

FEBRUARY 2009

A Map of
**OHIO'S RESOURCES FOR
EXTENDED LEARNING OPPORTUNITIES**



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Acknowledgements

The authors of this report would like to acknowledge multiple professionals who supported the research and development of this report.

First and foremost, the leaders responsible for the Supporting Student Success within Ohio deserve special recognition. They have provided Ohio with the much needed direction to enhance state systems to support children. These leaders include:

- Mary Lou Rush, *Executive Director, Center for Students, Families, and Communities, Ohio Department of Education*
- Desiree Bolden, *Akron After School Program Director, Akron After School*
- Jeff Edmondson, *STRIVE Director, KnowledgeWorks Foundation*
- CJ Prentiss, *Governor's Special Representative for Closing the Achievement Gap, Ohio Department of Education*
- Vernon Sykes, *Ohio 44th District Representative, Ohio House of Representatives*
- Liz Nusken, *Director, Ohio Afterschool Network*

Special thanks also are due to Liz Nusken for her leadership in engaging ELO providers in the research as well as the dissemination of findings. Additionally, thanks are order for Carrie Baker for her support in the coordination of this effort.

Additionally, the authors would also like to acknowledge key administrative leaders in Ohio who support extended learning opportunities in multiple ways, including Matt Cunningham, Gerry Cain and Terrie Hare.

Special thanks are also given to Todd Barnhouse for his work within Ohio in support of extended learning opportunities as well as his leadership and support during the development of this report.

Contributions of various graduate students at the Ohio State University also must be recognized. Many thanks to Annahita Ball, Allison Boester, and Megan Lehnert for their efforts in coordinating and managing data collection.

Finally, and most importantly, the authors would like to acknowledge all those ELO providers who participated in focus groups, completed the Ohio Afterschool Network questionnaire, and reviewed the final report. This report would not have been possible without their dedication and developing expertise. ELO providers deserving special recognition include: Warren Fauver (*Wood County Educational Service Center*), Becky Ciminello (*YMCA of Central Ohio*), Suzanne Prescott (*Butler County Educational Service Center*), Julie Theodore (*Melrose YMCA*), Dave Smith (*Horizon Activities Center*), and Fannie Metcalf (*Gallia-Vinton Educational Service Center*).

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EXECUTIVE SUMMARY

An Overview of Ohio's Supporting Student Success Initiative

In May 2007, Ohio was one of six states awarded a grant entitled *Supporting Student Success (S3): The Promise of Expanded Learning Opportunities*. This grant structured by a joint initiative of the National Governors Association for Best Practices, the National Conference of State Legislatures, the Council of Chief State School Officers, and the C.S. Mott Foundation. Its purpose was to support the integration of Extended Learning Opportunities (ELOs) in each state's overall educational improvement plan.

Ohio's grant provided funds in support of two purposes:

1. Study ELO funding structures and streams in Ohio
2. Facilitate buy-in for a well-researched and informed policy agenda, one that maximizes funding for, and expands access to, summer and afterschool programming for students

The Ohio Afterschool Network (OAN) and Ohio Department of Education (ODE) assumed oversight for this work. OAN and ODE leaders then commissioned a team of researchers from The Ohio State University (OSU) to conduct an in-depth examination of potential funding streams and sources that could be mobilized to support ELOs in Ohio. The aim was to develop a resource map for Ohio's ELO's.

The OSU team's examination of ELO funding streams and resources proceeded with four main research questions.

1. What funding streams at the federal, state, and local levels are available to support ELOs in Ohio?
2. What funding streams are ELO providers using to sustain programming; and how have ELO providers been able to blend and braid funding streams to maintain quality programming and services for students and their families?
3. What gaps and/or duplications exist in relation to ELO funding? What barriers exist for providers when they try to access or utilize available funds?
4. What recommendations do providers offer for better aligning and leveraging resources to support ELOs and overall student success?

To answer these questions, the team at OSU developed a multi-method approach. The key findings are synthesized next.



Key Findings

Chief among these findings is that **ELOs are an important school improvement innovation that supports whole child development**. For, under ideal circumstances, ELO's produce unique, desirable outcomes for individual participants, groups of young people, and even entire schools and community agencies. These benefits justify the search for better, lasting funding as well as dedicated efforts to improve the staff preparation and overall program quality. Quality counts! And quality programming costs money.

Multiple federal, state, and local funding streams are available to support ELOs. (These funding streams are inventoried in the appendices. Currently, **many of Ohio's ELOs are supported by five large federal funding streams. These are the Child Care Development Fund (CCDF) and its matching funds, 21st Century Community Learning Centers (CCLC), Supplemental Education Services (SES), and Workforce Investment Act (WIA).**

Ohio's ELO providers, surveyed for this report, commonly utilize the same funding streams. The most frequently-cited streams are 21st CCLC, fee-for-service, Temporary Assistance to Needy Families (TANF), and nutrition funding through the National School Lunch program, the Child and Adult Care Food Program, and the Summer Food Service Program.

Additionally, ELO's rely on local investments made by Foundations, local businesses, and United Way. These local funds are generated through special fundraising strategies. In-kind (donated) resources also are important to ELO's. Together these in-kind resources and local funds enhance the sustainability of ELOs.

ELO providers reported comprehensive, multi-program funding strategies in support of their ELO program designs. Even so, only a small percentage of the respondents had truly diversified and fully maximized their funding. **Few federal dollars outside of 21st CCLC, CCDF, SES, and food/nutrition supports were utilized by providers.** Moreover, just 25-30% of respondents utilized two or more of these sources, and they rarely used fee-for-service/parent pay systems in connection with these other funding streams. Overall, then, local ELO providers' leveraging of local level funding options was limited, this despite the fact that these dollars often are the most sustainable, easy to access, and flexible.

This investigation served to identify important funding gaps and barriers. Notably, **funding for transportation, professional development, and administrative costs was often limited.** The impact of these gaps should not be under-estimated because transportation and professional development are indicators of high quality ELO programs and services.

Identifiable barriers also exist in relation to the utilization of 21st CCLC and CCDF funds. Philosophical differences in relation to ELO priorities and purposes as well as administrative funding operations contribute to the lack of use of these two funding streams. For example, CCDF funds support eligible children and often involve fee-for-services, albeit on a sliding scale. 21st CCLCs funds support entire programs for all children, even though they target people living in high poverty areas. Considerable work remains to be done here because valuable funds are not being maximized. In short, this barrier is preventable.

Another key barrier: **Licensing requirements, and the related unfunded mandates within them, present challenges.** For example, in order to receive CCDF funds, an ELO can be licensed through ODJFS or ODE. To receive 21st CCLC funds, a site may be licensed by ODE or ODJFS depending on their owner/operator.

ODJFS licensing must be obtained for 21st CCLC sites of which their owners/operators of the program are non-school based. Yet, ODE licenses 21st CCLC programs that are often school-based AND whose chief fiscal officer is a school district. One result is school districts must undergo rigorous licensing processes that were originally intended for early child care settings, not programs serving K-12 grade students.

Of course, funding streams at all levels often are tied to specific outcomes and no wonder. Sector-specific, categorical policies structure ELO funding streams, and this inescapable reality amounts to a mixed blessing. On the one hand, much-needed funds are available and accessible. On the other hand, ELOs run the risk of being driven entirely or primarily by funding stream requirements and outcomes, and their design configurations can be understood in this way.

For example, some ELOs start with the available funding streams, and their funding stream outcomes are the ELO's outcomes. Other ELO's start with idealized outcomes and youth-focused designs, and then local providers must search for resources, especially sustainable funding, in support of these outcomes and designs. Still others have developed along both pathways, i.e., money drives some outcomes and services at the same time that innovative outcomes give rise to new programs services that depend on the successful pursuit of new funds or the creative use and combination of existing funds. This funding-driven diversity will remain normative until such time as ELOs receive more guidance and leadership. **More than this, the realization of the tremendous potential of ELOs depends in part on the resolution of funding problems and local capacity-building in support of funding maximization and ELO program quality.**

Unfortunately, there is no end in sight to the current reliance on multiple funding streams, their origins in specialized funding sources, and each stream's preferred outcomes and designated rules and reporting requirements. In this context, ELO providers need to become creative, competent, and more sophisticated. **Competence in blending and braiding funds, both in compliance with formal requirements and creatively (and legitimately) in response to program and participant needs, is a practical necessity.** The implication is that funding-related capacity building and leadership development also are practical necessities in Ohio, and state agency leaders, individually and together, need to address this challenge immediately. Today's economic realities provide a sense of urgency to this agenda and with due recognition of the frailty of many ELOs.

Based on these key findings and other findings from the full report, the following policy and practice recommendations serve to provide a framework for state policy leaders as they strive to enhance the funding of Ohio's ELOs.



Policy & Practice Recommendations

This study's findings implicate important policy and practice recommendations. They are offered as guides for state and local leaders and with the expressed intent of improving ELO quality, outcomes, and sustainability.

Administrative Needs and Policies

- Where TANF funds are concerned, state administrators can strive to streamline the process for selecting and funding ELO providers. To streamline this process, the state could issue a request for proposals directly to the agencies providing the ELO programming. This approach would effectively bypass many layers within the bureaucracy.
- Additional guidance and enabling regulation are needed from the state departments in relation to how funding is allocated and then monitored at the local level. Such guidance and regulation from the state departments may assist local entities in reaping the maximum benefits of these funds.
- Administration and requirements associated with licensing need to be modified. This does not mean “new” regulations. It means that current regulations should contain specific school-age quality and safety measures. Additionally, school age licensing requirements need to be aligned across relevant sectors—starting with ODE and ODJFS.

Accountability Systems and Data

- State leaders must begin a cross-system policy dialogue. This dialogue should focus on outcome relationships and even interdependence. This dialogue also should encompass integrated evaluation and reporting systems that satisfy “silo requirements” and at the same time make ELO evaluations and reporting more coherent, efficient, and effective.
- State level leaders with vested interests in ELOs and their outcomes must convene and reach a fundamental agreement on quality indicators of ELOs, including levels of funding supportive of basic quality and overall vision.

Funding Related Priorities

- There is a clear need for coordinators and administrators who are able to do “the legwork” of bridging and connecting schools and ELOs. While many funding streams allow for 10% of the funds to be spent on administration or overhead, utilizing multiple funding streams requires leaders and administrators who can provide documentation and oversight to meet a variety of enrollment and evaluation requirements. Organizational capacity-building through professional development are needed for district, school, and ELO leaders in this area.
- Categorical funding streams across several institutional sectors often prove to be complicated, indeed too complicated to access and manage. Special, dedicated funding to safeguard ELO operations must be provided to ensure that quality ELOs are permanently connected to schools and districts.



- State leaders must align the current maze of federal funding streams. For example, there are ways to “require” or “reward” organizations for diversifying funding streams. Additionally, many grants include requirements to collaborate, as well as draw down multiple sources of funding to support programming. To support the diversification of funding, state leaders could develop policy in support of school-ELO connections and especially in relation to supporting funding for school-family community coordinators who are charged with leveraging and maximizing resources in support of positive youth development, academic learning activities, and family support activities.

Recognizing that ELOs Comprise a New Institution

- In most cases federal and state funding streams target specific programs and/or services to students and their families. If ELO leaders are to further advocate for funding in an ever-constrained economy, they must begin to speak with one voice. Combining advocacy and social marketing-promotions, leaders’ roles and responsibilities include helping multiple constituencies understand that ELOs comprise a new institution, one that effectively expands school improvement, augments positive youth development, and supports vulnerable families through child care and learning supports.
- As leaders strive to speak with one voice, they also confront a companion need—to agree on common purposes. This policy agenda includes state-level agreements on outcome relationships and interdependence across specialized sectors.

Capacity-Building Needs

- ELO providers must be provided with education and professional development focused on the multiple avenues for funding ELOs, sustainability planning, social marketing/promotion, and outcome charting and continuous quality improvement.
- ELO administrators must be supported in developing ELO administrative systems, also known as infrastructures. ELO leaders’ ability to manage outcomes-based accountability mandates required across multiple funding streams depends on this kind of support.
- ELO administrators must be provided with funding-related support and expertise. What amounts to fiscal literacy is scarce, and it causes problems for leaders and limits programs and services to young people. A state-wide initiative for ELO-related fiscal literacy is imperative to advance and sustain this important innovation.



Policy Innovations for ELO-related Innovations

- Transportation policy, like other public policy, needs to be coordinated with ELO-related policy.
- Intermediary leaders are needed to serve as “go-betweens” between county/local initiatives and state-level structures. Fortunately, this policy-related structural arrangement already is developing in conjunction with fledgling P-16 initiatives and Family and Children’s First Councils.
- New policies, operational structures, and linkage systems are needed in schools and also in district offices in order for ELOs to achieve their full potential as school improvement resources.

Concluding Observations

Two additional policy options derive from these empirical realities and others identified in this report. Together, they provide a fitting conclusion.

The first option is to develop specialized, dedicated funding sources and streams for ELOs. This option is not far-fetched if this report’s authors and leaders across the nation are correct when they claim that ELOs and out-of-school time organizations for children and youth represent a bold, new 21st Century Institution. Ideally, this option would include incentives, relevant rules and regulations, and rewards for implementing theoretically-sound, research-supported policies and practices. Specialized, dedicated funding must include quality control safeguards.

The second option is signaled by the label—extended LEARNING opportunity. The option is to adopt expanded models of school improvement with explicit recognition of, and dedicated funding to, organizations providing ELOs. Policy must prioritize solid, effective, and sustainable connections between community-based ELOs and school-based ELO’s and so-called “regular schooling.” As with the first option, this second policy option requires dedicated, sustainable funding coupled with quality improvement mechanisms.

Although ELO funding is challenging in today’s economic times, this study has indicated that considerable funding has not been tapped. Title I, including SES funds, TANF funds, and 21st CCLC funds stand as important examples. Together these funds, along with others, would enable expanded school improvement planning, which incorporates ELOs, to proceed quickly and with desirable results for children, youth, parents-families, educators, and policy makers alike.

These two policy options are not mutually exclusive. Because ELOs are new, and so much of their potential has yet to be realized, it may be prudent to pilot and support both options. Either way, needs for new funding-related priorities, structures, operational mechanisms, capacity-building, and professional development are apparent.

INTRODUCTION

As schools across the United States strive to meet the mandates of the No Child Left Behind Act, new school improvement models are being developed to improve the educational outcomes of all children. A growing number of these new models focus on how young people spend their time. Like nearly every conventional improvement model, time spent in school is an important priority. These new, emergent school improvement models add another dimension; they also prioritize out-of-school time. This latter priority includes the connections needing to be made between extended learning and in-school learning and academic achievement.

The C.S. Mott Foundation has long advocated for this new priority for out-of-school time. The Foundation's latest report, aptly called *A New Day for Learning*, continues to influence improvement planning and new school-family-community partnerships.

Ohio's school improvement planning has followed suit. In fact, Ohio is one of the states with pioneering initiatives focused on out-of-school time learning and its connections to school improvement. Examples include the Ohio Afterschool Network, the Ohio Department of Education's new initiative for a Comprehensive System of Learning Supports and Governor Strickland's private-public collaborative commission report, *Supporting Student Success: A New Learning Day in Ohio*.

As support grows for the alternative school improvement models, and as more pioneering initiatives are implemented, a fresh set of challenges arises. Funding is at the top of the list. Several important questions need to be addressed.

For example, how can schools and community partners fund these out-of-school time initiatives focused on learning, especially the kinds of learning that increase academic achievement, result in the mastery of 21st Century knowledge and skills, and get students ready for postsecondary education and advanced level careers? How, in other words, can schools and their community partners fund extended learning opportunities (ELOs)? These questions launched an initial investigation of funding for ELOs in Ohio. This report presents the findings, showcases recommendations that derive from these findings, and provides a foundation for future investigations into funding needs and opportunities.



Defining Extended Learning Opportunities

Extended learning opportunities (ELOs) are educational and positive youth development programs, services, or activities that take place before and after school, on weekends, and/or during summers (National Governors Association Center for Best Practices, 2005). They occur in both school- and community-based locations. They are funded through public and private dollars.

ELOs are sponsored by schools, community agencies, neighborhood organizations, and/or private sector organizations. Examples include afterschool programs, tutoring activities, school-and-work programs, organized sport, community service organizations, mentoring programs, and career development activities.

Although ELOs stand to benefit all children and youth, young people from low and moderate income families are special priorities (Halpern, 1999). Important benefits justify ELOs and investments in their development and quality.

Benefits Associated with Extended Learning Opportunities

ELOs that operate with demonstrable quality indicators provide important benefits for the youths they serve. Research has demonstrated that participation by youth results in positive academic, physical, mental health, and social/emotional outcomes.

More specifically, ELOs have been linked to improved student attendance and school engagement, better work habits and homework completion, reductions in grade retention, decreased school dropout, and higher reading and mathematics scores (Vandell, et al., 2007; Kugler, 2001; Carlisl, 1996; Hamilton, et al, 1999; Jones & Offord, 1989, & Lauer, et al, 2006).

In addition to these positive school outcomes, ELO's improve a number of social and emotional outcomes for youth. For example, ELOs improve youth's feelings of self-confidence and self-esteem; increase school bonding, pro-social behaviors, and social skills with peers; and reduce problem behaviors such as aggression, noncompliance, and conduct problems (Durlak & Weissberg, 2007; Vandell, et al., 2007; National Institute on Out-of-School Time, 2006).

Moreover, young people participating in ELOs derive health benefits. For example, they have increased levels of physical activity as well as reduced levels of drug and alcohol use (Harvard Family Research Project, 2007). Other health-related problem behaviors also are reduced, including reduced sexual activity and violent crime (Harvard Family Research Project, 2007).

Not all ELOs achieve these outcomes. Those that do manifest quality. Quality indicators include safe, health-enhancing places, staffing provided by caring, learning-competent adults with whom young people can connect, and planned opportunities for participants to bond with peers who have positive developmental trajectories (Miller, 2003). Quality ELOs also provide additional learning opportunities or "extra help" through tutoring and student intervention, assistance that many youth people need to improve academic performance and achievement (Kugler, 2001).

In short, quality counts; and beyond good will and dedication, quality costs money. “Getting the conditions right” for positive, permanent benefits from ELOs is in essence about achieving quality. ELO quality simply must become an explicit priority for fiscal policy as well as child-family policy overall. Improved policy begins with an analysis of existing policies and funding structures and streams, including relevant facilitators, constraints, barriers, and capacity-building needs.

Current Funding for ELOs: The National Research

The Finance Project estimates that the annual federal investment for ELOs or afterschool initiatives is \$3.6 billion dollars (2007). This figure does not include state and local investments that support ELOs. In another study, conducted by Grantmakers for Education (2005), a significant number of funders reported that their foundations currently provide approximately \$150 million dollars per year for out-of-school time programs. Impressive as these dollar amounts may be, they do not tell the entire story about funding for ELOs.

Research indicates that the cost of delivering high-quality ELOs depends on a number of variables. These variables include the choice of a particular program model, program location, program size, as well as participant’s age and times of operation (Grossman, et al., 2009). Various combinations of these factors help account for the lack of firm estimates of per-student costs. For example, one study found that costs vary from \$449 to \$7,160 per child per year (Lind et al., 2006). In addition, this study, commissioned by the Wallace Foundation, found that in some cases 50-100% of total program costs could be accounted for through in-kind resources. It also found that “staff costs and facility costs constitute the largest and most consistent shares of total out-of-school-time program expenses” (Lind, et al., 2006, p. 2). In a more recent study, once again commissioned by the Wallace Foundation, it was determined that elementary and middle school programs on average cost \$24 per day during the school year and \$32 per day during the summer (Grossman, et al., 2009). Teen programs, including high school programs, were found to be slightly more expensive, averaging \$33 per day during the school year and \$44 per day during the summer (Grossman, et al., 2009).

Research and promising ELO practices ultimately lead to the main question. The main question is, will the benefits justify the costs? Evaluations examining returns on investments have been structured in response to this fundamental question. One set of answers was identified earlier—namely, high quality ELO’s produce multiple benefits for their participants.

Another answer is narrowly economic. Economic analyses also are supportive of ELOs. For example, a study, conducted in California on the After School Education and Safety Program Act of 2002, found that each dollar invested in at-risk children through ELOs brings a return ranging from \$8.92 to \$12.90. (Brown, et al., 2002).

Despite encouraging and promising findings from economic research, ELO finance is often cited as one of the largest barriers to providing youth with quality opportunities (Halpern, 1999). Consistent with this view, researchers have documented a number of local, state, and national funding barriers for ELOs. The most common barrier is the seeming maze of different funding streams that ELO leaders confront. To survive, leaders must figure out how to identify, access, and then utilize multiple funding streams (Halpern, 1999, Eisner, 2008, NYSAN, 2008). For example, some ELOs utilize four different funding sources, while other ELOs rely on as many as eight or nine (Halpern, 1999).

There is another, positive side to this funding story. Funding diversity is an asset because it enables ELOs to provide an array of programs and services to meet the often-diverse needs of youth.

Granting this advantage, the challenges to local ELOs remain. Most of all, these sources and streams tend to have unique rules, regulations, and reporting requirements. The upshot is that leaders of ELOs must do more than satisfy each source's funding requirements. Leaders also must prioritize their objectives and target populations. Little wonder then, that funding sources and streams provide one way to understand an ELO's structures, missions and goals, and operations. In fact, what ELOs prioritize, do, and accomplish is heavily constrained, if not determined by, their funding sources (NYSAN, 2008).

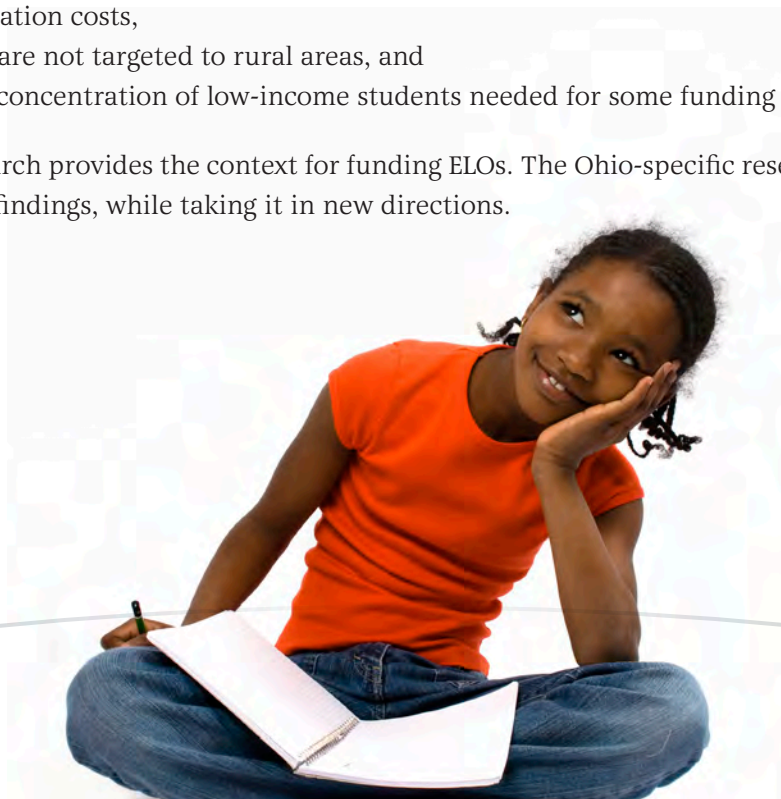
Other constraints and challenges stem from funding sources, streams, and requirements. For example, many funding sources provide dollars for start-up costs, but they do not provide stable, ongoing funding for quality programs. A study by Eisner (2008) concluded that many federally funded ELOs for low-income youth are unable or struggle to provide the same level of services after their federal grants end. In the same vein, the Grantmakers for Education (2005) study also suggested that most of foundations support the starting of new programs or replicating existing programs, but very few foundations actually support the sustainability of existing, quality programs or advocacy.

A separate report by Summers and Price (2008) examined administrative management capacities (and lack thereof) within organizations providing ELOs. These authors suggest that contract reporting requirements, together with low administrative reimbursement rates, significantly limit providers' abilities to effectively plan, implement, and manage cost-effective ELOs. This problem is especially apparent in ELOs that rely on multiple funding streams.

Place and local context matter. In contrast to urban and suburban ELOs, rural providers face an even tougher road in trying to fund their ELOs. Specifically, leaders of rural ELOs often face the following barriers (Sandal & Bhat, 2008):

- Lack of private partners (rural areas may lack community businesses, universities, and foundations),
- Limited tax base due to low socio-economic status of residents,
- High transportation costs,
- Many streams are not targeted to rural areas, and
- May not meet concentration of low-income students needed for some funding streams.

The previous research provides the context for funding ELOs. The Ohio-specific research reported here builds from these findings, while taking it in new directions.



An Overview of Ohio's Supporting Student Success Initiative

In May 2007, Ohio was one of six states awarded a state-level grant entitled *Supporting Student Success (S3): The Promise of Expanded Learning Opportunities*. This grant was provided to Ohio through a joint initiative of the National Governors Association for Best Practices, the National Conference of State Legislatures, the Council of Chief State School Officers, and the C.S. Mott Foundation. Its aim was to support the state-wide integration of ELOs into the state's overall education plan.

Consistent with this aim, Ohio's grant provided funds in support of twin purposes--namely, study ELO funding structures and streams in Ohio and facilitate buy-in for a well-researched and well-informed policy agenda. This policy agenda was envisioned as one that would maximize funding for, and expand access to, summer and afterschool programming for students. The Ohio Afterschool Network (OAN), along with the Ohio Department of Education (ODE), became central leaders guiding this work.

The investigation conducted by a team of researchers from The Ohio State University, and reported herewith, focused on an in-depth examination of potential funding streams and sources that could be mobilized to support ELOs in Ohio. This in-depth examination was designed to help the S3 Leadership team develop a policy agenda, that would align state level systems to better facilitate and support ELOs. Additionally this agenda was structured to ensure that existing state and federal funding are maximized to increase funding support and sustainability for ELOs.

The report that follows should be viewed as a map to Ohio's funding of ELOs. Like every map of new territory, this map will need to be expanded and updated. Every ELO funding researcher confronts inherent novelty, complexity, and uneven understanding of how best to fund ELOs. Gaps and incomplete information are unavoidable. All such circumstances contribute to several limitations in this, the first study of ELO funding in Ohio. These limitations are described later, along with efforts made to compensate for them.

Key Research Questions

The following research questions guided the development of Ohio's resource map:

1. What are the diverse funding streams at the federal, state, and local level that are available in Ohio to support ELOs?
2. What funding streams are ELO providers using to sustain programming; and how have ELOs been able to blend and braid funding streams to maintain quality programming and services for students and their families?
3. What gaps and duplications exist in relation to funding ELOs? What barriers exist for providers when they try to access or utilize current available funds?
4. What recommendations do providers offer for better aligning and leveraging resources to support ELOs and overall student success?

To answer these questions, the team at OSU developed a multi-method approach. In the team's view, multiple methods offered the best opportunity to gain a comprehensive view of ELO resources and funding within Ohio.

Research Procedures

To identify and document current funding streams accessed by ELO providers in Ohio, as well as examine the various successes and barriers related to funding, a six phase process was completed by the OSU team.

The initial phase of this process involved a review of current federal resource maps, other state level resource maps, as well as Ohio-specific ELO data sets related to funding and sustainability that have occurred over the past few years. Specifically, OSU team members reviewed resource maps recently completed in Colorado, Nebraska, and Oklahoma. Then, the team at OSU reviewed literature from across the county that provided overviews of the barriers and strengths of funding quality ELOs.

The OSU team also hosted key conversations with OAN leaders, state department administrators overseeing funding streams such as CCDF, 21st CCLC, and WIA, and key staff members from the Finance Project and OAN. Each provided helpful guidance and suggestions related to the overall study design and analyses. In some cases, these discussions also offered key insights into funding barriers, challenges, and innovations, many of which are included in various ways within the report.

Based on the lessons learned from these initial conversations and resource explorations, the team decided to conduct a focus group with a key group of ELO providers in Ohio. Key ELO providers from various regions across the state were invited to participate in the focus group. This focus group was structured to achieve three main purposes:

- To “brainstorm” and document current federal, state, and local funding resources currently being accessed by ELOs within Ohio
- To document current systemic barriers to blending and braiding funding resources
- To document current funding innovations being utilized by ELO providers to ensure that quality programming is reaching children in need

Focus group participants (n=8) were ELO program administrators with varying models of ELOs. For example, this focus group included leaders working from a traditional school-based afterschool model (n=3), a community-based afterschool model (n=2), a community-based child care model (n=1), a drop-in model for ELOs (n=1), and a state-level policy network (n=1). At this focus group, participants were asked to provide a listing of all current funding received by their ELO, as well as describe key constraints, barriers, gaps, and needs related to funding quality ELOs in their communities.

Phase three built from the focus group findings. Here, researchers at OSU assisted OAN staff in the development of a questionnaire. This questionnaire was designed to elicit input from a larger ELO stakeholder group currently working throughout Ohio. Specifically, respondents were asked to identify current funding streams utilized by their ELO and barriers to sustainability. Respondents also were asked open-ended questions focusing on the identification of additional funding streams, innovations, and barriers not previously reported elsewhere in the questionnaire.

Once created, this questionnaire was administered by OAN to their members for completion both at a quarterly meeting and through OAN's listserv. Additionally, support staff from ODE distributed this questionnaire to 21st CCLC grantees across the state. Data were then provided to OSU for secondary data analysis.

Ultimately, 131 ELO providers responded. 25.5% of them were school-based providers, 58.2% were community-based providers, and 23.4% faith-based organizations. 46.0% of respondents reported that they were responding in relation to programs located at multiple sites. Additionally, 24.1% of respondents serviced Pre-K children, 49.6% youth ages 5-12, and 28.4% youth ages 13 and older.

Based on the results of the focus group and the questionnaire, the team decided to “dig deeper” into issues raised about Temporary Assistance for Needy Families (TANF) funds. These TANF funds were available for afterschool and summer programming for ELOs.

Phase four involved interviews with county leaders. Some of these leaders were able to successfully allocate TANF funds. Others enjoyed access to these funds, but were unable to spend these funds. Of the 8 county administrators selected for participation, 4 were from counties that successfully utilized their TANF allocation (greater than 90%) and 4 were from counties where the TANF allocation was not fully utilized (less than 40%). Counties were diverse in region and size.

Key informant interviews also were conducted with state leaders from ODE and the Ohio Department of Job & Family Services (ODJFS) responsible for the administration of these funds (n=2) as well as leaders representing other central funding streams such as the Child Care and Development Fund (CCDF) and the Workforce Investment Act (WIA). Additionally, OSU team members analyzed secondary data provided by OAN which documented barriers of ELO providers within these same counties to access and efficiently utilize these funds. This sample of county leaders enabled a better understanding of TANF funds. Specifically, this phase of the research identified key systemic issues endemic in the administrative structure for TANF-driven ELO funding in Ohio.

The fifth phase focused on funding barriers. Here, the OSU team examined key findings from two surveys. Both surveys targeted 21st Century Community Learning Centers (CCLC) grantees in Ohio. Perspectives of 366 21st CCLC program/grant and site coordinators on the state-wide Ohio-Quality Assessment Rubric (O-QAR) section on sustainability were examined. In addition, findings from a 2007 Professional Development survey completed by nearly 1/3 of all 21st CCLC administrators were explored. Each provided key insights into barriers and needs in relation to ELO sustainability.

In the sixth and final phase, OSU team members hosted another focus group with key ELO leaders in Ohio. Two purposes structured this data gathering opportunity. First, participants were asked to validate the integrity of the preliminary findings from the study. Second, they were asked to provide the OSU team with case study examples, or “stories from the field,” that highlighted funding successes, innovations, and constraints.

A total of four ELO leaders participated. Two represented the traditional school-based afterschool model, and the other two participants represented a community-based afterschool model.

OSU team members also elicited case study examples from three ELO providers (two traditional school-based, one community-based child care model) who were unable to attend the focus group. In the end, insights from these leaders allowed OSU researchers to more thoroughly understand how funding directly impacts the overall quality and effectiveness of ELOs.

This six phase research process allowed the team to examine funding for ELOs within Ohio from a variety of angles and viewpoints. Thanks to this multi-method approach, the OSU team was able to identify the current ELO funding sources streams in Ohio and provide research findings. Policy recommendations provided at the end of this report are based on these findings.

Study Limitations

Although the OSU team did its best to provide a comprehensive review of funding in Ohio, no study is without limitations. Some of these limitations are circumstantial and therefore unavoidable.

First, there is no centralized database of ELO providers across the state. This constraint influenced OAN leaders who participated in this study and resulted in an important study limitation. OAN leaders did the best they could. They utilized databases from their own membership list and the current Ohio 21st CCLC grantees matrix to elicit responses related to current usage of funding.

Second, selection effects are evident. Selection effects are a limitation when the sample probably is not representative of the broad, diverse ELO providers roster in Ohio. For example, surely there are ELO providers across the state who are not on the OAN or 21st CCLC grantee listserv. Because they are not on these lists, these providers' perspectives are not included in this report.

Third, ELO providers with program designs that do not fall into the broad “afterschool program” arena were not necessarily targeted within this project. 21st CCLC grantees, on the other hand, may be over-represented. Most likely missing are perspectives from leaders operating other types of programming (i.e., traditional child care, faith-based, workforce preparation programs, etc).

Fourth, the ELO providers participating in this study are probably the most active leaders in Ohio. Their active engagement is manifest in their involvement in the OAN and the leadership they provide for its initiatives. A limitation in one light, this leadership also is an advantage because these leaders are apt to be the most creative and knowledgeable about ELO funding mechanisms, untapped opportunities, and policy priorities.

Fifth, limited information is available on local funding streams and sources for ELOs. Each community, city, or region of Ohio may have a number of private entities, foundations, or local charities who provide funding for ELOs. Currently, there is no centralized system in Ohio that would allow one to document these investments at the local level. Despite this formidable limitation, the OSU team attempted to gain information about these local funding streams, especially the ways in which these local streams provided in-kind supports and resources.

Finally, respondents may not have reported all of the funding streams their organizations currently tap. This incomplete reporting may be due to leaders' limited knowledge of the specific funds. Incomplete reporting also may be attributable to respondents' lack of understanding of the “official” name used to describe particular funding streams and sources.

Possible ELO Federal, State, and Local Funding Streams

The OSU team developed an inventory of current funding streams that support ELOs. This inventory presents federal and state fiscal sources and for ELOs. This list includes funds currently being tapped and those eligible for ELO use.

The main examples of these funding sources and streams are provided next—but with a caveat. Due to the inherent complexity in identifying all actual and potential funding streams, and also because of the limitations identified above, this list no doubt is incomplete. It provides a foundation for future funding research and policy at the same time that it provides a representative inventory of current funding for ELOs.

Federal & State Funding

To reiterate, researchers from the Finance Project (2007) estimate that some \$3.6 billion dollars are used to support ELOs across the nation. More specifically, 88 different funding streams in Ohio provide support in some form ELOs. These funding streams fall into three main categories:

- *Block or Formula Grants* – These grants provide funding to states based on a specified formula which is determined on a pre-determined set of factors such as poverty rates, population, etc. Block or formula grants aim to support specific societal needs but allow for flexibility at the state level to tailor and prioritize funds toward regional needs.
- *Entitlement Programs* – Non-competitive programs aim to provide services to all people who meet the eligibility requirements. These programs, established by the U.S. Congress, can be administered by a federal agency or through state agencies.
- *Discretionary Programs* – Competitive programs that provide funding for a specified purpose. These programs can be administered by a federal agency or state agency.

The team at OSU compiled a list of current federal funding streams/sources, along with Ohio’s allocation, for use by state leaders as well as current ELO providers. Due to the length of this list, it is included in the Appendices. Please note that this list is offered in two formats as part of an overall effort to make funding information “user-friendly” for current ELO providers.

Appendix 1 provides a detailed inventory of federal funding streams/sources. This list includes allowable priorities and expenses, and other special information. This list is both descriptive and explanatory. Its length and details are indicative of both the complexity and opportunities.

Appendix 2 provides an alternative way to access the same information. In comparison to Appendix 1, Appendix 2 starts with an ELO priority activity (e.g., tutoring, child care). Then it identifies relevant governmental/funding/policy sectors and funding streams. For example, “if your ELO is focused on tutoring, here is how you can approach funding it.” Or, “if your ELO is focused on child care, here is how you can approach funding for it.”

It is important to note that Ohio's allocations listed in these Appendices reflect only the current amounts allocated to this state. These lists do not identify the current amounts actually used by Ohio's ELOs. This difference, indeed this gap between accountability and use, is important because in many cases, ELO leaders do not access potential funding streams. And no wonder: At least 88 different funding streams are available to ELOs in Ohio.

Although 88 funding streams are available, the majority of federal dollars come from five major sources. Fiscal Year 2007 Ohio investments, as documented by (Ohio Auditor of State, 2007), include the Child Care and Development Fund (CCDF; \$72,586,685) and its related Child Care Mandatory and Matching Funds (\$102,600,761); the 21st CCLC Initiative (\$26,582,136); Title 1 Supplemental Services (\$398,407,764); and the Workforce Investment Act (WIA; \$53,119,321).

Among these five, 21st CCLC funding is the only federal funding source specifically dedicated to afterschool services (USDHHS, 2004). The other sources invest only a certain percentage of their total allocations to ELOs. For instance, Title 1 funding involves shared funding to Local Educational Agencies to support multiple priorities. In turn, only a small percentage of these dollars is actually allocated to ELOs. WIA dollars provide another example. This funding stream provides academic programming, community service and leadership development, employment opportunities, and internships for young people, many of which may not be deployed in traditional ELO strategies (such as afterschool programs).

Ohio's leaders and this state's policies exert an influence on federal funding for ELOs. This state-level influence is enabled by federal policy decentralization strategies, ones that give states considerable discretion in funding allocations and spending. Ohio's TANF funding provides a case in point. In 2007, Ohio utilized TANF funds to support School Readiness Enrichment and Demonstration programs and School-Year School Readiness Enrichment and After School programs. This TANF funding was accompanied by a unique administrative arrangement. ODE administered the programs, while ODJFS deployed the funding.

This ODJFS funding served two purposes:

1. "provide children with experiences to enhance their language, literacy, math, social and self-help skills during the summer prior to starting kindergarten and/or during the kindergarten year," and
2. "offer students (kindergarten through grade 12) a broad array of additional services, program and activities such as youth development activities, drug and violence prevention programs, counseling programs, art, music and recreation programs, technology education programs and character education programs that are designed to reinforce and complement, not replace, the regular academic program of participating school districts (ODJFS, 2007)."

In fiscal year 2007, \$27.8 million dollars were allocated to support the above two purposes. While in fiscal year 2008 and 2009, \$10 million dollars were available per year. While there have been challenges in both the administration and use of this funding, this funding stream shows how the state's priority for ELOs can be administered and funded creatively.

Local Funding

Since there is no centralized funding clearing house in Ohio that documents local investments in ELOs, there is no systematic way to gauge the amount of funding being provided by local foundations, private organizations, or non-profit organizations that support ELOs. These two limitations constrain every finance research project.

On the other hand, there are organizations in Ohio that strive to identify and facilitate philanthropic funding. The Ohio Grantmakers Forum (OGF) is one such organization. This forum is:

“an association of foundations, corporate contributions programs and other grantmaking organizations. Its mission is to provide leadership for organized philanthropy in Ohio and to enhance the ability of members to fulfill their charitable goals.” (OGF, 2008)

This Forum currently has approximately 200 member organizations “whose combined assets total almost \$19 billion dollars and who contribute more than \$600 million dollars annually in grantmaking” (OGF,2008). No doubt many of these member organizations provide funding for ELOs. While the scope of this study did not allow for a thorough assessment of funding provided by foundations and other grant makers, it may be beneficial in the future to study both the amount of funding provided through these local sources to support ELOs and the ways in which these sources prioritize and determine funding priorities.

To summarize: The analysis presented above (along with the Appendices) aims to provide state leaders and ELO providers with what amounts to a quick snapshot of federal, state, and local funding for Ohio’s ELOs. While documenting the funding streams is an important step, it is also important to examine how ELOs are currently utilizing these funding streams. Additionally it is important to identify and describe the ways in which policies at the state level can be further support the use of these dollars.

Current Funding Stream Utilization by Ohio’s ELOs

What funding streams are ELO providers using to sustain programming, and how have ELOs been able to blend and braid funding streams to maintain quality programming and services for students and their families? To answer this two-part question, the OSU team developed a partnership with OAN and ODE and developed a questionnaire as previously mentioned. This questionnaire structured current ELO providers’ responses to a number of items that focused on funding use and funding barriers. Subsequently, this same questionnaire was distributed by OAN and ODE to the OAN membership list and all 21st CCLC grantees. As previously mentioned, 131 providers representing school-, community-, and faith-based organizations responded.

Respondents were asked to identify current funding streams utilized by their ELO, including funding barriers and, more specifically, barriers to program sustainability. They also provided additional insights via the responses to several open-ended questions. The results are organized in two main categories: frequently used resources and in-kind resources.

Frequently Used Resources

Most respondents indicated that their ELOs offered comprehensive programming. They offered multiple types of strategies within their program designs. For example, 68.8% of respondents report offering four or more program strategies. These strategies include tutoring, homework assistance, social recreation, fitness, prevention programming, youth development activities, art education, or social skills development. By offering comprehensive programming, these ELOs were able to broaden the scope of resources available to support their programming.

Moreover, respondents indicated that they used multiple funding streams to support their ELO programming. The following key findings provide insight into the most frequently used resources:

- The education funding sources most often used were 21st CCLC and poverty-based assistance funds. While 92.0% of ELOs reported providing programming that had an academic component (for instance, 65.3% reported that they offered both tutoring and homework assistance), these ELOs were primarily utilizing just two of the education funding sources.
- The health and human services funding sources most often used were TANF funds and CCDF funds.
- Nutrition services funding was tapped by one-third of ELO providers responding to the survey. Funding included the National School Lunch program, the Child and Adult Care Food Program, and the Summer Food Service Program.
- Many ELOs were receiving funding and other resources from key local entities, particularly United Way, local foundations, local businesses/corporations, and local food banks.
- 39.0% of ELOs surveyed utilized a fee-for-service/parent pay system.
- 21.3% of ELOs completing the questionnaire relied on fundraising strategies to ensure quality programming and fiscal security.
- 13.1% of these ELOs relied on other community-based organizations for support of their own program designs (i.e., ELOs utilized community-based programs to provide enrichment or tutoring services utilizing outside funding sources).
- Respondents who received 21st CCLC often did not have other types of funding resources supporting their programs. For instance, only 11% of respondents with 21st CCLCs also received SES funds; only 17.6% used fee-for-service; and only 20% received TANF dollars.



Figure 1 presents the funds most frequently used, as identified by the respondents. (Note: these findings probably were influenced by this study’s research method: Many of the categories were fixed in the questionnaire. On the other hand, and in addition to these fixed categories, respondents had the opportunity to respond to open-ended questions when they were asked to identify other sources of funding and/or in-kind support.)

Figure 1.

Results from 2008 Ohio Afterschool Network Resource Questionnaire – Frequently Used Funds

Funding Stream	% Utilizing Funding Stream
21 st Century Community Learning Center	62.7%
Fee-for-Service/Parent Payments	39.0%
Summer Food Program	33.6%
National School Lunch Program	29.5%
Temporary Assistance for Needy Families (County)	29.0%
United Way	22.8%
Child and Adult Care Food	22.0%
TANF – State	21.8%
Local Foundations	21.6%
Fundraising Activities	21.3%
District General Revenue Funds	20.3%
School Breakfast Program	20.2%
Child Care & Development Fund	19.7%
Poverty Based Assistance	18.5%

A few respondents mentioned that they had tapped into other competitive, federal programs such as the Carol White Physical Education Grant and Full-Service Schools Program through the U.S. Department of Education. Others mentioned funding from a Center for Disease Control HIV Prevention program grant. Still others received dollars from their national organizations such as pass-through dollars within the Boys & Girls Clubs of America.

Some sites tapped permissible line items in the state’s budget. Examples included the Ohio Alliance of Boys & Girls Clubs and Children’s Hunger Alliance afterschool meals support. In some cases, respondents said that they used state dollars allocated to support youth-at-risk. Sources included sources such as the Alternative Education Challenge Grant and Justice Assistance/Prevention Grants. County level resources included prevention funds provided through county Alcohol, Drug Addiction, and Mental Health Services Boards. Additionally, participants indicated that they tapped some early childhood resources, such as Head Start and Step up to Quality (both quality achievement awards and grants).

Utilizing In-Kind Resources at the Local Level

In-kind resources refer to services, donations, activities, supplies, and other supports that are not purchased or paid for by the ELO provider. This general category of resources is important, not just for everyday operations, but also for sustainability. With this import in mind, the OAN questionnaire also was structured to learn more about this viable resource mechanism.

The results of the questionnaire indicated that many ELOs are effective in securing in-kind resources that can support quality programming. By securing in-kind resources, ELOs are often able to reallocate grant funding to support more pressing needs.

Respondents reported that they often are able to secure in-kind resources in three main areas: logistics, personnel support, and materials/supplies. Figure 2 summarizes the key findings about important, in-kind resources utilized by ELOs.

Figure 2.

Results from 2008 Ohio Afterschool Network Resource Scan Questionnaire – In-Kind Resources

Type of In-Kind Resource	Description
Logistics	<ul style="list-style-type: none"> • Facilities • Space • Utilities • Transportation (School buses and bus tokens)
Personnel Support	<ul style="list-style-type: none"> • College interns • AmeriCorps • Work Study College students • America Reads volunteers • Volunteers from local churches and service organizations
Materials/Supplies	<ul style="list-style-type: none"> • Educational materials such as curriculum • Access to computers and technology • Televisions • Copiers • Phones • Cabinet space • Equipment

Missed Opportunities and Funding Gaps

This extensive resource mapping process shows the multiple ways in which providers in Ohio are leveraging federal, state, and local (including in-kind) resources in support of ELOs. It also is helpful to examine missed opportunities by exploring potential funding streams and sources available, but not leveraged by Ohio ELO providers. Essentially, as funding sources and streams are identified, important gaps in funding also can be identified. Under-utilized resources, as well as gaps in funding streams, are described next.

Under-Utilized Resources

Data collected from the questionnaire with ELO providers point to funding streams and sources available for ELOs not always utilized. Results indicated that a number of viable funding streams and sources were not being tapped. Specifically,

- Respondents reported the limited use of multiple funding streams to support their ELOs.
- Few ELO providers responding to the questionnaire tapped into competitive federal funding streams that support afterschool (i.e., Drug-Free Communities Support Program).
- Reliance on one major funding stream, coupled with food/nutrition supports, was the most common funding combination. For example, 21st CCLC funds were reportedly used by the majority of respondents. But only 30% of respondents receiving 21st CCLC also tapped into TANF, SES, or fee-for-service funds. Only 20% receiving 21st CCLC also tapped into general revenue, PBA, or United Way supports.
- Similarly, ELO providers who did not operate licensed child care programs were more likely than those who did operate child care programs to access 21st CCLC funds.
- Providers using fee-for service/parent pay systems rarely tapped into other funding streams.
- Few providers accessed juvenile justice and delinquency prevention and/or WIA dollars. For example, only 1.6% of respondents were utilizing Title V: Block Grant Juvenile Justice and Delinquency Prevention funds and only 1.6 % were accessing Local Law Enforcement Block Grant funds.
- With the exception of PBA funds, providers tended not to access potential funds within school districts. Specifically, only 14.9% of ELO respondents received Supplemental Education Services funds; 10.6% accessed Safe and Drug-Free School funds; and 14.4% utilized Title I dollars.
- Finally, very few ELOs were able to capitalize on funds available through city governments. Only 4.3% of ELOs were tapping city general revenue funds and only 10.7% were tapping local tax dollars. This may be due, in part, to strong competition for limited funds across ELO providers.



Figure 3, located below, provides an overview of the under-utilized resources available to ELOs that are not currently being maximized.

Figure 3.

Results from 2008 Ohio Afterschool Network Resource Questionnaire – Under-Utilized Resources

Funding Stream	% Utilizing Funding Stream
Supplemental Education Services	14.9%
Title 1 LEA	14.4%
Local Tax Dollars	10.7%
Safe and Drug-Free Schools	10.6%
Prevention, Retention, and Contingency Program Funds	9.8%
Community Development Block Grant-City	4.9%
Empowerment Zones and Enterprise Communities Initiative	4.9%
Gear Up	4.8%
City General Revenue Funds	4.3%
Community Development Block Grant-County	4.1%
Safe Schools/Healthy Students	4.1%
Medicaid	3.2%
Workforce Investment Act	2.8%
Title IVE Foster Care or Independent Living Funds	2.4%
Title IVB Child Welfare	2.4%
Title V: Block Grant, Juvenile Justice and Delinquency Prevention	1.6%
Local Law Enforcement Block Grants	1.6%
Drug-Free Communities Program	1.6%
Arts in Education	1.6%
Healthy Schools/Healthy Communities	0.8%



Funding Gaps

Responses from the providers enabled the identification of three major gaps. These gaps can also be viewed as funding priority areas of specific need. These three areas are: transportation costs, professional development costs, and administrative costs. These needs tend not to be addressed in local, state, and federal funding mechanisms.

These gaps are important because they influence the success of ELOs. Take transportation, for instance. In rural areas, as well as some urban and suburban areas, transportation is a vital component of an ELO. Students' access depends on transportation. This transportation includes not only transportation home after the program ends but also transportation to community ELOs after the school day ends. When transportation is not available or funding for it is reduced (given the rising price of gas), many students and families are unable to utilize ELOs. Lack of funding for transportation was identified as a key gap by respondents in this study.

Professional development of staff provides another important example of a gap. Research indicates that many ELOs can be strengthened by providing professional development to staff. This development is especially important for staff members who often use this work experience as a stepping stone into another profession (i.e., teaching). In Ohio, however, respondents indicate that there is little funding available to support ELO professionals and, through this professional development, to help retain them.

Lack of transportation funding has significantly impacted one 21st CCLC's ability to support all students in its school community. The school district moved students to "swing spaces" outside of their neighborhood while constructing new schools. This meant that students could not walk home at the end of the 21st CCLC program. With no funding available for daily transportation, participation in the 21st CCLC program is now limited to those children of families who can provide their own transportation.

There is one program within the state, *Step Up to Quality*, that supports professional development opportunities for ELO providers. Unfortunately, these funds may only be accessed by ODJFS-licensed child care providers. ODJFS and ODE-licensed ELO programs are able to attend trainings and receive technical assistance from afterschool specialists through the state's system of child care resource and referral agencies (R&Rs). Programs involved in Step Up to Quality (ODJFS-licensed programs) receive highest priority, while non-licensed programs or ODE-licensed ones only receive technical assistance from afterschool specialists funded through the R&Rs as time allows and space is available. Additionally, only ODJFS-licensed programs are eligible for funding to support professional development through *Step Up to Quality*.



Another important gap was related to funding administration costs, especially costs associated with managing reporting requirements and documentation processes. Respondents indicated that some funders do not allow for administrative costs to be reimbursed. Providers are careful to include these accountability mechanisms within direct service line-items, if they report them at all. If allowed, reimbursement rates often are so low that they don't adequately cover the costs associated with oversight. This problem is challenging enough when a program is managing just one funding stream. Administration becomes even more complex when organizations are managing multiple funding streams and contracts.

Essentially, blending and braiding funding streams requires that ELOs meet a variety of enrollment and evaluation requirements of various funding agencies. To meet these requirements, it is often necessary for leaders of ELOs to shoulder enormous paperwork responsibilities. For example, providers must document enrollment, verify income of families, track daily attendance, and track educational and developmental outcomes. This type of monitoring, oversight and documentation in practice includes extensive and expensive requirements. For example, administrative staff members are required to do this work, but unfortunately, they often are not funded by the current funding streams in Ohio.

One problematic effect of this administrative gap is that ELOs are placed in a conundrum. Although they can accept funds, in some cases they are unable to responsibly document and utilize these funds. Alternatively, they can refuse funds due to lack of administrative support, but when they make this choice, they also are choosing to not to serve children and youth manifesting important needs. Funding-related changes are needed to alleviate this and other "double binds" like this one.

One ELO provider, utilizing 21st CCLC funds, has had to cut one bus service from each 21st CCLC site due to decreased funding. This reduction in busses has resulted in longer bus routes and later home-arrival time for students. The program also is not able to provide transportation for students who live off of main roads. Simple calculations highlight the fiscal implications. If the family's home is five miles off of the main route, and it costs \$3.50 per mile, it would cost the program \$35.00 a day to transport the youth.



Current Barriers to, and Innovations for, Accessing and Utilizing ELO Funding Streams

Along with the aforementioned gaps, research has identified a number of barriers associated with finding and sustaining funding for ELOs. Some include difficulties in braiding multiple funding streams, the lack of funding in rural areas, and various administrative challenges. The OSU Team also aimed to better understand Ohio’s specific and unique barriers to funding. As the OSU team completed this analysis, it also discovered “barrier-busting” innovations that resulted in enriched funding.

Funding Barriers

As part of the OAN Resource Questionnaire, respondents were asked to indicate to what degree they had encountered funding barriers identified in previous research. Figure 4 the percentages of respondents who identified these funding barriers. Note that the most significant funding barriers were stringent eligibility requirements, funding transportation costs, and funding that is year-to-year.

Figure 4.

Results from 2008 OAN Resource Scan Questionnaire – Funding Barriers

Funding Barrier	% Agreement
Funding that is Year to Year	57.3%
Funding Transportation Costs	53.9%
Stringent Eligibility Requirements	49.2%
Funding Food Costs	37.1%
Narrowly Defined Allowable Services	34.2%
Reimbursement-based Funding	31.5%
Funding Professional Development	31.0%
Administrative Requirements	30.8%
Evaluation	26.3%

In addition to these barriers, respondents emphasized administrative requirements. Examples included reimbursement funding, funding food, and funding professional development. Importantly, respondents reported several evaluation challenges. These challenges may be important because the ability of providers to document key outcomes often serves as one key process necessary for soliciting and receiving funding.

It also is important to note that two of the main funding sources—ODE and ODJFS—are associated with the same kinds of barriers. Respondents indicated that there were no significant differences between these two funders.

To examine in greater detail these barriers to funding, the OSU team researched current barriers related to four main federal funding streams: 21st CCLC, CCDF, SES, and TANF. The team reviewed all current literature related to these funding streams. Team members also conducted interviews with key state and county leaders in charge of the monitoring and distribution of these funding streams.

A brief overview of current barriers related to each of these four main ELO federal funding streams is provided next. Please note that 21st CCLC and CCDF are discussed together. Joining them is appropriate because most barriers associated with these streams are related to the use of these two funding sources in conjunction with one another. In fact, many times providers choose to only tap one, but not the other.

21st Century Community Learning Centers (CCLC) & Child Care Development Funds (CCDF)

Two of the largest funding streams that support ELOs in Ohio are 21st CCLC and CCDF. However, many ELO providers currently access just one of these two funding streams. In fact, less than 1% of the sample of ELO providers from the OAN Resource Questionnaire were currently utilizing had both 21st CCLC and the CCDF. Given that 21st CCLCs are usually intended to be a source of short-term funding (in Ohio funding is only provided for five years), CCDF funds provide a potential funding stream that might support sustainability of a 21st CCLCs after the five years have elapsed (USDHHS, 2004).

Given this finding, one wonders why more ELOs are not utilizing both 21st CCLC funding and CCDF funds? Current research identifies plausible reasons.

The first reason lies in the philosophy behind a given ELO and its accompanying funding stream. The considerable diversity among ELOs is critical here. **The root problem is that Ohio's ELOs are not operating from a shared definition, purpose, or vision of extended learning opportunities.**

For example, many ELO leaders consider their main purpose child care and therefore utilize CCDF funds. Other ELOs focus on education and comprehensive youth development and therefore utilize 21st CCLC funds. Still others focus on workforce preparation and use WIA dollars.

In short, it appears that leaders of programs are influenced, if not driven by, their current and preferred funding streams.

As a result, they are not philosophically open to utilizing alternative funding streams, which might support expanded programming. This same philosophical orientation is evident in the state agencies that administer these funds. For example, CCDF is administered by ODJFS, and 21st CCLC funding is administered by ODE.

Some school-based child care providers offering ELOs are unable to use school playgrounds where children play in the school hours during the out-of-school time. The equipment and space are deemed unsafe in relation to ODJFS regulations for child care providers.

This philosophical orientation also extends into the way in which these two streams are actually used to fund programs. More specifically, CCDF funds support the eligible child, while 21st CCLC funds support the eligible program. This means that CCDF funds require co-payments or fees (not more than 10% of a family's income) to be paid by families if determined necessary based on their family income level. On the other hand, 21st CCLC funds allow all children in highly impoverished areas to attend programs

When ELO programs are located in high-poverty areas, the neediest families cannot afford a fee for the program. In some cases, these ELO programs end up becoming child care services for working parents who can afford a fee, rather than ELOs that target youth falling behind who need programs and services to address academic, social, and/or emotional needs.

free-of-charge. For example, according to a USDHHS study, “many afterschool (ELO) providers believe strongly that their programs should be available to all children free of charge, regardless of family income” (USDHHS, 2004, p. 12). In some cases, however, this philosophy means that established 21st CCLCs close after grant funding ends. These ELOs may have been able to at least partially maintain services post-award period by utilizing CCDF funds that require co-payments by families.

Challenges related to the co-utilization of both CCDF and 21st CCLC funding are exacerbated by the state's administration of these two funding streams via ODJFS and ODE. Each has its own requirements. To wit: In order to receive CCDF funds, an ELO can be licensed through ODJFS or ODE, while to receive 21st CCLC funds a site may be licensed by ODE or

ODJFS dependent on their owner/operator. On one hand, ODJFS licensing must be obtained for 21st CCLC sites of which their owners/operators of the program are non-school based. On the other hand, ODE licenses 21st CCLC programs that are often school-based AND whose chief fiscal officer is a school district. One result is school districts must undergo rigorous licensing processes that were originally intended for early child care settings. The approval process for school districts is not easy or convenient.

Several obstacles follow suit. One effect is that school-owned and -operated 21st CCLC are often not ODJFS licensed due to the licensing requirements.

Together these barriers point to a need for common indicators across licensing bodies to ensure more seamless programming that allow both 21st CCLCs and CCDF ELOs to utilize the alternate funding stream. The immediate implication is that “silo” state agencies with their respective, specialized funding streams often serve as drivers for how local ELOs structure their programs and services.

Supplemental Education Services (SES)

SES funding was created through the No Child Left Behind Act (NCLB). SES services are

“designed to increase the academic achievement of students in schools in need of improvement. These services may include academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the State's academic content standards (U.S. Department of Education, 2005, p.10).”

SES funding provisions and services are important because oftentimes ELO providers strive to enhance the academic component of their programming by becoming SES providers. Here, ELOs typically provide tutoring and other educational services within their programs and in connection with schools. In some ways, ELOs are ideal SES providers, as they couple academics with positive youth development and engagement principles.

Unfortunately, SES funding in Ohio is associated with identifiable barriers and constraints. For starters, there are a number of “dis-incentives” for ELOs to utilize these funds. The following policies related to SES deter district use of these funds in support of ELOs:

- NCLB requires that a Title I school must provide SES services if it fails to meet Annual Yearly Progress (AYP) goals for three consecutive years (Burch, 2008). In this case, it must allocate at least 5% of Title 1 funds towards SES. Once a school meets AYP on the Ohio School Report Card, a school is no longer required to use Title 1 dollars for SES. Good news for the school, district, and ELO provider, as together they are meeting AYP. Often, however, districts will no longer allocate funds to support SES (as they are no longer required to do so). This decision amounts to fewer resources for ELOs. This lack of probable continuation of funds also limits ELO providers’ desire to use this funding stream in the first place.
- Ironically, incentives exist for districts to not have SES services provided for students. First, unused SES dollars means that districts can “transfer” the Title 1 dollars back into the schools. In other words, they may use the funds for their own school improvement strategies, as opposed to supporting non-school district ELO providers operating SES. Second, contracts with SES providers require oversight and management. Districts are often hesitant to get involved in subcontracts with multiple SES providers. Indeed, the administration of these contracts takes time away from “traditional” administrative responsibilities within districts.

These concerns have been documented in recent studies focused on SES policy and implementation. For instance, Sunderman (2007) suggested that the growth in the number of SES providers, as well as the increasing number of eligible students that SES policy impacts, will have significant fiscal implications for districts and their delivering of Title I services in the future.

As a result, districts do not always fully embrace NCLB and SES policy. This policy requires them to adequately notify parents/guardians about the availability of SES services, process applications for SES, and contract with SES providers selected by parents/guardians of eligible students (Burch, 2008). In fact, districts often create barriers that make deter the administration of SES. A few case examples from Ohio showcase ways in which schools and districts can prevent SES services from being allocated towards ELOs:

One ELO program utilizes open houses, interim report pick-ups by caregivers, and other events to bring parents/guardians into school buildings to publicize community programs. During one event, the school opted to use the bottom floor of the building to “market” after-school and SES programs. This didn’t work because few parents/guardians came down the stairs to see what was available. As a result, few students were enrolled, indicating that when information is not shared, and made available, students pay the price.

- ELO providers report that school districts do not effectively advertise SES opportunities to students and their families, even though required by law to do so. In the same vein, Burch (2008) found that parents/guardians are critical of districts' efforts to advertise and/or disseminate information about SES providers. For example, long, complex letters sent home to parents/guardians are often confusing and when these letters are in English, immigrant families are left out.
- Additionally some districts charge rent for SES providers who want and need to use school facilities for their programs and services. This is a huge barrier because ELO providers dedicated to providing SES do not receive enough per pupil reimbursement to cover the additional costs of facilities rentals.
- Some school districts refuse to allow SES providers to offer their programming in school buildings. Providers must work with parents/guardians to transport students to and from the programs. These transportation barriers could have been avoided if schools and ELOs had agreed on co-location models, ones that enable students to remain at school and move seamlessly from the school day into the SES programs. In fact, schools with two or more ELOs co-located would enable students to transition easily from one ELO to another during the same day. Perhaps above, the physical distance between ELOs and schools creates a huge barrier to the development of academic

linkages between the in-school and out-of-school time, in all likelihood constraining the contributions of ELOs to students' learning and academic achievement.

Often ELO providers have well-established links to school districts. While this link is beneficial in most cases, funding often creates tensions in this relationship. For instance, one school-based and community-operated ELO provider interested in utilizing SES funds met considerable opposition from the school. The school charges all SES providers who are located within the school to pay rent for their facility use during the out-of-school time. This rental fee would have to be paid by the mentioned ELO provider if they tapped into SES funding. This fee would cost the ELO valuable programming funds. As a result, this ELO was unable to access SES funds.

- SES policy allows for rolling enrollment, meaning students can be enrolled in these programs throughout the year. Many districts, however, create policies that establish "enrollment windows" at the beginning of each academic year. Windows are discrete time periods when students eligible to receive SES services may register for these ELOs. Essentially, additional students cannot be enrolled once the enrollment deadline has passed. This district-created policy makes it more difficult for SES providers. It means that if students withdraw from SES during the year, additional students cannot be enrolled in their spots. This, in turn, thereby reduces the amount of funds an ELO can receive from the school district over the year.

SES also is supported through per unit of service calculations. This way of counting is different than the way most ELO programs operate. This way of calculating means that every hour a provider spends with a student is subject to independent billing. In essence, the arrangement means that ELO providers often must set up an entirely different administrative oversight structure to support required documentation. A related challenge is that districts contract

with providers for a set number of tutoring hours based on the one time enrollment count. Once the provider completes these contracted hours, the program is over for the year.

Temporary Assistance for Needy Families (TANF)

Across the nation, TANF funds are often utilized to support ELO programming. The logic is straightforward: In many cases ELOs are providing services to the most needy and impoverished students. While TANF funds are currently allocated to support ELOs in Ohio, there are a number of barriers that have been associated with the effective administration and utilization of these funds. Many of these barriers explain why only \$18,529,382 was spent in SFY 2007 and \$8,098,699 in SFY 2008 of the originally allocated dollars. (Please note that original allocations for SFY 2007 was 30 million dollars; this amount was reduced 20 million dollars in SFY 2008).

Since Ohio has a county-based government founded on assumptions about the desirability of local control, counties are often responsible for the administration of TANF funds (including those in Ohio that were earmarked for afterschool programs and school readiness). Several barriers pertain to the actual administration of the TANF dollars across the multiple systems involved in their deployment.

- The original TANF allocation earmarked to support afterschool was accompanied by vague purposes. Owing to this lack of clarity, as well as discussions about whether ODE or ODJFS should actually administer the funds, the release of the original Request for Proposals (RfP) to counties was delayed. In essence, state leaders across both systems had to work together to decipher original priorities for these dollars, and then they had to craft administrative priorities accordingly. Adding to this, the state budget was not officially signed off on until the last day of the previous biennium; therefore already putting the state's administration of the dollars behind from the start.
- Each county then developed its own administrative structure and processes to guide the administration of the TANF dollars within its own locality. This process took considerable time which meant in many counties the RfP was not issued until the end of the school year (or in some cases at the beginning of summer vacation). In others, the counties never mobilized to even put forth a request for funding to the states, and therefore, none of the dollars were allocated to that county system. Additionally, a few counties chose not to apply based on their other priorities.

Many ELO programs experience challenges when creating long-term agendas in support of sustainability. ELO leaders never know when they will receive a "surplus" of money. For instance, one ELO program often receives residual Title I and county TANF funds left over in each system; but not until after March or April of the fiscal year. All of these funds must then be spent before August. While this ELO program is often able to utilize these available funds for summer programming, the lack of advanced fiscal planning inhibits the program from targeting funds to impact the greatest number of children.

- Respondents from the focus groups voiced concerns with the county administration. Due to the fact that dollars were designed to ultimately be used by school districts and their community partners, counties in some cases did not understand why the dollars were passing through their systems. Indeed, some suggested this happened simply because state departments did not have the internal capacities to or interest in administering the program. Nonetheless, county administration of the funds played out in three different ways. In some cases, the county provided assistance and support to the districts so that they could effectively access and utilize the TANF dollars in support of ELOs. In others, the county perceived its role as merely a “pass through” system, providing little administrative oversight in support of funding utilization. In still others, counties made it difficult for providers to access and utilize funds due to time consuming eligibility verification processes. Some individuals interviewed suggested that more direction from the state to the counties, as well as within the language in the legislation, would have prevented some of these road blocks.
- When counties finally released their requests for proposals (RFPs), school districts and community partners oftentimes were unable to write an application because of tight turnaround times. In turn, many ELOs did not have the turn-around time necessary to submit and then start a program. In the end, this resulted in only 55/88 counties applying for funding.
- Once districts finally were awarded the TANF funding, it took additional time to set up contracts between the county and the district, and then the districts and their schools boards with their community-based provider.

One of the key challenges involves managing paperwork to ensure appropriate documentation related to eligibility for services. Providers have to oversee documentation across multiple funding streams that often have different income eligibility requirements and age caps (food/nutrition programs). Similarly, counties administer TANF, Medicaid, and food stamp programs, each of which has different income eligibility, residency requirements, etc. It is difficult for ELOs, and their funders, to institute and fund efficient and cost-effective administrative policies, procedures, and structures to oversee these complexities.

- Based on the lessons learned during the first year of TANF funding for ELO providers, specifically, the delayed start up time, it was determined that no new grantees could apply for funding during the second year of the TANF funding allocation. Many ELO providers who did not apply for funding during fiscal year 2007 were frustrated by this lack of opportunity. In some ways, however, this may have been a good decision, as originally-funded program had already worked through “start-up glitches” and had in most cases successfully “navigated” the TANF paperwork and administrative processes. Newly funded programs, in essence, would have taken additional time for start-up, and may indeed be just getting programs started just as the program’s administration was ending. As a result, it was determined mid-way through that no new programs would be able to apply for the funding in SFY 2008. Reinvestments were only made in previously funded programs “already up and running.”

- Another barrier dealt with changes in state allocations for the program within the biennium. The legislature originally determined the amount of TANF dollars for the program, but then later decreased the number of dollars available in the second year of funding. Some respondents here suggested that this was due to concerns across the state in relation to decreased TANF reserves and a declining economy. Others suggested this was driven by other motivations, such as the county’s ability and need to reallocate TANF dollars to other local initiatives and needs. Still others tied it to concerns within “time for start-up” in newly funded programs; and the decreased need for dollars. In the end, these decisions, and the others described above, also contributed to an under-utilization of the overall allocation for ELOs.

Apart from these systems-level barriers, several other utilization barriers were identified in relation to the TANF earmark. Many of these barriers and constraints were documented in a formal evaluation of the Student Intervention Programs completed by Ohio University and the Strategic Research Group (Ohio University, 2007). Important examples follow.

- The most common barrier referenced in relation to TANF reimbursement-based funding. Organizations must provide and pay for the programming up-front and then bill for the service after it is delivered. Many ELOs, however, do not have the start-up funds required for administration. In addition, many school districts do not want to “risk” fronting the dollars because of fears of not being reimbursed due to administrative “glitches” and often changing protocols and paperwork requirements.
- The language in the legislation required local school districts to be responsible for the spending these funds. In most cases, school districts had no prior experience utilizing these TANF funds from the county. They were unaccustomed to the documentation requirements necessary for successfully adhering to TANF regulations.
- Districts with supportive county administrators, particularly ones that wanted the dollars to be used, were able to comply with TANF reporting requirements. Much of this was due to adequate guidance provided by county administrators. In cases where a county did not have the ability or resources to provide technical assistance to the local school district, eligible funds for ELOs were not necessarily spent.

One ELO program in Ohio has experienced significant challenges when trying to access and utilize TANF funds. The county in which this program resides has changed its audit and eligibility requirements numerous times. These changes have affected the enrollment and verification process within the ELO. For example, this ELO provider reports that some requirements include asking parents if they have been charged with a felony, to report their income, and identify if someone is pregnant in their household. This ELO provider was told by their county representative that all of this information is required to assist the county in finding families that have sanctions. A parent has been quoted as saying “It’s just an after-school program... not electricity, groceries, etc.” Parents feel as if the providers “are policing them.”

- Several respondents mentioned barriers associated with the verification of eligibility. Documentation in relation to the use of TANF dollars is an absolute necessity per federal regulations. It is the responsibility of each county to ensure that records are kept on eligibility. Verifying client incomes—as part of safeguarding eligibility requirements—has proven to be very time and resource intensive. Challenges arose in collecting the appropriate documentation necessary to determine eligibility for TANF (up to 200% of Federal Poverty Level). In some cases, counties wanted eligibility to be re-verified every 30 days. Others would not accept verbal verification of income level due to mistrust with the client system. Still others changed verification processes regularly throughout the funding period, at times requiring income verification through free-and-reduced lunch eligibility, and other times not. As one can see, local control does not always result in the best administrative structure. These and other constraints made it administratively difficult for school districts and ELOs to access and/or utilize the funds.
- There may be an easier solution. Findings suggest that most effective TANF income verification processes involve the voluntary personal verification of income, coupled with physical verification audit of random cases in support of quality control. Counties, however, often put in place a much more stringent verification process which deters the utilization of funds for their intended purposes in the end.
- Others even proposed that the diversity in ELO program designs might call for the allocation of more flexible “earmarks” in support of its priorities. More specifically, TANF dollars may not be the best funding source for ELOS; state office budget line-items may be even more easily accessed, such as dollars allocated as part the General Revenue Funds within ODE or ODJFS.

In brief, TANF funds are accompanied by numerous rules and regulations that make this funding stream especially challenging to administer and access. Part of the problem can be traced to how the TANF dollars were prioritized prior to their distribution.

More specifically, these TANF dollars were identified as supporting priority one services, i.e., services that provide assistance to needy families. Funds within this priority are allocated based on eligibility requirements. Alternatively, these dollars could have been categorized under priority three (i.e., prevent out-of-wedlock pregnancies). This latter program strategy does not have an eligibility requirement. A change in which priority the dollars are sent out under would help support the more fluid distribution of these funds.

Additional Funding-Related Challenges and Innovations

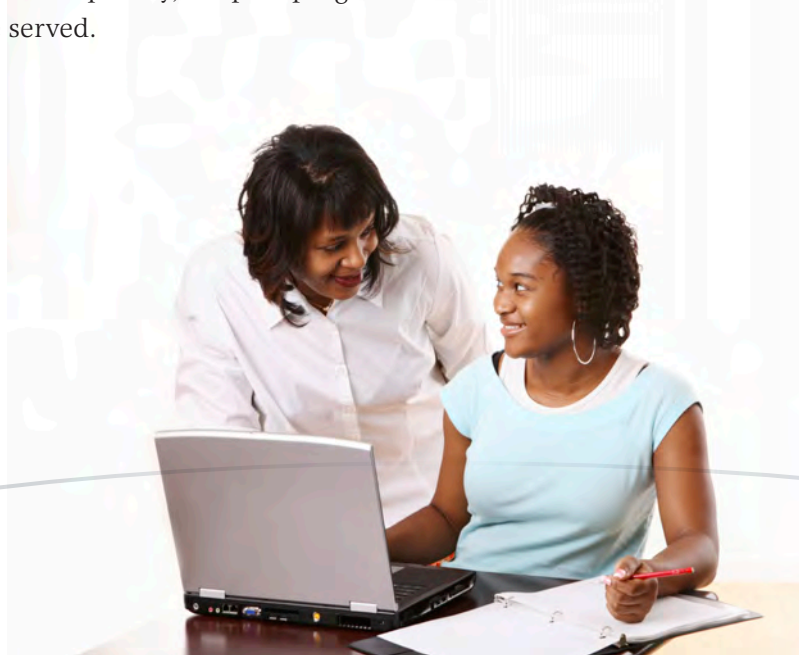
In addition to barriers and constraints identified above, the OAN Resource Questionnaire and ELO Provider focus group identified other funding-related challenges. They are identified and described next under four main categories. The four categories are unfunded mandates, funding tied to outcomes, administrative requirements, and professional development needs. Several funding-related innovations were identified, as well, and are showcased.

Unfunded Mandates within Licensing Requirements

ELOs across Ohio are struggling to ensure the sustainability of their programs. In many cases, they are struggling to find the funds to support the day-to-day operational costs of these programs. In addition to maintaining funding for operational costs, ELOs must find resources that will support “unfunded state mandates.” Specifically, this unfunded mandate challenge refers to the differing licensing requirements required by various state agencies for accessing state and federal funds.

As cases in point, consider the following barriers related to licensing that directly impact funding:

- Current ODJFS and ODE licensure require background checks for all staff. However, in most cases these background checks used already strapped ELO funding and resources. So, the mandate exists, but there is no funding in support of the compliance system it requires. This means that ELOs must raise these funds elsewhere or pass on these expenses to their employees. Given the high turnover rate of staff in ELOs and related settings, this “pass along option” is an ongoing concern for ELOs because it may encourage undesirable turnover.
- Background checks also are required for volunteers in ELOs. This is another unfunded mandate, and it has staffing consequences. For example, ELOs unable to mobilize the resources needed for these checks must say “no” to much-needed volunteers and others offering in-kind services. While there is no doubt that background checks are a necessary safeguard, needs remain for a systematic way of funding these checks within ELOs.
- Additionally, licensing requires that ELO staff are trained in key areas such as first aid and cardio-pulmonary resuscitation (CPR). Although required for licensing, there are limited funds available to assist organizations in providing these trainings for staff. Likewise, there are limited dollars to support staff salaries while attending these important training sessions.
- Additional licensing challenges exist for ELO programs serving adolescent populations. Licensing regulations were originally designed for early childhood settings. Unfortunately, many of the requirements actually deter teen populations from attending programs. For instance, drop-in type programs offered by providers such as Boys & Girls Clubs cannot be licensed. Many teens are involved in multiple ELOs such as organized sport, school music and drama clubs, and academic-focused clubs. These other activities often make it difficult for teens to attend the same program every day. Consequently, drop-in programs often are able to attract a wide range of youth who need to be served.



Funding Tied to Outcomes

As ELO leaders work to blend and braid funds they encounter an important challenge. They discover that each funding stream has its own rules, regulations, and contingencies. Blending and braiding, already a huge challenge, becomes more difficult as the rules, regulations, and contingencies are encountered.

Specifically, funding streams often have their own requirements for program monitoring and accountability. Additionally, each funding stream targets its own, often categorical, desired outcome (i.e., academic achievement, substance use/abuse, etc). Fundamentally, the several funding streams are drivers for ELO outcomes—and the programs and services implemented to achieve them. This outcome-funding configuration creates special problems and challenges.

The licensing procedures, in some cases, cost one ELO program much of their available funding. Problems include unrealistic professional development requirements (i.e., 15 hours for anyone on the payroll) and expensive background checks (which the program is no longer able to pay for). There is also a medical statement related to licensure, one that requires individuals be “physically able to work,” adds additional costs because employees or employers must verify their health status through doctors’ visits.

The first challenge originates with the need to document the outcomes targeted by each funding streams. When multiple funding streams and their regulations are involved, evaluation becomes complicated. In fact, local ELO evaluation capacities to support these outcomes-based accountabilities and oversight are often limited.

Although some outcomes overlap and some interdependence among funding stream outcomes exists, discrete outcomes and outcomes-reporting divergence are problematic. ELO providers end up, in essence, “marching to different drummers” and not necessarily in cadence and harmony. ELO efficiency and effectiveness are constrained in the process.

Competing and divergent outcomes also complicate evaluations. In contrast to an ideal situation—in which one evaluation system competently addresses questions about outcomes and their implementation—separate, even divergent, evaluations often are needed in response to funding stream requirements. In the end, program designs often compete, even though activities embedded within comprehensive programming ultimately support interdependent outcomes and youth well-being.

Administrative Requirements

Administrative requirements and accompanying needs were identified earlier in this report. To reiterate, administrative requirements are significant barriers to ELO funding and program operation.

ELOs are promising innovations. Like all innovations, especially grant-driven innovations, ELOs typically have new operating costs. Compliance-oriented evaluation, monitoring, and reporting, common in most grant-driven innovations, consume considerable resources for administration. Challenges exist as ELOs strive to comply with these responsibilities, especially when little funding is available to support these oversight tasks and activities.

Often, third party billing presents special challenges. The lack of administrative support in this area can be crippling for ELOs unable to shoulder these operating costs. **In fact, the cost of billing often exceeds the reimbursement provided to ELOs.**

Additionally, these administrative requirements and new operating costs point to the need for a complex system of funds to support ELOs. Central to this new funding system is explicit recognition of the infrastructure needed for ELO operations.

For example, there is a need for leadership related to fiscal and sustainability planning. Organizations are challenged to find ways to fund this leadership. When funding is available, there are few individuals who serve in these roles who truly know how to manage, write, and oversee grants and long-term sustainability planning processes. Clear professional development needs are nested in these findings, several of which are highlighted next.

Professional Development Needs

While some free-of-charge professional development is made available to afterschool providers through the state's child care resource and referral agencies through funding from ODJFS, gaps still exist in relation to funding professional development for ELO providers. Apart from funding staff training and education, barriers also exist in relation to securing funding for program operations and administration.

Two past data sets involving Ohio's 21st CCLC initiative, the largest funding stream available to ELOs, provided important insights in relation to ELO sustainability. The first data set derived from the team's administration of the Ohio-Quality Assessment Rubric (O-QAR) among 21st CCLC stakeholders state-wide during the Spring of 2008. This instrument was designed to (1) determine the extent to which 21st CCLCs are in compliance with state and federal regulations, (2) assess the quality of implementation across various programming and oversight areas, and (3) assist in determining stakeholder perceptions of 21st CCLC outcomes.

Two findings from this data set directly relate to the overall picture of ELO funding in Ohio. Specifically:

- Program/grant administrators and site coordinators (n=366) were most concerned with sustainability within the 21st CCLC.
- One-third of respondents indicated concerns related to sustainability overall and to funding challenges in particular. Challenges included lack of diversification of funds, non-existence of sustainability plans that support long-term success, and inadequate long-term financial investments in the program.

The second data set examined was a Professional Development questionnaire given during 2007 to all 21st CCLC grantees in Ohio. This questionnaire was completed by 27.7% (33/119) of all 21st CCLC program/grant administrators across the state. Results documented the need for professional development for program administrators directly related to accessing current ELO funds and sustaining quality programs. Figure 5 presents program administrators' priorities for professional development.

Figure 5.

Results from 2007 21st CCLC Professional Development Questionnaire

Item	% Need
Writing grants	64%
Preparing for sustainability	88%
Managing grants and deliverables	58%
Managing fiscal responsibilities	29%
Securing child care subsidies	50%
Securing TANF dollars to support programming	78%
Information on becoming a supplemental service provider	44%

The findings from both data sets indicate important needs in the ELO community. There are clear training needs for enhanced funding and sustainability development. Training and professional development focused on leadership for accessing, securing, and optimally utilizing ELO funds is a top priority.

Funding Innovations

ELO providers and the OSU team identified several funding innovations. These innovations stand as important findings. Some indicate opportunity pathways for ELO sustainability. For example:

- A few ELO leaders have been able to blend and braid federal funding streams to support programming. Specifically, some ELOs have been successful in utilizing CCDF and 21st CCLC funds simultaneously. By blending and braiding these funds, these ELOs have been able to maximize the number of children served by their programs. They also are ensuring more likely sustainability related to long-term programming plans.
- In an effort to maximize funding streams, innovative partnerships have been developed among community agencies and local school districts. In some cases, local community agencies able to work with school-based 21st CCLCs to provide a specific component of a comprehensive ELO program. These community agencies are often funded by a variety of local or state foundations to provide programming to target a specific need or student population. By partnering with the 21st CCLC, the community provider has access to their youth participants and the ELO is provided with an enrichment activity free of charge.
- In some cases, ELOs have begun utilizing sliding scale fees for families. Sliding scale fees are based on family income and ability to pay. In other words, families with low income pay less, while families with high incomes pay more for the same ELO service. By implementing a sliding scale, ELOs are able to utilize grant funds and fees to support serving the greatest number of students.

- Administrators at the County Jobs and Family Services who were experienced in administering TANF funds have been able to provide technical assistance and support to local school districts around TANF documentation and allowable expenses under TANF. When this technical assistance has been provided, local school districts have been able to access the available TANF funds. In essence, relationships forged with county-level administrators serve as a special kind of partnership for funding and sustainability.
- It was clear that ELO providers with knowledge of current TANF policy were more successful in accessing this funding stream. Many times a key local ELO leader was instrumental in doing the “behind the scenes work” to navigate the political system in support of less restrictions and more flexibility in TANF requirements. Systematic tracking of this otherwise “invisible work” yields important innovations, but also policy-relevant knowledge needed for better, more sustainable funding for ELOs.
- Some counties were able to utilize alternative county funds to help programs initially get started while waiting for the requirements to be set forth by ODE and ODJFS. This support allowed for these programs to begin operating in a more timely fashion.

In one school community, the local Boys & Girls Club (B & GC) provided after-school programming through B & GC of America and state provided dollars. An elementary school multi-purpose room (provided rent-free) was utilized as the location for the program, and the district transported youth daily from three other local elementary schools to the after-school program. The youth who attended received school-funded and provided transportation home at the end of each day. Additionally, an independent SES provider supported academic tutoring needs for one hour during the program’s operation.

Synthesis of Findings

The findings reported herewith reflect, reinforce, and extend others’ evaluation findings and conclusions. Chief among these findings is that ELOs are an important school improvement innovation that supports whole child development. For, under ideal circumstances, ELO’s produce unique, desirable outcomes for individual participants, groups of young people, and even entire schools and community agencies. These benefits justify the search for better, lasting funding as well as dedicated efforts to improve the staff preparation and overall program quality. Quality programming costs money.

Findings showcase federal and state funding streams and sources available to support ELO programming. Five large funding streams are CCDF and its matching funds, CCLC, SES, and WIA. In Ohio, significant TANF dollars have been invested in ELOs, primarily afterschool and summer youth development programming. Local investments made by foundations, local businesses, and United Way, generated through fundraising strategies, and supports from in-kind, in many cases support longer-term sustainability plans among providers.

Among Ohio providers surveyed for this resource map, the most common funding streams were CCLC, fee-for-service, TANF, and nutrition funding through the National School Lunch program, the Child and Adult Care Food Program, and the Summer Food Service Program.

Although providers reported comprehensive, multi-program strategies within their ELO program designs, only a small percentage of the respondents had truly diversified funding in support of them. Few federal dollars outside of 21st CCLC, CCDF, SES, and food/nutrition supports were tapped by these respondents. This is especially the case with WIA. The providers sampled did not access (and in some cases were not aware of) this funding stream.

Of these three major sources providers used, only about 25-30% of respondents utilized two or more of these sources together. Fee-for-service/parent pay systems were rarely used in connection with these other funding streams. The leveraging of local level funding options was limited; even though these dollars often are most sustainable, easy to access, and flexible. In addition, the utilization of education funding, juvenile justice and delinquency prevention, and/or WIA sources to support ELOs was limited among these providers.

Funding gaps and barriers were evident. Funding to support transportation, professional development, and administrative costs is often limited. The latter two present significant barriers to positive ELO outcomes because, without funding to support them, program quality suffers.

Identifiable, and in theory preventable, barriers exist in relation to the utilization of 21st CCLC and CCDF funds. Some involve philosophical differences in relation to ELO priorities and purposes, and others relate to administrative funding operations. For example, CCDF funds support eligible children and often involve fee-for-services (albeit on a sliding scale). In contrast, 21st CCLCs funds support entire programs for all children, even though they target those living in high poverty areas. Still others involve administrative requirements and needs, often driven by the interpretation of policy set in place through federal regulations and operationalized by state and county agencies. Licensing requirements, and the unfunded mandates within them, present additional challenges. “Dis-incentives” exist that deter ELOs’ abilities to utilize these funds, in many cases these are brought on by creation of unneeded administrative policies (such as “enrollment windows” and eligibility verification processes) by counties and school districts. In the case of TANF, funds that could have gone to ELOs went unused due to a long, bureaucratic administrative process and challenges with reimbursement-based funding.

Other challenges relate to how funding is tied to outcomes. Often ELOs are driven entirely or in part by funding, and their design configurations can be understood in this way. For example, some start with idealized outcomes and youth-focused designs, and then local providers must search for resources, especially sustainable funding, in support of these outcomes and designs. Others have developed along both pathways, i.e., money drives some outcomes and services at the same time that innovative outcomes give rise to new programs services that depend on the successful pursuit of new funds or the creative use and combination of existing funds. This funding-driven diversity will remain normative until such time as ELOs receive more guidance and leadership. More than this, funding issues need to be resolved and funding streams made more accessible and coherent.

In the foreseeable future, at least, there is no end in sight to the current reliance on multiple funding streams and their origins in specialized funding sources. Competence in blending and braiding funds, both in compliance with formal requirements and creatively (and legitimately) in response to program and participant needs, is a practical necessity. The implication is that funding-related capacity-building and leadership development are practical necessities in Ohio, and state agency leaders, individually and together, need to address this challenge immediately. Today's economic realities provide a sense of urgency to this agenda and with due recognition of the frailty of many ELOs.

Targeted professional development and technical assistance for individuals and ELO funding and infrastructure support teams is an immediate priority. This priority includes preparation for funding experts who know how to use multiple funding streams creatively and also how to develop funding infrastructures. Ultimately, improved and enhanced training and professional development for ELO providers is essential for effective access and utilization of existent ELO funds.

Policy & Practice Recommendations

This study's findings implicate important policy and practice recommendations. They are offered as guides for state and local leaders and with the expressed intent of improving ELO quality, outcomes, and sustainability. Six categories organize these recommendations:

- Administrative Needs and Policies
- Accountability Systems and Data
- Funding Related Priorities
- Definition of ELOs
- Capacity-Building Needs
- Policy Innovations

Together these categories contain vital information about the still-developing journeys of ELOs in Ohio.

Two critical junctures in these journeys lie ahead, and they need to be kept in mind. The first is whether ELOs merit specialized, unique, and dedicated funding. The second is funding resources and related structural and operational supports needed to make ELOs permanent fixtures in expanded school improvement models. Both represent key decision points for Ohio's new day for learning—and Ohio's schools' new learning day.

Administrative Needs and Policies

State leaders, especially those who administer major ELO funding streams, can enhance current administrative processes to support ELOs in Ohio. Current administrative barriers to funding provide an important place to begin.

First, in relation to current TANF funds supporting ELOs, state administrators can work to streamline the process for selecting and funding ELO providers. In the past, a lengthy process ensued. Funds from the state office were allocated to the counties, then from the counties to the school districts. Then contracts from the school districts to the ELO providers had to be approved by the school boards. To streamline this process, the state could issue a request for proposals directly to the agencies providing the ELO programming. This approach would effectively bypass many of layers within the bureaucracy.

Second, in some cases there seems to be a need for further guidance and regulation in relation to how funding is allocated and monitored at the local level. Findings suggest that in places where counties provided support and technical assistance, the TANF-funded school districts were more likely to utilize the majority of their funds. Similarly, counties that provided more flexible interpretation of the eligibility verification processes (such as only required verbal verification by clients) better facilitated the use of TANF dollars in support of ELO programming.

On the other hand, in places where administrative funding oversight is limited, current policies and practices inadvertently resulted in preventable challenges and barriers. For instance, in relation to SES, some school districts implemented measures that became ELO barriers. These barriers deterred ELO providers from accessing and utilizing these funds. In the end, barriers become benefits for school districts. Districts recapture SES dollars and return them to their Title I allocation. Districts use these recaptured dollars as they see fit even though the original SES goals are not met. Further guidance and regulation from the state departments may assist local entities in reaping the maximum benefits of these SES funds.

Third, administration and requirements associated with licensing need to be modified. More specifically, there is a great need to modify regulations of CCDF and 21st CCLC to make it easier for ELOs, particularly school-based programs, to meet state licensing requirements (USDHHS, 2004). This does not mean “new” regulations but instead implies current regulations should contain specific school-age quality and safety measures. Additionally, school age licensing requirements need to be aligned across relevant sectors—starting with ODE and ODJFS. Once these requirements are harmonized, it will be easier for ELO leaders to access funds from 21st CCLC and CCDF. While some of this work is currently underway, state leaders need to accelerate and focus it more strategically. As today’s harsh economic realities take their tolls, state leaders need to work quickly in an effort to support the sustainability of quality ELOs.

Accountability Systems and Data

Findings from this investigation indicate the need to better align both accountability systems and data systems across funding streams. To do this, state leaders must begin a cross-system policy dialogue. This dialogue should focus on outcome relationships and even interdependence. This dialogue also should encompass integrated evaluation and reporting systems that satisfy “silo requirements” and at the same time make ELO evaluations and reporting more coherent, efficient, and effective.

Furthermore, state level leaders with vested interests in ELOs and their outcomes must convene and reach a fundamental agreement on quality indicators of ELOs, including levels of funding supportive of basic quality and overall vision. For, if state-level leaders cannot figure out how to connect the policy and funding silos, local ELO leaders also will come up short. This alignment of systems will allow the state and ELOs to maximize funds to support both evaluations and programming.

Funding Related Priorities

Apart from sustaining current investments in ELOS, several other funding-related priorities can be derived from this study's findings.

There is a clear need for “cross-boundary” coordinators and administrators who are able to do “the legwork” of bridging and connecting schools and ELOs. While many funding streams allow for 10% of the funds to be spent on administration or overhead, utilizing multiple funding streams requires leaders and administrators who can provide documentation and oversight to meet a variety of enrollment and evaluation requirements. Organizational capacity-building and professional development are needed for district, school, and ELO leaders in this area.

Additionally, categorical funding streams across several institutional sectors often prove to be complicated, indeed too complicated to access and manage. Two, inseparable root problems remain. How does one develop comprehensive, coherent, cohesive, and high impact ELOs supported by integrated and pooled funding? And how does one ensure that these ELOs become mainstays in, and indispensable contributions to expanded school improvement models that influence students' out-of-school time and produce better academic achievement and youth development outcomes? It is possible to wonder how these twin problems will be solved without special, dedicated funding to safeguard ELO operations, ensuring that quality ELOs are permanently connected to schools and districts.

Clearly, there is work to be done, most of it at the state level. It appears that the state has access to considerable funding. The question is how best to organize and distribute it in cohesive, harmonious ways. Imagine a system that streamlines funding for ELOs and marks an end to the 88 odd funding streams ELO providers must confront today.

In the meantime, something can be done with the seeming maze of funding streams. For example, there are ways to “require” or “reward” organizations for diversifying funding streams. For instance, many grants include requirements to collaborate, as well as draw down multiple sources of funding to support programming. To support the diversification of funding, state leaders also could develop policy in support of school-ELO connections and especially in relation to supporting funding for school-family community coordinators who are charged with leveraging and maximizing resources in support of positive youth development, academic learning activities, and family support activities.

Recognizing that ELOs Comprise a New Institution

This investigation mirrors countless reports and other ELO-related research in one fundamental respect. All such reports demonstrate that ELOs comprise a rapidly developing, innovative institution. No wonder, then, that ELOs do not fit conveniently inside any of the existing institutional silos. Little wonder that silo-structured funding streams present both constraints and barriers. To the extent that today's funding drives ELO programs, services, and structures, it is difficult to gain consensus on a good, achievable vision for what an ELO can be and should become under better circumstances. These better circumstances start with better funding arrangements and targeted policies.

Part of the responsibility for taking ELOs to the next stage rests with their leaders. As mentioned throughout the report, in most cases federal and state funding streams target specific programs and/or services to students and their families. If ELO leaders are to further advocate for funding in an ever-constrained economy, they must begin to speak with one voice.

As leaders strive to speak with one voice, they also confront a companion need—to agree on common purposes. ELO and school leaders alike need to learn how to speak with one voice about ELO’s contributions to school improvement, positive youth development, and their interdependent relationship. State-level systems change in support of ELOs goes hand-in-hand with this new competence among ELO and school leaders.

Capacity-Building Needs

Federal and state funding streams will not be aligned overnight. In some instances, specialized funding streams may never be completely aligned. Such is the inescapable reality, and it means that ELO leaders must be ready to navigate this governmental funding system. The responsibilities associated with funding, overseeing its accountability structures, and managing evaluation designs related to each stream are new to, and challenging for ELOs. All require new as well as vast amounts of time and competence in blending and braiding funding streams.

For the most part, providers in Ohio primarily rely on one major funding stream to support their ELO programming. The diversification of funding within program designs is quite limited. Even sources such as CCDF, which serve as a potentially sustainable funding source once grant dollars go away, often are not accessed. This pattern may be due to providers’ inability to plan and implement complex program designs.

There is a need for blended program designs that allow for maximizing and diversification of funding streams; while at the same time need to be focused. Additionally, ELO providers must be provided with education and professional development focused on the multiple avenues for funding ELOs as well as sustainability planning.

Furthermore, ELO administrators must be supported in developing administrative systems, also known as infrastructures for ELOs. ELO leaders’ ability to manage outcomes-based accountability mandates required across multiple funding streams depend on this kind of support.

Additionally, ELO administrators must be provided with funding-related support and expertise. What amounts to fiscal literacy is scarce, and it causes problems for leaders and limits programs and services to young people. For example, fiscal experts talk freely about “blending and braiding” funds—and about the multiple funding streams that utilize. They tend not to understand that, for many ELO providers who listen—especially new ones—these experts are speaking what amounts to a foreign language. The implication is no less critical because it is obvious: **A state-wide initiative for ELO-related fiscal literacy is imperative to advance and sustain this important innovation.**

Policy Innovations for ELO-related Innovations

ELOs are important, timely innovations that give rise to other innovations. In fact, Ohio's other pioneering innovations—e.g., P-16 initiatives, Ohio's Children's Cabinet, its Centers for Disease Control-sponsored health disparities initiative—need to be connected to ELO development, enhancement, and sustainability.

Easy to identify and describe, these new connections are immensely difficult to achieve. Governmental leadership is needed here. In addition to state level leadership (described above), county-level leadership is essential. County-level Family and Children's First Councils, Partnerships for Success Initiatives, and local-regional P-16 partnership councils are ideal mechanisms for this kind of connective work. These structures are especially important in Ohio where, as nearly everyone knows, place and local context matter.

What is needed in Ohio at this time is a coordinated policy initiative. Coordination is necessary because specialized, so-called "categorical" or "sectoral" policies are mainstays. Transportation policies in general and place-based policies in particular provide cases in point. Rural ELOs, whether co-located at schools or not, depend fundamentally on transportation for their clientele. Urban ELOs serving young people who reside in high poverty, socially excluded neighborhoods also depend on safe, reliable transportation. Thus the main point: Transportation policy, like other public policy, needs to be coordinated with ELO-related policy.

Such a coordinative initiative must encompass both state-level and county/local-level structures and operational mechanisms. Such an initiative includes both state-level and county/local-level structures and operational mechanisms. Importantly, these two levels must be aligned—with continuous learning and improvement mechanisms at both levels. Intermediary leaders---experts like the ones interviewed for this report—need to serve as "go-betweens" between county/local initiatives and state-level structures. Fortunately, this policy-related structural arrangement already is developing in conjunction with fledgling P-16 initiatives and Family and Children's First Councils.

At the same time, help is needed on the "school side" of the ELO development. Specifically, new policies, operational structures, and linkage systems are needed in schools and also in district offices in order for ELOs to achieve their full potential as school improvement resources. School-related funding and other resources (e.g., in-kind contributions) for ELOs provide a case in point. It is not a stretch to claim that the potential contributions of ELOs to expand school improvement planning and better school and district performance will not eventuate until such time as there is better funding, administrative and infrastructure supports, and new, firm linkage mechanisms.

Fortunately, work underway in Ohio promises to frame and advance this joint ELO-school improvement agenda. ODE's Comprehensive System of Learning Supports (CSLS) and, before CSLS, the Ohio Community Collaboration Model for School Improvement provide two notable examples of how this work can get done. The recent Public/Private/Collaborative Commission Report (2008) is another example. One of its' "game changing priorities was "accelerated, extended, and connected learning"—especially learning during out of school time and connected back to classrooms to benefit students as well as their teachers. Recommendations like these provide fertile grounds for enhanced ELO-school relationships, especially augmented funding resources and supports.

Clearly, there is work to be done, and this report will have achieved its primary aim if it helps ELOs in Ohio and in other states move to the next level.

Concluding Observations

Two additional, significant policy options derive from these empirical realities and others identified in this report. Together, they provide a fitting conclusion.

The first option is to develop specialized, dedicated funding sources and streams for ELOs. This option is not far-fetched if this report's authors and leaders across the nation are correct when they claim that ELOs and out-of-school time organizations for children and youth represent a bold, new 21st Century Institution. Ideally, this option would include incentives, relevant rules and regulations, and rewards for implementing theoretically-sound, research-supported policies and practices. Very simply, specialized, dedicated funding would include quality control safeguards.

For example, desired, measurable outcomes would be stipulated, together with the interventions that enable them to be achieved. Quality assurance criteria would be specified, including participant-staff ratios, staff qualifications, monitoring mechanisms, and evaluation requirements. Moreover, infrastructure development would be prioritized and supported with few or no unfunded mandates with reasonable requirements for in-kind contributions.

If the first option is transformational, the second one is reform-oriented because it is offered in relation to the existing institutional system. This latter option is signaled by the label—extended LEARNING opportunity. **The option is to adopt expanded models of school improvement with explicit recognition of, and dedicated funding to, organizations providing ELOs.**

The same kinds of quality control mechanisms needed for the transformative option are needed for this second one, but there are other needs as well. The most important one is for solid, effective, and sustainable connections between community-based ELOs and school-based ELO's, on the one hand, and so-called "regular schooling", on the other. Connections between learning in ELOs and classroom learning benefit teachers as much as children and youth.

As with the first option, this second policy option requires dedicated, sustainable funding. Although this funding is challenging in today's economic times, this study has indicated that considerable funding has not been tapped. Title I, including SES funds, TANF funds, and 21st CCLC funds stand as important examples. Together these funds would enable expanded school improvement planning, which incorporates ELOs, to proceed quickly and with desirable results for children, youth, parents-families, educators, and policy makers alike.

These two policy options are not mutually exclusive. Because ELOs are new, and so much of their potential has yet to be realized, it may be prudent to pilot both options. Either way, needs for new funding-related priorities, structures, operational mechanisms, capacity-building, and professional development are apparent.

The future of ELOs, and especially the demonstrated ability of quality ELOs to improve both school and youth outcomes, depend on timely, decisive, and strategic policy action. The resource map provided here has been developed to help frame this policy agenda and also to provide strategic directions. It maps the new territory for an exciting innovation—the ELO innovation and its tremendous, but untapped potential for powerful school improvement and positive youth development.

An Evolving Success Story

In 1994, one Ohio school-based ELO began utilizing 21st CCLC funds awarded to a community-based organization. The goal of this program was to become a self-sustaining program that provided quality affordable care for students K-5 throughout the school district.

In 1997, when 21st CCLC funds were reduced per funding requirements, leaders struggled to fund the program. Eventually, they had to restructure it. They streamlined the program to include just four school-based sites and an all-day summer program.

Today, each site has its own site director and an aide. One overall program coordinator handles all administrative aspects for the four sites.

Funding is always a challenge. The program offers parents/guardians a fair tuition rate just below the cost of other local school-age care programs. An annual budget is set with a goal to break even, and it does so by keeping spending costs low, relying on some material donations from the local schools, fostering a working relationship with the county department of Job & Family Services, and seeking individual donations for scholarships for students. The ELO program can still afford to pay each staff member a competitive salary.

The program today serves over 160 children and relies entirely on tuition and occasional grants for special projects that do not fit within the annual program budget. This school-based ELO program continues to be a success thanks to the area community and a wonderfully dedicated staff.



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APPENDIX I:

Federal Funding Programs in Support of Extended Learning Opportunities¹



¹The information in this Appendix were compiled from a variety of sources and websites including, The Finance Project (2003). *Finding Funding: A guide to federal sources for out-of-school time and community school initiative*, <http://www.afterschool.gov>, <http://www.cfda.gov>, <http://www.federal-grantswire.com>, & The Ohio Auditor of State (2007) *State of Ohio Supplementary Schedule of Expenditures of Federal Awards*. Retrieved on October 7, 2008. from http://www.auditor.state.oh.us/AuditSearch/Reports/2008/State_of_Ohio_Single_Audit_07_Franklin.pdf

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
Corporation for National and Community Service			
<p>Retired and Senior Volunteer Program (RSVP) (Senior Corp)</p> <p>CFDA #: 94.002</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Communities</p> <p>MATCHING: The RSVP sponsor is responsible for generating needed financial support for the project from a variety of sources, including federal, non-federal, grants, cash, and in-kind contributions to meet the budgeted costs of the program.</p> <p>PARTNERSHIP: Local government agencies; community and faith-based organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$59,685,000</p> <p>TIME LIMITATIONS: Grant project periods are generally three years, with one year budget periods. Grant payments are through the DHHS Payment Management System.</p> <p>WEBSITE: http://www.cns.gov</p>	<p>Provides a variety of opportunities for retired persons, age 55 or older to serve their community through significant volunteer service.</p> <p>RSVP volunteer activities include mentoring at-risk youth, organizing neighborhood watch programs, teaching English as a second language, and volunteering at Meals on Wheels and in schools.</p>	<p>Grants are made to state government agencies, local government agencies, private nonprofit organizations, and faith-based organizations.</p>	<p>FY07 \$2,154,044</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Volunteers in Service to America (VISTA) (AmeriCorps)</p> <p>CFDA #: 94.013</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Communities particularly communities with poverty-related problems.</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Community-based organizations; local governments; colleges or universities; churches, and other faith-based organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$95,470,000</p> <p>TIME LIMITATIONS: VISTA Volunteers are assigned to a project for a given length of time, generally 1 year, as designated in a Memorandum of Agreement between Corporation for National Service and the sponsor. Individual volunteers commit themselves to a 1- year term of service, which may be extended with sponsor and Corporation for National Service approval.</p> <p>WEBSITE: http://www.cns.gov/ameriCorps</p>	<p>Supplements the efforts of private, nonprofit organizations and government agencies to eliminate poverty and poverty-related problems by enabling persons from all walks of life and all age groups to perform meaningful and constructive volunteer service.</p> <p>About 50 percent of VISTA's resources are focused on the problems of disadvantaged youth. VISTA has helped to set up drug abuse action centers, literacy programs, food distribution efforts, shelters for runaway youth, and tutoring and computer literacy activities.</p>	<p>Sponsors applying for VISTA volunteers must be federal, state, or local government agencies or private, nonprofit organizations. The project proposing to use the volunteers must be designed to assist in the solution of poverty-related problems.</p>	<p>FY07 \$2,962,050</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Corporation for National and Community Service: Training and Technical Assistance</p> <p>CFDA #: 94.009</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: CNCS grantees</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Potential partnerships include state and local government agencies; community-based organizations; and organizations providing resources to the CNCS.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$9,029,000</p> <p>TIME LIMITATIONS: A time frame has not been established.</p> <p>WEBSITE: http://www.cns.gov</p>	<p>To provide training and technical assistance services to CNCS grantees in areas that include sustainability, evaluation, member development and management, organization development and program management, supervisory skills training, financial management and human relations training.</p> <p>The services are provided through national, state, and regional workshops and conferences, print and electronic informational materials, telephone assistance and on-site consultations.</p>	<p>Public agencies, including federal, state governments, local agencies, and other units of government; nonprofit organizations, including groups serving youth; community-based organizations; service organizations; institutions of higher education, Indian tribes; and for-profit organizations are eligible to apply for grants.</p>	<p>FY07 \$115,951</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>AmeriCorps State* National & NCCC</p> <p>CFDA #: 94.006</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP:</p> <p>MATCHING: Fifteen percent living allowances for AmeriCorps members; 33 percent operating and support expenses must be matched.</p> <p>PARTNERSHIP: National nonprofit organizations; local government; local school districts; community and faith-based organizations; and youth-serving organizations.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$258,960,000</p> <p>TIME LIMITATIONS: A time frame has not been established.</p> <p>WEBSITE: www.nationalservice.gov</p>	<p>Addresses pressing education, public safety, human, and environmental needs of our Nation's communities by encouraging Americans to serve either part or full-time. AmeriCorps members tutor and mentor youth, build affordable housing, teach computer skills, clean parks and streams, run after-school programs, and help communities respond to disasters. In return for their service, AmeriCorps members receive an education award which can be used to pay for college and/or training-related educational expenses about 1/2 of AmeriCorps members receive a modest living allowance.</p>	<p>The funds are allocated as follows: (1) State formula programs – 1/3 of the fiscal year AmeriCorps funds will be allocated to States according to a population based formula (2) State competitive programs – At least 1/3 of the fiscal year. AmeriCorps funds will be distributed to programs that are first selected by the States and then submitted to the Corporation for competitive consideration. (3) National direct – Remaining fiscal year funds will be distributed directly to programs operated by national nonprofit organizations, professional corps and programs operating in more than one State; and (4) Set-asides are estimated at 2% of the fiscal year, 1% for each Indian Tribes and Territories.</p>	<p>FY07</p> <p>\$5,251,845</p> <p>(VISTA funds included in this amount)</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Learn and Serve America: School and Community-Based Programs</p> <p>CFDA #: 94.004</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children, Youth, & Communities</p> <p>MATCHING: A 10% match is required for the first year, 20% for the second year, 30% for the third year, and 50% for the fourth and any subsequent year.</p> <p>PARTNERSHIP: Public or private nonprofit organizations; local educational agencies; youth-serving agencies; faith-based organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$25,616,000</p> <p>TIME LIMITATIONS: Grants are for up to a 3-year period. Funding is awarded on an annual basis subject to annual review and the availability of funds.</p> <p>WEBSITE: http://www.learnandserve.org</p>	<p>Used to encourage elementary and secondary schools and community-based agencies to develop and offer service-learning opportunities for school-age youth, educate teachers about service-learning and incorporate service-learning opportunities into classrooms to enhance academic learning; coordinate adult volunteers in school, and introduce youth to a broad range of careers and encourage them to pursue further education and training.</p>	<p>State educational agencies, state commissions on national service, territories, tribes, and public or private nonprofit organizations.</p>	<p>FY07 \$861,180</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Learn and Serve America: Higher Education</p> <p>CFDA #: 94.005</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children, Youth, & Communities</p> <p>MATCHING: Grant recipients are required to provide a cash and/or in-kind match of an amount equal to or greater than the amount of the grant award. The local share may come from public or private sources, including federal sources other than funds made available under this program</p> <p>PARTNERSHIP: Public or private nonprofit organizations; local educational agencies; youth-serving agencies; faith-based organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$\$8,539,000</p> <p>TIME LIMITATIONS: The Corporation awards grants for a one-year period, with the possibility of renewal in each of the two following years, contingent upon program performance and the availability of funds.</p> <p>WEBSITE: http://www.learnandserve.org</p>	<p>Support high quality service learning projects that engage students in meeting community needs with demonstrable results which enhancing students' academic and civic learning. The program also supports efforts to build capacity and strengthen the service infrastructure within institutions of higher education.</p>	<p>Individual institutions of higher education, consortia of institutions of higher education, and nonprofit organizations or public agencies, including states working in partnership with one or more institutions of higher education.</p>	<p>FY07 \$427,324</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Foster Grandparents Program (Senior Corp)</p> <p>CFDA #: 94.001</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Communities</p> <p>MATCHING: The applicant must meet at least 10% of the total project costs. Federal funds may not be used for the match.</p> <p>PARTNERSHIP: Community-based organizations; local governments; faith-based organizations; colleges and universities</p> <p>RECENT FUNDING ALLOCATION: FY07 \$110,943,000</p> <p>TIME LIMITATIONS: Grant budget periods generally are 1 year, with an opportunity to amend each year.</p> <p>WEBSITE: http://www.seniorcorps.org</p>	<p>Provides part-time volunteer service opportunities for income-eligible persons age 60 and older. Volunteers provide support in health, education, human services, and related settings to help infants, children, or youth with special or exceptional physical, mental, or emotional needs.</p>	<p>Volunteers must meet age and income guidelines. Agencies applying for foster grandparent services must be state or local government agencies or private, nonprofit organizations.</p>	<p>FY07 \$517,915</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
Department of Agriculture			
<p>Summer Food Service Program</p> <p>CFDA #: 10.559</p> <p>TYPE OF FUNDS: Entitlement</p> <p>TARGET GROUP: Children & Youth</p> <p>MATCHING: The participating organizations pay the difference between actual meal costs and the reimbursement</p> <p>PARTNERSHIP: Local educational agencies; parks and recreation departments; local government entities; community-based and other youth serving organizations</p> <p>RECENT FUNDING ALLOCATION: Maximum reimbursements are \$1.32 per breakfast, \$2.30 per lunch, and \$.53 per snack. FY07 \$297,932,607</p> <p>TIME LIMITATIONS: For the period covered by the agreement.</p> <p>WEBSITE: http://www/fns.usda.gov/cnd/summer/</p>	<p>The Summer Food Service Program provides free meals and snacks to low-income children during long school vacations when they do not have access to school lunch or breakfast.</p> <p>While it is not an after-school program, it supports programs for children in low-income areas when school is not in session. The U.S. Department of Agriculture reimburses organizations that provide a food service that complements a recreation or learning program planned for children.</p>	<p>Schools, camps, government agencies, and private nonprofit organizations are eligible to participate as sponsors.</p>	<p>FY07 \$7,391,558</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>School Breakfast Program</p> <p>CFDA #: 10.553</p> <p>TYPE OF FUNDS: Entitlement</p> <p>TARGET GROUP: Children & Youth</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Local educational agencies</p> <p>RECENT FUNDING ALLOCATION: FY07 \$2,228,842,422</p> <p>TIME LIMITATIONS: For the period covered by the agreement on a fiscal-year basis.</p> <p>WEBISTE: http://www/fns.usda.gov/cnd</p>	<p>Assists states in providing a nutritious breakfast service for school children through cash grants and food donations.</p>	<p>State and U.S. territory agencies; public and nonprofit private schools of high school grade and under ; public and nonprofit private residential child care institutions, except Job Corps Centers; residential summer camps that participate in the Summer Food Service Program for Children; and private foster homes.</p>	<p>FY07</p> <p>\$58,370,858</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Rural Cooperative Development Grant</p> <p>CFDA #: 10.771</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Communities in rural areas</p> <p>MATCHING: The grantee must provide matching funds at least equal to the amount of the grant in the form of case or committed funding. (No in-kind contributions).</p> <p>PARTNERSHIP: Nonprofit agencies; community-based organizations; public housing authorities</p> <p>RECENT FUNDING ALLOCATION: FY07 \$6,000,000</p> <p>TIME LIMITATIONS: The grant program is conducted on an annual basis. Awards are made for a 12-month period. A Request for Advance or Reimbursement may be submitted monthly, but quarterly reimbursements are typical. The grantee's share of the costs will be disbursed in advance of grant funds or on a pro-rata distribution basis with grant funds during the disbursement period. Some reimbursements may be linked to submission of acceptable performance reports.</p> <p>WEBISTE: http://www.rurdev.usda.gov/rhs/rcdi/index.htm</p>	<p>Develops the capacity and ability of private, nonprofit community-based housing and community development organizations, and low-income rural communities to improve housing, community facilities, community and economic development projects in rural areas.</p>		<p>FY07</p> <p>\$400,000</p> <p>National Network of Forest Practitioners-\$200,000</p> <p>OSU Research Foundation-\$200,000</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>National School Lunch Program: Lunch & Afternoon Snacks</p> <p>CFDA #: 10.555</p> <p>TYPE OF FUNDS: Entitlement</p> <p>TARGET GROUP: Children & Youth</p> <p>MATCHING: Food service providers must pay the difference between actual cost of food and the reimbursement rate</p> <p>PARTNERSHIP: Local education agencies; individual schools; community-based organizations; youth serving organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$7,836,173,913; Lunch and after school care snacks in schools are reimbursed at rates dependent on students' eligibility for free (FL) or reduced-price lunch (RPL). The current (July 1, 2008 through June 30, 2009) basic cash reimbursement rates if school food authorities served less than 60% FL and RPL during the second preceding school year are: FL \$2.57; RPL: \$2.17 and Paid lunches \$0.24. Free snacks \$0.71; Reduced-price snacks \$0.35; and Paid snacks \$0.06. NOTE: If a school has over 60% of their students receiving FL or RPL, then 57 cents is reimbursed for every student who participates in the after-school activities.</p> <p>TIME LIMITATIONS: For the period covered by the agreement on a fiscal-year basis</p> <p>WEBSITE: http://www.fns.usda.gov/cnd/afterschool/default.htm</p>	<p>School districts participating in the National School Lunch Program can provide snacks to children and youths in after-school educational or enrichment programs.</p>	<p>School districts are eligible if they participate in the National School Lunch Program and provide educational or enrichment activities for children after their school day has ended. Only those programs that are regularly scheduled and in an organized, structured, and supervised environment are eligible to receive funds.</p>	<p>FY07 \$222,499,939</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Community Food Projects</p> <p>CFDA #: 10.225</p> <p>TYPE OF FUNDS: Discretionary/Project Grants</p> <p>TARGET GROUP: Youth, Parents, & Communities</p> <p>MATCHING: 50% of costs must be covered by non-federal sources. This may be in-kind and may be from state governments, local governments, or private sources</p> <p>PARTNERSHIP: Partnerships are encouraged. Community food co-ops; local food projects; food banks; community-based organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$4,800,000.</p> <p>TIME LIMITATIONS: From one to three years.</p> <p>WEBSITE: http://www.reeusda.gov</p>	<p>Develop community food projects that provide food to low-income individuals, help communities provide for their own needs, and promote comprehensive responses to local food, farm, and nutrition issues.</p> <p>Comprehensive solutions may include elements such as:</p> <ol style="list-style-type: none"> 1. Improved access to high quality, affordable food among low-income households. 2. Support for local food systems, from urban gardening to local farms. And 3. Expand economic opportunities for community residents through local business or other economic development, improved employment opportunities, job training, youth apprenticeship, school-to-work transition, and the like. 	<p>Private nonprofit organizations may make proposals</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Food Donation</p> <p>CFDA#: 10.550</p> <p>TYPE OF FUNDS: Sale, Exchange, or Donation of Property and Goods.</p> <p>TARGET GROUP: Youth, Communities</p> <p>MATCHING: Foods are donated on the basis of availability and need. Under TEFAP, foods are allocated to each State on the basis of a formula combining the number of persons in the State living below the poverty level (60 percent) and the number of unemployed persons (40 percent).</p> <p>PARTNERSHIP: Schools, child care facilities, community-based organizations.</p> <p>RECENT FUNDING ALLOCATION: FY 02 \$1,516,758,000</p> <p>TIME LIMITATIONS: Food donations continuous</p> <p>WEBISTE: http://www.fns.usda.gov/fdd</p>	<p>To improve the diets of school and preschool children; the elderly; needy persons in charitable institutions; other individuals in need of food assistance; and, to increase the market for domestically produced foods acquired under surplus removal or price support operations.</p>	<p>Such State, Territorial and Federal agencies that are designated as distributing agencies by the Governor, legislature, or other authority may receive and distribute donated foods. School and other child feeding programs are eligible but must meet requirements concerning facilities, meal content, meal charges, etc. Charitable institutions are eligible to the extent they serve needy persons. Emergency feeding operations under Public Law 98-8 and amendments must provide food to needy persons including unemployed persons. All must apply to their responsible State distributing agency.</p>	<p>FY07</p> <p>\$30,817,413</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Community Facilities Loan Program</p> <p>CFDA #: 10.766</p> <p>TYPE OF FUNDS: Loan/Loan Guarantee</p> <p>TARGET GROUP: Facilities/Transportation</p> <p>MATCHING: Grant Applicants must provide 10 to 20 percent of the total project costs with nonfederal funds. For direct loans and guaranteed loans, 100 percent funding is provided</p> <p>PARTNERSHIP: Rural nonprofit organizations; local government entities</p> <p>RECENT FUNDING ALLOCATION: FY07 \$17,000,000.</p> <p>TIME LIMITATIONS: A time limitation is not specified for the use of RHS loan or grant funds. Funds will be awarded when all RHS requirements are met and the project can be completed on a timely basis. Funds may be advanced on an as needed basis by RHS to cover expenses for a 30-day period.</p> <p>WEBSITE: http://www.rurdev.usda.gov/rhs.cf.cp.htm</p>	<p>Develop community facilities for public use in rural areas and towns with not more than 20,000 people. Construct, enlarge, or improve facilities including community buildings such as child care facilities</p> <p>Eligible projects include: health facilities, nursing homes, public safety facilities, schools, cultural facilities, museums, child care facilities, public service facilities, and transportation projects (e.g. roads, sidewalks, lights.)</p>	<p>Public entities like municipalities, counties, and special purpose districts may apply for loans directly. Nonprofit corporations and tribes may also apply.</p> <p>Borrowers must be unable to obtain needed funds from other sources at reasonable rates and terms, have legal authority to borrow and repay loans, to pledge security for loans, and to construct, operate, and maintain the facilities or services, and be financially sound and able to organize and manage the facility effectively.</p>	<p>FY07</p> <p>\$3,370,000 (approx.)</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Child and Adult Care Food Program (CACFP)</p> <p>CFDA#: 10.558</p> <p>TYPE OF FUNDS: Formula Grants</p> <p>TARGET GROUP: School-Aged Children in Low-Income Areas</p> <p>MATCHING: Participating agencies pay the difference between the actual cost and the reimbursement</p> <p>PARTNERSHIP: Any nonprofit private or public entity that provides meals and snacks to children and adults who receive nonresidential day care. Organizations and people interested in children can utilize the snacks to draw children to safe, supervised activities</p> <p>RECENT FUNDING ALLOCATION: FY07 \$2,272,053,000</p> <p>Reimbursement rates (effective July 1, 2008 through June 30, 2009) - Breakfast: Free \$0.25, Reduced Price \$1.10, Paid \$1.40; Dinner: Free 0.24, Reduced Price \$2.17, Paid \$2.57; Snack: Free \$0.06, Reduced Price \$0.35, Paid \$0.71</p> <p>TIME LIMITATIONS: For the period covered by the agreement.</p> <p>WEBSITE: http://www.fns.usda.gov/cnd</p>	<p>Provision of funds to reimburse institutions for providing means and snacks to children and adults receiving day care.</p> <p>Must provide regularly schedule after-school activities in an organized, structured, and supervised environment.</p>	<p>After school care programs in approved low-income areas, institutions, including public or private nonprofit organizations that provide educational or enrichment activities.</p> <p>For-profit centers that receive Title XX funds for at least 25% of their school-aged children may also be eligible.</p>	<p>FY07</p> <p>\$67,670,297</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Cooperative Extension Service: 4-H Youth Development Program</p> <p>CFDA #: 10.500</p> <p>TYPE OF FUNDS: Formula /Project Grants</p> <p>TARGET GROUP: Children & Youth (Preschool through late teens)</p> <p>MATCHING: No set matching requirements. However, some clubs often pay for expenses through dues and fundraising activities</p> <p>PARTNERSHIP: Projects require collaboration across disciplines. Potential partners include state and local CES, land grant university, community-based organizations, and schools.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$431,247,815; FY 08 estimated \$410,099,340</p> <p>TIME LIMITATIONS: Formula Grants are a continuing program each year. 1862 Land-grant institutions in the 50 States, District of Columbia, American Samoa, Guam, Puerto Rico, Micronesia, Northern Marianas and the Virgin Islands are permitted to carry over unexpended balances to the next year for up to five years. 1890 Land-Grant Institutions are permitted to carry over 20% of unexpended funding to the next year; funding not expended in the subsequent year will reduce future allocations.</p> <p>WEBSITE: http://www.reeusda.gov</p>	<p>Dedicated to the development of young people in rural and urban areas</p>	<p>4-H Youth Development Programs are organized and coordinated through the local Cooperative Extension Services (CES) affiliated with land grant universities</p>	<p>FY07 \$17,806,114</p> <p>*Shared funds with The Cooperative Extension Service: Children, Youth and Families At Risk Initiative (CYFAR) State Strengthening Projects (STST)</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>The Cooperative Extension Service: Children, Youth and Families At Risk Initiative (CYFAR) State Strengthening Projects (STST)</p> <p>CFDA#:10.500</p> <p>TYPE OF FUNDS: Formula Grants/Project Grant</p> <p>TARGET GROUP: Families & Children with Limited Resources</p> <p>MATCHING: No</p> <p>PARTNERSHIP: State Strengthening Projects New Communities Projects; state and local cooperative extension services; community-based organizations; youth-serving organizations.</p> <p>RECENT FUNDING ALLOCATION: FY05 \$7,478,000.</p> <p>TIME LIMITATIONS: Formula Grants are a continuing program each year. Funds are made available through the electronic transfer system. States are permitted to carry over unexpended balances to the next year.</p> <p>WEBSITE: http://www.reeusda.gov/4h/cyfar/cyfar.htm</p>	<p>Develop and deliver educational programs that equip limited resource families and youth who are at risk for not meeting basic needs, to lead positive, productive lives.</p> <p>Funds may be used for training, after-school, and school programs, mentoring, school enrichment, resource centers, and support groups for adults.</p>	<p>Only land grant university Cooperative Extension Services (CES) entities are eligible to apply.</p>	<p>FY07</p> <p>\$17,806,114</p> <p>*Shared funds with the Cooperative Extension Service: 4-H Youth Development Program</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
Department of Education			
<p>21st Century Community Learning Centers</p> <p>CFDA#: 84.287</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Students who attend schools with concentrations of poor students. Priority is given to students who attend low performing schools.</p> <p>MATCHING: States may require all applicants to match at a minimal level</p> <p>PARTNERSHIP: Public schools, community-based organizations, youth-serving organizations, faith-based or community action organizations, local government agencies; institutions of higher education.</p> <p>RECENT FUNDING ALLOCATION: Funds flow from the U.S. Department of Education to the state educational agencies based on their share of Title I, Part A funds. States then use their allocations to make competitive awards to eligible entities. FY07 \$981,166,230; FY08 \$1,081,166,187</p> <p>TIME LIMITATIONS: Awards are made annually.</p> <p>WEBSITE: https://www.ed.gov/12stcck/</p>	<p>Designed to extend the school day and/or year to provide opportunities for academic enrichment including providing tutorial services to help students</p>	<p>Local educational agencies, community-based organization, other public or private entities, or consortia of two or more such agencies, organizations, or entities</p>	<p>FY07 \$26,582,136</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>High-Quality Supplemental Educational Services and After-School Partnerships Demonstration</p> <p>CFDA#: 84.287</p> <p>TYPE OF FUNDS: Discretionary/Competitive Grant</p> <p>TARGET GROUP: Children & Youth</p> <p>MATCHING: States may require all applicants to match at a minimal level.</p> <p>PARTNERSHIP: Local educational agencies</p> <p>RECENT FUNDING ALLOCATION: FY08 \$5,000,000</p> <p>WEBSITE: http://www.ed.gov/programs/sesdemo/index.html</p>	<p>The purpose of the High-Quality Supplemental Educational Services and After-School Partnerships Demonstration competition is to encourage the establishment or expansion of partnerships between supplemental educational services (SES) programs and 21st Century Community Learning Centers (21stCCLC) projects in order to increase the academic achievement of low-income students in Title I schools identified for improvement, corrective action, or restructuring. Through this competition, the Department will fund projects that will serve as national models of how these two federally authorized after-school initiatives can be coordinated so that a greater number of students enroll in, participate in, and complete academic after-school services that improve their achievement</p>	<p>Current recipients of 21st CCLC local grants that will provide services in the 2008-2009 school year and that</p> <p>(1) apply in partnership with one or more State-approved SES providers able to serve students in the grantee's LEA in the 2008-2009 school year,</p> <p>(2) serve students in an LEA that is identified by its State as in need of improvement or corrective action during the 2007-2008 or 2008-2009 school years, and</p> <p>(3) serve students enrolled in at least one Title I school identified as in need of improvement, corrective action, or restructuring during the 2007-2008 or 2008-2009 school years.</p>	<p>Funds are part of the 21st Century Community Learning Centers money.</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Advanced Placement Incentives Program</p> <p>CFDA#: 84.330</p> <p>TYPE OF FUNDS: Project Grants (Discretionary)</p> <p>TARGET GROUP: Youth</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Educational agencies and nonprofit organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$ 37,026,000</p> <p>TIME LIMITATIONS: Awards are made for 1 year for the AP Test Fee program, and for up to 3 years for the AP Incentive Grant Program</p> <p>WEBSITE: http://www.ed.gov/programs/apincent/index.html</p>	<p>To support State and local efforts to increase access to advance placement classes and tests for low-income students and to cover part or all of the cost of test fees for low-income students enrolled in advanced placement course.</p>	<p>State and local educational agencies and nonprofit organizations may apply</p>	<p>FY07 \$323,985</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Arts in Education</p> <p>CFDA#: 84.351</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children & Youth</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Required. No single entity will be awarded funds. Community based organizations, nonprofits, local educational agencies</p> <p>RECENT FUNDING ALLOCATION: Funds flow to LEAs and are then distributed to partnering agency. FY07 \$35,277,000; FY08 \$37,533,000</p> <p>TIME LIMITATIONS: Grants under Subpart A may be awarded for up to 36 months; Grants under Subpart B may be awarded for up to 60 months. Continuation awards are subject to availability of funds and substantial progress by the grantee.</p> <p>WEBSITE: http://www.ed.gov/office/OESE/SIP/program/aie.html</p>	<p>Performance, professional development, and other educational activities that emphasize the importance of arts in education.</p>	<p>Local educational agencies and nonprofit organizations.</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Carl D. Perkins Career and Technical Education</p> <p>CFDA#: 84.048</p> <p>TYPE OF FUNDS: Formula Grants</p> <p>TARGET GROUP: Youth</p> <p>MATCHING: The funding formula is based on State per-capita income and population in three age cohorts (15-19, 20-24, and 25-65). The formula provides for a minimum State allocation of at least 0.5 percent of the total, and a “hold-harmless” provision in the formula ensures that no State’s share of the appropriation is less than its share of the fiscal year 1998 appropriation. Please see the CFDA for additional matching requirements.</p> <p>PARTNERSHIP: Local educational agencies and institutions of higher education.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$1,162,294,000.</p> <p>TIME LIMITATIONS: Funds must be expended within 27 months of after their first date of availability.</p> <p>WEBSITE: http://www.ed.gov/policy/sectech/leg/perkins/index.html</p>	<p>To develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs</p>	<p>The Department of Education makes formula grants to States.</p> <p>Eligible recipients for sub-grants are local educational agencies and postsecondary institutions.</p>	<p>FY07</p> <p>\$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Child Care Access means Parents in Schools Program</p> <p>CFDA#: 84.335</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children & Youth of low income parents seeking higher education</p> <p>MATCHING: The grant amount awarded to an institutions shall not exceed 1% of the total amount of all Federal Pell Grant funds awarded to students enrolled at the institution for the preceding year</p> <p>PARTNERSHIP: Institutions of higher education; nonprofit organizations; community-based organizations; YM/YWCAs</p> <p>RECENT FUNDING ALLOCATION: FY07 \$15,810,300</p> <p>TIME LIMITATIONS: Grants shall be awarded for a period of 4 years, subject to availability of funds.</p> <p>WEBSITE: http://www.ed.gov/offices/OPE/HEP/campisp/</p>	<p>Support the participation of low-income parents in postsecondary education by providing campus-based child care services.</p>	<p>Institutions of higher education are eligible to apply if the total amount of all federal Pell Grant funds awarded to students enrolled is equal or exceeds \$350,000.</p>	<p>FY07</p> <p>Columbus State Community College \$163,633</p> <p>Miami University/Hamilton \$75,878</p> <p>Southern State Community College \$29,017</p> <p>Wright State University \$89,123</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Early Reading First</p> <p>CFDA#: 84.359</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children, Youth, & Parents</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Local educational agencies; community-based organizations; nonprofit agencies</p> <p>RECENT FUNDING ALLOCATION: FY07 \$117,666,280</p> <p>TIME LIMITATIONS: Projects are funded for a period of up to 6 years. Renewals are subject to the availability of appropriations.</p> <p>WEBSITE: http://www.ed.gov/offices/OESE/</p>	<p>Program supports local efforts to enhance the early language, literacy, and pre-reading development of preschool age children, particularly those from low-income families, through instructional and professional development strategies proven effective through scientifically-based reading research.</p>	<p>The following are eligible</p> <ol style="list-style-type: none"> 1) one ore more local educational agencies that are eligible to receive a Reading First state sub-grant 2) one or more public or private organizations of agencies, acting on behalf of one or more programs that serve preschool age children, 3) one or more local educational agencies described in (1) 	<p>FY07</p> <p>\$0</p> <p>FY06</p> <p>Lorain City Schools</p> <p>\$3.2 million</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Reading First State Grants</p> <p>CFDA#: 84.357</p> <p>TYPE OF FUNDS: Project Grants</p> <p>TARGET GROUP: Children</p> <p>MATCHING: The Department awards grants through a formula based on the State's share of children aged 5-17 whose families have incomes below the poverty line, after first reserving 1/2 of 1 percent for the Outlying Areas and 1/2 of 1 percent for Bureau of Indian Education schools.</p> <p>PARTNERSHIP: Educational agencies</p> <p>RECENT FUNDING ALLOCATION: FY07 \$1,029,234,000</p> <p>TIME LIMITATIONS: Awards up to 6 years.</p> <p>WEBSITE: http://www.ed.gov/office/OESE/readingfirst</p>	<p>To ensure that every student can read at grade level or above by the end of third grade. Assistance to States and districts in establishing reading programs for students in kindergarten through third grade.</p> <p>Focuses on teacher development and ensuring that all teachers, including special education teachers, have the tools they need to effectively help their students learn to read. Provides assistance to States and districts in preparing teachers to identify specific reading barriers facing students.</p>	<p>State Education Agencies from the 50 States, Puerto Rico, the District of Columbia, the DOI Bureau of Indian Education, the U.S. Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.</p>	<p>FY07 \$29,262,871</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Education for Homeless Children and Youth: Grants for State and Local Activities</p> <p>CFDA#: 84.196</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Children & Parents who are homeless</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Local educational agencies; community-based organizations; homeless shelters; organizations that provide services to the homeless</p> <p>RECENT FUNDING ALLOCATION: FY07 \$61,871,000</p> <p>TIME LIMITATIONS: Assistance is provided for 1 fiscal year.</p> <p>WEBSITE: http://www.ed.gov/offices/OESE/CEP/hmlsprogresp.html</p>	<p>To ensure that homeless children and youth have equal access to the same free and appropriate activities and services ensure these children and youth enroll in, attend, and achieve success in school. Supports an Office for Coordination of Education of Homeless Children and Youth in each state to gather comprehensive information about homeless children and youth and the impediments to their regular attendance.</p> <p>Funds may be used for tutoring, summer enrichment programs, provision of school supplies, & professional dev.</p>	<p>State educational agencies, Puerto Rico, District of Columbia, and tribal schools. Only local educational agencies are eligible for state sub-grants.</p>	<p>FY07 \$2,015,103</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Even Start: Migrant Education</p> <p>CFDA#: 84.214</p> <p>TYPE OF FUNDS: Discretionary/Project Grants</p> <p>TARGET GROUP: Parents & Communities</p> <p>MATCHING: Grantees are responsible for a minimum of 10% of project costs in the first year, 20% in the second, 30% in the third, and 40% in the fourth and final year.</p> <p>PARTNERSHIP: Schools; community-based organizations; serving immigrant and/or migrant communities</p> <p>RECENT FUNDING ALLOCATION: FY07 \$2,378,483; FY08 \$1,903,632; Individual grants range from \$75,000 to \$300,000</p> <p>TIME LIMITATIONS: Grants may be made for up to 48 months. Funds are awarded for a 12-month period from October 1 to September 30 of the following year. Renewals are subject to the availability of appropriations.</p> <p>WEBSITE: http://www.ed.gov/offices/OESE/MEP</p>	<p>Seeks to improve the educational opportunities of migrant families through family literacy programs that integrate early childhood education, adult literacy or basic education, and parenting education.</p>	<p>Any entity may apply. The Secretary specifically invites application from state educational agencies (SEAs) that administer migrant programs; local educational agencies (LEAs) that have a high percentage of migrant students; and nonprofit community-based organizations that work with migrant families.</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Even Start: State Educational Agencies</p> <p>CFDA#: 84.213</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Parents & Communities</p> <p>MATCHING: For a local grant from the state educational agency, local grantees will be responsible for matching funding in the amount of 10% in the first year, 20% in the second year, 30% in the third year, 40% in the fourth year, and 50% in the fifth through eighth years, and 65% in any subsequent years.</p> <p>PARTNERSHIP: Local educational agencies; institutions of higher education; community-based organizations; family service agencies</p> <p>RECENT FUNDING ALLOCATION: Grants range from \$1.1 million to \$31.6 million. FY07 \$82,282,760</p> <p>TIME LIMITATIONS: Funds are available for obligation and expenditure for 27 months. Sub-grants may not exceed 4 years in duration.</p> <p>WEBSITE: http://www.ed.gov/GrantApps/</p>	<p>Focuses on the educational needs of low income families with young children. Goal is to help break the cycle of poverty and illiteracy by improving the educational opportunities available to low income families with limited educational experiences.</p>	<p>Formula grants are awarded to stated educational agencies. Sub-grantees are partnerships that consist of a local educational agency, and a nonprofit community-based organization, a public agency other than an LEA, an institution of higher education or other public or private nonprofit organization.</p>	<p>FY07</p> <p>\$3,003,372</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Fund for the Improvement of Education (includes the Carol White Physical Education Program)</p> <p>CFDA#: 84.215</p> <p>TYPE OF FUNDS: Project grant</p> <p>TARGET GROUP: Children & Youth</p> <p>MATCHING: No match</p> <p>PARTNERSHIP: State and local educational agencies, public and private organizations, institutions of higher education.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$379,199,000</p> <p>TIME LIMITATIONS: Awards are made annually. Following an initial, competitively selected award, additional non-competing continuation awards may be made. The possible length of the project is announced in the application notice in the Federal Register. Renewals are subject to the availability of appropriations.</p> <p>WEBSITE: http://www.ed.gov/offices/OESE/SDFS/programs.html</p>	<p>Very large range of programs under 84.215.</p>	<p>State educational agencies, local educational agencies, institutions of higher education, public and private organizations and institutions.</p>	<p>FY07 \$1,778,038</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP): State Grants and Partnership Grants</p> <p>CFDA#: 84.334</p> <p>TYPE OF FUNDS: Discretionary/Project Grants</p> <p>TARGET GROUP: Children, Youth, & Communities</p> <p>MATCHING: State grant recipients must provide at least 50% of the total project costs each year, in cash or in-kind contributions. States must ensure that funds supplement and not supplant funds expended for existing programs.</p> <p>PARTNERSHIP: Yes-Potential partners include state agencies; local educational agencies; community-based organizations; individual schools; institutions of higher education; public and private agencies; nonprofit and philanthropic organizations; businesses; faith-based organizations.</p> <p>RECENT FUNDING ALLOCATION: State grants have no minimum and \$5 million annual maximums with an estimated average of \$1.5 million-\$2 million. FY07 \$303,423,120; FY08 \$303,422,950</p> <p>TIME LIMITATIONS: Grants are made for up to 5 years. Grants are subject to availability of funds.</p> <p>WEBSITE: http://www.ed.gov/gearup</p>	<p>Supports school reform efforts and early college preparation and awareness interventions at the local and state levels.</p> <p>Two Major Components:</p> <p>1) Early intervention, which provides early college preparation and awareness activities to participating students through comprehensive mentoring, counseling, outreach and other supportive services.</p> <p>2) Scholarship component establishes or maintains a financial assistance program that awards scholarships to participating students.</p>	<p>State agencies, community-based organizations, schools, institutions of higher education, public and private agencies, nonprofit and philanthropic organizations, businesses.</p> <p>For partnership projects, participants must include:</p> <p>1) at least one institutions of higher education 2) at least one local educational agency on behalf of one or more schools with a 7th grade and the high school that the students at these middle schools would normally attend 3) at least two additional organizations such as businesses, professional associations, community-based organizations, state agencies, elementary schools, religious groups, and other public or private organizations.</p>	<p>FY07 \$2,538,590</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Grants to Reduce Alcohol Abuse</p> <p>CFDA#: 84.184A</p> <p>TYPE OF FUNDS: Discretionary/Project Grants</p> <p>TARGET GROUP: Children & Youth</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Schools, nonprofit agencies, community-based organizations.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$32,408,640</p> <p>TIME LIMITATIONS: Projects will be funded for one year with an option for additional years, contingent upon substantial progress by the grantee and the availability of funds.</p> <p>WEBSITE: https://www.ed.gov/offices/OESE/SDFS</p>	<p>To provide grants to local educational agencies to develop and implement innovative and effective alcohol abuse prevention programs for secondary school students.</p> <p>Funds must be used for program related activities. Grants must provide for equitable participation of eligible private school students, teachers and other personnel. The Department will reserve up to 25 percent of funds for rural and low-income areas.</p>	<p>Local educational agencies</p>	<p>FY07</p> <p>Trimble Local Schools \$315,882</p> <p>Southern Local Schools \$362,072</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Improving Literacy Through School Libraries</p> <p>CFDA#: 84.364</p> <p>TYPE OF FUNDS: Project grant</p> <p>TARGET GROUP: Children, Youth, Parents, & Communities</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Public or nonprofit private agency, colleges and universities</p> <p>RECENT FUNDING ALLOCATION: FY07 \$19,485,000</p> <p>TIME LIMITATIONS: Grants are awarded for a period of no longer than 12 months.</p> <p>WEBSITE: http://www.ed.gov/programs/lsl/index.html</p>	<p>To provide students with increased access to up-to-date school library materials, a well-equipped technologically advanced school library media center, and well-trained, professionally certified school library media specialists to improve literacy skills and achievement to students</p>	<p>Recipient local educational agency with child poverty rate of at least 20%. May use program funds to acquire school library media resources; acquire and use technology that can help to develop the information retrieval and critical thinking skills of students; facilitate Internet links and other resource-sharing networks; provide professional development and collaborative activities for school library media specialists; and provide students with access to school libraries during non-school hours.</p>	<p>FY07</p> <p>Lake Erie Academy \$282,303</p> <p>Columbus Public Schools \$293,169</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Migrant Education High School Equivalency Program</p> <p>CFDA#: 84.141</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children, Youth, Parents, & Communities</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Public or nonprofit private agency, colleges and universities</p> <p>RECENT FUNDING ALLOCATION: FY07 \$230,929,000</p> <p>TIME LIMITATIONS: The project period is up to 60 months. Funds are awarded for 12 month billing periods. Renewals are subject to the availability of funds and recipient performance.</p> <p>WEBSITE: http://www.ed.gov/offices/OESE/MEP/</p>	<p>Helps migratory and seasonal farm workers (or children of such workers) who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and subsequently to gain employment or begin postsecondary education or training.</p>	<p>Institutions of higher education or a public or nonprofit private agency in cooperation with an institution of higher education.</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Parent Information and Resource Centers (PIRCS)</p> <p>CFDA#: 84.310</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children, Youth, & Parents</p> <p>MATCHING: After the project's first year, grantees must contribute a portion of the cost of services from non-federal sources</p> <p>PARTNERSHIP: Nonprofit organizations; local educational agencies</p> <p>RECENT FUNDING ALLOCATION: FY07 \$39,600,000; FY08 \$38,908,000.</p> <p>TIME LIMITATIONS: Projects may be generally supported for 1 to 4 years. Funds are granted on a 12 month basis. Renewals are subject to the availability of appropriations.</p> <p>WEBSITE: http://www.ed.gov/G2K/</p>	<p>Assist in establishing school-linked or school-based parental information and resource centers to provide comprehensive training, information, and support to</p> <ol style="list-style-type: none"> 1) parents of children enrolled in elementary and secondary schools 2) individuals who work with the parents of elementary and secondary students 3) SEA, LEAs, schools, organizations supporting family-school partnerships and organizations to carry our parent education and family involvement programs and 4) parents of children birth through age 5. 	<p>Nonprofit organizations and nonprofit organizations consortia with local educational agencies.</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Safe and Drug-Free Schools and Communities: National Programs</p> <p>CFDA#: 84.184</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children, Youth, & Parents</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Community-based organizations; institutions of higher education; local educational agencies</p> <p>RECENT FUNDING ALLOCATION: FY07 \$230,929,000; FY08 \$ 218,632,000</p> <p>TIME LIMITATIONS: Grants will be made for a period of 12 to 48 months. Renewals are subject to the availability of funds.</p> <p>WEBSITE: http://www.ed.gov/offices/OESE/SDFS</p>	<p>This program is a companion to the Safe and Drug Free Schools: State Grants program.</p> <p>The National Programs grant supports local educational agencies in the development of community-wide approaches to creating safe and drug-free schools and promoting healthy childhood development.</p> <p>The National Programs represent a variety of discretionary initiatives that respond to emerging needs. Among these initiatives are direct grants to school districts and communities with severe drug and violence problems, program evaluation and information development and dissemination.</p> <p>The program is funded and administered by the Departments of Education, Justice, and Health and Human Services.</p>	<p>Local educational agencies; public and private nonprofit organizations and individuals are eligible to apply.</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Safe and Drug-Free Schools and Communities: State Grants</p> <p>CFDA#: 84.186</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Children, Youth, & Parents</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Community-based organizations; local education agencies; institutions of higher education; faith-based organizations; youth-serving organizations.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$346,500,000</p> <p>TIME LIMITATIONS: Generally, State awards are made from July 1 of one year to September 30 of the following year. In addition, funds remain available to States for an additional fiscal year for obligation and expenditure. Grantees draw down funds electronically as needed.</p> <p>WEBSITE: http://www.ed.gov/offices/OESE/SDFS</p>	<p>The program provides support to state educational agencies for drug and violence prevention activities focused on school-age youth, SEAs are required to distribute 93% of funds to local educational agencies for drug and violence prevention activities.</p>	<p>State governments and territories may apply.</p>	<p>FY07 \$12,425,356</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Safe Schools/Healthy Students Initiative</p> <p>CFDA#: 84.184L</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children, Youth, & Parents</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Coordination with community-based services is required. Local educational agencies; local law enforcement agencies; mental health agencies; community-based organizations; youth-serving organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$79,200,000</p> <p>TIME LIMITATIONS: Approximately 46 continuation awards are granted each year.</p> <p>WEBSITE: http://www.mentalhealth.org/safeschools/default.asp</p>	<p>Grants are used to promote health childhood development and prevent violent behaviors through fully-linked education, mental health, law enforcement, juvenile justice, and social services systems.</p>	<p>Each application must be submitted by a local educational agency and their partners comprised of the local public, mental health authority, local law enforcement agency, family members, students, and juvenile justice officials.</p>	<p>FY08</p> <p>Putnam County Educational Service Center</p> <p>\$1,142,419</p> <p>Bellaire Local School District</p> <p>\$631,915</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>School Dropout Prevention Programs</p> <p>CFDA#: 84.360</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children & Youth</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Local educational agencies; community-based organizations; nonprofit agencies</p> <p>RECENT FUNDING ALLOCATION: FY07 \$0; FY08 \$0</p> <p>TIME LIMITATIONS: Grants are awarded for a period of not more than 3 years.</p> <p>WEBSITE: http://www.ed.gov/offices/OESE/</p>	<p>Funds are made available to support programs that provide assistance to help schools implement effective school dropout prevention and re-entry programs</p>	<p>State educational agencies and local educational agencies serving communities with dropout rates above the state's average annual dropout rate will be eligible to apply for funding.</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Special Education: Grants to States</p> <p>CFDA#: 84.027</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Children & Youth</p> <p>MATCHING: No. However, these funds cannot be used to replace existing funding and other requirements apply.</p> <p>PARTNERSHIP: Local educational agencies; organizations serving individuals with disabilities; community-based organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$10,782,961,000</p> <p>TIME LIMITATIONS: Grants are awarded each fiscal year. The federal obligation period is a 15-month period from July 1 through September 30th. State and local educational agencies have an additional 12-month period to obligate the funds they receive.</p> <p>WEBSITE: http://www.ed.gov/offices/OSER/OSEP/Funding/</p>	<p>Grants are awarded to states to assist in providing free, appropriate public education for all children with disabilities.</p>	<p>State educational agencies; territories and tribes.</p>	<p>FY07 \$495,109,003</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Special Education: Parent Information Centers</p> <p>CFDA#: 84.328</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children, Youth, & Parents</p> <p>MATCHING: The Secretary may requires a recipient of a grant, contract, or cooperative agreement to share in the cost of a project</p> <p>PARTNERSHIP: Community-based organizations, nonprofit agencies; schools.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$25,704,000</p> <p>TIME LIMITATIONS: Typically for 1 to 5 years. Subject to the availability of funds.</p> <p>WEBSITE: http://www.ed.gov/offices/OSERS/OSEP/index.html</p>	<p>The program ensures that children with disabilities and parents of children with disabilities (1) receive training and information on their rights and protections under the IDEA and (2) can effectively participate in planning and decision-making related to early intervention, special education, and transitional services, including the development of the IEP.</p>	<p>Parent organizations as defined in Section 682(g) of the IDEA.</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Special Education: Personnel Preparation to Improve Services and Results for Children with Disabilities</p> <p>CFDA#: 84.323</p> <p>TYPE OF FUNDS: Discretionary/Project Grants</p> <p>TARGET GROUP: Children & Youth</p> <p>MATCHING: The Secretary may requires a recipient of a grant, contract, or cooperative agreement to share in the cost of a project</p> <p>PARTNERSHIP: Local educational agencies; community-based organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$89,720,000</p> <p>TIME LIMITATIONS: Typically from 1 to 5 years. Subject to the availability of funds.</p> <p>WEBSITE: http://www.ed.gov/offices/OSERS/OSEP/</p>	<p>Under this program, funds help address state-identified needs for qualified personnel in special education, related services, early intervention, and regular education, to work with children with disabilities and ensure that those personnel have the skills and knowledge that are needed to serve those children.</p>	<p>A state educational agency, a local educational agency, an institution of higher education, any other public agency, a private nonprofit organization, an outlying area, an Indian tribe or tribal organization (as defined under section 4 of the Indian Self-Determination and Education Assistance Act), and for-profit organization, if the Secretary finds it appropriate in light of the purposes of a particular competition for a grant, contract, or cooperative agreement.</p>	<p>FY07</p> <p>\$2,241,340</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Striving Readers</p> <p>CFDA#: 84.371</p> <p>TYPE OF FUNDS: Project grants</p> <p>TARGET GROUP: Children & Youth</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Local educational agencies; community-based organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$31,870,000</p> <p>TIME LIMITATIONS: Projects are funded for a period of up to 5 years. Renewals are subject to the availability of appropriations and satisfactory progress.</p> <p>WEBSITE: http://www.ed.gov/programs/strivingreaders/index.html</p>	<p>To raise student achievement by improving the reading skills of middle and high school students who are reading below grade level.</p> <p>Striving Readers will support the implementation and evaluation of research-based reading interventions for struggling middle and high school readers in Title I eligible schools at risk of not meeting or not meeting annual yearly progress requirements under the ESEA and/or that have significant percentages or numbers of students reading below grade level.</p>	<p>1) Local educational agencies that receive Title I funds and have one or more high or middle schools with significant numbers of students reading below grade level and are at risk of not meeting or are not meeting Title I annual yearly progress requirements.</p> <p>2) Intermediate service agencies on behalf of LEAs are in (1) above or</p> <p>3) Partnerships that may include public or private institutions of higher education, eligible nonprofit or for-profit organizations, and local educational agencies that have one or more high schools or middle schools with significant numbers of students reading below grade level and are at risk of not meeting or are not meeting Title I annual yearly progress requirements.</p>	<p>FY07</p> <p>\$2,408,222</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Title I Grants to Local Educational Agencies</p> <p>CFDA#: 84.010</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Children, Youth</p> <p>MATCHING: No. However, funds must be used to supplement, not supplant existing state and locally funded programs</p> <p>PARTNERSHIP: Local educational agencies; individual schools receiving Title I funds</p> <p>RECENT FUNDING ALLOCATION: FY07 \$12,838,123,000</p> <p>TIME LIMITATIONS: Generally, awards to states are made from July 1 to September 30th of the following year. In addition, funds remain available to States for an additional fiscal year for obligations and expenditures.</p> <p>WEBSITE: http://www.ed.gov/offices/OESE/CEP/cepprogressp.htm</p>	<p>Grants help local educational agencies and schools improve the teaching of children who are failing or who are most at risk of failing. The grants help those children to meet challenging state academic standards. Grants are targeted to schools with concentrations of children from low-income families.</p>	<p>State educational agencies and the Secretary of the Interior. Local educational agencies and Indian tribal schools are sub grantees.</p>	<p>FY07</p> <p>\$398,407,764</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Title I Supplemental Services</p> <p>CFDA#: 84.010</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Children & Youth</p> <p>MATCHING: No. However, parents are responsible for any costs that are not covered by the supplemental services funding from the school districts</p> <p>PARTNERSHIP: Nonprofit and for-profit companies; schools; local colleges and universities; community and faith-based organizations; academic enrichment and tutoring programs. The local school districts will maintain a list of eligible partners.</p> <p>RECENT FUNDING ALLOCATION: Funds flow from the federal government to the state and educational agency to school districts. For each student receiving SES, districts spend either their per-child Title I allocation or the actual cost of the services, whichever is less. The maximum per child expenditure for SES varies widely across the nation, ranging from roughly \$600 to \$3,500.</p> <p>TIME LIMITATIONS: Unknown.</p> <p>WEBSITE: http://www.nochildleftbehind.gov/parents/supplementalservices/index.html</p>	<p>Used to provide supplemental educational services such as tutoring, after school services, and summer school programs for children in schools designated as failing by the state educational agency.</p>	<p>Parents of children in schools classified as in need of improvement are eligible to receive these funds.</p> <p>The school district is required to tell parents if the school their child attends is in need of improvement.</p> <p>The <i>No Child Left Behind</i> (NCLB) Act requires the state educational agency (SEA) to develop and maintain an updated list of approved providers of supplemental educational services (SES) [Section 1116(c)(e)(4)(C)]. The term <i>provider</i> is defined as a non-profit entity, a for-profit entity, or a public/private educational institution.</p>	<p>FY07</p> <p>\$398,407,764</p> <p>(shared funding from Title I Grants to Local Educational Agencies)</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>TRIO: Talent Search</p> <p>CFDA#: 84.044</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children, Youth, & Parents</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Institutions of higher education; community-based organizations; youth-serving organizations; faith-based organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$142,884,182; FY08 \$142,900,000</p> <p>TIME LIMITATIONS: Four or five year projects, annual awards. Continuations are subject to the availability of funds.</p> <p>WEBSITE: http://www.ed.gov/offices/OPE/OHEP/</p>	<p>Identifies and assists individuals from disadvantaged backgrounds between the ages of 11 and 27 who have the potential to succeed in higher education.</p> <p>The program encourages them to graduate from high school and continue on to the postsecondary school of their choice. Also serves high school dropouts by encouraging them to reenter the education system and complete their education.</p>	<p>Talent Search projects may be sponsored by institutions of higher education, public or private agencies or organizations, a combination of the above, and in exceptional cases, secondary schools.</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>TRIO: Upward Bound</p> <p>CFDA#: 84.047</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children, Youth, & Parents</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Institutions of higher education, community-based organizations; youth-serving organizations; faith-based organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$314,169,00; FY08 est. \$358,449,000; Average grant award is \$285,623</p> <p>TIME LIMITATIONS: Four or five year projects, annual awards. Continuations are subject to the availability of funds.</p> <p>WEBSITE: http://www.ed.gov/offices/OPE/OHEP/</p>	<p>Provides fundamental support to participants in their preparation for college.</p> <p>Provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. Serves high school students from families in which neither parent holds a bachelor degree, low income families, and first generation military veterans preparing to enter postsecondary education.</p>	<p>Institutions of higher education, public and private agencies, and organizations, or a combination of these, and in exceptional circumstances, secondary schools.</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
Department of Health and Human Services			
<p>Community-Based Abstinence Education</p> <p>CFDA#: 93.235</p> <p>TYPE OF FUNDS: Formula Grant</p> <p>TARGET GROUP: Youth</p> <p>MATCHING: States must provide \$3 for every \$4 of federal funds allotted through the formula mechanism.</p> <p>PARTNERSHIP: Public and private health organizations, recreation programs, community-based organizations, faith-based organizations, local educational agencies</p> <p>RECENT FUNDING ALLOCATION: FY07 \$91,996,000 Funds are sent to the state on a quarterly basis</p> <p>TIME LIMITATIONS: Grants are awarded competitively for project periods of up to 5 years.</p> <p>WEBSITE: http://mchb.hrsa.gov/programs/adolescents/abstinence.htm</p>	<p>Enable states to provide abstinence education such as mentoring and counseling.</p>	<p>The Governor of each State shall determine which agency will administer the Abstinence Education program in each State.</p> <p>If you represent an organization that is interested in more information about this program contact your state.</p>	<p>FY07 \$2,024,205</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Cooperative Agreement to Support Comprehensive School Health Programs that Prevent Spread of HIV</p> <p>CFDA:# 93.938</p> <p>TYPE OF FUNDS: Project Grants</p> <p>TARGET GROUP: Children & Youth</p> <p>MATCHING: None</p> <p>PARTNERSHIP: State and local educational agencies</p> <p>RECENT FUNDING ALLOCATION: FY07 \$35,593,000</p> <p>TIME LIMITATIONS: Project period can be up to five years. Budget periods are for 12 months.</p> <p>WEBSITE: http://www.federalgrantswire.com/cooperative-agreements-to-support-comprehensive-school-health-programs-to-prevent-the-spread-of-hiv-and-other-important-health-problems.html</p>	<p>To support the development and implementation of effective health education for HIV and other important health problems for school-age populations (elementary through college-age youth, parents, and relevant school, health, and education personnel.</p>	<p>States, large urban school districts with high incidence of AIDS</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Community Health Centers</p> <p>CFDA#: 93.224</p> <p>TYPE OF FUNDS: Discretionary/Project Grants</p> <p>TARGET GROUP: Children, Youth, and Families</p> <p>MATCHING: The applicant must assume part of the project costs determined on case-by-case basis</p> <p>PARTNERSHIP: Public health centers, local health departments, hospitals, nonprofit health providers, university medical centers, and other community-based providers.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$1,755,000,000</p> <p>TIME LIMITATIONS: Awards are made annually.</p> <p>WEBSITE: http://www.bphc.hrsa.gov</p>	<p>To improve the health of the Nation's underserved communities and vulnerable populations by assuring access to comprehensive, culturally competent, quality primary health care services.</p> <p>Individual health center grant mechanisms include:</p> <p>(1) Community Health Centers;</p> <p>(2) Migrant Health Centers;</p> <p>(3) Health Care for the Homeless; and (4) Public Housing Primary Care Program.</p>	<p>Eligible applicants include public health centers, local health departments, hospitals, private nonprofit health providers, university medical centers, and other community-based providers.</p>	<p>FY07</p> <p>\$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Adolescent Family Life: Demonstration Projects</p> <p>CFDA#: 93.995</p> <p>TYPE OF FUNDS: Demonstration Grant</p> <p>TARGET GROUP: Pregnant & Parenting Adolescents (Under 17 years of age)</p> <p>MATCHING: Programs must provide at least 30% of the total project costs for the first and second years. This increases with each year of funding</p> <p>PARTNERSHIP: Community-based organizations, public health departments, local educational agencies</p> <p>RECENT FUNDING ALLOCATION: Grants range from \$250,000 to \$350,000. FY07 \$35,593,000; FY08 \$35,593,573</p> <p>TIME LIMITATIONS: Grants may not exceed 5 years.</p> <p>WEBSITE: http://www.hhs.gov/opa/</p>	<p>Establish approaches to the delivery of care services for pregnant and parenting adolescents, provision of comprehensive health education and social services</p>	<p>Public organizations and private nonprofit organizations</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Child Care and Development Fund (CCDF)</p> <p>CFDA#: 93.575</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Children under the age of 13 who reside with a family whose income does not exceed 85% of the state median income for a family of the same size who reside with a parent or parents who are working, attending job training, or educational programs, or are in needs of protective services</p> <p>MATCHING: There are no matching requirements for the discretionary and mandatory parts, however to access full funding, states must provide matching funds.</p> <p>PARTNERSHIP: Child care providers, community-based organizations, faith-based organizations, recreation programs, schools, public and private social service agencies</p> <p>RECENT FUNDING ALLOCATION: FY07 \$2,051,200,000; FY08 \$2,062,100,000</p> <p>TIME LIMITATIONS: Grant awards are made to Lead Agencies with approved CCDF plans. Grantees must obligate all Discretionary Funds in the fiscal year in which they are granted or in the succeeding fiscal year. Those funds must be liquidated in the third year.</p> <p>WEBSITE: http://www.acf.hhs.gov/programs/ccb/</p>	<p>Assist low income families with child care.</p> <p>Certain amounts of funds must be used for specific purposes:</p> <p>Quality expansion; infant and toddler quality improvement; and child care resources and referral and school-age child care activities.</p>	<p>States, the District of Columbia, territories, federally recognized Indian tribes</p>	<p>FY07</p> <p>\$72,586,685</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Child Care Mandatory and Matching Funds</p> <p>CFDA#: 93.596</p> <p>TYPE OF FUNDS: Formula Grants</p> <p>TARGET GROUP: Children & Parents</p> <p>MATCHING: Allocations of the Mandatory Funds are based on a State’s Federal share of the expenditures for the now-repealed AFDC-linked child care programs (AFDC/JOB Child Care, Transitional Child Care, and At-Risk Child Care) in 1994 or 1995, or the average of 1992 through 1994, whichever was greater. A State is not required to expend any State funds in order to receive its share of the Mandatory Funds. The remaining funds are Matching Funds and are distributed based on the number of children under age 13 in a State compared with the national total of children under age 13. To access Matching Funds, a State must obligate all of its mandatory funds allotted in a fiscal year and maintain 100 percent of the State’s share of expenditures for the former programs in fiscal year 1994 or fiscal year 1995, whichever is greater. Matching Funds must be matched at the applicable FMAP rate, which is the Medicaid Program matching rate.</p> <p>PARTNERSHIP: Child care providers; community-based organizations; faith-based organizations; recreation programs; schools; and public and private social services agencies.</p> <p style="text-align: right;"><i>continued next page ></i></p>	<p>Child care assistance for low-income families and to</p> <p>(1) allow each State maximum flexibility in developing child care programs and policies that best suite the needs of children and parents within each State;</p> <p>(2) promote parental choice to empower</p>	<p>All States, the District of Columbia, Federally recognized Tribal governments, and tribal organizations</p>	<p>FY07</p> <p>\$102,600,761</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>RECENT FUNDING ALLOCATION: FY07 \$2,902,000,000</p> <p>TIME LIMITATIONS: Grant awards are made to Lead Agencies with approved CCDF plans. If Matching Funds are requested, Mandatory Funds must be obligated by the end of the first fiscal year. There is no time limit on liquidation of Mandatory Funds and no time limit on obligation of Mandatory Funds if no Matching Funds are requested. Matching Funds must be obligated by the end of the first fiscal year and liquidated by the 2nd fiscal year. State funds expended toward the maintenance of effort requirement must be both obligated and expended by the end of the first fiscal year. Mandatory and Matching Funds granted to Tribes and tribal organizations must be obligated by the end of the second fiscal year and liquidated by the end of the third fiscal year.</p> <p>WEBSITE: http://www.acf.hhs.gov/programs/ccb/ccdf/ccdf06_07desc.htm</p>			

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Community Services Block Grant</p> <p>CFDA#: 93.569</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Children, Youth, Parents, & Communities</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Community-based organizations; local government, faith-based organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$630,414,000</p> <p>TIME LIMITATIONS: Entitlement amounts are for a specific fiscal year and the grant funds allotted to the State will be awarded in accordance with apportionment of funds from the Office of Management and Budget. Amounts unobligated by the State at the end of a fiscal year remain available for obligation during the succeeding fiscal year.</p> <p>WEBSITE: http://www.acf.hhs.gov/programs/ocs</p>	<p>Provide services and/or activities to meet the needs of low-income families and individuals in the following areas: child care, employment, education, better use of available income, housing, nutrition, emergency services, and health</p>	<p>State, territories, and state-recognized tribes.</p>	<p>FY07</p> <p>\$27,048,462</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Community Services Block Grant Discretionary Awards</p> <p>CFDA#: 93.570</p> <p>TYPE OF FUNDS: Discretionary/Project Grants</p> <p>TARGET GROUP: Children, Youth, Parent, & Communities</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Community-based organizations; faith-based organizations.</p> <p>RECENT FUNDING ALLOCATION: Community Economic Development: FY07 \$27,022,000; FY08 \$31,467,000; and Rural Community Facilities: FY07 \$7,293,000; FY08 \$7,860,000</p> <p>TIME LIMITATIONS: Generally, Community Economic Development financial assistance awards are made available for periods of 36 to 60 months; Rural Community Facilities financial assistance awards are awarded for 12-month budget periods with a five year project period.</p> <p>WEBSITE: http://www.acf.hhs.gov/programs/ocs</p>	<p>Community Food and Nutrition, Job Opportunities for low income individuals, family violence prevention services</p>	<p>For economic development projects, eligibility is restricted to private, locally initiated, non-profit community development corporations governed by a board consisting of residents of the community and business and civic leaders. For all other projects, grants may go to states, cities, counties, and private, nonprofit organizations</p>	<p>FY07 \$19,541</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Healthy Tomorrows Partnership for Children Program</p> <p>CFDA#: 93.110</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children, Youth, Parents, & Communities</p> <p>MATCHING: Grantees are required to provide two-thirds of their total operating budgets with non-federal sources after the first project year.</p> <p>PARTNERSHIP: Check the American Academy of Pediatrics' website for information on community coalitions funded under this initiative. http://www.aap.org</p> <p>RECENT FUNDING ALLOCATION: FY08 \$550,000</p> <p>TIME LIMITATIONS: Grant will be awarded for a period of 5 years.</p> <p>WEBSITE: http://www.aap.org/advocacy/fact98.htm</p>	<p>Collaborative program funded by the Maternal and Child Health Bureau and administered with the assistance of the American Academy of Pediatrics,</p> <p>Grants support community-based child health projects that improve the health of mothers, infants, children, and adolescents by increasing their access to health services.</p>	<p>Public and private entities providing community-based health care services and outreach to low-income children, adolescents, and their families.</p>	<p>FY07</p> <p>\$307,027</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Mentoring Children of Prisoners</p> <p>CFDA#: 93.616</p> <p>TYPE OF FUNDS: Project Grants</p> <p>TARGET GROUP: Children of Prisoners</p> <p>MATCHING: Match of at least 25% in years 1 and 2; at least 50% in year 3.</p> <p>PARTNERSHIP: Community-based agencies, law enforcement</p> <p>RECENT FUNDING ALLOCATION: FY07 \$49,376,000</p> <p>TIME LIMITATIONS: Grants will be awarded for a period of 36 months.</p> <p>WEBSITE: http://www.acf.hhs.gov/programs/fbci/progs/fbci_mcp.html</p>	<p>To make competitive grants to applicants in areas with significant numbers of children of prisoners to support the establishment and operation of programs using a network of public and private entities to provide mentoring services for these children.</p>	<p>Those eligible to apply for funding under this grant competition include applicants in areas where there are substantial numbers of children of prisoners. Applicants must establish or expand and operate programs using a network of public and private entities to provide this mentoring. This includes any State or local government unit, Tribe, and Tribal organization, private nonprofit, community and faith based groups</p>	<p>FY07</p> <p>Cincinnati Youth Collaborative</p> <p>\$450,000</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Maternal and Child Health Block Grant</p> <p>CFDA#: 93.994</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Children, Youth, & Parents</p> <p>MATCHING: States must assure that \$3 of state or local funds will be expended for Maternal and Child Health purposes for every \$4 of federal funds</p> <p>PARTNERSHIP: Nonprofit hospitals, community-based organizations, local health departments.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$561,718,437</p> <p>TIME LIMITATIONS: Funds are awarded each fiscal year in quarterly installments and remain available for expenditure for the current and subsequent fiscal year.</p> <p>WEBSITE: http://www.hrsa.gov</p>	<p>To enable states to maintain and strengthen their leadership in planning, promoting, coordinating and evaluating health care for pregnant women, mothers, infants, children and children with special health care needs, and in providing health services for mothers and children who do not have access to adequate health care.</p>	<p>Maternal and Child Health Block Grants are limited to states and insular areas.</p>	<p>FY07</p> <p>\$22,029,910</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>National Youth Sports Program (NYSP) Fund</p> <p>CFDA#: Unknown</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children & Youth</p> <p>MATCHING: No. However, participating colleges and universities provide services or in-kind contributions to the project such as the project administrator and the facilities</p> <p>PARTNERSHIP: A list of participating colleges and universities is available at http://www.acf.hhs.gov/programs/ocs/demo/nysp/discretionary.html</p> <p>RECENT FUNDING ALLOCATION: FY05 \$17,856,000</p> <p>TIME LIMITATIONS: NYSP is conducted during the summer months between June and August. Funding is provided for a maximum of 30 days which includes project registration and orientation.</p> <p>WEBSITE: http://www.acf.hhs.gov/programs/ocs/demo/nysp/index.html</p>	<p>The program objectives includes:</p> <ol style="list-style-type: none"> 1) To expand opportunities for disadvantaged youth to benefit from academic and sport skill instruction, engage in sports competition and improve their physical fitness. 2) To help young people acquire good health practices, to help them become better citizens and to acquaint them with career and educational opportunities 3) To enable the institutions and the personnel to participate more fully in community life 4) To provide employment and on-the-job training in sports instruction and administration 5) To serve disadvantaged areas in major metropolitan areas and other communities, if resources permit. 	<p>Funding is provided to one applicant (NCAA) to administer a program that is national in scope. The program is administered on 203 college and university campuses in 46 states.</p> <p>Boys and girls ages 10 through 16 years old are eligible to participate in the program.</p> <p>A minimum of 90% of participants must meet economic criteria.</p>	<p>FY07</p> <p>\$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Social Services Block Grant</p> <p>CFDA#: 93.667</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Children, Youth, & Parents</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Community-based organizations; public and private social service agencies; faith-based organizations; community groups; public and private child care organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$1,700,000,000</p> <p>TIME LIMITATIONS: Grants are awarded quarterly on a fiscal year basis.</p> <p>WEBSITE: http://www.acf.dhhs.gov/programs/ocs/ssbg</p>	<p>Funding uses are flexible but must provide services directed toward one of the following five goals specified in the law:</p> <ol style="list-style-type: none"> 1) preventing, reducing, or eliminating dependency 2) achieving or maintaining self-sufficiency 3) preventing neglect, child abuse, or exploitation or children and adults 4) preventing or reducing inappropriate institutional care 5) securing admission or referral for institutional care when other forms of care are not appropriate 	<p>The 50 state governments, the District of Columbia, Puerto Rico, and most territories are eligible to receive grants. States may provide services or contracts out. For profit agencies that waive their fees may apply for these grants.</p>	<p>FY07</p> <p>\$149,685,706</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Social Services Research Demonstration Grants</p> <p>CFDA#: 93.647</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children, Youth, & Parents</p> <p>MATCHING: Generally, cost sharing of 25% of the total approved project cost is required for grants or cooperative agreements, contract recipients are not required to share in the project cost.</p> <p>PARTNERSHIP: Colleges and universities; nonprofit organizations; community-based organizations</p> <p>RECENT FUNDING ALLOCATION: (Grants, Cooperative Agreements, and Contracts) FY07 \$97,188,710 (Note: of this amount, \$14,991, 207 was funded under 93.595); FY08 \$94,882,000; and FY09 est. \$101,762,000. Four funding streams combine for these amounts: the Compassion Capital Fund; Welfare Research; Social Services Demonstration; and the Child Welfare Study.</p> <p>TIME LIMITATIONS: Grants are awarded on a 1-to-5 year basis (up to 10 years under certain circumstances), with support beyond the first year contingent upon acceptable evidence of satisfactory progress, continuing program relevance, and availability of funds.</p> <p>WEBSITE: http://www.acf.dhhs.gov/programs/ocs</p>	<p>Grants are used to promote the ability of families to be financially self-sufficient, and to promote the healthy development and greater social well-being of children and families</p>	<p>Grants and cooperative agreements may be made to or with governmental entities, colleges, universities, nonprofit and for-profit organizations (if fee is waived). Contracts may be awarded to nonprofit or for-profit organizations. Grants or cooperative agreements cannot be made directly to individuals.</p>	<p>FY07</p> <p>Big Brothers, Big Sisters Athens</p> <p>\$50,000</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Substance Abuse and Mental Health Services Projects of Regional and National Significance (PRNS)</p> <p>CFDA#: 93.243</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children, Youth, & Parents</p> <p>MATCHING: No</p> <p>PARTNERSHIP: State governments, local governments; advocacy organizations; community-based organizations; parent/teacher associations; consumer and family groups; providers; courts; local police departments; mental health organizations; schools.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$480,211,434; FY08 \$ 351,707,645</p> <p>TIME LIMITATIONS: Applications will be accepted for a project period of 1 to 5 years with 12 month budget periods. Annual awards will be made subject to continued availability of funding and progress achieved.</p> <p>WEBSITE: http://www.samhsa.gov</p>	<p>Addresses priority substance abuse treatment, prevention, and mental health needs of regional and national significance through assistance (grants and cooperative agreements) to states, political subdivisions of states, Indian tribes and tribal organizations, and other public or nonprofit private entities.</p>	<p>Public organizations, such as units of state and local governments and domestic private nonprofit organizations such as community-based organizations, universities, colleges, and hospitals can apply.</p>	<p>FY07 \$3,536,149</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Substance Abuse Prevention and Treatment Block (SAPT) Grants</p> <p>CFDA#: 93.959</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Children, Youth, & Parents</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Local educational agencies; community-based organizations; local law enforcement agencies conducting drug prevention programs</p> <p>RECENT FUNDING ALLOCATION: FY 04 \$1,638,750,000.</p> <p>TIME LIMITATIONS: Each allotment is available for obligation and expenditure during the fiscal year it was allotted through the end of the subsequent fiscal year.</p> <p>WEBSITE: http://www.samhsa.gov</p>	<p>Under this program, financial assistance is provided to states and territories to support projects for the development and implementation of prevention, treatment, and rehabilitation activities directed to the diseases of alcohol and drug abuse.</p>	<p>State and US territory governments, or tribal organizations.</p>	<p>FY07</p> <p>\$75,149,990</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>State Children’s Health Insurance Program (S-CHIP)</p> <p>CFDA#: 93.767</p> <p>TYPE OF FUNDS: Formula/Block Grants</p> <p>TARGET GROUP: Children & Youth</p> <p>MATCHING: Section 2105(b), Title XXI, provides for “an enhanced Federal Matching Assistance Percentage (FMAP)” for child health assistance provided that is equal to the current FMAP for the fiscal year in the Medicaid Title XIX program, increased by 30 % of the difference between 100 and the current FMAP for that fiscal year. The enhanced FMAP may not exceed 85 %.</p> <p>PARTNERSHIP: Community health care programs; local public health agencies; private nonprofit organizations; and school-based health clinics.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$5,040,000,000.</p> <p>TIME LIMITATIONS: Enrolled children receive medical services as necessary. Federal funds are obligated to the States by issuing Title XXI grant awards. To ensure that all of the appropriated funds are available to States, CMS will issue grant awards to all States with Title XXI State plans approved by the end of the fiscal year equaling the national amount available for allotment for that fiscal year.</p> <p>WEBSITE: http://cms.hhs.gov/schip/</p>	<p>Grants enable states to initiate and expand child health assistance to uninsured, low-income children. Such assistance will be provided primarily through either or both of two methods.</p> <p>1) a program to obtain health insurance coverage that meets certain requirements with respect to amount duration and scope of benefits or 2) an expansion of eligibility for children under a state’s Medicaid program.</p>	<p>State governments, territory governments, Washington DC, and Indian tribes.</p>	<p>FY07</p> <p>\$190,607,045</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Community Mental Health Services (CMHS) Block Grant</p> <p>CFDA#: 93.958</p> <p>TYPE OF FUNDS: Formula/Block Grants</p> <p>TARGET GROUP: Children & Adults</p> <p>MATCHING: Formula is cited in Section 1918 of Public Law 106-310. Allotments to States are based upon certain weighted population factors and total taxable resources except that no State will receive less than 20.6 percent of the amount the State received from allotments made in fiscal year 1992 under the Alcohol, Drug Abuse and Mental Health (ADMS) Block Grant. This program has no matching requirements, but this program does have maintenance of effort (MOE) requirements.</p> <p>PARTNERSHIP: State agencies and community mental health providers</p> <p>RECENT FUNDING ALLOCATION: FY07 \$406,843,470</p> <p>TIME LIMITATIONS: Each allotment is available for obligation and expenditure during the fiscal year in which it was allotted through the end of the subsequent fiscal year.</p> <p>WEBSITE: http://www.samhsa.gov</p>	<p>Grants provide financial assistance to states and territories to enable them to carry out the state’s plan for providing comprehensive community mental health services to adults with a serious mental illness and to children with a serious emotional disturbance.</p>	<p>States, the District of Columbia, and U.S. territories.</p>	<p>FY07 \$14,982,644</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Community-Based Family Resource and Support Grants</p> <p>CFDA#: 93.590</p> <p>TYPE OF FUNDS: Formula/Block Grants</p> <p>TARGET GROUP: Children & Families</p> <p>MATCHING: States that meet all of the eligibility requirements will be awarded funds based on the following statutory formula: (a) 70 percent of the total amount appropriated is allotted among the States based on the number of children under the age of 18 in each such State, except that each State shall receive not less than \$175,000; and (b) the remaining 30 percent of the total amount appropriated is allotted in an amount that bears the same proportion to such amount appropriated as the amount leveraged by the State from private, State, or other nonfederal sources and directed through the State lead agency in the preceding fiscal year bears to the aggregate of the amount leveraged by all States from private, State, or other non-federal sources and directed through the lead agency of such States in the preceding fiscal year.</p> <p>PARTNERSHIP: Local social service agencies; nonprofit organizations; community-based organizations.</p> <p>RECENT FUNDING ALLOCATION: FY04 \$33,417,000</p> <p>TIME LIMITATIONS: Grants are awarded for a period of 3 years, and shall be provided by the Secretary to the State on an annual basis, as described by the formula information Section.</p> <p>WEBSITE: http://www.acf.dhhs.gov/programs/cb</p>	<p>These funds assist states in developing and implementing or expanding and enhancing, a comprehensive, statewide system of community-based family resource and support services to prevent child abuse and neglect.</p> <p>Funds may be used to help states develop, maintain, or expand community-based and public or private partnerships that focus on the development of health and positive parents and children.</p>	<p>States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Island.</p>	<p>FY07</p> <p>\$1,364,966</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Medical Assistance Program (Medicaid; Title XIX)</p> <p>CFDA#: 93.778</p> <p>TYPE OF FUNDS: Entitlement</p> <p>TARGET GROUP: Children & Families</p> <p>MATCHING: The federal government helps states pay the cost of Medicaid services through a matching formula that is adjusted annually. The federal contribution is inversely related to a state's per capita income and ranges from 50 to 83 percent.</p> <p>PARTNERSHIP: State Medicaid agency; local health care providers; and other youth serving agencies and organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$199,445,145,000</p> <p>TIME LIMITATIONS: The needy receive medical assistance as necessary. States receive funds quarterly. The Electronic Transfer System will be used by States for monthly cash draws on the Federal Reserve Bank.</p> <p>WEBSITE: http://www.cms.hhs.gov/medicaid/</p>	<p>Medicaid is a federal-state matching entitlement program providing medical assistance to low-income persons who are aged, blind, disabled, members of families with dependent children and certain pregnant women and children. States have flexibility in designing and operating Medicaid programs.</p>	<p>State governments, the District of Columbia, and the U.S. territories.</p>	<p>FY07</p> <p>\$7,325,876,815</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Runaway and Homeless Youth (Basic Center Program)</p> <p>CFDA#: 93.623</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Youth</p> <p>MATCHING: The federal share of the grant is up to 90 percent. The non-federal share may be through cash or in-kind contributions.</p> <p>PARTNERSHIP: Local governments; faith-based social services agencies; and community-based organizations.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$1,514,000</p> <p>TIME LIMITATIONS: Grants are awarded competitively for project periods of up to 3 years.</p> <p>WEBSITE: http://www.acf.dhhs.gov/programs/fysb</p>	<p>To establish or strengthen locally controlled community-based programs that address the immediate needs of runaway and homeless youth and their families. Services must be delivered outside of the law enforcement, child welfare, mental health, and juvenile justice systems.</p> <p>The goals are to: 1) alleviate problems of runaway and homeless youth, 2) reunite youth with their families and encourage the resolution of interfamily problems through counseling and other services, 3) strengthen family relationships and encourage stable living conditions for youth, and 4) help youth decide upon constructive courses of action.</p>	<p>Eligible applicants include states, localities, private entities, and coordinated networks of such entities unless they are part of the law enforcement structure or the juvenile justice system. Federally recognized Indian organizations are also eligible to apply for grants as private, nonprofit agencies.</p>	<p>FY07</p> <p>\$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Transitional Living Program for Homeless Youth</p> <p>CFDA#: 93.550</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Youth</p> <p>MATCHING: Grantees must provide matching funds equal to 10 percent of the federal share. The nonfederal share may be provided through case or in-kind contributions.</p> <p>PARTNERSHIP: Community-based programs for homeless youth and faith-based social service agencies.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$1,629,000</p> <p>TIME LIMITATIONS: Grants are awarded competitively for project periods of 3 to 5 years.</p> <p>WEBSITE: http://www/acf.dhhs.gov/programs/fysb</p>	<p>Support programs for older homeless youth ages 16-21. The goal is to help such youth make a successful transition toward productive adulthood and self-sufficiency.</p>	<p>States, localities, private entities, and coordinated networks of such entities are eligible to apply for a Transitional Living Program grant unless they are part of the law enforcement structure or the juvenile justice system. Federally recognized Indian organizations are also eligible to apply for grants as private, nonprofit agencies. Faith-based organizations and small community-based organizations are eligible to apply.</p>	<p>FY07</p> <p>Bellefair Jewish Children’s Bureau \$200,000</p> <p>Huckleberry House \$200,000</p> <p>Lighthouse Youth Services \$200,000</p> <p>Daybreak \$171,434</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Community Programs to Improve Minority Health Grant Programs</p> <p>CFDA#: 93.137</p> <p>TYPE OF FUNDS: Demonstration Grant</p> <p>TARGET GROUP: Members of Minority Groups</p> <p>MATCHING: No matching requirements.</p> <p>PARTNERSHIP: Community health organizations; local public health departments; community-based organizations; senior groups; faith-based organizations; local affiliates of national minority organizations.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$6,500,000</p> <p>TIME LIMITATIONS: Grant projects can have a 3-year project period with 12-month budget periods. Following the initial budget period, continued funding is subject to the availability of funds and satisfactory program performance. Payments will be made either on a monthly cash request basis or under a letter of credit. Necessary instructions regarding payment procedure will be provided at the time the notice of grant award is issued.</p> <p>WEBSITE: http://www.omhrc.gov</p>	<p>Support minority community health coalitions develop, implement, and conduct demonstration projects. The projects coordinate integrated community-based screening and outreach services. They link minorities in high-risk, low-income, communities to treatment.</p>	<p>Private non-profit community-based minority serving organizations that can serve as the grantee for a coalition of groups may apply.</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Temporary Assistance To Need Families (TANF)</p> <p>CFDA#: 93.558</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Parents & Communities</p> <p>MATCHING: The TANF block grant program has an annual cost-sharing requirement known as maintenance-of-effort (MOE). Each fiscal year, each state receiving federal TANF funds must spend an applicable percentage, based on work participation rates, of its own money to help eligible families in ways that are consistent with the purpose of the TANF program.</p> <p>PARTNERSHIP: Social service agencies; community-based organizations; job training organizations</p> <p>RECENT FUNDING ALLOCATION: The total federal share of family assistance grants is \$16 billion.</p> <p>TIME LIMITATIONS: States, Territories, and Tribes are awarded their assistance grants in quarterly payments. They may reserve grant moneys, without fiscal year limitation, for providing assistance. With certain exceptions, most families are limited to no more than 5 years of assistance under the Federal grant.</p> <p>WEBSITE: http://www.acf.hhs.gov/programs/ofa</p>	<p>This program provides assistance to needy families with children so that children can be cared for in their own homes, reduces dependency by promoting job preparation, work, and marriage; reduces and prevents out-of-wedlock pregnancies; and encourages the formation and maintenance of two-parent families.</p>	<p>In general, all states, territories, the District of Columbia, and all federally recognized tribes in the lower 48 states and 13 specified entities in Alaska are eligible.</p>	<p><u>All TANF FUNDING</u></p> <p>FY07</p> <p>\$939,644,037</p> <p><u>TANF Funds for Summer and After School Programs:</u></p> <p>FY 08 & 09</p> <p>\$10 million</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
Department of Housing and Urban Development			
<p>Community Development Block Grant (CDBG): State's Program</p> <p>CFDA#: 14.228</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Children, Youth, Parents, & Communities</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Local government; nonprofit entities, community-based organizations, community development organizations in targeted areas</p> <p>RECENT FUNDING ALLOCATION: FY07 \$886,029,067</p> <p>TIME LIMITATIONS: Assistance is provided to States on an annual basis. Individual States may impose time limitations on the implementation of grants to recipients.</p> <p>WEBSITE: http://www.hud.gov/offices/cpd/communitydevelopment/programs/cdbg.cfm</p>	<p>Used to develop viable urban communities providing decent housing, a suitable living environment, and expanding economic opportunities for persons of low and moderate income.</p>	<p>States may apply to the federal government for the funds and distribute them to eligible units of local governments. Other entities such as small businesses may act as sub-grantees to work toward block grant objectives.</p>	<p>FY07 \$70,877,830</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Community Development Block Grant (CDBG): Entitlement Grants</p> <p>CFDA#: 14.218</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Children, Youth, Parents, & Communities</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Community action agencies, community-based organizations, local government agencies, youth-serving organizations; faith-based organizations</p> <p>RECENT FUNDING ALLOCATION: FY02 \$3.08 billion. The size of a state's grant is determined by formula</p> <p>TIME LIMITATIONS: Assistance is for an annual program of activities but activities generally may be continued beyond one year until completed.</p> <p>WEBSITE: http://www.hud.gov/offices/cpd/communitydevelopment/programs/cdbg.cfm</p>	<p>Used to develop viable urban communities providing decent housing, a suitable living environment, and expanding economic opportunities for persons of low and moderate income.</p>	<p>Cities in Metropolitan Statistical Areas (MSAs) designated by federal Office of Management and Budget as a central city of the MSA; other cities over 50,000 in MSAs and qualified urban counties of at least 200,000 are eligible to receive grants.</p>	<p>FY07</p> <p>Multiple entitlement grants through the state.</p> <p>Approx. \$60 million</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Community Outreach Partnership Center Program (COPC)</p> <p>CFDA#: 14.511</p> <p>TYPE OF FUNDS: Unknown</p> <p>TARGET GROUP: Children, Youth, Parents, & Communities</p> <p>MATCHING: Applicants must provide at least 25% of the total budget for proposed outreach activities and at least 50% of the total budget for proposed research activities.</p> <p>PARTNERSHIP: Two-and four-year institutions of higher education; community-based organization</p> <p>RECENT FUNDING ALLOCATION: FY07 \$5,940,000</p> <p>TIME LIMITATIONS: New projects are funded to operate for three years; renewal projects are funded to operate for two years.</p> <p>WEBSITE: http://www.oup.org/about/copc.html</p>	<p>Funds partnerships among institutions of higher education and communities. Grants must address three of the following: housing, neighborhood, revitalization, infrastructure, health care, job training, crime prevention, education, planning, and community organizing.</p>	<p>Accredited public or private institutions of higher education which grant two- and four-year degrees.</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Youthbuild</p> <p>CFDA#: 17.274</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children, Youth, Parents, Communities, & Infrastructure</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Community-based organizations, administrative entities designated under the Job Training Partnership Act; community action agencies; state or local housing development agencies; community development corporations; public and/or Indian housing authorities resident management corporations; a state and local youth service or conservation corps; other entities (including state or local government) eligible to provide education and employment training.</p> <p>RECENT FUNDING ALLOCATION: FY 07 \$0; FY 08 est. \$108,000,000; and FY 09 est. \$50,000,000.</p> <p>TIME LIMITATIONS: Most projects last 2 to 3 years. Payments to grantees are usually made by Letter of Credit draw-down procedures.</p> <p>WEBSITE: http://www.hud.gov/progdesc/youthb.html</p>	<p>Provide funding assistance for a wide range of multi-disciplinary activities and services to assist economically disadvantaged out-of-school youth. The programs are designed to help young adults get the education and employment skills they need to achieve economic self sufficiency, develop leadership skills and build commitment to community development by constructing homes to help meet the housing needs of homeless persons and low-income families</p>	<p>Public or private nonprofit organizations, public housing authorities, state and local governments, Indian tribes, or any organization eligible to provide education and employment training under federal employment training programs.</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Hispanic-Serving Institutions Assisting Communities</p> <p>CFDA#: 14.514</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Youth, Families, Communities</p> <p>MATCHING: No matching requirements</p> <p>PARTNERSHIP: Colleges or universities, local educational agencies; and community-based organizations.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$5,940,400</p> <p>TIME LIMITATIONS: HUD may make grants for up to 3-years.</p> <p>WEBSITE: http://www.oup.org</p>	<p>Helps Hispanic-Serving Institutions of higher education (HSIs) expand their role and effectiveness in addressing community development needs in their localities, including neighborhood revitalization, housing, and economic development consistent with the purposes of Title I of the Housing and Community Development Act of 1974.</p>	<p>Nonprofit HSIs of higher education that are either on the U.S. Department of Education’s list of eligible HSIs or institutions of higher education that can certify that they meet the statutory definition of an HIS.</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
Department of Justice			
<p>Byrne Formula Grant Program</p> <p>CFDA#: 16.579</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Children, Youth, Parents, & Communities</p> <p>MATCHING: 25% matching requirement.</p> <p>PARTNERSHIP: Community-based organizations, law enforcement agencies; local educational agencies</p> <p>RECENT FUNDING ALLOCATION: FY07 \$0</p> <p>TIME LIMITATIONS: Each formula award to a State will be for 3 years (the year of award plus 2 years).</p> <p>WEBSITE: http://www.ojp.usdoj.gov/BJA/grant/byrne.html</p>	<p>Create safer communities and improved criminal justice systems</p>	<p>State governments, the District of Columbia, and territories</p>	<p>FY07 \$2,962,262</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Drug-Free Communities Support Program</p> <p>CFDA#: 93.276</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Children, Youth, & Parents</p> <p>MATCHING: Demonstrate the capacity to be self sustaining and provide a 100% case or in-kind match</p> <p>PARTNERSHIP: Yes-Collaboration among community, public, and private entities. Potential partners include schools; youth serving organizations; law enforcement agencies; religious or fraternal organizations; civic and volunteer groups; health care professionals; state, local, or tribal governmental agencies with an expertise in substance abuse.</p> <p>RECENT FUNDING ALLOCATION: FY 04 \$54,564,919</p> <p>TIME LIMITATIONS: Under the Drug-Free Communities Act, awards will be made for one year.</p> <p>WEBSITE: http://www.ojjdp.ncjrs.org/dfcs/index.html</p>	<p>Grants are awarded to community coalitions to help reduce substance abuse (including alcohol and tobacco) among children and youth at risk and to reduce substance abuse over time among adults.</p>	<p>A non-profit, charitable, or educational organization; a unit of local government, or part of, or affiliated with, an eligible organization or entity. Coalitions must represent the targeted community and include at least one representative of each of the following groups: youth, parents, business community, media, schools; youth-serving organizations, law enforcement agencies; religious or fraternal organizations; civic and volunteer groups; health care professionals; state, local, or tribal governmental agencies with an expertise in substance abuse. Group has worked together no less than 6 months prior to application</p>	<p>FY07</p> <p>\$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Gang Resistance Education and Training (G.R.E.A.T.)</p> <p>CFDA#: 16.737</p> <p>TYPE OF FUNDS:</p> <p>TARGET GROUP: Children, Youth, Parents, & Communities</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Yes. Potential partnerships include local government agencies; community-based organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$24,680,700</p> <p>TIME LIMITATIONS: Grant awards are issued for 12 or 18 months. Grantees may request extensions, not to exceed 12 additional months.</p> <p>WEBSITE: http://www.great-online.org/</p>	<p>To help prevent youth crime, violence, and gang association while developing a positive relationship among law enforcement, families, and out young people, to create safer communities</p>	<p>Any State, local, or tribal law enforcement agency with an active G.R.E.A.T. Program or committed to starting a G.R.E.A.T. Program with a local education agency is eligible to apply for funding.</p>	<p>FY07</p> <p>\$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Juvenile Justice and Delinquency Prevention: Formula Grants</p> <p>CFDA#: 16.540</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Children, Youth, & Communities</p> <p>MATCHING: Grantees are required to provide a dollar-to-dollar match on planning and administration funds. No match is required for action funds.</p> <p>PARTNERSHIP: Local government agencies, community-based organizations, community coalitions, churches, and other faith-based organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$78,978,240</p> <p>TIME LIMITATIONS: Fiscal year action funds may be carried forward for obligation for 2 years subsequent to the fiscal year of award. Under a Letter of Credit, draw downs may be made. Technical Assistance: Three year incremental contract is funded.</p> <p>WEBSITE: http://www.ojjdp.ncjrs.org</p>	<p>To increase the capacity of state and local governments to support the development of more effective education, training, research prevention, diversion, treatment, accountability-based sanctions, and rehabilitation programs in the area of juvenile delinquency and programs to improve the juvenile justice system.</p>	<p>State governors designate a single agency for supervising the preparation and administration of a state plan. The state plan will indicate how the state intends to distribute funds, which may include grants to local community groups.</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Juvenile Mentoring Program (JUMP)</p> <p>CFDA#: 16.726</p> <p>TYPE OF FUNDS: Discretionary/Project Grants</p> <p>TARGET GROUP: Children & Youth</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Local educational agencies; community-based organizations</p> <p>RECENT FUNDING ALLOCATION: FY07 \$9,872,280; FY08 \$70,000,000</p> <p>TIME LIMITATIONS: Awards will be made for 3 years. Draw downs are possible under a letter of credit.</p> <p>WEBSITE: http://www.ojjdp.ncjrs.org/jump</p>	<p>To reduce juvenile delinquency and gang participation, improve academic performance, and reduce the dropout rate through the use of mentors for at-risk youth.</p>	<p>Local educational agencies (LEA), public agencies or private nonprofit organizations that demonstrate knowledge of mentoring programs, volunteers and at-risk youth may apply. When the primary applicant is an LEA, it must collaborate with a public agency or private nonprofit. Likewise, a public agency or private nonprofit must collaborate with an LEA</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Community Capacity Development Office Program — Operation Weed and Seed</p> <p>CFDA#:16.595</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Youth</p> <p>MATCHING: The nature of the program anticipates significant leveraging of contributions from the public and private sectors of participating local communities. Current match requirements are 25% of the Weed and Seed funding level.</p> <p>PARTNERSHIP: Local U.S. Attorney’s Office; law enforcement agencies; and community-based organizations.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$41,962,000</p> <p>TIME LIMITATIONS: Funding is provided for approximately 1 year, subject for consideration for continuation for up to 5 years based on past performance and availability of funds.</p> <p>WEBSITE: http://www/ojp.usdoj.gov/eows</p>	<p>A comprehensive, multi-disciplinary approach to combating violent crime, drug use, and gang activity in high crime neighborhoods. The goal is to “weed out” violence and drug activity in high crime neighborhoods and then to “seed” the sites with a wide range of crime and drug prevention programs, human service resources, and neighborhood restoration activities to prevent crime from reoccurring. The strategy emphasizes the importance of a coordinated approach bringing together Federal, State, and Local government, the community, and the private sector to form a partnership to create a safe, drug-free environment.</p>	<p>The eligible applicant is a coalition of community residents, local, county, and State agencies, Federal agencies, and the private sector. Communities interested in becoming Weed and Seed Communities (WSCs) must submit a Notice of Intent to the U.S. Attorney’s Office (USAO).</p>	<p>FY07</p> <p>Hamilton County \$400,000</p> <p>Murtis H. Taylor Multi-Service Center \$200,000</p> <p>Youngstown State University \$200,000</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Title V Delinquency Prevention Program</p> <p>CFDA#: 16.548</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Youth</p> <p>MATCHING: States or units of local government must provide a 50 percent cash or in-kind match.</p> <p>PARTNERSHIP: Community-based organizations and local governments.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$15,000,000</p> <p>TIME LIMITATIONS: Grants will be awarded for a 36-month project period.</p> <p>WEBSITE: http://www.ojjdp.ncjrs.org/titleV</p>	<p>Increase the capacity of local governments to support the development of more effective delinquency prevention programs through risk and protective factor focused programming.</p>	<p>All state agencies designated by the Chief Executive under Section 29(c) of the JJDP Act are eligible to apply for Title V funds.</p>	<p>FY07 \$334,183</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Juvenile Accountability Block Grants (JABG)</p> <p>CFDA#: 16.523</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Youth, Communities</p> <p>MATCHING: Public Law 106-553 allocates 0.5 percent of the appropriated amount for each State and territory and of the total funds remaining, allocates to each State an amount that bears the same ratio as the population of people under the age of 18 living in each State for the most recent calendar year in which the data is available. The Program requires a cash match of 10 percent of total program costs; Federal funds may not exceed 90 percent of total program costs. (Each State and territory that receives money under the JAIBG program must establish an interest-bearing trust fund to deposit program funds.) Interest derived from the award does not have to be matched, but interest generated from the trust fund cannot be used to match the Federal award. Matching contributions need not be applied at the exact time or in proportion to the obligation of Federal funds. However, the full match amount must be obligated by the end of the 24 month project period. For discretionary grants, no match is required.</p> <p>PARTNERSHIP: State juvenile justice agencies; local governments; school districts; probation departments; courts; and other community-based organizations.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$0</p> <p>TIME LIMITATIONS: Formula grant awards are made for 24 months; discretionary grants are generally for 1 to 3 years.</p> <p>WEBSITE: http://ojjdp.ncjrs.org/jaibg/index.html</p>	<p>Used to develop programs that promote greater accountability in the juvenile justice system. Accountability in juvenile justice means assuring that, as a result of their wrongdoing, juvenile offenders face individualized consequences that make them aware of and answerable for the loss, damage, or injury perpetrated upon the victim.</p>	<p>Each State and territory (except Palau) is eligible to receive an allocation and award of funds for State and units of local government if the Governor certifies,-consistent with guidelines established by the Attorney General.</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
Department of Labor			
<p>Workforce Investment Act (WIA)</p> <p>CFDA#: 17.259</p> <p>TYPE OF FUNDS: Formula/Block Grant</p> <p>TARGET GROUP: Children, Youth, Parents, Communities, & Infrastructure</p> <p>MATCHING: No</p> <p>PARTNERSHIP: Private businesses, labor organizations, community-based organizations, local and state departments of education, health, and human services, Job Corps centers, local educational agencies, state agriculture agencies</p> <p>RECENT FUNDING ALLOCATION: FY07 \$929,000,000; FY08 \$861,000,000</p> <p>TIME LIMITATIONS: Funds are awarded for program year and plus two succeeding program years.</p> <p>WEBSITE: http://ww.doleta.gov/usworkforce</p>	<p>Designed to promote a revitalized workforce investment system that provides workers with the information, advices, job search assistance, and training they need to get and keep good jobs and provide employers with skills workers.</p>	<p>State workforce agencies are eligible to apply for funds. Governors then designate local workforce investment areas and oversee local workforce investment boards.</p> <p>Local Workforce Investment Boards must establish youth councils to oversee the youth activities portion of the WIA program.</p> <p>For Native American programs, eligible applicants include Indian tribes, tribal organizations, Alaska native entities, Indian-controlled organizations serving Indians, or Native Hawaiian organizations.</p>	<p>FY07 \$53,119,321</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
<p>Job Corps</p> <p>CFDA# 17.269</p> <p>TYPE OF FUNDS: Project Grants</p> <p>TARGET GROUP: Youth</p> <p>MATCHING: There are no matching requirements.</p> <p>PARTNERSHIP: Individual employers, employer organizations; One-Stop systems (developed under the Workforce Investment Act); state and local Workforce Investment Boards; Youth Councils; and community-based organizations.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$133,000,000.</p> <p>TIME LIMITATIONS: Most projects last two to three years. Payments to grantees are usually made by Letter of Credit draw-down procedures.</p> <p>WEBSITE: http://www.jobcorps.doleta.gov/</p>	<p>National, residential education and employment raining program to address the multiple barriers to employment faced by disadvantaged youth, ages 16 through 24.</p>	<p>Major corporations and nonprofit organizations manage and operate 90 Job Corps centers under contractual agreements with the Department of Labor. Recruitment and placement service also are provided under contractual agreements. The Departments of Agriculture and Interior operate 28 Job Corps centers, called Civilian Conservation Centers, under interagency agreements with the Department of Labor.</p>	<p>FY07</p> <p>\$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
Environmental Protection Agency			
<p>Environmental Education Grants Program</p> <p>CFDA#: 66.951</p> <p>TYPE OF FUNDS: Discretionary/ Project Grants</p> <p>TARGET GROUP: Communities</p> <p>MATCHING: Federal funds for any project under this section shall not exceed 75 percent of the total cost of such project. The project has a 25 percent non-federal match required by statutory formula. For the purposes of this section, the non-federal share of project costs may be provided by cash or by in-kind contributions and other non cash support.</p> <p>PARTNERSHIP: Community-based organizations, local schools; local school districts; colleges and universities.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$2,885,000</p> <p>TIME LIMITATIONS: The Environmental Education program grants awarded by EPA Regional Offices may be requested for a 12-month period and the Headquarters grants may be for two years.</p> <p>WEBSITE: http://www.epa.gov/enviroed/grants.html</p>	<p>Support environmental education projects that enhance the public’s awareness, knowledge, and skills to make informed and responsible decisions that affect environmental quality. The program provides financial support for projects that design, demonstrate, or disseminate environmental education practice, methods, or techniques</p>	<p>Educational agencies at the state, local, and tribal level; state environmental agencies; college and universities; nonprofit organizations; and noncommercial educational broadcasting entities are eligible to apply.</p> <p>Individuals are not eligible to apply.</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
Department of Transportation			
<p>Job Access and Reverse Commute Program/Access to Jobs</p> <p>CFDA#: 20.516</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Youth & Families</p> <p>MATCHING: There is an 80 percent cost share for capital projects and a 50 percent match required for operating projects</p> <p>PARTNERSHIP: Human service agencies; labor and employment agencies; job training agencies; community-based organizations.</p> <p>RECENT FUNDING ALLOCATION: FY 04 \$212,352,000.</p> <p>TIME LIMITATIONS: Generally 1 year.</p> <p>WEBSITE: http://www.fta.dot.gov/wtw</p>	<p>Provides funding to support a variety of transportation services that may be needed to connect people who receive TANF and those who are former recipients to such assistance to jobs and related employment opportunities.</p>	<p>Local agencies and authorities, nonprofit organizations and designated recipients (under Federal Transit Administration section 5307 program- usually a state agency or a regional transit authority)</p>	<p>FY07</p> <p>Ohio Department of Transportation</p> <p>\$157,869</p> <p>MVRPC</p> <p>\$62,346</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
Institute for Museums and Libraries			
<p>National Leadership Grants</p> <p>CFDA#: 45.312</p> <p>TYPE OF FUNDS: Discretionary/Project Grant</p> <p>TARGET GROUP: Youth</p> <p>MATCHING: Awards over \$250,000 must be matched one-to-one. This requirement is waived for research projects only. Awards up to \$249,999 are encouraged to match up to one-third of the project costs.</p> <p>PARTNERSHIP: Partnerships may include other public, nonprofit and for-profit organizations.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$21,430,000</p> <p>TIME LIMITATIONS: Projects may be carried out for a period of up to 36 months from the project start date.</p> <p>WEBSITE: http://www.imls.gov/applicants/grants/nationalleadership.shtm</p>	<p>To enhance the quality of library and museum services nationwide and to provide coordination between libraries and museums.</p>	<p>For Library activities: Eligible libraries include: nonfederal, public, school, academic, archives, and private (nonprofit).</p>	<p>FY07 \$0</p>

AGENCY/PROGRAM	PURPOSE	ELIGIBILITY	FUNDING ALLOCATION IN OHIO
Small Business Administration			
<p>Microloan Program</p> <p>CFDA#: 59.046</p> <p>TYPE OF FUNDS: Loan/Loan Guarantee</p> <p>TARGET GROUP: Communities</p> <p>MATCHING: No statutory formula in current CFR.</p> <p>PARTNERSHIP: Local small businesses; nonprofits; and faith-based organizations wishing to start nonprofit enterprises.</p> <p>RECENT FUNDING ALLOCATION: FY07 \$0</p> <p>TIME LIMITATIONS: The maximum life of a loan to an intermediary lender is 10 years. Grants are based on the outstanding balance of the loan amount.</p> <p>WEBSITE: http://www.sba.gov/opc/pubs/fs68.html</p>	<p>Developed to increase the availability of very small loans to prospective small business borrowers. SBA makes funds available to nonprofit intermediaries, who in turn make loans of up to \$35,000 to eligible borrowers. The intermediaries also provide management; business-based training and technical assistance to help ensure access.</p>	<p>An applicant is considered eligible to apply if it meets the definition of an intermediary lender as published in program materials, 13 CFR, and PL 102-140, and meets published minimum experience and capability requirements.</p>	<p>FY07 \$0</p>

Extended Learning Opportunity Programs by Content Area

<i>Federal Agency and Program</i>	<i>Youth Development</i>	<i>Academic Enrichment</i>	<i>Reading/Literacy</i>	<i>Art Education</i>	<i>Mentoring/Tutoring</i>	<i>Physical Activity</i>	<i>Nutrition</i>	<i>Child Care</i>	<i>Child Welfare</i>	<i>Access to Health Care</i>	<i>Mental Health Services</i>	<i>Substance Abuse Prevention</i>	<i>Abstinence Education</i>	<i>Health Education and Prevention</i>	<i>Pregnancy/Parenting Adolescents</i>	<i>Crime & Delinquency Prevention</i>	<i>College Access/Preparation</i>	<i>Career Preparation/Job Training</i>	<i>Dropout Prevention/Recovery</i>	<i>Community Engagement/Development</i>	<i>Service</i>	<i>Professional Development</i>	<i>Parent Resources/Support</i>	<i>Facilities</i>
CORPORATION FOR NATIONAL AND COMMUNITY SERVICE																								
Retired and Senior Volunteer Program	x	x			x											x				x	x			
Volunteers in Service to America		x	x		x		x					x				x				x	x			
Training and Technical Assistance																				x	x	x		
AmeriCorps State* National &NCCC	x	x	x		x											x				x	x			
Learn and Serve America: School and Community-Based Programs	x	x			x				x			x	x	x	x	x	x	x	x	x	x	x		
Learn and Serve America: Higher Education	x	x															x			x	x			
Foster Grandparent Program		x	x						x	x	x			x						x	x			
DEPARTMENT OF AGRICULTURE																								
Summer Food Service Program	x	x			x	x	x		x			x	x	x	x	x								
School Breakfast Program	x	x	x			x	x		x					x										
Rural Cooperative Development Grant	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

<i>Federal Agency and Program</i>	<i>Youth Development</i>	<i>Academic Enrichment</i>	<i>Reading/Literacy</i>	<i>Art Education</i>	<i>Mentoring/Tutoring</i>	<i>Physical Activity</i>	<i>Nutrition</i>	<i>Child Care</i>	<i>Child Welfare</i>	<i>Access to Health Care</i>	<i>Mental Health Services</i>	<i>Substance Abuse Prevention</i>	<i>Abstinence Education</i>	<i>Health Education and Prevention</i>	<i>Pregnancy/Parenting Adolescents</i>	<i>Crime & Delinquency Prevention</i>	<i>College Access/Preparation</i>	<i>Career Preparation/Job Training</i>	<i>Dropout Prevention/Recovery</i>	<i>Community Engagement/Development</i>	<i>Service</i>	<i>Professional Development</i>	<i>Parent Resources/Support</i>	<i>Facilities</i>
National School Lunch Program: Lunch & Afternoon Snacks	x	x	x				x		x			x	x	x	x	x								
Community Food Projects							x		x										x	x		x	x	
Food Donation							x		x															
Community Facilities Loan Program	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Child and Adult Care Food Program	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	
Cooperative Extension Service: 4-H Youth Development Program	x	x			x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x			
Cooperative Extension Service: Children, Youth, and Families at Risk Initiative State Strengthening Projects	x	x			x	x	x	x	x			x	x	x	x	x	x	x	x		x			
DEPARTMENT OF EDUCATION																								
21 st Century Community Learning Centers	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x	
High-Quality Supplemental Educational Services and After-School Partnerships Demonstration	x	x	x		x												x	x	x					
Advanced Placement Incentives Program	x	x			x												x	x						
Arts in Education	x			x	x															x		x		

<i>Federal Agency and Program</i>	<i>Youth Development</i>	<i>Academic Enrichment</i>	<i>Reading/Literacy</i>	<i>Art Education</i>	<i>Mentoring/Tutoring</i>	<i>Physical Activity</i>	<i>Nutrition</i>	<i>Child Care</i>	<i>Child Welfare</i>	<i>Access to Health Care</i>	<i>Mental Health Services</i>	<i>Substance Abuse Prevention</i>	<i>Abstinence Education</i>	<i>Health Education and Prevention</i>	<i>Pregnancy/Parenting Adolescents</i>	<i>Crime & Delinquency Prevention</i>	<i>College Access/Preparation</i>	<i>Career Preparation/Job Training</i>	<i>Dropout Prevention/Recovery</i>	<i>Community Engagement/Development</i>	<i>Service</i>	<i>Professional Development</i>	<i>Parent Resources/Support</i>	<i>Facilities</i>
Carl D. Perkins Career and Technical Education	x				x												x	x	x					
Child Care Access Means Parents in Schools Programs	x	x	x				x	x	x								x	x	x					
Early Reading First	x	x	x		x			x											x			x		
Reading First State Grants	x	x	x		x			x											x			x		
Education for Homeless Children and Youth: Grants for State and Local Activities	x	x	x		x		x		x									x	x			x		
Even Start: Migrant Education	x	x	x		x			x	x								x	x	x				x	
Even Start: State Educational Agencies	x	x	x		x			x	x								x	x	x				x	
Fund for the Improvement of Education	x	x	x	x	x	x	x		x								x	x	x	x		x	x	
Gaining Early Awareness and Readiness for Undergraduate Programs: State Grants and Partnership Grants	x	x			x											x	x	x	x	x	x			
Grants to Reduce Alcohol Abuse	x				x				x			x		x		x			x					
Improving Literacy Through School Libraries	x	x	x		x															x		x		
Migrant Education High School Equivalency Program	x	x														x	x	x	x					
Parent Information and Resource Centers	x				x				x											x		x	x	
Safe and Drug-Free Schools and Communities: National Programs	x	x			x	x				x	x	x				x			x	x		x		

<i>Federal Agency and Program</i>	<i>Youth Development</i>	<i>Academic Enrichment</i>	<i>Reading/Literacy</i>	<i>Art Education</i>	<i>Mentoring/Tutoring</i>	<i>Physical Activity</i>	<i>Nutrition</i>	<i>Child Care</i>	<i>Child Welfare</i>	<i>Access to Health Care</i>	<i>Mental Health Services</i>	<i>Substance Abuse Prevention</i>	<i>Abstinence Education</i>	<i>Health Education and Prevention</i>	<i>Pregnancy/Parenting Adolescents</i>	<i>Crime & Delinquency Prevention</i>	<i>College Access/Preparation</i>	<i>Career Preparation/Job Training</i>	<i>Dropout Prevention/Recovery</i>	<i>Community Engagement/Development</i>	<i>Service</i>	<i>Professional Development</i>	<i>Parent Resources/Support</i>	<i>Facilities</i>
Safe and Drug-Free Schools and Communities: State Grants	x	x			x				x	x	x	x				x			x	x		x		
Safe Schools/Healthy Students Initiative	x	x			x	x	x		x	x	x	x	x	x	x	x	x	x	x	x				
School Dropout Prevention Programs	x	x			x												x	x	x					
Special Education: Grants to States	x	x	x		x				x								x	x	x	x	x	x		
Special Education: Parent Information Centers	x								x											x			x	
Special Education: Personnel Preparation to Improve Services and Results for Children with Disabilities	x	x							x													x		
Striving Readers	x	x	x		x														x					
Title I Grants to Local Educational Agencies	x	x	x		x				x										x					
Title I Supplemental Services	x	x	x		x				x										x					
TRIO: Talent Search	x	x			x												x	x	x					
Trio: Upward Bound	x	x			x												x	x						
DEPARTMENT OF HEALTH AND HUMAN SERVICES																								
Community-Based Abstinence Education					x					x			x	x										
Cooperative Agreement to Support Comprehensive School Health Programs and Prevent Spread of HIV									x	x		x	x	x	x									

<i>Federal Agency and Program</i>	<i>Youth Development</i>	<i>Academic Enrichment</i>	<i>Reading/Literacy</i>	<i>Art Education</i>	<i>Mentoring/Tutoring</i>	<i>Physical Activity</i>	<i>Nutrition</i>	<i>Child Care</i>	<i>Child Welfare</i>	<i>Access to Health Care</i>	<i>Mental Health Services</i>	<i>Substance Abuse Prevention</i>	<i>Abstinence Education</i>	<i>Health Education and Prevention</i>	<i>Pregnancy/Parenting Adolescents</i>	<i>Crime & Delinquency Prevention</i>	<i>College Access/Preparation</i>	<i>Career Preparation/Job Training</i>	<i>Dropout Prevention/Recovery</i>	<i>Community Engagement/Development</i>	<i>Service</i>	<i>Professional Development</i>	<i>Parent Resources/Support</i>	<i>Facilities</i>	
Community Health Centers									x	x										x				x	
Adolescent Family Life: Demonstration Projects									x	x			x	x	x										
Child Care and Development Fund	x							x	x																
Child Care Mandatory and Matching Funds								x	x														x		
Community Services Block Grant							x	x										x		x	x				
Community Services Block Grant Discretionary Awards							x		x									x		x	x		x		
Healthy Tomorrows Partnership for Children Program							x		x	x	x	x	x	x	x								x		
Mentoring Children of Prisoners	x				x				x							x	x	x	x	x					
Maternal and Child Health Block Grant							x		x	x	x	x	x	x	x								x		
Social Services Block Grant							x	x	x	x	x	x	x	x	x	x	x	x	x					x	
Social Services Research Demonstration Grants	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x		
Substance Abuse and Mental Health Services Projects of Regional and National Significance										x	x	x				x				x					
Substance Abuse Prevention and Treatment Block Grants												x				x				x					
State Children's Health Insurance Program (S-CHIP)							x		x	x	x			x											
Community Mental Health Services Block Grant										x	x	x		x						x					

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Community-Based Family Resource and Support Grants									X	X	X	X		X	X	X		X					X	
Medicaid Assistance Program									X	X	X	X		X	X									
Runaway and Homeless Youth (Basic Center Program)	X				X				X	X	X	X		X		X	X	X	X	X			X	
Transitional Living Program for Homeless Youth	X									X	X			X	X	X	X	X	X	X				
Community Programs to Improve Minority Health Grant Programs	X									X	X	X	X	X	X	X	X	X	X	X				
Temporary Assistance to Needy Families	X				X				X	X	X	X	X	X	X	X	X	X	X				X	
Department of Housing and Urban Development																								
Community Development Block Grant: State's Program	X																X	X	X	X				
Community Development Block Grant: Entitlement Grants	X																X	X	X	X				
Community Outreach Partnership Center Program (COPC)										X	X			X		X		X		X				
Youthbuild	X																	X	X	X	X			
Hispanic Serving Institutions Assisting Communities																				X	X		X	

<i>Federal Agency and Program</i>	<i>Youth Development</i>	<i>Academic Enrichment</i>	<i>Reading/Literacy</i>	<i>Art Education</i>	<i>Mentoring/Tutoring</i>	<i>Physical Activity</i>	<i>Nutrition</i>	<i>Child Care</i>	<i>Child Welfare</i>	<i>Access to Health Care</i>	<i>Mental Health Services</i>	<i>Substance Abuse Prevention</i>	<i>Abstinence Education</i>	<i>Health Education and Prevention</i>	<i>Pregnancy/Parenting Adolescents</i>	<i>Crime & Delinquency Prevention</i>	<i>College Access/Preparation</i>	<i>Career Preparation/Job Training</i>	<i>Dropout Prevention/Recovery</i>	<i>Community Engagement/Development</i>	<i>Service</i>	<i>Professional Development</i>	<i>Parent Resources/Support</i>	<i>Facilities</i>
Department of Justice																								
Byrne Formula Grant Program	x				x						x	x		x		x	x	x	x	x				
Drug-Free Communities Support Program	x									x	x	x		x		x				x				
Gang Resistance Education and Training	x				x						x	x				x	x	x	x	x				
Juvenile Justice and Delinquency Prevention: Formula Grants											x	x				x			x	x		x		
Juvenile Mentoring Program (JUMP)		x	x		x										x	x	x	x	x	x				
Community Capacity Development Office Program – Operation Weed and Seed	x				x					x	x	x		x	x	x	x	x	x	x			x	
Title V Delinquency Prevention Program	x									x	x	x	x	x	x	x	x	x	x	x				
Juvenile Accountability Block Grants	x															x				x				
DEPARTMENT OF LABOR																								
Workforce Investment Act	x															x	x	x	x	x		x		
Job Corps	x	x														x	x	x	x	x	x	x		
Environmental Education Grants Program	x	x														x	x	x	x	x				

<i>Federal Agency and Program</i>	<i>Youth Development</i>	<i>Academic Enrichment</i>	<i>Reading/Literacy</i>	<i>Art Education</i>	<i>Mentoring/Tutoring</i>	<i>Physical Activity</i>	<i>Nutrition</i>	<i>Child Care</i>	<i>Child Welfare</i>	<i>Access to Health Care</i>	<i>Mental Health Services</i>	<i>Substance Abuse Prevention</i>	<i>Abstinence Education</i>	<i>Health Education and Prevention</i>	<i>Pregnancy/Parenting Adolescents</i>	<i>Crime & Delinquency Prevention</i>	<i>College Access/Preparation</i>	<i>Career Preparation/Job Training</i>	<i>Dropout Prevention/Recovery</i>	<i>Community Engagement/Development</i>	<i>Service</i>	<i>Professional Development</i>	<i>Parent Resources/Support</i>	<i>Facilities</i>	
DEPARTMENT OF TRANSPORTATION																									
Job Access and Reverse Commute Program / Access to Jobs																	x	x	x	x		x			
INSTITUTE FOR MUSEUMS AND LIBRARIES																									
National Leadership Grants	x		x																				x	x	
SMALL BUSINESS ADMINISTRATION																									
Microloan Program																								x	



For more information about this report or to obtain a complete copy of the report, please contact Dr. Dawn Anderson-Butcher or Rebecca Wade-Mdivanian at anderson-butcher.1@osu.edu, wade-mdivanian.1@osu.edu or (614) 292-6934. The complete report is also available on our website at: csw.osu.edu/cayci/home.htm.