Building, Sustaining, & Improving

Using federal funds for summer learning and afterschool: A guide for providers, school districts, and intermediaries

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About this Guide

Federal sources for funding summer and afterschool learning programs

High-quality summer and afterschool learning programs (often referred to as "out-of-school time" programs) play an important role in the lives of our nation's young people. Out-of-school (OST) time programs can offer children additional opportunities for positive relationships with adults and peers and rich experiences that together, in close collab-oration with schools, support the development of important skills, attitudes, and behaviors. Research has found that strong, high-quality, OST programs provide youth with opportunities for growth, learning acceleration, and fun and enriching experiences, with benefits that match the design of the program, whether it focuses on specialized skills, general enrichment, or academics. As a RAND Perspective put it, "OST programs provide measurable benefits to youth and families on outcomes directly related to program content." Importantly, out-of-school time programs can be a key lever for community and local system leaders to help reverse longstanding inequities and provide opportunities otherwise not accessible to youth from marginalized communities.

But individual programs do not exist in a vacuum. When local leaders and stakeholders intentionally collaborate with one another, individual programs can benefit. Out-of-school time systems that are coordinated effectively and efficiently (pg. 59) can improve access for youth by addressing common barriers such as transportation, convenience, affordability, the number of available slots for children, and program quality. However, the lack of robust, comprehensive funding is often a barrier to collaboration, and a barrier to program expansion and quality improvement efforts.

This guide helps meet this need by identifying a broad variety of federal funding streams that providers, districts, summer and afterschool intermediaries, municipal government leaders, and state government leaders can tap to support equitable access to high-quality programs.

Section 1 compares key federal funding sources by intended use within afterschool and summer (OST) programs. Section 2 provides additional information for each of those funding sources. And Section 3 lists additional publications and resources.

To map the full array of possible uses of federal funding streams, this guide groups funding streams under three broad headings: Creating and Sustaining Equitable Conditions for Learning, Preparing for Program Delivery, and Building and Aligning Ecosystems of Support. These, in turn, cover seven elements that emerged from a review of research by EducationCounsel and conversations with national and local out-of-school time leaders. The guide briefly describes each element and identifies the corresponding federal funding streams that can be used to support it. Those elements include:

- Safe and Supportive Environments
- Relevant, Rigorous, and Engaging Opportunities
- Planning, Communication, and Retention Infrastructures
- Physical Infrastructures
- Human Capital
- Systems of Continuous Improvement
- Strategic Partnerships

For each of the above elements, this document identifies specific actions and considerations out-of-school time program leaders, school district officials, and local government agencies can keep in mind as they design summer and afterschool learning programs for young people. We have identified the federal funding streams that could be used for each action.

It is important to note that not every stakeholder is positioned to take advantage of every funding stream detailed in this resource. For instance, some funding streams may only be available to specific grantees, and others may involve burdensome reporting requirements some stakeholders may not be prepared to undertake. However, exploring strategic partnerships may allow stakeholders to access funding streams that would not otherwise be available to them. For this reason, we encourage every
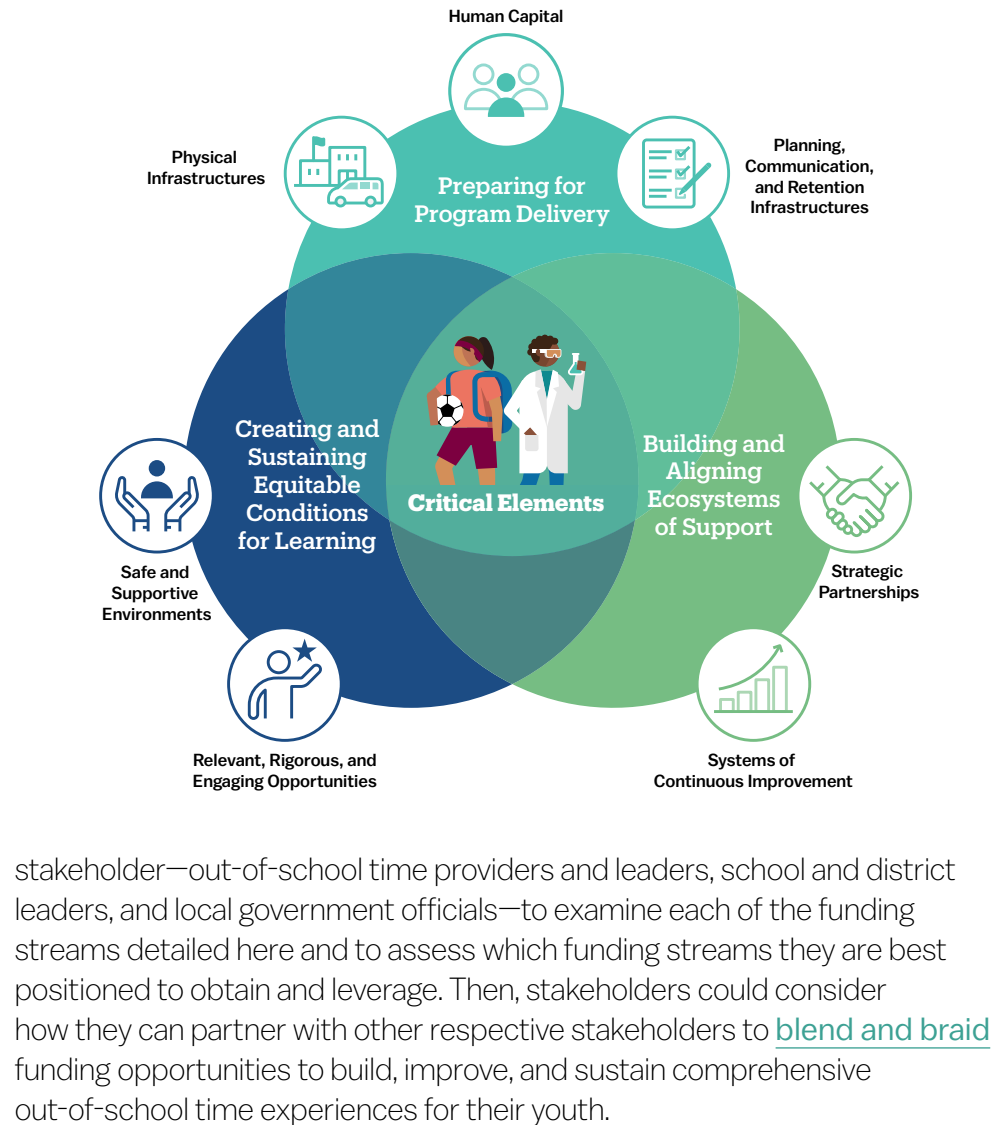
stakeholder—out-of-school time providers and leaders, school and district leaders, and local government officials—to examine each of the funding streams detailed here and to assess which funding streams they are best positioned to obtain and leverage. Then, stakeholders could consider how they can partner with other respective stakeholders to blend and braid funding opportunities to build, improve, and sustain comprehensive out-of-school time experiences for their youth.

As you navigate through this document, consider the following questions:

- Are there elements that your program is not currently investing in? Are there elements that might strengthen quality?
- What and where is your program currently investing resources to support your program?

- Are there partners that are better positioned to invest in any of the critical elements? How can you collaborate with partners to leverage, blend, and braid available resources?

A quick note about acronyms

Within this document, when identifying federal funding streams, we have elected to use acronyms of the federal law or funding programs—mainly to save space. The following are acronyms that will appear within each of the charts.

- **ARP:** American Rescue Plan
- **CCDBG:** Child Care and Development Block Grant
- **CCSG:** Child Care Stabilization Grants
- **CRRSAA:** Coronavirus Response and Relief Supplemental Appropriations Act
- **CNCS:** Corporation for National and Community Service
- **EHCY:** Education for Homeless Children and Youth
- **ESSER:** Elementary and Secondary School Emergency Relief

- **FSCS:** Full-Service Community Schools
- **IDEA:** Individuals with Disabilities Education Act
- **SLFRF:** State and Local Fiscal Recovery Fund
- **TANF:** Temporary Assistance for Needy Families
- **WPY:** Workforce Pathways for Youth
- **Youth App.:** Youth Apprenticeships
- **YFP:** Youth Formula Program
- **21st CCLC:** 21st Century Community Learning Centers

More information on each of the funding streams can be found in Section 2: About the Federal Funding Sources.

EducationCounsel analyzed existing federal funding streams and compared allowable uses to core activities for each of the critical elements. This guide is based on our analysis of statutory language regarding the purpose and allowable uses of federal funding, and relevant guidance documents. This guide does not constitute specific legal advice.

Snapshot of Elements of OST Programs

Creating and Sustaining Equitable Conditions For Learning

Safe and Supportive Environments

1. Creating positive, inclusive site climates and employing culturally responsive approaches
2. Creating opportunities for youth to experience a sense of agency and foster identity development
3. Ensuring all youth—including youth people with disabilities—have access to an appropriate and inclusive environment
4. Providing identity-affirming, age-appropriate mental health supports

Relevant, Rigorous, and Engaging Opportunities

1. Creating relevant, age-appropriate enrichment opportunities
2. Infusing principles of social, emotional, and academic learning throughout programming
3. Ensuring any approaches to academic acceleration are rigorous and responsive to youth needs and combined with enrichment opportunities
4. Ensuring older youth have access to opportunities such as employment, dual-enrollment courses, credit for coursework completed outside the classroom, and paid internships

Preparing for Program Delivery

Planning, Communication, and Retention Infrastructures

1. Implementing early, robust planning processes
2. Developing a plan for youth recruitment and strategies for supporting consistent attendance
3. Maintaining family communication and engagement

Physical Infrastructures

1. Ensuring transportation is planned and coordinated with all youth and families in mind
2. Ensuring physical facilities are adequate to support all program goals
3. Implementing health and safety protocols to minimize risk while maintaining program quality
4. Ensuring coordination with nutrition services

Human Capital

1. Recruiting and retaining qualified staff
2. Providing relevant, ongoing professional development
3. Ensuring staff have opportunities for career advancement

Building and Aligning Ecosystems of Support

Systems of Continous Improvement

1. Building relationships with committed community partners
2. Developing and maintaining relationships with school-based leaders
3. Ensuring all stakeholders (especially youth and families) are involved throughout the planning and implementation phases

Strategic Partnerships

1. Setting and publicizing shared vision and goals for the program
2. Building and utilizing a common data system
3. Developing quality standards for programs
4. Ensuring program components are based in latest evidence and research

Federal Sources to Fund Equitable Conditions for Learning, Preparing for Program Delivery, and Building Ecosystems of Support

The following section contains our summary of a review of over 30 federal programs to determine which can provide funding support to the elements of OST programs. Based on our review of the eligible uses permitted by the federal program, the alignment to high-quality OST programs, and the ability of key stakeholders (e.g., OST program leaders, district leaders, state leaders, community-based organizations, and municipal leaders) to access the funds, we narrowed our list to the 20 programs detailed in this document. This guide is not intended to be an exhaustive list of available federal funds.

For each of the elements of OST programs, we include a check mark if the federal program suggests it could be used to support the discrete activities within the element. This summary is based on our review of federal statutes, regulatory and non-regulatory guidance documents, and other available resources. Any potential use of federal funds must meet the qualifications within the federal statutes, regulations, and guidance, and each stakeholder should determine if their unique needs and contexts align with these qualifications.

Note this section does not include any food and nutrition programs administered by the U.S. Department of Agriculture. We do, however, include a summary of select programs in Section 2. See page 33 of this resource for additional information on these programs.

Safe and Supportive Environments

Considerations for Program Design and Implementation

- Research has made clear (pg. 1) that creating and sustaining safe and supportive environments—those that are affirming, welcoming, and enable genuine relationships to develop—is key to youth being able to thrive.

- A sense of agency helps youth people to use emerging cognitive skills (e.g., higher-order reasoning, greater executive control of their thought processes) to solve problems effectively or to take steps to achieve goals that they are pursuing. When young people receive feedback about what they can accomplish (either verbally or by experiencing success, such as solving problems or overcoming challenges), it enhances their underlying sense of self-efficacy and competence.

- Balancing a young person's ability to choose academic and enrichment opportunities that match their interests (pg. 2), while ensuring they receive appropriate instruction is important, especially as students grow in age. Consider how supports need to be adapted and revised as students grow older, including adapting to attend to differences in gender and identity (e.g., self-esteem development in girls, continued affirmation of identities of students of color, appreciation of students' native languages, etc.).

- There is value in training all staff on the importance of positive adult engagement (pg. 34) with students throughout the day. This could include working with other departments such as transportation, professional development, food service, health and safety, and curriculum to create a consistent culture across all formal and informal learning experiences, and social environments.

Designing for Equity

- Considering ensuring youth, especially those from marginalized communities, have true "choice and voice" (pgs. 2-3) in programming. Programs should offer equal volumes of choices compared to programs serving students from middle/higher incomes.

Safe and Supportive Environments

Agency	Treasury	Education										IDEA	Health and Human Services					Labor			CNCS
Statute	ARP	CRRSAA	ARP	Elementary and Secondary Education Act (ESEA)								IDEA	ARP					Workforce Innovation and Opportunity Act (WIOA)			
Program	SLFRF	ESSER II	ARP ESSER	Title I, Part A	Title II, Part A	Title IV, Part A	Title IV, Part B 21st CCLC	Title IV, Part F Promise Neigh.	Title IV, Part F FSCS	EHCY	Part B	CCSG	CCDBG	CCDBG	Head Start	TANF	YFP	WPY	Youth App.	Ameri-Corps VISTA
1. Creating positive, inclusive site climates and employing culturally responsive approaches — A warm and welcoming environment is one that helps students feel safe, appreciated, and supports relationship development with staff and peers.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Creating opportunities for youth to develop agency and interests — When young people can have new, positive experiences and are challenged to think creatively to solve relevant problems, they can better make sense of themselves and the world around them. Exposure to new interests, such as STEM or the arts, can help shape a young person's identity.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Ensuring all youth—including young people with disabilities—have access to an appropriate and inclusive environment — Programs should strive to incorporate all relevant and necessary accommodations and modifications youth are afforded in their school-day learning experiences. Coordination with school-time staff is highly recommended.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Providing identity-affirming, age-appropriate mental health supports — Supporting young people's mental health is more important than ever. Programs should either provide or facilitate access to mental health services that are based in evidence, and affirming of a young person's identity and background.	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓				

Relevant, Rigorous, and Engaging Opportunities

Considerations for Program Design and Implementation

- The science of learning and development, including focusing on the importance of relationship building and affirming identity development, can provide a foundation for program design.
- Districts should consider partnering (pg. 8) with community-based organizations to ensure that youth are exposed to both academic acceleration opportunities and enrichment opportunities.

- Learning and enrichment programs for youth—especially young learners—should be sequenced, active, focused, and leverage evidence-based practices (SAFE).
- For older students (pg.2), enrichment opportunities are more engaging for youth when the programming reflects youth's growing career interests (e.g., STEM, arts, music, etc.).

Designing for Equity

- When designing enrichment opportunities that occur off-site (i.e., not in the program's typical location), leaders should consider how to reduce the barriers to participation for students from low-income or other marginalized communities (e.g., can programs off-set any costs of attendance or entrance, can programs schedule opportunities that maximize youth and family involvement).

- For youth from low-income families, access to paid opportunities can be a critical resource (pg. 3) to support their families. Program leaders should consider how design and opportunities can provide youth with academic and enrichment opportunities that do not detract from a youth's earning potential during the summer and during non-school hours.

Relevant, Rigorous, and Engaging Opportunities

	Treasury	Education										Health and Human Services					Labor			CNCS
Statute	ARP	CRRSAA	ARP	Elementary and Secondary Education Act (ESEA)							IDEA	ARP					Workforce Innovation and Opportunity Act (WIOA)			
Program	SLFRF	ESSER II	ARP ESSER	Title I, Part A	Title II, Part A	Title IV, Part A	Title IV, Part B 21st CCLC	Title IV, Part F Promise Neigh.	Title IV, Part F FSCS	EHCY	Part B	CCSG	CCDBG	CCDBG	Head Start	TANF	YFP	WPY	Youth App.	Ameri-Corps VISTA
1. Creating relevant, age-appropriate enrichment opportunities Program offerings ideally should grow and develop alongside youth (and their interests). Program leaders can consider hands-on or project-based, and opportunities co-created by participating youth.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2. Infusing principles of social, emotional, and academic learning throughout programming Programs should attend to youths' holistic needs with programming that addresses the social, emotional, and academic needs of youth, ensuring that such supports are aligned.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3. Ensuring any approaches to academic acceleration are rigorous and responsive to youth needs and combined with enrichment opportunities Coordination between OST programs and school-time staff can help ensure youth learning needs are supported throughout their experiences. Consider program duration and weekly hours of academics needed to support youth academic accleration.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓			✓
4. Ensuring older youth have access to opportunities such as summer employment, dual-enrollment courses, credit for coursework completed outside the classroom, and paid internships Such opportunities create a direct connection between older youth interests and needs. Engaging older students through mentorship, training, and paid work has been shown to have positive impacts on behavior, skills, and academic performance.		✓	✓	✓		✓	✓	✓									✓	✓	✓	✓

Planning, Communication, and Retention Infrastructures

Considerations for Program Design and Implementation

- School districts, and OST programs, can identify a staff member—who has influence, authority, and committed time—to serve as a liaison and work with all relevant departments and partners.

- As leaders plan for program delivery, they should include site-level leads in decisions, especially in areas such as schedules and site-specific professional development. Consider engaging both community-level and site-level staff in the planning process.

- Effective recruitment processes pair appealing recruitment materials with a personalized element (pgs. 12-13), such as letters from OST leaders, teachers, or other engaged families to children and their families encouraging them to sign up. Consider working with community organizations, churches, and other family-facing organizations to build awareness about summer and afterschool learning programs and their benefits.

Designing for Equity

- Be aware of factors that may influence attendance and possible mitigations, including: parent and youth mindsets that consistent attendance is not important; youth responsibilities to care for younger siblings at home; changes to family vacation plans; youth dislike of the programs; and competing alternatives.

- Data should be reviewed early, especially during planning phases (pgs. 8 & 15), so it can be used to design programs that target resources most equitably to youth who need them the most, which will require programs collect data that can speak to the full range of youth identities and backgrounds.

Planning, Communication, and Retention Infrastructures

Agency	Treasury			Education								IDEA	Health and Human Services					Labor			CNCS
Statute	ARP	CRRSAA	ARP	Elementary and Secondary Education Act (ESEA)								IDEA	ARP					Workforce Innovation and Opportunity Act (WIOA)			
Program	SLFRF	ESSER II	ARP ESSER	Title I, Part A	Title II, Part A	Title IV, Part A	Title IV, Part B 21st CCLC	Title IV, Part F Promise Neigh.	Title IV, Part F FSCS	EHCY	Part B	CCSG	CCDBG	CCDBG	Head Start	TANF	YFP	WPY	Youth App.	Ameri-Corps VISTA
1. Implementing early, robust planning processes Spring is too late to plan for summer (planning should begin no later than January), and summer is too late to plan for afterschool. Consider planning cycles that begin earlier.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Developing a plan for youth recruitment and strategies for supporting consistent attendance. Consider how to leverage influential community voices and leverage existing relationships to both recruit and retain youth.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓
3. Maintaining family communication and engagement When planning program delivery, build in strategies to ensure families are communicated throughout program life-cycles and collaborate with appropriate community partners to ensure communication strategies attend to all family needs.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓

Physical Infrastructures

Considerations for Program Design and Implementation

- Planning for afterschool and summer school programming should include youth and parent representatives so that specific interests and legal requirements are considered in the early stages of planning.

- Review and implement the latest guidance on physical distancing and safety protocols for every aspect of a program's design and implementation. Invest resources to implement health and safety guidance from the Centers for Disease Control and prevention (CDC) to keep students and staff safe.

- Improve ventilation in schools, purchase personal protective equipment, and obtain additional physical space (e.g., mobile classroom units) to promote physical distancing when necessary.

- **NOTE:** Section 2 also includes additional information on several federal funding streams that can be used to directly support the provision of snacks and meals to participating youth. We do not include those programs here given their limited applicability, but we encourage review of Section 2 (U.S. Department of Agriculture) to learn more about programs focused on nutrition services.

Designing for Equity

- Youth and their families may have their options unfairly limited based on the physical location of programs. If adjusting program location is not an option, consider what additional supports (e.g., transportation) may be needed to encourage and support youth participation in programs.

- When attending to the full range of services a child and their family may need access to, consider what community partners may need to share the physical space, including when such community partners are able to be physically present in the program location.

Physical Infastructures

Agency	Treasury	Education										IDEA	Health and Human Services					Labor			CNCS
Statute	ARP	CRRSAA	ARP	Elementary and Secondary Education Act (ESEA)							IDEA	ARP					Workforce Innovation and Opportunity Act (WIOA)			
Program	SLFRF	ESSER II	ARP ESSER	Title I, Part A	Title II, Part A	Title IV, Part A	Title IV, Part B 21st CCLC	Title IV, Part F Promise Neigh.	Title IV, Part F FSCS	EHCY	Part B	CCSG	CCDBG	CCDBG	Head Start	TANF	YFP	WPY	Youth App.	Ameri-Corps VISTA
1. Ensuring transportation is planned and coordinated with all youth and families in mind Provide transportation flexibility, including drop-off and pick-up times to ensure programs are accessible to all families. Data may need to be collected from families to best understand their needs.	✓	✓	✓				✓	✓	✓	✓	✓				✓	✓	✓	✓		✓
2. Ensuring physical facilities are adequate to support all program goals Ensure existing facilities are safe, conducive to learning, and can align with health and safety protocols. Accommodations and modifications may be necessary to ensure full access for youth with disabilities.	✓	✓	✓				✓	✓	✓		✓	✓	✓	✓	✓					
3. Implementing health and safety protocols to minimize risk while maintaining program quality Consider designing programs that allow for adequate space to maximize physical distancing; deploying rapid COVID tests; and coordinating with local health officials.	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓					✓
4. Ensuring coordination with nutrition services* Breakfast, lunch, and afterschool snacks should be planned for, and may require coordination with local school district nutrition service providers to ensure continuity for youth.	✓	✓	✓				✓		✓	✓		✓	✓	✓	✓	✓				✓

Human Capital

Considerations for Program Design and Implementation

- When hiring for academic instruction, if feasible, look to recruit effective, experienced teachers (pg. 4), ideally with relevant grade-level experience. Provide teachers with sufficient professional development—focused on both content and delivery—prior to the program and familiarize them with the curriculum and culture of the OST program.

- For enrichment instruction, consider others who can play a role, such as non-profit partners, youth development workers, AmeriCorps members, and community members— all of whom can also serve as mentors for participating youth.

- Consider hiring staff, such as social workers and mental health providers, to provide wraparound and other supports for youth and their families or partner with other community-based organizations and partners who can provide such services to youth.

Designing for Equity

- When making staff decisions, review practices to ensure a program's staff reflects the identities of students served by the program. Additionally, staff should be afforded clear pathways to assume leadership roles within the programs.

- If engaging young people in the design and operation of the program, including by serving as staff or quasi-staff, young people should be compensated for their time and contributions.

Human Capital

Agency	Treasury	Education										IDEA	Health and Human Services					Labor			CNCS
Statute	ARP	CRRSAA	ARP	Elementary and Secondary Education Act (ESEA)									ARP					Workforce Innovation and Opportunity Act (WIOA)			
Program	SLFRF	ESSER II	ARP ESSER	Title I, Part A	Title II, Part A	Title IV, Part A	Title IV, Part B 21st CCLC	Title IV, Part F Promise Neigh.	Title IV, Part F FSCS	EHCY	Part B	CCSG	CCDBG	CCDBG	Head Start	TANF	YFP	WPY	Youth App.	Ameri-Corps VISTA
1. Recruiting and retaining qualified staff Staff quality has a direct impact on program quality. Engage in rigorous recruitment processes and consider the experiences, knowledge, interest, ability to create safe and supportive environments, and diversity of identities to mirror participating youth.	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓					✓
2. Providing relevant, ongoing professional development Provide staff development on program content (especially for specialized programs), but also on key skills such as attending to youth SEL needs, building relationships with families, and creating safe learning conditions. School-time staff should also engage in OST professional development opportunities to ensure all partners are aligned.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓		
3. Ensuring staff have opportunities for career advancement Design intentional pathways for staff to grow and develop into program leaders, including roles with increased staff pay. Coordinating with districts can help create pathways for OST staff to serve in school-based roles.	✓	✓	✓		✓		✓	✓	✓			✓	✓	✓						

Systems of Continuous Improvement

Considerations for Program Design and Implementation

- All programs have room for improvement as they evolve to meet the needs of their communities, and improvements should be based on data that make the most sense for the program (and its youth and families') context (pg. 28).

- When identifying and leveraging various data elements, consider the full range of youth outcomes and do not over rely on any one indicator to determine a program's success or improvement. Leaders should consider collecting only data that the program needs and is prepared to collect.

- Leveraging local institutions of higher education and their capacities to collect and analyze data may allow for programs and partners to build and sustain comprehensive systems of improvement.

Designing for Equity

- Just as with any part of a program's design and implementation, consider involving all stakeholders (including youth and families, and community partners) in the design and evaluation of data collected. Reviewing data across a variety of perspectives may illuminate findings otherwise not seen.

- Avoid contributing to deficit mindsets (pgs. 1-3), especially when discussing youth and their families. Consider what outside factors may contribute to the outcomes and ensure data can be discussed from a strengths-orientation.

Systems of Continuous Improvement

	Treasury	CRRSAA	ARP	Education — Elementary and Secondary Education Act (ESEA)							IDEA	Health and Human Services — ARP					Labor — Workforce Innovation and Opportunity Act (WIOA)			CNCS
Program	SLFRF (ARP)	ESSER II	ARP ESSER	Title I, Part A	Title II, Part A	Title IV, Part A	Title IV, Part B 21st CCLC	Title IV, Part F Promise Neigh.	Title IV, Part F FSCS	EHCY	Part B	CCSG	CCDBG	CCDBG	Head Start	TANF	YFP	WPY	Youth App.	Ameri-Corps VISTA
1. Setting and publicizing shared vision and goals for the program — Create a shared vision and goals by involving all stakeholders—youth, families, staff, OST leaders, school-time and community partners—and use the vision and goals to shape program outcomes.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
2. Building and utilizing a common data system — A common data system to collect and share information regarding youth attendance, youth academic outcomes, and other indicators of youth success can foster improved collaboration among all stakeholders.		✓	✓				✓	✓	✓		✓							✓		
3. Developing quality standards for programs — An organization's definition of quality should be collectively understood across all stakeholders and be infused throughout the program. Each program standard should also have a collectively accepted (and used) measurement tool, aligned with the program vision and goals.	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		
4. Ensuring program components are based in latest evidence and research — When stakeholders are knowledgeable about the evidence-base, they can use it to help design and implement quality programs.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

Strategic Partnerships

Considerations for Program Design and Implementation

- Every stakeholder—program leaders, intermediaries, school system leaders, principals, teachers, families, local government leaders, and community leaders—plays an essential role in creating the conditions for programs to thrive, improve, and serve youth most effectively. A goal of this publication is to illustrate the variety of funds that can be accessed by various stakeholders. Blending and braiding funds effectively—and equitably—will likely require strategic, collaborative partnerships.

- Strong partnerships are maintained year-round, and a foundation of mutual respect and appreciation is critical for investment and engagement. Written agreements or MOUs can often be used to ensure all partners are aware of expectations of one another.

- Although further away from the youth typically involved in out-of-school time programs, key partners can include local business leaders, workforce development boards, and local institutions of higher education.

Designing for Equity

- Out-of-school time program leaders can involve local community leaders, including local advocacy and community organizations, religious leaders, non-affiliated community leaders, to build buy-in from youth and families.

- Families of participating youth are critical partners and program leaders should ensure there are ample and accessible opportunities for families to engage throughout a program's lifecycle.

- When considering existing and future partnerships, programs should assess whether partners are aligned with both vision and goals, and can contribute to developing inclusive, affirming, and supportive learning conditions.

Strategic Partnerships

Agency	Treasury	Education										IDEA	Health and Human Services					Labor			CNCS
Statute	ARP	CRRSAA	ARP	Elementary and Secondary Education Act (ESEA)									ARP					Workforce Innovation and Opportunity Act (WIOA)			
Program	SLFRF	ESSER II	ARP ESSER	Title I, Part A	Title II, Part A	Title IV, Part A	Title IV, Part B 21st CCLC	Title IV, Part F Promise Neigh.	Title IV, Part F FSCS	EHCY	Part B	CCSG	CCDBG	CCDBG	Head Start	TANF	YFP	WPY	Youth App.	Ameri-Corps VISTA
1. Building relationships with committed community partners Relationships between community partners reflect the experiences of participating youth and strategies to ensure there is integration of youth-facing services.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
2. Developing and maintaining relationships with school-based leaders Both afterschool and summer learning program leaders should consider how to develop and maintain relationships with local school leaders. Out-of-school time programs can provide key capacity and resource supports for school systems, especially as they continue to grapple with significant challenges in recovering from the pandemic.	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
3. Ensuring all stakeholders (especially youth and families) are involved throughout the planning and implementation phases. Youth and their families are not just consumers of programming, they can be co-leaders, co-developers, and co-decisionmakers throughout the process.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

About the Federal Funding Sources

This guide is intended to highlight the diversity of funding sources out-of-school time providers, school districts, local and state governments could leverage to support summer and afterschool learning programs. Recognizing the unique needs and circumstances of all stakeholders, this guide supports individual providers and leaders in identifying which federal funding sources may best support their summer and afterschool learning programs. It is important to note not all federal funds may be accessible by every stakeholder in out-of-school time programming.

Instead, this resource may be helpful in both identifying sources of funds your organization can access, while also identifying federal funds your partners may be able to access. Coordination, communication, and collaboration will be key to blending and braiding funds effectively. Any potential use of funds must meet the qualifications within the federal statute, regulations, and guidance.

In this section, we provide brief descriptions of the funding sources, which are adapted from those of the U.S. Treasury Department, U.S. Department of Education, U.S. Department of Health and Human Services, U.S. Department of Labor, Corporation for National and Community Service, and the U.S. Department of Agriculture, and highlight specific allowable uses that may be helpful in determining if that funding source aligns with their design and vision for their summer or afterschool learning program. Each program will need to fully consider if their program design, context, and youth served comply with the individual federal funding streams. We also include information related to the type of funding (i.e., competitive or formula), who are the primary recipients of the grants, and direct links to additional federal resources for each funding stream.

This guide is not intended to be an exhaustive list of federal funding sources, nor is it intended to offer any legal advice.
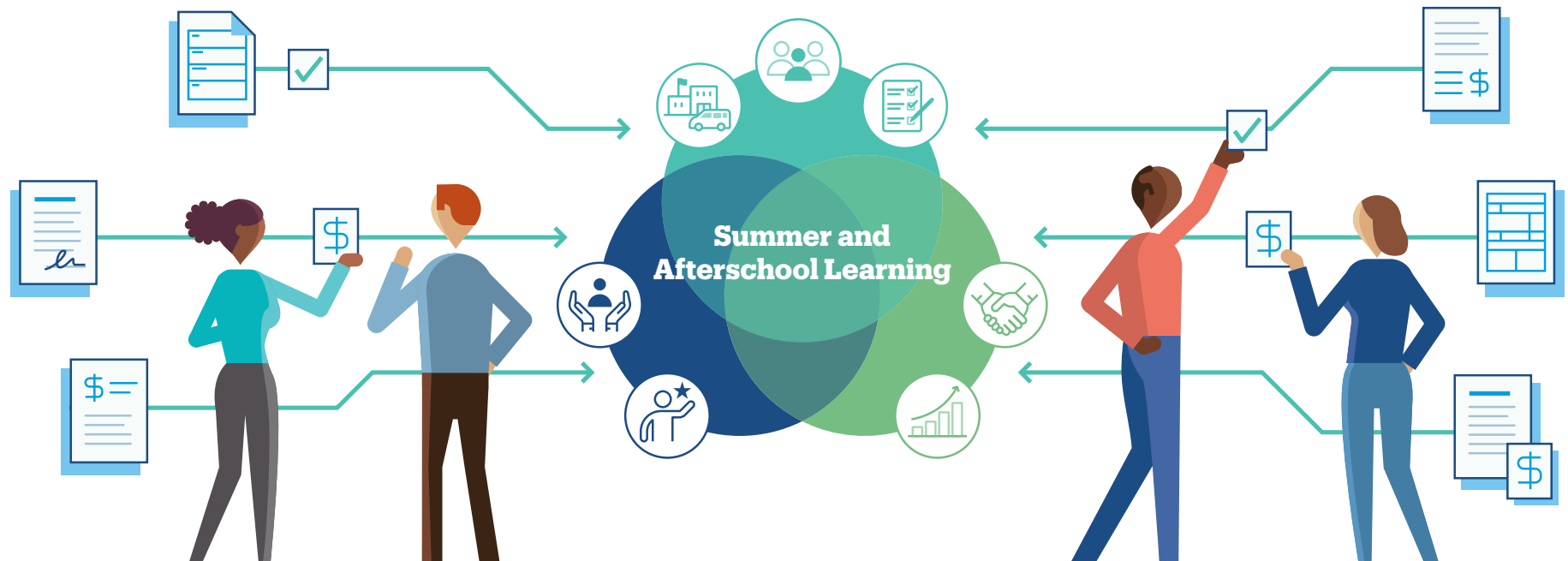
American Rescue Plan (ARP)

State and Local Fiscal Recovery Funds (SLFRF)

The State and Local Fiscal Recovery Funds (SLFRF) program provides governments with the resources necessary to fight the pandemic and support families and businesses struggling with its public health and economic impacts; maintain vital public services, even amid declines in revenue; and build strong, resilient, and equitable recovery by making investments that support long-term growth and opportunity.

RELEVANT ALLOWABLE USES

According to Treasury Department's Final Rule (released January 2022), the following are considered allowable uses:

- Providing services to address educational disparities, including assistance to high-poverty school districts and educational and evidence-based services to address student academic, social, emotional, and mental health needs;

- Improving or repairing schools and other educational equipment and facilities;

- Supporting interventions that address broader pre-existing disparities that contributed to more severe health and economic outcomes during the pandemic, such as pre-existing disparities in educational outcomes that have been exacerbated by the pandemic;

- Providing premium pay to eligible workers performing essential work such as those involved in educational, school nutrition, and other work required to operate a school facility; those working in child care settings; and those involved in providing medical or other physical or mental health services, including those staff assigned to schools;

- Providing enhanced behavioral health services in schools;

- Providing direct support to economically impacted households, including aid for child care, early education, addressing learning loss (e.g., through high-quality tutoring, differentiated instruction), and support for transportation costs.

FUNDING TYPE
- Formula

PRIMARY FUNDING RECIPIENTS
- State government
- Local government

SUB-GRANTEES
- SEAs
- LEAs
- Non-profit organizations
- Community based organizations

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Final Rule
Final Rule Overview

Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA)

Elementary and Secondary School Emergency Relief (ESSER) Fund ("ESSER II")

Created through Congress's second major pandemic relief package, the Elementary and Secondary School Emergency Relief (ESSER) Fund (known as "ESSER II") was intended to provide local educational agencies (LEAs), including charter schools, with emergency relief funds to address the impact of the COVID-19 pandemic, has had and continues to have, on elementary and secondary schools.

RELEVANT ALLOWABLE USES

LEAs that receive ESSER II funds—via their ESEA Title I, Part A formula—may use funds to support activities that are authorized by the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Act (IDEA), the Carl D. Perkins Career and Technical Education Act, and Title VII of the McKinney-Vento Homeless Assistance Act. Additional uses of funds can include:

- Activities to address the unique needs of low-income children or students, students with disabilities, English learners, students of color, students experiencing homelessness, and children and youth in foster care;

- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;

- Planning and implementing activities related to summer learning and enrichment and supplemental afterschool programs;

- Addressing the academic impact of lost instructional time among an LEA's students, including by implementing evidence-based activities to meet the comprehensive needs of students, providing information and assistance to parents and families on how they can effectively support students, and tracking student attendance; and,

- School facility repairs and improvement to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and to support health needs.

FUNDING TYPE
- Formula

PRIMARY FUNDING RECIPIENTS
- LEAs

SUB-GRANTEES
- Non-profit organizations
- Community based organizations

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Uses of Funds FAQs

EDUCATION

American Rescue Plan (ARP)

ESSER Fund ("ARP ESSER")

The ARP ESSER fund was the third major federal pandemic relief program that provided states and school districts with funding to support the continued efforts to respond and recover from the pandemic.

RELEVANT ALLOWABLE USES

In addition to all the allowable uses outlined in the ESSER II description, the ARP ESSER fund included specific requirements on how states and districts should use a portion of their funding.

Of funds states are eligible to allocate to themselves, state educational agencies (SEAs) must use at least 50 percent of their allocations on evidence-based interventions to address lost instructional time; at least 10 percent on evidence-based summer learning and enrichment programs; and at least 10 percent on evidence-based afterschool programs. SEAs may use funds to provide services directly or they may use funds to engage in contracts and partnerships with other eligible entities to provide those services.

Of funds LEAs receive, they must use at least 20 percent on evidence-based interventions to address lost instructional time (including summer learning and enrichment, and afterschool learning programs). Like SEAs, LEAs may use funds to provide services directly or they may use funds to engage in contracts and partnerships with other eligible entities to provide those services.

FUNDING TYPE
- Formula

PRIMARY FUNDING RECIPIENTS
- LEAs
- SEAs

SUB-GRANTEES
- Non-profit organizations
- Community based organizations

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Use of funds FAQs
USED COVID-19 Handbook, Vol. 2

EDUCATION

Elementary and Secondary Education Act (ESEA)

Title I, Part A

Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

RELEVANT ALLOWABLE USES

LEAs and schools receiving Title I funds can use funds to support targeted assistance programs that are designed to provide supplemental supports for students from low-income families, including those who may be struggling academically. Such supplemental supports can be included in summer learning and afterschool learning programs, which include both academic and non-academic enrichment activities. LEAs and schools receiving funds can provide such supplemental services directly or partner with non-profit and community organizations. Programs that are supported by Title I funds should ensure there is a focus on supporting students academically, including through activities focused on academic acceleration.

FUNDING TYPE
- Formula

PRIMARY FUNDING RECIPIENTS
- SEAs

SUB-GRANTEES
- LEAs

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Landing page
Non-regulatory guidance on schoolwide programs

Elementary and Secondary Education Act (ESEA) *(Cont'd)*

Title II, Part A

The purpose of the Supporting Effective Instruction Grant program is to increase academic achievement by improving teacher, principal, and other school leader quality. This program is carried out by increasing the number of highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers, principals, and other school leaders by holding LEAs and schools accountable for improvements in student academic achievement.

RELEVANT ALLOWABLE USES

State-level activities include but are not limited to (1) reforming teacher and principal certification programs, (2) providing support for new teachers, and (3) providing professional development for teachers and principals. Local-level activities include but are not limited to (1) recruiting and retaining effective teachers and principals, (2) providing professional development for teachers and principals, and (3) reducing class size. Activities supported by Title II, Part A funds may take place during the school day, after school, or during summer. Activities are limited to those focused on school-based staff.

FUNDING TYPE
- Formula

PRIMARY FUNDING RECIPIENTS
- SEAs

SUB-GRANTEES
- LEAs

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Non-regulatory guidance

Title IV, Part A

The Student Support and Academic Enrichment Grants program is intended to improve students' academic achievement by increasing the capacity of states, LEAs, schools, and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy for all students.

RELEVANT ALLOWABLE USES

Activities that may be supported using Title IV, Part A funds may include those that provide an enriched curriculum and educational experiences to all students, including those that integrate multiple academic disciplines. According to the U.S. Department of Education, "well-rounded" education starts with early learning opportunities that make time for exploration and continues with K-12 education that helps students make important connections among their studies, and attends to a student's social-emotional well-being. Activities supported by Title IV, Part A funds may take place during the school day and during out-of-school time. LEAs receiving Title IV, Part A funds are required to engage in meaningful consultation with various stakeholders, including parents, students, local government representatives, and community-based organizations, among others. LEAs may partner with non-profit organizations, community-based organizations, and other public or private entities to implement allowable activities.

FUNDING TYPE
- Formula

PRIMARY FUNDING RECIPIENTS
- LEAs

SUB-GRANTEES
- Non-profit organizations
- Community based organizations
- Public entities
- Private entities

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Non-regulatory guidance

Elementary and Secondary Education Act (ESEA) *(Cont'd)*

Title IV, Part B

The 21st Century Community Learning Centers (CCLC) program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly those from underserved and low-income communities. The program helps students achieve academically while also offering students with a broad array of enrichment activities.

RELEVANT ALLOWABLE USES

Funds from 21st CCLC can be used to support a variety of activities involved in summer and afterschool learning programs. Funding recipients are encouraged to collaborate and co-design programs across various stakeholders—including those stakeholders who may not receive 21st CCLC funding.

FUNDING TYPE
- Formula to SEAs
- Competitive grants to local organizations

PRIMARY FUNDING RECIPIENTS
- SEAs

SUB-GRANTEES
- LEAs
- Non-profit organizations
- City or county governments
- Faith-based organizations
- Institutions of higher education
- For-profit corporations

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Landing page
Non-regulatory guidance
Implementation toolkits

Title IV, Part F (Promise Neighborhoods)

The Promise Neighborhoods program is intended to significantly improve the academic and developmental outcomes of children living in the most distressed and underresourced communities.

RELEVANT ALLOWABLE USES

Programs supported by Promise Neighborhood funds are those that are focused on ensuring school readiness, improving high school graduation, and providing access to a community-based continuum of high-quality services. Activities that can be supported by Promise Neighborhood funds can include planning activities to develop and implement pipeline support services (e.g., a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education and career attainment), implementing such pipeline services, and continuously evaluating the success of programs.

FUNDING TYPE
- Competitive

PRIMARY FUNDING RECIPIENTS
- Institutions of higher education
- Tribal organizations
- Consortia of LEAs
- IHEs
- Local governments

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Landing page

Elementary and Secondary Education Act (ESEA) *(Cont'd)*

Title IV, Part F (Full-Service Community Schools)

The Full-Service Community Schools program provides support for the planning, implementation, and operation of full-service community schools that improve the coordination, integration, accessibility, and effectiveness of services for children and families, particularly for children attending high-poverty schools, including high-poverty rural schools.

RELEVANT ALLOWABLE USES

Full-Service Community Schools are designed to provide comprehensive academic, social, and health services for students, students' family members, and community members that will result in improved educational outcomes for children. These services may include: high-quality early learning programs and service; remedial education, aligned with academic supports and other enrichment activities, providing students with a comprehensive academic program; family engagement, including parental involvement, parent leadership, family literacy, and parent education programs; mentoring and other youth development programs; community service and service-learning opportunities; job training and career counseling services; nutrition services and physical activities; mental health services; and adult education, including instruction of adults in English as a second language. Services can be provided before the school day, during the school day, or after the school day, as well as during the summer months.

FUNDING TYPE
- Competitive

PRIMARY FUNDING RECIPIENTS
- LEAs
- Non-profit organizations
- CBOs
- IHEs

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McKinney-Vento Education for Homeless Children and Youth (EHCY)

The McKinney-Vento Homeless Assistance Act authorizes the Education for Homeless Children and Youth (EHCY) program within the Elementary and Secondary Education Act. The program is intended to provide directed funding to states and districts to better support their students experiencing homelessness, and their families.

RELEVANT ALLOWABLE USES

School districts that receive funding from the EHCY program may use funds for a variety of activities, all of which must be centered around supporting students experiencing homelessness. Activities may include:

- Providing tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of state standards;
- Implementing professional development and other activities for educators and instructional personnel on how to better understand and respond to the needs of homeless children and youth;
- Providing referral services for medical, dental, and mental health services;
- Providing direct financial assistance to defray the excess cost of transportation for students;
- Providing developmentally appropriate early childhood education programs for preschool-aged homeless children;
- Providing services and assistance to attract, engage, and retain homeless children and youths;
- Providing before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provided tutoring, homework assistance, and other educational activities; and,
- Supporting coordination activities between schools and agencies providing services to homeless children and youths.

FUNDING TYPE
- Formula

PRIMARY FUNDING RECIPIENTS
- SEAs

SUB-GRANTEES
- LEAs

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An overview of authorized uses of funds

EDUCATION

Individuals with Disabilities Education Act (IDEA)

Part B

IDEA grants to states assist state education agencies to provide a free appropriate public education in the least restrictive environment for children with disabilities, ages 3 through 21. Additionally, IDEA preschool grants support children ages 3 through 5.

RELEVANT ALLOWABLE USES

Activities supported by IDEA funds must ensure that youth with disabilities are provided access to a free appropriate education, including education settings outside of the school day. Activities can include, but are not limited to, personnel preparation and professional development; providing positive behavioral interventions and supports and mental health services for children with disabilities; and meeting personnel shortages.

FUNDING TYPE
- Formula

PRIMARY FUNDING RECIPIENTS
- SEAs

SUB-GRANTEES
- LEAs

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HEALTH AND HUMAN SERVICES

American Rescue Plan (ARP)

Child Care Stabilization Grants (CCSG)

The Child Care Stabilization Grants are designed to provide financial relief to child care providers to help defray unexpected business costs associated with the pandemic and to help stabilize their operations so that they may continue to provide care.

RELEVANT ALLOWABLE USES

Providers receiving grants may use grants to cover a range of expenses such as personnel costs, rent or mortgage payments, personal protective equipment (PPE) and COVID-related supplies; training and professional development related to health and safety practices; goods and services needed to resume providing care; mental health supports for children and early educators; and reimbursement costs associated with the current public health emergency.

FUNDING TYPE
- Formula

PRIMARY FUNDING RECIPIENTS
- State child care lead agencies

SUB-GRANTEES
- Child care providers

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Landing page

Guidance on uses of CCSG funds

HEALTH AND HUMAN SERVICES
CCDBG

CCDBG (including ARP CCDBG funds)

Child Care and Development Block Grants (CCDBG) are provided to states to provide financial assistance to low-income families to access child care so parents can work or attend a job training or educational program. Families may use CCDBG funds to offset the cost of care for their children from birth to 13 years old.

RELEVANT ALLOWABLE USES

In addition to annual CCDBG funds a state receives, the American Rescue Plan (ARP) included supplemental CCDBG funds to support low-income families and child care providers weather the continued impacts of the COVID-19 pandemic. For both annual CCDBG funds and ARP CCDBG funds, families are eligible to use their subsidies for child care programs that serve youth from ages birth to 13, which includes school-aged children (6-13).

FUNDING TYPE
- Formula

PRIMARY FUNDING RECIPIENTS
- State child care lead agencies

SUB-GRANTEES
- Families meeting eligibility criteria

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Office of Child Care landing page

National Center on Afterschool and Summer Enrichment

ACF guidance on combining funds to support OST programs

HEALTH AND HUMAN SERVICES
Head Start

Head Start

Head Start programs are intended to promote the school readiness of infants, toddlers, and preschool-aged children from low-income families. Programs are designed to support children's growth in a positive learning environment through a variety of services including early learning and development, health services, and family well-being. Head Start programs can serve children ages birth to 5 from low-income families.

RELEVANT ALLOWABLE USES

While Head Start funds flow directly from the federal government to grantees, there is ample opportunity for partnership, including to provide OST learning opportunities for young children. Head Start grantees can leverage funds for general program operation and can use funds to attend to other needs of children such as supporting families, providing mental health services, providing meals, and supporting transportation needs of students.

FUNDING TYPE
- Formula

PRIMARY FUNDING RECIPIENTS
- Head Start grantees

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Landing page

Uses of funds for ARP Head Start funds

Examples of how Head Start programs have supported summer learning

HEALTH AND HUMAN SERVICES

Temporary Assistance for Needy Families (TANF)

Temporary Assistance for Needy Families (TANF)

The TANF program provides states with flexibility in operating programs designed to help low-income families and children achieve economic self-sufficiency.

RELEVANT ALLOWABLE USES

In addition to using TANF funds to subsidize the cost of programs aligned with TANF goals, states may use TANF funds to provide monthly cash assistance payments to low-income families with children. States may allow determine that TANF funds can be used to subsidize the cost of child care, including programs that take place during the summer and afterschool hours, as such subsidies would support parents being able to work or attend a job training programs. States may also determine TANF funds can support summer jobs for youth.

FUNDING TYPE
- Formula

PRIMARY FUNDING RECIPIENTS
- State agencies

SUB-GRANTEES
- Families meeting eligibility criteria

URLS

Uses of funds guidance

ACF guidance on using TANF funds to support out-of-school time programs

State TANF programs

LABOR

Workforce Innovation and Opportunity Act (WIOA)

Youth Formula Program (YFP)

The WIOA Youth Formula Program provides funding to states who in turn provide funding to local workforce development areas to deliver comprehensive youth services that focus on assisting out-of-school youth and in-school youth, with one or more barriers to employment.

RELEVANT ALLOWABLE USES

Activities supported by the WIOA Youth Program can include tutoring, paid and unpaid work experiences (including summer and year-round employment opportunities, pre-apprenticeship programs, internships, job shadowing, and on-the-job training), concurrent education programs with workforce preparation and training, leadership development opportunities, supportive services, mentoring, and postsecondary education and training preparation activities. Programs supported by the WIOA Youth Program should be focused on serving specific populations of students, including those who are between the ages of 14-24, and those who face significant barriers to employment success.

FUNDING TYPE
- Formula

PRIMARY FUNDING RECIPIENTS
- State workforce agencies
- Local workforce development boards

SUB-GRANTEES
- Youth service organizations

URLS

Landing page

Department of Labor fact sheet

Employment and Training Administration regulations

Workforce Innovation and Opportunity Act (WIOA) *(Cont'd)*

Workforce Pathways for Youth Program (WPY)

The Workforce Pathways for Youth (WPY) program is intended to support the expansion of job training and workforce activities for youth. The program allows for out-of-school time organizations to partner with local workforce boards and youth-serving organizations to bridge the gap between existing activities and the need to expose youth to career-related services.

RELEVANT ALLOWABLE USES

Activities supported by the WPY program can include those that focus on age-appropriate workforce readiness programming to expand job training and workforce pathways for youth. Examples of these activities include soft skill development, career exploration, job readiness and certification, summer jobs, year-round job opportunities, and apprenticeships. Funds can also be used to support partnerships between out-of-school time organizations, local workforce boards, and youth serving organizations. Programs supported by WPY programs must be focused on youth between the ages of 14-21.

FUNDING TYPE
- Competitive

PRIMARY FUNDING RECIPIENTS
- National OST organizations

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Department of Labor fact sheet

Youth Apprenticeship Programs (Youth App.)

Youth Apprenticeship programs are designed to provide high-school students with valuable work-based learning opportunities that can support their attainment of academic and workplace skills that will lead to postsecondary success. Programs are designed to combine academic and career and technical education (CTE) classroom instruction with work-based learning.

RELEVANT ALLOWABLE USES

Programs supported by the Youth Apprenticeship program should be focused on high school-aged students and allow youth to explore a career and develop industry-specific workplace competencies, skills, and knowledge, while still enrolled in high school. The work portion of Youth Apprenticeship supported programs is flexible and can be done when school is not in session, including summers and weekends.

FUNDING TYPE
- Competitive

PRIMARY FUNDING RECIPIENTS
- State workforce development boards
- Local workforce development boards
- LEAs
- Apprenticeship intermediaries

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Additional Department of Labor guidance

CORPORATION FOR NATIONAL AND COMMUNITY SERVICE

AmeriCorps VISTA

AmeriCorps VISTA

The AmeriCorps VISTA program is designed to support local organizations expand their capacity to make change in their communities.

RELEVANT ALLOWABLE USES

Individuals serving as AmeriCorps VISTA members can provide capacity building activities such as fundraising, grant writing, research, and volunteer recruitment. Members serve full time for one-year terms, but individuals may also serve as short-term Summer Associates.

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AmeriCorps landing page
AmeriCorps VISTA landing page
Example VISTA programs from the Afterschool Alliance

U.S. Department of Agriculture (USDA) Programs

The following programs are organized slightly differently than those above, as these programs are highly specific to the provision of food and nutrition to youth. These programs can be coordinated with other federal funds as part of a larger out-of-school time learning program but blending funds may be more difficult given the different—sometimes more arduous—regulations and reporting requirements involved with these funds.

USDA Programs

Child and Adult Care Food Program – Afterschool Program

Afterschool programs that participate in the Child and Adult Care Food program (CACFP) can provide children and youth the nutrition they need, and draw them into constructive activities that are safe, engaging, and provide opportunities for learning. Meals (e.g., suppers) and/or snacks can be reimbursed through the CACFP.

RELEVANT ALLOWABLE USES

At the state level, the CACFP is administered through state agencies—usually a state child care agency. USDA provides reimbursement for meals and snacks served in afterschool programs that: are located at sites where at least half of the children in the school attendance areas are eligible for free and reduced priced school meals; offer educational or enrichment activities, after the regular school day ends or on weekends and holidays during times of the year when school is in session; meet licensing, health, or safety codes that are required by state or local law; and serve nutritionally balanced meals and snacks that meet USDA's nutrition standards.

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National School Lunch Program

The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day.

RELEVANT ALLOWABLE USES

At the state level, the National School Lunch Program (NSLP) is administered by state agencies, which operate the program through agreements with school food authorities. Participating school districts, independent schools, and child care programs receive cash subsidies and USDA Foods for each reimbursable meal they serve. In exchange, NSLP institutions must serve lunches that meet Federal meal pattern requirements and offer the lunches at a free or reduced price to eligible children. School food authorities can also be reimbursed for snacks served to children who participate in an approved afterschool program including an educational or enrichment activity."

Meals are provided to eligible children, including those who participate in federal assistance programs, or based on their status as a child experiencing homelessness, a migrant child, or a child who is considered a runaway, or a child in the foster system. Children enrolled in Head Start programs, or a comparable state-funded pre-kindergarten program, are also eligible. Children may also be eligible based on their household income and family size.

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Landing page

USDA Programs *(Cont'd)*

Summer Food Service Program

The Summer Food Service Program (SFSP), also known as the Summer Meals Program, was established to ensure that children continue to receive nutritious meals when school is not in session. When school is out, SFSP provides free meals to kids and teens in low-income areas.

RELEVANT ALLOWABLE USES

The Summer Food Service Program is administered by state agencies, who provide reimbursements to participating sponsor sites. Sponsors can include schools, local government agencies, camps, faith-based community programs, and other non-profit community organizations. Sponsors must operate sites that allow youth to receive meals in a safe and supportive environment such as schools, parks, community centers, health clinics, hospitals, apartment complexes, churches, and migrant centers.

Applications to become a participating sponsor are organized and managed by state agencies. Information on those deadlines can be found here.

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Landing page

School Breakfast Program

The School Breakfast Program (SBP) provides reimbursement to states to operate nonprofit breakfast programs in schools and residential childcare institutions.

RELEVANT ALLOWABLE USES

State education agencies (SEAs) administer the School Breakfast Program at the state level, and local school food authorities operate the program in schools. Meals are provided to eligible children, including those who participate in federal assistance programs, or based on their status as a child experiencing homelessness, a migrant child, or a child who is considered a runaway, or a child in the foster system. Children enrolled in Head Start programs, or a comparable state-funded pre-kindergarten program, are also eligible. Children may also be eligible based on their household income and family size.

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Landing page

Appendix of Additional Resources

Throughout the publication, various resources were linked to elevate existing research and publications on the elements of out-of-school time learning programs. The OST field has a wealth of resources to draw on when considering how to design, implement, and improve high-quality learning opportunities, and we hope this publication can be one more tool for leaders to add to their toolbelts. The following is a collection of the resources referenced above, as well as other resources that were useful in the creation of this publication. Not every resource below has a direct connection to the content of this publication, but the authors wish to recognize the value these have provided. This collection is non-exhaustive and inclusion on this list does not imply an endorsement by The Wallace Foundation.

Afterschool Alliance	• "America After 3PM," Afterschool Alliance staff. (2022)
American Institutes for Research (AIR)	• "Building Quality in Afterschool," Deborah Moroney and Jaime Singer. • "Harnessing the Power of Afterschool and Summer Programs to Support Recovery and Reengagement," Neil Naftzger and Jessy Newman. (2021) • "The Science of Learning and Development in Afterschool Systems and Settings," Deborah Moroney. (2019)
California AfterSchool Network (CAN)	• "Promoting Protective Factors in California's Afterschool Programs," CAN and WestEd. (2021) • "Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality," CAN staff. (2014)
Education Development Center (EDC)	• "Supporting Quality in Summer Learning: How Districts Plan, Develop, and Implement Programs," Leslie Goodyear, Alyssa Na'im, and Tony Streit. (2022)
The Education Trust	• "A Natural Fit: Placing After-School Staff of Color in Teacher Pipelines," Lina Cherfas, Eric Duncan, and Wing Yi Chan. (2021)
Every Hour Counts	• "Putting Data to Work for Young People: A Framework for Measurement, Continuous Improvement, and Equitable Systems," Every Hour Counts staff. (2021)
Learning Heroes	• "Out-of-School Time Programs: Paving the Way for Children to Find Passion, Purpose, & Voice – National surveys of K-8 parents, teachers, and program providers," Learning Heroes staff. (2021)
Learning Policy Institute (LPI)	• "Educating the Whole Child: Improving School Climate to Support Student Success," Linda Darling-Hammond and Channa Cook-Harvey. (2018)
National Academies of Sciences, Engineering, and Medicine (NASEM)	• "Shaping Summertime Experiences: Opportunities to Promote Healthy Development and Well-Being for Children and Youth," NASEM. (2019)

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