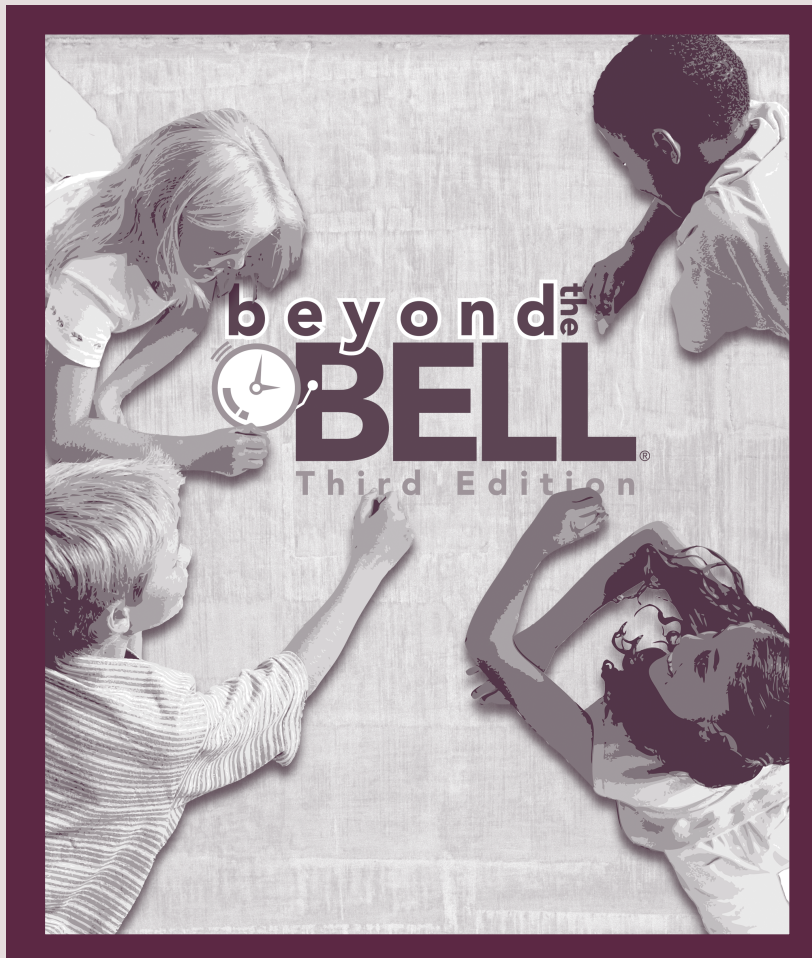


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 BELL®
Third Edition



START-UP GUIDE



Start-Up Guide for Afterschool Programs

2005

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Introduction

So you want to start an afterschool program? Congratulations on your commitment to improving the lives of the children in your community! Quality afterschool programs can bring stability, security, and great opportunity to children and youth. But how do you begin? This guide provides a roadmap to help you create an afterschool program that is geared toward addressing the unique needs of the children in your community.

We created this guide in response to the many requests we receive for help in developing an afterschool program. A typical request goes like this: “I’m interested in starting an afterschool program. Do you have any suggestions or know of any resources that would help me get started?” This guide is such a resource. It is intended to help you think through the beginning planning stages of creating an afterschool program—to get you pointed in the right direction. It also serves as an introduction to our suite of *Beyond the Bell*® products, which can lead you through the planning, organizing, managing, hiring, communicating, collaborating, programming, linking, and evaluating necessary for creating an effective afterschool program.

A quick note: The term afterschool applies to any program offered during out-of-school time to serve children, youth, and their families. Such programs can occur before school, after school, on school improvement or teacher institute days, in the evenings, or on weekends. These programs also can take place in a variety of locations—a school, a faith-based activity building, a local Boys and Girls Club or YMCA, a park district recreational facility, or the facilities of any of a host of community-based organizations.

What This Guide Is *Not*

This guide provides a general overview of starting an afterschool program. It does not address more sophisticated issues of management, programming, and evaluation. After your plan is in place and some resources are secured, we would direct you to our companion guide, *Beyond the Bell: A Toolkit for Creating Effective Afterschool Programs*. This toolkit will help you organize and plan your actual programming, hire staff, and work to build your community relationships. In addition to the toolkit, we also offer a *Staff Workbook* and a *Principal’s Guide*. To order *Beyond the Bell* products, call the Learning Point Associates Product and Service Order Line (800-252-0283) or order online through the product catalog (www.learningpt.org/catalog/) or the *Beyond the Bell* website (www.beyondthebell.org).

Defining “Afterschool”

In *Beyond the Bell*, we use the term *afterschool* to represent all out-of-school time. The term represents more than just the hours after school. It also includes the time before school as well as school intersessions, weekends, summer, or any other time not during the school day itself.

How to Use This Guide

The best way to use this guide effectively is to read it through completely and then start planning your strategy. Use **Tool 1: Checklist for Starting an Afterschool Program** to help gauge your progress.

Although you may want to start your program immediately, some advance planning is necessary to help you build a solid foundation for a quality afterschool program. Programs that open too hastily can make a lot of mistakes. Although there is no set amount of time for how long this planning process can take, anywhere from six to 18 months is necessary to adequately prepare to open the doors of an afterschool program. **Tool 2: Sample Timeline for Planning the Afterschool Program** gives you the perspective of what needs to happen on a 12-month timeline.

Your Call to Action

In order to establish a program that meets the needs of the children you want to serve, you'll need to establish why you want an afterschool program. Plenty of research supports the need for afterschool resources for school-aged children and their families: The current estimate of the number of children who care for themselves after school is 14.3 million (Afterschool Alliance, 2004). A report from *Fight Crime: Invest in Kids* (Newman, Fox, Flynn, & Christeson, 2000) confirms that children are most likely to experience violence or participate in risky behaviors—such as using drugs or alcohol—during the afterschool hours of 3 p.m. to 6 p.m. Plus, we know that many children are struggling to meet school standards because of their own academic challenges or language barriers. In all of these situations, an afterschool program can provide structure, offer connections with others, provide more academic help, and create occasions for participants of any age to develop new skills.

Determining Why You Want to Start an Afterschool Program

Many situations are worthy reasons to start an afterschool program. But it is important to have a primary focus for why you want to start yours. Knowing what you want to accomplish is critical to help guide your decision making, find resources, seek funding, build partnerships, and even plan where your afterschool program will take place. For example, if you are seeking to attract children who have not had positive school experiences, you may want to pay particular attention to the location of your program. Instead of holding the program in the school they attend, you may want to hold it in a neutral place where they feel comfortable—such as a Boys and Girls Club or a park district facility.

Use **Tool 3: Brainstorming Why You Want An Afterschool Program** to help you work through what you want to accomplish with your afterschool program. This tool can be used individually or with your Planning Committee.

Forming a Planning Committee

Although the initial vision and drive of one key person often is essential to get the ball rolling, most “visionaries” also rely on many others to do the actual work of starting the afterschool program. As you get started, one of the most important things you can do is begin developing champions who will talk positively to others about the prospect of starting the program. Depending on the size of the afterschool program you are planning, a small Planning Committee can help provide support, expand the scope of your potential resources, and generally make for a better program with more input on its development.

Program Goals: What Do You Want to Accomplish?

Although a successful afterschool program offers a variety of program activities, it also must determine which goals it intends to achieve. Following is a broad list of goals for afterschool programs:

- ▶ **Academic and Other Learning Goals**
 - Improved literacy and communication skills for all participants (including English language learners) in reading, writing, speaking, listening, and technology
 - Improved mathematics skills
 - Increased knowledge and skills in science and social studies
 - Increased knowledge, participation, and skills in the visual and performing arts
 - Increased awareness of real-life uses of academic skills
- ▶ **Afterschool Homework Goals**
 - Increased completion of homework
 - Increased quality of completion
- ▶ **Social and Emotional Goals**
 - Improved social skills
 - Increased leadership and responsibility
 - Reduced at-risk behavior
 - Improved emotional well-being
- ▶ **Health and Fitness Goals**
 - Improved nutrition and health practices
 - Improved physical development
 - Increased physical activity
- ▶ **Safety and Environmental Goals**
 - Improved personal safety
 - Increased support to working parents
- ▶ **Community Engagement Goals**
 - Improved community awareness and engagement
 - Increased amount of service-learning activities
 - Increased civic responsibility

Adapted from pages 8–9 of Moving Towards Success: Framework for After-School Programs, by the C. S. Mott Foundation Committee on After-School Research and Practice. Copyright © 2005 Collaborative Communications Group. Reprinted with permission.

Whether your Planning Committee consists of four or 14 people, think about creating a team with the following basic components:

- › **Resource person**—A good organizer. Choose someone who is aware of which person can do what for your program and is not afraid to ask.
- › **“Numbers” person**—Someone who has financial know-how. Choose someone who is aware of funding streams through his or her participation in the school or community, or someone who is familiar with financial reporting (e.g., someone at the district financial office, a good fundraiser for a charitable organization, a person who owns his or her own business).
- › **Support person**—Someone who is “behind” your program and provides critical but supportive thought to how you organize your efforts.
- › **School-linked person**—A key school staff member, such as a principal. This person can reap huge benefits for your planning efforts and access to resources. The strongest afterschool programs have a strong and vibrant relationship with the school.

Discovering Your Community’s Needs and Wants

It’s important to recognize that even though you and your Planning Committee have good ideas on which to base a program, you do not have *all* of the answers. To create a strong and successful afterschool program, you need to address community needs and create a program that will be popular and worthwhile for the participants you want to serve in your community.

Use **Tool 4: Community Needs Assessment for Afterschool Programming** as a base to determine what families currently use for afterschool (and sibling) care. Remember, as with any of the tools, you can alter the tool to fit the needs of your own particular community.

Also, regardless of the goals for your afterschool program, study after study has shown that afterschool programs need to be designed to reflect the interests of the children they intend to serve. Use **Tool 5: Student Preference Survey** to help determine the interests of your potential participants and to guide your program planning. Asking your potential participants what they want to do in the afterschool program can help you design the hours and activities you can plan. Then, when you get the program started, you will have a base of support built by children who see that their opinions and voices have been valued.

A Brief Primer on Terms: The Many Faces of Afterschool Activities

As you start to brainstorm what you want your program to be, keep in mind this list of different types of afterschool activities. You do not need to “do only one thing” in your program. In fact, the most successful programs have an interesting mix of different types of activities. However, the following list can help you determine your primary focus:

Type of Afterschool Activity	Description
Academic Enrichment and Learning	These activities expand on students’ learning in ways that differ from the methods used during the school day. They enhance a student’s education by bringing new concepts to light or by using old concepts in new, fun, interactive, and real-life ways.
Academic Improvement and Remediation	These activities specifically target students whose academic performance has been deemed to be in need of improvement. Activities in this category may involve tutoring, extra practice, or other forms of educational service delivery.
Activities for English Language Learners	These activities specifically target students with limited English proficiency. They are designed to further enhance students’ ability to utilize the English language.
Activities That Target Truant, Expelled, or Suspended Students	These activities specifically target truant, expelled, or suspended students and are designed to reengage these students in educational services through counseling and support.
Arts Education	These activities are focused on creative expression and knowledge for children through a variety of media, including visual arts, dance, music, and theater arts.
Career or Job Training	These activities, targeting youth and/or adults, are designed to support the development of a defined skill set that is directly transferable to a specific vocation, industry, or career.
Community Service and Service Learning	These activities are characterized by defined service tasks performed by students. The tasks address a given community need and provide structured opportunities that link tasks to the acquisition of values, skills, or knowledge by participating youth.
Drug and Violence Prevention, Counseling, and Character Education	These activities are designed to prevent youth from engaging in high-risk behaviors, including the use of drugs and alcohol. They also promote the amelioration of the causal factors that may lead youth to participate in such activities through counseling and support, and/or the cultivation of core ethical values.
Mentoring	These activities primarily are characterized by matching students one-on-one with one or more adult role models, often from business or the community, for guidance and support.
Recreational	These activities are not academic in nature but rather allow time for students to relax or play. Sports, games, and clubs that promote social skills, teamwork, leadership, competition, and discipline fall into this category.
Tutoring and Homework Help	These activities provide direct assistance with classroom work. Tutors or teachers help students complete their homework, prepare for tests, and work specifically on concepts covered during the school day.

Mapping Currently Existing Programs

Most people who are interested in starting an afterschool program are doing so because out-of-school-time resources are not available in their community for a particular age population. But even if it appears that there are no programs in your area, you should still do a scan of what community-, school-, or faith-based programs are currently operating. Finding these programs is important, because it is in your program's long-term best interest to work with existing programs to serve your target population. Use **Tool 6: Mapping Current Programs** to identify these programs and determine how best to work with them in serving the community.

Even if you are serving the same age group of participants, your program might have a different focus (e.g., tutoring and academic enrichment, as opposed to school-age day care.) You can work to have the program as an ally and resource if you structure the discussion based on your program's vision.

If, however, you see quite a bit of overlap between currently existing programs and your intended program and philosophy, you might want to rethink and retool your efforts to help the existing program meet the needs your proposed program wishes to address. **Tool 6** also can help you structure the conversation so that you are perceived not as threatening the existing program but rather as helping it meet additional needs. No matter what your goals and plans are, it is much easier to alter an existing program than to start fresh (as you will see when you start budgeting and considering space, transportation, and staffing).

You also will need to assess how to get from present reality to future accomplishments. This assessment should be as specific as possible. For example, if you know that the program will be in need of computer literacy offerings, you can target organizations that provide such programs. Creating a prioritized inventory of program needs can be an important step in finding an organization with which to build a mutually advantageous relationship. **Tool 7: Matching Program Needs With Potential Assets** is a worksheet that may help you identify specific needs of the program and, in turn, find appropriate partners.

Creating a Vision

At this point, you've taken some key steps to determine whether there is interest in your community to start an afterschool program. Now take some time to consider the brainstorming and mapping work you've done, and take a thorough look at what your community and youth surveys have reported. If the community and students are showing interest and need, that process also has led to your completion of a good deal of the groundwork necessary to create the vision for success of your program.

Now is the time to review the input you received, create a vision for the afterschool program, and start mapping out your action plan. This work can be done initially with your Planning Committee. But once you have a solid start on your program planning, you'll want to create a representative Advisory Group of all of your key stakeholders—including parents, student representatives, volunteers, staff members, school faculty and administrators, and community organizations. All these stakeholders will have suggestions and other advice that will help create a strong afterschool program.

Use **Tool 8: Visioning Worksheet** to help you take the information you have compiled and create your initial vision for the afterschool program. After you have established your vision, be sure to post it prominently to remind everyone what the program is about.

The next step is to take the work you have done and map it into **Tool 9: Goal-Setting Worksheet**. This worksheet enables you to transform your ideas and community inputs into concrete goals and target dates for completion.

Action Planning: Creating a Logic Model

Another visual way to set your plan of action into a framework that always keeps your desired program outcomes at the forefront is to draw a logic model. A logic model creates a picture of what you ultimately hope to accomplish with your afterschool program—that is, your theory of change. A theory of change says, at its core, “We think that if we do X (our planned activities), eventually Y (our program goals) will happen.” A logic model shows the steps that will take place to make your program goals happen.

According to *Moving Towards Success: Framework for After-School Programs* (C.S. Mott Foundation Committee on After-School Research and Practice, 2005, p. 3), a logic model does the following:

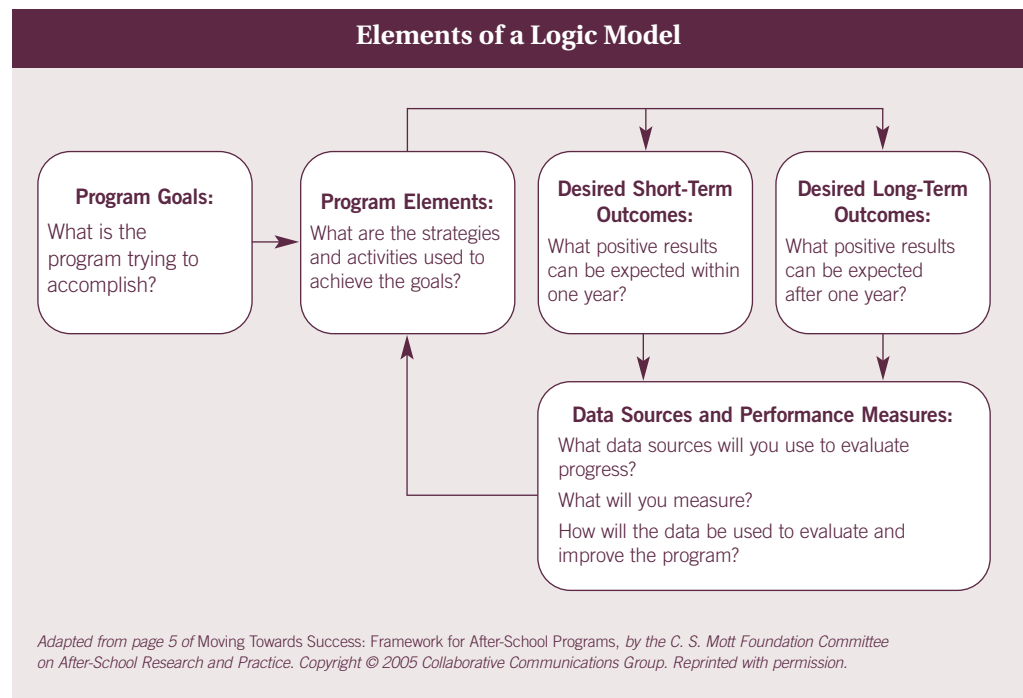
- › Summarizes key elements of a program.
- › Identifies the rationale behind the elements.
- › Articulates desired short- and long-term outcomes and how they can be measured.
- › Shows the cause-and-effect relationships between a program and its outcomes.

Agenda for Vision Planning Session

Meet with your Advisory Group to answer the following questions: How can the afterschool program meet the needs you've determined? What's your vision of success? The following agenda will focus your efforts.

1. Review brainstorming and mapping tools (Tools 3 and 6).
2. Compile surveys (Tools 4 and 5), tabulate results, and review any additional comments.
3. Look for strong or emerging concerns.
4. Determine key needs and potential assets (Tool 7).
5. Leverage resources (assets, and potential partners).
6. Create a vision plan for action (Tool 8), and set specific goals and target dates (Tool 9).

The following diagram shows the elements of a logic model.



Use **Tool 10: Logic Model Planning Tool** to help you with your planning. This visual representation of your vision and plan should be posted to remind you of what you are setting out to accomplish.

Although these steps may sound a bit tedious (you may be thinking—“We just want to open our doors!”), creating these plans will help save you a great deal of time as you move further through this process. You always will be able to tell potential partners or funders what your program hopes to achieve and how you expect to get there. You may need to revise your plan along the way, but at least you will have a framework for talking about it as you get started.

Evaluation Planning: Thinking About Outcomes From the Start

The logic model also creates a basis for thinking about how you will evaluate your program. It may seem a bit strange to start thinking about evaluation before you have even hired your first staff member or planned your first activity, but it is essential to do so.

Program managers need to think about the sources of data they will use to show that their program is working and achieving its goals. This careful planning makes the job of collecting that data far easier. Looking forward and gathering your data as you go along is more effective than going back and trying to find evidence for what you did. You can use your data in powerful ways to make a continued case for support of your program and to help build your long-term success.

Building the Foundation: Program Planning and Logistics

After you have a strong idea of what you want to do with your afterschool program, you are ready to get to the nuts and bolts of putting your program together—that is, the physical logistics of location, transportation, hours of service, and staffing. As you work through these issues, you might find that some of your early decisions will influence the choices available to you as you work through other logistics. For that reason, some of the tools for this section provide you with the opportunity to list pros, cons, and other comments on worksheets. Because you still are in the planning stages, nothing is final. For instance, what might be your ideal space location under one scenario might not end up being the place where you can attract the most participants, given transportation difficulties, so you may end up altering that plan. Your program is definitely a work in progress, so the best idea at this point is to remain as flexible as possible.

Location, Location, Location: A Question of Space

Some of your initial conversations with others about starting up the program might raise (and in some instances, solve) the issue of where your afterschool program could be located. For instance, you may start having discussions with administrators from your local school district, and they could offer to partner with you in providing some gym space as a contribution to the effort. It is helpful to raise the issue of finding space with potential partners and stakeholders. If they do not have resources themselves, they may have suggestions for others you could contact. Keep a file on those potential sources of space. Even if you do not need those locations now, you might want to keep them in mind for additional activities for your program, or even for eventual program expansion.

Keep an open mind about space and its relationship to the goals of the afterschool program. For example, if your goal is to improve the opportunities that children and youth have to participate in recreational activities, you definitely will want to make sure that your space provides access to a gym, fields, or a swimming pool. If one of your goals is to provide better access to technology for students and their families, you will want to make sure you have access to a computer lab or the ability to access the Internet. If you are planning to provide extensive use of tutoring services, you will want to ensure that the space provides the opportunity for students to meet in quiet spots to work undisturbed.

Use **Tool 11: Space Analysis** to assess the pros and cons of the different spaces you are considering. You may not be able to find the ideal space for your program, but this tool will help you and your team make a better informed decision about the options you are pursuing.

Locations for Afterschool Programs

There is no one “right” spot to house an afterschool program. Successful programs are located in a wide variety of different spaces, such as the following:

- › Schools—cafeterias, gymnasiums, libraries or media centers, computer labs, auditoriums, art or music rooms (or a combination)
- › Community-based organizations (service organizations such as 4-H, YMCAs, YWCAs, Boys and Girls Clubs, or neighborhood community organizations)
- › Local civic center
- › Parks and recreation facilities
- › Local faith-based schools or activity centers
- › Libraries
- › Universities or community colleges

Afterschool Programming —On the Bus

Students in one rural school had very lengthy bus rides home—close to two hours. Instead of offering afterschool programming in the school or another location, the program managers decided to offer their programming “on the bus.” Each participant received a snack on the bus and then was provided with a lap pad and light. Students could work on their homework or participate in art projects or games in order to make otherwise wasted time more productive.

Transportation Issues: Getting There, Getting Home

Afterschool programs throughout the country indicate that transportation is either no problem at all or a huge stressor and budget item. If you are planning to offer programming in a neighborhood school to elementary students whose family members or other caregivers can walk to or from the location, transportation issues can be minimal. But if your program is in a rural location with tightly scheduled buses serving a huge geographic area or in an urban location with children attending schools all over the city, successfully addressing the transportation issue is critical to the success of your program. If your potential participants can't get to and from your afterschool program, you aren't really serving their needs very well. No matter how wonderful your program design is, the participants you want to attract won't be able to make it.

Addressing transportation issues up front in your planning phase can help you through this issue. (You already have done some of the groundwork toward meeting this challenge if you have used **Tool 4: Community Needs Assessment for Afterschool Programming** and **Tool 6: Mapping Current Programs**.) Also, determining stakeholders' needs and trying to leverage resources will help start conversations about what transportation is needed and how the cost burden can be shared.

Use **Tool 12: Transportation Worksheet** to help consolidate all your transportation needs in one place. Also, pay close attention to the hours of service requested by parents on **Tool 4: Community Needs Assessment for Afterschool Programming**. These tools will help give you a better sense of when you will be looking to address transportation needs and with whom you potentially can partner.

Transportation Ideas

- › Share a “late bus” or an “activities bus” with other school or nonschool activities.
- › Purchase a van to share with other programs.
- › Provide activities in satellite locations in the neighborhoods where your participants live.
- › Seek contributions from local businesses or foundations, and lease or purchase a van for multiple activities.

Although solving the transportation issue may be difficult in your program, being clear about the issue can help you articulate this challenge when you are seeking funding or partners. Many funders acknowledge the difficulties of transportation and recognize that it can be a significant cost factor. Also, make sure you build enough into your transportation budget to ensure that you are meeting your participants' needs.

Hours of Service: What Happens When

Your planning phase also is the perfect time to consider when you are going to offer your services. Paying special attention to the hours that parents and caregivers need care for their children and youth will help you build a foundation of trust with these important stakeholders. They will be much more likely to sign up their children for programming and become vocal supporters if they see that you are building programming that helps meet their needs. Although one solution might not work for everyone, building a certain amount of flexibility into programming times can offer support that a family may be lacking at the current time.

Can your program link with other activities? As children get older, especially students in middle and high school, you will find that offering an afterschool program that complements and coordinates well with other extracurricular activities can offer the greatest range of flexibility and provide the strongest platform for success. Recent research suggests that the most promising afterschool programs offer not just a “program” but a range of activities during the out-of-school time.

You want to be able to allow students the opportunity to participate in activities that may already be offered by the school or community, such as sports, drama club, forensics, and music. Looking at that situation as an opportunity to share—as opposed to a problem to overcome—is key. Whatever else you are doing, the point of your program should be to provide *more* opportunities, not limit them. For example, by offering flexibility in your program and meeting transportation needs, you might be able to attract more students to an activity such as Drama Club, because after that activity ends at 5 p.m., those students could have a snack and work on their homework or other enrichment activities until their caregivers are able to pick them up at 6 p.m. Again, using **Tool 6: Mapping Current Programs** can give you a better sense of what else is going on and who you can partner with to provide more opportunities for participants.

Staffing: Who Does What

Having outlined your vision, goals, and logic model, you can now give some preliminary thought to how you want to staff your afterschool program. The goals of your program can help inform that thinking and also help with budgeting, recruiting, and staffing. If you want the afterschool program to provide opportunities for youth development and mentoring, perhaps your best choices for staff would be college students or older high school students. If you want a strong technology focus in your afterschool program, perhaps your best choices for staff would be school district technology aides; or you might want to engage employees from a local software company to work as volunteers. Use **Tool 13: Staffing Planning Worksheet** to help you work through some early thoughts for staff.

There is no one “right” way to staff a program. However you staff your program, you will want to ensure that you are engaging people who love working with children and youth and who don’t mind the accompanying noise and chaos. Even in a program with a strong emphasis on academic enrichment and tutoring, your participants have been in a fairly structured school environment all day; they need to feel that they have come to a place where they can relax and be themselves. Whatever type of afterschool program you are planning, one of the strongest assets your program can have is people who care about your participants and want them to succeed. Try to keep as low a participant-to-staff ratio as you can in order to help develop relationships and provide personal attention to your participants.

Planning for Costs

You’ve finally gotten to the dollars and cents of your program. Now that you’ve done a great deal of thinking, planning, and brainstorming through the logistics, you are ready to put numbers down on paper to see what your actual budget might be. Use **Tool 14: Cost Elements for an Afterschool Program** to consider some of the various costs in starting and sustaining an afterschool program. Use **Tool 15: Budget Worksheet** to help you plan your budget.

Your other planning work has started building connections with other programs and potential resources, which is really the building block to collaboration and partnership. If you are going to seek grants or other outside sources for funding, you’ve also done a significant amount of the preplanning work that you can use as a basis for writing your program plan and your proposal. All budgets are works in progress, so don’t be daunted by the numbers you come up with.

Other resources may be helpful in planning the finances for the afterschool program. The Finance Project, a not-for-profit organization devoted to helping organizations serving children and families make sound decisions with financial planning, has many helpful resources available at its Web site (www.financeproject.org). In addition, the National Center for Community Education, in collaboration with the Afterschool Alliance, has created a publication titled *Fact Sheets for Afterschool Funding*, which is available online (www.afterschoolalliance.org/training_fact_sheets.pdf).

Deciding Whether or Not to Charge Fees

Most afterschool programs—whether they are starting up or trying to sustain their efforts—struggle with the idea of whether or not to charge fees to participants. When you create your budget plan, you can calculate your rough per-pupil cost by taking the total budget amount and dividing it by the number of participants you plan to (realistically) serve. Whether or not you choose to charge fees, know that you need to be upfront about your fee policy and build support from the beginning.

Fee Policies for Afterschool Programs

Some helpful suggestions on fees are available from *The School Zone: Forging Effective Alliances With Public Schools*, by the Boys and Girls Clubs of America.

Establishing Parent Fees

There are three major systems that afterschool programs generally use to establish parent fees:

- › *Flat-fee systems*. Parent users all pay the same set rate.
- › *Sliding-fee systems*. Parents pay on a graduated scale according to their ability.
- › *Scholarship programs*. A fee break for membership and/or program service is offered to a selected number of parents, while the rest pay the full fee.

Many programs or groups set up fee structures which are a combination of these methods. The following chart summarizes the advantages and disadvantages of all three systems.

Advantages and Disadvantage of Fee Scale Options

FLAT FEE SYSTEMS

<p>Advantages</p> <ul style="list-style-type: none"> › Flat-fee systems are the easiest to figure out and implement. › Programs maintain close control over the amount of money to be collected. Guesswork is at a minimum. › Everyone is treated the same. All fee payments are equal (unless a sibling discount is given). 	<p>Disadvantages</p> <ul style="list-style-type: none"> › Parents unable to afford the flat rate are unable to use the program. › No special consideration is given to single parents, families with unusual medical expenses, or others in hardship situations. › Flat-fee systems may discriminate on the basis of income. › Participants in programs using flat-fee systems tend to be more homogeneous and less economically diverse, since all parent users must be able to afford the same fee.
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SLIDING-FEE SCALES

<p>Advantages</p> <ul style="list-style-type: none"> › Sliding-fee scales allow parents to pay according to their ability to pay. › Parents with a wide range of incomes are encouraged to use the program, resulting in a more diverse population. › A uniform, fair system of fee reduction is used. It is systematized, not based on favoritism. › Once calculations for the sliding-fee scale are completed, determining the fee is easy. 	<p>Disadvantages</p> <ul style="list-style-type: none"> › There is uncertainty in how much money will be collected from month to month and year to year. › Often, more families are eligible for the lowest payment than was anticipated, and the scale will not generate the income needed. › Some method of family income verification must be decided upon. Consider pay stubs, bankbooks, and legal statements regarding child support. Or is the honor system adequate? › It may be difficult to decide how to deal with financial hardship situations (medical expenses or a child with severe special needs). › Some parents may have negative feelings about a fee scale that allows for a range of fee payments.
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SCHOLARSHIP SYSTEMS

<p>Advantages</p> <ul style="list-style-type: none"> › Scholarship programs allow some children to attend an afterschool program who might otherwise be unable to do so. › Programs can offer scholarships of some sort, even if they raise just a small amount of money. › The availability of scholarships can be important to a family in extreme hardship or crisis. › A scholarship program may result in a more diverse group of children. 	<p>Disadvantages</p> <ul style="list-style-type: none"> › In most cases, scholarship programs are limited, based upon the amount of money raised. › Due to financial constraints, only those with extreme need may be able to receive any financial assistance. › To have an ongoing scholarship program, funds must be raised or set aside to be used as a fee subsidy.
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Adapted from "Developing Budgets and Establishing Fees," in The School Zone: Forging Effective Alliances With Public Schools, available online (www.bgca.org/schoolzone/pdfs/Getting%20to%20Yes/DevelopingB.pdf). Copyright © 2004 Boys and Girls Clubs of America. Reprinted with permission.

Pursuing Grants

You may determine that writing a grant is one of the best ways to find solid funding for your program. A grant offers the potential for various resources to help you reach your goal of opening your doors and offering services to children and their families. However, there are usually “strings” attached to a grant. Some grant organizations ask for matching funds, some for evidence of partnerships, some for a strong sustainability plan, and all will ask that you report on your progress. You and your team will have to make a determination that you are willing to do what the grant requires. It is better to forgo a potential funding opportunity than to make it fit for your program and, potentially, doom it to failure. Use **Tool 16: Potential Funders** to keep track of grants that may be applicable to your program and determine which one is right for you.

Successful grant writing involves solid advance planning and preparation. It takes time to coordinate your planning and research, organize, write and package your proposal, submit your proposal to the funder, and follow up. Often, school districts and community-based organizations have dedicated grant writers who are aware of available funding opportunities and have much of the information (community demographics, student population, potential for in-kind contributions) available at their fingertips to submit a successful proposal. Make sure these people are part of your Planning Committee or are at least accessible as you plan your proposal.

When writing for a grant, be sure to organize your proposal, pay attention to detail and specifications, be concise, use persuasive writing, and request reasonable funding. Clearly understand the grant maker’s guidelines before you write your proposal. Make sure the grant maker’s goals and objectives match your grant-seeking purposes. (See “Tips for Writing a Grant” on page 15.)

Other Sources of Funding

See **Tool 17: Federal Funding Sources** for a list of some of the federal funding opportunities that exist for afterschool programs; the Finance Project is the source of this list. Some programs need a local education agency as the direct applicant, and some require collaboration. Also, keep in mind that funding for federal programs is subject to the appropriations process; a program that exists one year may not be funded the next. For details about the programs and contact information, please refer to the Finance Project publication *Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives* by Heather Clapp Padgett. It is available online (www.financeproject.org/Publications/FundingGuide2003.pdf).

Finding funding isn’t easy, and administrators at successful afterschool programs will tell you it is one job that never really ends. Sustaining a program takes constant effort and creativity. Again, taking the time in the early stages to plan for how you will build your funding can help you create a program that will last from year to year without interruption.

Tips for Writing a Grant

Preparation is vital to the grant-writing process. Solid planning and research will simplify the writing stage. For a well-written proposal, use these basic tips:

- › Prove that you have a significant need or problem in your proposal.
- › Deliver an answer to the need (or a solution to the problem) based on experience, ability, logic, and imagination throughout your proposal. Make sure your proposal describes a program or project for change.
- › Reflect planning, research, and vision throughout your proposal.
- › Research the grant makers, including funding purposes and priorities and applicant eligibility.
- › Determine whether the grant maker's goals and objectives match your grant-seeking purposes.
- › Target your proposal to grant makers that are appropriate to your field and project, but do not limit your funding request to one source.
- › Before you write your proposal, contact the grant maker to be sure you clearly understand the grant maker's guidelines.
- › Present your proposal in the appropriate and complete format; include all required attachments.
- › State your organization's needs and objectives clearly and concisely. Write well. Do not waste words. Use active rather than passive verbs. Use proper grammar and correct spelling. Be clear, factual, supportable, and professional. A well-written proposal is a key factor in the grant maker's decision-making process.
- › Be clear about why you are seeking a grant, what you plan to do with the money, and why you are a good fit with the grant maker's priorities. Prepare an interesting, persuasive, and unique proposal.
- › Always cover the following important criteria: project purpose, feasibility, community need, funds needed, applicant accountability, and competence.
- › Be sure to answer these questions: Who are you? How do you qualify? What do you want? What problem will you address and how? Who will benefit and how? What specific objectives will you accomplish and how? How will you measure your results? How does your funding request comply with the grant maker's purpose, goals, and objectives?
- › Demonstrate project logic and outcome, impact of funds, and community support. Be specific about broad goals, measurable objectives, and quantified outcomes.
- › Always follow the exact specifications of grant makers in their applications, requests for proposal (RFPs), and guidelines.
- › Follow up with the grant maker about the status, evaluation, and outcome of your proposal after it is submitted. Request feedback about your proposal's strengths and weaknesses.

Next Steps: Where Do You Go From Here?

Congratulations! Your initial planning phase is now complete! Whether it has taken you six months or two years, you have now gotten to a point where you can actually start planning the day-to-day operation of your afterschool program—from hiring a program coordinator and staff to creating flyers to announce your program offerings. After working through this guide, you are now ready to address more in-depth issues of management, programming, evaluation, linking your program with the school day, communication, and collaboration. These issues are discussed in depth in our complete guide, *Beyond the Bell: A Toolkit for Creating Effective Afterschool Programs*. This toolkit can help you take your plan and make it into an actual afterschool program. The toolkit contains many more tools to help make your job a bit easier along the way. In addition to the toolkit, a *Staff Workbook* and *Principal's Guide* are available. To order the *Beyond the Bell* products, call the Learning Point Associates Product and Service Order Line (800-252-0283) or order online through the product catalog (www.learningpt.org/catalog/) or the *Beyond the Bell* website (www.beyondthebell.org).

Good luck, and thank you for your commitment to serving the needs of children and families in your community!

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Tool 1: Checklist for Starting an Afterschool Program

Directions: Check the following boxes as you complete each start-up activity during the planning process.

First Steps

- › List, outline, or brainstorm reasons for wanting an afterschool program.
- › Search for available resources.
- › List other programs currently available: Do they meet needs?
 - Yes.
 - Yes, but they could be modified to meet more needs. (See “Needs and Resource Assessments” below.)
 - No. Explain why not: _____
- › Establish the Planning Committee.

Needs and Resource Assessments

- › Survey school, parents, and community members.
- › Ask kids for their suggestions.
- › Determine current resources in existing afterschool programs:
 - What do they offer?
 - What more could they offer?

Program Planning

- › Create a vision. What kind of programming will you offer?
- › Determine logistics.
 - Space—What’s ideal? What’s available? What modifications need to be made?
 - Location—Where will the program be located?
 - Transportation—How do you propose that students will get to and from the program?
 - Staffing—Who will staff your program (in theory)?
 - Care and food—How will you plan for nutritional snacks?
 - Linking to the school day—How will you connect with the school?
 - Collaboration issues—With what other organizations can you collaborate?
- › Establish your budget.
 - Consider costs and resources.
 - Determine need for fees or sliding fees.
- › Check funding availability.
 - Determine current funding.
 - Think about plans for other funding—What does it take?
 - Read a grant-writing guide.
- › Plan for improvement through evaluation and program-improvement planning.

Tool 3: Brainstorming Why You Want an Afterschool Program

Directions: Use this tool to brainstorm initial reasons for starting an afterschool program. Be sure to brainstorm your reasons and clarify your ideas before you start surveying the community. You can use these questions for yourself or as a group.

If you are working in a group, write the questions on chart paper to help the brainstorming process. Remember, if you are guiding a brainstorming process, let the conversation flow without judging the ideas that are being raised. After you go through the process, you can work through the responses to determine which most fully reflect the needs of your group.

1. Why do you want an afterschool program?

2. Whom do you want to serve?

3. In your ideal world, what would the afterschool program accomplish?

Tool 3: Brainstorming Why You Want an Afterschool Program (continued)

4. What kinds of activities would you like to pursue in your program?

5. What are the biggest challenges to starting a program?

6. What are your most valuable resources?

7. What next steps do you need to take? When do they need to be accomplished?

Tool 4: Community Needs Assessment for Afterschool Programming

Directions: Use the following survey to determine the afterschool needs of the community.

Dear Parents/Guardians:

Help us assess your needs for afterschool programs for your children. Please complete the survey and return to [name] no later than [date]. Thank you for assisting us with this effort. If you have questions, please contact [name] at [phone number].

Note: In this survey, the term *afterschool* represents all out-of-school time. Besides the hours after the school day, it also includes the time before school, during school intersessions, weekends, summer, or any other time not during the school day itself.

- | | | |
|--|---------------|-------------------|
| <p>1. Would you use an afterschool program's services if they were available to you?
If yes, please complete the remainder of the survey.</p> | Yes | No |
|
 | | |
| <p>2. Please indicate the times of the afterschool program you would be interested in:</p> <p>Afterschool care _____</p> <p>Teacher institute or school improvement days _____</p> <p>Snow days _____</p> <p>Holidays and breaks _____</p> <p>Summer programming _____</p> <p>Other: _____</p> | | |
|
 | | |
| <p>3. Are you currently using another afterschool arrangement?
If no, go to Question 7.
If yes, please identify the number of children and cost per child based on each child's current grade level:</p> | Yes | No |
| | # of children | \$ cost per child |
| Preschool | _____ | _____ |
| Grades K-5 | _____ | _____ |
| Grades 6-8 | _____ | _____ |
| High School | _____ | _____ |
|
 | | |
| <p>4. Please indicate the type of afterschool care you are currently using:</p> <p>Day care center _____</p> <p>Family care center _____</p> <p>Provider in my own home _____</p> <p>Spouse/partner _____</p> <p>Care by family members _____</p> <p>Other afterschool program _____</p> <p>Care by older sibling _____</p> <p>Other: _____</p> | | |

Tool 4: Community Needs Assessment for Afterschool Programming (continued)

5. Are you satisfied with your current afterschool arrangements? (Circle one.) Yes No

If no, please explain:

6. Have you had any of these afterschool-related problems during the past year?

Check problem areas.

Yes, I have had this problem

Cost of program	_____
Location of program	_____
Transportation to or from program	_____
Dependability of program	_____
Quality of program	_____
Scheduling program to match work schedule	_____

7. If you do not utilize afterschool care, what prevents you from using it?

Check all that apply.

Cost	_____
Availability	_____
Location	_____
Vanpool/carpool	_____
Hours of operation	_____
Other (please explain) _____	_____

8. To help assess funding needs, please indicate your household gross salary range.

# of people in household	_____
below \$20,000	_____
\$20,000–\$29,000	_____
\$30,000–\$39,000	_____
\$40,000–\$49,000	_____
\$50,000 or more	_____

9. Is your household a single-parent household or a two-parent household? (Circle one.)

Single parent Two parent

Tool 4: Community Needs Assessment for Afterschool Programming (continued)

10. How many children do you have in each of the following age groups?

- 0–4 years old _____
- 5–8 years old _____
- 9–12 years old _____
- 13–15 years old _____
- 16–18 years old _____

11. Please check the days you need afterschool care. Check all that apply.

- Monday–Friday _____
- Snow days, holidays, summer breaks _____
- Other _____

12. Please check the times you need school-age programs. Check all that apply.

- Before school only _____
- After school only _____
- Before and after school _____
- Other _____

13. Please check the amount you consider reasonable to pay for afterschool care (per month or week per child) during the regular school year. Check only one.

- No pay should be required _____
- \$1–\$24 _____
- \$25–\$40 _____
- \$41–\$60 _____
- \$61–\$80 _____
- \$81–\$100 _____
- \$101–\$125 _____
- More than \$125 _____

14. Please provide the following information:

Name

Address

Telephone

E-Mail

Thank you very much for your assistance!

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Tool 5: Student Preference Survey

Directions: You may use or adapt this survey to determine students' programming preferences for the afterschool program. Make multiple copies of the survey, and ask teachers to distribute and collect it during homeroom period or at another convenient time.

Survey of Student Program Preferences

We need your help! We want to create an afterschool program that is exciting and useful for you. Please answer the following questions to tell us about your opinions and ideas for afterschool activities. If you would like to get even more involved in planning afterschool activities or being a club officer, ask your teacher for more information about the afterschool program.

1. Please check the sentence that best describes your feelings about attending an afterschool program at our school. (Check one.)

- I already participate in afterschool activities.
- I would definitely be interested in going to an afterschool program at our school.
- I have other responsibilities after school and could not go to an afterschool program at our school.
- I would not be interested in going to an afterschool program at our school.

2. What kinds of activities would you like to do after school? Feel free to add your own ideas. (Check up to four activities.)

- | | | |
|--|--|---|
| <input type="checkbox"/> Chess | <input type="checkbox"/> Aerobic exercise | <input type="checkbox"/> Arts and crafts |
| <input type="checkbox"/> Community service | <input type="checkbox"/> Basketball | <input type="checkbox"/> Card and board games |
| <input type="checkbox"/> Computer club | <input type="checkbox"/> Cheerleading | <input type="checkbox"/> Cooking |
| <input type="checkbox"/> Homework help or tutoring | <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Dance |
| <input type="checkbox"/> Junior Achievement | <input type="checkbox"/> Martial arts | <input type="checkbox"/> Drama |
| <input type="checkbox"/> Photography | <input type="checkbox"/> Soccer | <input type="checkbox"/> Field trips |
| <input type="checkbox"/> Poetry writing | <input type="checkbox"/> Softball/baseball | <input type="checkbox"/> Music |
| <input type="checkbox"/> Peer counseling/conflict resolution | <input type="checkbox"/> Volleyball | <input type="checkbox"/> Woodworking |
| <input type="checkbox"/> School newspaper | <input type="checkbox"/> Yoga | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Science experiments | | |

3. What are some ways you would like to get involved in the afterschool program? (Check all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Deciding what programs to offer | <input type="checkbox"/> Advertising the afterschool program |
| <input type="checkbox"/> Planning afterschool activities | <input type="checkbox"/> Your idea: _____ |
| <input type="checkbox"/> Being a club officer | <input type="checkbox"/> I am not interested in getting involved. |

Tool 5: Student Preference Survey (continued)

4. Which types of “advertisements” would convince you to participate in afterschool activities? (Check all that apply.)

- Student-designed posters
- Flyers mailed home
- Presentations by students who are in the afterschool program
- Articles about the program in the school newspaper
- Daily announcements about the program (read by an adult)
- Daily announcements about the program (read by a student)
- Rewards—such as homework passes, gift certificates, or other treats—for students who regularly attend activities
- Your idea: _____
- Your idea: _____

Your Name _____

Your Homeroom Teacher or Room Number _____

Thank you!

Tool 6: Mapping Current Programs

Name of Existing Program and Who Provides the Service (e.g., afterschool program for K-5 students at YMCA)	Ages or Population Served by the Program	Vision or Mission of the Program	Program's Primary Focus (recreation, enrichment, tutoring)	What's Missing What would your proposed program do that this one doesn't?	How to Approach the Other Organization How would you talk to someone from that organization about how your proposed program would be different?	Action Steps Based on what the existing program does, what are potential next steps? Should you approach the organization to discuss expansion or partnership?

Tool 7: Matching Program Needs With Potential Assets

Directions: Use this tool in conjunction with other tools in this guide to match identified program needs with the assets of potential partners. Record possible resources, groups with applicable assets, and steps and timelines for establishing partnerships. You may copy this form as needed.

Grade Level	Need	Possible Resources to Dedicate to This Need	Possible Groups Able to Contribute to Fulfilling the Need	Steps Needed to Establish Partnerships With These Groups	Timeline for Person or Group Responsible for Steps
	<i>Priority 1</i>				
	<i>Priority 2</i>				
	<i>Priority 3</i>				

Tool 8: Visioning Worksheet

Directions: This worksheet can be used by programs that want to create an overall vision. First, have individuals read the five-step process listed below and write down their initial thoughts. Then meet as a group to finalize these thoughts and write them on the following page.

Your vision should drive the daily operation of your program. Remember, when developing a vision, it is important to include parents, student representatives, volunteers, staff members, school faculty and administrators, and community organizations. After you have established your vision, be sure to post it prominently to remind everyone what the program is about.

The Five-Step Visioning Process

Step 1: Visioning—What is our vision of where the program will be in X years?

Step 2: Identifying challenges—What are the challenges or barriers to achieving this vision?

Step 3: Prioritizing the challenges—Of these challenges, which are the five most important?
(Determine the top challenges by voting rather than discussion.)

Step 4: Identifying needs and assets—What needs will affect our ability to address these challenges?
What resources or assets are available to help address these challenges?

Step 5: Strategizing—Given our needs and assets, what strategies could we use to address the challenges?
(Brainstorm strategies as a group.)

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Tool 8: Visioning Worksheet (continued)

Our vision for _____ [program name] over the next _____ years.

Date: _____

Participants

Vision Statement

Challenges (Prioritize)

Needs

Assets

Strategies for Meeting Challenges

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Tool 9: Goal-Setting Worksheet

Directions: This worksheet can be used to record both long-term and intermediate goals. First, write down your vision statement. Next, think about the areas in which you want to set goals. Record these in the left column. A few examples are provided to get you started. Then, in the middle column, record your specific goals for each area. Finally, use the right column to indicate a target date for achieving each goal.

Vision Statement

Area for Goals	Specific Goals	Target Date
Programming		
Fundraising		
Student Outcomes		
Community Participation		

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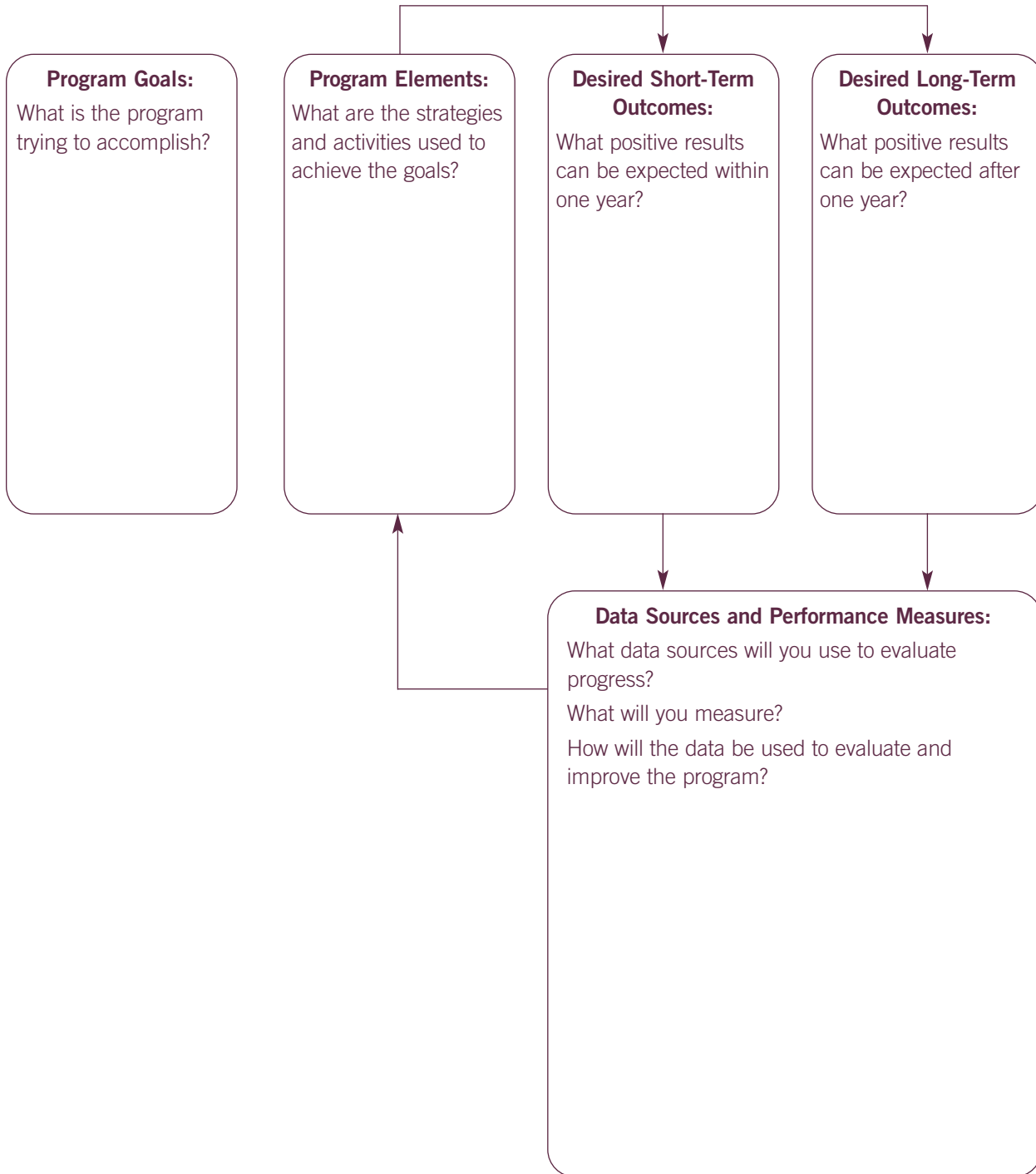
Tool 9: Goal-Setting Worksheet (continued)

Area for Goals	Specific Goals	Target Date

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Tool 10: Logic Model Planning Tool

Directions: Using **Tool 8** and **Tool 9**, transfer your program goals to this planning tool. Then, fill in the rest of the chart with your ideas about activities and programs and the measures you will use to show that the program is meeting its goals, both in the short term and the long term.



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Tool 11: Space Analysis

Directions: Analyze the potential space for the afterschool program using the following categories.

	Pros	Cons	Other Comments
Accessibility			Does it meet the requirements of the Americans with Disabilities Education Act?
Location			Is it easy to find? Can it be accessed from the street? What transportation is necessary for participants to get there?
Safety			Is it safe—what are security needs, concerns? Does it meet local safety codes?
Restroom facilities			
Cleanliness			
Lighting			
Heating and air conditioning			

Tool 11: Space Analysis (continued)

	Pros	Cons	Other Comments
Level of comfort for participants			
Adequate room for... > Study > Play > Exploration			
Access to other resources: > Technology > Books > Art > Music > Recreation			
Facilities for food storage and preparation			
Room for materials storage			

Tool 12: Transportation Worksheet

Directions: Answer the following questions to determine transportation needs and solutions for your afterschool program.

1. How do potential participants get to and from school now?

2. How many of the potential participants take a bus (school bus or city bus) or other public transportation?

3. Is an “activities bus” or a “late bus” available? What is the possibility of arranging such bus service?

4. Who can help with transportation issues?

School District

Contact: _____

Result: _____

Local Bus Company

Contact: _____

Result: _____

Local Businesses

Contact: _____

Result: _____

Local Foundations, Other Funding Sources

Contact: _____

Result: _____

Tool 13: Staffing Planning Worksheet

Directions: Use this tool to help you brainstorm who might be able to staff your program. An example is provided in the first box.

	Pros	Cons	Other Comments, Cost Factors
College Students	<ul style="list-style-type: none"> › Flexible schedules › Great energy › Can be strong role models 	<ul style="list-style-type: none"> › Need more supervision › Dependability can be a factor › Transportation can be difficult 	<ul style="list-style-type: none"> › Able to access work/study through community college › Low cost
Teachers			
Other Paraprofessionals (library, technology, or reading aides)			
Other School Staff (kitchen staff, secretarial help)			
Parents			
Senior Citizens			
Other Community Members (business community or faith-based groups)			

Tool 14: Cost Elements for an Afterschool Program

Directions: Use the following tool to consider possible costs for the afterschool program.

PROGRAM COSTS

Start-Up Costs

Planning

Community Assessment

Initial Staff Training

Staff Recruitment/Hiring

Equipment/Supplies

Facilities Preparation

Other

Operating Costs

Staff Salaries and Benefits

- › Coordinator/Director
- › Program Staff
- › Social Service/Health Staff (e.g., counselor, nurse, dentist)
- › Substitutes
- › Administrative Staff

Food

Equipment/Supplies

Furniture

Facilities

- › Rent
- › Utilities
- › Maintenance
- › Debt Service

Transportation

- › Administrative/Overhead
- › Planning/Coordination
- › Training/Accreditation
- › Evaluation/Reporting
- › Insurance

Other

Capital Costs

Predevelopment Costs

Construction Costs

Other

Tool 14: Cost Elements for an Afterschool Program (continued)

SYSTEMWIDE / INFRASTRUCTURE COSTS

Planning

Coordination

‣ Resource and Referral

Professional Development

Technical Assistance

Licensing and Accreditation

Transportation Planning

Evaluation and Monitoring

Facilities Expansion and Improvement

Other

From Appendix A: "Cost Elements for After-School Programs and Systems" in Financing After-School Programs by Robert Halpern, Sharon Deich, and Carol Cohen, available online (www.financeproject.org/publications/financing_afterschool_programs.htm). Copyright © 2000 The Finance Project. Reprinted with permission.

Tool 15: Budget Worksheet

Directions: Use this worksheet to help you think about the costs associated with operating an afterschool program. The first part of the worksheet provides an itemized list of typical expenses. For each item, record the estimated cost and list any potential sources of funding to cover this cost. Remember, some items or services can be donated or provided at no cost to the program.

The second part of the worksheet lists potential funding sources and allows you to record the total amount of funding available from each source in order to compare your estimated costs and your estimated revenue.

Part I—Typical Expenses

Item or Service	Estimated Cost	Potential Resource
<i>Planning and Development</i>		
Community needs assessment		
Focus groups		
Public opinion polls		
Staff time		
Printing and publicity		
Building or modifying space		
Recruiting and developing staff		
Planning and Development Subtotal		
<i>Operation</i>		
Program materials		
Salaries—instructional staff		
Salaries—administrative staff		
Salaries—fringe benefits		
Contractual services		
Office supplies		
Custodial services		
Transportation		
Utilities		
Telephone and fax machines		
Computer systems		
Insurance		
Operation Subtotal		
TOTAL COSTS		

Tool 15: Budget Worksheet (continued)

Part II—Potential Resources

Potential Funding Sources	Estimated Contribution
Local government	
School district	
State grants	
Federal grants	
Foundations	
Parent-teacher organizations	
Local civic and service clubs	
Local businesses	
Tuition and user fees*	
Other	
TOTAL REVENUE	

***Note:** Participation must be affordable for families in the community. Be careful of fees that are too high and, therefore, inaccessible to families whose children may be most at risk of academic failure.

This tool was adapted from A Community Learning Center Budget Worksheet (Appendix B) of Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School, by A. de Kanter, L. Fiester, A. Lauland, & V. Romney (1997), available online (www.ed.gov/pubs/LearnCenters/append-b.html).

Tool 16: Potential Funders

Directions: Use the following tool to consider potential funders. Include key information, possible risks, and action steps to determine the most appropriate sources.

Potential Funding Source	Key Information about the Source What is the purpose of this funding source? What does it support? How is it administered?	Possible Risks Is there anything we need to be concerned about (e.g., resources have to be sustained)? Are there any restrictions on funding (e.g., funds cannot be spent for equipment, matching funds are required)?	Action Steps What else needs to be done in order to learn more? What information needs to be gathered? What other planning needs to be done?

Adapted from Worksheet 6: "Evaluate Potential Funding Sources and Financing Strategies" in Sustainability Planning Workbook, Module III: Creating a Strategic Financing Plan (page 16). Copyright © 2003 The Finance Project. Reprinted with permission.

Tool 17: Federal Funding Sources

Federal Program	Activities and Supports for Children and Youth										Activities and Supports for Parents and Communities							Infrastructure						
	Academic Enrichment	Arts/Music/Cultural Programs	Community Service	Food/Snacks	Health and Mental Health	Job/Life Skills	Recreation/Sports	Special-Needs Services	Substance Abuse/Violence Prevention	Technology	Adult Education	Community Development	Early Care and Education	Health and Mental Health	Job Training	Parenting Education	Volunteers/Mentors	Evaluation	Facilities	Management Systems	Planning/Coordination	Staff Training	Technical Assistance	Transportation
21st Century Community Learning Centers	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
After-School Centers for Exploration and New Discovery (ASCEND)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
AmeriCorps	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Carol M. White Physical Education Program	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Child and Adult Care Food Program (CACFP)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Children, Youth and Families At Risk (CYFAR) State Strengthening (STST) Projects	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Community Development Block Grant (CDBG): Entitlement Grants	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Community Services Block Grant Discretionary Awards	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Cooperative Extension Service: 4-H Youth Development Program	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Even Start: Migrant Education	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): State Grants and Partnership Grants	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Gang-Free Schools and Communities: Community-Based Gang Intervention Grants to Reduce Alcohol Abuse	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Juvenile Mentoring Program (JUMP)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Learn and Serve America: School and Community-Based Programs	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Migrant and Seasonal Farmworker Youth	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
National School Lunch Program Afternoon Snacks	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Parent Information and Resource Centers (PIRCS)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Safe and Drug-Free School and Communities	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
School Breakfast Program	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
School Dropout Prevention Programs	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Summer Food Service Program	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Temporary Assistance for Needy Families (TANF)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Title I Supplemental Services	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Title V Delinquency Prevention Program	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Trio (Talent Search, Upward Bound, Upward Bound Math-Science)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
YouthBuild	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Adapted from pages 34–39 of Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives, by Heather Clapp Padgett, available online (www.financeproject.org/Publications/FundingGuide2003.pdf). Copyright © 2003 The Finance Project. Reprinted with permission.



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