



## **Maryland Out of School Time Network: *Guidance on the American Recovery & Reinvestment Act***

On February 17, 2009 President Obama signed the American Recovery & Reinvestment Act (ARRA) into law bringing a much needed injection of dollars to the states. The ARRA provides a relatively proscribed framework for how the dollars should be used and how they flow from federal agencies to state agencies and down to local jurisdictions. Over the next two years, Maryland will receive at least \$3.8 billion dollars from the stimulus package for items like construction projects, education, and workforce development. The most definitive resources for detailed information about how ARRA dollars are designated for use in our state is [www.recovery.maryland.gov](http://www.recovery.maryland.gov).

**There are several opportunities within the ARRA for Out of School Time Programs. Please note that funds are going to the state, and will then be distributed to local entities to utilize. In many cases, there will not be an RFP process. These opportunities must be mined and extracted through creative and positive thinking, cultivation of relationships, willingness to ask, and the development of a strong case for how investing in OST fits the principles of the ARRA and will benefit Maryland in the short and long term.** Included in this brief is a summary of some of the most likely opportunities for Out of School Time and a guide for action.

In this document you will find:

- Page 3:** A chart showing streams of funding, the agency in charge of that funding, and a description of its use, accessibility and availability. The information on this chart was compiled from a variety of sources, including the State of Maryland's ARRA workshop handouts, the After School Alliance and other ARRA related web sources.
- Page 5:** Helpful hints for how to engage and access these funds.
- Page 7:** Further details about Title I and US Department of Education grants.



## **ADDITIONAL RESOURCES**

**Maryland Out of School Time Network website:** [www.mdoutofschooltime.org](http://www.mdoutofschooltime.org)

- *A wealth of information on Maryland Out of School Time issues, programs and opportunities. This document will be posted on the site, along with links to applicable RFPs as information is made available.*

**After School Alliance website:** [www.afterschoolalliance.org](http://www.afterschoolalliance.org)

- *Up to the minute information on national and state funding, plus data about the need for and benefits of after school programs that you can use to support your case for receiving ARRA funds*

**U.S. Department of Education Recovery Page:** <http://www.ed.gov/policy/gen/leg/recovery/index.html>

- *Detailed information on Education related funding from ARRA at the federal level*

**Finance Project:** <http://www.financeproject.org/publications/EconomicStimulus.pdf>

- *Preparing to Take Advantage of New Programs in the Stimulus Package: A brief guide with practical advice on seeking stimulus funds.*

**Center for Law and Social Policy** [http://clasp.org/publications/aara\\_childcarestatealloc.pdf](http://clasp.org/publications/aara_childcarestatealloc.pdf)

- *A chart of funding available by state through Child Care and Development Block Grants (CCDBG)*



**ARRA RESOURCES FOR OUT OF SCHOOL TIME IN MARYLAND**

Line Item	Fed	State	Comp/Form	Maryland \$	1 year or 2?	Notes
Title I to LEAs	USDE	MSDE	Formula	\$176,000,000	Same amount for 2 years	The use of Title I Dollars are decided at the jurisdictional level and sometimes at the school (Principal) level. Extended learning time has been explicitly included in the federal guidelines of priorities for Title I. The most common use of these dollars for OST programs are in teacher salaries, curriculum and materials. See page seven for more detail on Title I.
Race to the Top Fund/Innovation Grants	USDE		Compete	TBD	Competitive for 2 years	LEAs can partner with non-profits to apply for grants through USDE for innovative projects. Guidelines are due to be released soon on the USDE website: <a href="http://www.ed.gov">www.ed.gov</a> . See Appendix A for more detail on the Innovation Grants.
Byrne/Justice Assistance	DOJ	GOCCP (Governor's Office on Crime Control and Prevention)	Compete	\$26,500,000	One year	GOCCP Director Mahoney indicated that due to the increase in funds they will be interested in funding youth programs that contribute to crime prevention which they have felt constrained to do in the past. She spoke of doing two separate RFP processes – the first for immediate projects directly related to policing and the second for all “other” and more innovative approaches. For more info watch: <a href="http://www.goccp.maryland.gov">www.goccp.maryland.gov</a>
	DOJ	GOCCP	Formula	\$17,000,000	One year	These dollars go directly to jurisdictions and may or may not be distributed in a competitive process at this point.



Line Item	Fed	State	Comp/Form	Maryland \$	1 year or 2?	Notes
National Endowment for the Arts	NEA	DBED (Department of Business and Economic Development)	Compete	TBD	One year	Some of this money will be granted directly by the NEA <a href="http://www.nea.gov">www.nea.gov</a> and the rest will be distributed competitively through the Maryland States Art Council which does currently provide some support for arts programs in community settings including afterschool and summer. <a href="http://www.msac.org">www.msac.org</a> Programs must have been funded by NEA dollars previously.
Workforce Investment Act Youth services	DOL	DLLR (Dept. of Labor, Licensing, and Regulation)	Formula	\$11,703,000	One year	This is over the 9.1 million Maryland usually gets. The money can be used for summer or year round jobs for young people, ages 14-24. The funds can also be used for training and career development. Funds are distributed by formula from the state to the Workforce Investment Boards in each jurisdiction, who will decide on the use of the funds. They can either put out RFPs for the work, or take recommendations from the local workforce investment agency. The best approach is to talk with your local WIB as soon as possible.
Child Care and Development Block Grants (CCDBG)	HHS	MSDE	Formula	\$24,000,000	One year	This money serves programs that are licensed through MSDE and are eligible for voucher reimbursement. \$1.9 million has been set aside for quality improvements. See <a href="http://www.marylandpublicschools">www.marylandpublicschools</a> for information on how to access the dollars.



## **HELPFUL HINTS FOR OBTAINING ARRA FUNDS**

### **Step 1: Identify the access point and decision makers**

With each funding stream, you have to determine the point of access and who makes decisions about how the money will be used. Some of the ARRA money will be distributed competitively from a federal government department (ex. USDE *Race to the Top* Grants). Some of the money will be distributed from the federal government to a state agency who will then distribute to local jurisdictions by formula (ex. Title I- LEA) or through competition (ex. GOCCP – JAG grants).

If the funds you are interested in are determined by a decision maker or group of decision makers you will have to make your case directly to them. For example with Title I, the decision maker may be the superintendent of your jurisdiction's LEA or the head of the Title I office. If you have a singular program that would serve a particular school, the decision maker may be the principal of that school.

If the funds you are interested in are available through an RFP process, contact the program officer to determine your eligibility and identify the priority areas for the funding stream that you may be able to address directly in your proposals.

### **Step 2: Make Contact & Listen**

Once you have determined who makes the decisions about the dollars, you need to contact them immediately – a letter requesting an in person meeting with a follow up phone call is a good, direct strategy. If you do not already have a relationship with the decision maker, consider your allies who may have influence or connection to the decision maker and include them in the invitation. You may need to make several attempts and look at different entry points for the conversation. You also need to be prepared to listen to the decision maker – understand their needs, priorities in order to best craft your approach.

### **Step 3: Provide clear and straightforward proposals**

You know best what your organization has the capacity and skills to provide. If you are looking for support, you need to be able to answer the 5 W's (What, Who, Where, When and Why) in a compelling and precise fashion. You also need to be able to make the case for how your proposal fits the intent of the funding stream and the priorities and principles of the ARRA including:



- Will this project create jobs?
- Can the money be spent quickly and effectively?
- Can the spending be accounted for and will the delineated outcomes be tracked and reported on?
- Is this project sustainable after this one time infusion of investment?

#### **Step 4: Follow Up & Organize for Results**

If you find positive reception in your conversations you will need to be the driver to move from concept to implementation. In your follow up, provide a time line and the list of actionable items for which you will be responsible. If you meet resistance to entering into the conversation or a lack of reasonable consideration of your proposals, you may need to organize members of your community who are also the constituents of the decision makers to apply pressure and provide additional support and leverage.



## FURTHER INFORMATION ON TITLE I & USDE GRANTS

### I. Title I

#### a. How many Title I Dollars are expected for Maryland in the ARRA?

\$176,000,000. The United State Department of Education has committed to making 50% of the ARRA Title I – Part A funds available to the states by the end of March.

#### b. What are Title I dollars for?

From USDE: <http://www.ed.gov/programs/titleiparta/index.html>

*This program provides financial assistance to LEAs (Local Education Agencies) and schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state... LEAs target the Title I funds they receive to schools with the highest percentages of children from low-income families. Unless a participating school is operating a schoolwide program, the school must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. **Schools in which poor children make up at least 40 percent of enrollment are eligible to use Title I funds for schoolwide programs that serve all children in the school.** LEAs also must use Title I funds to provide academic enrichment services to eligible children enrolled in private schools.*

*More than 50,000 public schools across the country use Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. **For example, funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum.***

#### c. Who decides how Title I dollars are used?

Local Education Agencies (LEAs), following the guidelines set out by the federal government determine how Title I funds are used and distributed in their systems. Principals may have input on decisions for how Title I funds are used to meet the specific need of their school. As an OST Provider you must identify the appropriate decision makers in your jurisdiction which could include the school system CEO, Title I Administrator and/or other central administration decision makers as well as school principals – particularly those of schools that have been identified as Title I schools. To learn more about Title I in Maryland Schools and see a complete list of schools currently identified as Title I visit: <http://www.marylandpublicschools.org/MSDE/programs/title/>



Out of School Time Providers may also access Title I dollars by becoming an approved SES (Supplemental Education Services) provider. In Maryland, MSDE oversees the SES approval process which will conclude for this year on March 13, 2009. For more information visit: <http://www.marylandpublicschools.org/MSDE/programs/esea/Supplemental+Educational+Services.htm>

**d. What case for spending Title I dollars OST can be made to decision makers?**

**General:**

- Using Title I dollars for extended learning is consistent with Federal priorities:  
*“Establishing or expanding fiscally sustainable extended learning opportunities for Title I-eligible students in targeted assistance programs, including activities provided before school, after school, during the summer, or over an extended school year.”*
- After school and Out of School Time programs help Parent Involvement efforts – which is also emphasized in Title I program priorities.
- Title I dollars can be used for staffing, professional development and materials in OST programs

**Specific:**

- Use data and success stories from your programs to talk about how OST can help principals and school systems achieve their goals e.g.
  - Increased attendance
  - Increased school engagement
  - Increased school performance

**II. USDE Innovation Grants**

**a. How much ARRA money had been dedicated to Innovation Grants?**

From USDE: <http://www.ed.gov/policy/gen/leg/recovery/implementation.html>:

*Under the \$5 billion in SFSF reserved for the Secretary of Education to make competitive grants, the Department will conduct a national competition among states for a \$4.35 billion state incentive "Race to the Top" fund to improve education quality and results statewide. The Race to the Top fund will help states drive substantial gains in student achievement by supporting states making dramatic progress on the four reform goals described above and effectively using other ARRA funds. \$650 million of the \$5 billion will be set aside in the "Invest in What Works and Innovation" fund and be available through a competition to districts and non-profit*



*groups with a strong track record of results. Guidelines and applications for the competitive funds will be posted expeditiously. Race to the Top grants will be made in two rounds—fall 2009 and spring 2010).*

**b. How will these Grant be distributed?**

RFP guidelines have not yet been posted. Interested parties should carefully watch the USDE and MSDE websites regarding these funds. Currently, the most general information provided has suggested that LEAs will apply for these funds in partnership with non-profits. This would be the time to pitch new ideas and strengthen existing partnerships.