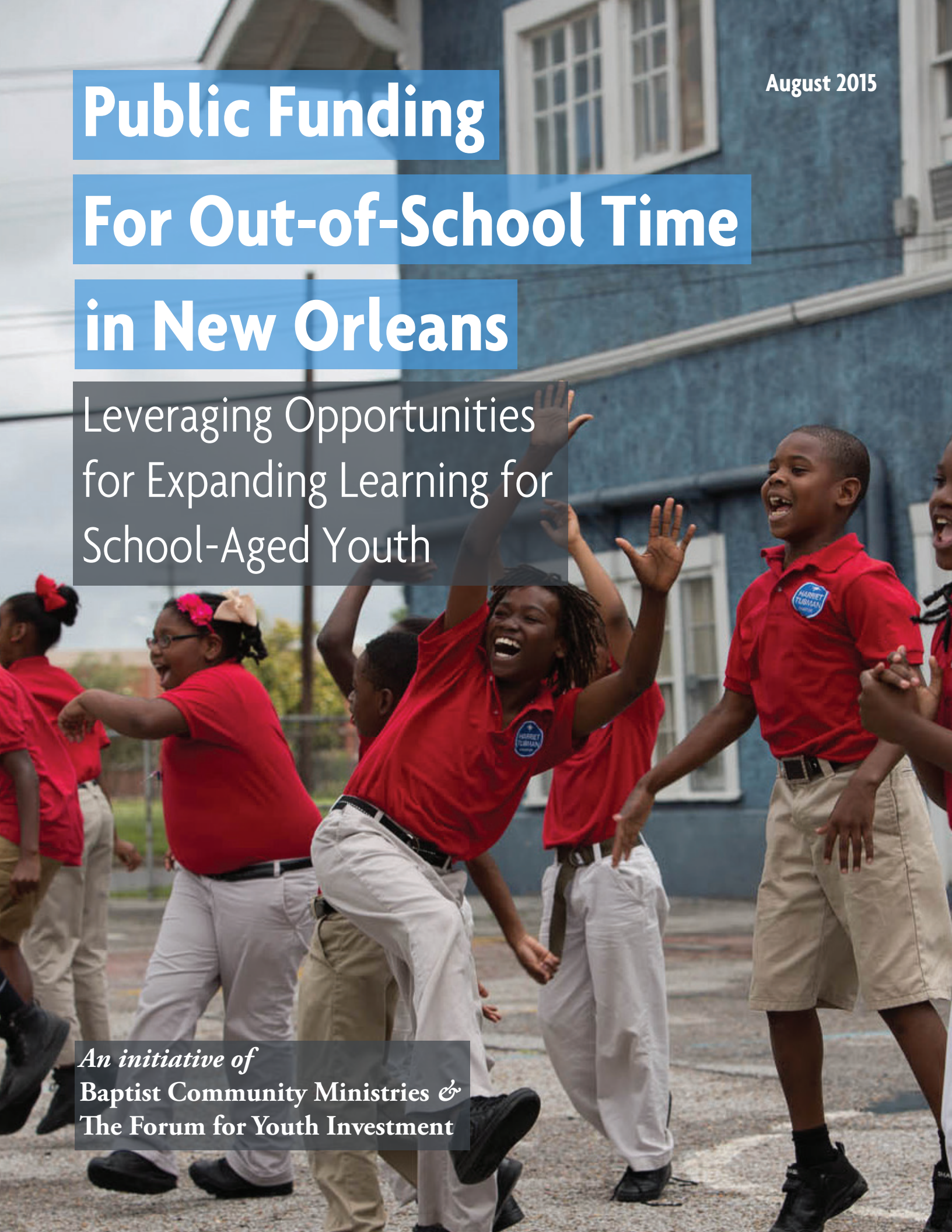


August 2015

Public Funding For Out-of-School Time in New Orleans

Leveraging Opportunities
for Expanding Learning for
School-Aged Youth

An initiative of
**Baptist Community Ministries &
The Forum for Youth Investment**



About the Authors



Baptist Community Ministries (BCM) is a health conversion foundation committed to improving the lives of people living in the greater New Orleans region. From our founding as Southern Baptist Hospital in 1924, and our conversion to a foundation in 1996, our work touches lives in many ways - grantmaking to nonprofit organizations and charities, and direct services in settings such as hospitals, churches, and other community institutions. Specifically, BCM focuses grantmaking within four strategic zones - health, education, public safety, and governmental oversight and has invested more than \$140 million since its inception. As one of the largest private foundations in Louisiana, BCM has been a leader in drawing attention to the needs of young people in New Orleans and resourcing efforts to address those needs.



The Forum for Youth Investment is a nonprofit, nonpartisan action tank dedicated to helping communities and the nation make sure all young people are ready by 21 – ready for college, work and life. Informed by rigorous research and practical experience, the Forum forges innovative ideas, strategies and partnerships to strengthen solutions for young people and those who care about them. Founded in 1998 by Karen Pittman and Merita Irby, two of the country's top leaders on youth issues and youth policy, the Forum is a trusted resource for policymakers, advocates, researchers and practitioners. The Forum provides youth and adult leaders with the information, connections and tools they need to create greater opportunities and outcomes for young people.

Acknowledgments

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Executive Summary

Public Funding for Out-of-School Time in New Orleans seeks to summarize the best available data from local, state, and federal sources on public funding streams to support out-of-school time opportunities.

This report analyzed the current public funding landscape for out-of-school time programs in the city of New Orleans and provides a snapshot of the public funds available to support afterschool programs and expanded learning opportunities for youth aged 5 – 18. Attempts were made to gather information from interviews, online review of local, state and federal budgets and programmatic information, as well as requests for information from identified state and local agencies. Primary conclusions include:

1. We identified approximately \$19.5 million in public funding for expanded learning.

While some additional monies that are likely applied to expanded learning programs were not uncovered in this scan, we are clear that these additional monies do not come close to meeting the full need, and there are no monies guaranteed to remain at current levels over the coming decades, despite the clear need for programming.

2. New Orleans invests roughly \$340 per K-12 school-aged child in expanded learning opportunities.

We know two things about that figure: a) **that investment is uneven** and b) **it is not nearly enough to support a high-quality expanded learning experience for every child**, a figure that, according to experts, would be closer to \$4,500 per child to cover school year participation costs. **But a dedicated revenue stream for expanded learning might reasonably double this figure**, expanding access to more of the city's highest-need children and youth. If funds were to reach 39% of children and youth in poverty alone, this kind of investment could equal nearly \$1,500 for each of these young people (currently, available funds applied to the approximately 26,000 youth living in poverty amount to \$750 per student).

3. While education dollars represent the largest current and potential funding streams available for expanded learning, some of the most flexible ones originate from other parts of government.

A coordinated, braided approach appears to be New Orleans best first step to shoring up existing resources and ensuring investments land in the best possible places. Such funding has the potential to ensure that New Orleans has made the investments in its future that allow a productive, stable workforce and economy to grow.

A full set of recommendations follows on page 13.

Introduction

Approximately 56,500 youth ages 5-18 live in the City of New Orleans.¹ If year-round opportunities for expanded learning through afterschool, summer enrichment, recreational and workforce development programs were made available to all children and youth, the fully funded cost would come to approximately \$250 million.² At about \$4,500 per child for high-quality programming, some families can cover these costs on their own.

But in a city in which 4 in 10 children and youth live in poverty, securing funding for out-of-school time opportunities is critically important if New Orleans wants to commit to a strong foundation for all its children.³

Private funding can only cover a fraction of this need and significantly increasing the quality and reach of expanded learning opportunities – both within schools and in community-based settings – will require a greater share of public dollars.⁴

**NEARLY
1 IN 6
NEW ORLEANS
RESIDENTS
IS A SCHOOL
AGED CHILD**

This report summarizes the current funding landscape for expanded learning opportunities for youth aged 5-18, and identifies key opportunities for strengthening the region's capacity to capture a range of public funding sources for out-of-school and expanded learning in the city of New Orleans.

Across the country, the need for expanded learning opportunities for children and youth has become increasingly clear. Schools, afterschool programs, community-based services, parks and recreation programs, libraries, and workforce development opportunities are all part of the expanded learning landscape. Increased investments in these opportunities are critical to ensuring that all children and youth transition to adulthood successfully. In recent years, leaders from all sectors have heralded “expanded learning” as a primary means to address endemic inequities and disparate outcomes among children and youth from diverse socioeconomic, racial, and neighborhood backgrounds. Children and youth need more learning opportunities beyond basic education to develop the skills necessary for the 21st century, and working families need low-cost, accessible, high-quality programs for their children to attend during the non-school hours. Increasingly, such expanded opportunities need to be coordinated with, and embedded within, the traditional school day.

While New Orleans' post-Katrina recovery shares the same desire to meet these needs, it stands out among cities in this regard: the dramatic changes to the post-recovery landscape and an unparalleled level of decentralization within its educational systems require locally-tailored strategies for navigating these challenges. These local responses, however, need to include intentional efforts to increase the amount of public funds the city can capture for expanded learning and out-of-school time. Equally important to note is that the State of Louisiana has relatively few state-initiated funding streams, and none that we found is being applied to out-of-school expanded learning opportunities. Expanded learning opportunities are being funded almost entirely by federal dollars (private dollars exempted) – a clarion call that might be issued to local and state stakeholders challenging them to convey the importance of close-to-home investments in “our children.”

To get at the question of what can be done to better meet the need for expanded learning opportunities for New Orleans youth, an initial task is to understand how well the need is currently being met, and at what funding levels. Around the country, several cities are beginning to take a look at the many public funding streams spread across different state and local departments that currently support youth. In the states and communities that have conducted this type of “fiscal map,” the information gleaned from a youth-centered budget analysis has been enlightening and actionable.

By establishing funding baselines for expanded learning in the city of New Orleans, this report hopes to provide information to legislators, politicians, policymakers, service providers, philanthropists, and advocates – including parents and young people – to facilitate the development of increased investments in expanded learning opportunities for children and youth.

Expanding Learning

Communities across the country have collectively begun to recognize that “all learning counts.” However, not all learning happens in schools or during the traditional school day. Increasingly, we are understanding that what happens in the non-school hours may be equally important to later success in adulthood as school day academics.

Despite this understanding, the “activity gap” between middle class and low-income students is widening at a time when public coffers are shrinking.⁷ Participation rates of children and youth from low-income households plummeted in the 1990s, and have remained low ever since. At the same time, children and teens from middle income families, households with presumably some discretionary cash to pay partial or full participation fees, have become more active in the afterschool and extracurricular activities deemed important for cultivating the skills, connections, and knowledge that prepare children for lifelong success.⁸

THERE ARE MORE THAN 90 SCHOOLS⁵ IN NEW ORLEANS: FEWER THAN HALF HAVE 21ST CENTURY CCLC FUNDS FOR AFTERSCHOOL PROGRAMMING.⁶

As communities and policymakers have begun to understand the critical difference that such investments make in the long-term development of young people, and the associated long-term benefits to their own economic viability in having a stable, well-trained future workforce, conversations have shifted from “What is it going to take to expand access?” to

**“Do we have the commitment to make a difference?” and
“Can we find the resources to do so?”**

Public policies and funding streams are important parts of the picture. While 21st Century Community Learning Centers (21st CCLC) funds are those most typically associated with afterschool and expanded learning, we know that a variety of other federal and state funds are needed to make programs viable and to expand access to more students. While some of these funds, either formula grants or discretionary grants, come through federal and state education funding streams, funding streams from other areas of government can also be applied. As New Orleans assesses the need and develops responses in this arena, it will be important to know which federal programs can be applied to expanded learning opportunities; which of those federal programs the state is drawing down from; what federal funds New Orleans is receiving directly; and what state-generated funds, if any, are also available. It is important to understand whether New Orleans is, in turn, requesting and receiving all it can to supplement local funds.

These questions are made more complicated by the level of decentralization present in the local educational system, and in what gets counted as “expanded learning.”

For clarity, we offer the following definition of expanded learning: Any educational program or strategy intended to increase the amount of time students are learning, the range of methods and locations of learning activities, and/or broadened exposure to a variety of academic experiences, competencies, and skills – especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps.⁹

Critical to painting a complete picture of this landscape is highlighting key opportunities to capture specific sources of funding that typically round out afterschool and expanded learning programs, including funding for literacy, community service, STEM and the arts, and, increasingly, exposure to career and job skills. Additionally, an expanded learning agenda will require opening or reopening community discussion around priorities. In revitalizing our communities, we need to ask whether and how public will might be garnered to dedicate a portion of flexible or broad-based public funds, either federally or locally generated, to ensuring access to expanded learning opportunities for children and youth.

Funding Sources for Expanded Learning in New Orleans

Understanding this complex fiscal landscape requires detective work. This report provides the results of interviews, budget analyses, and reviews of official government documentation focused on current and possible funding streams relevant to expanded learning. The resulting picture will still require sharpening, but it represents an important step toward ensuring that New Orleans has the information it needs to effectively harness the federal and state resources required to go beyond basic education for school-aged youth.

To create this report, we reviewed federal, state, and local funding sources for fiscal year 2014 (FY2014), as that would provide the most consistent figures for which all reporting data are complete. Specific information on funding streams were verified through a combination of interviews with state and local budget holders in select government agencies; reviews of online sources, including budget documents and statutory language; and analyses of databases, available directly online or through public information request.

Overall, our analyses demonstrate two basic strategies for pursuing public funding for expanded learning opportunities:

1. The first strategy involves increasing the percentage of existing public funding that goes toward increasing access and improving the quality of expanded learning.

New Orleans must capture a larger portion of competitive funding and/or reserve a greater percentage of available discretionary funds, particularly for funding streams with broad discretionary flexibility such as Community Development Block Grant dollars. There are specific strategic implications for pursuing both competitive and discretionary funds in the detailed recommendations that follow.

2. A second strategy for increasing access is to work toward better coordination and alignment of existing public resources in order to expand programming.

New Orleans can broaden what is classified as expanded learning and connect as many of these opportunities to one other as possible to create more seamlessness in young people's experiences and opportunities to be engaged in expanded learning. Such coordination could help uncover opportunities to share staff and facilities, co-locate programming in multiple sites, reduce duplication and overlap of services, coordinate planning for growth in the neighborhoods with greatest needs, and more effectively track whether and how public investments are making a difference. Targeted opportunities for alignment are also discussed in the recommendations that follow on page 13.

To assess the viability of these two basic approaches to securing and strengthening public funding for expanded learning, we have organized the available funding streams into programmatic categories rather than governmental department (i.e., education, labor, health, and human services).

Potential funding for improving and increasing expanded learning cluster into the following areas:

- » **Afterschool & summer:** Traditional K- 12 afterschool and summer programming, both primary sources (Table 1) and supplemental sources (Table 2).
- » **Youth employment & college access:** Programming focused on workforce skill development and navigational supports for teens (Table 3).
- » **Parks & recreation and libraries:** Major city systems providing opportunities for children, youth and families (Table 4).
- » **Family strengthening & community development:** Broad federal funding streams that include a youth development component (Table 5).

For each of these areas, we provide a table summarizing the funding sources as well as a brief commentary around their current and potential use for expanded learning programming. While these areas do not represent everything that could be included under expanded learning, they do represent the key arenas most directly touched by public dollars. These are also spaces in which we can reasonably expect to track progress in investments over time, providing a good overall metric for whether expanded learning opportunities are increasingly healthy and robust for New Orleans children and youth.



Most Common Funds That Can Be Tapped For Expanded Learning

School-Age

AmeriCorps
 Artworks
 Child & Adult Care Food Program
 Striving Readers Literacy Program
 Title I School Improvement
 Title I Grants to School Districts
 Title IV: Part B
 Child Care Development Grant
 Carl D. Perkins
 Carol White Physical Education

Teenagers & Young Adults

City Summer Youth Employment
 Workforce Investment Act
 Job's for America's Graduates
 TRIO: Student Support Services
 TRIO: Talent Search
 TRIO Upward Bound

Family & Community Members

Parks & Recreation
Libraries
 TANF
 Community Development Block Grant

Italics = Municipal System
 Regular = Federal Funding

Primary Sources of Funding for Expanded Learning Programs in New Orleans

Core funding for K-12 afterschool programs comes primarily through funds originating from the federal Department of Education. Of these, two basic public funding sources are used to establish afterschool programs: 21st Century Community Learning Center funds and Title I funds.

21st CCLC dollars are the only specifically dedicated source of funding for afterschool programs specifically. Such programs may be run directly by schools or community-based organizations (CBOs), though many programs are collaborations between the two. In FY14, the most recent year for which reporting data are complete, New Orleans schools and CBOs received \$7,993,000 in 21st Century CCLC funding (16 total grants to schools and charter management organizations). This is more than one-third of the total funds for this grant received by the state. 21st Century CLC funds currently appear to reach only one-third of schools. Most recently, grantees received notice that these funds would be cut by 18% due to budget shortfalls.

Title I funds are funds used by high-poverty schools to improve teaching and learning, in particular for children failing, or most at risk of failing, to meet challenging state academic achievement standards. Building administrators may use a portion of Title I funds for expanded learning opportunities, either during the traditional school day or in the afterschool hours. More than \$42 million in Title I funds went to eligible New Orleans schools. The vast majority of Title I funds go to support core educational activities during the school day. It is unknown what portion of those funds might have been reserved for expanded learning opportunities as these decisions come at administrator discretion. However, given the recent rounds of budget cuts, including to core services, it is reasonable to assume that far fewer of these dollars could be reserved for programming and supports beyond basic education as local administrators made trade-offs between staying afloat operationally and providing what many consider to be “extras.”

Finally, the Child Care Development Block Grant and Child Care and Development Mandatory and Matching Funds are two possible sources of funding, but the reimbursement funding mechanism for each of these appears to be administratively prohibitive for many expanded learning programs; very few programs draw down on these funds. While total amounts of these funds used to support expanded learning (for youth 13 and under) are unknown, the general wisdom from advocates is that only minimal amounts are actually applied to programs serving school-aged youth.¹⁰

Child care dollars represent a potentially large untapped resource. Using a combination of federal dollars from the Child Care Development Block Grant, Child Care and Development Funds, and Temporary Assistance for Needy Families (TANF) dollars, Louisiana provides Child Care Assistance Program dollars to high-need families for child care. In FY14, Louisiana paid out more than \$36 million statewide in direct payments to qualified child care providers. Child care payments within the City of New Orleans totaled \$3,282,000.¹¹ This figure does not represent total child care dollars nor are all children who need quality child care services getting them. While an untapped resource for expanded learning, this could also be seen as an opportunity for joint advocacy among child care and expanded learning proponents, working to ensure that children have coordinated and seamless supports from their early years and on through school-age years.



Table 1: Primary Sources of Funding

Funding Title	Source // Type	Purpose	State	New Orleans	Portion Used for EL
Title I: Part A: Grants to School Districts	U.S. Dept. of Education // Formula	Provide financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.	\$279,115,000	\$42,617,000	Unknown
Title IV: Part B: 21 st Century CCLC	U.S. Dept. of Labor // Formula & Competitive	Provide opportunities for communities to establish or expand activities in community learning centers that provide opportunities for academic enrichment, & offer students additional services, including youth development activities.	\$22,296,000	\$7,993,000	\$7,993,000
Child Care Development Block Grant	U.S. Department of Health & Human Services // Discretionary	Support low-income working families by providing access to affordable, high-quality early care and afterschool programs.	\$42,000,000	NR	NR
Child Care & Development Mandatory & Matching Funds	U.S. Department of Health & Human Services // Formula	Provide child care assistance to low-income families, allowing each state maximum flexibility in developing child care programs and policies that best suit the needs of children and parents.	\$13,865,000	NR	NR

KEY: NR = not reported at time of publication | NA = not applicable | FY = fiscal year | Unknown = Dollars were not traceable at citywide level.



Supplemental Sources of Funding for K-12 Afterschool & Expanded Learning Programs

There are a number of funding streams that can provide supplemental funding for established programs.

These funding streams in and of themselves cannot provide core funding to programs due to their targeted nature, and include funding streams such as AmeriCorps grants which help to place full-time volunteers in high-need communities; funding for the arts (Art Works); a supplementary meals program (Child and Adult Care Food Program); literacy-focused dollars (Striving Readers); and school improvement dollars for which there is discretionary flexibility (Title I).

While we know that these dollars exist, we do not have a complete picture of how these dollars are used within local schools and organizations, particularly with regard to supporting expanded learning opportunities.

Of the nearly \$17 million in public funds identified as having gone to New Orleans through these funding streams (this does not include the Child and Adult Care Food Program for which we could not establish a local disbursement amount), we could only verify \$662,000 as having gone to expanded learning programs. While it is probable that many more dollars did support after-school, summer, and other expanded learning opportunities, these amounts are unknown. Because most expanded learning programs in this current fiscal environment virtually operate on a bare bones budget, understanding when and where these funding streams are applied to supporting expanded learning opportunities can be essential to ensuring their viability.

One such example is the Carol White Physical Education Program, a federal grant program to expand access to physical education activities within high-needs schools and communities. Funds can be awarded to either schools or community-based institutions – and while New Orleans did not receive monies this year, strategic efforts to expand options within one or more high-need communities could go a long way toward stabilizing or expanding physical education and recreational options.

Table 2: Supplemental K-12 Afterschool & Expanded Learning Programs

Funding Title	Source // Type	Purpose	State	New Orleans	Portion Used for EL
AmeriCorps Grants	Corporation for National Service // Formula & Competitive	Supports a wide range of local service programs committed to using national service to address critical community needs in education, public safety, health, and the environment.	\$6,908,500	\$3,405,800	\$410,000*
Art Works	National Endowment for the Arts // Discretionary & Competitive	Provide funding to strengthen and enhance arts and design organizations' capacities to connect communities through the arts and empower creativity and innovation.	\$2,180,000	\$523,000	\$252,000
Child & Adult Care Food Program	U.S. Dept. of Agriculture // Formula	Provide aid to child and adult care organizations for the provision of nutritious foods that contribute to the wellness, healthy growth, and development of participants.	\$9,569,000	NR	Unknown
Striving Readers Literacy Program	U.S. Dept. of Education // Formula & Discretionary	Raise middle and high school students' literacy levels in Title I-eligible schools with significant numbers of students reading below grade levels.	\$24,290,000	\$2,446,000	NR
Title I: 1003(g) School Improvement Grant	U.S. Dept. of Education // Formula	Provide adequate resources to local education agencies (LEAs) in order to raise substantially the achievement of students in their lowest performing schools.	\$15,565,000	\$10,445,000	Unknown
Carol White Physical Education	U.S. Dept. of Education // Competitive & Discretionary	Provide funds to LEAs and community-based organizations to initiate, expand, or enhance physical education programs for K-12 students.	\$537,000	\$0	\$0

KEY: NR = not reported at time of publication | NA = not applicable | FY = fiscal year | Unknown = Dollars were not traceable at citywide level.

Funding Sources for Teens: Youth Employment and College Access

The high school years (and increasingly, the middle school years) are a prime opportunity for focusing resources on expanded learning. Much of the funding directed at teens for expanded learning has this clear aim in mind: help them develop the habits and skills for future entry into the adult workforce.

While recreational and arts-focused opportunities are still critically important (and significantly underfunded), supports to prepare high school-aged youth for post-secondary training or work opportunities are a policy area for which there is dedicated funding (e.g., Perkins and Summer Youth Employment).

These funding sources, however, often not considered as afterschool programs, are built for older youth, and thus are not always coordinated with schools. Two such funding streams include the Workforce Investment Act dollars and the funding for TRIO programs. It is unclear how and whether these funds are coordinated with other funds to provide a seamless set of opportunities to youth most in need, but both offer an opportunity for alignment of goals all focused on preparing young people to transition into adulthood. The TRIO dollars alone represent a more than \$5 million investment in preparing youth for post-secondary success.

Table 3: Funding Sources for Teens

Funding Title	Source // Type	Purpose	State	New Orleans	Portion Used for EL
Carl D. Perkins Career & Technical Education Improvement Program: Title I³	U.S. Dept. of Education // Discretionary & Competitive	Expand or enhance physical education programs, including afterschool programs, for K-12 students.	\$9,014,000	\$654,000	NR
City of New Orleans Summer Youth Employment	City of New Orleans // Discretionary	Provide summer employment opportunities for New Orleans youth.	NA	\$800,000	\$800,000
Workforce Investment Act – Youth	U.S. Dept. of Labor // Formula	Assist low-income youth age 14-21 to achieve their work and school goals.	\$18,150,000*	\$1,150,000	\$1,150,000
Jobs for America's Graduates	U.S. Dept. of Education	Prevent drop-outs among young people most at risk through various academic means.	\$3,448,000	\$157,000	\$157,000
TRIO: Student Support Services	U.S. Dept. of Education // Discretionary & Competitive	Increase college retention and graduation rates of individuals from disadvantaged backgrounds, particularly low-income individuals and first generation college students.	\$4,972,000	\$1,456,000	\$1,456,000
TRIO: Talent Search	U.S. Dept. of Education // Discretionary & Competitive	Provide individuals from disadvantaged backgrounds who have the potential to succeed in higher education with academic, career, and financial assistance.	\$4,023,000	\$1,504,000	\$1,504,000
TRIO: Upward Bound	U.S. Dept. of Education // Discretionary & Competitive	Provide precollege supports to prepare first generation students for college entrance and to succeed in their higher education pursuits.	\$7,378,000	\$2,378,000	\$2,378,000

KEY: NR = not reported at time of publication | NA = not applicable | FY = fiscal year | Unknown = Dollars were not traceable at citywide level.

Funding Sources for City Recreational & Library Services

Any consideration of public funding for expanded learning should include an examination of the city’s core infrastructure for programming and services – specifically, city parks and recreation and municipal libraries. Every major metropolitan area has both library and parks and recreation systems, and expanded learning opportunities can, and should, include programs and services provided by parks and recreation or libraries.

While both libraries and parks and recreation are often under-resourced – as is the case in New Orleans – they also present a valuable opportunity to fully leverage public resources.

First, as one of the few resources accessible to all residents, these departments provide programs and services in a wide range of neighborhoods. Taking advantage of this infrastructure through building on and developing stronger partnerships between the city, schools, and community-based organizations may allow for expanded co-location of neighborhood services within these facilities, better utilization of existing facilities, increased opportunities for joint procurement, and greater access to co-curricular learning opportunities.

These municipal assets also present key opportunities for leveraging additional funding. The approximately \$3 million in recreational programming and \$13 million in library funding could be aligned with other funds to strengthen and create expanded learning partnerships that are co-branded or co-managed with either of these systems as part of a comprehensive, coordinated approach to expanded learning.

Table 4: Funding Sources for City Recreational & Library Services

Funding Title	Source // Type	Purpose	State	New Orleans	Portion Used for EL
City Recreation Department	New Orleans Recreation Development Commission	Provide safe, wholesome, educational, recreational, and culturally engaging opportunities to citizens of New Orleans.	NA	\$2,940,000	\$2,940,000
New Orleans Public Library	City of New Orleans	Provide comprehensive library services to educate citizens, enrich neighborhoods, and preserve history.	NA	\$13,000,000	NR

KEY: NR = not reported at time of publication | NA = not applicable | FY = fiscal year | Unknown = Dollars were not traceable at citywide level.



Funding Sources for Family Strengthening & Community Development

Two large federal block grants designed to stabilize families in poverty or to strengthen community and economic development provide broad flexibility for the use of funds to support efforts deemed most effective at the local level. Such flexibility provides an opportunity for communities to prioritize and set a vision for how best to invest in their communities.

In tight economic times, however, it can be politically difficult to reserve even a tiny fraction of such funds for expanded learning as other priorities tied to basic needs or jobs are more directly associated with the bottom line. Just a fraction of the \$10.5 million in Community Development Block Grant dollars available to New Orleans went to out-of-school time expanded learning programs.¹²

TANF dollars earmarked for child care (more than \$100 million to the state) are almost entirely used for subsidies for early care – programming for school-aged youth beyond basic safety, no matter how compelling, takes a backseat to much needed care for infants and preschoolers.¹³

It is indeed difficult to prioritize which issues get funded in tight economic times – public officials have a complex, and often thankless, task in allocating such funds. However, advocates for expanded learning have a worthy case to make, even if it is over the long term. Many cities and states have pre-recession precedent for spending a portion of the monies on the very types of programs that provide expanded learning opportunities. It is not farfetched to advocate for a small portion of such monies to be reinvested in expanded learning, particularly in a state where very little state-generated revenue is available to support expanded learning.

Importantly, the case for tying expanded learning opportunities to many of the broader goals that cities take on is compelling. In New Orleans, broader access to expanded learning aligns with the city's stated priorities around supports for opportunity youth and workforce skills development. Leveraging the current mayoral focus on reconnecting opportunity youth to education and job training may provide a window into expanding New Orleans' dollars aimed at prevention and keeping younger youth from disconnection in the first place. Out-of-school time engagement opportunities in STEM, the arts, recreation, community service, and job skills development are associated with increased engagement and attachment to school as well as positive adult outcomes, including employment.¹⁴

Table 5: Funding for Family Strengthening & Community Development

Funding Title	Source // Type	Purpose	State	New Orleans	Portion Used for EL
Community Development Block Grant (CDBG)	U.S. Dept. of Housing & Urban Development // Formula & Discretionary	Provide communities with resources to address a wide range of locally-identified priorities for community development.	NA	\$10,500,000	\$350,000*
City of New Orleans Summer Youth Employment	U.S. Dept. of Health & Human Services // Formula	Help needy families achieve self-sufficiency.	\$102,449,000	NR	NR

KEY: NR = not reported at time of publication | NA = not applicable | FY = fiscal year | Unknown = Dollars were not traceable at citywide level |

* Indicates portion identified; amount likely higher



What's Possible in Our Parish?

A Look at How Broward County, Florida Has Funded Expanded Learning Opportunities

Cities and counties across the country face the challenge of garnering adequate funding for expanded learning. One such county, Broward County, Florida, met this challenge using a creative mechanism for developing and coordinating funding. The Broward Children's Services Fund, a mill tax created through a special taxing district, supports many out-of-school time programs in this large county. Broward uses a small portion of those funds (less than five percent) to support a sophisticated intermediary that is able to carry out the following functions:

- » visioning and strategic planning;
- » providing funding;
- » tracking data and results;
- » coordinating communication among providers; and
- » conducting evaluation and training.

In 2014, the Broward Children's Services Council was required to seek reauthorization from voters of this approximately \$75 million annual taxpayer investment. A resounding 76 percent of voters were in favor. This dedicated funding has allowed Broward County to help 150,000 children and a network of 100 providers. About twenty percent of the total funds support out of school time programs in the county. This has helped them to leverage.

This has helped them to leverage, match, and sustain 21st CCLC federal dollars in ways that other communities are not able. This investment approach in afterschool has positioned the county to take advantage of additional opportunities like the federal Performance Partnership Pilots and to ask for flexibility with their existing 21st CCLC dollars and Workforce Investment Act dollars to modify and create a new high school afterschool opportunity in three high need high schools that prevents youth disconnection from school and work, and prepares them for college and career.



Recommendations for Increasing Public Funding for Expanded Learning

The status of funding in the State of Louisiana is at a crisis level. Very few of the monies dedicated to expanded learning are generated at the state-level, so available federal funds are maxed out or not fully drawn down due to a lack of state-level matching funds. Generally speaking, advocates suggest that there isn't enough funding to go around. Moreover, significant cuts are cropping up in several areas of government – 21st CCLC funding dollars (the core program supporting afterschool programs) were slashed by nearly 18% in the current budget year. Such deep cuts force programs to reduce access and participation or eliminate summer programming. Given this scenario, we must go back to the original questions communities ask themselves as they embark on a fiscal scan:

**“Do we have the commitment to make a difference?” and
“Can we find the resources to do so?”**

Key opportunities to address these questions and others are summarized in the recommendations below:

Ease administrative barriers.

One opportunity for increasing funding for expanded learning programs, particularly those run in the traditional afterschool hours, is to make it easier for parents of school-aged children, up to 13 years old, to utilize Child Care and Development Block Grant dollars. Removing the administrative barriers families and providers experience with forms and documentation might make it easier to pay for afterschool program slots.

To ease this burden, some states have developed a partnership between the Departments of Education and Human Services to streamline and coordinate information that needs to be gathered from families that might simultaneously be eligible for child care subsidies and free meals. Additionally, some states have made allowances for schools eligible for Title I funds to draw down on funds intended to provide supports to low-income families under a blanket eligibility provision. Departments might also revise rules on attendance, noting that for upper-elementary and middle school students in particular, a full five-day per week attendance requirement may not necessarily be the best possible way to structure program reimbursements.

Strengthen coordination and intermediary supports.

Among the local providers we did contact, there was a general sentiment that better coordination might help New Orleans be more competitive in capturing public dollars to support a range of expanded learning programs. New Orleans needs to build a strong intermediary with the capacity to coordinate efforts to capture competitive public dollars and to advocate for a greater share of available discretionary dollars.

With the proper capacity, a local or statewide intermediary would coordinate and encourage partnership on funding opportunities; build the capacity of organizations to apply for public funding; coordinate advocacy efforts at the state and local levels for dedicated support for expanded learning; and track data on investments.

Take full advantage of existing supplementary programs.

Local programs need to take advantage of every possible dollar to keep their programs viable. Programs such as AmeriCorps may provide added capacity to deliver programming to children and youth. Programs that are new to AmeriCorps are eligible to receive planning monies to help them develop a strong plan for how they might utilize these resources. Over half of AmeriCorps-funded sites are education-focused programs, and there is a great deal of flexibility within this program to more effectively focus these dollars in support of expanded learning opportunities. Encouraging more robust use of these funds may be an important strategy for sustaining some programs. For formula-based programs such as the Child and Adult Care Food Program, the New Orleans community needs to ensure that all eligible programs are taking advantage of available funds.

Link high school afterschool dollars to Career and Technical Education, and WIA dollars.

High school may present a special opportunity to link and align goals for older youth. Two key goals in programming for older youth are to equip them with needed skills for the workforce and to prepare them for postsecondary opportunities. A key strategy for maximizing possibilities to meet these goals is to align and braid funding sources that support older youth, localizing the approach to targeting resources to the highest need students. In New Orleans, connecting the afterschool agenda to the City's commitment to reengaging disconnected youth may provide a unique opportunity to strengthen collaboration between all systems aimed at making sure young people stay on track or get back on track to productive futures.

Build on existing infrastructure.

While this strategy by itself is not designed to generate more revenue, it does help maximize what already exists. A fiscal scan presents an opportunity to get more clarity about where the resources are, and to begin different conversations about what is needed to increase access, improve quality, and move outcomes. A strategy that could be overlooked is seeking strategic opportunities to coordinate the location of programs between schools, community-based centers, and city facilities; share staffs; and even move toward common or coordinated enrollment systems so that participants in expanded learning programs have an easier time moving between programs and the city garners better data on participation and access.

Such investment in coordination of programming can provide the organization and muscle to coordinate at a larger level, including capturing opportunities to seek out funding sources that incentivize and reward partnership and collaboration.

As a stretch goal, consider a campaign to secure dedicated funding.

Broward County is just one example of a locality that undertook the challenge of inadequate funding for expanded learning by enacting a dedicated funding stream and the success of their effort is compelling. The local political realities within New Orleans are, in all likelihood, different from those in Broward County, and may present the biggest challenge to such a strategy. Yet, more and more cities are seriously examining this option. Alternatively, some advocates around the country are examining and launching state-level initiatives to increase funding. California and Texas have actively viable campaigns for generating and sustaining statewide revenues for expanding learning.¹⁵ When California passed Proposition 49 in 2006, it created a state revenue stream of more than \$550 million a year for out-of-school time programming, providing funding to more than 4,500 schools and 400,000 youth.

New Orleans might be positioned to consider this option at either the state- or local- level. Through this scan, we identified approximately \$19.5 million in public funding for expanded learning. While some additional monies that are likely applied to expanded learning programs were not uncovered in this scan, we are clear that these additional monies do not come close to meeting the full need, and there are no monies guaranteed to remain at current levels over the coming decades, despite the clear need for programming.

New Orleans invests roughly \$340 per K-12 school-aged child in expanded learning opportunities. We know two things about that figure: a) that investment is uneven and b) it is not nearly enough to support a high- quality expanded learning experience for every child, a figure that, according to experts, would be closer to \$4,500 per child to cover school year participation costs.¹⁶ But a dedicated revenue stream for expanded learning might reasonably double this figure, expanding access to more of the city's highest-need children and youth. If funds were to reach 39% of children and youth in poverty alone, this kind of investment could equal nearly \$1,500 for each of these young people (currently, available funds applied to the approximately 26,000 youth living in poverty amount to \$750 per student), a figure that gives the city a real shot at investing at levels that will make a population-level difference.

Conclusions

Cities have an increasing need to become ever more transparent in how public funds are being spent, savvier about capturing and leveraging publicly available funds to address growing needs, and clearer about how well their investments reached and affected intended populations. Fiscal scans can help cities understand how to increase the amount of public funds they capture and focus the dollars they do capture on the right investments.

New Orleans is not alone in attempting to conduct this type of analysis, but it does have a unique opportunity to tailor its strategies to the local landscape. **Here are some of the recent ways other communities have examined their funding and taken action to reorganize:**

» Tapping into New Funding Streams.

Hennepin County, Minn.'s fiscal map explored the broad set of resources that could be applied to teen pregnancy prevention. It revealed that there were more funding streams available for healthy youth development efforts than leaders realized. They are exploring how to tap into those funds more effectively and direct them toward tackling the teen pregnancy issue through more comprehensive healthy youth development programs and services.

» Realigning to Goals.

In Nashville, Tenn., a fiscal map found a disconnect between funding intent and use: some organizations receiving funding to support families to improve child and youth outcomes instead used the funds on programming for adults. The city used its results to re-evaluate funding ratios and its funding priorities, such as investing more in prevention over intervention.

» Ensuring a Baseline of Funding.

For more than two decades, San Francisco has tracked children's funding and its purposes in all city departments that fund children's services to ensure that a baseline of funding is in place. By law, the baseline requirement must be met and must remain in place. It must increase as the city's general fund increases; it can decrease when the general fund decreases. It is essentially a maintenance of effort policy, and prevents supplantation. This safeguard is a condition related to the Children's Fund approved by voters in 1991 and renewed in 2014 that supports children, youth, and their families in a whole range of programs and services.

While education dollars represent the largest current and potential funding streams available for expanded learning, some of the most flexible ones originate from other parts of government. A coordinated, braided approach appears to be New Orleans best first step to shoring up existing resources and ensuring investments land in the best possible places. Such funding has the potential to ensure that New Orleans has made the investments in its future that allow a productive, stable workforce and economy to grow.



Resources

Out-of-school time (OST) efforts are funded by a variety of sources: private investment, public dollars, parent fees, in-kind contributions, and more. We recommend the following resources for your perusal if you are interested in learning more:

- The Wallace Foundation. Growing Together, Learning Together, July 2015. <http://www.wallacefoundation.org/knowledge-center/after-school/coordinating-after-school-resources/Pages/Growing-Together-Learning-Together.aspx>
- The Wallace Foundation. Hours of Opportunity: Lessons from Five Cities on Building Systems to Improve After-School, Summer, and Other Out-of-School-Time Programs (Volumes I, II and III), 2010. <http://www.wallacefoundation.org/knowledge-center/after-school/key-research/Pages/hours-of-opportunity-volumes-I-II-III.aspx>
- The Wallace Foundation. The Cost of Quality Out-of-School-Time Programs: Study and Online Tool, January 2009. www.wallacefoundation.org/cost-of-quality/Pages/default.aspx.
- The Finance Project. Sustaining Community Revitalization: A Tool for Preparing Budgets for Promise Neighborhoods, August 2011. <http://www.financeproject.org/publications/SCRTToolforPreparingBudgets.pdf>
- The Finance Project. Follow the Money: A Tool for Mapping Funds for Out-of-School Time Initiatives, November 2009. <http://www.financeproject.org/publications/FollowTheMoney.pdf>
- The Harvard Family Research Project – OST Policy: <http://www.hfrp.org/out-of-school-time/publications-resources?topic=26>



Endnotes

1. United States Census (2014). US Census 2013 Estimate, New Orleans. U.S. Census Bureau. Retrieved from: <http://quickfacts.census.gov/qfd/states/22/2255000.html>.
2. A report from the Wallace Foundation on the costs of quality out-of-school time programs puts the per student school year program costs at \$4580 for high school programs and \$4320 for elementary and middle school programs. If every youth in the city attended a high quality out-of-school program, such costs would total \$250 million. More modest participation targets, the nearly 40% of children and youth living in poverty or all middle school students, for instance, would yield a much smaller cost total, but still could reach levels near \$100,000,000 if full funding were to be applied at scale. Clearly, current funding levels do not come close to achieving population-level goals for increasing access to expanded learning opportunities. For more on this report, see: <http://www.wallacefoundation.org/knowledge-center/after-school/key-research/Documents/The-Cost-of-Quality-of-Out-of-School-Time-Programs.pdf>.
3. Mack, V. (February 26, 2015). New Orleans Kids, Working Parents, and Poverty. The Data Center. Retrieved from: http://www.datacenterresearch.org/reports_analysis/new-orleans-kids-working-parents-and-poverty/ http://www.nola.com/health/index.ssf/2015/02/thirty-nine_percent_of_new_orl.html
4. While private philanthropy exceeds more than \$50 billion, public funding is often more reliable and long-term than private funding, and often represents the largest amount of money available to fund organizations or initiatives. For more information about private and public funding, see Key Facts on U.S. Foundations at: <http://foundationcenter.org/gainknowledge/research/keyfacts2014/>.
5. This includes public and charter schools only. Citation found in Cowen Institute. (2013). The State of Public Education in New Orleans. Retrieved at: http://www.coweninstitute.com/wp-content/uploads/2013/07/2013_SPENO.pdf.
6. In the 2013-14 school year, 16 awards were granted to organizations operating afterschool programs on 45 sites.
7. Annenberg Institute (2015). "Inequity outside the classroom." in Voices for Urban Education. Retrieved from: http://vue.annenberginstitute.org/sites/default/files/issuePDF/VUE40_0.pdf.
8. Annenberg Institute (2015). "Inequity outside the classroom." in Voices for Urban Education. Retrieved from: http://vue.annenberginstitute.org/sites/default/files/issuePDF/VUE40_0.pdf.
9. Adapted from the Great Schools Partnership. (2013). "Expanded Learning Time." in The Glossary of Education Reform. Retrieved at: <http://edglossary.org/expanded-learning-time/>.
10. J. Moller, Louisiana Budget Project, phone interview, March 17, 2015.
11. This figure does not represent the total child care dollars going to New Orleans, as CCAP dollars are derived from several funding streams but do not represent the entire universe of child care funding. So while we can affirm that \$3.2 million supported New Orleans parents directly, we do not have a total figure representing all child care dollars used to support programming.
12. City of New Orleans (2014). 2014 Annual Operating Budget. Retrieved at: <http://www.nola.gov/getattachment/Mayor/Budget/City-of-New-Orleans-2014-Adopted-Budget-Book.pdf/>.
13. J. Moller, Louisiana Budget Project, phone interview, March 17, 2015.
14. Annenberg Institute (2015). "Inequity outside the classroom." in Voices for Urban Education. Retrieved from: http://vue.annenberginstitute.org/sites/default/files/issuePDF/VUE40_0.pdf.
15. When California passed Proposition 49 in 2006, it created a state revenue stream of more than \$550 million a year for out-of-school time programming. More than 4,500 schools serving 400,000 youth receive funding through this program.
16. Grossman, J., Lind, C., Hayes, C., McMaken, J., & Gersick, A. (2009). The Cost of Quality Out-of-School Time Programs. Public/Private Ventures. Retrieved from: <http://www.wallacefoundation.org/knowledge-center/after-school/key-research/Documents/The-Cost-of-Quality-of-Out-of-School-Time-Programs.pdf>.

