



Finding Resources to Support Rural Out-of-School Time Initiatives



Strategy Brief

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TOOLS FOR
OUT-OF-SCHOOL TIME
AND COMMUNITY
SCHOOL INITIATIVES



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Strategy Brief

Nationwide, out-of-school time initiatives are seen as an important way to keep children safe during nonschool hours and engage them in meaningful activities that support their social and academic development. The past decade has seen a large increase in public and private investments in programs for children and youth before and after school and during summer months. These investments often take the form of time-limited start-up grants. To keep the programs operating over the longer term, however, program leaders must find sustainable funding. As the demand for out-of-

By Elisabeth Wright

school time programs continues to build, communities across the nation are struggling to replace initial seed grants. This situation is even more acute in rural communities that have fewer resources to draw from than their urban peers—fewer people, fewer businesses, fewer public institutions, and fewer community organizations. This strategy brief discusses the resource challenges that program leaders in rural communities are facing. It describes federal programs that can support rural out-of-school time programs and identifies strategies that state and local leaders can use to support and sustain out-of-school time in rural communities.

COMMUNITY SCHOOLS: AN IMPORTANT STRATEGY FOR RURAL COMMUNITIES

In rural communities, community schools can provide a means to coordinate an array of community services and programs for children as well as their families. Community schools often offer out-of-school time programs, but in addition, they support other efforts and activities for families and/or the extended community. These additional activities may be housed in the school or at a neighboring facility, and may include, for example, early childhood programs, health clinics, job search and other employment programs, parenting education classes, adult or family literacy classes, social service referral or application assistance, substance abuse counseling, or housing assistance. Community schools in rural areas also use the community as a resource for learning—engaging elders and other community resources, and working on problems that are important to the entire community. While we refer to out-of-school time initiatives throughout this brief, the strategies and ideas presented can also be adopted by community school initiatives in rural areas.

For resources on creating and supporting community schools, contact the Coalition for Community Schools. The Coalition is an alliance of more than 170 national, state and local organizations dedicated to creating and sustaining community schools across America. The Coalition's agenda focuses on promoting policies that support community schools, sharing best practices about effective community school strategies, building public support and understanding of community schools, and developing sustainable funding sources. To learn more about the Coalition or about community schools, visit the Coalition's website at www.communityschools.org or contact: Martin J. Blank, Staff Director, Coalition for Community Schools, c/o Institute for Educational Leadership, 1001 Connecticut Ave., Suite 310, Washington, D.C. 20036, blankm@iel.org

A Need for School-Age Supports in Rural Communities

One quarter of school-age children in the United States attend public schools in rural areas.¹ In addition, 244 of the 250 poorest counties in the United States are rural. Rural poverty has become geographically isolated in much the same way as urban poverty is often concentrated in specific urban neighborhoods.² This often-persistent poverty negatively affects children and youth. Compared with their urban and suburban peers, rural youth are less likely to complete high school or pursue higher education.³ Rural youth also are more likely than their urban and suburban peers to engage in drug and alcohol use, according to the National Center on Addiction and Substance Abuse.⁴

Access to technology has become increasingly important in preparing low-income youth for the workforce and providing them with educational experiences comparable to more affluent youth.⁵ Many low-income youth living in rural areas, however, face barriers that limit their ability to attain critical technology skills, including geographic isolation, poor school performance and limited English proficiency.

As a result of these educational and technological disparities, rural communities often have difficulty attracting employers that could provide jobs and bring new resources to the area.

Quality out-of-school time initiatives regularly demonstrate success in mitigating negative outcomes for children and youth by preparing them to become healthy, engaged and productive adults. By providing opportunities to involve youth during nonschool hours, out-of-school time programs can increase academic participation and performance; reduce substance use, juvenile crime and other risky behaviors; and impart important life and work skills, including technology skills. Yet compared with their urban peers, rural youth have fewer opportunities to interact with caring adults and participate in meaningful activities during nonschool hours.⁶ For these reasons, program leaders in rural communities have a real stake in promoting programs that can effectively engage children and youth.

Sustaining out-of-school time programs, particularly in rural communities, requires numerous resources, including funding.⁷ Many rural communities, for example, are experiencing changing demographics that can require new partnerships. Increasing numbers of immigrant families settling in many rural areas has contributed to growing diversity in culture and ethnicity in these communities. This diversity may create new challenges as well as opportunities for out-of-school time program developers looking to create broad partnerships and provide culturally and linguistically appropriate services for all rural children and youth.

Program leaders in rural communities who have succeeded in sustaining programs over time have built a diverse funding portfolio that includes support from federal, state, local and private partners. Achieving a diverse funding portfolio also helps ensure that program leaders are not scrambling to replace the program's entire funding base each time a grant expires or a funding source is no longer available (see strategy 1 on page 10).

¹ *Why Rural Matters: The Need for Every State to Take Action on Rural Education*, Washington, DC: Rural School and Community Trust (2000).

² *America's Forgotten Children: Child Poverty in Rural America*. Washington, DC: Save the Children (2002), p. 16.

³ *Rural Labor and Education: Rural Education*. Economic Research Service. Washington DC: United States Department of Agriculture (2002). Available <http://www.ers.usda.gov/briefing/LaborandEducation/ruraleducation>

⁴ *No Place to Hide: Substance Abuse in Mid-sized Cities and Rural Areas*, National Center on Addiction and Substance Abuse as cited in *America's Forgotten Children: Child Poverty in Rural America*. Washington, DC: Save the Children (2002).

⁵ "Technology Counts: The New Divides," Education Week, as cited in *America's Forgotten Children: Child Poverty in Rural America*. Washington, DC: Save the Children (2002). Available at www.edweek.org

⁶ *America's Forgotten Children: Child Poverty in Rural America*. Washington, DC: Save the Children (2002), p. 30.

⁷ *Sustaining Community Initiatives: Key Elements for Success*. Washington, DC: The Finance Project (2002).

RESOURCE CHALLENGES FOR RURAL OUT-OF-SCHOOL TIME PROGRAMS

Common challenges for many rural communities trying to develop and sustain out-of-school time programs include:

- **Few Private Partners**—Program leaders who are successful in creating sustainable systems of after-school care often draw on multiple local public and private resources. Partnerships with local businesses, community-based organizations, community foundations, colleges and universities, and faith-based organizations are common. Rural programs do not have the same number or variety of local businesses and nonprofit organizations in their geographic areas that can partner with or support their program. Moreover, the partners that do exist in rural communities often have fewer resources at their disposal.
- **A Limited Tax Base**—Many rural communities currently face economic hard times due to a variety of factors, including the declining number of family farms. Young people often depart rural communities to find jobs, leaving behind an aging population. This sometimes creates a situation where services for the elderly and services for youth compete with each other for scarce resources. Thus, school-age programs often confront declining revenue from a shrinking tax base and a decline in public support for programs focused on youth.
- **High Transportation Costs**—Rural communities tend to be less densely populated and spread over large geographic areas. Funding transportation for programs in rural communities is therefore logistically and financially more difficult than funding transportation for programs in more urbanized areas.⁸ The lack of a public transportation infrastructure and the long distances between program sites and children's homes increases transportation costs beyond what urban and suburban programs and their participants' parents have to pay.
- **Limited Access to Technology**—Many rural communities have limited access to the infrastructure needed to support access to the Internet and other telecommunications. This limits rural residents' ability to enhance their technology skills, skills that are increasingly associated with social participation and workforce needs.⁹ The lack of telecommunication services also hinders the ability of schools and other community organizations to revitalize lagging economies through increased educational opportunities for youth and adults.
- **Staffing Challenges**—Adequate training and development of out-of-school time staff ensures that children are exposed to enriching activities to support their healthy growth and development. Many communities struggle to find high-quality staff for after-school programs. In areas with low population density, recruiting and training staff proves even more difficult. In many rural communities, teachers staff after-school programs; however, attracting teachers requires resources to provide adequate compensation for time worked after school hours. Further, once recruited, teachers and other staff in rural communities are isolated from professional development activities that are more available in urban and suburban communities.
- **Fewer Resources Available to Support Systems Change**—Limited resources often means that rural communities have fewer formal supports to draw from for community organization and advocacy, such as fewer networks that can promote changes that would benefit after-school programs. Professional child advocacy organizations, research organizations and state agencies are typically located in urban communities. Where strength in numbers is important, rural after-school leaders may find it more difficult to advocate for systemic change that could bring additional resources.

⁸ Langford, Barbara and Michele Gilbert. *Financing Transportation Services to Support Out-of-School Time and Community School Initiatives*. Washington, DC: The Finance Project (2001).

⁹ *Bridging the Rural Digital Divide*. Washington, DC: The Finance Project (2002). Available www.financeprojectinfo.org

Federal Supports for Rural Communities

Recognizing the unique sustainability challenges for rural communities, federal and state officials are allocating resources to these communities through various programs. Several federal agencies house initiatives that can help out-of-school time programs in rural communities. Some of these initiatives target rural communities explicitly; others are large programs that should not be overlooked as important funding sources for out-of-school time efforts. Leaders of out-of-school time programs in rural communities should start with the three largest federal funding sources for out-of-school time initiatives: the U.S. Department of Education's 21st Century Community Learning Centers program, the Child Care and Development Fund and the U.S. Department of Health and Human Services' Temporary Assistance for Needy Families program.

21st Century Community Learning Centers (21CCLC). The 21CCLC program is the only federal funding source dedicated to out-of-school time programs. Under the reauthorization of the Elementary and Secondary Education Act (ESEA) in 2001, 21CCLC changed from a discretionary grant program, flowing directly from the U.S. Department of Education, to a block grant to states, based on the number of low-income students. States use the grant to run competitions for programs around the state, and must target programs in low-income areas.

Eligible applicants include schools, as well as community- and faith-based organizations. States have discretion on how funds are prioritized, but the funds must target the state's poorest communities. From its inception, the 21CCLC program focused grant making on more urban and rural communities. Of the 1600 grantees in 2001, an estimated 58 percent operate in self-described rural communities.¹⁰

Rural program leaders should be aware that since 21CCLC program changed from a discretionary program to a formula grant, some states with many rural communities now receive less funding than when funds flowed directly from the Department of Education to school districts. The structure of the formula favors high concentrations of low-income children, more often found in urban communities. For small, rural school districts, concentrations of low-income students are more difficult to demonstrate, yet collectively rural communities are homes to numerous poor families. As indicated in their state plans, several states have designed their grant processes to ensure that grantees include a balance of rural and urban programs- some even lower the percentage of low-income students for rural programs to be eligible.¹¹

Child Care and Development Fund (CCDF). CCDF is the largest federal program for child care.¹² This block grant flows to states primarily to support child care vouchers for low-income parents. A few states use these subsidy dollars to contract with providers for a predetermined number of child care slots. These contracts help eligible families in rural areas by eliminating their need to travel long distances to find an eligible provider.¹³ In addition to providing subsidies or contracts, states must use a portion of the block grant to support activities that enhance the quality of child care programs. Some states target these quality dollars to improving the out-of-school time infrastructure in ways that more effectively reach programs in rural areas (see "South Dakota: Using CCDF to Provide Grants for Sustainable Programs" on page 6).

¹⁰ 21st Century Community Learning Center Grantees' Database, U.S. Department of Education, available at <http://www.ed.gov/21stccclc/grantees.html>; U.S. Department of Education, 21st Century Community Learning Center Office, Grantee Annual Performance Reports.

¹¹ U.S. Department of Education, 21st Century Community Learning Center Office.

¹² For more information about using CCDF for out-of-school time programs, see Deich, Sharon, Erika Bryant, and Elisabeth Wright, *Using CCDF to Support Out-of-School Time and Community School Initiatives*. Washington, DC: The Finance Project (2001).

¹³ *Ibid.* p. 8.

SOUTH DAKOTA: USING CCDF TO PROVIDE GRANTS FOR SUSTAINABLE PROGRAMS

The South Dakota Department of Social Services (DSS) Office of Child Care Services has made out-of-school time a priority for several years. In 1998, state officials began to use CCDF quality dollars to make start-up grants to providers throughout the largely rural state. The grant program structure was intended to help program leaders consider the resources in their communities and plan early for long-term sustainability. To ensure that programs would be sustainable after the three-year grants expired, state officials required intensive community planning and parent engagement as part of their grant application process. Applicants were asked to bring together all the relevant community stakeholders, including parents and other service providers, to secure support for the program. DSS child care licensing specialists, provided with facilitation training to expand their technical assistance roles with school-age programs, helped applicants by co-planning and co-facilitating the required community planning meetings. At the same time, Governor William Janklow, understanding the challenge in finding resources in rural communities and the need for increased collaboration, communicated his vision of fully utilizing public schools to serve children as well as the broader community during non-school hours. As a result, some degree of grant priority went to school-based programs, or school-age care programs that partnered closely with the local schools. Once awarded, the grants were structured so programs received declining dollar amounts each year, forcing program leaders to look for replacement dollars before grants expired completely. The DSS grant program's long-term results look promising. In fall 2002, the first year after the initial grants expired, all but a few programs were able to continue programming without DSS funds.

State DSS officials also work closely with grantees and other technical assistance resources to help develop and sustain quality programs. They aim to ensure no program leader feels isolated or out of contact with other school-age providers or state supports. Every resource and referral office in the state has a specialist dedicated to school-age child care who helps connect children with programs in their area, shares information among school-age program leaders, and provides school-age-specific training and technical assistance. For these activities, DSS staff have worked closely with the North Central Regional Educational Laboratory to help prepare program developers applying for federal 21st Century Community Learning Centers program funds. Finally, DSS officials use technology to provide technical assistance opportunities and promote information sharing among out-of-school time program leaders through a state e-mail listserv and state telecommunications network for those unable to travel long distances. Future training plans include using Vtel or DDN systems, which will enable additional satellite communications training opportunities at each school site.

Contact: Rosemary Hayward, South Dakota Department of Social Services, Office of Child Care Services, 605-773-6432 or Rosemary.Hayward@state.sd.us.

Temporary Assistance for Needy Families (TANF). Temporary Assistance for Needy Families flows to states to provide cash assistance and work supports for families receiving welfare.¹⁴ Many states leaders view out-of-school time programs as crucial work supports for low-income families. They use TANF dollars to support rural out-of-school time programs by holding grant competitions or by adding dollars to the child care sub-

sidy system. (For more information on TANF support for rural programs, see “Kaleidoscope: Broad Service Focus Attracts Various Supporters” on page 14).

¹⁴ For more information about using TANF for out-of-school time programs Flynn, Margaret. *Using TANF to Finance Out-of-School Time and Community School Initiatives*. Washington, DC: The Finance Project (1999).

Other federal programs specifically target rural or tribal communities and could be used to support out-of-school time programs.¹⁵ Highlighted below, many of these federal supports help community leaders gain important information that can lead to fiscal resources; others are direct funding programs.

U.S. Department of Education

Rural Education Achievement Program (REAP). Many rural communities lack the resources to effectively compete for federal grants. Some districts may receive program allocations that, based on population, are too small to even begin to meet the intended purposes. REAP aims to address these issues. One of the most important REAP initiatives is the Small, Rural School Grant Program. This program provides supplemental funds for Title I and Safe and Drug Free Schools, both of which can support out-of-school time programming.¹⁶ These funds flow by formula grant through State Educational Agencies to school districts in rural communities that meet specific criteria. For more information on these programs, visit <http://www.ed.gov/offices/OESE/reap.html>. The web site houses a list of REAP contacts in each state.

U.S. Department of Agriculture

Cooperative State Research, Education, and Extension Service (CSREES). CSREES is a large-scale collaboration project that creates an infrastructure—the Cooperative Extension Service—to promote information sharing and bring various supports to rural areas. It seeks to improve programs for children and youth by linking

the teaching, research, education, technology and 4-H youth development expertise of the U.S. Department of Agriculture, land-grant universities and county extension offices to local communities across the nation. CSREES promotes informative sharing and works to bring additional resources to these entities. For example, North Carolina grants CCDF funds to the state 4-H department to promote school-age programs using the cooperative extension network to reach many remote rural areas (see “North Carolina Division of Child Development and 4-H” and “Existing Networks for Rural Out-of-School Time Programs” on page 16). For more information on CSREES, visit <http://www.reeusda.gov>.

Rural Business-Cooperative Service. The Rural Business-Cooperative Service brings together private-sector and community-based organizations to provide financial and technical assistance to businesses and collaboratives in rural areas. The program mainly supplies loans and grants to businesses and nonprofit organizations for various economic development activities, such as establishing child care centers. State rural development offices administer the loans and grants. The Rural Business-Cooperative Service also houses the **National Rural Development Partnership**, which coordinates and brings together partners at the national, state and local levels. Most states have state rural development councils that work to bring key stakeholders together on rural development concerns, including out-of-school time programming. Visit <http://www.rurdev.usda.gov/nrdp> to view a database of state rural development councils’ efforts that includes best practices on social services and youth development.

Rural Housing Service. Like the Rural Business-Cooperative Service, the Rural Housing Service provides grants and loans to rural communities for facilities and facilities improvements, including nonprofit or family child care centers. These facilities can house out-of-school time programs. For more information, visit www.rurdev.usda.gov/rhs.

U.S. Department of Housing and Urban Development

Community Development Block Grant (CDBG) State Program. The CDBG program provides funds to states to support economic and community development efforts at the local level¹⁷ (see, for example,

¹⁵ Note that this brief does not highlight all of the federal resources that may support rural programs. For a complete list of federal funding that can support out-of-school time initiatives, see Padgett, Heather. *Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives*. Washington, DC: The Finance Project (updated, January 2003); Reynnells, M. Louise and Melinda L. Surratt. *Federal Funding Sources for Rural Areas: Fiscal Year 2002*. Baltimore, MD: Rural Information Center (2001).

¹⁶ For more information, see *Using Title I to Support Out-of-School Time and Community School Programs* by Deich, Sharon, Victoria Wegener, and Elisabeth Wright. Washington, DC: The Finance Project (2001).

¹⁷ For more information on use of CDBG for out-of-school time programs, see Flynn, Margaret and Megan Perry. *Using the Community Development Block Grant to Support Out-of-School Time and Community School Initiatives*. Washington, DC: The Finance Project (2001).

“CDBG: New Facility for Family Supports in Rural Colorado”). Although the focus of the program originally centered on physical infrastructure improvements, the U.S. Department of Housing and Urban Development has increasingly supported the use of funds for broader community development efforts, including family services and youth development activities. The state grant program targets rural communities that are not eligible for city entitlement grants. Funds flow to states to run competitions for local government activities.

Empowerment Zone/Enterprise Communities (EZs/ECs). EZs/ECs, often associated with urban communities, are also found in some rural areas. The Rural EZ/EC program, run in cooperation with the U.S. Department of Agriculture, targets grants, loans and tax incentives to predesignated rural and tribal

communities; the last communities were designated in 1994 and 1997 EZ/EC community residents help determine which projects and activities should be supported. Visit www.ezec.gov to find out which rural communities are designated as EZ/EC-eligible.

What Works in Rural Communities

A growing number of rural out-of-school time initiatives have leaders who have succeeded in finding the resources needed to sustain their programs. Successful efforts to sustain out-of-school time programs in rural communities share several elements.

Dynamic Leadership. Sustainable programs in rural areas often have a leader or group of key people who are determined and relentless. They think creatively and strategically about places to look for support. These entrepreneurs stay abreast of any activities—within or outside their communities—that could potentially support their program. In addition, they focus their efforts on traditional as well as nontraditional avenues of support.

An Ability to Capitalize on Community Strengths. Capitalizing on community strengths embodies a mindset that resources do exist in a particular rural community, but not always in the ways people traditionally think of resources. Leaders of successful rural out-of-school time programs view their rural circumstances as an asset rather than a detriment. They do not presume their program’s small size or remote location will keep it from securing funds. They find ways to promote the benefits of their unique situations and circumstances. For example, the small size of rural communities enables frequent communication with nearly all local stakeholders. Such communication is an important way to establish broad support in rural communities and can be a challenge for programs in more urban communities. In addition, rural leaders are more likely than urban leaders to know the specific needs and unique resources of the community; in many larger communities it is often necessary to conduct a needs assessment or resource mapping effort to understand community needs and capacities.

CDBG: NEW FACILITIES FOR FAMILY SUPPORTS IN RURAL COLORADO

The Wright’s Mesa Center houses multiple out-of-school time activities as well as early education and other family services in a remote area of rural southwest Colorado. Recently, the town of Norwood received \$300,000 in CDBG state funds from the state Dept. of Local Affairs that city leaders used to build a new 9,000 square foot facility for Wright’s Mesa Center. The Wright Stuff Community Foundation, a local non-profit, raised the required match, which provided additional project support. In addition to a greatly expanded child care capacity for low- and moderate-income families, the new facility allows the Center to provide a range of additional supports for families in one location, including adult education, ESL classes, and other community activities.

Contact: Sarah Silver, Director, Wright Stuff Community Center, wsf@mesa.net

RESOURCES FOR OUT-OF-SCHOOL TIME INITIATIVES IN TRIBAL COMMUNITIES

The geographic isolation, cultural uniqueness and high poverty and unemployment rates of Native American tribal communities complicate the many challenges facing program leaders in rural areas. The U.S. Department of the Interior, U.S. Department of Justice, U.S. Department of Education and U.S. Department of Health and Human Services administer programs that aim to provide additional assistance to tribal governments. Some of these programs could be used to support out-of-school time programs in tribal communities.

U.S. Department of Interior, Bureau of Indian Affairs

The Bureau of Indian Affairs (BIA) administers many programs that can support a range of activities in tribal communities. Earmarks or set-asides for tribes within other federal programs fund many of BIA's programs. For more information on the BIA's Office of Indian Education programs, visit www.oiep.bia.edu.

Indian Child Welfare Act. These Title II grants promote the stability and security of American Indian tribes and families by supporting child- and family-focused services. Grantees may use these funds for out-of-school time activities.¹⁸

Johnson O'Malley Program. This education program, designed to meet the unique needs of American Indian students, provides supplemental funds to public schools for tutoring, academic support, cultural activities, summer education programs, and after-school activities.

21st Century Community Learning Centers Program. The U.S. Department of Education provides \$7 million to the Bureau of Indian Affairs to run its own 21stCCLC competition for BIA-funded schools.¹⁹

U.S. Department of Education

Indian Education Grants to Local Education Agencies. This program provides supplemental funds by formula to school districts to support the education of Native American students. To be eligible, districts must serve a minimum of 10 Native American students, serve a school population that is at least 25 percent Native American, or be a current grantee of the Bureau of Indian Affairs.

U.S. Department of Justice

Tribal Youth Program. This discretionary program under the U.S. Department of Justice supports youth development activities through grants to Indian tribes or tribal coalitions. For more information, visit <http://www.ojjdp.ncjrs.org>.

Partnerships. Rural areas often have only a few service-providing organizations, which can make turf battles especially prevalent and difficult to overcome. Partnering with local public agencies, particularly schools, is critical to the success of out-of-school time programs because few alternatives exist. More and more rural program leaders view improved out-of-school time opportunities as part of a comprehensive approach to meeting needed community supports, and their strategies include building broader service delivery coalitions. For example, community leaders can take advantage of the small number of organiza-

tions by maximizing the use of schools, churches, and other community organizations and expanding their roles to include serving as service hubs, activity centers or meeting venues.

¹⁸ Padgette, Heather. *Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives*. Washington, DC: The Finance Project (updated, January 2003); Catalog of Federal Domestic Assistance No. 15.144. Available www.cdfa.gov.

¹⁹ U.S. Department of Education, 21st Century Community Learning Center Office (2002).

Networking and Information Sharing. Leaders of successful rural out-of-school time programs seek opportunities to network and share information with out-of-school time administrators in other rural communities. Many states aim to convene rural leaders regularly in person or via technology to share ideas and experiences. Increased use of and access to technology, even in remote rural communities, helps promote ongoing communication through mechanisms such as e-mail, listservs or meetings via phone or satellite television connections when travel is not possible.

Broad Community Support. One asset in rural communities is that everyone tends to know everyone else. Leaders of successful programs take advantage of these connections. They use every opportunity and tool to persuade the community about the importance of out-of-school time programming, including mailing newsletters periodically, giving updates at community forums or civic group meetings, or using parents as program advocates and spokespersons throughout the community. Programs with broad support often find that community members will rally if the program is at risk of losing resources. Advocacy by community members is likely to occur in rural areas where the out-of-school time program is the only “show in town” for school-age kids.

Strategies to Find Resources to Support Rural Out-of-School Time Programs and Initiatives

1. Create a Diverse Funding Base

All out-of-school time program developers—particularly those in rural areas—should aim to achieve a diverse portfolio of funds to support their efforts. Political and economic realities make it difficult to depend solely on one or two large funding sources. A diverse funding base helps ensure that programs can sustain themselves over the long run as champions and funding sources come and go. Program leaders can work to achieve a diverse funding base in several ways.

■ **Maximize federal, state and local funding sources.** Numerous public funding resources can support rural out-of-school time programs. Program leaders should explore potential public funding options that could support elements or components of their programs. State and local officials can also play a role in making information about public sources available to rural programs so that program leaders can make informed decisions about which sources to target. For example, many states increasingly use the Internet to make announcements to program leaders about state funding opportunities.

■ **Consider non-traditional private partners in your community:** Program leaders should think creatively and strategically about the resources both within and outside their communities. Partners can bring important fiscal and in-kind resources. For example, leaders of the HEART After School Program of rural Tulare County, California, worked to engage local businesses in its efforts. As a result, the program receives substantial financial and in-kind support from the business community, including the local newspaper and the district health care provider (See “HEART: Wide Community Support Brings Public Dollars” on page 11).²⁰

■ **Take advantage of in-kind donations:** Although community partners might not be able to contribute funding, many businesses or organizations in rural communities might be willing to donate space, volunteer time, or provide supplies and other important in-kind resources. Schools are one of the most important providers of rent-free space for many rural programs. As advocates, school leaders might be able to help out-of-school time program leaders access other community supports. Other organizations might also be able to provide donations to out-of-school time programs.

All resources—fiscal and nonfiscal, large or small—contribute to the diversity of a program’s resource base. Moreover, the relationships that result from the partnerships are as important as a diverse funding base in helping to sustain the program over time (see, for example, “Lane House: Engaging the Larger Community to Attract Supports”).

²⁰ Wright, Elisabeth with Sharon Deich. *Replacing Initial Grants: Tips for Out-of-School Time Programs and Initiatives*. Washington, DC: The Finance Project (2002).

HEART: BROAD COMMUNITY SUPPORT BRINGS PUBLIC DOLLARS

The HEART (Homework, Enrichment, Acceleration, Recreation and Teamwork) After-School Program receives support from community stakeholders as well as from foundations and the federal and state governments. Established and administered by Pro-Youth, a local nonprofit organization, HEART currently serves more than 1,500 children at ten area schools. Pro-Youth/HEART leaders sought early on to establish a governing board that represents different community perspectives, including education, business, human services and health care. Fiscal and in-kind support comes from local champions that include the Kaweah Delta Health Care District, which provides donated office space and utilities for administrative offices; the Visalia Times-Delta, a Gannett Company, Inc., newspaper, which provides funds in addition to regular news coverage to communicate program activities to the community; the College of the Sequoias, a local community college, which offers up to four units of college credit to HEART staff who complete employment training requirements; the city government; the local school district; and many individuals. A partnership with the Tulare County Department of Education helped Pro-Youth/HEART leaders access partnership funds from the California Department of Education, in addition to a federal 21st Century Community Learning Centers program grant. (Note: HEART received 21stCCLC funds during the last year the grant program was a federal discretionary program). Community donations covered the required match for the state and federal programs.

Building on its successes, Pro-Youth/HEART was recently recognized as one of the top after-school programs in the state by the California AfterSchool Partnership and asked to participate in a “Promising Practices” initiative funded by the California Department of Education and the Foundation Consortium. As part of this initiative, HEART will become a regional training center in 2003, receiving mentoring and other resources from the state, and it will serve as a model for after-school programs throughout California’s Central Valley.

Contact: Laurie Isham, CEO, Pro-Youth/HEART, 559-741-4882

Considerations:

- Successful program leaders make long-term sustainability an ongoing part of program operations rather than a separate activity. They make time to regularly meet with partners and potential partners, structure events to raise awareness of their efforts, and continually seek new opportunities for resources.
- For each potential funding opportunity, program leaders must determine whether the resources required to coordinate, research resources or build necessary partnerships are worth the funding (if any) gained in the end. They need to ensure the effort is worth the resources gained.
- Program developers should be strategic when analyzing funding opportunities. They should begin with “easy wins,” even if they are for smaller amounts, by taking advantage of existing relationships and natural advocates. For example, if a program leader has a good relationship with the local school administrator, approaching the school would be a good place to start.

LANE HOUSE: ENGAGING THE LARGER COMMUNITY TO ATTRACT SUPPORTS

By actively seeking a diverse funding base, Lane House leaders have developed important community partnerships that in turn have helped to garner additional supports from local, state and national sources. The arts program, located in Eureka Springs, Arkansas in the heart of the Ozark hills, serves 8 to 18 year old youth after school and during summer months, offering theater, art, music, creative writing, graphic design and other activities. Lane House began in 1991 with donated space and funding from the local Episcopal church and has grown to serve approximately 60 students per week at the rectory house location. Since its inception, Lane House has served over 800 young people. The local church incurs all costs related to maintenance and utilities and was also able to tap additional funds for the program through the state Episcopal dioceses and the national Episcopal church. In addition, area schools, the police department, the city government, local civic groups, county and community foundations, and many individuals in the community support the program through an annual membership and a range of fiscal and in-kind resources.

Part of Lane House's success in attracting community support can be attributed to the leaders' determination to regularly engage the larger community. Weekly community dinners help build additional support for the program by engaging families and other community members who are seeing for themselves how the program serves area youth. In 2002, Lane House received funds to provide additional community outreach through Conversational Spanish and English as a Second Language (ESL) classes for students, their families, and other community members. Fundraising activities also help engage the community as well as showcase student talent. Students regularly design and create giant puppets that the city government pays them to create and maneuver during area parades. Regular student dance, music and dinner theater performances and an annual dance cosponsored by the police department also bring dollars to the program. In previous years, students created and ran a Haunted Hayride, a popular attraction for residents and Ozark tourists, which drew support from the city government for planning costs. Building on its unique role in the community, Lane House leaders have also successfully supplemented local funds with support from several regional foundations as well as the Arkansas Arts Council, the Mid-America Arts Alliance and the National Endowment for the Arts.

Lane House leaders work hard to maintain broad support, consistently looking for new partners and supporters at the community, state and national levels. As a result, the program is on its way to purchasing and renovating a large building in the heart of downtown where students can create and hold community performances in a larger facility. The 10,000-square-foot building will house a theater, dance studio, art studio, recording studio, community room and additional classrooms.

Contact: Mary Jo Rose, Director, Lane House, 479-253-8060, lanehous@ipa.net

NATCHEZ ELEMETARY SCHOOL: COMBINING EXISTING RESOURCES TO SUPPORT PAIUTE CHILDREN

Out-of-school time programming in Pyramid Lake, Nevada, a rural community of 3,000, engages elementary-age Pyramid Lake Paiute children through a range of academic enrichment, arts, and recreational activities. Thanks to knowledgeable community and school-level leadership, program leaders successfully combined Save the Children afterschool and summer program support with 21st Century Community Learning Center funds. In addition, Natchez Elementary School donates program facilities and transportation services to participating children, and provides administrative support to access federal food and nutrition reimbursements for meals and snacks. A variety of volunteers, including AmeriCorps members, local high school students, foster grandparents, parents and other community members provide valuable staff support. In addition, other local organizations, such as the Pyramid Lake Museum, donate many arts and educational materials.

Contact: Jennifer Ruskin, Deputy Director/Program Manager, Save the Children Western Area Office, 505-268-5364 or jruskin@wa.savechildren.org.

2. Integrate Out-of-School Time Services into Larger Family-centered Efforts

Because many rural communities have few service-providing organizations, some out-of-school time programs work to integrate school-age activities into established comprehensive community initiatives. Integrating and coordinating supports for families helps minimize service duplication and enables providers to reach a broader base of community supporters. Opportunities for resource sharing emerge when out-of-school time activities can be combined

with related family-focused efforts, including work support programs, health and mental health services, family literacy and adult education classes, public housing programs, economic development activities, and family resource centers. For example, multiple service agencies can share administrative staff, purchase larger quantities of supplies at better prices, and find opportunities to share professional development resources. Community schools can be an important strategy for those seeking to integrate multiple supports in their communities (see “Community Schools: Important Resources for Rural Communities” on page 2).

WASHINGTON, GEORGIA: A COMPREHENSIVE VISION OF FAMILY SUPPORT

Washington, Georgia, has been operating after-school programs for almost eight years by partnering closely with neighborhood centers across the county that provide supports for the community's families. This partnership began when state officials designated the county as a model “Family Connections” community. The county Family Connections board, charged with developing broad goals to meet the comprehensive needs of area families, chose to focus efforts on meaningful activities for children and youth. The end result was the establishment of five neighborhood centers that house, along with many other family supports, prevention-based after-school programs. A-STAR, RISE and ORBIT collectively serve students in grades one through nine. Because of the broad family-centered focus of the initiative, neighborhood center out-of-school time programs enjoy the support of the city and county governments, the local housing authority and the school system, with all officials working toward the same Family Connections vision.

As a result of this common vision, Washington's out-of-school time programs have been able to access public and private resources from within the community. Seeing area youth as important contributors to the community's future workforce, the mayor is as an important advocate. The city government supports the activities of one neighborhood center, including after-school programs, through a line item in the city budget. The local parks and recreation department serves as the fiscal agent for all neighborhood centers and also donates facilities and maintenance for an additional program site. The local housing authority sponsors two other neighborhood centers, donating space and utilities to the out-of-school time activities. Similarly, the local school system renovated and donated a trailer for additional program space at a cost of \$20,000, and a local elementary school houses another program. School personnel also train reading instructors for the after-school program on the school-day curriculum. Finally, a local church sponsors another neighborhood center site by paying for utilities and maintenance costs—the result of an in-kind donation from a church member who owned the facility formerly used as a convenience store.

The broad community vision and support have also enabled program leaders to tap state and federal resources. Federal Safe and Drug Free Schools dollars accessed through the state mental health department and federal Department of Justice dollars channeled through the state justice department support program activities. Finally, ORBIT, a program for middle school youth, receives more than \$125,000 in federal Workforce Investment Act funds from the local workforce investment board.

Contact: Carolyn Reynolds, Director, Family Connections, 706-678-7570; Reynolds@nu-z.net

Considerations:

- Being part of a large community initiative can help eliminate turf issues with other programs. Others seeking funds can include out-of-school time activities as part of larger efforts rather than viewing them as competitors.
- In many cases, certain out-of-school time programs, such as cultural programs or those that serve a specific population of children, have

established a unique niche in the community. Some program leaders might feel that fully integrating their program with other services and supports will compromise program identity. They must balance the desire to maintain a distinct program identity with the need to coordinate efforts with other organizations to maximize opportunities for rural children and youth.

KALEIDOSCOPE: BROAD SERVICE FOCUS ATTRACTS VARIOUS SUPPORTERS

Seeing that multiple service providers were serving the same families, leaders of Kaleidoscope Community Learning Centers in rural Monongalia, West Virginia, brought the organization leaders together to focus efforts on area youth. The collaboration, formalized as After School for All, has helped generate additional community support and increased the resources available for Kaleidoscope activities. As a result, Kaleidoscope has been able to access funds from public and private supporters.

Making important community connections helped program leaders access dollars and in-kind resources from the university, the school system, local government and local foundations. A close partnership with the school system covers space, transportation and many administrative costs. In addition, the Kaleidoscope program uses high school interns provided by the local workforce investment board to work as staff during summer months. With widespread community support and the assistance of a local state delegate, leaders were able to incorporate the Boys and Girls Club SMART MOVES early pregnancy, drug and tobacco prevention program at Kaleidoscope sites using funds from the state TANF program.

As a grantee of West Philadelphia Investment Corps (WEPIC), which seeks to create comprehensive, university-assisted, community schools that coordinate service delivery and educational opportunities for all community members, Kaleidoscope has taken advantage of linkages with West Virginia University (WVU). The university's health, counseling, psychology and social work departments provide interns at no cost who serve as mentors, counselors, reading partners and health instructors for participants and their families. Building on the collaborative nature of After School for All, a local foundation funds a community service coordinator to help the after-school program access needed community supports for participants. The same local foundation recently awarded WVU a grant to facilitate service learning projects in after-school programs represented by After School for All. Finally, in 2002, broad community support helped Kaleidoscope access a commitment of \$150,000 annually between 2002 and 2006 from Monongalia County's excess levy.

Contact: Lynn Sobolov, Director, Kaleidoscope Community Learning Centers, Isobolov@access.k12.wv.us.

3. Tap into Existing Networks to Support Out-of-School Time Programming

State and local government leaders can seek to build upon existing networks or program infrastructures such as the Boys and Girls Clubs, and YWCAs to share resources and expand opportunities for out-of-school time programs. Information sharing is especially crucial for isolated rural programs, and many existing networks can help rural program leaders communicate lessons learned, generate new ideas, and, when possible, work collectively to access support. The ability to network and share information widely can help program leaders more easily access information about new opportunities and, importantly, learn about how other rural program developers are overcoming challenges similar to theirs.

Networks such as cooperative extension offices at the state level, Junior Achievement, and other youth-serving efforts are a few examples of existing infrastructures. The national Boys and Girls Club, for example, has an initiative to reach and partner with tribal agencies to provide after-school opportunities for youth in tribal communities (See “Examples of Networks that Support Rural Out-of-School Time

Programs” on page 17). Likewise, the cooperative extension service supports programs by providing staff, facilities and supplies in rural communities.

Considerations:

- State or local program leaders looking to create or expand systems to reach rural out-of-school programs can tap into various systems that support school-age youth, including education, child care, child welfare, juvenile justice and workforce development. Each system will likely have different webs of support that reach youth in rural communities. Strong collaborations at the state level can help promote similar coordination in communities.
- In deciding whether to partner with national- or state-level initiatives, after-school program leaders must determine whether the gains are worth the payoff. Will joining a national initiative limit program developers’ flexibility to bring in other training or curriculum programs? Are there costs associated with joining the initiative? Has the initiative unsuccessfully attempted to reach the community before? Careful consideration of these issues will help smooth new partnership development.

BOYS AND GIRLS CLUB IN RURAL KANSAS: PARTNERING FOR ENHANCED PROGRAMMING AND COMMUNITY VISIBILITY

By partnering with the Boys and Girls Club of America, program leaders of Kids After School, Inc., of rural Reno County, Kansas, were able to expand programs significantly to serve additional school-age youth, strengthen ties with other community partners, and access additional programming expertise and staff training. Through this partnership, Kids After School, Inc., grew from a small program serving 56 children to a countywide initiative that now serves more than 1,000 children and youth. The city of Hutchinson and the local school district responded in kind by donating facilities and transportation for participants. The local United Way and area foundations provide additional programming support. Finally, through a new youth entrepreneur program, teen members run the Sugar Shack, which raises approximately \$10,000 per year through refreshment sales.

Contact: Skip Wilson, Director, Boys and Girls Club/ Kids After School, Inc. of Hutchinson, KS, swilson@midusa.net

NORTH CAROLINA DIVISION OF CHILD DEVELOPMENT AND 4-H

North Carolina's Division of Child Development sought to increase access to quality school-age care for all of the state's children by using existing 4-H youth networks. Division leaders dedicated a portion of the state's CCDF quality dollars to contract with the North Carolina 4-H initiative to provide technical assistance to after-school providers statewide. Under the contract with 4-H, the Division aims to: 1) improve the quality of school-age care programs across the state; 2) increase the availability of school-age care programs; and 3) enhance collaboration at the local and statewide levels.

To meet the Division's three goals, 4-H works with after-school programs to achieve some degree of licensing, based on both state standards and National School-Age Care Alliance (NSACA) accreditation. This helps to ensure that a child attending a program in an isolated rural area has access to a program with the same standards of quality as those in larger communities. 4-H also sub-grants state funds to establish new out-of-school time programs, working closely with grantees to implement high-quality, sustainable programs. Finally, in addition to efforts with the Division of Child Development, 4-H provides training and technical assistance to support a state-sponsored middle school after-school program, Support our Students (SOS), using funds from the Department of Juvenile Justice and Delinquency Prevention (DJJDP). These state offices also collaborate with the Department of Public Instruction to coordinate efforts around federal 21st Century dollars and regulations for school-based programs.

North Carolina 4-H connects many pieces of after-school programming across the state. In addition to a long-standing reputation for providing quality programming for children and youth, 4-H is able to reach a large network of programs, particularly in the state's rural areas. 4-H works with programs located in different settings, including schools, churches and community-based organizations. School-Age Care Partners Across Carolina and Cooperative Extension Service representatives in every county ensure no program or region is overlooked and keep state 4-H officials aware of ongoing developments and program needs.

The 4-H After School program in rural Ashe County, North Carolina, is one of the oldest 4-H after-school projects in the state. Program leaders have been able to sustain the program for almost two decades by piecing together a range of supports to achieve a broad base of funding for an annual budget of approximately \$95,000 (see Strategy 1). The most consistent grant has been through sub-contracts of the state 4-H, both from the Division of Child Development and the Support Our Students project of the Department of Juvenile Justice and Delinquency Prevention. Program leaders have secured additional resources—both in-kind and fiscal—through long-standing partnerships with other organizations in the community. For example, a partnership with the county school system provides access to free program space and a portion of federal Migrant Education funding. A comprehensive memorandum of understanding with the Ashe County Board of Education helps leaders define this partnership by clarifying expectations about program operations. Another partnership with Appalachian State University brings additional federal dollars through the Gear Up program. Finally, the 4-H After School program in Ashe County also has access to more than 25 regular volunteers through the volunteer program of the Cooperative Extension Service.

Contacts: Peggy Ball, Division of Child Development, peggy.ball@ncmail.net; Rosa Andrews, North Carolina School-Age Care Program Coordinator, North Carolina 4-H, Rosa_Andrews@ncsu.edu, 919-515-8504; and Julie Landry, Ashe County 4-H, Julie_Landry@ncsu.edu.

EXAMPLES OF NETWORKS THAT SUPPORT RURAL OUT-OF-SCHOOL TIME PROGRAMS

There are many national networks that have the potential to support out-of-school time programs, such as the Boys and Girls Club, Junior Achievement, Girls, Inc., and many others. The following are just a few examples of out-of-school time networks that have a strong presence in rural communities.

4-H Afterschool

4-H, one of the nation's largest and oldest youth development organizations, reaches 5.6 million youth between the ages of 5 and 19, many of whom live in rural communities. 4-H Afterschool is a collaborative effort of the Cooperative Extension System—made up of state land grant universities, state and county governments and the Cooperative State Research, Education, and Extension Service, United States Department of Agriculture (CSREES)—and the National 4-H Council. The JCPenney Afterschool Fund supports 4-H Afterschool. 4-H Afterschool offers extensive resources to help train staff, implement sound youth development practices, create new after-school programs, and strengthen existing programs. For more information, visit www.4hafterschool.org.

Boys and Girls Clubs in Indian Country

The Boys and Girls Club of America (www.bgca.org) maintains a national network of more than 3,100 Clubs serving over 3.3 million youth nationwide. In 1992, the Boys and Girls Club forged its first partnership on Native American lands with the Oglala Sioux of Pine Ridge, South Dakota. Today, the Boys and Girls Club maintains a network of more than 140 Native American Boys & Girls Clubs in 23 states serving some 63,000 youth in Indian Country. This national initiative involves many public and private partners, which extend the resource potential for Native American communities. For more information, visit www.naclubs.org or call 1-800-NACLUBS.

Public Education Network

The Public Education Network (PEN) is a national association of local education funds (LEFs) advancing school reform in low-income communities across the country. LEFs are independent of the school districts in which they operate, have boards reflective of their communities, and work with public school systems serving low-income students. LEFs collaborate with school principals, teachers, administrators, boards and districts, businesses, community organizations and local citizens to develop and implement whole school improvement strategies, create model programs, leverage resources, award grants and enhance the standing of public schools in the community. Active in 30 states and the District of Columbia, PEN's 77 LEF members serve more than 10.6 million children in 16,000 schools and 1,200 school districts. Since they were first launched nearly two decades ago, LEFs have provided more than \$1.5 billion to public schools in their communities. In particular, LEFs can reach out and help organize and mobilize rural communities by representing an education agenda at various community meetings, reaching out to citizens throughout the community to engage them in education efforts, and disseminating information to engage a wider audience for education reform. For more information, visit www.publiceducation.org.

Save the Children

Save the Children has a long history of providing support to school-age children in rural communities, beginning in the coal-mining communities of rural Appalachia in the 1930's. Save the Children's national Web of Support initiative assists both children and the community organizations that serve them during non-school hours. The organization has developed a network of community-based partnerships in 18 states and works with them to access a range of resources, including financial support, technical assistance and leadership training. Save the Children's collaborations at the national level reflect those the organization fosters in its sponsored communities. For example, large-scale partnerships with the Americorps and Foster Grandparent programs of the Corporation for National and Community Service provide valuable volunteers to many Save the Children sites. Save the Children currently serves children in out-of-school time programs in over 240 low-income rural and urban communities across the United States. For more information, visit www.savethechildren.org.

Conclusion

Out-of-school time programs have proven potential to help low-income youth overcome many barriers associated with growing up in rural communities. Finding resources to support these programs, however, can be difficult and often requires additional effort by rural leaders to push for resource sharing and coordination of multiple services for rural families. The strategies and examples presented above can help out-of-school time program leaders consider new ways to approach the difficult task of sustaining these important initiatives in rural communities.

Resources of The Finance Project

Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives by Heather Padgett (updated, January 2003).

Replacing Initial Grants: Tips for Out-of-School Time Programs and Initiatives by Elisabeth Wright with Sharon Deich (December 2002).

Bridging the Rural Digital Divide. Washington, DC: The Finance Project (October 2002). Available www.welfareinfo.org

Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs by Priscilla Little, Sharon DuPree, and Sharon Deich (September 2002).

Title I Supplemental Educational Services and Afterschool Programs: Opportunities and Challenges by Margaret Flynn (August 2002).

Sustaining Comprehensive Community Initiatives: Key Elements for Success (April 2002).

Thinking Broadly: Financing Strategies for Comprehensive Child and Family Initiatives by Cheryl D. Hayes (March 2002).

Using Title I to Support Out-of-School Time and Community School Initiatives by Sharon Deich, Victoria Wegener, and Elisabeth Wright (January 2002).

Financing Transportation Services to Support Out-of-School Time and Community School Initiatives by Barbara Hanson Langford and Michele Gilbert (November 2001).

Using the Community Development Block Grant to Finance Out-of-School Time and Community School Initiatives by Margaret Flynn with Megan Parry (October 2001).

Using CCDF to Finance Out-of-School Time and Community School Initiatives by Sharon Deich with Erika Bryant and Elisabeth Wright (August 2001).

State Legislative Investments in School-Age Children and Youth by Barbara Hanson Langford (June 2001).

A Guide to Public-Private Partnerships for Out-of-School Time and Community School Initiatives by Sharon Deich (January 2001).

Adapting to Changing Conditions: Accessing Tobacco Settlement Revenues for Out-of-School Time and Community School Initiatives by Carol Cohen and Victoria Wegener (December 2000).

Maximizing Medicaid Funding to Support Health and Mental Health Services for School-Age Children and Youth by Andrew Bundy with Victoria Wegener (October 2000).

Cost Worksheet for Out-of-School Time and Community School Initiatives by Martin J. Blank and Barbara Hanson Langford (September 2000).

Financing Facility Improvements for Out-of-School Time and Community School Programs by Margaret Flynn and Amy Kershaw (August 2000).

Maximizing Federal Food and Nutrition Funds for Out-of-School Time and Community School Initiatives by Barbara Hanson Langford (February 2000).

Using TANF to Finance Out-of-School Time and Community School Initiatives by Margaret Flynn (October 1999).

To access these publications, as well as other informational resources, visit The Finance Project's Out-of-School Time Project web page at www.financeprojectinfo.org/lost.

The Finance Project hosts the U.S. Department of Health and Human Services national information resource, the Rural Assistance Center (RAC), for rural residents and others seeking information on health and human services for rural communities see www.RACONLINE.org. For more information on rural-specific topics, visit The Finance Project's Rural Human Services web page at <http://www.financeprojectinfo.org/rural>

Additional Resources

America's Forgotten Children: Child Poverty in Rural America. Washington, DC: Save the Children (2002). Available at www.savethechildren.org

Child Care in Rural Communities: Annotated Resource List. Washington, DC: National Child Care Information Center (2002). Available at <http://www.nccic.org/faqs/rural.html>

Federal Funding Sources for Rural Areas: Fiscal Year 2002 by M. Louise Reynnells and Melinda L. Surratt. Baltimore, MD: Rural Information Center (August 2001).

Navigating Resources for Rural Schools. Washington, DC: National Center for Education Statistics (2003). Available at <http://www.nces.ed.gov/surveys/ruraled>

Perspectives on Rural Child Care by Betty A. Beach. Washington, DC: ERIC Clearinghouse on Rural Education and Small Schools (January 1997). Available <http://www.ael.org/eric/digests/edorc969.htm>

Resources for Tribal Child Care. Washington, DC: National Child Care Information Center (2003). Available at <http://www.nccic.org/cctopics/tribal.html>

Rural Labor and Education: Rural Education. Economic Research Service. Washington DC: United States Department of Agriculture (2002). Available <http://www.ers.usda.gov/briefing/LaborandEducation/ruraleducation>

What Difference Do Local Schools Make? A Literature Review and Bibliography by Priscilla Salant and Anita Waller. Washington, DC: The Rural School and Community Trust (1998).

Why Rural Matters: The Need for Every State to Take Action on Rural Education. Washington, DC: The Rural School and Community Trust (2000).

Organizations

Appalachian Regional Commission

202-884-7799 • <http://www.arc.gov>
Online Resource Center/ Education Projects:
<http://www.arc.gov/index.do?nodeId=5>

Boys and Girls Clubs of America

404-487-5700 • www.bgca.org

Bureau of Indian Affairs Office of Indian Education Programs

<http://www.oiep.bia.edu>
<http://www.doi.gov/bureau-indian-affairs.html>

Coalition for Community Schools

c/o Institute for Educational Leadership
202-822-8405 (phone) • 202-872-4050 (fax)
www.communityschools.org

Cooperative State Research, Education and Extension Service

United States Department of Agriculture
202-720-7441 • www.reeusda.gov

National Child Care Information Center

1-800-616-2242 • www.nccic.org

National 4-H Headquarters

www.national4-hheadquarters.gov

Rural Assistance Center

1-800-270-1898 • www.raconline.org

Rural Community College Initiative

MDC, Inc. • 919-968-4531

Rural Information Center

1-800-633-7701 • www.nal.usda.gov/ric

The Rural School and Community Trust

202-955-7177 • www.ruraledu.org

Save the Children

203-221-4000 • www.savethechildren.org

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The Finance Project

The Finance Project is a non-profit policy research, technical assistance and information organization that was created to help improve outcomes for children, families, and communities nationwide. Its mission is to support decision making that produces and sustains good results for children, families, and communities by developing and disseminating information, knowledge, tools, and technical assistance for improved policies, programs, and financing strategies. Since its inception in 1994, The Finance Project has become an unparalleled resource on issues and strategies related to the financing of education and other supports and services for children, families, and community development.

The Out-of-School Time Technical Assistance Project

This tool is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives developed by The Finance Project with support from the Wallace-Reader's Digest Funds and the Charles Stewart Mott Foundation. These tools and resources are intended to assist policy makers, program developers and community leaders in developing financing and sustainability strategies to support effective out-of-school time and community school initiatives.



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