PROMISE NEIGHBORHOODS INSTITUTE
AT POLICYLINK

The FINANCE PROJECT

Sustaining Community Revitalization:
A Tool for Mapping Funds for Promise Neighborhood Initiatives

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Preface: Critical Time for Community Revitalization Efforts

The Finance Project is excited to help the community revitalization efforts taking place as part of the Promise Neighborhood Initiative. We are inspired by the work of so many to emulate the great success of the Harlem Children's Zone and to build upon the groundbreaking work of the Annie E. Casey Foundation's Making Connections.

Promise Neighborhoods leaders seek to reform many different service systems at the same time and in the same place. These initiatives are considerably complex and full of potential. Even in the best of fiscal circumstances, Promise Neighborhood leaders face many challenges, but the economic downtown has made money even tighter and has increased the need to examine how to best to use existing resources more effectively and tap into underutilized funding streams.

This is exactly the work that The Finance Project has done for more than 14 years. With the support of the Promise Neighborhood Institute at PolicyLink and others, we will produce guides and tools for sustainability, and we will work closely with leaders of specific initiatives. We look forward to being an ongoing resource and partner in sustaining community revitalization.

Cheryl D. Hayes, President & CEO, The Finance Project

Introduction

Sustainability is a critical issue for leaders of comprehensive community initiatives, such as Promise Neighborhoods. While each Promise Neighborhood initiative will design a continuum of solutions that is uniquely suited to its site, setting and demographics, these initiatives face similar challenges nationwide. Time-limited grants and narrow, categorical funding streams leave Promise Neighborhood leaders in a constant scramble to find funds so they can continue or grow the work they are doing. Again and again, leaders come back to the question: How do they build a stable base of support to sustain their work over time?

Should fiscal mapping occur before submitting a Promise Neighborhoods planning or implementation proposal?

It is highly unlikely that the entirety of a fiscal mapping process can be completed prior to the deadline proposals. However, it is important to get started and make as much progress as possible, as the fiscal mapping can yield important information for the proposal. For example, the initial identifying of major funding streams can yield important information about the likely sources of the required matching funds and the resources that the application says will be leveraged and integrated. The shifting of resources and maximization of federal funds are ongoing processes, and fiscal mapping provides more details in each subsequent stage. To the extent an initiative has already undertaken part of the fiscal mapping process, the results can be included in a federal application, and the proposal can use this guide to spell out how it will complete the rest of the process in 2012.

Five Key Steps

Answering this question for a Promise Neighborhood initiative involves the following five steps:

1. Clarify what an initiative needs financing for;
2. Estimate an initiative's fiscal needs;
3. Identify an initiative's current resources;
4. Assess an initiative's funding gaps; and
5. Identify appropriate funding sources and financing strategies.

How Fiscal Mapping Helps

Many Promise Neighborhood initiatives have already thought deeply about step one--the continuum of supports needed. They are also working on step two--determining how much each solution in the continuum will cost and the costs of managing the overall initiative. Fiscal mapping builds upon these existing strategic planning efforts and helps with both steps three and five of the sustainability planning process. More specifically, fiscal mapping can achieve the following goals:

- Identify innovative approaches to creative financing strategies to generate new income;
- Ensure that resources are allocated to the most effective programs aligned with key goals;
- Address needed policy change, particularly at the state and local level;
- Discover new funding sources that could be leveraged to support programs and services;
- Identify resources that are needed to increase the initiative's capacity to manage and evaluate;
- Leverage resources through improved coordination, blending or braiding funds, and other strategies; and
- Increase an initiative's chances of winning competitive grants, including Promise Neighborhoods and Choice Neighborhoods (see *Opportunity: Fiscal Mapping and Promise Neighborhoods Federal Grants* on page **Error! Bookmark not defined.**).

Opportunity: Fiscal Mapping and Promise Neighborhoods Federal Grants

Fiscal mapping is particularly helpful for initiatives that received federal planning grants or want to receive planning or implementation grants.

- Planning grantees are expected to "work with public and private agencies, organizations (including philanthropic organizations), and individuals to gather and leverage resources needed to support the financial sustainability of the plan. Planning grantees must demonstrate this financial sustainability by identifying the sources and amounts of current Federal, State, and local funds, including public and private funds that can be used for the project."
- Applications for implementation grants must describe "how the applicant and its partners will leverage and integrate high-quality programs, related public and private investments." The application needs to show how it is "integrating funding streams from multiple public and private sources from the Federal, State, and local level." This is worth 10 points.
- In the appendix, for each solution, the application must identify "the source of funds that will be used to pay for each solution." The application must also "establish clear, annual goals for evaluating progress in leveraging resources, such as the amount of monetary or in-kind investments from public or private organizations to support the Promise Neighborhoods strategy."
- Proposals will be evaluated on the extent to which the applicant identifies existing neighborhood assets and programs supported by Federal, state, local and private funds that will be used to implement a continuum of solutions." This is worth 5 points.
- There is a matching requirement of at least 100 percent—funds or in-kind. Eligible sources of matching include sources of funds used to pay for solutions within the continuum of solutions, such as Head Start programs, initiatives supported by the local school system, or public health services for children in the neighborhood. "At least 10 percent of an implementation applicant's total match must be cash or in-kind contributions from the private sector, which may include philanthropic organizations, private businesses, or individuals."

SOURCES: U.S. Department of Education, Application for Grants Under the Promise Neighborhoods Program at p. 7 (2010); Federal Register at pp. 39615-39630 (July 6, 2011).

One important lesson from the Harlem Children's Zone is that the "dosage" of supports in Promise Neighborhoods must be concentrated enough to produce success.[1] The results of a fiscal mapping study has the potential to help leaders of Promise Neighborhoods identify and use current resources more efficiently to pay for the array and intensity of services needed for the initiative to succeed (see *Key Questions Answered by Fiscal Mapping* on page 3).

[1] Don Howard & Nan Stone, The Bridgespan Group, Realizing the Promise of Promise Neighborhoods (Nov. 2009).

Key Questions Answered by Fiscal Mapping

Fiscal mapping is a research approach to identify and analyze expenditures systematically. Questions addressed in a fiscal map include:

- What are the major funding sources?
- Where does that funding come from (e.g. federal, state, local or private)?
- Who does the current funding support (by goal area or subpopulation)?
- How does the funding support the priorities of the Promise Neighborhood initiative?
- Can the initiative make better use of dollars already in the system?
- Are all revenue sources being fully used?
- What are the gaps in spending that potentially need to be filled with additional public and/or private sources.
- What are opportunities for coordination and efficiencies
- Are the fiscal resources being leveraged effectively?

What is the difference between fiscal mapping and a children's budget?

A children's budget typically shows how much overall money in federal, state or local budgets is allocated to services for children and families and can be a valuable source of information for fiscal mapping. However, a children's budget does not look at funding sources across types or agencies and does not typically analyze the ability to use funds more efficiently or identify untapped resources for specific programs or initiatives.

What is the difference between fiscal mapping and community asset mapping?

Asset mapping involves identifying the various human capital, financial, and other resources within a community. This approach is most often used in community development projects to identify the strengths or "assets" of the community for redevelopment. It may also help identify gaps between the demand and supply of services. However, asset mapping is not intended to provide a deep look at funding or financing strategies.

About This Tool

This tool draws upon fiscal mapping The Finance Project has undertaken with many states, cities and communities on a diversity of issues. The Finance Project is also working with several Promise Neighborhood initiatives and has examined many of the applications that received planning grants (see *Resources from The Finance Project* on page 28). The Finance Project is also working with the Promise Neighborhoods Institute which provides resources and guidance to build and sustain burgeoning Promise Neighborhoods (see *What is the Promise Neighborhoods Institute?* on page 4).

What is the Promise Neighborhoods Institute?

The Promise Neighborhoods Institute at PolicyLink, a nonprofit, independent organization, assists Promise Neighborhoods in connecting local resources to wrap children in education, health, and social supports from the cradle-to-college-to-career, and serves as a link to federal, public, and private investors. The Institute also provides Promise Neighborhoods communities with leadership and management coaching, communications strategy, and other resources that support their efforts. The Institute provides resources to all communities, whether or not they have been awarded a federal grant, including technical support for planning, identifying quality approaches, building partnerships, assessing needs, and many more essentials for successfully building a Promise Neighborhood. The Institute manages a hub of high-quality technical assistance providers to help communities become Promise Neighborhoods. For more information see: http://www.promiseneighborhoodsinstitute.org.

The publication is organized into two parts:

Section I: *Conducting a Fiscal Mapping Study.* An overview of seven steps in the fiscal mapping process that explains how to conduct a fiscal mapping study, including identifying staff and advisors, collecting data, and analyzing results. Specific tips and lessons learned are noted with a light bulb.

Section II: *Tools for Data Collection.* Worksheets to help Promise Neighborhoods initiatives collect and analyze the data. *Worksheet A* helps organize data collected from various funding sources, including identifying information on the administering agency, appropriation level, and type of services supported. *Worksheet B* helps identify key information to analyze funding. Each worksheet includes step-by-step instructions and tips to help make the process easier and more efficient.

SECTION I: CONDUCTING A FISCAL MAPPING STUDY

Fiscal mapping studies can vary significantly in size and scope, from short focused studies of a few funding streams to more complex projects that analyze funding from multiple sources over multiple years (see *Special Challenges of Fiscal Mapping for Promise Neighborhoods* on page **Error! Bookmark not defined.**). Regardless, these seven steps can be tailored to the goals of the project in order to collect the data and information needed to develop a comprehensive picture of funding.

The seven steps for completing a fiscal mapping study are:

1. Determine the goals for the study;
2. Identify roles and responsibilities;
3. Design the study approach;
4. Gather needed resources;
5. Collect data;
6. Analyze data; and
7. Communicate results.

Special Challenges of Fiscal Mapping for Promise Neighborhoods

First, fiscal mapping often is focused on a specific age range of children (e.g., birth through 9 years old) or type of program (e.g., out-of-school time). However, Promise Neighborhoods identify goals for a broad age range, typically prenatal to age 21, and involve a multitude of potential programs contained with cradle-to-career continuum.

Second, Promise Neighborhoods are typically focused on a specific set of neighborhoods within a county or city, rather than the entire state, county or city. Budgets and expenditures may not be broken out easily for these neighborhoods, and data on family and child well-being may not be available. It is also harder to assess the gap between need and supply of services because some children live in the community but receive services elsewhere and some providers in the community are serving children from other neighborhoods. There can also be significant mobility, with families moving in and out of the community, making it harder to sustain interventions and measure results.

Finally, it is important to address the fiscal needs both of the entity which is leading the Promise Neighborhood initiative around partnership and collaboration, data collection, and other operational costs of the initiative and for the services that will be provided to children and families directly by the initiative.

Step One: Determine the Goals for the Fiscal Mapping Study

First, identify clear goals for the fiscal mapping study. How does the initiative expect to use the information collected as a part of this process? Consider the following questions.

1. How do Promise Neighborhoods initiative leaders plan to use the fiscal mapping study results?
2. Who are the target audiences?
3. How will Promise Neighborhoods initiative communicate the study findings?

The *Getting Started Checklist* on page 6 helps answer these questions and weigh their impact on the ultimate shape and scope of the fiscal mapping study.

Public or private entities may have already conducted fiscal mapping studies for relevant age groups. Conduct a scan of partner agencies and other government and organizational stakeholders. Make these linkages early. Take advantage of relevant data already collected, or learn from the experiences of others with similar goals.

Getting Started Checklist

Determine the Fiscal Mapping Study Goals

1. How does the initiative plan to use the fiscal mapping study results? (Check all that apply.)

- ❒ Maximize funding opportunities for the Promise Neighborhoods initiative
- ❒ Support education and/or advocacy efforts around additional investments in Promise Neighborhoods activities
- ❒ Develop additional reference tools and/or resources for providers in the Promise Neighborhood regarding funding investments
- ❒ Create opportunities to build relationships with public leaders and decision-makers
- ❒ Review/balance portfolio of investments in Promise Neighborhoods activities (for state, local and neighborhood leaders)
- ❒ Coordinate supports and services for Promise Neighborhoods activities (for state, local and neighborhood)

2. Who are the target audiences for the fiscal mapping study results? (Check all that apply.)

- ❒ Policymakers, including legislators
- ❒ Members of the public, including parents
- ❒ Providers of cradle-to-career services
- ❒ Private funders
- ❒ Business leaders

3. If the initiative doesn't plan to complete fiscal mapping for the entire cradle-to-career continuum at this time, how will it prioritize? (Check all that apply.)

- ❒ Early learning services or programs
- ❒ Kindergarten entry through the 12th grade
- ❒ Programs that prepare students for college and career success
- ❒ Child and youth health programs
- ❒ Safety programs
- ❒ Community stability programs
- ❒ Family and community engagement programs
- ❒ 21st century learning tools
- ❒ Coordination, systems-building, data collection and partnership development

Step Two: Identify Roles and Responsibilities

Fiscal mapping studies are often time-intensive, so it is important to consider the resources needed to plan and manage the process. Leaders of Promise Neighborhood initiatives may play a number of roles in managing a fiscal mapping process, including managing, staffing, or coordinating the study. A Promise Neighborhood initiative may already have an advisory body and workgroups identifying specific programs and services that will be provided. Nonetheless, it is important to have staff and advisors who are specifically focused on fiscal mapping and sustainability of the initiative; it can be a finance committee of an overall advisory group. For a complete picture of the roles that initiatives have played in fiscal mapping studies, please refer to *Fiscal Mapping Roles and Responsibilities* on page 7.

The **staff liaison** *or "fiscal mapping coordinator"* needs to have time to devote to the tasks involved in supporting the fiscal mapping research. The staff liaison could be responsible for the following tasks:

- Prepare for meetings;
- Follow through on work plans;
- Coordinate the work of the advisory group and/or workgroup; and
- If an outside consultant is hired to write the report of the fiscal mapping study results, coordinate with the writer.

Fiscal Mapping Roles and Responsibilities							
Key **X = Group or individual plays an active role during this step** **(X) = Group or individual might play a role in this step, depending on role of contracted entity or individual**	**Step One: Determine fiscal mapping study goals**	**Step Two: Identify who will do what**	**Step Three: Design the study approach**	**Step Four: Gather needed resources**	**Step Five: Collect data**	**Step Six: Analyze data**	**Step Seven: Communicate results**
Promise Neighborhood Initiative *The entity that commissions and/or conducts fiscal mapping research.*	**X**	**X**	**X**	**X**	**(X)**		**X**
Staff Liaison *This individual coordinates the planning and research work of each separate entity.*	**X**	**X**	**X**	**X**	**X**	**X**	**X**
Advisory Group *A high-level group that helps answer questions about research parameters, especially at the beginning.*	**X**	**X**	**X**	**X**	**(X)**	**X**	**(X)**
Consultant *A research center, university, consulting firm, or individual consultant hired to conduct the fiscal mapping study, including data collection and analysis; and to write the final report.*			**(X)**		**X**	**X**	**X**

At the beginning of the process, an **advisory group** will help to guide the process and ensure the study proceeds in a timely fashion and is responsive to the goals and needs of the initiative. The advisory group would meet frequently by phone or in-person with the staff liaison throughout the fiscal mapping research project (see *Determining Who To Include in the Fiscal Mapping Advisory Group* on page **Error! Bookmark not defined.**). As advisory group could be responsible for the following tasks:

- Determine the scope, scale and goals of the study;
- Identify key contacts and sources of information;
- Address challenges and questions as they come up through all phases of the fiscal mapping study;
- Review and provide feedback on draft data collection tools and draft reports; and
- Design and facilitate approaches to get feedback from other stakeholders, disseminate results, and develop additional or supplementary resources when the fiscal mapping study is complete.

Determining Who To Include in the Fiscal Mapping Advisory Group

A range of individuals in the neighborhood, community or state can contribute to the fiscal mapping research. Invitations to these people can be helpful.

- State and/or local agency staff—ideally this would include program managers who understand their agency's programs and funding sources very well
- Foundation staff
- United Way staff
- State/local budget analysts
- State/local children's advocates
- Individuals with a history in the state/community who can spot long-term funding trends

Also consider including individuals with a deep understanding of community needs and concerns; influence over how public and private resources are spent; influence over public policy and regulation; and skills to effectively package and present information.

Step Three: Design the Study Approach

The advisory group plays a critical role in further clarifying the goals of the study, helping to make decisions about study design, and identifying key contacts and sources of information for data collection. In addition to supporting data collection, the advisory group helps determine several key issues: specifically, they help determine what is included in the fiscal mapping study, and when and how it will be completed.

Convene an advisory group **as early as possible** to ensure high-level support from public agencies and other key entities. If possible, hold an in-person advisory group meeting before beginning data collection.

Determine WHAT to Include in the Fiscal Mapping Study

Together with the Promise Neighborhoods initiative leadership and staff, the advisory group will help to determine the shape and scope of the fiscal mapping study itself.
The scale of the fiscal mapping study is largely driven by the goals determined for this project. Depending on the initiative's goals, it might map investments to an existing set of goals, indicators, or results aligned with the cradle-to-career services, a related policy framework or logic model. Or the initiative may need to determine its definitions and framework before beginning data collection (see *Why Should a Promise Neighborhood Examine Funding Across the Entire State, County, and City?* on page **Error! Bookmark not defined.**).

For Promise Neighborhoods initiatives, one highly recommended scope for fiscal mapping is the "continuum of supports" identified by the U.S. Department of Education. These goal areas, plus the capacity of the lead entity to manage the partnership, can become the eight major categories used to track and analyze funding sources. These **goal areas** are:

- Early learning services or programs;
- Kindergarten entry through the 12th grade;
- College and career ready programs;
- Child and youth health programs;
- Safety programs;
- Community stability programs;
- Family and community engagement programs;
- 21st century learning tools; and
- Coordination, systems-building, data collection, and partnership development.

Align the goals of the fiscal mapping study to the policy priorities of the city, county or state. In this way, the initiative can take advantage of opportunities to link with new funding sources, new partners, and other systems-building efforts for children and families.

Why Should a Promise Neighborhood Examine Funding Across the Entire State, County, and City?

It may seem obvious why fiscal mapping examines all funding going into the Promise Neighborhood. However, fiscal mapping also examines funding at the state, county and city level, and it may be confusing why this extra effort is needed. Two of the major reasons are:

- The main way to identify untapped federal funds is to examine funding at the state, county and city level and compare that to what is expected for the relevant population. It is much harder to identify federal maximization opportunities with data only at the neighborhood level.
- Examining existing neighborhood funding alone does not identify funding opportunities to maximize or leverage funding across other neighborhoods in the city or county; and inform policy to support more effective or innovative financing strategies that could be implemented across the city, county or state.

Determine WHEN and HOW to Conduct the Fiscal Mapping Study

Once Promise Neighborhood initiative leaders determine exactly "what's in and what's out" of the data collection frame, it is possible to determine the appropriate timeframe and budget.

The amount of time it takes to complete the study depends on the goals and comprehensiveness of the study, the resources that are available to conduct the study, and the strength of the relationships with key public funders and stakeholders who have access to the fiscal data that is needed. A comprehensive study could take six to nine months from the beginning point of bringing the advisory group together, collecting data, analyzing results, and finalizing a report with recommendations. Strategic opportunities to use the data may influence the start and/or completion date, for example, to time the release of the study to coincide with a legislative session or a key Mayoral summit.

Step Four: Gather Needed Resources

Before Promise Neighborhood initiative leaders begin data collection, assemble any additional documents that can help to lay the foundation for the research. In addition to people familiar with the funding streams in the state and city or county, several of the following print and online resources may provide valuable information.

Audit Documents

To comply with federal law, each state must conduct a yearly "single audit" tracking all federal funds received. This A-133 audit (named for OMB Circular A-133) includes a list of federal funds received by the state, plus amounts and pass-through entities. Contact the state budget office for copies of the most recent A-133 audit.

State, City, County and School District Budgets

The spending authority for various programs is part of the budgets for the state, city or county and local school system. Remember that dollar amounts in the budget are what agencies are authorized to spend. They may not accurately reflect what is actually expended for particular programs.

Catalog of Federal Domestic Assistance/Catalog of State Financial Assistance

The federal catalog, available online at www.cfda.gov, is a database of all domestic federal programs. The initiative can find basic program information, funding history, eligibility, target beneficiaries, etc. Many states also publish or otherwise make available a comprehensive listing and description of state-administered financial assistance programs.

Step Five: Collect Data

Data collection is likely to be different for each fiscal mapping study, depending on the goals and how the findings will be used. The tools at the end of this document will help to organize data collection efforts. **Worksheet A, *What Funds Currently Support Cradle-to-Career Services?*** tracks a host of data relative to the *type* and *amount* of cradle-to-career investments in the jurisdiction (see page 19). **Worksheet B, *Analyzing Funding Streams*,** examines opportunities for using and/or maximizing those funds in new ways (see page 1).

After review these tools, consider the questions and considerations below and identify a strategy (see *Data Collection Strategies* on page **Error! Bookmark not defined.**).

1. Does data already exist?

How much funding data is readily accessible through existing agency or foundation documents and reports? Ask advisory group members to brainstorm the helpful documents that they know about and can help the initiative access.

2. How will neighborhood-level funding be estimated?

An important step in fiscal mapping is to determine how much total federal, state and local funding supports the Promise Neighborhood. It is likely that budgets will not specifically say how much funding for each program is paying for services in the Promise Neighborhood. As such, it will be necessary to calculate or estimate the neighborhood-level of funding. If possible, an agency can determine the per client cost of a program, using agency-wide figures, and then apply this amount to the number of clients living in neighborhood. For example, if the average per child cost of a citywide child care program is $5,000 per year, and there are 100 children in the neighborhood enrolled in the program, then the neighborhood-level funding is $500,000. This estimate is accurate even if some of the children are receiving their services outside of the neighborhood.

It may be necessary to estimate the number of children receiving services if, for example, the only data available is a geographic area different than the Promise Neighborhood, e.g., census blocks, zip codes, school attendance zones or public safety units. This same methodology can used to determine the number of children who *need* a particular service but are not currently receiving it, which is important to calculate the funding gap.

Be sure to document how estimates are made. Discuss estimation strategies with the advisory group and agree on a consistent approach.

3. Will qualitative interviews be used?

Semi-structured interviews can be part of, or in addition to, the data collection process. Having in-depth conversations with state and local agency staff and other data sources helps to understand challenges in coordinating resources and areas where funding appears to be inadequate. Surveys or focus groups are another approach to getting more in-depth qualitative data to identify lessons learned, challenges, or barriers. For more on these approaches, see “Use mixed methods for data collection” on page 11.

Leaders of a Promise Neighborhood initiative need to consider all of the potential funding streams and can offer agencies a list of federal sources so that they can double check the information they provide (see *Appendix B: Federal Funding Sources Available* on page 26).

Considerations and Strategies for Data Collection

Use mixed methods for data collection

To uncover the widest variety of cradle-to-career funding investments and to verify information, use as many data collection techniques as possible, including:

- publicly-available or internal agency documents;
- interviews; and
- surveys and other data collection tools.

State and local agency budget documents are publicly available and relatively easy to access. Many are online. A little more digging can uncover internal agency documents.

Interviews often help identify additional cradle-to-career funding investments that might not have been uncovered through document reviews or on-line budget information. Try to interview program-level staff (at the state and local level) and private funders. They often know both the budget and funding streams, as well program policy, outcomes and goals.

The advisory group and originating entity will identify program staff for the data collection team. It is customary to use standard interview protocols to guide all interviews.

To the extent feasible, send data collection tools directly to program staff. Do not expect everybody to fill them out before hand; follow-up interviews are typically needed to clarify information where necessary. **Worksheets A and B in Section II** this document can be used as data collection tools and to help guide the follow-up interviews.

Does mapping track budgeted amounts or actual spending/expenditures? Does it look at the current fiscal year or the next? Typically, fiscal mapping considers the funding budgeted for the program for the current fiscal year. It is certainly possible that actual expenditures may differ from the budget; however, this is not typically known until several months after the end of a fiscal year. It is worth taking into account any knowledge about significant departures between budgets and spending, e.g., an unexpected infusion of funding that occurred after the budget was approved or substantial cuts that have occurred in the middle of the fiscal year. It is also worth considering information available about the *next* fiscal year, even if the budget is not approved. This includes significant increases or decreases in funding that is expected.

Possibly **survey** a sampling of local nonprofit organizations to obtain their perceptions of funding stability, flexibility and adequacy for various initiatives.

Multiple data sources provide useful cross-checks on the validity and reliability of information. For example, while online research may uncover several key investments, additional surveys or interviews may reveal that these funding streams are extremely difficult to access or are about to be cut.

Using a variety of data collection methods can strengthen the fiscal mapping research, but there will probably be some limitations to the data. Acknowledge these limitations at the outset of the research process, as well as when analyzing and communicating results.

Avoid Double Counting

Many state- and local-level programs are funded in whole or in part with federal dollars. Make sure that those responsible for data collection understand the originating source of funds, since it is important to not count the same money twice.

Coordinate Time Frames

All expenditure data must correspond to identical time periods. However, different funding sources may have different time boundaries on their expenditures. For example, the state fiscal year may run July 1–June 30, while the federal fiscal year runs from October 1–September 30.

Rather than trying to remedy these disparities, it makes sense to agree that expenditures from a given fiscal year are treated the same. As long as the *overall length of time* is the same, the study can reasonably compare fiscal years with dissimilar schedules.

Establish a Minimum Program Size

Consider establishing a minimum program size (in dollars). Do not spend valuable time soliciting expenditure data for funding sources that are relatively small.

Are Federal Discretionary Grants worth tracking?

Many federal discretionary grants are awarded directly to local grantees. They do not pass through a state or local agency, so they may be difficult to track and allocate. The total sum of these funds may be sizable within a given state or locality, or may be relatively small.

If the initiative determines that discretionary grants are worth tracking, researchers must investigate each source to determine if the state and/or locality received funding. Each federal agency maintains a listing of current grantees on their web site. Ask likely recipients (schools, large providers, etc.) if they currently receive federal grants.

Document Decisions

To facilitate the data collection process, project leaders and researchers decide what to include and what not to include.

Document methods and rationale in a narrative format, to more easily explain how and why decisions were made.

Assigning programs to a framework is an imperfect process

If the research involves mapping to an existing policy framework or set of goals, categorize each program according to the category with which it is primarily aligned. Often this requires a decision on the major category a funding stream addresses. For example, funding streams such as the Workforce Investment Act can be used for both children/youth and family programs, so the fiscal mapping team must determine if funds are used primarily for youth services or primarily for adult/family services.

Capturing private expenditure data poses a unique data collection challenge

Depending on the scope and timeline of the fiscal mapping study, it may not be possible to capture all investments made by private donors. In that case, possibly provide several examples of localities and private funders that use local or private dollars to support services in lieu of a full list. Additionally, it is possible to survey certain large private funders, such as the local United Ways, to estimate some of the more significant private funding sources.

Data Collection Strategies			
Strategy	**Benefits**	**Drawbacks**	**Appropriate If…**
Collecting Information from Funder Resource Maps and Reports			
Gather and review map documents of relevant state and local government agencies. Follow-up with conversations with budget analysts to better understand numbers or if more detail is needed.	It is generally relatively easy to access state or local agency map documents. It is a good starting point for understanding the map context even if agencies will be surveyed.	The level of detail provided in state and local agency map documents varies considerably from place to place. In some places these documents provide little detail to help make sense of investments in cradle-to-career services and are often hard to decipher.	The map documents in the state or locality are detailed enough that they provide needed data. There is not the level of cooperation among state agencies or the resources that will allow surveys of personnel across agencies regarding their spending.
Gather and review reports published by private funders on their grant making. Follow-up with foundation personnel where more detail is needed.	Offers a relatively "quick and dirty" way to get a sense of what services private funders in the community are supporting.	Will not provide information on private revenue other than grants. Likely to miss grants made by smaller funders who may not be supporting a significant number of programs in the community.	The main purpose in collecting information on private investments is to figure out who the major private investors are and how investments might be better coordinated.
Surveying Funders and/or Providers Regarding Their Expenditures			
Developing a reporting form or survey regarding expenditures on cradle-to-career services that is filled out by map personnel at public agencies; foundation staff, include private agencies and nonprofit agencies if the initiative wants to get a handle on the full range of private and discretionary funds they are developing. If the mapping process is institutionalized, this reporting can become integrated into annual mapping processes for public agencies.	If there is cooperation of map personnel, can collect a level of detail, and estimates of expenditures that are tailored to the specific interests and needs.	Difficult to maintain controls over data reliability and validity because it depends on a number of different individuals to interpret survey questions and appropriately manipulate and report data in response. Can require considerable follow-up to ensure responses.	There is high-level leadership engaged in the effort in order to put in place the processes across public and/or private agencies to ensure needed cooperation from map personnel.
Using Secondary Data Sources			
Using databases or reports generated by national policy organizations or federal agencies on public and private expenditures	Least resource-intensive as data is already collected and some analysis has already been completed.	Information on many funding sources is not available through secondary sources, particularly state and local spending.	As a means of supplementing or filling in gaps in data collected through other strategies. There is a desire to supplement the information collected with state to state comparison analyses developed

Step Six: Analyze Data

The next step is to review the data collected on **Worksheets A** and **B**. **Worksheet A** provides information on the amount of funding aligned to key priority areas, and may provide estimates of the amount of funding by target population and/or target neighborhood.

Based on the overview of funding by priority, target population, funding source, etc, Worksheet B will provide the data for an analysis of the current funding according to key considerations of strategic financing. These are—how diversified are funding sources? Is funding stable enough to ensure sustainability of services over time? Are federal funds being maximized, and funding sources leveraged to blend and braid multiple sources to provide comprehensive services? Most importantly, is funding adequate for the range of services, and dosage and intensity needed to meet goals? Use **Worksheet B,** *Analyzing Funding Streams,* on page 21 to organize the information for the analysis.

Funding Alignment

Looking at **Worksheet A**, what percentage of overall funds is going for each part of the continuum? How does this compare to the initiative's priorities? If one part of the continuum has a higher percentage of the funds than needed or desired, it will be important to look for opportunities to shift funding out of this area.

Funding Adequacy

For each of the parts of the initiative's continuum of supports, is there enough funding to meet the community's need, both in terms of *quantity* and *quality*? This is examined in **Worksheet B**. The initiative may need to speak to providers and agency leaders to determine whether there is a gap, and this information may also flow from a more formal needs assessment. For each part of the continuum with a resource gap, the initiative will need to prioritize and determine which gaps will be addressed first.

Targeting Funds

Worksheet A will identify programs which exist in the city, county or state but which do not exist in the Promise Neighborhood. For each such program, it is worth examining the reason for the exclusion. If the initiative is a priority, it may be possible to including the community in more programs.

Federal Maximization

Using **Worksheet B** as a guide, are all of the people eligible for each of the federally-funded programs enrolled? If information is not available for the neighborhood itself, there is usually information at the city, county or state level. For programs like Medicaid and the Supplemental Nutrition Assistance Program (formerly called food stamps), there are often many eligible but unenrolled families. Enrolling these families can bring additional federal resources into the community. One strategy is to create a one-stop application and eligibility process in which families can go to a variety of places in the community, determine their eligibility for *all* of the public benefits, and submit one application, including supportive documentation. Another is use to use enrollment in a popular program to identify and enroll families who are eligible for another program.

Worksheet A will allow the initiative to total up federal funding streams at the state, city or county level and compare that to expectations. There may be more federal funds available if more local or state funds are available as a match. Often, it is possible to identify existing funds as the match and draw down more federal funds. In other cases, the state, city or county may not be submitting the proper paperwork. For example, Title IV-E is a program that pays for certain services for foster children, and it is possible to find out whether all available funds are being received.

Flexibility Funding

Worksheet A can identify funding streams that can be allocated for a large variety of purposes, including federal block grants, tobacco settlement funds, and the Title I federal education program. It is possible to shift these funds to initiative priorities.

Coordination of Programs

Worksheet A may reveal a number of agencies providing programs within the same part of the continuum. Bringing all of the programs under one entity can reduce administrative costs and allow increased funds for services. It may also be possible to assign a single caseworker to a family, increasing available funds and improving service coordination.

Opportunities for In-Kind Resources

The analysis may reveal organizations who have unused or underutilized facilities in the neighborhood that the initiative can use at no or low cost to provide services.

Shifting Funds to Support Prevention

Fiscal mapping can show that a large amount of money is paying for expensive treatments, in emergency rooms, group homes and juvenile facilities. The initiative can argue that its services will reduce the need for these services through prevention and early intervention, and it can seek some of the anticipated and actual savings for seed funding.

Funding for Coordination and Evaluation

There may be limited funds going to the capacities needed by the initiative's lead organizations for coordination, systems-building, data collection and partnership development. However, it is possible that many of the funding streams identified in the mapping can be used for these purposes.

Step Seven: Communicate Results

The final step is to summarize all the information into a final written report. The first section of the report provides detailed information about the total amount of funding identified, uses of funding, and how funding maps to a policy framework, if applicable. The second section of the report provides an analysis of the current funding picture according to criteria such as diversification, stability, maximization, and adequacy. Advisory group members are ideal external reviewers, once there is a draft of the report.

Consider the goals for the study determined in Step 1 when deciding how and in what format to communicate the results. For example, the Promise Neighborhood leadership team may want to review the analyses and recommendations, including the raw data collected, in order to prioritize strategies to pursue. Additionally, the leadership team may want to share only some parts of the data collected with certain groups, depending on the level in interest in some or all of the findings, issues of confidentiality or to build relationships with certain stakeholder groups.

Findings can be disseminated in many forms, such as written report, executive summary, short policy briefs, power point presentations, audio-conference or webinar. Below is a sample Report Outline that can be adapted to suit the goals for communication and the needs of the audience.

SAMPLE Fiscal Mapping Report Outline

- Executive Summary
    - Research approach

    - Overview of funding
    - Analysis of funding effectiveness
    - Conclusions or next steps
- Introduction
    - Background
        - Purpose and audience
        - Who funded or initiated the study
    - Policy and Funding Landscape
        - Policy context—what policy priorities impact the goals of the project
        - Fiscal context—what fiscal/economic issues impact the project
    - Research approach
    - Organization of Report
- Overview of Funding
    - Types of funding
    - Federal and state funding
    - Local funding
    - Private funding
    - How funding aligns with policy framework or goals
- Analysis of current funding effectiveness
    - Diversification of funding sources
    - Funding stability and flexibility
    - Barriers to coordination
- Recommendations
- Conclusion and Next Steps

Other target audiences may require other formats.

- Produce a formal publication.
- Create an online resource center.
- Discuss findings in a meeting with stakeholders.
- Present written, verbal, and power point testimony at legislative hearings.
- Produce short briefs on particular issues revealed in the mapping process.
- Engage a journalist to highlight findings.

Conclusion

Fiscal mapping is likely to prove to be an essential tool for Promise Neighborhood initiatives. They are attempting to significantly expand the intensity and quality of services received by families in the neighborhood and expand the capacity for coordination, systems building, data-systems, and partnership development. In these particularly tight fiscal times, initiatives will need to look for opportunities to realign existing funds, maximize federal funding, create efficiencies and use in-kind resources.

SECTION TWO: TOOLS FOR DATA COLLECTION

Worksheet A: What Funds Currently Support the Cradle-to-Career Services?

Directions for Worksheet A

Worksheet A helps consider what funds currently the cradle-to-career continuum in the state, city or county and Promise Neighborhood. Use this in the data collection process. Review it again at the outset of the fiscal mapping study.

Worksheet A is not one-size-fits-all. At an initial meeting, the advisory group may want to add or remove columns to suit the unique study goals. Review the columns for Worksheet B, too. In some cases the data may overlap.

Column-by-Column Overview

Column 1: Program: List each *program or service*, grouped by major category, e.g., part of the continuum of supports.

The U.S. Department of Education full explanation of the continuum is a helpful guide in placing programs within each major category. Of course, the guidance also offers important clues about the aspects of the continuum that the Department views as particularly important. The indicators sometimes yield more specific clues than the broader definitions of major categories. For example, the indicators show that regular physical education is an important aspect of the health major category and that safety to and from school is important under safety programs. **Appendix A** on page **Error! Bookmark not defined.**2 tracks the federal guidance by major category, with the Department's definitions and indicators.

Column 2: Federal funding source and amount (city or countywide): Consider all of the possible federal funding sources. See *Appendix B: Federal Funding Sources Available* on page 26.

Column 3: State & local funding source and amount (city or countywide): Many city- or county-level programs are funded in whole or in part with federal dollars; so please consider how to avoid "double counting" funding sources when reporting on this funding.

Column 4: Other funds, including private funding sources, if applicable (city or countywide): Report here any foundation grants or corporate donations that may be used to match, leverage or fund the program or specific services.

Column 5: Estimated budget for this program in the Promise Neighborhood (if applicable): If exact numbers are not available, please estimate; e.g., using the percentage of the program's eligible population residing in the Promise Neighborhood. Please note the methodology for each entry at the bottom of each page.

Column 6: Number of clients served in the Promise Neighborhood (if applicable): Please note the number of clients served by age if available.

***Note on terminology: what is a "program" in the context of fiscal mapping?** In these worksheets, a program is the name of particular *service*, e.g., pre-kindergarten or home visiting. It is not the same as a funding *source*, e.g., Child Care Block Grant or Title I.

Worksheet A: What Funds Currently Support the Cradle-to-Career Services?

1	2	3	4	5	6
Program	**Approved Budget City/Countywide**			**Promise Neighborhood**	
	Federal funding source and amount	**State/local funding source and amount**	**Other funds, including private funding sources**	**Budget on this program in Promise Neighborhood**	**Number of clients served in Promise Neighborhood**
Major Category:*					

*E.g., early learning services or programs; kindergarten entry through the 12th grade; programs that prepare students for college and career success; child and youth health programs; safety programs; community stability programs; family and community engagement programs; 21st century learning tools; and coordination, systems-building, data collection and partnership development.

Worksheet B: Analyzing Funding Streams

In **Worksheet A**, the initiative catalogs the basic descriptive information about each funding stream. **Worksheet B** contains questions about what using those funds has accomplished. Are there opportunities for using and/or maximizing those funds in new ways?

*The initiative may begin **Worksheet B** before completing **Worksheet A**.* This process is iterative. Many discussions about particular funding sources may be necessary before completing each column in both worksheets.

Worksheet B: Column-by-Column Overview

Column 1: Program Name

Identical to Column 1 in Worksheet A.

Column 7: Who and how many are served by this program

Information on the number served and the type of service offered can be collected for the same program period as the budget year. Identify if the program tracks individuals served by age groups and if they keep a waiting list**.**

Column 8: Eligibility

Who is eligible to receive services through this program? This column lists any income qualifications, age restrictions or other criteria that determine who can receive program services. Adapt this column if local eligibility requirements vary from the state or federal level.

Column 9: Who provides this service? What is the flow of funds?

Describe in detail the flow of funds from the initial source to providers or beneficiaries. For example, funding may flow from a federal agency to a state agency to a local parenting education organization.

Column 10: Are the funding sources being maximized?

To what extent is a given group or entity maximizing all available funding? For entitlement programs, are all qualified recipients receiving benefits? Are all available administrative costs being claimed? For block grants, is the state contributing its full match to draw down federal funds? For discretionary grants, are all available grant opportunities being pursued?

One example is the Child and Adult Care Food Program, an entitlement program that reimburses child care providers for meals served. Eligible child care providers in the community—particularly relatives—might not know about, or claim, the reimbursement. Outreach to providers helps the community maximize available funds.

Column 11: Any opportunities for coordination with other funding programs?

Do other funding programs have similar goals and priorities? What efficiencies could be created by combining and/or coordinating various funding programs?

Column 12: Any barriers to use?

What barriers prevent local programs and/or city agencies from accessing this funding source? For example, administrative requirements, stringent eligibility requirements, and narrowly-defined allowable services can block funding. What can be changed to release this money?

Column 13: Are the founding sources currently "stable," "short term & soft" or "vulnerable"? What are the trends?

To make plans, the initiative must be aware of the current and future status of funding streams. Currently, is this funding source steady and stable, or is it vulnerable in some way? Is the overall funding amount increasing, decreasing or leveling off? Is there a move towards re-allocating funds elsewhere? What is the potential for re-directing or increasing the total amount of funds in this stream allocated towards after-school programs?

Worksheet B: Analyzing Funding Streams

1	7	8	9	10	11	12	13
Program	**How many served by this program? Is there a waiting list?**	**Eligibility**	**Who provides this service? How do funds flow?**	**Are the funding sources optimized ?**	**Coordination opportunities ?**	**Barriers to use?**	**Are the funding sources currently "stable," "short term & soft" or "vulnerable?" What are the trends?**
Major Category*							

*E.g., early learning services or programs; kindergarten entry through the 12th grade; programs that prepare students for college and career success; child and youth health programs; safety programs;

community stability programs; family and community engagement programs; 21st century learning tools; and coordination, systems-building, data collection and partnership development.

Appendix A: Continuum of Supports

The following sets forth the continuum of supports as defined by the U.S. Department of Education and includes the Department's required indicators within the most relevant part of the continuum (see Federal Register at 39615-39630 (July 6, 2011).

Early learning services or programs

Such programs must be specifically intended to align with appropriate State early learning and development standards, practices, strategies, or activities across as broad an age range as birth through third grade so as to ensure that young children enter kindergarten and progress through the early elementary school grades demonstrating age-appropriate functioning across the multiple domains

Related Indicators

- Number and percent of children birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health
- Number and percent of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally-appropriate early learning measures
- Number and percent of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or publicly funded preschool

Kindergarten entry through the 12th grade

- Must include effective teachers and effective principals
- Must include strategies, practices, or programs that encourage and facilitate the evaluation, analysis, and use of student achievement, student growth and other data by educators, families, and other stakeholders to inform decision-making
- Must include college- and career-ready standards, assessments, and practices, including a well-rounded curriculum, instructional practices, strategies, or programs in, at a minimum, core academic subjects, that are aligned with high academic content and achievement standards and with high-quality assessments based on those standards
- May include creating multiple pathways for students to earn regular high school diplomas (e.g., using schools that serve the needs of over-aged, under-credited, or other students with an exceptional need for flexibility regarding when they attend school or the additional supports they require; awarding credit based on demonstrated evidence of student competency; or offering dual-enrollment options)
- Working with the persistently lowest-achieving school must include in its strategy one of the four school intervention models (turnaround model, restart model, school closure, or transformation model) described in Appendix C of the Race to the Top (RTT) notice
- Working with a low-performing school must include ambitious, rigorous, and comprehensive interventions to assist, augment, or replace schools, which may include implementing one of the four school intervention models, or may include another model of sufficient ambition, rigor, and comprehensiveness to significantly improve academic and other outcomes for students.
- Working with a low-performing school must include an intervention that addresses the effectiveness of teachers and leaders and the school's use of time and resources, which may include increased learning time

Related Indicators

- Number and percent of students at or above grade level according to State mathematics and reading or language arts assessments in at least grades 3rd through 8th and once in high school
- Attendance rate of students in 6th, 7th, 8th and 9th grades
- Graduation rate

Programs that prepare students for college and career success

May include programs that:

- Create and support partnerships with community colleges, four-year colleges, or universities and that help instill a college-going culture in the neighborhood
- Provide dual-enrollment opportunities for secondary students to gain college credit while in high school
- Provide, through relationships with businesses and other organizations, apprenticeship opportunities to students
- Align curricula in the core academic subjects with requirements for industry-recognized certifications or credentials, particularly in high-growth sectors
- Provide access to career and technical education programs so that individuals can attain the skills and industry-recognized certifications or credentials for success in their careers
- Help college students, including children with disabilities and English learners from the neighborhood to transition to college, persist in their academic studies in college, graduate from college, and transition into the workforce
- Provide opportunities for all youth (both in and out of school) to achieve academic and employment success by improving educational and skill competencies and providing connections to employers. Such activities may include opportunities for on-going mentoring, supportive services, incentives for recognition and achievement, and opportunities related to leadership, development, decision-making, citizenship, and community service.

Related Indicators

- Number and percent of Promise Neighborhood students who graduate with a regular high school diploma and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation

Child and youth health programs

Such as physical, mental, behavioral, and emotional health programs (e.g., home visiting programs; Early Head Start; programs to improve nutrition and fitness, reduce childhood obesity, and create healthier communities)

Related Indicators

- Number and percent of children who participate in at least 60 minutes of moderate to vigorous physical activity daily
- Number and percent of children consume five or more servings of fruits and vegetables daily

Safety programs

Such as programs in school and out of school to prevent, control, and reduce crime, violence, drug and alcohol use, and gang activity; programs that address classroom and school-wide behavior and conduct; programs to prevent child abuse and neglect; programs to prevent truancy and reduce and prevent bullying and harassment; and programs to improve the physical and emotional security of the school setting as perceived, experienced, and created by students, staff, and families

Related Indicators

Number and percent of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment

Community stability programs

Such as programs that:

- Increase the stability of families in communities by expanding access to quality, affordable housing, providing legal support to help families secure clear legal title to their homes, and providing housing counseling or housing placement services
- Provide adult education and employment opportunities and training to improve educational levels, job skills and readiness in order to decrease unemployment, with a goal of increasing family stability
- Improve families' awareness of, access to, and use of a range of social services, if possible at a single location
- Provide unbiased, outcome-focused, and comprehensive financial education, inside and outside the classroom and at every life stage
- Increase access to traditional financial institutions (e.g., banks and credit unions) rather than alternative financial institutions (e.g., check cashers and payday lenders)
- Help families increase their financial literacy, financial assets, and savings
- Help families access transportation to education and employment opportunities

Related Indicators

- Student mobility rate

Family and community engagement

Family and community engagement may include: family literacy programs; programs that provide adult education and training and opportunities for family members and other members of the community to support student learning and establish high expectations for student educational achievement; mentorship programs that create positive relationships between children and adults; programs that provide for the use of such community resources as libraries, museums, television and radio stations, and local businesses to support improved student educational outcomes; programs that support the engagement of families in early learning programs and services; programs that provide guidance on how to navigate through a complex school system and how to advocate for more and improved learning opportunities; and programs that promote collaboration with educators and community organizations to improve opportunities for healthy development and learning.

Related Indicators

- For children six months to kindergarten entry, the number and percent of parents or family members who report that they read to their child three or more times a week
- For children in the kindergarten through eighth grades, the number and percent of parents or family members who report encouraging their child to read books outside of school
- For children in the ninth through twelfth grades, the number and percent of parents or family members who report talking with their child about the importance of college and career

21st century learning tools

Such as such as technology (e.g., computers and mobile phones) used by students in the classroom and in the community to support their education. This includes programs that help students use the tools to develop knowledge and skills in such areas as reading and writing, mathematics, research, critical thinking, communication, creativity, innovation, and entrepreneurship.

Related Indicators

Number and percent of students who have school and home access (and percent of the day they have access) to broadband internet and a connected computing device

Appendix B: Potential Federal Funding Sources

This list is intended to help identify relevant federal sources of funding. It is organized by the key goal areas.

Federal Funding Sources Available
1. Students are ready for kindergarten—programs to support children's academic and social development before they enter school, including child care, prekindergarten, school readiness initiatives, and early intervention.
• Child Care Development Fund (CCDF)
• Even Start
• Head Start
• Healthy Start Initiative
• Healthy Tomorrows Partnership for Children Program
• Special Education: Early Intervention Programs for Infants and Toddlers with Disabilities
• Special Education: Preschool Grants
2. Students are proficient in core subjects—programs for children in kindergarten through grade six, middle and high school; including before- and after-school programs and summer programs.
• Education and Human Resources
• Education for Homeless Children and Youth
• English Language Acquisition Grants
• Full-Service Community Schools (FSCS)
• Fund for the Improvement of Education (FIE)
• Improving Literacy Through School Libraries
• Public Charter Schools Program
• Special Education: Grants to States
• Striving Readers Comprehensive Literacy Program
• Title I: School Improvement Funds
3. Successful middle to high school transition; high school graduation; college/career success—programs for middle and high school students the encourage them to take an active role in school or in the community, and pursue higher education.
• Children, Youth and Families at Risk (CYFAR) Program
• Federal Pell Grant Program
• Federal Work Study Program
• School Dropout Prevention Program
• Volunteers in Service to America (AmeriCorps*VISTA)

Federal Funding Sources Available
4. Students are healthy; students feel safe—health programs including comprehensive health services young children, including access to health care, oral health, nutrition, and obesity prevention services.
• Affordable Care Act (Grants for School-Based Health Center Capital Expenditures)
• Child and Adult Care Food Program (CACFP)
• Childhood Lead Poisoning Prevention Projects
• Children's Health Insurance Program
• Community Health Centers
• Community Mental Health Services Block Grant
• Community Programs to Improve Minority Health Grant Program
• Comprehensive Community Mental Health Services for Children with Serious Emotional Disturbances
• Consolidated Health Centers
• Early and Periodic Screening, Diagnostic and Treatment (EPSDT)
• Food Stamps: Supplemental Nutrition Assistance Program (SNAP)
• Immunization Grants
• Maternal and Child Health Block Grant
• National School Lunch Program
• National School Lunch Program: Afterschool Snacks
• School Breakfast Program
• Summer Food Services Program for Children
5. Students live in stable communities—programs to support the healthy social-emotional development of children. Also includes programs that work to create environments that promote positive social-emotional development and are designed to identify social, emotional, and behavioral risks and intervene to prevent more serious mental health problems.
• Community Based Child Abuse Prevention Grant (CBCAP)
• Community Development Block Grant (CDBG) Entitlement Grants or States' Program
• Cooperative Extension Services
• Ryan White CARE Act Title IV Program
• Demolition and Revitalization of Severely Distressed Public Housing (Hope VI)
• Drug-Free Communities Support Program
• Family Self Sufficiency Program
• Family Drug Court Programs
• Healthy Communities
• Medicaid
• Mentoring Children of Prisoners
• Project Safe Neighborhoods
• Reduction and Prevention of Children's Exposure to Violence (Safe Start)
• Safe and Drug-Free Schools and Communities Act: National Program
• Social Services Block Grant (SSBG)
• Social Services Research and Demonstration Grants

Federal Funding Sources Available
• Temporary Assistance for Needy Families (TANF)
• Title V Community Prevention Grants Program
6. Family/community support learning—programs to help families' access benefits and community resources and programs to educate and engage family members or guardians caring for young children through home visiting, parent leadership and parenting skills training, including health services for pregnant women, postpartum women, and related supports.
• Abandoned Infants
• Adult Education: State Grant Program
• Affordable Care Act (Maternal, Infant and Early Childhood Home Visiting Program)
• Child Care Access Means Parents in Schools Program
• Child Welfare Services: State Grants
• Community-Based Family Resource and Support Grants
• Community Outreach Partnerships Centers
• Community Service Block Grant (CSBG)
• Parental Information Resource Centers
• Promoting Safe and Stable Families
• Special Education: Parent Information Centers
• Special Supplemental Nutrition Program for Women, Infants and Children (WIC)
7. Students with 21st century learning tools—programs that support the development of 21st century learning either through school or the community.
• 21st Century Community Learning Centers (CCLC)
• AmeriCorps
• Arts in Education
• Comprehensive Centers
• Investing in Innovation (i3) grants
• Promise Neighborhoods
• Race to the Top
• School Improvement Grants
• Teacher Quality Partnership Grants
• Title I: Grants to Local Educational Agencies
• Title I: Supplemental Services

Resources from The Finance Project

Jenifer Gager Holland, The Finance Project, *Follow the Money: A Tool for Mapping Funds for Out-of-School Time Initiatives* (Nov. 2009)

Margaret Flynn-Kahn, Thaddeus Ferber, Elizabeth Gaines & Karen Pittman, The Forum for Youth Investment and The Finance Project, *Adding It Up: A Guide for Mapping Public Resources for Children, Youth and Families* (June 2006)

Torey Silloway, Soumya Bhat, and Lori Connors-Tadros, The Finance Project, *Building a Sustainable Future: Analysis of the Fiscal Resources Supporting Children from Birth through Age 8 in Michigan* (June 2010)

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About The Finance Project
The Finance Project is an independent non-profit research, training, consulting, and technical assistance firm for public- and private-sector leaders nationwide. It specializes in helping leaders plan and implement financing and sustainability strategies for initiatives that benefit children, families, and communities. Through a broad array of tools, products, and services, The Finance Project helps leaders make smart investment decisions, develop sound financial strategies, and build solid partnerships. To learn more visit www.financeproject.org.