider whether one of your partners can apply.

  ‣ <u>When And How To Apply?</u> Look into when decisions are made about funding: Is there a competition? Is there a plan that describes how funds are to be used? For grant programs, what is the application process? Often, the application process can take between 40-50 hours to complete. Make sure to allocate enough time to prepare to design the project and complete the forms required.

  ‣ <u>Who Makes The Decision?</u> Investigate who makes the decision about how funds are used. Depending on the funding source, this may be a school principal, a grant review team, or a community board. Get to know the decision makers and educate them about your program.

  ‣ <u>What Are the Funding Priorities?</u> After you've identified who makes the decision, be sure you understand their priorities. What are key issues in your community that your program helps to address?

  ‣ <u>What is the Administrative Burden?</u> Study the reporting, recordkeeping, evaluation, and other requirements that may come with a particular funding source. Be sure that you have the capacity necessary (fiscal and data management systems, etc) to administer the funds, or find someone to help you meet the requirements.

- Consider applying for funds in partnership:

‣ As noted above, your particular program may not be among the entities eligible to apply or access a particular funding opportunity. If that is the case, consider approaching another agency or organization in your community that is eligible to receive funding.

‣ Similarly, other agencies or organizations in your community may be current recipients of funds. Rather than competing with each other, consider ways that you can work together and explore opportunities for sharing resources.

‣ There are often advantages to submitting joint or collaborative proposals for funding. Some programs offer explicit priority to collaborative efforts. Even if that is not the case, many funders recognize that community partners working together often provide better coordinated, more efficient, and higher quality services, and they may be more likely to look favorably upon your request for funding.

Other Federal Funding Sources to Consider

In addition to the detailed information on the sources listed above, this section provides basic information on other federal funding sources to consider that fall into two broad categories:

- Other Federal Formula/Block Grant Programs: Several programs not included in the list above can be used to support after school programs. Funding opportunities within the following programs are briefly described:

  ‣ Community Development Block Grant

  ‣ Community Services Block Grant

  ‣ Workforce Investment Act

- Federal Discretionary Grant Programs: In addition to the Carol M. White Physical Education Program, one of the "top nine" programs, many other federal discretionary grant programs that can support after school programs and services are briefly described in this section:

  ‣ Adolescent Family Life: Demonstration Projects

  ‣ Advanced Placement Program

  ‣ Communities Empowering Youth Program

  ‣ Community-Based Abstinence Education

  ‣ Drug-Free Communities Support Program

  ‣ Foster Grandparent Program

  ‣ Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP): Early Intervention

  ‣ Gang Resistance Education and Training (G.R.E.A.T.)

  ‣ Grants for Arts Projects: Learning in the Arts for Children and Youth

  ‣ Grants for Intermediary Organizations

  ‣ Healthy Tomorrows Partnership for Children Program

  ‣ Hispanic-Serving Institutions Assisting Communities

  ‣ Hispanic-Serving Institutions Education Grants

  ‣ Indian Child and Family Education

  ‣ Indian Child Welfare Act Title II Grants

  ‣ Javits Gifted and Talented Students Education Grant Program

  ‣ Learn and Serve America: School and Community-Based Programs

  ‣ Learn and Serve America: Higher Education

  ‣ Mentoring Children of Prisoners

  ‣ National Farmworker Jobs Program

  ‣ Native American Employment and Training Program

  ‣ Parental Assistance Centers

  ‣ Resident Opportunities and Self Sufficiency (ROSS): Homeownership and Family

  ‣ Retired and Senior Volunteer Program (RSVP)

- Safe and Drug-Free Schools and Communities Act: Mentoring Programs
- Safe Schools/Healthy Students Initiative
- School Dropout Prevention Program
- Striving Readers

- Targeted Capacity-Building Program
- Tribal Youth Program (Title V)
- TRIO - Talent Search
- TRIO - Upward Bound
- TRIO - Upward Bound Math-Science
- Weed and Seed Program

21st Century Community Learning Centers Program	
Description/Purpose	This program supports community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.
Administering Agency	Administered at the Federal level by the U.S. Department Of Education, Office of Elementary and Secondary Education. Administered in Oregon by the Department of Education, Office of Educational Improvement and Innovation, Support to Districts.
Funding Availability and History	*Federal Funding History:* FY 2007 (estimate): $981,179,904; FY 2006: $981,166,230; FY 2005: $991,077,440 *Oregon Funding (allocated by formula):* FY 2007 (estimate) $9,752,468; FY 2006: $9,101,736; FY 2005: $10,293,192 Grants are awarded to local grantees on a competitive basis. There are 41 current grantees in Oregon.
How After School Programs Can Use Funds	The program provides money for communities and schools to offer new academic and enrichment programs during out-of-school time and family literacy/education opportunities for the participating children's adult family members. Centers must be located in elementary or secondary schools or other similarly accessible facilities.
Eligible Applicants or Recipients	School districts, education service districts, community-based organizations and faith-based organizations are eligible to apply. Partnerships are encouraged.
Application Process and Procedures	The most recent competition for new funding took place in late 2005. Additional competitions will be held subject to funding availability. Grants are awarded on a competitive basis. Teams of reviewers with relevant backgrounds and expertise read and score the grant applications. The Program Narrative section of the grant application describes the criteria upon which applications are scored. Visit http://www.ode.state.or.us/search/results/?id=108 for the 2005 application and instructions.
Other Criteria	In the most recent round of funding, schools eligible to apply were required to have greater than 50% of students from low-income families. Priority points were awarded to applications that serve students who attend schools currently identified as in need of improvement or with 75% or greater poverty. Priority was also given to applications submitted jointly by at least one local education agency and at least one community-based or faith-based organization, or other public or private entity. In the fourth and fifth years of funding, programs are expected to maintain service levels, while the funding drops to 75 percent and then 50 percent of the original funding. No match is required.
Contact	For more information, visit http://www.ode.state.or.us/search/results/?id=108 or contact Janet Bubl, janet.bubl@state.or.us, 503-947-5687

Examples of Grantees/Recipients:
- Gervais School District for Gervais Middle, Eldriedge and Brooks Elementary schools.
- Lane Arts Council (Elmira) for Veneta Elementary in Fern Ridge School District.
- SUN Community Schools, Multnomah County Office of School and Community Partnerships (Portland) for Centennial School District, Harold Oliver Primary.

AmeriCorps Programs	
Description/Purpose	The AmeriCorps Programs engage AmeriCorps members in providing direct service to address unmet community needs. Local sponsoring organizations design service activities for a team of members serving full- or part-time for up to one year. Sample activities include tutoring and mentoring youth, assisting crime victims, building homes, and restoring parks. Members also help to recruit community volunteers to expand the reach and effectiveness of the organization where they serve.
Administering Agency	Administered at the Federal level by the Corporation for National and Community Service Administered in Oregon by the Governor-appointed Oregon Volunteers, the Commission for Voluntary Action and Service, Oregon Housing and Community Services
Funding Availability and History	*Federal Funding History:* FY 2007 (estimate): $258,960,000; ; FY 2006 (estimate): $264,830,000; and FY 2005: $287,680,000 *Oregon FY 2006 Allocation:* Approx. $10,700,000 Roughly three-quarters of all AmeriCorps grant funding goes to the Governor-appointed Oregon Commission for Voluntary Action and Service, which awards grants to nonprofit groups to respond to local needs. Most of the remainder of the grant funding is distributed by the Corporation for National and Community Service directly to multi-state and national organizations through a competitive grants process.
How After School Programs Can Use Funds	In 2006, approximately 850 full- and part-time AmeriCorps members of all ages and backgrounds served communities across Oregon through local nonprofits, schools, religious organizations and other groups. Their activities included tutoring children, coordinating volunteer programs, providing risk prevention presentations, removing non-native species, performing trail and stream bank restorations and accomplishing other goals to improve Oregon communities.
Eligible Applicants or Recipients	The AmeriCorps*State Program is for organizations seeking AmeriCorps funding to operate a program within only one state. In Oregon, organizations can apply to for an AmeriCorps Operating Grant to support ten or more members. This application process is opened every three years and will open again in 2008 for placement in 2009.
Application Process and Procedures	Organizations interested in applying for one or two AmeriCorps members may apply through one of five potential statewide programs. Placements are made through yearly RFP processes. All programs are contingent on receipt of funding from the Corporation for National and Community Service. For more information, visit http://www.oregonvolunteers.org/cgi-bin/display.cgi?page=ac-hostmember
Other Criteria	In most cases there is a cost-share requirement. Organizations receiving grants are responsible for recruiting, selecting, and supervising AmeriCorps members.
Contact	For more information, visit http://www.oregonvolunteers.org or contact 888-353-4483, 503-725-5903, or info@oregonvolunteers.org

Examples of Grantees/Recipients:

‣ Northwest Youth Corps, Helping Youth Learn (Eugene): Members serve with the NYC Outdoor School, an alternative high school and the YouthWorks program, a summer program which provides full day services to youth.

‣ Portland Impact, AmeriCorps SUN Schools (Portland): AmeriCorps SUN School members serve at schools to build community with parents and families, support after school activities for youth and recruit volunteers.

Carol M. White Physical Education Program	
Description/Purpose	This program provides grants to initiate, expand, and improve physical education programs for K–12 students in order to help them make progress toward meeting state standards for physical education.
Administering Agency	U.S. Department of Education, Office of Safe and Drug-Free Schools Grants are made by the U.S. Department of Education directly to local grantees on a competitive basis.
Funding Availability and History	*Federal Funding History:* FY 2006: $72,673,920; FY 2005: $73,408,000; FY 2004: 2004 $69,587,000 In FY 2006, 60 new grant awards and 291 continuation awards were funded. New grant awards ranged in size from $100,000 to $500,000. Projects may be funded for up to 36 months.
How After School Programs Can Use Funds	The grant provides funding for the development and implementation of physical education programs, including after school programs. Funds can be used for curriculum development, teacher training, student fitness assessments, data collection and evaluations, and equipment purchases.
Eligible Applicants or Recipients	Local education agencies (e.g., school districts) and community-based organizations, including faith-based organizations.
Application Process and Procedures	Grants are awarded on a competitive basis by the U.S. Department of Education. Awards are based upon a peer review rank-ordered list, with consideration given to the geographic distribution of grants, including urban and rural areas. *Note:* No new applications for this program will be solicited in FY 2007. New awards in FY 2007 will be made only to applications submitted and reviewed as part of the FY 2006 competition that received high scores but were not able to be funded.
Other Criteria	There is a 10% match required in the first year and 25% match requirement in each subsequent year. Matching funds must be non-federal funds. The match may be met with in-kind resources.
Contact	For more information, visit http://www.ed.gov/programs/whitephysed

Examples of Grantees/Recipients:
‣ Metropolitan Family Service (Portland: $281,839).
‣ Springfield Public Schools, Lane County School District #19 (Springfield: $374,837).
‣ Eugene School District 4J (Eugene: $362,678).

Child and Adult Care Food Program – After School Meals and Snacks

Description/Purpose	This program provides cash reimbursement to serve meals and snacks to children in child care and after school programs.
Administering Agency	Administered at the Federal level by the U.S. Department of Agriculture, Food and Nutrition Service
	Administered in Oregon by the Department of Education, Child Nutrition Programs
Funding Availability and History	*Federal Funding History:* FY 2007 (estimate): $2,272,053,000; FY 2006 (estimate) $2,156,445,000; FY 2005: $2,134,418,000
	The Oregon Department of Education reimburses approved after school sponsors in qualifying low-income areas for serving snacks and meals that meet Federal nutrition guidelines at the following rates:
	Snack: $0.65 / per snack served
	Meal: $2.5675 / per meal served
	For example, an after school program with 100 children could receive over $11,800 each school year for serving snacks and over $46,000 each school year for serving meals.
How After School Programs Can Use Funds	This program, known in Oregon as the After School Meals and Snack Program, is a reimbursement program designed to give school age children and youth in low-income areas a nutritional boost while they are involved in supervised activities that are safe, fun, and educational during the school year.
Eligible Recipients	Eligible recipients include: public entities, including school districts; private non-profit organizations; tribes; and some for-profit centers.
Application Process and Procedures	In order to receive reimbursement for after school snacks and meals, eligible programs must:
	• Keep attendance records,
	• Keep daily meal count records,
	• Keep a menu showing that the meals and snacks served, and
	• Meet other USDA requirements.
Other Criteria	To be eligible, an after school program must be located in a low-income area, have regularly scheduled educational or enrichment activities, work with school age children and youth through age 18, be "open to all," and not charge children for meals or snacks.
Contact	For more information, visit http://www.ode.state.or.us/services/nutrition/cacfp/afterschool/afterschool.aspx or contact Lynne Reinoso at 503-947-5892 or lynne.reinoso@state.or.us or Darcy Miller at 503-947-5899 or darcy.miller@state.or.us.or.

Examples of Grantees/Recipients:
- North Bend and Coquille School Districts
- Gervais School District
- Sweet Home School District

National School Lunch Program – After School Snacks

Description/Purpose	This program assists states, through cash grants and food donations, in making the school lunch program available to school children and to encourage the domestic consumption of nutritious agricultural commodities
Administering Agency	Administered at the Federal level by the U.S. Department of Agriculture, Food and Nutrition Service Administered in Oregon by the Department of Education, Child Nutrition Programs
Funding Availability and History	*Federal Funding History:* FY 2007 (estimate): $7,831,893,000; FY 2006 (estimate) $7,457,572,000; FY 2005: $7,023,830,000 The federal reimbursement rate for snacks in after school care programs is $0.63 for each free snack, $0.31 for each reduced-price snack; and $0.05 for each paid snack.
How After School Programs Can Use Funds	One snack per child, per day may be claimed for reimbursement; claims are made on the standard "Monthly Claim for Reimbursement" form. Snacks are eligible for reimbursement for children through age 18 and if a student's nineteenth birthday occurs during the school year. Snacks claimed for reimbursement must only be served to children after their school day has ended. Schools may not receive reimbursement for snacks served on weekends, holidays and vacation periods. Snacks served under this provision must meet the menu pattern for snacks set forth in federal regulations.
Eligible Applicants or Recipients	Schools qualify for snack reimbursement based on the numbers of free and reduced-price children enrolled in the school. In order to participate in this program, the School Food Authority (SFA) that operates the National School Lunch Program (NSLP) must be the party that enters into the agreement with the Oregon Department of Education, Child Nutrition Programs and must assume full responsibility for meeting all program requirements. The after school program must provide education or enrichment activities in an organized, structured and supervised environment.
Application Process and Procedures	School food authorities must maintain the following records: • Documentation of an after school care program at the site that offers educational or enrichment activities for students, • Documentation of compliance with meal pattern requirements (menu production records), • Documentation of individual children's attendance on a daily basis, • Accurate daily counts of snacks served to eligible children, and • Site visit review reports
Other Criteria	Organized athletic programs engaged in interscholastic sports are not eligible for the snack reimbursement provision. Programs that include supervised athletic activity along with education or enrichment activities may participate. Programs must be open to all and not limit membership for reasons other than space or security considerations.
Contact	For more information, visit http://www.ode.state.or.us/services/nutrition/nslp/snack/ or contact Heidi Dupuis at 503-947-5893 or heidi.dupuis@state.or.us Also visit http://www.ode.state.or.us/services/nutrition/nslp/pdf/2007_specialist_list.pdf for a list of county specialists

Child Care and Development Fund

Description/ Purpose	CCDF dollars are composed of two categories: subsidies and quality. Subsidies assist low-income families and families receiving or transitioning from public assistance with child care costs so they can work or engage in training/education. Children must be under the age of 13, or under 19 if physically or mentally incapable of self-care or under court supervision. Quality dollars can be used more flexibly to support activities that improve child care quality and accessibility for all families.
Administering Agency	Administered at the Federal level by the U.S. Department of Health and Human Services, Office of Family Assistance, Child Care Bureau.
	Administered in Oregon by the Department of Employment, Child Care Division; Subsidy dollars are administered by the Child Care Division and contracted to the Department of Human Services.
Funding Availability and History	*Federal Funding History*:* FY 2007 (estimate): $4,979,081,000; FY 2006: $4,980,288,602; FY 2005: $4,809,159,064
	*Includes Mandatory and Discretionary Funds and the Federal share of Matching Funds
	Oregon Federal Funding* (allocated by formula): FY 2007 (estimate): $61,195,108; FY 2006: $61,082,392; FY 2005: $59,118,063
	*Does not include state funding: State Share of Matching Funds or State Maintenance of Effort Funds
	Approximately 82% of the total CCDF dollars are allocated to subsidy payments. The Oregon Commission on Children and Families (OCCF) receives a regular allocation of about $3.74 million per biennium in CCDF "quality" dollars for increasing the quality and supply of child care. About 15% of that total is specifically allocated for activities that increase the quality and supply of care for infants and toddlers. More than $3.1 million is distributed directly to counties to fund child care priorities identified in their comprehensive plans.
How After School Programs Can Use Funds	After School program providers can access CCDF funds in two ways: if providers meet the requirements to serve subsidy-eligible families and the families they serve receive subsidies, then providers may receive CCDF subsidies as payment for care.
	After school program providers can also receive the quality dollars that are distributed by OCCF through local commissions for certain quality improvement activities. Federal child care funds distributed through the OCCF system address local child care needs as they are identified in the local plan and consistent with the State CCDF plan and priorities identified by the Childhood Care and Education Coordinating Council.
Eligible Applicants or Recipients	Working families whose income is below 150% of the Federal Poverty Level can receive subsidies through a program called Employment Related Day Care (ERDC). In addition, families receiving Temporary Assistance for Needy Families (TANF) or Food Stamps can receive help with child care when it is needed for part-time employment or to participate in the JOBS or OFSET programs.
	To receive subsidies, providers must be a center-based, family child care, or in-home care program receiving compensation for services. In addition to meeting state and local health and safety requirements, providers must be licensed under applicable state law OR be listed as an exempt provider under Department of Human Services eligibility guidelines.
	After school program providers who receive CCDF quality dollars must participate in quality improvement activities in order to receive CCDF funds.
Application Process and Procedures	Information for parents and providers about subsidies is available at http://www.oregon.gov/DHS/children/childcare/main.shtml
	For more information about the quality funds distributed by OCCF, contact Kim Cardona, (503) 378-5159 or kim.cardona@state.or.us, or visit http://www.oregon.gov/OCCF/Mandate/malocal.shtml for your local commission's contact information.
Other Criteria	Note that licensing requirements and clear definitions for providers that receive CCDF quality dollars are under development and may result in required licensing of programs in the future.
Contact	For more information, visit http://www.employment.oregon.gov/EMPLOY/CCD/index.shtml or contact the Child Care Division at 1-800-556-6616 or 503-947-1400.

(See examples of Quality Improvement Activities on page Federal-12.)

Examples of Quality Improvement Activities:

- *Improving Salaries/Compensation*. For example: CARES, health insurance benefits pool.

- *Professional Development/Training/Education*. For example: scholarships and grants for training, specialized training and/or certificate programs.

- *Consultation Services*. For example: Use of environment ratings scales, mini-grants for safety items, toys and educational equipment, financial and/or technical assistance for program accreditation.

- *Facilities Improvement*. For example: Grants to meet licensing requirements, for accommodations, or for accreditation.

- *Infrastructure/Systems Development*. For example: to enhance core services of the resource and referral agencies; to support provider networks.

- *Cultural and Language Diversity*. For example: Recruitment, support and training for non-English speaking providers; funding for translation services.

- *Quality Initiatives*. For example: literacy/readiness initiatives; family, friend and neighbor care (DHS listed) initiatives.

Safe and Drug-Free Schools – State Grants	
Description/Purpose	This program provides funding to establish, operate, and improve local programs of school drug and violence prevention, early intervention, rehabilitation referral, and education in elementary and secondary schools.
Administering Agency	Administered at the Federal Level by the U.S. Department of Education, Office of Safe and Drug-Free Schools Administered in Oregon by the Department of Education, Office of Student Learning and Partnerships
Funding Availability and History	*Federal Funding History:* FY 2006: $273,563,235; FY 2005: $346,303,815; FY 2004: $349,126,742 *Oregon FY 2006 Allocation:* $2,454,982 Funding is awarded to states by formula and then distributed to local education agencies (e.g., school districts).
How After School Programs Can Use Funds	These funds may be used by local education agencies to carry out a broad range of drug and violence prevention programs. Funded programs and activities must be coordinated with other school and community-based services and programs; must foster a safe and drug-free learning environment that supports academic achievement; and must be consistent with Principles of Effectiveness, among other criteria. Examples of activities funded by this program include: staff training; student instruction; curriculum development or acquisition; parent education and involvement; conflict resolution; peer mediation and student assistance programs, such as counseling, mentoring, identification and referral services. Program guidance is available at http://www.ed.gov/programs/dvpformula/guidance.doc
Eligible Applicants or Recipients	Education agencies may use these funds to contract with community-based organizations or other public and private non-profit agencies to provide these programs.
Application Process and Procedures	For district allocations, visit: http://www.ode.state.or.us/opportunities/grants/nclb/title_iv/a_drugfree/2006_07finalallocaton.xls
Other Criteria	Interventions must meet Principles of Effectiveness, which include a requirement that funds be used to support only programs grounded in scientifically based research. The federal Office of Safe and Drug-Free Schools (OSFDS) also administers a number of competitive, discretionary grant programs, one of which, Safe and Drug-Free Schools and Communities Act: Mentoring Programs, is described in the section on discretionary grants on page Federal-26. For information on other discretionary programs administered by OSFDS, visit http://www.ed.gov/about/offices/list/osdfs/programs.html.
Contact	For more information, visit http://www.ode.state.or.us/search/results/?id=107 or contact Scott Hall at (503) 947-5628 or Scott.Hall@state.or.us

Title IA: Grants to Local Education Agencies

Description/Purpose	This program provides financial assistance to schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic standards. Local education agencies (e.g., school districts) target the Title I funds they receive to schools with the highest percentages of children from low-income families. Schools in which poor children make up at least 40 percent of enrollment are eligible to use Title I funds for schoolwide programs that serve all children in the school. Other schools must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards.
Administering Agency	Administered at the Federal level by the U.S. Department of Education, Office of Elementary and Secondary Education Administered in Oregon by the Department of Education, Office of Educational Improvement and Innovation
Funding Availability and History	*Federal Funding History:* FY 2007 (estimate): $12,713,125,000; FY 2006: $12,713,125,000; and FY 2005: $12,739,571,000 *Oregon FY 2006 Allocation*: $123,391,789 Federal funds are allocated to states through four statutory formulas that are based primarily on census poverty estimates adjusted for the cost of education in each state.
How After School Programs Can Use Funds	Public schools across the country use Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. For example, funds can support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum. For after school programs, Title I funds can support staff salaries and/or professional development activities, program materials and curriculum, and parent or family involvement activities.
Eligible Applicants or Recipients	A list of Title I schools and districts is available at http://www.ode.state.or.us/opportunities/grants/nclb/title_i/a_basicprograms/tasswp2-7-07.xls
Application Process and Procedures	District allocations for FY 2006 are available at http://www.ode.state.or.us/opportunities/grants/nclb/revisedallocation0607.xls
Other Criteria	Nonbinding guidance on how districts identify eligible Title I school attendance areas and schools and allocate funds to those attendance areas and schools is available at: http://www.ed.gov/programs/titleiparta/wdag.doc
Contact	For more information, visit http://www.ode.state.or.us/search/results/?id=95 or contact Donna Brant at 503-947-5704 or donna.brant@state.or.us

Title IA: Supplemental Educational Services

Description/Purpose	Schools that are identified as being in "Improvement Status," meaning they have failed to make adequate yearly progress, as defined in NCLB, for two consecutive years, must make Supplemental Educational Services available to students of low-income parents. The term "Supplemental Educational Services" is defined as free extra academic help, such as tutoring or remedial help, that is provided to students in subjects such as reading, language arts, and math. This extra help can be provided before or after school, on weekends, or in the summer.
Administering Agency	Administered at the Federal level by the U.S. Department of Education, Office of Elementary and Secondary Education Administered in Oregon by the Department of Education, Office of Educational Improvement and Innovation
Funding Availability and History	Schools in "Improvement Status" must set aside an amount equal to up to 20% of their Title IA allocation to fund Supplemental Educational Services and public school choice. A list of schools in "Improvement Status" for 2006-2007 is available at http://www.ode.state.or.us/opportunities/grants/nclb/title_i/a_basicprograms/06-07siallocations.xls
How After School Programs Can Use Funds	Each student receiving Supplemental Educational Services has specific, measurable, academic goals in reading and/or math, measures of progress, required reporting dates and a timetable for improvement. Districts ensure that each provider is meeting contract requirements. Most districts reimburse providers for services on a monthly schedule, with monitoring for student attendance. Providers must submit reports of student progress toward meeting goals to students, parents, district personnel and teachers of participating students.
Eligible Applicants or Recipients	Providers of Supplemental Educational Services may include nonprofit entities, for-profit entities, local educational agencies, public schools, public charter schools, private schools, public or private institutions of higher education, and faith-based organizations. Supplemental Educational Services providers must meet the Federal criteria for providers, apply and be approved by Oregon Department of Education to be included on the Oregon Approved Provider List. Only approved providers may offer services to Title IA schools. Districts must make a list available to parents of state-approved Supplemental Educational Services providers in the area and must let parents choose the provider that will best meet the educational needs of the child.
Application Process and Procedures	Information on the process for becoming an approved provider is available at http://www.ode.state.or.us/search/results/?id=145
Other Criteria	Parents who choose public school choice during the first year or second year of improvement are not eligible for Supplemental Educational Services.
Contact	For more information, visit http://www.ode.state.or.us/search/results/?id=145 or contact Ardeen Sykes at 503-947-5807 or ardeen.sykes@state.or.us

Examples of Grantees/Recipients:
The current list of approved providers is available at http://www.ode.state.or.us/search/results/?id=145

Other Federal Funding Sources to Consider

In addition to the nine federal funding sources described on the previous pages of this section, there are many others that can support after school programs and services. Two categories of other federal funding sources to consider are explained below.

Other Federal Formula/Block Grant Programs:
All four of these programs are administered at the federal level, with funds allocated by formula to state and local grantees:
- Community Development Block Grant
- Community Services Block Grant
- Workforce Investment Act

Federal Discretionary Grant Programs:
In addition to the Carol M. White Physical Education Program, one of the "top nine" federal discretionary programs previously described, many other federal discretionary grant programs can support after school programs and services:

- Adolescent Family Life: Demonstration Projects
- Advanced Placement Program
- Communities Empowering Youth Program
- Community-Based Abstinence Education
- Drug-Free Communities Support Program
- Foster Grandparent Program
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP): Early Intervention
- Gang Resistance Education and Training (G.R.E.A.T)
- Grants for Arts Projects: Learning in the Arts for Children and Youth
- Grants for Intermediary Organizations
- Healthy Tomorrows Partnership for Children Program
- Hispanic-Serving Institutions Assisting Communities
- Hispanic-Serving Institutions Education Grants
- Indian Child and Family Education
- Indian Child Welfare Act Title II Grants
- Javits Gifted and Talented Students Education Grant Program
- Learn and Serve America: School and Community-Based Programs
- Learn and Serve America: Higher Education
- Mentoring Children of Prisoners
- National Farmworker Jobs Program
- Native American Employment and Training Program
- Parental Assistance Centers
- Resident Opportunities and Self Sufficiency (ROSS): Homeownership and Family
- Retired and Senior Volunteer Program (RSVP)
- Safe and Drug-Free Schools and Communities Act: Mentoring Programs
- Safe Schools/Healthy Students Initiative
- School Dropout Prevention Program
- Striving Readers
- Targeted Capacity-Building Program
- Tribal Youth Program (Title V)
- TRIO - Talent Search
- TRIO - Upward Bound
- TRIO - Upward Bound Math-Science
- Weed and Seed Program

Community Development Block Grant (CDBG)	
Description/Purpose	CDBG is a flexible program that provides communities with resources to address a wide range of unique community development needs, including decent housing and a suitable living environment, and by expanding economic opportunities, principally for low- and moderate-income persons.
Administration and Funding	Federally administered by the U.S. Department of Housing and Urban Development, Office of Community Planning and Development. • Larger cities and urban counties in Oregon receive funding through the **Entitlement Communities program**. Funding levels are determined according to a community's poverty level, housing conditions, and population. *Federal funding history:* FY 2007 (estimate): $2,077,306,000; FY 2006 (estimate) $2,592,790,000; and FY 2005: $2,876,923,000 *FY 2006 Oregon allocations:* Entitlement cities: Ashland ($213,509), Beaverton ($609,439), Bend ($429,932), Corvallis ($560,307), Eugene ($1,417,968), Gresham ($905,755), Hillsboro ($663,806), Medford ($634,490), Portland ($10,433,396), Salem ($1,488,033), Springfield ($629,375) Entitlement counties: Clackamas ($2,172,911), Multnomah ($304,069), Washington ($2,056,133) • Through the **State Administered CDBG program**, states award competitive grants to smaller units of general local government that do not qualify for the Entitlement Communities program. Administered by the State of Oregon, Economic and Community Development Department. *Federal funding levels:* FY 2007 (estimate): $886,029,067; FY 06 (estimate): $12,605,900,261 (includes $11.5 billion for hurricane-related recovery); and FY 2005: $1,227,108,936. *FY 2006 Oregon allocation:* $14,235,448
Potential Uses for After School Programs	• To meet federal objectives for CDBG funds, at least 51% of the children and families served by after school program must be low- or moderate-income. • Only15% of block grant funds may be used to support public services, such as those provided by after school programs (tutoring, recreation, mentoring, enrichment, etc.). • CDBG funds could also be used for the purchase, construction, or rehabilitation of after school facilities.
Contact	• Entitlement Program: Visit http://www.hud.gov/local/or/community/cdbg/index.cfm for contact information for Oregon cities and counties. • State Administered CDBG Program: Visit http://www.econ.state.or.us/cdbg.htm for more information.

Community Services Block Grant (CSBG)	
Description/Purpose	The CSBG program provides states and tribes with funds to lessen poverty in communities. The funds provide a range of services and activities to assist the needs of low-income individuals including the homeless, migrants and the elderly. Grant amounts are determined by a formula based on poverty population.
Administration and Funding	Administered at the federal level by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Community Services. *Federal funding history:* FY 2007: $630,425,000; FY 2006: $630,425,000; and FY 2005: $636,789,000 Administered in Oregon by Housing and Community Services. *FY 2007 Oregon allocation:* $5,014,315. States are required to use at least 90 percent of their allocations for grants to "eligible entities" (primarily locally-based community action agencies and/or organizations that serve seasonal or migrant farm workers). CSBG service providers in Oregon: http://www.acf.hhs.gov/programs/ocs/csbg/documents/caa/or.html
Potential Uses for After School Programs	Grantees receiving funds under the CSBG program are required to provide services and activities addressing the following areas: employment, education, income management, housing, nutrition, emergency services, linkages, self-sufficiency and health. These may include child care and development and educational programs for children. Services are often provided by subgrantees (such as after school programs).
Contact	*Federal program information:* Visit http://www.acf.hhs.gov/programs/ocs/csbg/ *State program information:* Visit http://www.ohcs.oregon.gov/ or contact Lynn Adams at 503-986-6736 or lynn.d.adams@hcs.state.or.us

Workforce Investment Act (WIA) Youth Activities	
Description/Purpose	To help low income youth between the ages of 14 and 21 acquire the educational and occupational skills, training and support needed to achieve academic and employment success and successfully transition to careers and productive adulthood.
Administration and Funding	Administered at the Federal level by the U.S. Department of Labor, Employment and Training Administration, Office of Workforce Investment. *Federal funding history:* FY 2007 (estimate): $828,000,000; FY 2006 (estimate): $926,393,000; FY 2005 $971,494,000
	Administered in Oregon by the Department of Community Colleges and Workforce Development. *Program Year 2007 Oregon allocation:* $14,503,894
	Funds are allocated to states by formula. Distribution of WIA funding to service providers is managed by local workforce investment boards and their youth councils. Funds may be distributed to community-based and not-for-profit organizations, local public agencies and other entities.
Potential Uses for After School Programs	Funds can be used for youth employment and training activities that will provide eligible youth assistance in achieving careers and academic and employment success; ensure ongoing mentoring opportunities; provide opportunities for training; provide continued supportive services; provide incentives for recognition and achievement; and provide opportunities for leadership, development, decision making, citizenship, and community service.
	An eligible youth is 14 to 21 years of age, low-income (the higher of the poverty line or 70 percent of the lower living standard income), and meets one or more of the following criteria: deficient in basic literacy skills, a school dropout, homeless, a runaway, a foster child, pregnant or a parent, an offender, or requires additional assistance to complete their education or secure and hold employment.
Contact	For Federal information, visit: http://www.doleta.gov/youth_services
	For state and local Workforce Investment Board contacts, visit: http://www/oregon.gov/CCWD/SERVICES/index.shtml or contact Evelyn Roth, Education and Workforce Youth Liaison at 503-378-8648 x 323

Federal Discretionary Grant Programs

In addition to the programs already mentioned, many other federal programs have the potential to support after school programs and services, including a host of federal discretionary grant programs. As previously explained, discretionary grant programs provide federal funding directly to grantees on the basis of a competitive process. For example, under the Carol M. White Physical Education Program, described on page Federal-8, the U.S. Department of Education only makes grants to programs that successfully take part in a national competition for funding.

Key Considerations for Federal Discretionary Grant Programs:

- For most of these programs, there is a national competition for funding, so your program will be competing against other programs from across the country for limited resources.

- Generally, these programs will not provide core or general support for after school programs, but they often can provide targeted or component-specific funding (for example, services to a specific population).

- After school programs may not be eligible to apply directly for several of these grant programs, but may be able to benefit from the program by partnering with another agency or organization that is an eligible applicant or current recipient of funding.

- Funding availability for all federal programs can vary widely from year to year, and this is especially true for discretionary grant programs. It is important to check on a number of facts about a potential funding source that you've identified:

  ‣ *Current funding status*: Occasionally, Congress will discontinue funding for a particular program, so it's important to check the web site to verify that funding is available.

  ‣ *Availability of new funding*: Even if the program is currently funded, it may be the case that funding was not increased and there is only enough funding to continue to support existing grantees, in the case of a program that provides multi-year funding. Generally, the agency website will indicate whether and when a competition for funding is expected to be held.

Some of the federal discretionary grant programs that have the potential to support after school programs and services are briefly described on the pages that follow. For more information on these and other federal discretionary grant programs, consult the Resource Section of this guide.

Adolescent Family Life: Demonstration Projects

The purpose of this program is 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; and 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. Public agencies and nonprofit organizations are eligible to apply.

Contact: U.S. Department of Health and Human Services, Office of Public Health and Science, Office of Population Affairs: http://opa.osophs.dhhs.gov/

Advanced Placement Program

This program awards grants to state education agencies, local education agencies, and nonprofit organizations 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.

Contact: U.S. Department of Education, Office of Elementary and Secondary Education, Academic Improvement and Teacher Quality: Programs: http://www.ed.gov/about/offices/list/oese/aitq/index.html

Communities Empowering Youth Program

This program under the Compassion Capital Fund builds the capacity of faith-based and community coalitions that work to reduce gang involvement and youth violence and to foster positive youth development. The lead faith-based or community organization assists partners through technical assistance and training in four critical areas: 1) leadership development, 2) organizational development, 3) program development, and 4) community engagement.

Contact: U.S. Department of Health and Human Services, Administration for Children and Families: http://www.acf.hhs.gov/programs/ccf/about_ccf/prgm_youth.html

Community-Based Abstinence Education

This program provides 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. To meet these objectives, grantees must incorporate the abstinence education definitions identified in Sections (A) through (H) in Section 510 of the Social Security Act.

Contact: U.S. Department of Health and Human Services, Administration for Children and Families, Family and Youth Services Bureau: http://www.acf.hhs.gov/programs/fysb/content/abstinence/community.htm

Drug-Free Communities Support Program

This program awards grants to community coalitions that have been in existence for a minimum of 6 months; have 5-year strategic plans aimed at reducing substance abuse among youth, and over time, among adults; and that have provided an equal match for the funds that they seek. These community coalitions are to collaborate with entities in the community including government agencies to coordinate and strengthen efforts to reduce substance abuse. The program aims to disseminate timely state-of-the-art information on practices and initiatives that have proven to be effective in reducing substance abuse.

Contact: Executive Office of the President, Office of National Drug Control Policy:
http://www.ondcp.gov/dfc/

Foster Grandparent Program

This program provides grants to state and local agencies and nonprofit 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. Program funds are used to support Foster Grandparents in providing supportive, person-to-person service to children with exceptional or special needs.

Contact: Corporation for National and Community Service, SeniorCorps:
http://www.seniorcorps.org/about/programs/fg.asp

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP): Early Intervention

This program supports counseling, mentoring, academic support, outreach, and supportive services to eligible students beginning no later than grade seven through grade twelve 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 college financing options. Awards may be granted to states and partnerships of entities such as community-based organizations, schools, institutions of higher education, public and private agencies, nonprofit and philanthropic organizations, and businesses.

Contact: U.S. Department of Education, Office of Postsecondary Education, Higher Education Programs: http://www.ed.gov/programs/gearup/index.html

Gang Resistance Education and Training (G.R.E.A.T)

This program funds law enforcement agencies to administer programs 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.

Contact: U.S. Department of Justice, Bureau of Justice Assistance, Office of Justice Programs:
http://www.ojp.usdoj.gov/BJA/grant/great.html

Grants for Arts Projects: Learning in the Arts for Children and Youth

This program offers funding for projects that help children and youth acquire knowledge and understanding of and skills in the arts. Projects must provide participatory learning and engage students with skilled artists, teachers, and excellent art. Funded projects apply national or state arts education standards. Eligible applicants include arts institutions, arts service organizations, local arts agencies, units of state and local governments, federally recognized tribal communities and Indian tribes.

Contact: National Endowment for the Arts: http://www.arts.endow.gov/grants/apply/Artsed.html

Grants for Intermediary Organizations

The Compassion Capital Fund Demonstration Program funds intermediary organizations that provide capacity-building assistance to faith-based and community organizations. Intermediary organizations serve as a bridge between the federal government and faith-based and community organizations. During their project period, the intermediary organizations provide grassroots faith-based and community organizations with at least two types of assistance: technical assistance and sub-awards.

Contact: U.S. Department of Health and Human Services, Administration for Children and Families: http://www.acf.hhs.gov/programs/ccf/about_ccf/prgm_demonstration.html

Healthy Tomorrows Partnership for Children Program

This program is a cooperative agreement between the federal Maternal and Child Health Bureau and the American Academy of Pediatrics. Grants support community-based child health projects that improve the health status of mothers, infants, children, and adolescents by increasing their access to health services. Through the cooperative agreement, Healthy Tomorrows staff at the AAP provides technical assistance to program applicants and grantees.

Contact: American Academy of Pediatrics: http://www.aap.org/commpeds/htpcp/overview.html

Hispanic-Serving Institutions Assisting Communities

To assist Hispanic-Serving Institutions of higher education expand their role and effectiveness in addressing community development needs in their localities principally for low-and moderate-income persons. Funds can provide public service activities, including those concerned with employment, crime prevention, childcare, health, drug abuse, education, fair housing counseling, energy conservation, homebuyer down payment assistance, or recreational needs.

Contact: U.S. Department of Housing and Urban Development, Office of University Partnerships

Hispanic-Serving Institutions Education Grants

The objective of this program is to promote and strengthen the ability of Hispanic-Serving Institutions to carry out higher education programs in the food and agricultural sciences. Among the objectives of this program is to attract and support undergraduate and graduate students from underrepresented groups in order to prepare them for careers related to the food, agricultural, and natural resource systems of the United States, beginning with the mentoring of students at the high school level and continuing with the provision of financial support for students through their attainment of a doctoral degree.

Contact: U.S. Department of Agriculture, Cooperative State Research, Education, and Extension Service: http://www.csrees.usda.gov/

Indian Child and Family Education

This program serves birth-to-age five children and their parents, providing early childhood education and adult education — including academic and parenting services - in home- and center-based settings; and children in grades K-3, providing opportunities for active learning. FACE grantees use funding to provide family literacy services consistent with the federal, four-component definition of family literacy. Eligible grantees are recognized tribes and tribal organizations.

Contact Bureau of Indian Affairs, Office of Indian Education Programs: http://www.oiep.bia.edu/

Indian Child Welfare Act Title II Grants

These funds can support the operation and maintenance of counseling facilities, family assistance (homemaker and home counselors), protective day care, and after school care, recreational activities, respite care, education and training, among other activities. Federally recognized tribes are eligible to apply.

Contact: Bureau of Indian Affairs, http://www.doi.gov/bureau-indian-affairs.html

Javits Gifted and Talented Students Education Grant Program

The purpose of this program is to carry out a coordinated program of scientifically based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary and secondary schools to meet the special education needs of gifted and talented students. The major emphasis of the program is on serving students traditionally underrepresented in gifted and talented programs, particularly economically disadvantaged, limited English proficient, and disabled students, to help reduce the serious gap in achievement among certain groups of students at the highest levels of achievement. Institutions of higher education, state and local education agencies, nonprofit organizations, and other organizations and/or agencies may apply.

Contact: U.S. Department of Education, Office of Elementary and Secondary Education: http://www.ed.gov/programs/javits/index.html

Learn and Serve America: School and Community-Based Programs

This program encourages elementary and secondary schools and community-based agencies to create, develop, and offer service-learning opportunities for school-age youth; educates teachers about service- learning and incorporates service-learning opportunities into classrooms to enhance academic learning; coordinates adult volunteers in schools; and introduces young people to a broad range of careers and encourages them to pursue further education and training. State education agencies, Commissions on National Service, Indian tribes, and public or private nonprofit entities may apply.

Contact: Corporation for National and Community Service, Learn and Serve America: http://www.learnandserve.org/

Learn and Serve America: Higher Education

This grant program has two main objectives: (1) To support high quality service learning projects that engage students in meeting community needs with demonstrable results, while enhancing students' academic and civic learning; and (2) to support efforts to build capacity and strengthen the service infrastructure with institutions of higher education. Institutions of higher education and nonprofit organizations or public agencies working in partnership with institutions of higher education are eligible to apply.

Contact: Corporation for National and Community Service, Learn and Serve America: http://www.learnandserve.org/

Mentoring Children of Prisoners

This program targets 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.

Contact: U.S. Department of Health and Human Services, Administration for Children and Families, Family and Youth Services Bureau: http://www.acf.hhs.gov/programs/fysb/content/youthdivision/programs/mcpfactsheet.htm

National Farmworker Jobs Program

This program provides individual employability development assistance and related assistance for those individuals, including their dependents, who are primarily employed in agricultural labor that is characterized by chronic unemployment and underemployment. Services are provided by public agencies and private nonprofit organizations and may include classroom and on-the-job training, as well as some supportive services such as nutrition, health, child care and temporary shelter.

Contact: U.S. Department of Labor, Employment and Training Administration: http://www.doleta.gov/msfw/

Native American Employment and Training Program

Program funds may be utilized for employment and training programs and services, including classroom training, on the job training, training assistance, work experience, youth employment programs, day care, health care, job search, relocation, and transportation allowances designed to assist eligible participants to obtain employment. Supplemental funding is awarded to help low income Native American youth and Native Hawaiian youth, between the ages of 14 and 21, acquire the educational skills, training and the support needed to achieve academic and employment success and successfully transition to careers and productive adulthood. Tribes and tribal organizations are eligible to apply.

Contact: U.S. Department of Labor, Employment and Training Administration: http://www.doleta.gov/dinap/

Parental Assistance Centers

This program funds nonprofit organizations, individually, and in consortia with local education agencies to assist them in establishing parental information and resource centers to: assist parents in helping their children to meet state and local standards; obtain information about the range of programs, services, and resources available nationally and locally for parents and school personnel who work with parents; help parents use the technology applied in their children's education; plan, implement, and fund activities for parents that coordinate the education of their children with other programs that serve their children and families; and coordinate and integrate early childhood programs with school-age programs.

Contact: U.S. Department of Education, Office of Innovation and Improvement, Parental Options and Information: http://www.ed.gov/programs/pirc/index.html

Resident Opportunities and Self Sufficiency (ROSS): Homeownership and Family

This program provides funds for job training and supportive services to help residents of public housing transition from welfare to work. Services may include educational programming for youth and adults; college preparatory classes; and supportive services such as child care and transportation to help families take advantage of training and employment opportunities. Grants may be made to Public Housing Authorities (PHAs), tribes/tribally designated housing entities, resident associations (RAs), and nonprofit organizations supported by residents and/or PHAs.

Contact: U.S. Department of Housing and Urban Development, Office of Public and Indian Housing: http://www.hud.gov/offices/pih/programs/ph/ross/about.cfm

Retired and Senior Volunteer Program (RSVP)

This program provides grants to public agencies and nonprofit 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.

Contact: Corporation for National and Community Service: http://www.nationalservice.org/about/programs/seniorcorps_rsvp.asp

Safe and Drug-Free Schools and Communities Act: Mentoring Programs

Assistance is provided to promote mentoring programs for children with the greatest need. Grants are provided to programs that: assist such children in receiving support and guidance from a mentor; improve the academic performance of such children; improve interpersonal relationships between such children and their peers, teachers, other adults, and family members; reduce the dropout rate of such children; and reduce juvenile delinquency and involvement in gangs by such children. Local education agencies and nonprofit organizations may apply.

Contact: U.S. Department of Education, Office of Safe and Drug-Free Schools: http://www.ed.gov/programs/dvpmentoring/index.html

Safe Schools/Healthy Students Initiative

Grants support local education agencies (LEAs) in the development of community-wide approaches to creating safe and drug-free schools and promoting healthy childhood development. Programs are intended to prevent violence and the illegal use of drugs and to promote safety and discipline. LEAs are required to partner with local law enforcement, public mental health, and juvenile justice agencies/entities.

Contact: U.S. Department of Education, Office of Safe and Drug-Free Schools: http://www.ed.gov/programs/dvpsafeschools/index.html

School Dropout Prevention Program

State and local education agencies must implement proven strategies for reducing the number of students who drop out before completing secondary school and for assisting youth to reenter school after they have dropped out. These strategies may include: identifying students at risk of dropping out; providing at-risk students with services designed to prevent them from dropping out; identifying and encouraging youth who already have dropped out to reenter school; and implementing other comprehensive approaches, such as breaking large schools into smaller learning communities. Specifically authorized activities include: professional development; reduction in pupil-teacher ratios; counseling and mentoring for at-risk students; and implementing comprehensive school reform models.

Contact: U.S. Department of Education, Office of Elementary and Secondary Education: *http://www.ed.gov/programs/dropout/index.html*

Striving Readers

This program is aimed at improving the reading skills of middle school- and high school-aged students who are reading below grade level. Striving Readers supports the implementation and evaluation of research-based reading interventions for struggling middle and high school readers in Title I eligible schools that are at risk of not meeting or are not meeting adequate yearly progress (AYP) requirements under the No Child Left Behind Act, or that have significant percentages or number of students reading below grade level, or both. State and local education agencies are eligible to apply, and can do so in partnership with other organizations.

Contact: U.S. Department of Education, Office of Elementary and Secondary Education: *http://www.ed.gov/programs/strivingreaders/index.html*

Targeted Capacity Building Program

This Compassionate Capital Fund program funds faith-based and community organizations with one-time awards to increase their capacity to serve targeted social service priority areas. Casually known as the mini-grant program, the program awards up to $50,000 to grassroots faith-based and community organizations that address the needs of distressed communities in one of four service priority areas of need: help for at-risk youth; help for the homeless; marriage education and preparation services; or social services to those living in rural communities. The goal of the program is to help promising organizations increase their infrastructure and bolster their sustainability, ultimately enabling them to serve more people more effectively.

Contact: U.S. Department of Health and Human Services, Administration for Children and Families: *http://www.acf.hhs.gov/programs/ccf/about_ccf/prgm_target_cap.html*

Tribal Youth Program (Title V)

This program supports and enhances tribal efforts for tribes to provide comprehensive delinquency prevention, control, and juvenile justice system improvement for Native American youth. Funds may be used to reduce, control, and prevent crime both by and against tribal youth; to provide interventions for court- involved tribal youth; to improve tribal juvenile justice systems; and to provide prevention programs focusing on alcohol and drugs.

Contact: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention: *http://ojjdp.ncjrs.gov/programs/ProgSummary.asp?pi=8*

TRIO - Talent Search

The goals of this program are to identify disadvantaged youth with potential for postsecondary education; to encourage them in continuing in and graduating from secondary school and in enrolling in programs of postsecondary education; to publicize the availability of student financial aid; and to increase the number of secondary and postsecondary school dropouts who reenter an educational program. Projects provide tutorial services, career exploration, aptitude assessments, counseling, mentoring programs, workshops, and information on postsecondary institutions. Institutions of higher education, public or private agencies or organizations, or a combination of the above may apply.

Contact: U.S. Department of Education, Office of Elementary and Secondary Education:
http://www.ed.gov/programs/triotalent/index.html

TRIO - Upward Bound

This program generates the 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. Projects provide academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. Tutoring, counseling, mentoring, cultural enrichment, and work-study programs also are supported. Institutions of higher education, public or private agencies or organizations, or a combination of the above may apply.

Contact: U.S. Department of Education, Office of Elementary and Secondary Education:
http://www.ed.gov/programs/trioupbound/index.html

TRIO - Upward Bound Math-Science

This program funds specialized Upward Bound math and science centers. The goal of the program is to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science. Program services include: summer programs with intensive math and science training; year-round counseling and advisement; exposure to university faculty members who do research in mathematics and the sciences; computer training; and participant-conducted scientific research under the guidance of faculty members or graduate students, who are serving as mentors.

Contact: U.S. Department of Education, Office of Elementary and Secondary Education:
http://www.ed.gov/programs/triomathsci/index.html

Weed and Seed Program

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. The eligible applicant is a coalition of community residents, local, county, and state agencies, federal agencies, and the private sector.

Contact: U.S. Department of Justice, Office of Justice Programs:
http://www.ojp.usdoj.gov/ccdo/ws/welcome.html

Local Partnerships and Support

Overview

Strong support at the local level is critical to the long-term sustainability of any community-based program. Developing local partnerships creates several benefits for after school programs. Local partnerships can:

- Result in funding support for the program. An obvious reason to engage local partners is the potential to secure additional resources to invest in the after school program.

- Increase a program's access to in-kind resources (program materials, volunteers, etc.). Even if a local partner doesn't provide direct funding, there are many other ways for local partners to invest in after school programs. They may have in-kind resources to contribute, such as program materials or volunteer programs. They may be able to assist with grantwriting, data collection and analysis, and fiscal management. Be creative in thinking of how local partners can help your community's after school programs meet their non-monetary needs.

- Raise a program's profile in the community. The broader an after school program's reach is into the community, the higher the profile of that program. This broad base of community support is important for several reasons. In good times, having a strong reputation in the community opens doors for programs and expands the universe of potential partners. And in bad times, such as when a program is facing a funding crisis, the community is much more likely to rally around and support the survival of a program with a high profile than a program about which only a few community members know.

- Cultivate champions who will advocate for the program in the community. Related to the point above, all programs need a few powerful voices in the community to advocate on their behalf. These champions need not always be high-profile. Many after school programs have found that their most effective champions are the children and families that participate in the program. But it certainly can also help to have an effective champion or champions within the city hall, school district, police department, or business community.

- Improve the quality of services for children and families. Bringing together a wide range of partners is not just a good strategy for an individual program, but can have broader benefits in the community. Namely, partnerships often result in a more efficient use of resources, frequently attract additional investments from funders who are impressed by the joint effort, respond more competently to culturally and linguistically diverse populations, and can lead to better quality services for the children and families in your community.

- Facilitate opportunities to meet with or contact after school program colleagues locally or in other parts of the state to learn from their successes and challenges. Contact local peers to learn about how they have diversified their funding sources, utilized volunteers or collaborated with their local parks and recreation or library.

This section of the guide briefly describes just a few of the community partners that after school programs should consider, with some suggestions for thinking about how to approach these partners and what they may bring to the table. This section also provides detailed descriptions of several innovative partnerships between after school programs and community partners. The potential sources of local support and partnerships described in this section include:

- Local Commissions on Children and Families
- Municipal Government
- County Government
- Parks and Recreation Agencies
- Libraries and Museums
- Law Enforcement Agencies
- 4-H Cooperative Extension
- School Districts
- Colleges and Universities
- Banks
- Other nonprofit organizations, including churches and faith-based organizations

Potential Sources of Local Partnerships and Support

Local Commissions on Children and Families

All 36 Oregon counties have a Local Commission on Children and Families which supports programs and initiatives for children 0-18 years of age and their families. Each local commission is responsible for a local coordinated comprehensive plan; community mobilization; and coordination among community groups, government agencies, private providers and other parties.

Local commissions are composed of members appointed by the Board of County Commissioners in each county who have as their purpose the development and implementation of a comprehensive plan which guides the development of initiatives and supports for children and families in each county. Additionally, both the state and local commissions work in collaboration with a number of other state and county level agencies and organizations to improve conditions for children and families. Commissions also partner with non-profits, the faith community, business and other entities interested in improving supports for children and families in their communities.

The Oregon Commission on Children and Families, in partnership with the local commission in each county in the state, funds specific programs and initiatives that better the lives of Oregon's children and families. The following funding streams are available to communities for local investments through the Commission on Children and Families system:

- **Family Preservation and Support** (Federal): Prevention and intervention services to promote family stability, support positive parenting, protect children from harm, and help families at risk or in crisis.

- **Great Start** (State): Prevention and intervention services and initiatives for children prenatal to 8 years of age and their families to promote social, emotional, physical and intellectual development, addressing needs identified in the county comprehensive plan.

- **Juvenile Services** (State and Federal): Prevention and intervention services and supports which promote positive social, emotional and behavioral health among youth 8-18 years of age and their families to reduce juvenile crime.

- **Basic Capacity** (State): Local commission staffing efforts to coordinate and facilitate local planning processes and to implement and evaluate the initiatives and services identified in the county plan.

- **Youth Investment** (Federal): Prevention and intervention services and initiatives targeting at-risk, non-delinquent youth 13-18 years of age and their families.

- **Children, Youth and Families** (State): Prevention and intervention services for children prenatal through 18 years of age and their families to promote social, emotional, physical and intellectual development, addressing needs identified in the county comprehensive plan.

- **Federal Child Care and Development Fund (CCDF)**: Supports activities identified in local comprehensive plans related to ensuring an adequate supply of quality child care.

In addition to these funding sources, the following programs and initiatives are funded through OCCF:
- Childhood Care and Education
- Community Schools
- Court Appointed Special Advocates (CASA)
- Cultural Competency
- Healthy Start
- Juvenile Crime Prevention
- Positive Youth Development
- Relief Nurseries

Contact:

‣ Oregon Commission on Children and Families: http://www.oregon.gov/OCCF/
‣ Links to Local commissions: http://www.oregon.gov/OCCF/Mandate/malocal.shtml

Municipal Government

Across the nation, mayors and city councils are increasingly strong voices in support of after school programs, recognizing the value that such programs bring to their communities and the children and families who participate. According to a survey conducted by the National League of Cities, when asked to name the most critical need facing children and families in their communities, 22 percent of local officials named after school programs. The same survey found that 65 percent of large cities (over 100,000) provide direct after school services, up from 49 percent in 1996. And 35 percent of elected officials indicated that their cities' current offerings of after school programs were less than adequate.[1]

In addition to direct investments, local officials can facilitate the better coordination of existing assets, including facilities, transportation, program models and staff expertise, to enhance the quality and availability of after school opportunities in their communities.
The National League of Cities has developed an action kit, *Expanding Afterschool Opportunities and Improving Public Schools*, that describes specific ways in which mayors and council members can support after school programs. The action kit is available at http://www.afterschoolresources.org/kernel/images/nlckit.pdf.

Contact:

‣ League of Oregon Cities: http://www.orcities.org/
‣ City directory: http://old.orcities.org/cityinfo/citybooksMain.cfm

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[1] National League of Cities. *Strengthening Families in America's Cities: Afterschool Programs.* Washington, DC: National League of Cities. 2003.

Successful Partnerships with City Government

The POWER Program

The POWER Program was first launched in the fall of 1995 at Parrish Middle School in Salem. Currently, all twelve Salem/Keizer middle schools operate the POWER Program 3-5 days per week for 6-10 weeks in the fall, winter, and spring terms. Activities include academic enrichment, recreation, and community service. Most schools charge a small fee, and student participation is voluntary.

City of Salem staff provide central program coordination, and the individual schools have designed their specific activities. In 1999, the City began including $3,000 per school in its general fund budget to help support the program at each of the middle schools. These funds have leveraged additional resources in both Salem and Keizer. The Salem/Keizer School District continues to experience difficulty in hiring an adequate number of bus drivers for the district's transportation needs. This is a nationwide issue. City staff have explored the feasibility of local churches providing buses and drivers for field trips. Pending adoption of the city's and school district's 2007-08 budgets, approximately 55% of the 2007-08 POWER Program funds will be secured. Staff will continue to seek funds for the remaining 45% and explore funding options to address the need for adequate staffing.

For more information, contact: Brent DeMoe, Youth Development and Prevention Coordinator, City of Salem, at 503-588-6261

Kids on the Block: The Mayor's Ball

The annual Mayor's Charity Ball raised more than $175,000 this year for the Kids on the Block (KOB) after school program in McMinnville. Over the past 18 years that the KOB After-School program has operated, the annual Mayor's Charity Ball has raised more than $1 million total to support the program. The Ball consists of dinner, dancing, live and silent auctions, a raffle, an entertainment program, and a pitch by the Mayor for sustaining the KOB program. See the following section on School Districts for more information about the KOB program.

For more information, contact: Janet Adams, Program Director, Kids on the Block After-School Program, City of McMinnville Parks and Recreation Department, at 503-434-7369 or janet.adams@ci.mcminnville.or.us

<u>**County Government**</u>

Similarly, county government officials and county agencies can be key partners and supporters for after school programs. Several potential partners at the county level, such as county extension, law enforcement, and libraries, are described separately in this section of the guide. In addition to those agencies, many counties administer the Community Development Block Grant program (see the section on Federal Funds for more information). Consider other county agencies that may be able to provide resources and partnerships for after school programs: transportation, housing, and health and human services, to name a few.

Contact:

‣ Association of Oregon Counties, directory of counties:
   http://www.aocweb.org/aoc/AboutOregonCounties/CountyLinks/tabid/72/Default.aspx

<u>**Parks and Recreation Agencies**</u>

Parks and recreation agencies have long been key partners in the after school field. Across the state, parks and recreation agencies offer after school programs and recreation opportunities for youth, frequently in partnership with other agencies or organizations in the community. For school-based, community-based, and other after school providers, partnering with parks and recreation agencies may expand the recreation and enrichment opportunities available to the youth in such programs.

Contact:

‣ Oregon Recreation and Park Association: http://www.orpa.org/
‣ Links to local parks and recreation agency websites: http://orpa.org/links/

**TEAM Springfield: Successful Partnership between
Parks and Recreation and School District**

The Willamalane Park and Recreation District developed a model collaboration with the Springfield Public Schools to provide unique opportunities for the growth and development of Springfield youth. These two agencies offer quality after school programming focused on school enrichment and recreation activities for grades K-8. Through this partnership, the programs serve more than 7,500 youth each year. Grant funds have provided the foundation for current programs, and program leaders are working to secure dedicated, sustainable funding through an option levy. The collaboration between the school district and parks and recreation resulted in a successful application for a 21st Century Community Learning Centers Program grant. This partnership was honored as a 2006 recipient of the Oregon Department of Education's "Outstanding Community/School Partnership Award."

For more information, contact: Jill Cuadros, Recreation Program Manager, Willamalane Park and Recreation District, Springfield, OR, at 541-736-4544

Libraries and Museums

For programs wishing to promote literacy and arts appreciation, libraries and museums make natural allies. Many libraries operate after school programs in communities across the country. In addition, after school programs can partner with libraries and museums to develop and provide specific program components focused on literacy and the arts.

Libraries and museums may also be able to access funding sources that after school programs cannot. The Institute of Museum and Library Services is the primary source of federal support for the nation's 122,000 libraries and 17,500 museums. This federal agency works at the national level and in coordination with state and local organizations to sustain heritage, culture, and knowledge; enhance learning and innovation; and support professional development. After school programs are among the initiatives supported by the Institute of Museum and Library Services.

Contact:

‣ Institute of Library and Museum Services: http://www.imls.gov/index.shtm
‣ Oregon Library Association links to local libraries: http://www.olaweb.org/oregon-libraries.shtml

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Up & Away: Successful Partnership between a County Library and Local School

Up & Away is a collaborative project between the Umatilla County Special Library District and the Wallowa County Library to transition school age children, their families, and caregivers into public library users by building strong relationships between community libraries and young children in primary grades. Up & Away's mission serves children, caregivers, and their communities by supporting and developing quality early literacy and out-of-school programs through mentoring, technical assistance, and training. This year both programs participated and provided services through a Library Services and Technology Act Grant through the Oregon State Library.

Educational after school programs in the city libraries support the ongoing development of literacy skills. School age children and their families are connected with quality literacy programs that encourage public library usage. After school programs are offered in Umatilla County at the Helix Public Library, Hermiston Public Library, Pilot Rock Public Library, Adams Public Library, Echo Public Library, and Ukiah Public Library. In Wallowa County, weekly programs are being offered at the Enterprise Public Library, Joseph City Library, and Wallowa Public Library. In addition, programs in the schools have connected students with public library services. Each library made their own decision on what they thought would work in their communities ranging from weekly to biweekly to monthly programs. Important factors in those decisions included the hours a library was open, the number of staff, transportation issues for children, and the conflict with sports activities. Oregon Community Foundation also provided funding for AfterWords training in both Umatilla and Wallowa Counties. Up & Away! and Library staff attended the trainings. Participants reported learning new and fun ways to support literacy development in school age children.

For more information, contact: Susan Polumsky, Director, Wallowa County Library Enterprise, OR, at 541-426-3969

Law Enforcement Agencies

Law enforcement officials are well aware that the hours between 3 PM and 6 PM are the prime time for youth to commit crime; be a victim of crime; be in or cause a car crash; and smoke, drink or use drugs. After school programs provide an alternative for these youth and instead engage them in constructive, enriching activities in a safe and supervised environment. For that reason, law enforcement agencies are frequently strong advocates for after school programs in their communities. And like libraries and museums, local law enforcement agencies may be eligible to apply for federal funding sources that can be used to support after school programs and services (see the section on Federal Funds for specific programs).

Fight Crime: Invest in Kids Oregon is an organization of more than 137 police chiefs, sheriffs, district attorneys, other law enforcement leaders and violence survivors. Fight Crime: Invest in Kids Oregon is part of the national, bipartisan, nonprofit anti-crime organization Fight Crime: Invest in Kids with more than 3,000 law enforcement members, based in Washington, DC. While Fight Crime: Invest in Kids does not fund or operate any direct service programs for children, the organization does advocate for increased support for and access to after school programs for Oregon's children.

Contact:

‣ Fight Crime: Invest in Kids Oregon: http://www.fightcrime.org/or/index.php
‣ Oregon Association Chiefs of Police, links to local police departments: http://www.policechief.org/page_links.html
‣ Oregon State Sheriffs' Association, links to county sheriffs' departments: http://www.oregonsheriffs.org/

4-H Cooperative Extension

Oregon 4-H has been a national community education and service program in Oregon for 88 years. The Oregon 4-H Youth Development Program seeks to provide educational programs to assist youth in developing appropriate life and technical skills for adulthood, and provide volunteer and staff training to assist families and communities in developing sound educational programs for youth. Oregon 4-H does this by:

- Developing educational programs for positive youth development,

- Developing curricular materials to support educational programs,

- Delivering organized youth development programs throughout Oregon,

- Collaborating with other youth serving agencies,

- Training 4-H volunteers to expand programs for youth, and

- Evaluating effectiveness of 4-H Youth Development Programs.

Oregon 4-H partners with a wide range of partners, including school-age care providers, schools, and community-based organizations to support and enhance after school programs and services.

Contact:

‣ Oregon 4-H: http://oregon.4h.oregonstate.edu/index_th.html
‣ Links to county extension offices: http://oregon.4h.oregonstate.edu/people/JoinNEW.htm

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**4-H Tech Wizards – A Successful Partnership
between 4-H and Multiple Community Partners**

The 4-H Tech Wizards Program is focused at underserved at-risk youth in Washington County. Based on a recent survey, the highest drop out rate is currently among the Latino community. The initial project is focused on helping these youth; however, as funding allows, the program plans to expand to serve all at-risk youth in the community. Washington County 4-H provides the faculty, staff, and leadership for the 4-H Tech Wizards program. They host an annual fundraiser for the benefit of the program as well.

4-H Tech Wizards appreciates all of the partners and sponsors who help make the program successful, including:
- Beaverton School District
- Centro Cultural
- City Of Hillsboro
- Cooperative Public Agencies of Washington County
- Forest Grove High School and School District
- Hewlett-Packard Company
- Hillsboro High School and School District
- IBM
- Intel Corporation and Intel in Your Community.
- Juvenile Justice
- PGE Foundation

For more information please, contact: Lisa Conroy, Washington County Extension Office, 4-H Youth Development at lisa.conroy@oregonstate.edu or 503-725-2113

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School Districts

Individual schools, school districts, and education service districts all have a tremendous stake in ensuring that children have access to the supplemental supports and services provided by high quality after school programs. After school programs can help schools meet several important goals, among them:

- Improving school attendance and engagement in learning,

- Improving test scores and grades, and

- Keeping children safe and steering them away from unsafe and negative behaviors.

Schools and school districts also direct the use of resources that have the potential to support after school programs. The section on Federal Funds describes a few of these possible sources. In addition, the publication *Using NCLB Funds to Support Extended Learning Time: Opportunities for Afterschool Programs*, from the Council of Chief State School Officers and The Finance Project, describes several funding streams included in the federal No Child Left Behind Act of 2001 (in addition to the 21st Century Community Learning Centers Program) that can support after school programs. These funding streams include Title I, Safe and Drug-Free Schools and Communities, Comprehensive School Reform, and Innovative Programs.

In addition to the publication on using NCLB funding sources, several other publications have been developed to assist school officials with the successful design and implementation of after school programs. Two of those resources include:

Building and Sustaining After-School Programs: Successful Practices in School Board Leadership, from the National School Boards Association. This report documents examples of how local school boards are supporting after school programs. Available at http://www.nsba.org/site/docs/34300/34244.pdf

Afterschool Programs: Bureaucratic Barriers and Strategies for Success, from the American Association of School Administrators. This toolkit provides resources for school leaders and their staff to plan, implement and sustain quality after school programs. The toolkit can be purchased or single copies can be requested free of charge by contacting Rebecca Nelson, rnelson@aasa.org.

Contact:

‣ Oregon School Boards Association, links to public school districts: http://www.osba.org/edlinks/districts.htm

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Kids on the Block: A Successful Partnership between a City and a School District

The City of McMinnville Parks and Recreation Department, in partnership with the McMinnville School District, started the Kids on the Block After-School program in 1989. The school district provided space for the programs at three elementary schools, and the parks and recreation department provided recreation programming. A non-profit organization, Kids on the Block, Inc., was established to supplement the funding provided by the City of McMinnville and the McMinnville School District. The program quickly expanded to all six elementary schools.

In 2001, the school district received a 21st Century Community Learning Centers Program grant. These funds were used to create the Power Hour, an academic homework support program supervised by school personnel, and add it to the Kids on the Block program. It was a very popular addition, and the number of participants increased significantly at each school. Initially, the grant covered the complete cost of Power Hour for students. However, as grant funds dwindled, the parks and recreation department, school district, and Kids on the Block were faced with a decision – either eliminate the Power Hour, increase the program fee to cover the cost (which would have been cost-prohibitive for nearly every student), or find a new way to financially sustain the program.

The City of McMinnville and McMinnville School District each increased their share of the cost. It now costs $90 per child per session, an average cost of $9 per week for 9 hours of after school care, academic enrichment and recreations programs.

The McMinnville School District provides:
- Power Hour District Coordinator and Site Coordinators plus related employee costs
- Approximately 2/3 of Power Hour Staff plus related employee costs
- Supplies and Equipment for Power Hour Program
- 1-week Outdoor School and 1-week Aerospace Week programs (including transportation)
- Facility space and facility operating costs
- Daily bus transportation (utilized by approximately 1/3 of the participants)
- Daily snack

Most importantly, Kids on the Block confirmed its commitment to ensure that the whole program continues and increased its funding to cover the shortfall left after the city's and school district's contributions. While they will continue to raise these funds mainly through the Mayor's Charity Ball event (see above), the Kids on the Block board is currently discussing ideas and long-range plans for tapping additional funding sources.

For more information, contact: Janet Adams, Program Director, Kids on the Block After-School Program, City of McMinnville Parks and Recreation Department at 503-434-7369 or janet.adams@ci.mcminnville.or.us

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Colleges and Universities

Colleges and universities can be important partners for after school programs in several ways. First, students at colleges and universities can be a source of volunteers for after school programs, through student volunteer organizations, Learn and Serve (see section on Federal Funds for more information), or work-study programs. Second, after school programs can partner with colleges and universities to promote access to higher education. After school programs can visit college campuses, invite speakers to their after school programs to talk about going to college, and pair up students with college mentors. There may even be funding opportunities to support these types of partnerships, such as the federal TRIO programs. See the section on Federal Funds for additional information.

Colleges and universities also may be able to support after school programs in other ways. For programs seeking to develop evaluation strategies and wishing to collect and analyze data on their outcomes, college academic departments can provide valuable assistance. Colleges and universities may also be able to provide support with grantwriting. Often, graduate students in social work, public administration, and other professional degree programs must complete practical projects, and after school programs can offer those students many ways to be of assistance.

Contact:

‣ Director of community colleges in Oregon: http://www.oregon.gov/CCWD/ccdirectory.shtml
‣ Oregon University System directory: http://www.ous.edu/about/campcent/
‣ Oregon Independent College Association directory: http://www.oicanet.org/aboutourinstitutions/college-sites.html

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Kids on the Block: A Successful Partnership with a Local College

The Kids on the Block program in McMinnville partners with Linfield College for staff and volunteers.

- Linfield College provides approximately $8000 in work-study financial aid for Linfield students who work as Kids on the Block program staff

- Linfield College students and individual community members volunteer for the America Reads program, which is scheduled during Power Hour at many of the schools

For more information, contact: Janet Adams, Program Director, Kids on the Block After-School Program, City of McMinnville Parks and Recreation Department, at 503-434-7369 or janet.adams@ci.mcminnville.or.us

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Banks

In response to banking practices that discriminated against certain neighborhoods, known as "redlining," Congress passed the Community Reinvestment Act (CRA) in 1977 to encourage depository institutions to meet the credit needs of the communities in which they operate, including low- and moderate-income neighborhoods. Historically, CRA-funded activities have emphasized housing-related lending and investments. However, in 1995, federal regulations were revised to require banks to collect and publish small business and community development activities.

Lenders can meet their obligations under the CRA in a variety of ways, one of which is by making direct grants or in-kind donations to community development projects, which may include after school programs. Other ways that lenders can meet their CRA obligations that can benefit after school programs include providing community development services such as financial literacy training and technical assistance or by serving on a community development organization's board. For more information on the Community Reinvestment Act and considerations for seeking to access CRA resources, see The Finance Project publication, *Using the Community Reinvestment Act to Help Finance Initiatives for Children, Families and Communities*, available at http://www.financeproject.org/Publications/CRA.pdf.

Contact:

‣ A searchable database of banks' CRA ratings (outstanding, satisfactory, needs to improve, substantial noncompliance) is available from the Federal Financial Institutions Examination Council at http://www.ffiec.gov/craratings/default.aspx

EXAMPLE OF A DIVERSE COMMUNITY FUNDING STRATEGY					
2007-08 SOURCE OF REVENUE	**AMOUNT**	**% OF FUNDING**	**SECURED TO DATE**	**PENDING FINAL APPROVAL**	**TO BE SECURED**
School District Funds	$80,000	41%		$80,000	
Student Fees	$21,000	11%			$21,000
City Funds	$27,000	14%		$27,000	
County Children & Families Commission	$24,170	12%			$24,170
Community Contributions	$9,500	5%			$9,500
Small Grants	$33,500	17%			$33,500
TOTAL	**$195,170**	**100%**	**$0**	**$107,000** **$88,170**	**$88,170**
			0%	55%	45%

National Foundations

Overview

National foundations have made significant investments in the field of after school programs. In addition to direct program support, several major national foundations have invested heavily in organizations that engage in research, technical assistance, and efforts to promote policies at the state and local level to expand the quality and accessibility of after school programs. One survey estimates annual foundation investments in after school efforts to be over $150 million. In that survey, nearly 100 foundations across the nation self-identified as funders of programs and initiatives in the after school field. [1]

National Foundations Included in this Guide

This guide presents detailed descriptions of the following nine national foundations:
- Atlantic Philanthropies
- Carnegie Corporation of New York
- Edna McConnell Clark Foundation
- Bill and Melinda Gates Foundation
- William T. Grant Foundation
- W.K. Kellogg Foundation
- MetLife Foundation
- Charles Stewart Mott Foundation
- Wallace Foundation

These foundations were selected based on consultation with experts on foundation funding for after school programs and through a search of the Foundation Center's *Foundation Directory Online* to identify the foundations that support after school and youth development programs. Information provided on each foundation was collected from Foundation Center data, data provided in the *Oregon Foundation Databook* and from individual foundation websites, annual reports, and IRS Form-990s.

As you read this section, note that while all of the foundations included in this section have been major investors in the after school field, *many of these national foundations do not support individual, local, direct service programs outside of the community in which the foundation is headquartered*, unless the direct service program is part of a broader initiative that the foundation is supporting (for example, a citywide initiative or national demonstration project). Rather than funding individual programs, some of these foundations focus their grantmaking on research, advocacy, information resources, and technical assistance, and other activities that are of broad benefit to the after school field.

Also keep in mind that this section describes just a few of the many national foundations that fund youth services and after school programs. For tools to identify other national foundations, please see the Resource Section of this guide.

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[1] Grantmakers for Education. *Mapping the Field: Scope and Goals of Grantmaking to Improve the Effectiveness of Out-of-School Time.* Portland, OR: Grantmakers for Education, December 2004/January 2005.

Key Considerations

- Start with a plan. Good grantwriting flows from a well-developed program model which should include provisions for evaluating outcomes. In developing your program, it is helpful to know about other successful models, and to be aware of the latest research regarding best practices in after school care. If you have an existing program, you should consider collecting and reporting appropriate data which will demonstrate positive objective outcomes to potential funders.

- Do your homework. This section of the guide provides good, basic information about some of the major national foundations that fund the after school field, but not all of these funders will be a good fit for your program. You will need to do some additional research to narrow the opportunities that are best suited for your circumstances. The Resource Section at the back of this guide lists some helpful places to look for additional information.

- Learn about each potential funder's specific interests and priorities. Make sure there's a match between your project and a foundation's interests, as well as the type of support provided and the type of support you need. (For example, some foundations do not provide operating support to programs.) Tailor your proposal accordingly.

  - ✓ *Ensure that your organization is eligible to apply for funding.* Many foundations only will fund 501(c)(3) not-for-profit organizations. If your program is not eligible, consider whether you can partner with another organization to apply for funding.

  - ✓ *Research the availability of funding.* How much does the foundation have to give each year? What is the typical size of grants? Over what time period is funding available (e.g., one time, multi-year)?

  - ✓ *Understand the application and decision making process*. Is there an application deadline? Is there a required application form or format? How often does the board meet? When will you receive notification?

- Be organized, clear, and concise in your request. Successful proposals are well written, clearly articulated, and to the point.

  - ✓ *Be clear about your "ask."* Why are you asking for this grant? What exactly will the foundation's funds support? How will you determine or evaluate your program's impact?

  - ✓ *Follow directions.* This may seem obvious, but pay attention to deadlines; instructions for how to submit your application (via mail or electronically; how many copies to submit); any additional information requested (for example, most recent audited financial report); and length (don't go over the page limit!).

  - ✓ *Proofread.* Ask someone who didn't write the proposal to provide feedback. Have you clearly explained your organizational mission and why – and for what – you are asking for funding? Also, be sure to double-check your budget numbers.

- Start early and be patient. For some foundations, getting a grant approved can be a lengthy process. Don't wait until you're in a funding crunch to start applying for additional resources. Finding program support is not easy, but patience and persistence generally do pay off.

- <u>Seek help when you need it</u>. Consult the grantwriting resources identified in the Resource Section of this guide. If you decide that you need additional help with grantwriting, identify volunteer assistance to help you. Some programs have found their community colleges to be a source of support for writing proposals. You may wish to consider hiring a grantwriter to develop boilerplate language that you can adapt for various proposals.

- <u>Ask for feedback</u>. Even if your proposal is not funded, many grantmakers will provide feedback and suggestions. They even may be able to point you in the direction of other funders that could have a greater interest in your program. You even may wish to consider revising and resubmitting your proposal in a future funding cycle (as permitted by the foundation's grantmaking guidelines).

Atlantic Philanthropies	
Description/Purpose	The purpose of the Atlantic Philanthropies is to bring about lasting changes in the lives of disadvantaged and vulnerable people. Its grant investments are concentrated in four fields, in a limited number of geographical areas, and in a very focused way.
Total Giving	*Total Giving 2005*: $287,038,000
Program Areas/ Areas of Interest	Aging; Disadvantaged children and youth; Health of populations; Reconciliation and human rights.
Types of Support	Grants to selected organizations.
Application Process and Procedures	Applications not accepted. In selecting organizations for funding, the foundation looks for matches with its strategic objectives, strong organizational leadership, evidence of success to-date, financial strength, and the capacity to implement projects and evaluate their success. Prior to inviting an application for funding, Atlantic's program staff conducts intensive due diligence on a potential grantee. At the time a grant is awarded, arrangements to monitor progress and report on outcomes are agreed upon with a grantee.
Other Criteria	Giving primarily in the United States, the Republic of Ireland, Northern Ireland, South Africa, Vietnam, and Bermuda.
Contact	For more information, visit http://www.atlanticphilanthropies.org/ or call 212-916-7300 or e-mail mail@atlanticphilanthropies.org

Examples of Grantees/Recipients:

‣ Food Research and Action Center ($750,000) to support the Food and Resource Action Center's efforts to improve out-of-school time provider's access to and use of federal nutrition entitlements.

‣ Big Brothers/Big Sisters of America ($1,290,947) to provide support for Public/Private Ventures' Phase II evaluation of Big Brothers Big Sisters of America's school-based mentoring model in the US.

‣ Foundations Inc. ($1,900,000) to provide general support for Foundations Inc.'s Center for Afterschool and Community Education (CACE). CACE offers training and curriculum for the staff of after school and summer programs throughout the US.

‣ Fund for the City of New York ($3,250,000) to support the Youth Development Institute (YDI) at the Fund for the City of New York. YDI provides technical assistance to Beacon Community Centers that offer quality after school and summer programs for youth in seven US cities.

Carnegie Corporation of New York

Description/Purpose	The foundation seeks to carry out Andrew Carnegie's vision of philanthropy, which he said should aim "to do real and permanent good in this world."
Total Giving	*Total Giving, Year Ending 9/30/05:* $91,053,489 Giving activities include $83,582,366 for 842 grants (high: $4,500,000; low: $975; average: $25,000-$500,000)

Program Areas/ Areas of Interest	Education; International development; International peace and security; Strengthening U.S. democracy.
	
	Education priorities:
	
	    1) Advancing literacy
	
	    2) Urban school reform
	
	    3) Teacher education reform

Types of Support	Conferences/seminars; Continuing support; Curriculum development; Employee matching gifts; General/operating support; Program development; Program evaluation; Publication; Research; Technical assistance.
Application Process and Procedures	Visit the foundation's website for application guidelines: http://www.carnegie.org/sub/program/grant.html 1) Grantseekers who would like to approach the foundation with a preliminary request for funding are encouraged to submit a letter of inquiry. 2) If the project described in the letter fits the foundation's guidelines, the sender will be contacted and asked to submit a proposal in the foundation's format. A request to submit a proposal is not an indication of the foundation's intention or commitment to award a grant. *Deadlines:* None *Final notification:* 4-6 months
Other Criteria	Giving primarily for U.S. projects. No support for for-profit businesses or to individuals; no support for libraries or for scholarships. No support for sponsorship, capital campaign, renovation, construction or endowment. Generally no support for media projects. The foundation considers only those projects or organizations that have the potential for widespread national or international impact within its program areas.
Contact	For more information, visit http://www.carnegie.org/ or call 212-371-3200

Examples of Grantees/Recipients:

‣ Alliance for Excellent Education Inc., (Washington, DC: $50,000) toward promoting changes in accountability systems in the context of the No Child Left Behind Act.

‣ Mayor's Fund to Advance New York City (New York: $248,700) for an implementation study of the planned initiative of the New York City Department of Youth and Community Development (DYCD) to improve adolescent literacy.

‣ National Association of State Boards of Education (Alexandria, VA: $211,000) for a network of state boards of education to design and implement plans to improve adolescent literacy.

Edna McConnell Clark Foundation	
Description/Purpose	The foundation is committed to improving the lives of people from low-income communities. Today the foundation pursues its mission by helping a select group of high-performing nonprofit organizations increase their capacity to serve more young people from low-income backgrounds (ages 9 to 24) with quality programs during out-of-school time.
Total Giving	*Total Giving, Year Ending 9/30/05:* $31,175,454 Giving activities include $30,805,999 for 52 grants (high: $4,500,000; low: $8,000; average: $25,000-$500,000)
Program Areas/ Areas of Interest	Youth Development: The foundation works with a select group of high-performing youth organizations that serve young people during the non-school hours to help them reach at least one of the following outcomes: • Improved educational skills, achievement and attainment; • Preparation for the world of work and successful transition to employment and self-sufficiency; and • Success in avoiding high-risk behaviors, such as drug abuse and teen pregnancy.
Types of Support	Consulting services; Continuing support; General/operating support; Program development; Program evaluation; Technical assistance.
Application Process and Procedures	The foundation is not actively seeking or accepting unsolicited proposals. The foundation scans various communities for successful youth-serving organizations that meet a predetermined set of criteria. As part of this effort, the foundation consults experts in the field, other foundation colleagues, and local groups to help identify youth serving organizations that have been successful in helping young people and that appear to have the potential to substantially grow and expand their good work. Organizations that think they may qualify for support are invited to complete the foundation's online Youth Organization Survey to share some information about their organization. In general, the foundation does not respond to these submissions. However, the foundation will invite a proposal if there is a potential match.
Other Criteria	Applications not accepted. Giving on a national basis. No grants to individuals, or for capital funds, construction and equipment, endowments, scholarships, fellowships, annual appeals, deficit financing, or matching gifts; no loans to individuals.
Contact	For more information, visit http://www.emcf.org/ or call 212-551-9100 or e-mail info@emcf.org

Examples of Grantees/Recipients:

‣ Self Enhancement, Inc. (Portland: $250,000) over one year to develop comprehensive, multi-year business plan.

‣ Friends of the Children (Portland: $1,500,000 over three years) to increase the number of youth served; undertake a comprehensive, five-year, national longitudinal evaluation; and expand and solidify its national office staff to better enable FOTC implement and sustain its program model.

‣ Our Piece of the Pie (Hartford, CT: $2,500,000 over three years) to increase the number of youth served; ; implement an agency-wide performance tracking system; strengthen internal operations and board governance; and increase its annual budget from $4.8 million to$5.8 million.

	Bill and Melinda Gates Foundation
Description/Purpose	Guided by the belief that every life has equal value, the foundation works to reduce inequities and improve lives around the world. In developing countries, it focuses on improving health, reducing extreme poverty, and increasing access to technology in public libraries. In the United States, the foundation seeks to ensure that all people have access to a great education and to technology in public libraries. In its local region, it focuses on improving the lives of low-income families.
Total Giving	*Total Giving 2005*: $1,356,250,292 Giving activities include $1,355,371,860 for 957 grants (high: $150,000,000; low: $75; average: $100,000-$1,000,000)
Program Areas/ Areas of Interest	*United States Program Areas:* Education; Pacific Northwest initiative; U.S. libraries; U.S. program advocacy; and Special initiatives. *Pacific Northwest Initiative*: The foundation partners with non-profit, government, and tribal organizations in Washington state and Greater Portland, Oregon that work to reduce barriers and increase access to opportunities for low-income children, youth, and families. The Pacific Northwest initiative provides grants in two closely linked areas: • Supportive Housing: helps homeless families stabilize and move toward self-sufficiency • Community Grants: augment and advance human services for low-income children and families
Types of Support	Annual campaigns; Building/renovation; Capital campaigns; Continuing support; Employee matching gifts; General/operating support; In-kind gifts; Matching/challenge support; Program development; Program-related investments/loans; Publication; Research; Scholarship funds; Technical assistance.
Application Process and Procedures	1) Visit the foundation website for additional information on eligibility and priorities: http://www.gatesfoundation.org/UnitedStates/PacificNorthwest/ 2) Submit an online letter of inquiry. Letters of inquiry are reviewed on an ongoing basis, and there are no deadlines. 3) Submit a full proposal (by invitation only). 4) Proposal review and funding determination. *Deadlines:* None *Final notification:* The foundation's grant committee meets every two months. The proposal solicitation, due diligence review, funding determination, and formal notification process takes approximately two to three months.
Other Criteria	Giving on a national and international basis to support initiatives in health and learning; the foundation also supports community giving in the Pacific Northwest. No support for religious purposes. No grants to individuals.
Contact	For more information, visit http://www.gatesfoundation.org/ or call 206-709-3100 or e-mail info@gatesfoundation.org

Examples of Grantees/Recipients:

‣ Housing Authority of Portland ($150,000) to support a capital campaign for a learning center.

‣ IRCO (Portland: $50,000) to support a youth leadership development program.

‣ Oregon Children's Foundation (Portland: $150,000) to support a literacy-focused mentoring program.

‣ Stand for Children Leadership Center (Portland: $50,000) for general operating support.

William T. Grant Foundation

Description/Purpose	The foundation's purpose is to further the understanding of human behavior through research. The foundation's mission focuses on improving the lives of youth ages 8 to 25 in the United States, primarily by investing in high quality empirical studies.
Total Giving	*Total Giving 2004:* $7,019,240 Giving activities include 162 grants (high: $275,981; low: $2,500; average: $5,000-$60,000).
Program Areas/ Areas of Interest	• *Research*: The foundation supports high quality research focusing on young people ages 8-25. • *Communications / Advocacy*: Most communications funding is aligned around the foundation's Action Topic of improving the quality of after school programs. • *Intervention Research*: This program supports intervention research to improve youth-serving organizations, such as schools and community-based organizations. • *Youth Service Improvement*: This initiative supports non-profit programs for young people ages 8-25 years in the New York metropolitan area wherein the foundation funds research supporting efforts to improve these youth services. • *William T. Grant Scholars* • *Distinguished Fellows Program*
Types of Support	Conferences/seminars; Fellowships; Program development; Program evaluation; Publication; Research.
Application Process and Procedures	Visit the foundation's website for application form and guidelines. Board meeting date(s): Quarterly *Deadlines:* July 1 for William T. Grant Scholars Program nominations; Nov. 30 and Apr. 30 for Youth Service Improvement Grants *Final notification*: Following each quarterly board meeting
Other Criteria	Giving on a national basis; giving limited to NY, NJ, and CT for youth service grants. No grants to individuals (except for W.T. Grant Scholars Program), or for annual fundraising campaigns, equipment and materials, land acquisition, building or renovation projects, operating budgets, endowments, or scholarships; no loans.
Contact	For more information, visit http://www.wtgrantfoundation.org/ or call 212-752-0071 or e-mail info@wtgrantfdn.org

Examples of Grantees/Recipients:

‣ Afterschool Alliance ($500,000) to continue to support the Afterschool Alliance's efforts at the state and national levels to ensure that every child has access to a quality after school program.

‣ High/Scope Educational Research Foundation ($850,000) to test whether a feedback process of self-assessment and coaching changes after school program staff knowledge and behaviors and improves the quality of after school program settings.

‣ Institute for the Study of Family, Work, and Community ($374,833) for an impact study of a reading intervention in after school programs.

W.K. Kellogg Foundation

Description/Purpose	The foundation's mission is to help people help themselves through the practical application of knowledge and resources to improve their quality of life and that of future generations. Programming activities center around the common vision of a world in which each person has a sense of worth; accepts responsibility for self, family, community, and societal well-being; and has the capacity to be productive, and to help create nurturing families, responsive institutions, and healthy communities.
Total Giving	*Total Giving, Year Ending 8/31/06*: $262,809,343
Program Areas/ Areas of Interest	*United States programs:* Health; Education; Agriculture. • *Health* programming focuses explicitly on improving individual and community health, and improving access to and the quality of health care. • *Food Systems and Rural Development* grantmaking focuses on catalyzing efforts that lead to a safe, wholesome food supply for this and future generations while ensuring that food production and food-related business systems are economically viable, environmentally sensitive, sustainable long-term, and socially responsible. • *Youth and Education* programs address the preschool through college continuum – ages 0 to 24. The overall goal is to support healthy infant, child, and youth development by mobilizing, strengthening, and aligning systems that affect children's learning. • *Philanthropy and Volunteerism* programming is focused on building a mutually responsible and just society in which all have the ability and means to contribute to the common good. • *Greater Battle Creek*: The foundation maintains strong ties to Battle Creek, Michigan, which was W.K. Kellogg's hometown. • *Learning Opportunities*: to increase the effectiveness of the foundation's work, it seeks to learn from the knowledge, experiences, and lessons learned by all of its projects as they apply to Leadership, Information and Communication Technology, Capitalizing on Diversity, and Social and Economic Community Development.
Types of Support	Employee matching gifts; Matching/challenge support; Program development; Program evaluation; Seed money.
Application Process and Procedures	Visit the foundation's website for application form and guidelines. *Deadline:* None *Final notification*: The initial review may take up to three months to complete. If the proposal project falls within the foundation's priorities and available resources, applicants may be asked to develop a more detailed proposal.
Other Criteria	Giving primarily in the U.S., Latin America and the Caribbean, and to certain South African countries. No support for "indirect or overhead costs" or for individuals. Generally no support for loans; operational phases of established programs; capital requests for purchase, remodeling, or furnishing of facilities; equipment purchase; conferences; films, television, or radio programs; endowments; development campaigns; unless they are part of a broader programming/funding effort.
Contact	For more information, visit http://www.wkkf.org/ or call 269-968-1611

Examples of Grantees/Recipients:

‣ New Mexico Community Foundation ($5,225,000) to help create a favorable statewide youth development infrastructure that mobilizes communities, institutions, and state-level decision makers to serve youth in more meaningful and sustainable ways.

‣ National AfterSchool Association ($150,000) to increase the capacity of the National AfterSchool Association to better support the organization's membership.

‣ Search Institute ($25,000) to enhance youth development by creating assessment tools and resources for families, schools, youth organizations, and whole communities.

MetLife Foundation	
Description/Purpose	The foundation was established for the purpose of supporting educational, health and civic and cultural organizations. Its goals are to strengthen communities, promote good health and improve education.
Total Giving	*Total Giving 2005:* $29,896,890
Program Areas/ Areas of Interest	Health; Civic affairs; Education; Culture; Public broadcasting. *Education priorities include initiatives that*: • Develop the leadership skills of principals, teachers and students; • Promote access and opportunity to schooling, including a focus on diversity and inclusion; • Create connections between schools and communities to encourage shared understandings; and • Foster supportive relationships between educators and students through mentoring.
Types of Support	General and project support.
Application Process and Procedures	Visit the foundation's website for application guidelines. *Deadline:* None
Other Criteria	No support for private foundations; religious, fraternal, political, athletic, social or veterans organizations; hospitals; individuals; organizations receiving support from United Way; local chapters of national organizations; disease-specific organizations; labor groups; organizations whose activities are mainly international; organizations primarily engaged in patient care or direct treatment, drug treatment centers and community health clinics; elementary and secondary schools; endowments; or courtesy advertising or festival participation.
Contact	For more information, visit http://www.metlife.com/Companyinfo/Community/Found/

Examples of Grantees/Recipients:

‣ National Association of Elementary School Principals' and the National Association of Secondary School Principals' Sharing the Dream and Bridge Builders programs that award grants to schools to implement activities aimed at connecting students and adults.

‣ Communities In Schools (CIS) brings together local agencies, volunteers and other community resources with public schools to keep young people in school and prepare them for the future. The Building Sustainable After-School Programs Initiative is identifying best practices of sustainable after school programs and increasing high-quality programs nationwide.

‣ City Year is expanding Starfish Corps, an after school program that engages elementary school students in community service and builds literacy skills.

Charles Stewart Mott Foundation	
Description/Purpose	To support efforts that promote a just, equitable and sustainable society with the primary focus on civil society, the environment, the area of Flint, MI and poverty.
Total Giving	*Total Giving 2005:* $113,334,381 Giving activities include $111,716,462 for grants; Median grant size is in the $100,000 range. The majority of grants are between $15,000 and $250,000 annually.
Program Areas/ Areas of Interest	Grants are made through four different programs: Civil Society; Environment; Flint Area; and Pathways Out of Poverty. *Pathways Out of Poverty grantmaking areas*: • Improving community education • Expanding economic opportunity • Building organized communities • Special initiatives
Types of Support	Conferences/seminars; Continuing support; Employee matching gifts; General/operating support; Matching/challenge support; Program development; Program evaluation; Seed money; Technical assistance.
Application Process and Procedures	The foundation carries out its grantmaking by: • Requesting proposals from organizations with which the foundation has had contact; • Sending out occasional requests for proposals (RFPs) that address a specific issue or area of interest; and • Accepting unsolicited requests for projects that fall within program priorities and guidelines. Because available funding is limited, letters of inquiry are strongly preferred for unsolicited ideas or projects. Such letters should include a brief description of the project, the funding needed and the time period. *Deadlines:* None Proposals should be submitted to the foundation at least four months before the start of the proposed grant period. Staff finalize all grant recommendations for any calendar year by August 31 of that year. Applications are accepted year-round, but those received between September 1 and December 31 will be considered only for the following calendar year.
Other Criteria	No grants or loans to individuals. No grants (except in the Flint area) for capital development, research, project replication or endowment unless these activities grow out of work already being funded by Mott. No grants for religious activities or programs serving specific religious groups or denominations. However, faith-based organizations may submit inquiries if the project falls within our guidelines and serves a broad segment of the population. No grants (except in the Flint area) for local projects unless they are part of a Mott-planned national demonstration or network of grants. No grants for projects that duplicate, or significantly overlap, the work of federal, state or local governmental agencies. Film and video projects, books, scholarships, and fellowships rarely are funded.
Contact	For more information, visit http://www.mott.org/ or call 810-238-5651 or e-mail info@mott.org

Examples of Grantees/Recipients:
‣ Foundations, Inc. ($2,500,000) for implementation of the Afterschool Academies.
‣ MENTOR/National Mentoring Partnership ($60,000) for Afterschool Mentoring Resources.
‣ Corporate Voices for Working Families ($300,000) to expand business sector support for after school.
‣ American Youth Policy Forum ($200,000) for integrating after school and school-community partnerships.
‣ Willamette Education Service District ($150,000) for the Oregon statewide after school network (OregonASK – After School for Kids).

	Wallace Foundation
Description/Purpose	The foundation seeks to support and share effective ideas and practices that will strengthen education leadership, arts participation and out-of-school learning.
Total Giving	*Total Giving 2005:* $56,665,282 Giving activities include $56,649,828 for 113 grants (high: $5,000,000; low: $10,000; average: $100,000-$500,000)
Program Areas/ Areas of Interest	Building appreciation and demand for the arts, education leadership, and out-of-school learning.
Types of Support	Conferences/seminars; Employee matching gifts; Endowments; General/operating support; Management development/capacity building; Program development; Program evaluation; Publication; Research; Technical assistance.
Application Process and Procedures	Visit the foundation's website for funding guidelines. In most cases, the foundation identifies and evaluates prospective grantees through the issuance of Requests for Proposals or other careful screening processes. Unsolicited proposals are rarely funded. Organizations may send a one- to two-page letter of inquiry describing the project, the organization, the estimated total for the project and the portion requiring funding.
Other Criteria	Giving on a national basis. No support for religious or fraternal organizations, international programs, conferences, historical restoration, health, medical or social service programs, environmental/conservation programs, capital campaigns, emergency funds or deficit financing, private foundations or individuals.
Contact	For more information, visit http://www.wallacefoundation.org/ or call 212-251-9700 or e-mail info@wallacefoundation.org

Examples of Grantees/Recipients:

‣ Boston After School & Beyond (Boston, MA: $8 million over three years) to pilot an innovative out-of-school time strategy to reach those elementary students attending failing schools and at highest risk of falling behind.

‣ After School Matters (Chicago, IL: $8 million over three years) to lead a citywide effort with Chicago's Department of Children and Youth Services to build a system that supports increased teen participation in high quality out-of-school time services.

‣ DC's Children and Youth Investment Trust Corporation (Washington, DC: $8 million over three years) to lead a citywide effort to build a more effective approach to serving the needs of middle school youth beyond the school day.

Independent Foundations in Oregon

Overview

According to a report by the Oregon Community Foundation, there are currently more than 1,100 foundations in Oregon with assets totaling over $3.3 billion dollars.[1] This section provides information on some of the major independent foundations that support or have the potential to support after school programs in Oregon. For purposes of this guide, the term 'independent foundations' refers both to family foundations, in which the board of directors is often (but not always) composed of the extended family of the founder or founders, and non-corporate or company-sponsored foundations, which are described in the next section.

Independent Foundations Included in this Guide

This guide presents detailed descriptions of the following eleven foundations:
- Paul G. Allen Family Foundation
- Ben B. Cheney Foundation
- The Collins Foundation
- Ford Family Foundation
- Jubitz Family Foundation
- Maybelle Clark MacDonald Fund
- Meyer Memorial Trust
- James F. & Marion L. Miller Foundation
- Oregon Community Foundation
- The Herbert A. Templeton Foundation
- Juan Young Trust

Information provided on each foundation includes a brief description of the foundation, total giving, program areas and areas of interest, types of support provided, application process and procedures, and other relevant criteria. When possible, the descriptions provide examples of after school programs or initiatives that receive funding from the foundation.

The eleven independent foundations included in this section are among the largest foundations that support after school and youth development programs in Oregon. This list was verified through a search of the Foundation Center's *Foundation Directory Online* and in consultation with experts on independent foundation funding for after school programs in Oregon. Information provided on each foundation was collected from Foundation Center data, data provided in the *Oregon Foundation DataBook*, and from individual foundation websites, annual reports, and IRS Form-990s.

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[1] The Giving in Oregon Council. *Giving in Oregon: Tenth Anniversary Report on Philanthropy*. Portland, OR: Oregon Community Foundation, May 2006. Available at http://www.ocf1.org/publications_resources/documents/giving_in_oregon.pdf

Though it technically is a community foundation, rather than an independent foundation, the Oregon Community Foundation is included in this section due to its statewide scope and scale of giving. The Oregon Community Foundation is the 10th largest community foundation in the nation in assets and the 21st largest in annual grants awarded.

Key Considerations

- Above all, do your homework. This section of the guide provides good, basic information about a few of the major independent foundations that fund programs in Oregon, but not all of these funders will be a good fit for your program and there are many other funders not included in this guide. You will need to do some additional research to narrow the opportunities that are best suited for your circumstances. In addition to the information provided in this section, the Resource Section of the guide lists helpful sources of additional information on funding opportunities.

- Learn about each potential funder's specific interests and priorities. Make sure there's a match between your project and a foundation's interests, as well as the type of support provided and the type of support you need. (For example, some foundations do not provide operating support to programs.) Tailor your proposal accordingly.

  ✓ *Ensure that your organization is eligible to apply for funding.* Many foundations only will fund 501(c)(3) not-for-profit organizations. If your program is not eligible, consider whether you can partner with another organization to apply for funding.

  ✓ *Research the availability of funding.* How much does the foundation have to give each year? What is the typical grant size? Over what time period is funding available (e.g., one time, multi-year)?

  ✓ *Understand the application and decision making process.* Is there an application deadline? Is there a required application form or format? How often does the board meet to review grant requests?

- Be organized, clear, and concise in your request. Successful proposals are well written, clearly articulated, and to the point.

  ✓ *Be clear about your ask.* Why are you asking for this grant? What exactly will the foundation's funds support? How will you determine or evaluate your program's impact?

  ✓ *Follow directions.* This may seem obvious, but pay attention to deadlines, instructions for how to submit your application (via mail or electronically, how many copies to submit), any additional information requested (for example, most recent audited financial report), and length (don't go over the page limit!).

  ✓ *Proofread.* Ask someone who didn't write the proposal to provide feedback. Have you clearly explained your organizational mission and why – and for what – you are asking for funding? Also, be sure to double-check your budget numbers.

- <u>Start early and be patient.</u> For some foundations, getting a grant approved can be a lengthy process. Don't wait until you're in a funding crunch to start applying for additional resources. Finding program support is not easy, but patience and persistence generally do pay off.

- <u>Establish relationships.</u> For some but not all funders, relationships can be a factor in successful funding proposals. To establish relationships with funders, find out who is on the board or decision-making body of the foundation and investigate any connections that you or your partners may have to those individuals. Extend an invitation to current and potential funders to visit your program and get to know the work that you do. And when they do become supporters, remember always to recognize and thank them for their support.

  Some foundations do not accept unsolicited applications. This does not mean that you should write off the foundation as a possible funder, but it does mean that you may have to cultivate a relationship in order to be considered for a grant. Look for ways to get an "in" – to become one of the organizations invited to apply for funding.

- <u>Seek help when you need it</u>. Consult the grantwriting resources identified in the Resource Section of this guide. If you decide that you need additional help with grantwriting, can you identify volunteer assistance to help you with grantwriting? Some programs have found their community colleges to be a source of support for writing proposals. You may wish to consider hiring a grantwriter to develop boilerplate language that you can adapt for various proposals.

- <u>Ask for feedback</u>. Even if your proposal is not funded, many grantmakers are happy to provide feedback and suggestions. They even may be able to point you in the direction of other funders that could have a greater interest in your program. Consider revising and resubmitting your proposal in a future funding cycle (as permitted by the foundation's grantmaking guidelines). Just because you were turned down once doesn't mean that you won't be successful on a subsequent try.

Paul G. Allen Family Foundation

Description/Purpose	The mission of the foundation is to transform lives and strengthen communities by fostering innovation, creating knowledge, and promoting social programs.
Total Giving	*Total Giving 2005:*$23,683,669 Giving activities include $23,683,669 for 290 grants (high: $1,000,000; low: $1,000; average: $10,000-$100,000).
Program Areas/ Areas of Interest	Arts and culture; Community development; Innovations in science and technology; Youth engagement.
Types of Support	Building/renovation; Capital campaigns; Matching/challenge support; Program development.
Application Process and Procedures	Visit the foundation's website for application form and instructions. Letters of inquiry (LOIs) are accepted and reviewed throughout the year. If the LOI is accepted, the foundation will provide proposal guidelines to complete. Please do not submit a proposal without an invitation to apply. *Deadlines*: March 15 and August 15. To be considered for the March 15 proposal deadline, submit your LOI no later than February 15. To be considered for the August 15 proposal deadline, submit your LOI no later than July 15. *Notification*: Applicants will be notified whether or not a full proposal is invited within four weeks of LOI submission; up to six months from receipt of proposal for notification of funding decisions.
Other Criteria	Giving primarily in the Pacific Northwest, including AK, ID, MT, OR and WA. No general operating support for ongoing activities. No direct grants, scholarships, or loans for the benefit of specific individuals. In general, no support for loans or debt retirement; annual appeals, federated campaigns, general fund drives, special events or sponsorships; projects of organizations whose policies or practices discriminate on the basis of ethnic origin, gender, race, religion, or sexual orientation; contributions to sectarian or religious organizations whose principle activity is for the benefit of their own members or adherents; projects that will benefit the students of a single school; athletic fields, parks, playgrounds, or recreational facilities; equipment, including computers, vehicles, or furniture; or emergency funding.
Contact	For more information, visit http://www.pgafamilyfoundation.org/ or call 206-342-2030 or e-mail info@pgafamilyfoundation.org

Examples of Grantees/Recipients:

‣ Multnomah County Department of School and Community Partnerships (Portland: $110,000/challenge grant) to build the capacity of community-based after school programs.

A list of grantees is available at http://www.pgafamilyfoundation.org/TemplateMain.aspx?contentId=5

Ben B. Cheney Foundation	
Description/Purpose	The foundation prefers to fund projects that develop new and innovative approaches to community problems, facilitate the improvement of services or programs, and invest in equipment or facilities that will have a long-lasting impact on community needs.
Total Giving	*Total Estimated Giving 2005:* $2,900,000 The foundation has made about 165 grants a year for the past several years. That number includes about 33 grants to scholarship programs that are pre-determined. Of the remaining 130 or so grants, just over 50 per year are in the small grant program (grants less than $10,000) and just over 80 go to a full board meeting (grants greater than $10,000) for consideration. Small grants average about $6,400. The average grant on the board meeting agendas currently ranges from $15,000 to $25,000. The largest grants awarded are $100,000 and are reserved for multi-million dollar projects.
Program Areas/ Areas of Interest	Charity; Civic; Culture; Education; Elderly; Health; and Youth: Programs helping young people to gain the skills needed to become responsible and productive adults.
Types of Support	Building/renovation; Capital campaigns; Emergency funds; Employee matching gifts; Equipment; General/operating support; Program development; Scholarship funds; Seed money.
Application Process and Procedures	Visit the foundation's website for application guidelines and instructions. The foundation requires a three-step process: 1) Submitting a proposal letter that summarizes a full proposal for your project. Those proposal letters that fit the current priorities and grant budget move on to the second step. Proposal letters that do not fit the foundation's giving priorities or budget are usually acknowledged within two weeks of receipt. 2) Foundation staff will either make a site visit or meet with representatives of the grant seeking organization to investigate the proposal summarized in the proposal letter. 3) A formal application to be reviewed by the foundation's Board of Directors. The timing of the application can vary based upon the amount requested. The foundation has a small grant program for grants of $10,000 or less. Grants over $10,000 must go before one of the quarterly board meetings. *Deadline*: Based upon meeting or site visit with applicant *Final notification*: It may take 6 - 9 months from the receipt of a proposal letter to consideration of a grant application by the board.
Other Criteria	Giving limited to certain counties in CA; southern OR, particularly in the Medford area; Tacoma and Pierce County, and southwestern WA. In general, no support for general operating budgets or annual campaigns; projects that are primarily or normally financed by tax funds; religious organizations for sectarian purposes; basic research; endowment funds; individuals; production of books, films or videos; conferences, seminars, or attendance at same; individual students or student groups raising money for school-related trips.
Contact	For more information, visit http://www.benbcheneyfoundation.org/ or call 253-572-2442 or e-mail info@benbcheneyfoundation.org

Examples of Grantees/Recipients:

‣ Northwest Youth Corps (Eugene: $6,000) to equip one of eight new buses with safety and utility upgrades.
‣ Dome School (Cave Junction: $25,000) to assist the Rangers after school and summer programs.

Visit http://www.benbcheneyfoundation.org/annualreports/cheney.pdf for the foundation's annual report, including a list of grantees.

The Collins Foundation	
Description/Purpose	The foundation exists to improve, enrich, and give greater expression to the religious, educational, cultural, and scientific endeavors in the state of Oregon and to assist in improving the quality of life in the state.
Total Giving	*Total Giving 2005:* $8,244,790 Giving activities include 245 grants (high: $700,000; low: $1,500; average: $33,625).
Program Areas/ Areas of Interest	Higher education; Youth; Hospices and health agencies; Social welfare; Arts and cultural programs.
Types of Support	Building/renovation; Capital campaigns; Equipment; Matching/challenge support; Research.
Application Process and Procedures	Visit the foundation's website for grant application guidelines. *Deadline*: None Foundation trustees meet six times annually to make decisions on grant requests (Feb., Apr., June, Aug., Oct. and Dec.). To submit a proposal in time for a particular trustee meeting, submit up to two months in advance. *Final notification*: 6 to 8 weeks
Other Criteria	Giving limited to OR. No support for individual religious congregations, elementary, secondary or public higher educational institutions. No grants to individuals, or for endowments, operational deficits, financial emergencies, debt retirement, or annual fundraising activities.
Contact	For more information, visit http://www.collinsfoundation.org/ or call 503-227-7171 or e-mail information@collinsfoundation.org

Examples of Grantees/Recipients:

‣ Arts Central (Bend: $15,000) for implementation of a mobile art project providing arts education to underserved youth in Central Oregon.

‣ Camp Fire-Portland Area Council (Portland: $25,000) for implementation of "Kids Clubs": youth development programs serving high-risk children in predominantly low-income areas.

‣ Pine Eagle United Youth Fund (Halfway: $4,000) for support of community service youth project.

Ford Family Foundation

Description/Purpose	The mission of the foundation is to help individuals through organized learning opportunities to be contributing and successful citizens, and to enhance the vitality of rural communities in Oregon and Siskiyou County, California.
Total Giving	*Total Giving Fiscal Year 2006:* $11,412,589 Giving activities include $11,412,589 for 208 grants (high: $917,000; low: $217; average $54,868).
Program Areas/ Areas of Interest	Rural K-12 education; Rural human services; Rural civic and community enhancement.
Types of Support	Building/renovation; Capital campaigns; Employee matching gifts; Equipment; Matching/challenge support; Program development; Scholarships--to individuals; Technical assistance.
Application Process and Procedures	The foundation accepts pre-applications throughout the year with no deadlines. Full applications are by invitation only. Visit the foundation website for application form and instructions. *Deadline*: None *Final notification*: Generally, decisions are made within four months
Other Criteria	Giving primarily in rural OR, with special interest in Douglas and Coos counties; giving also in Siskiyou County, CA. The foundation defines "rural" as communities under 30,000 in population and not adjacent to or part of a metropolitan area. No grants for endowments or reserve funds; general fund drives; indirect or overhead expenses; debt retirement or operating deficits; sponsorship of fundraising events; on-going operating expenses, such as salaries and general administration; on-going operating expenses for places of worship or conducting religious services by churches or other religious organizations; propagandizing or influencing elections or legislation; purchase of art; exhibits and construction of history museums; general funding projects of governmental units; or environmental preservation activities that have the intent or effect of depriving property owners of the use of their property or reducing the gainful employment of legal residents of the United States.
Contact	For more information, visit http://www.tfff.org/ or call 541-957-5574 or e-mail info@tfff.org

Examples of Grantees/Recipients:

‣ Boys and Girls Clubs of the Umpqua Valley (Roseburg: $1,100,000) to purchase, renovate, and expand facility.

‣ Oregon Children's Foundation (Portland: $648,516) for Rural County SMART program, payable over 2 years.

Lists of grant recipients for the past several years are available at http://www.tfff.org/cms/Default.aspx?tabid=63

Jubitz Family Foundation	
Description/Purpose	The foundation supports projects and organizations that enhance the communities in which we live by strengthening families, by respecting the natural environment, and by fostering peace.
Total Giving	*Total Giving 2005*: $504,130 Giving activities include 60 grants (high: $70,000; low: $2,000).
Program Areas/ Areas of Interest	• Early childhood development and youth education, with an emphasis on children at-risk; • Environmental stewardship, with an emphasis on rivers and their watershed ecosystems; and • Peacemaking activities, with an emphasis on teaching peace and conflict resolution.
Types of Support	General support
Application Process and Procedures	See the foundation's website for application form and instructions. First time applicants or those who have not been funded in the past must contact the foundation's Executive Director three months prior to the grant deadline in order to schedule a site visit. Grants will not be considered without a prior site visit. *Deadlines*: First week of April and October
Other Criteria	Giving primarily in Oregon
Contact	For more information, visit http://www.jubitzff.org/ or call 503-274-6255

Examples of Grantees/Recipients:

‣ Boys and Girls Clubs of Portland Metropolitan Area (Portland: $5,000) for New Columbia Operating Support.

‣ Extraordinary Young People, Warm Springs Youth Center (Warm Springs: $5,000).

A complete list of 2006 grantees is available at http://www.jubitzff.org/grant-awards-2006.html

Maybelle Clark MacDonald Fund	
Description/Purpose	The foundation's mission is to relieve the misfortune and promote the well-being of mankind. Grants are provided to community-based, pre-selected Oregon not-for-profit organizations with whom the foundation has established relationships.
Total Giving	*Total Giving Year Ending 6/30/06:* $7,920,793 Giving activities include $7,920,793 for 129 grants (high: $550,150; low: $500; average: $1,000-$100,000).
Program Areas/ Areas of Interest	Cultural arts; Education; Human services; Medical research; Public benefit.
Types of Support	Annual campaigns; Building/renovation; Capital campaigns; Endowments; General/operating support; Internship funds; Matching/challenge support; Scholarship funds.
Application Process and Procedures	The foundation only makes contributions to pre-selected charitable organizations and does not accept unsolicited requests for funds.
Other Criteria	Applications not accepted. Giving primarily in OR. No grants to individuals.
Contact	For more information, visit http://www.mcmfund.org/ or e-mail information@mcmfund.org

Examples of Grantees/Recipients:

‣ YMCA (Portland: $100,000).

‣ YWCA of Greater Portland (Portland: $153,700).

‣ Children's Course (Gladstone: $7,725).

Meyer Memorial Trust	
Description/Purpose	The foundation's purpose is to invest in people, ideas and efforts that deliver significant social benefit to Oregon and Southwestern WA.
Total Giving	*Total Giving, Year Ending 3/31/2007:* $27,126,656
Program Areas/ Areas of Interest	Arts and humanities; Education; Health; Social welfare; and a variety of other activities.
	Small Grants Program: This program was developed to level the playing field for smaller organizations (usually without development departments) so they could compete for grants from the foundation. Under this program, grants of $500 to $15,000 allow the foundation to assist a large number of worthy organizations through support of small projects that are of special importance to applicants and their communities.
Types of Support	Building repairs, renovation; capital campaigns; equipment; capacity building; program initiatives; technical assistance; program-related investments (low-interest loans); small grants
Application Process and Procedures	***The Meyer Trust policies and guidelines for funding are undergoing review and change, and it is very important to check the website to get the most current information regarding their application forms and guidelines.**
	Deadlines: None for General Purpose and Program-Related Investments requests; *Final notification:* 4 to 6 months for General Purpose proposals that pass first screening.
Other Criteria	Giving primarily in OR and Clark County, WA. No support for sectarian or religious organizations for religious purposes. No grants to individuals or for endowment funds, annual campaigns, scholarships, fellowships, or indirect or overhead costs, except as specifically and essentially related to the grant project.
Contact	For more information, visit http://www.mmt.org/ or call 503-228-5512or e-mail mmt@mmt.org

Examples of Grantees/Recipients:

‣ Bandon Teen Center (Bandon: $20,000) to help this youth program serve additional teens and strengthen its operations.

‣ Chess for Success (Portland: $15,000) for staffing, strategic planning, and training to help this organization increase and diversify its funding base to support its after school chess program for children.

‣ Integral Youth Services (Klamath Falls: $6,000) for a technology assessment to determine the equipment and software needs of the organization.

Examples of projects funded under the Small Grants program are available at http://www.mmt.org/grants_programs/sg/featured_grants/.

Visit http://www.mmt.org/grants_programs/gpg/recent_grants/2006-07/ for a listing of other 2006-2007 grantees.

James F. & Marion L. Miller Foundation	
Description/Purpose	The foundation was established to enhance the quality of life of Oregonians through support of the arts and education.
Total Giving	*Total Giving 2005*: $10,248,667 Giving activities include $10,248,667 for 66 grants (high: $2,400,000; low: $1,500; average: $10,000-$400,000).
Program Areas/ Areas of Interest	Arts, culture, humanities; Children/youth, services; Crime/violence prevention, child abuse; Education.
Types of Support	Single or multi-year grants for projects that advance the Arts or Education in Oregon.
Application Process and Procedures	Visit the foundation's website for grant application form and instructions. *Deadline*: None; trustees meet approximately eight times per year to review proposals *Final notification*: Up to 6 months
Other Criteria	Giving primarily in OR. Generally no support for direct grants, scholarships, or loans to individuals; endowments; general fund drives or annual appeals; debt retirement or operation deficits; emergency needs; propagandizing or influencing elections or legislation; or projects of religious organizations that principally benefit their own members.
Contact	For more information, visit http://www.millerfnd.org/ or e-mail info@millerfnd.org

Examples of Grantees/Recipients:

‣ YMCA of Columbia-Willamette (Portland: $30,000) for ceramics and digital graphic arts programs.

Oregon Community Foundation	
Description/Purpose	The foundation seeks to meet educational, cultural, medical, social and civic needs in all areas and at all levels of society throughout the state of Oregon.
Total Giving	*Total Giving 2005*: $40,478,757 About 200 Community Grants are awarded annually, with a general range of $5,000 to $35,000 (projects with particular community impact may receive up to $150,000 in multi-year grants).
Program Areas/ Areas of Interest	Grants are awarded by hundreds of different funds. Many have been established with a unique purpose determined by the donor and are restricted to particular areas of community need or particular organizations of interest to the donor. See the foundation's website for information on funds managed by the foundation. The foundation also awards discretionary funds through a competitive Community Grant process. Priorities include efforts to: • Nurture children and strengthen families; • Enhance educational opportunities; • Increase cultural opportunities; and • Preserve and improve Oregon's livability through citizen involvement.
Types of Support	Building/renovation; Capital campaigns; Equipment; Fellowships; General/operating support; Land acquisition; Matching/challenge support; Program development; Scholarship funds; Seed money; Technical assistance. Scholarships to individuals are awarded from OCF through the Oregon Student Assistance Commission or the institution in which a student is enrolling.
Application Process and Procedures	Visit the foundation's website for application form and instructions. *Deadlines*: February 1 and August 1 *Final notification*: May and November
Other Criteria	Giving limited to OR. No support for religious organizations for religious purposes or projects in individual schools. No grants to individuals or for annual fund appeals, sponsorship of one-time events or performances, emergency funding, endowments, annual campaigns, deficit financing, scientific research, publications, films, or conferences, unless so designated by a donor; no loans.
Contact	For more information, visit http://www.ocf1.org/ or call 503-227-6846 or e-mail info@ocf1.org

Examples of Grantees/Recipients:

‣ Boys and Girls Club of Lebanon (Lebanon: $20,000) to expand programs for teens to increase teen membership, dedicating space and hours specifically for this underserved segment of the youth population.

‣ YMCA of Columbia-Willamette (Portland: $15,000) for one-time bridge funding to help the Arts and Literacy Enhancement Program transition from a federally funded program to a locally sustained program.

‣ Upper Rogue Community Center (Shady Cove: $15,000) to support the youth activity program in the Upper Rogue community and for the summer day camp program.

‣ Yachats Youth and Family Activities Program (Yachats: $17,500) for an intensive recreation and learning program for middle school youth based on the principles of positive youth development.

A complete list of current Community Grant recipients is available at
http://www.ocf1.org/publications_resources/documents/community_grants/comm_grants_recent.pdf

The Herbert A. Templeton Foundation	
Description/Purpose	The principal activity of the foundation is the making of grants to appropriate tax exempt organizations in the areas of education, social concerns, performing arts and humanities. The foundation endeavors to remain responsive to changing conditions, and perceptive to emerging and critical needs. Overall, the trustees feel a strong commitment to strengthening the quality of life for the total community with special emphasis on giving support to youth.
Total Giving	*Total Giving 2005*: $750,110 Giving activities include $750,110 for 110 grants (high: $57,500; low: $1,000).
Program Areas/ Areas of Interest	Arts; Children/youth, services; Education, early childhood education; Human services.
Types of Support	Continuing support; Emergency funds; General/operating support; Program development; Seed money.
Application Process and Procedures	*Deadlines:* March 15 and September 15 *Final notification:* May and November There is no required application form. Grant requests should be in writing and, in addition to basic general information about the applicant organization, should describe the project for which funding is requested, its implementation strategy, its potential significance to the community, anticipated costs, and sources of actual and potential support. Requests also should include organizational financial statements; a project budget; a list of the directors, indicating their relationships to the organization; and the name, address, and telephone number of a contact person. A copy of the applicant organization's Internal Revenue Service determination letter must be attached. These materials should be covered by a one-page transmittal letter that summarizes the grant request.
Other Criteria	Grants are generally made for organizations operating in OR, or having programs significantly affecting OR residents, with a present emphasis on program and direct services. No support for medical services, the aged, or parochial education. No grants to individuals, or for fellowships, building or endowment funds, scientific research or technology, matching gifts, or medical or medically-related programs; no loans or program-related investments.
Contact	For more information, call 503-223-0036 or write: The Herbert A. Templeton Foundation 1717 S.W. Park Ave. Portland, Oregon 97201

Examples of Grantees/Recipients:

‣ Ethos, Inc. (Portland: $20,000) for music program and lessons for low-income children.

‣ Girls Inc. of Northwest Oregon (Portland: $10,000) for GO Onward program for at-risk adolescent girls.

‣ Old Mill Center for Children and Families (Corvallis: $9,235) for Project Connect - for children with incarcerated parents.

‣ Tualatin RiverKeepers (Sherwood: $7,500) for nature awareness and service education program for youth.

‣ Ross Ragland Theater (Klamath Falls: $4,000) for education and outreach.

Juan Young Trust	
Description/Purpose	To provide grants to organizations that promote the health, education and welfare of children under 21 years old in the state of Oregon.
Total Giving	*Total Giving 2005*: $1,672,000 for 48 grants.
Program Areas/ Areas of Interest	Children/youth, services; Education; Health care.
Types of Support	Building/renovation; Capital campaigns; Equipment; Program development.
Application Process and Procedures	Visit the foundation's website for grant application form and instructions. *Deadlines*: March 31, June 30, September 30, and December 31 *Final notification:* First week of February, May, August, and November
Other Criteria	Giving limited to OR, with emphasis on Portland. Grants for annual operating budgets, debt retirement, or to help defray deficits are not favored. Grants are usually awarded for a limited time, such as one or two years. No support for religious purposes, propaganda or to influence legislation, or private foundations. No grants to individuals. No loans or program-related investments.
Contact	For more information, visit http://www.gosw.org/juanyoungtrust The Juan Young Trust operates Western and Eastern divisions. • Western Division: West of the Willamette River and West of the Cascade Range from McKenzie Pass to the Southern Oregon Border. Contact Antoinette Kienow Arenz, Trustee, 503-735-9831 or juanyoungtrust@msn.com • Eastern Division: East of the Willamette River and East of the Cascade Range from the McKenzie Pass to the Southern Oregon Border. Contact Scott G. Klusmann, Trustee, 503-722-7080, or edjyt@ipns.com

Examples of Grantees/Recipients:

‣ Chess for Success (Portland: $3,000) for K-12 school chess clubs.

‣ Children's Course (Gladstone: $7,000) for Youth Golf Program.

‣ Pine Eagle United Youth Fund (Halfway: $2,000) for a work skills program.

Corporate Foundations and Funders in Oregon

Overview

In addition to independent foundations, several major corporate funders offer the potential of support for after school programs in Oregon. There are two types of corporate funders described in this section: company-sponsored foundations and corporate giving programs. Company-sponsored foundations are private foundations in which the funds available for grantmaking are contributed to an endowment from a for-profit business. In general, these foundations will have a close relationship to the business from which funds are derived, and they are subject to the same rules and regulations as other private foundations. The other type of corporate grantmaker, corporate giving programs, do not have a separate endowment and are not subject to the same rules and regulations as private foundations. Some companies have both a company-sponsored foundation and a corporate giving program.

Corporate Foundations and Funders Included in this Guide
- The Allstate Foundation
- The Bank of America Charitable Foundation
- Boeing Company Charitable Trust and Boeing Employees Community Fund
- The Dell Foundation
- The Fred Meyer Foundation
- Intel Foundation
- Jeld-Wen Foundation
- NIKE, Inc. Corporate Giving Program
- PacifiCorp Foundation
- PGE Foundation
- Spirit Mountain Community Fund

Information provided on each corporate foundation and funder includes a brief description of the foundation, total giving, program areas and areas of interest, types of support provided, application process and procedures, and other relevant criteria. When possible, the descriptions provide examples of after school programs or initiatives that receive funding.

These eleven corporate foundations and funders were selected for their current or potential support of after school and youth development programs in Oregon. As with the independent foundations, this list was verified through a search of the Foundation Center's *Foundation Directory Online* and in consultation with experts on corporate support for after school programs in Oregon. Information provided on each foundation was collected from Foundation Center data, data provided in the *Oregon Foundation DataBook*, and from individual foundation websites, annual reports, and IRS Form-990s.

Note that for both types of entities – company-sponsored foundations and corporate giving programs – support generally is provided to programs that operate in certain geographic areas of company operations or where employees live. Also, funding priorities often reflect the focus of the corporation. For example, one of NIKE's areas of interest is recreation programs, while Jeld-Wen places priority on capital improvement projects.

A Note about Corporate Foundations and Funders NOT Included in this Guide

This guide provides information on some of the largest potential corporate funders of after school programs in Oregon. However, by no means should programs limit their consideration of business support to the companies included in this section, nor should they only consider support from businesses that have company-sponsored foundations or corporate giving programs. Not all companies have foundations, and certainly not all business support comes from corporate foundations or giving programs. Business both large and small can be strong supporters of after school programs.

Corporate Voices for Working Families, an organization created to bring the private sector voice into the public dialogue on issues affecting working families, has articulated some of the reasons why the business community should and does support after school programs[1]:

- **Quality after school programs lift burdens.**   Afterschool programs provide safe, enriching environments for kids so that parents can focus on work and better balance work and family life.

- **Businesses need a 21st Century workforce.** Afterschool programs can help ensure that children have the education and skills necessary to become productive members of the workforce.

- **A smart investment for business**. Child care options, including after school care, are a significant factor in determining which companies make the list of "100 Best Companies for Working Mothers" published by *Working Mother* magazine. Investments in child care and after school lead to greater employee satisfaction and greater productivity.

In the Resource Section of this guide are resources developed by Corporate Voices for Working Families to assist after school programs in building linkages with the business community.

Key Considerations

- *Learn about each potential corporate or local business funder's specific interests and priorities.* Make sure there's a match between your project and a company's giving interests, as well as the type of support provided and the type of support you need.

- *Ensure that your organization is eligible to apply for funding.* Many foundations only will fund 501(c)(3) not-for-profit organizations. If your program is not eligible, consider whether you can partner with another organization to apply for funding. Some corporate funders do not accept unsolicited applications. This does not mean that you should write off the foundation, but it likely means that you will have to lay the groundwork before you can be considered for a grant. Look for ways to get an "in" – to become one of the organizations invited to apply for funding. Do you or one of your partners know someone at the company or on the foundation board who can be of assistance?

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[1] Corporate Voices for Working Families. *Why Business Cares About Afterschool: The Business Case*. Available at http://www.cvworkingfamilies.org/downloads/Afterschool%20Business%20Case%20Brochure.pdf

- *Research the availability of funding.* How much does the funder have to give each year in grants? What is the typical grant size? Over what time period is funding available (e.g., one time, multi-year)?

- *Understand the application and decision making process.* Is there an application deadline? Is there a required application form or format? How often does the board meet to consider grant requests?

- *Be clear, concise, and articulate in your proposal.* Successful proposals are well written, clearly articulated, and to the point. Always follow proposal guidelines and have someone else proofread your application.

Additional Key Considerations for Engaging Business Support

The considerations listed above are focused primarily on company-sponsored foundations and corporate giving programs, but can be applied generally to most businesses and requests for support. Additional tips for reaching out to businesses of all sizes – big and small – that after school programs should consider:

- Research other opportunities. This section of the guide provides good, basic information about some of the largest corporate funders in Oregon, but these funders may not necessarily fund in your community or be a good fit for your program. Consider potential business supporters of *all* sizes in your community, from large, national chains to local, "mom-and-pop" businesses. No matter the size of the business, you are more likely to successfully generate support if you have an existing relationship upon which you can build. In addition to the information provided in this section, the Resource Section of the guide lists helpful sources of additional information on engaging business support.

- Be creative. Don't limit yourself to asking for cash support from businesses in your community. Think about other ways in which support can be provided.

  ‣ **Volunteers:** Company employees can be an excellent source of volunteers for your after school program. Giving employees time off for volunteer activities is a relatively low-cost way for a business to support your program, and can be of significant value in terms of saved staffing costs. A volunteer connection even may lead to cash or other kinds of support down the road, as the business develops a long-term relationship with your program.

  ‣ **In-Kind Support:** Businesses may not be able to support you with direct financial contributions, but they may be able to provide in-kind goods and services that will benefit your program. Just a few examples of in-kind support are listed below. Be creative and think outside the box!
    – Printing of program materials
    – Graphic design and/or web services
    – Assistance with bookkeeping, marketing, or data analysis
    – Donations of office supplies and program materials
    – Food for program participants or special events
    – Transportation
    – Promotional materials for your program at the place of business

- <u>Have a clear message.</u> Be able to articulate what value your program brings to the community. If the business is not familiar with your program, bring written materials that explain who you are and what you do. Be clear about what kinds of support you are requesting (cash, volunteers, in-kind) and come prepared to suggest specific ways in which the business can help.

- <u>Establish relationships</u>. For some corporate funders, relationships can be a factor in successful funding proposals. Start by targeting businesses that you know and who know you. Develop contacts within the local chamber of commerce and civic organizations (Rotary, Kiwanis, Elks, etc). Find out if you can come to a meeting and make a presentation about your program – not to ask for funding, but to educate the community about the good work that you're doing. Invite local business leaders to visit your program. And when local business leaders do become supporters, always remember to give them the recognition and thanks that they deserve.

- <u>Be patient and persistent</u>. Building relationships and engaging business support takes time. Cultivate supporters on an ongoing basis. Finding program support from local businesses is not always easy, but patience and persistence can have significant pay off.

The Allstate Foundation

Description/Purpose	This foundation is an independent charitable organization funded by contributions from subsidiaries of The Allstate Corporation. The foundation invests millions of dollars annually in U.S. programs aligned with its three focus areas.
Total Giving	*Total Giving 2005:* $15,983,966 Giving activities include $15,983,966 for 3,234 grants (high: $1,000,000; low: $25)
Program Areas/ Areas of Interest	Safe and vital communities: Catastrophe response, Youth anti-violence, Neighborhood revitalization, Teen safe driving; Economic empowerment: Financial and economic literacy, Insurance education, and Empowerment for victims of domestic violence; Tolerance, inclusion and diversity: Teaching tolerance to youth, Ending hate crimes, and Alleviating discrimination; Agency Hands in the Community grants: $500 awards to local nonprofits to improve the quality of life in communities across America.
Types of Support	Employee matching gifts; Employee volunteer services; Employee-related scholarships; General/operating support; Program development.
Application Process and Procedures	*Deadlines:* None For additional guidelines, visit the foundation's web site. The foundation has no deadlines for submission. Proposals may be submitted throughout the calendar year. Site visits or interviews will be scheduled only if the foundation staff requires additional information once a proposal has been received for consideration.
Other Criteria	No support for individuals; fundraising events or sponsorships; capital and endowment campaigns; equipment purchase unless part of a community outreach program; athletic events; memorial grants; athletic teams, bands and choirs; organizations that advocate religious beliefs or restrict participation on the basis of religion; groups or organizations that will re-grant the foundation's gift to other organizations or individuals; scouting groups; private secondary schools; requests to support travel; grant requests for production of audio, film or video; multi-year pledge requests; or non-domestic (international) causes.
Contact	For more information, visit http://www.allstate.com/foundation or call 847-402-5502 or email allfound@allstate.com; or contact: Northwest Region, The Allstate Foundation Mary Ann Gillis 800-497-7977, Ext. 5238 18911 North Creek Parkway, #301 Bothell, WA 98011

Examples of Grantees/Recipients:

‣ In 2004 in Oregon, The Allstate Foundation provided $120,500 in support to nonprofits. Grants were awarded to nonprofits in the following areas:

  − *Tolerance, Inclusion and Diversity*: Boys and Girls Clubs of Portland Metropolitan Area

  − *Safe and Vital Communities*: Boys and Girls Aid Society of Oregon (Portland); Oregon Museum of Science and Industry (Portland); Ribbon of Promise (Eugene)

  − *Economic Empowerment*: Junior Achievement of Columbia Empire (Portland) and Junior Achievement of Western Oregon (Eugene)

‣ The Agency Hands in the Community award includes a $500 grant from The Allstate Foundation. Grants are awarded to nonprofit organizations that seek to improve the quality of life in communities across Oregon. Total number of grants awarded in 2004: 34 Total amount given: $17,000

The Bank of America Charitable Foundation	
Description/Purpose	The company and its associates are committed to supporting high-impact initiatives and organizations, developing visionary leaders now and for the future, providing general operating support and funding flexibility, and access to innovative programs that will build strong, diverse communities for the future.
Total Giving	*Total Giving 2005:* $123,287,818 Giving activities include $107,099,276 for 4,878 grants (high: $1,500,000; low: $15)
Program Areas/ Areas of Interest	Arts and culture; Education; The environment; Health; Employment; Housing; Youth development; Human services; Community development; Economically disadvantaged people. Special emphasis is directed toward programs designed to address critical issues in local communities.
Types of Support	Annual campaigns; Building/renovation; Continuing support; Employee matching gifts; Employee volunteer services; Employee-related scholarships; Equipment; General/operating support; Internship funds; Matching/challenge support; Program development; Scholarship funds.
Application Process and Procedures	Visit http://www.bankofamerica.com/foundation/index.cfm?template=fd_grantapp for application form and guidelines. *Deadlines:* The majority of the local grantmaking programs have no deadline; applications are reviewed throughout the year at regularly scheduled local market leadership meetings. Applications will be accepted for the Neighborhood Excellence Initiative as follows: • Neighborhood Builders - January 2, 2007 through June 29, 2007 • Local Heroes - January 2, 2007 through June 29, 2007 • Student Leaders - January 2, 2007 through March 9, 2007
Other Criteria	Giving on a national basis in areas of company operations (including Eugene and Portland areas). No support for discriminatory organizations, political, labor, or fraternal organizations, civic clubs, religious organizations not of direct benefit to the entire community, or public or private pre-K-12 schools. No grants to individuals (except for Joe Martin Scholarships), or for fellowships, sports, athletic events or programs, travel-related events, student trips or tours, development or production of books, films, videos, or televisions programs, or memorial campaigns.
Contact	For more information, visit http://www.bankofamerica.com/foundation/index.cfm?template=fd_funding or call 800-218-9946

Examples of Grantees/Recipients:

‣ Open Meadow Alternative Schools (Portland: $100,000) for general support

‣ United Way of the Columbia-Willamette (Portland: $75,000) for continuing support

‣ Umpqua Community Development Corporation (Roseburg: $10,000) for general support

Boeing Company Charitable Trust	
Description/Purpose	The foundation supports organizations involved with arts and culture, education, the environment, health, and human services.
Total Giving	*Total Corporate Giving 2005:* $57.7 million This figure consists of $38.3 million in corporate charitable grants, $5 million in in-kind donations, $8.3 million in disaster relief contributions and $6.1 million in gift matching contributions.
Program Areas/ Areas of Interest	Arts and culture; Education; The environment; Health; Human services.
Types of Support	Building/renovation; Capital campaigns; Curriculum development; Equipment; Matching/challenge support; Professorships; Program development; Program evaluation; Research; Seed money; Sponsorships; In-kind donations and services.
Application Process and Procedures	See foundation website for application form and guidelines.
Other Criteria	Giving on a national and international basis in areas of company operations. No support for an individual person or families; Sectarian religious purposes; Memorials and endowments; Travel expenses; Athletic events and athletic group sponsorships other than Special Olympics; Door prizes or raffles; School-affiliated orchestras, bands, choirs, trips, athletic teams, drama groups, yearbooks and class parties; General operating expenses; Fundraising events; Advertising, T-shirts, giveaways and promotional items; Gifts, honoraria, gratuities; Capital improvements to rental properties (see website for complete list).
Contact	For more information, visit http://www.boeing.com/companyoffices/aboutus/community/index.html

Examples of Grantees/Recipients:

‣ E3: Employers for Education Excellence (Portland: $3,000) for Show It Counts, a statewide communications campaign building support for students to reach high academic standards

Boeing Employees Community Fund	
Description/Purpose	The fund provides grants to nonprofit organizations to support health and human services in the communities where Boeing Portland employees live and work.
Total Giving	*Total Boeing Employee Contributions 2005:* $46.5 million
Program Areas/ Areas of Interest	Health; Human services.
Types of Support	Seed money; Capital improvements; Special emergency situations.
Application Process and Procedures	Visit website for application form and guidelines. *Deadline:* April 30 *Final notification:* May take several months. Indicate on your application whether your request is time-sensitive.
Other Criteria	Funding limited to geographical areas in which employees live. Organizations must: Maintain a 501(c)(3) non-profit status; Provide direct client services that efficiently contribute to the community's health and/or human welfare; Be open to all members of the community, regardless of race, religion, political affiliation, ability to pay or other criteria; Have the oversight of a formal Board of Directors that is actively involved in the operation of the agency.
Contact	For more information, visit http://www.boeing.com/companyoffices/aboutus/community/ecf_apply_portland.html

The Dell Foundation	
Description/Purpose	The foundation is committed to contributing significantly to the quality of life in communities where Dell employees live and work. The foundation supports innovative and effective programs that provide fundamental prerequisites to equip youth to learn and excel in a world driven by the digital economy.
Total Giving	*Total Giving Year Ending 1/28/05*: $1,826,714 for 300 grants (high: $625,000).
Program Areas/ Areas of Interest	Healthy Communities Grants; Literate Communities Grants; Connected Communities Grants; and Open Grants: The foundation awards $5,000 grants to programs designed to direct services to children in central Texas, middle Tennessee, Twin Falls, Idaho, Roseburg, Oregon and Winston-Salem, North Carolina.
Types of Support	Employee volunteer services; General/operating support.
Application Process and Procedures	Visit the foundation's website for application form and guidelines. *Applications Submitted*: *Notification by*: February through April June 15 May through July September 15 August through October December 15 November through January March 15
Other Criteria	Giving primarily in Twin Falls County, ID, Forsyth and Guilford counties, NC, Butler and Hamilton counties, OH, Oklahoma County, OK, Douglas County, OR, Davidson and Wilson counties, TN, and Bell, McLennan, Travis, and Williamson counties, TX. No support to individuals; for academic or research projects; civic, religious or political institutions; school fundraisers; marketing opportunities; or sports events and organizations.
Contact	For more information, visit http://www.dell.com/dellfoundation or e-mail the_dell_foundation@dell.com

The Fred Meyer Foundation	
Description/Purpose	The foundation is dedicated to enriching the quality of life in the communities where Fred Meyer stores operate and where its customers and associates live and work.
Total Giving	*Total Giving, Year Ending 2/28/2005*: $1,176,930 for 400 grants (high: $50,000; low: $500).
Program Areas/ Areas of Interest	Youth development; Hunger reduction.
Types of Support	General/operating support; Program development.
Application Process and Procedures	The majority of grants from the foundation are awarded as Community Grants from company associates. These grants are awarded by 29 Community Grant Advisory Committees comprised of Fred Meyer associates representing every store, warehouse, plant and office. Community Grants are awarded where the money is raised. All of the money collected through the Make Change Count program in Fred Meyer stores and much of the money raised through the Employee Giving Campaign is used for Community Grants to local nonprofit organizations. Unsolicited letters of inquiry are not acepted. The grant application is by invitation only, through a request for proposal process.
	Fred Meyer Stores also make Corporate Donations, donating more than $1 million and tens-of-thousands of employee hours each year to help strengthen the communities in which our customers and associates live and work. Stop by the Customer Information Desk at any Fred Meyer Store and ask for a Corporate Donation Request Form. Follow the directions on the form and allow up to six weeks for your request to be reviewed.
Other Criteria	Applications not accepted. Giving limited to areas of company operations in AK, ID, OR, and WA. No support for national organizations, lobbying organizations, or religious organizations. No grants to individuals, or for capital campaigns, endowments, or conferences.
Contact	For more information, visit http://www.thekrogerco.com/corpnews/corpnewsinfo_charitablegiving_fredmeyer.htm or call 503-797-5605 or e-mail foundation@fredmeyer.com

Examples of Grantees/Recipients:

‣ Boys and Girls Club of Lebanon (Lebanon: $500) for arts and crafts.

‣ Camp Fire USA Mt. Hood Council (Gladstone: $2,488) for Success After School and summer drop-in programs.

‣ Canby Community Education (Canby: $2,500) to purchase snacks for the after school program.

Intel Foundation	
Description/Purpose	The foundation is committed to maintaining and enhancing the quality of life in the communities where the company has a major presence.
Total Giving	*Total Giving 2005*: $43,102,949 Giving activities include $40,360,672 for 1,618 grants (high: $1,813,947; low: $50) and $2,742,277 for 1,837 employee matching gifts.
Program Areas/ Areas of Interest	The foundation supports organizations involved with education. Special emphasis is directed toward programs designed to advance math, science, and technical education; improve the effective utilization of technology in classroom teaching; broaden access to technology; and increase the number of people, especially women and minorities, pursuing technical careers.
Types of Support	Curriculum development; Employee matching gifts; Employee volunteer services; Fellowships; General/operating support; Program development; Research; Scholarship funds.
Application Process and Procedures	Visit the foundation website for application form and guidelines.
Other Criteria	In Oregon, giving primarily in Multnomah, Clackamas, and Washington counties. Generally no support for endowment or capital-improvement campaigns; unrestricted gifts to national or international organizations; sectarian or denominational religious organizations; foundations; private schools; organizations that practice discrimination; sporting events or teams; health care organizations; arts organizations; special occasion goodwill advertising, including program books and yearbooks; scholarship awards in the name of another organization; fund raising activities or events, raffles or giveaways; funds for individuals; travel or tours; school extra-curricular activities/clubs; general operating expenses or debt-retirement for organizations.
Contact	For more information, visit http://www.intel.com/community/index.htm or call 503-456-1539 or e-mail intel.foundation@intel.com

Examples of Grantees/Recipients:

‣ Westside Police Activities Club (Portland: $60,000) for Portland PAL clubhouse.

‣ Math Learning Center (Salem: $24,562) for Family Math Night.

Jeld-Wen Foundation	
Description/Purpose	The foundation's mission is to support worthy causes that have a direct, positive impact on the long-term health, well-being, and future of Jeld-Wen families and communities.
Total Giving	*Total Giving 2006:* Over $6 million (high: $200,000; low: $1,000; capital grants average $5,000 to $50,000).
Program Areas/ Areas of Interest	Arts and culture; Education; Health; Youth development; Human services; Economic development.
Types of Support	Building/renovation; Equipment; General/operating support; Land acquisition; Matching/challenge support; Program development; Scholarship funds; Seed money. Priority is given to capital projects.
Application Process and Procedures	Visit the foundation website for application form and guidelines. *Deadlines*: None *Final notification*: 2 weeks following quarterly board meetings
Other Criteria	Giving primarily in areas of company operations in AZ, FL, IA, KY, NC, OR, SD, and WA. The foundation discourages requests for operating funds outside of United Way because of the foundation's active, generous support of that organization. No grants to individuals, or for religious activities or programs that duplicate services provided by other government or private agencies; no loans.
Contact	For more information, visit http://www.jeld-wenfoundation.org/ or call 541-882-3451.

Examples of Grantees/Recipients:

‣ Klamath Youth Development Center (Klamath Falls: $25,000)

‣ Boys and Girls Clubs of Salem (Salem: $25,000)

NIKE, Inc. Corporate Giving Program	
Description/Purpose	As a complement to its foundation, which supports programs designed to empower and ensure the well-being of adolescent girls in the developing world, NIKE also makes charitable contributions to nonprofit organizations directly. Support is given on a national and international basis.
Total Giving	*Total Giving, Year Ending 5/31/04*: $37,400,000 Giving activities include $13,100,000 for grants (high: $2,000,000; low: $100), $3,100,000 for employee matching gifts and $21,200,000 for in-kind gifts.
Program Areas/ Areas of Interest	Recreation; Youth development.
Types of Support	Cause-related marketing; Donated equipment; Donated products; Employee matching gifts; Employee volunteer services; General/operating support; In-kind gifts; Sponsorships; Use of facilities.
Application Process and Procedures	Visit the foundation website for application form and guidelines. *Deadlines*: None *Final notification*: 8 to 10 weeks
Other Criteria	Giving on a national and international basis in areas of company operations, with emphasis on Beaverton, Portland, and Wilsonville, OR, and Memphis, TN. No support for fraternal, religious, or political organizations. No grants to individuals, or for capital campaigns, research, advertising, endowments, or debt reduction.
Contact	For more information, visit http://www.nikebiz.com/community

Examples of Grantees/Recipients:

- ‣ Oregon Amateur Sports Foundation
- ‣ Portland Parks and Recreation
- ‣ Police Athletic League
- ‣ Boys and Girls Clubs of Portland

PacifiCorp Foundation	
Description/Purpose	The foundation's mission is to support growth and vitality in and improve the general welfare and qualify of life of the communities where PacifiCorp and its businesses have operations, employees or interests. The PacifiCorp Foundation operates as the Rocky Mountain Power Foundation and the Pacific Power Foundation.
Total Giving	*Total Giving, Year Ending March 31, 2006*: $2,171,117 Giving activities include $1,482,525 for 275 grants (high: $50,000; low: $500) and $688,592 for 48 employee matching gifts.
Program Areas/ Areas of Interest	Arts and culture, education, health, safety education, human services, community development, and civic affairs. Special emphasis is directed toward programs designed to provide sustainable learning initiatives that serve the best aspirations of individuals, organizations, and communities and enhance and develop their capabilities to address significant challenges and opportunities.
Types of Support	Annual campaigns; Continuing support; Curriculum development; Emergency funds; Employee matching gifts; General/operating support; Program development; Scholarship funds.
Application Process and Procedures	Visit the foundation's website for application form and guidelines. *Deadlines*: Education organizations, March 15; Civic, community and organizations not covered in other categories, June 15; Culture and arts organizations, September 15; Health, welfare and social service organizations, December 15 *Final notification*: 3 months following deadlines
Other Criteria	Giving primarily in areas of company operations in northern CA, ID, OR, UT, WA, and WY. No support for political organizations or candidates; religious organizations not of direct benefit to the entire community; individuals; or contributions to or memberships in chambers of commerce, service clubs, taxpayer associations and other similar bodies. No support for establishment or support of endowments; coverage of operating deficits; capital campaigns; conferences, conventions and events.
Contact	For more information, visit http://www.pacificorpfoundation.org/ or call 503-813-7257 or e-mail pacificorpfoundation@pacificorp.com

Examples of Grantees/Recipients:

‣ Boys and Girls Clubs of the Rogue Valley (Grants Pass: $5,000) for Project Learn/LEAP, a pilot program on service learning.

‣ Chandler Center for Community Leadership (Bend: $5,500) for New Neighborhoods after school youth development program.

PGE Foundation	
Description/Purpose	The foundation's mission is improving the quality of life for Oregonians by awarding grants in the areas of education, healthy families and arts and culture.
Total Giving	*Total Giving 2006*: $883,473 for 96 grants
Program Areas/ Areas of Interest	Education; Healthy families; Arts and culture. The foundation encourages collaboration among non-profits and within communities.
Types of Support	General/operating support.
Application Process and Procedures	Visit the foundation's website for application form and guidelines. 1) Organizations first send a one-page letter of inquiry to the foundation. 2) A pre-screening committee will review the one-page description and respond within 30 days. You may be invited to complete a full application and will receive further instructions. 3) The full application will be reviewed by a grant review committee, which may or may not recommend it to the Board of Directors for approval. This stage of the application process can take up to two months. *Deadlines*: No deadlines, but letters of request should be submitted by February 1, May 1, August 1, December 1 Grants are considered by the board four times per year: January, March, June and September. *Final notification*: The review and approval process may take up to 90 days.
Other Criteria	Giving primarily in OR. No support for bridge grants, debt retirement or operational deficits; endowment funds; general fund drives or annual appeals; requests to support political entities, ballot measure campaigns or candidates for political office; requests from organizations that discriminate based on race, religion, creed, national origin, marital status, age, disability, gender, sexual orientation or color; requests from fraternal, sectarian and religious organizations if the grant is intended for the principal benefit of the organization's own members or adherents; individuals; travel expenses; conferences, symposiums, festivals, events, team sponsorships or user fees; salaries of employees, with the exception of costs relating directly to the funded project. The foundation generally does not fund capital requests that include building improvements, equipment purchases or anything considered an asset of the organization.
Contact	For more information, visit http://www.pgefoundation.org/ or call 503-464-7618

Examples of Grantees/Recipients:

‣ Boys and Girls Clubs of Portland Metropolitan Area (Hillsboro: $25,000 final payment on a two-year $100,000 grant) for the expansion of the Hillsboro club. The Foundation grant helped the club double in size through renovation of an adjacent warehouse to create program space, a gym, a Kids' Café and cafeteria and a fitness center.

‣ Baker County Library District (Baker City: $7,500) for tutoring and learning opportunities for struggling school-age children, young adults, the elderly and disabled.

‣ Oregon 4-H Foundation (Corvallis: $5,000) to support the Morrow County Outreach Project, an initiative that encourages Latino youth participation in 4-H.

Visit the foundation's website for more information on grantees.

Spirit Mountain Community Fund	
Description/Purpose	The foundation supports organizations involved with historic preservation, arts and culture, education, the environment, health, problem gaming, and public safety. Special emphasis is directed toward programs designed to support the aspirations of youth; respect and honor elders; and assist in developing self-sufficiency while sustaining and preserving the air, water, land, and its inhabitants.
Total Giving	N/A
Program Areas/ Areas of Interest	Education; Health; Public safety ; Problem gaming; Arts and culture; Environmental preservation; Historic preservation.
Types of Support	Matching/challenge support; Program development.
Application Process and Procedures	Visit the foundation's website for access to their online application system, deadlines, and guidelines.

1) Organizations must first complete an online letter of inquiry. The Fund will reply within 14 days of receiving the letter

2) Access to their full application will be sent to approved organizations.

3) After the completed application is received, the review process will begin. Response timing is outlined on the Fund's website.

Deadlines: For deadline information, please visit the Fund's website and the application calendar. Small Grants are grants $10,000 or less, for organizations with annual budgets of $250,000 or less;

Large Grants are grants given to agencies that do not meet the small grant criteria.

Final notification: See the foundation's website for a schedule of the review and notification process. The Fund is constantly changing their giving areas and processes. Current guidelines, deadlines and application information is always available via the website www.thecommunityfund.com |
| **Other Criteria** | Giving primarily in Benton, Clackamas, Lane, Lincoln, Linn, Marion, Multnomah, Polk, Tillamook, Washington, and Yamhill counties, OR. No support for propaganda or lobbying organizations, pass-through organizations, or discriminatory organizations. No grants to individuals, or for indirect or overhead costs not specifically and essentially related to a project, sectarian or religious projects, activities or materials previously supported by federal, state, or local public funds, annual operating budgets, development office personnel, or annual fundraising activities, continuing support, or sporting complexes or instruction; generally, no grants for economic development or community revitalization; no student loans. |
| **Contact** | For more information, visit http://www.thecommunityfund.com/ or call 503-879-1400 or e-mail communityfund@grandronde.org |

Examples of Grantees/Recipients:

Visit http://www.thecommunityfund.com/grants.html for a complete list of grantees.

Community Foundations and Funders in Oregon

Overview

Oregon's community foundations can be an important source of support, particularly for smaller, community-based initiatives such as after school programs. This section presents an overview of Oregon's community foundations and funders, providing basic descriptions of each included funder and discussing ways in which after school programs might consider approaching community foundations and funders for support.

About Community Foundations

A community foundation is a public charity that has been established to support community efforts in a defined geographic area, often a city, county, or metropolitan area. Generally, community foundations play two roles: they manage funds for donors and they make community grants from the foundation's endowment. In the community foundation's role as manager of donor-directed funds, individuals, families, businesses, and nonprofits can set up funds into which contributions can be made, invested and grown over time, and from which donors can make grants to specified individual causes or issues.

Community foundations also typically have endowments of their own that are managed by and used at the discretion of the foundation's board of directors to make grants to community organizations and individual causes. Afterschool programs should consider both of these potential avenues of support from community foundations. Not only can most community foundations provide direct grant funding to an after school program, but the community foundation may be able to assist after school programs with their fundraising efforts, by helping programs to set up and manage funds into which individuals and organizations can make donations that are directed to the after school program.

This section provides detailed information about nine community foundations in Oregon. Note that the Oregon Community Foundation, due to its statewide scope and the scale of its grantmaking, is included in the section on independent foundations. The community foundations described in this section are as follows:

- Benton County Foundation
- Blue Mountain Community Foundation
- Cottage Grove Community Foundation
- Four Way Community Foundation
- Milton-Freewater Area Foundation
- Mount Angel Community Foundation
- Pendleton Foundation Trust
- The Salem Foundation
- Western Lane Community Foundation

Information provided about these community foundations includes a description of the foundation and its purpose; total giving; program areas and areas of interest; types of support provided; the foundation's application process and procedures; examples of grantees; and other relevant criteria and contact information.

Information provided on each community foundation was collected from Foundation Center data, data provided in the *Oregon Foundation DataBook*, and from individual foundation websites and annual reports.

United Way

In addition to the nine community foundations listed above, this section also addresses another important local funder – the United Way. The United Way is a national network of more than 1,300 locally governed organizations that work to create lasting positive changes in communities and people's lives.

There are 18 local United Ways in Oregon, each with its own priorities and program areas. This guide presents basic information on how local United Ways operate, and includes contact information for each of Oregon's 18 local United Way organizations.

Key Considerations

- <u>Start with a plan</u>. Good grantwriting flows from a well-developed program model which should include provisions for evaluating outcomes. In developing your program, it is helpful to know about other successful models, and to be aware of the latest research regarding best practices in after school care. If you have an existing program, you should consider collecting and reporting appropriate data which will demonstrate positive objective outcomes to potential funders.

- <u>Do your homework</u>. This section of the guide provides good, basic information about some of the major national foundations that fund the after school field, but not all of these funders will be a good fit for your program. You will need to do some additional research to narrow the opportunities that are best suited for your circumstances. The Resource Section at the back of this guide lists some helpful places to look for additional information.

- <u>Learn about each potential funder's specific interests and priorities.</u> Make sure there's a match between your project and a foundation's interests, as well as the type of support provided and the type of support you need. (For example, some foundations do not provide operating support to programs.) Tailor your proposal accordingly.

  - ✓ *Ensure that your organization is eligible to apply for funding.* Many foundations only will fund 501(c)(3) not-for-profit organizations. If your program is not eligible, consider whether you can partner with another organization to apply for funding.

  - ✓ *Research the availability of funding.* How much does the foundation have to give each year? What is the typical size of grants? Over what time period is funding available (e.g., one time, multi-year)?

  - ✓ *Understand the application and decision making process*. Is there an application deadline? Is there a required application form or format? How often does the board meet? When will you receive notification?

- Be organized, clear, and concise in your request. Successful proposals are well written, clearly articulated, and to the point.

  - ✓ *Be clear about your "ask."* Why are you asking for this grant? What exactly will the foundation's funds support? How will you determine or evaluate your program's impact?

  - ✓ *Follow directions.* This may seem obvious, but pay attention to deadlines; instructions for how to submit your application (via mail or electronically; how many copies to submit); any additional information requested (for example, most recent audited financial report); and length (don't go over the page limit!).

  - ✓ *Proofread.* Ask someone who didn't write the proposal to provide feedback. Have you clearly explained your organizational mission and why – and for what – you are asking for funding? Also, be sure to double-check your budget numbers.

- Start early and be patient. For some foundations, getting a grant approved can be a lengthy process. Don't wait until you're in a funding crunch to start applying for additional resources. Finding program support is not easy, but patience and persistence generally do pay off.

- Seek help when you need it. Consult the grantwriting resources identified in the Resource Section of this guide. If you decide that you need additional help with grantwriting, identify volunteer assistance to help you. Some programs have found their community colleges to be a source of support for writing proposals. You may wish to consider hiring a grantwriter to develop boilerplate language that you can adapt for various proposals.

- Ask for feedback. Even if your proposal is not funded, many grantmakers will provide feedback and suggestions. They even may be able to point you in the direction of other funders that could have a greater interest in your program. You even may wish to consider revising and resubmitting your proposal in a future funding cycle (as permitted by the foundation's grantmaking guidelines).

- Establish relationships. For some but not all funders, relationships can be a factor in successful funding proposals.   This can be even more important where local funders, such as community foundations, are concerned. Research who is on the board or decision-making body of the foundation (often, community members are part of the committee that makes funding decisions) and investigate any connections that you or your partners may have to those individuals. Extend an invitation to current and potential funders to visit your program and get to know the work that you do. And when they do become supporters, remember always to recognize and thank them for their support. Some foundations do not accept unsolicited applications. This does not mean that you should write off the foundation as a possible funder, but it does mean that you may have to cultivate a relationship in order to be considered for a grant. Look for ways to get an "in" – to become one of the organizations invited to apply for funding.

Benton County Foundation	
Description/Purpose	The foundation's mission is to establish endowments, manage the funds received, and distribute a portion of the earnings each year to benefit the youth and community.
Total Giving	*2005 Total Giving:* $308,672 Giving activities include $241,564 for grants and $67,108 for grants to individuals.
Program Areas/ Areas of Interest	Requests for grants for most purposes will be considered; however, preference is given to programs that encourage and support the development of talents and potential of Benton County youth.
Types of Support	Building/renovation; Capital campaigns; Continuing support; Equipment; General/operating support; Internship funds; Scholarship funds; Scholarships--to individuals; Seed money.
Application Process and Procedures	Visit the foundation's website for grant application form and instructions. *Deadline:* February 15 *Final notification:* April or May
Other Criteria	Giving limited to Benton County, OR.
Contact	For more information, visit http://bentoncountyfoundation.org/ or call 541-753-1603 or e-mail BCF@peak.org

Examples of Grantees/Recipients:

A list of 2006 grant recipients is available at http://bentoncountyfoundation.org/grants.htm

Blue Mountain Community Foundation	
Description/Purpose	The foundation promotes effective philanthropy by fostering private charitable giving, providing management of funds, and financially supporting students and charitable organizations to improve the quality of life in the community.
Total Giving	*Total Giving Year Ending 6/30/05:* $891,178 Giving activities include $649,560 for 147 grants (high: $30,932; low: $50) and $241,618 for 159 grants to individuals (high: $7,717; low: $80).
Program Areas/ Areas of Interest	The foundation's grant making policies are generally directed toward the fields of social and community services, the arts and humanities, education and health.
Types of Support	General operating support; Special program/project-support; Capital expenditures; Start-up costs; Endowment; Technical assistance; and Other
Application Process and Procedures	Visit the foundation's website for grant application form and instructions. *Deadline:* July 1 *Final notification:* October
Other Criteria	Giving limited to Umatilla County, OR, and Benton, Columbia, Franklin, Garfield, and Walla Walla counties, WA. The foundation does not typically make multi-year grants. Grants usually will not be made for the following: operating expenses, annual fund drives, field trips, travel to or in support of conferences. No grants will be made for sectarian religious purposes nor to influence legislation or elections.
Contact	For more information, visit http://www.bluemountainfoundation.org/ or call 509-529-4371 or e-mail bmcf@bluemountainfoundation.org

Examples of Grantees/Recipients:

A list of 2006-2007 grant recipients is available at http://www.bluemountainfoundation.org/grant-awards.php

Cottage Grove Community Foundation	
Description/Purpose	The foundation is a resource for citizens, private companies, and other private foundations to make charitable gifts and bequests that will provide financial support to educational, medical, cultural, social, and civic organizations serving the community.
Total Giving	*Total Giving 2004:* $233,610 Giving activities include $233,610 for 27 grants (high: $85,000; low: $200).
Program Areas/ Areas of Interest	Arts; Education; Health care; Human services.
Types of Support	Community Grant amounts may range up to $500.
Application Process and Procedures	Visit the foundation's website for application form and guidelines. *Deadline:* January 17 *Final notification:* Within 2 weeks of board meeting in March
Other Criteria	Giving limited to the Cottage Grove, OR, area. The foundation defines its community services area as that covered by the South Lane School District. Grants will be made for one year only. No support for sectarian religious purposes. No grants to individuals or for emergency funding, travel to or in support of conferences, debt retirement or operational deficits, annual fund drives, or operation expenses (except during a start-up period not to exceed three years).
Contact	For more information, visit http://www.cgcfoundation.org/ or call 541-942-0014 or e-mail director@cgcfoundation.org

Examples of Grantees/Recipients:

A list of 2005 grant recipients is available at http://www.cgcfoundation.org/uploads/Main/cgcf34.html

Four Way Community Foundation	
Description/Purpose	The foundation's mission is to further projects designed to coordinate community services contributing to the cultural, economic, educational, and social betterment of the community. The foundation supports charitable organizations benefiting the residents of Josephine and Western Jackson counties in Oregon.
Total Giving	*Total Giving Year Ending 6/30/05:* $1,090,214 Giving activities include $1,082,355 for 25 grants and $7,859 for grants to individuals.
Program Areas/ Areas of Interest	Community development; Human services.
Types of Support	Building/renovation; Capital campaigns; Equipment; Scholarships – to individuals.
Application Process and Procedures	Contact the foundation for application form and guidelines. *Deadline:* February 1 through April 1 *Final notification:* Mid-May
Other Criteria	Giving limited to Josephine and Western Jackson counties, OR. No support for sectarian religious purposes. No emergency funding, funding for political purposes, debt retirement, operational deficits, operational expenses, annual fund drives, or for organizations relying on tax dollars for principal support.
Contact	For more information, contact Phil Hart, Executive Director, 541-479-9775

Examples of Grantees/Recipients:

‣ Grants Pass Family YMCA (Grants Pass: $8,469) for playground construction

‣ Boys and Girls Club of the Rogue Valley (Grants Pass: $1,370) for purchase of administrative computer

Milton-Freewater Area Foundation

Description/Purpose	The foundation supports public, charitable, or education purposes as will assist, encourage, and promote the well-being of mankind and primarily for the inhabitants of the city of Milton-Freewater, Oregon and its vicinity.
Total Giving	*Total Giving 2004:* $52,865 Giving activities include $42,615 for 8 grants (high: $14,536; low: $500) and $10,250 for 12 grants to individuals (high: $2,300; low: $300).
Program Areas/ Areas of Interest	Education; Higher education; History/archaeology; Residential/custodial care, hospices.
Types of Support	Individual educational scholarships; Art and cultural programs; Youth services; Health services
Application Process and Procedures	Contact the foundation for application requirements and deadlines.
Other Criteria	Giving limited to residents of the Milton-Freewater, OR area.
Contact	Milton-Freewater Area Foundation, c/o Baker Boyer Trust & Investment Services, 509-525-2000

Mount Angel Community Foundation	
Description/Purpose	Giving to supplement and enhance community support and involvement in Mt. Angel, OR. Scholarship awards are based on community service, academic achievement and citizenship.
Total Giving	$26,500
Program Areas/ Areas of Interest	Community development.
Types of Support	Scholarships – to individuals.
Application Process and Procedures	Contact the foundation for application requirements and deadlines.
Other Criteria	Giving limited to Mount Angel, OR.
Contact	Contact Jim Hall, Secretary-Treasurer via fax 503-845-6190 or e-mail jerry@oktoberfest.org

Pendleton Foundation Trust	
Description/Purpose	The foundation's purpose is to assist, promote, and encourage the well-being of the citizens and inhabitants of the City of Pendleton.
Total Giving	*Total Giving 2004:* $139,782
Program Areas/ Areas of Interest	Community development
Types of Support	The discretion of the foundation board has been toward requests of a tangible or "capital" improvement nature.
Application Process and Procedures	Visit http://www.pendletonchamber.com/community/PFTGrantApplication.pdf for application form and guidelines. *Deadlines:* April 1 for consideration at April board meeting; October 1 for consideration at October board meeting
Other Criteria	The foundation's grants go entirely to the City of Pendleton, OR.
Contact	For more information, visit http://www.pendletonchamber.com/community/trust.asp or call Jerri Bealer, Secretary at 541-276-3331

Examples of Grantees/Recipients:

‣ Pendleton Center for the Arts

‣ Children's Museum of Eastern Oregon

‣ Oregon East Symphony

‣ McKay Creek Elementary School

The Salem Foundation	
Description/Purpose	The foundation provides funding for a large variety of community based programs that assist, promote, and encourage the welfare of the inhabitants of the City of Salem, OR and the mid-Willamette area.
Total Giving	*Total Giving Year Ending 4/30/2006*: $917,513 Giving activities include $907,478 for 114 grants (high: $246,219; low: $218) and $10,035 for 20 grants to individuals (high: $1,803; low: $22).
Program Areas/ Areas of Interest	Health and human services; Affordable housing, Early childhood development; Community arts; Culture; and other important areas of need.
Types of Support	The foundation consists of more than 30 subfunds established for charitable purposes in and around the greater Salem area, including General, Designated, and Donor Advised funds.
Application Process and Procedures	Visit http://www.pioneertrustbank.com/salemfoundation/Salem Foundation App Guidelines.pdf for application form and guidelines. *Deadlines:* May 1 for consideration at June board meeting; December 1 for consideration at January *Final notification:* 8 to 10 weeks
Other Criteria	Giving limited to the Salem, OR, area. No grants for capital campaigns (generally).
Contact	For more information, visit http://www.pioneertrustbank.com/salemfoundation/index.html or contact salemfoundation@pioneertrustbank.com

Examples of Grantees/Recipients:

‣ Boys and Girls Club (Salem: $46,390)

A list of 2006 grant recipients is available at
http://www.pioneertrustbank.com/salemfoundation/GRANTS%206-2006.pdf

Western Lane Community Foundation	
Description/Purpose	The foundation seeks to improve life in Western Lane County, OR, and promote effective philanthropy.
Total Giving	*Total Giving 2005:* $139,330 Giving activities include $63,294 for grants and $76,036 for grants to individuals.
Program Areas/ Areas of Interest	Culture; Medicine/science; Education; and Social/civic services. The foundation gives preference to: projects or programs aimed at providing needed services or facilities for which public funds are either not available or are not sufficient and the foundation's contribution, either by itself or in conjunction with other private support, would have a significant impact; and programs that would contribute to the cultural, economic, educational or social betterment of the community by addressing the source of major problems rather than merely dealing with their continuing effect upon our society.
Types of Support	Building/renovation; Endowments; Equipment; Program development; Scholarships--to individuals; Seed money.
Application Process and Procedures	Visit the foundation's website for application form and guidelines. Applications are also available through the Siuslaw Valley Bank and the Oregon Pacific Banking Company. *Deadline:* January 31 *Final notification:* April
Other Criteria	Giving limited to western Lane County, OR, defined as the Mapleton and Siuslaw school districts. No support for sectarian religious purposes. No grants to individuals (except for scholarships), or for emergency funding, travel to or in support of conferences; debt retirement or operational deficits; annual fund drives or operation expenses (except during a start up period not to exceed three years); or programs relying on federal or tax dollars for their principal support unless for needed innovative pilot or demonstration programs for which public funding is not available.
Contact	For more information, visit http://www.wlcfonline.com/ or call 541-997-1274 or e-mail wlcf@oregonfast.net

United Way		
Description/Purpose	The United Way is a national network of more than 1,300 locally governed organizations that work to create lasting positive changes in communities and people's lives. While the United Way raises money in a number of ways, the primary way is through workplace campaigns, which enable employees to donate automatic payroll deductions to the United Way.	
Total Giving	In 2005-06, the United Way system raised $3.98 billion in current year support, making it the nation's largest private charity. In 2005, United Way organizations in Oregon raised approximately $30 million.[1]	
Program Areas/ Areas of Interest	Local United Ways address issues based on identified local needs. Common focus areas include helping children and youth succeed, improving access to health care, promoting self-sufficiency, and strengthening families.	
Types of Support	Funding; Volunteer referrals; Technical assistance (varies locally)	
Application Process and Procedures	Contact your local United Way for information about application guidelines and deadlines.	
Contact Your Local United Way:		
Albany	United Way of Linn County	http://www.unitedwayoflinncounty.org/
Astoria	United Way of Clatsop County	http://www.clatsopunitedway.org/
Bend	United Way of Deschutes County	http://www.deschutesunitedway.org/
Coos Bay	United Way of Southwestern Oregon	(541) 267-5202
Corvallis	United Way of Benton County	http://unitedwayblc.org/
Grants Pass	United Way of Josephine County	http://unitedwayofjosephinecounty.com/
Hood River	United Way of the Columbia Gorge	(541) 490-3435
Klamath Falls	United Way of the Klamath Basin	http://www.unitedwayoftheklamathbasin.org/
LaGrande	United Way of Union County	(541) 962-0306
Madras	Jefferson County United Way	(541) 475-2783
Medford	United Way of Jackson County, Inc.	http://www.unitedwayofjacksoncounty.org/
Pendleton	United Way of Umatilla and Morrow Counties	http://www.umatillamorrowunitedway.org/
Portland	United Way of the Columbia-Willamette	http://www.unitedway-pdx.org/
Ranier	United Way of Columbia County	http://unitedway.colcenter.org/
Roseburg	Greater Douglas United Way	(541) 672-1734
Salem	United Way of the Mid-Willamette Valley	http://www.uwmwv.org/
Springfield/Eugene	United Way of Lane County	http://www.unitedwaylane.org/
Tillamook	Tillamook County United Way	http://www.tillamookcountyunitedway.org/

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[1] The Giving in Oregon Council. *Giving in Oregon: Tenth Anniversary Report on Philanthropy*. Portland, OR: Oregon Community Foundation, May 2006. Available at http://www.ocf1.org/publications_resources/documents/giving_in_oregon.pdf

Resource Section

Resources on Public Funding for Afterschool Programs

Catalog of Federal Domestic Assistance (CFDA): This database provides information on all federal programs available to state and local governments; tribes; territories; domestic public, quasi-public, and private profit and nonprofit organizations and institutions; specialized groups; and individuals.

Visit http://www.cfda.gov

Grants.gov: This website includes information on over 1,000 grant programs offered by all federal grant making agencies. Grants.gov allows organizations to electronically find and apply for more than $400 billion in federal grants.

Visit http://www.grants.gov

Services (HHS) Office of Grants and provides grant information to current and prospective HHS grantees.

Visit http://www.hhs.gov/grantsnet/

Guide to Federal Resources for Youth Development: This guide from America's Promise provides information on more than 100 priority programs that are available to communities and directly related to the five core resources of youth development. The guide is designed to provide organizations with the information they need to apply for federal funds.

Visit http://www.americaspromise.org/uploadedFiles/AmericasPromise/Resources/ Publications/Federal Funding Guide.pdf

Federal Funding Catalog: A searchable database of The Finance Project's current federal funding guides. Users can search by uses of funds, federal agency, who can apply, type of funding, and matching requirement.

Visit http://www.financeproject.org/fedfund/

Finding Funding: A Guide to Federal Sources for Youth Programs: This guide from The Finance Project outlines strategies for gaining access to and using federal funds and provides information on 103 funding sources offering supports for youth programming.

Visit http://www.financeproject.org/publications/findingfunding_PM.pdf

Obtaining Federal Grants for Mentoring: This resource provides information on federal grant programs focused on mentoring and links to resources for more information on other federal, state, and foundation funding opportunities.

Visit http://www.mentoring.org/take_action/funding/obtaining_federal_grants.php

Publications on Financing Strategies for Out-of-School Time Programs: Resources from The Finance Project provide in-depth information on sources such as: the Child Care and Development Fund, Workforce Investment Act, Community Development Block Grant, Medicaid, Food and Nutrition programs, Temporary Assistance for Needy Families, and programs administered by the U.S. Department of Education, U.S. Department of Justice, and Substance Abuse and Mental Health Services Administration. Other resources address supporting rural programs, replacing initial grants, sustaining 21st Century Community Learning Centers programs, financing transportation services and facility improvements, and creating dedicated local revenue sources.

Visit http://www.financeproject.org/irc/ost.asp

Afterschool Guide to Federal Food and Nutrition Programs: *Nourish Their Bodies, Feed Their Minds: Funding Opportunities and Nutrition Resources* from the Food Research and Action Center provides step-by-step information on accessing the nutrition programs and resources for incorporating nutrition education.

Visit http://www.frac.org/Afterschool_Guide.pdf

Resources on Private Funding for Afterschool Programs

Corporate Voices for Working Families: Resources from this non-partisan, non-profit corporate membership organization bring the private sector voice into the public dialogue on issues affecting working families, and include toolkits to direct and inspire business engagement in after school programs and policies.

Visit http://www.cvworkingfamilies.org/Afterschool/Afterschool.htm

Corporate Investments In After School: This report from Corporate Voices for Working Families summarizes interviews with eight companies and four advocacy organizations about corporate investments in after school programs. The report provides information on the varied approaches these companies have taken to address the ever-growing need of their employees for after school programs as well as larger community, state and national needs in this area.

Visit http://www.cvworkingfamilies.org/Afterschool/corporate investment in afterschool.pdf

Foundation Center: The Center maintains a comprehensive database on U.S. grantmakers and their grants. The Center also operates research, education, and training programs designed to advance philanthropy at every level.
- Basic information is available on the website at *http://foundationcenter.org/*
- The complete database of foundations and core collection of Foundation Center publications are available at four Cooperating Collections in Oregon: University of Oregon (Eugene), Oregon Institute of Technology (Klamath Falls), Multnomah County Library (Portland), and Oregon State Library (Salem).
- *Visit http://www.foundationcenter.org/collections/ccor.html*
- A bulletin of foundation Requests for Proposals is available at *http://www.foundationcenter.org/pnd/rfp/index.jhtml*

GuideStar: This organization is a leader in providing comprehensive data on more than 1.5 million nonprofit organizations, connecting them with donors, foundations, businesses, and governing agencies in a nationwide community of giving.
Visit http://www.guidestar.org/

Oregon Foundation DataBook: This resource provides a state-specific, comprehensive, up-to-date directory and database of grantmaking foundations with a categorical listing of all the grants they made for the most recent year on record, including the foundation's stated purpose for awarding each grant.

Visit http://www.foundationdatabook.com/

Council on Foundations: This membership organization of more than 2,000 grantmaking foundations and giving programs worldwide provides leadership expertise, legal services and networking opportunities - among other services - to members and to the general public.

Visit http://www.cof.org/

Grantmakers of Oregon and Southwest Washington: This association is one of 32 regional associations across the country. The association brings funders together to exchange ideas, share information, and learn more about philanthropy's possibilities.

Visit http://www.gosw.org/

Philanthropy Northwest: This association of community, private and public foundations, corporations and individuals is committed to improving the quality of life in a five-state region through technical assistance, information, consulting and networking to both established and emerging grantmaking institutions and philanthropists. For grant seekers, the website offers tips on grantwriting and a form that can be used as a boilerplate for proposals, as well as information on finding resources and technical assistance.

Visit http://www.philanthropynw.org/

Benevon (formerly Raising More Money): This organization trains and coaches nonprofit organizations to implement a mission-based system for raising sustainable funding from individual donors. The website provides a free overview of the model and approach.

Visit http://www.benevon.com/

General Resources on Funding for Afterschool Programs

SchoolGrants: This site provides information on funding opportunities available to public and private nonprofit elementary and secondary schools and districts across the United States. It also provides online tips on grantwriting, fundraising ideas, and more.

Visit http://www.schoolgrants.org/

Non-Profit Guides: Non-profit guides are free web-based grant-writing tools for non-profit organizations, charitable, educational, public organizations, and other community-minded groups. The guides are designed to assist established US-based non-profits through the grant-writing process.

Visit http://www.npguides.org/

Grantsmanship Center: This organization conducts workshops in grantsmanship training, as well as earned income strategies for nonprofits. Resources available on the website include daily grant announcements from the Federal Register, archives of The Grantsmanship Center Magazine, indexes of funding sources at the local, federal and international levels, and more.
Visit http://www.tgci.com/

Technical Assistance for Community Services (TACS): This organization has served the nonprofit community in Oregon for 30 years providing training, consultation, information, and resources that nonprofits need to do their work better.
Visit http://www.tacs.org/

Grassroots Fundraising: This is a nonprofit organization fiscally sponsored by the Agape Foundation. They create and distribute accessible materials that teach people how to raise money. The *Grassroots Fundraising Journal*, published every other month, is their flagship publication.

Visit: *http://www.grassrootsfundraising.org*

General Afterschool Resources

Afterschool Alliance: This organization is dedicated to raising awareness of the importance of after school programs and advocating for quality, affordable programs for all children. Afterschool Alliance activities are focused in three main areas: Serving as an Information Resource, Public Awareness Building, and Encouraging a Grassroots Constituency.

Visit http://www.afterschoolalliance.org/

Afterschool Investments Project: To support state efforts to provide quality after school opportunities, this project develops resources and provides technical assistance to Child Care and Development Fund grantees and other state and local leaders supporting after school efforts.

Visit http://nccic.acf.hhs.gov/afterschool/

Charting the Benefits of High-Quality After-School Program Experiences: Evidence from New Research on Improving After-School Opportunities for Disadvantaged Youth: This paper from Policy Studies Associates examines the policy implications of recent findings of the *Study of Promising After-School Programs*, which demonstrate the protective value of high-quality after school experiences in the after school hours.

Visit http://www.statewideafterschoolnetworks.net/dat/promisingprograms.pdf

Coalition for Community Schools: This alliance of national, state and local organizations in education K-16, youth development, community planning and development, family support, health and human services, government and philanthropy as well as national, state and local community school networks, advocates for community schools as the vehicle for strengthening schools, families and communities so that together they can improve student learning.

Visit http://www.communityschools.org/

Forum for Youth Investment: This organization is dedicated to helping communities and the nation make sure all young people are Ready by 21™ — ready for college, work and life. The Forum provides youth and adult leaders with the information, technical assistance, training, network support, and partnership opportunities needed to increase the quality and quantity of youth investment and youth involvement.

Visit http://www.forumforyouthinvestment.org/

Harvard Family Research Project: HFRP strives to promote more effective educational practices, programs, and policies for disadvantaged children and youth by generating, publishing, and disseminating its own and others' research.

Visit http://www.gse.harvard.edu/~hfrp/

Improving After-School Program Quality: This new publication from the William T. Grant Foundation summarizes two recent reports that support the case that after school programs are capable of improving important youth outcomes. This paper considers the implications of the two reports for policy and practice, and discusses some important issues that the reports leave unresolved.

Visit http://www.wtgrantfoundation.org/usr_doc/Improving_After-School_Program_Quality.pdf

National Partnership for Quality Afterschool Learning: This partnership helps state education agencies and local practitioners develop high-quality, balanced programs that provide a safe and fun environment for academic enrichment as well as youth development activities. The Partnership's *Afterschool Training Toolkit* shows how to engage student learning through fun activities in arts, literacy, math, and science.

Visit http://www.sedl.org/afterschool/

National After School Association: Formerly the National School-Age Care Alliance, this association of practitioners, policy makers, and administrators representing all sectors of after-school and out-of-school time programs is dedicated to the development, education, and care of children and youth during their out-of-school hours.

Visit http://www.naaweb.org/

National Child Care Information Center: This national clearinghouse and technical assistance center links parents, providers, policy-makers, researchers, and the public to early care and education information, including information on after school programs.

Visit http://www.nccic.org/

National Clearinghouse on Families & Youth: This clearinghouse is a free information service of the federal Family and Youth Services Bureau (FYSB). NCFY supports FYSB grantees, as well as individuals and communities interested in these focus areas: youth development, mentoring children of prisoners, family violence prevention, and abstinence education.

Visit http://www.ncfy.com/

National Youth Development Information Center: This website, an initiative of the National Collaboration for Youth, is a one-stop resource for youth workers with interest in any and all of the following areas: funding, programming, research, policy, job and training opportunities.
Visit http://www.nydic.org/

Northwest Network for Youth: The purpose of the Northwest Network for Youth (NWNY) is to support quality services for youth in the Pacific Northwest. NWNY strives to ensure that all youth-serving programs in the Pacific Northwest receive the information and support they need to provide the best care possible to youth.
Visit http://www.nwny.org/

Northwest Regional Educational Laboratory: This organization's goal is to make a positive difference in the lives of students and the educators who support their learning. NWREL works closely with schools, districts, and other agencies to develop creative and practical solutions to important educational challenges.
Visit http://www.nwrel.org/index.php

OregonASK - After School for Kids: This collaboration of public and private organizations and community members seeks to address common issues and concerns across all out-of-school time services - child care, recreation, education and youth development. The OregonASK website provides an extensive list of resources related to after school programming, evaluation, funding, advocacy, and other topics.
Visit http://www.oregonask.org/

Promising Practices Afterschool: This website is an effort to find and share tools and ideas that are working in after school programs. Users can search for promising practices in after school from around the country and share their practices to help build the after school field. The PPAS listserv is a virtual community of after school program staff, youth workers, school-age care providers, educators, researchers, policymakers, and others with an interest in keeping up-to-date on the latest in after school.
Visit http://www.afterschool.org/

Quality Time After School: What Instructors Can Do to Enhance Learning: This report from Public/Private Ventures highlights the importance of two features of high-quality activities: good group management and positive adult support of learning. Building on analyses of detailed activity observations, as well as key lessons from past research, the report also suggests a road map for program operators and policymakers to create engaging learning environments in after school programs.
Visit http://www.ppv.org/ppv/youth/youth_publications.asp?section_id=8#pub213