Out-of-School Time in South Dakota
ACHIEVING PROGRAM SUSTAINABILITY: A REPORT AND RECOMMENDATIONS

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The South Dakota Afterschool Partnership advocates for sustainable, quality out-of-school time programs.

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Out-of-School Time in South Dakota

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a project of South Dakota Voices for Children

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www.sdafterschool.org
EXECUTIVE SUMMARY

SOUTH DAKOTA OUT-OF-SCHOOL TIME PROGRAMS

Eighty-six percent of South Dakota women with school-age children are in the labor force¹, while 72 percent of school-age children have all available parents in the workforce² (2009). Those statistics are evidence that the availability and quality of out-of-school time (OST) programs is critical for a majority of parents in the state. Such programs keep children safe, support their healthy growth and inspire them to learn before and after school, during summer and holiday breaks.

OST programs also benefit employers and co-workers. Parents miss an average of eight days of work per year due to a lack of after-school care. Decreased worker productivity related to parental concerns about their children during after-school hours costs businesses up to $500 billion per year.³

In a 2010 survey by the South Dakota Afterschool Partnership, funding was identified as the number one challenge facing OST programs. To advance quality, sustainable programs in South Dakota, the Partnership launched this fund map research project to gather information and deepen understanding of OST funding in South Dakota.

“Out-of-School Time in South Dakota — A Report and Recommendations” identifies and analyzes funding for out-of-school time programs. The report describes currently available resources, gaps in funding and includes recommendations for achieving long-term sustainability. The data is based upon a spring 2011 survey of 148 OST programs in South Dakota. Response rate was 59 percent. The data can help program directors, communities and policy-makers at all levels identify sustainable ways to finance and support out-of-school time programs.

OST PROGRAMS: A SNAPSHOT

While South Dakota communities with populations greater than 10,000 are more likely to have out-of-school time programs, communities of every size benefit from having such quality services. The most common site for OST programs are schools (reported by slightly more than two-thirds of respondents), followed by community organizations (17 percent) and churches (12 percent).

A total of 218 full- and 816 part-time paid staff were reported. Thirty programs completing the survey have no full-time staff and rely entirely on part-timers. One program is run exclusively by volunteers.

As a response to the need in communities and families, many programs were established within the past 10 years (48 percent); 21 percent of programs have been in operation for 11 to 20 years. Fourteen percent have been in operation more than 20 years.

Children from kindergarten through fifth grade are the major focus of OST programs in the state. While all ages benefit from well-designed programs that keep youth safe and advance their learning and individual growth, fewer opportunities are available as students age.

¹ South Dakota Kids Count Data Center, 2000; See: http://datacenter.kidscount.org/data/hystate/Rankings.aspx?state=SD&ind=2958
³ Community, Families and Work Program at Brandeis University, 2004; See: http://www.brandeis.edu/barnett/research/docs/PASS_Findings.pdf
FUNDING BASICS

South Dakota OST programs vary greatly by size and therefore budget. Thirty-six percent of programs reported a budget range of $0 to $75,000. Twenty-nine percent of programs operate with a budget of $75,001 to $190,000; 19 percent are in the $190,001 to $1,000,000 range, with 10 percent reporting an annual budget of more than $1,000,000.

The primary funding source for OST programs (61 percent) statewide is parent program fees. Support also comes from a variety of federal programs, local government funds, foundations, fundraising efforts, general and United Way contributions. No state funds currently support OST programs in South Dakota. OST programs also rely on in-kind contributions and volunteers.

Access to multiple stable funding streams is an important aspect of sustainability. Forty-seven percent of programs rely on one to two funding streams, placing them at greater risk for closing.

CHARACTERISTICS OF STABLE OST PROGRAMS

Programs in South Dakota in existence for more than 20 years have more diversified funding, receiving support from three to 14 sources. These longtime programs also are skilled at enhancing their operations through donations, which are higher overall compared to all programs. The top five donations reported are volunteers (77 percent), library access (69 percent), supplies (62 percent), facility space (54 percent) and parks and recreation activities (46 percent). All these long-time programs operate with a board of directors or advisory board.

While financial sustainability is linked to running an out-of-school time program at full capacity, 42 percent of those surveyed reported average daily attendance below their operational capacity. A waiting list was reported by just 10 percent of programs.

RECOMMENDATIONS

- Establish and develop a working board of directors or advisory board.
- Diversify funding sources.
- Enhance budget with in-kind support.
- Work toward full-capacity.
- Advocate for policy solutions:
  - Stay informed about out-of-school time issues...
  - Share facts with others about why your community needs these programs.
  - Talk to community and state leaders. Their support of OST can make a critical difference.
  - Participate in a Lights On After-school event
  - Enlist business community support of out-of-school time programs.

The quality and availability of OST programs in South Dakota have positive and far-reaching consequences — for children, families, business and industry statewide. They keep children safe, support their healthy growth and inspire them to learn. With vast numbers of parents in the workforce across South Dakota, stable, sustainable OST programs are critical — for children, families, schools and business.
INTRODUCTION

THE IMPORTANCE OF OUT-OF-SCHOOL TIME PROGRAMS

The hours after school are a critical time for youth. Quality out-of-school time programs keep students safe, support their healthy growth and inspire them to learn. Such programs also help working families and save taxpayers money. Here’s how:

Safety: Quality out-of-school time programs can cut crime and transform the prime time for juvenile crime into hours of academic enrichment, wholesome fun and community service. Such programs curb teen pregnancy, smoking and drug use.4

Health: Out-of-school time programs can and do play a role in promoting healthy lifestyles for youth. A study of after-school programs shows that obesity was significantly lower among program participants (21 percent) compared to non-participants (33 percent).5

Learning: Quality out-of-school time programs improve student grades and test performance, increase school attendance and improve homework completion and quality. Students who participate in after-school programs are also less likely to repeat a grade.6

Helping working families: Parents miss an average of eight days of work per year due to a lack of after-school care. Decreased worker productivity related to parental concerns about their children during after-school hours costs businesses up to $300 billion per year.7

Saving money: Funding out-of-school time programs is a smart, long-term investment for our communities and state. Every dollar invested in after-school programs saves taxpayers approximately $3 in reduced crime and welfare costs.8

In South Dakota, 86 percent of women with school-age children are in the labor force9 and 72 percent of school-age children have all available parents in the workforce10 (2009) — ranking South Dakota near the top of states with the most working parents.

NUMBER ONE CHALLENGE

Funding was identified as the number one challenge facing out-of-school time programs in a 2010 survey of program directors by the South Dakota Afterschool Partnership. To support financial sustainability for out-of-school time programs, the Partnership launched this fund map research project to gather information and deepen understanding of funding sources and program stability.

WHAT IS A FUND MAP AND WHY IS IT NEEDED?

A fund map is a proven research approach, implemented in nine other states, to identify and analyze funding for out-of-school time programs. Fund maps show resources currently available, gaps in funding and how to develop plans for long-term sustainability. The data in this report can help program directors and policymakers at all levels identify sustainable ways to finance and support out-of-school time programs.

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6 U.S. Department of Education, National Dropout Center; See: http://www.dropoutprevention.org/effective-strategies/after-school-opportunities
7 Community, Families and Work Program at Brandeis University, 2004; See: http://www.brandeis.edu/barnett/research/docs/PASS_Findings.pdf
8 Rose Institute at Claremont McKenna College, 2002; See: http://www.claremontmckenna.edu/rose/publications/pdf/after_school.pdf
9 South Dakota Kids Count Data Center, 2000; See: http://datacenter.kidscount.org/data/bystate/Rankings.aspx?state=SD&ind=2958
This report describes the financial resources available to sustain out-of-school time programs in South Dakota, explores qualities of stable programs and offers recommendations to enhance sustainability. The goals of this South Dakota fund map are to:

- Describe the monetary and in-kind resources used by out-of-school time programs throughout the state,
- Identify untapped resources available to sustain out-of-school time programming, and
- Develop and promote tools to enhance sustainable and diverse funding for out-of-school time services.

To collect needed information, a statewide survey of out-of-school time programs was conducted in spring 2011. Results were tabulated and analyzed to describe current funding resources for out-of-school time in South Dakota and to identify steps for sustainability.

**SOUTH DAKOTA OUT-OF-SCHOOL TIME PROGRAMS**

**A SNAPSHOT**

Out-of-school time programs are offered before school, after school and during summer and holiday breaks. The fund map project surveyed full time programs serving students K-12 during the summer four to five days a week during the school year or at least six weeks.

The funding questionnaire was mailed to 148 out-of-school time programs statewide. Eighty-seven programs responded to this survey for a response rate of 59 percent. The following figures provide descriptive data about the respondents.

Figures 1 and 2 show the geographic location of responding programs in relation to the school age population in their corresponding quadrant of the state. Figure one shows the number of programs responding to the survey generally corresponds with the population of school-age children in each region. Figure two shows US Highways 83 and 34 were used to define regional boundaries.

![Figure 1](image1.png)

*from South Dakota Kids Count (2010)*

![Figure 2](image2.png)
Larger communities—those with a population more than 10,000—are more likely to have out-of-school time programs than are smaller communities. Communities of every size are however represented. Forty-five percent of survey respondents were in communities over 10,000 population, 26 percent were in communities of 1,001 to 10,000 and 25 percent were in smaller communities under 1,000 [See figure 3].

The most common site for out-of-school time programs are schools; just over two-thirds are located in one. The next most common locations are community organizations (17 percent) and churches (12 percent) [See figure 4].

Many out-of-school time programs were established within the past 10 years (48 percent), yet 21 percent of survey respondents reported their program has been in operation for 11 to 20 years and 14 percent have been open more than 20 years [See figure 5].

A SUPERINTENDENT’S VOICE

“Every school should be required to have (an after-school program) no matter the size of the community.”

— Doug Voss
superintendent, elementary principal, Centerville Public Schools

Without an out-of-school time program in this southeast South Dakota community of just under 250 families, many youngsters would be on their own once classes dismiss. Voss explains that 95 percent of parents there work out of the home — locally, in Sioux Falls, Vermillion and Sioux City.

Among the factors that prompted creation of Centerville’s Before and After School Program, Voss says, “It adds to the safety of kids.”

He persuaded his school board to fund the program for children in k-6. Tutoring is available as are gym, computers, movies and crafts. The program is as popular with students as it is with parents. “Kids go through the program and like it so much,” Voss says, “they come back as volunteers in middle and high school.”
Programs rely on full-time and part-time staff. A total of 218 full and 816 part-time paid staff were reported. Thirty-one programs have no full-time staff relying entirely on part-timers. [See figure 6]. One program is run exclusively by volunteers.

Out-of-school time programs provide services that address a wide range of family and children’s needs. The vast majority of programs offer programming after school (98 percent). To a lesser degree out-of-school time services are offered full-time in the summer (64 percent), during other school breaks such as holidays and teacher in-services (42 percent), before school (50 percent), part-time in the summer (18 percent) and on weekends (5 percent) [See figure 7].

Children from kindergarten through fifth grade are the major focus of out-of-school time programs. Seventy-eight programs serve elementary school age children. As students age, fewer opportunities are available. Forty-two programs serve middle school youth in grades six through eight and 16 serve high school age youth [See figure 8]. Programs change content according to the developmental needs of youngsters, but all ages benefit from well-designed programs that keep youth safe and advance their learning and individual growth.

**OUT-OF-SCHOOL TIME LICENSING**

South Dakota’s child care regulations establish a foundation for basic health and safety in out-of-school time programs. Regulations for licensing address:

- Number of staff (adult to child licensing ratio is 1:15)
- Nutritious meals and snacks,
- Amount of space,
- Types of program activities,
- Ages of and qualifications for staff,
- Health practices, and
- Fire and life safety requirements.

Out-of-school time programs that provide regular care are required to be licensed by the State of South Dakota Department of Social Services. Seventy-four percent of respondents are licensed. Programs are exempt from licensing requirements if they solely provide recreational or tutoring-only activities for children who come and go at their own discretion.

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**Figure 6**

Number of Programs by Size of Paid Staff

<table>
<thead>
<tr>
<th>Number of Programs</th>
<th>Part-time Paid Staff</th>
<th>Full-time Paid Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>1-5</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>6+</td>
<td>28</td>
<td>31</td>
</tr>
</tbody>
</table>

**Figure 7**

Service Times

- After school: 98%
- Full-time summer: 64%
- Other school breaks: 42%
- Before school: 30%
- Tutoring only: 18%
- Part-time summer: 18%
- Weekends: 5%

**Figure 8**

Number of Programs by Grade Level

- Kindergarten (K): 73
- 1st grade: 45
- 2nd grade: 27
- 3rd grade: 25
- 4th grade: 16
- 5th grade: 16
- 6th grade: 15
- 7th grade: 12
A PARENT’S VOICE
“Children in an after-school program are safe, involved in sports and activities and with other kids. They get to experience a little bit of everything.”

— Linda Brown
Ft. Pierre, mother of middle-school student

The vast majority of out-of-school time programs provide a snack to program participants (95 percent). Other meals provided include lunch during summer programs (27 percent), breakfast when before-school and summer programs are offered (21 percent) and dinner (6 percent) [See figure 9].

The success of the after-school option then prompted development of a summer program. Both programs win Brown’s praise. “Middle-school kids aren’t old enough to get jobs, but through the GOLD after-school program they’re safe, they get help with homework, are involved in volunteer community projects — raking leaves, shoveling snow, recycling. It’s been good,” she says.

The vast majority of out-of-school time programs provide a snack to program participants (95 percent). Other meals provided include lunch during summer programs (27 percent), breakfast when before-school and summer programs are offered (21 percent) and dinner (6 percent) [See figure 9].

FUNDING BASICS: CURRENT FUNDING FOR OUT-OF-SCHOOL TIME PROGRAMS IN SOUTH DAKOTA

TOTAL ANNUAL BUDGET
Out-of-school time programs across South Dakota vary greatly by size and therefore budget. Thirty-six percent of programs reported the smallest budget ranging from $0 to $75,000. Twenty-nine percent of programs have a budget of $75,001 to $190,000; 19 percent of programs have a budget of $190,001 to $1,000,000 and 10 percent of programs reported an annual budget of more than $1,000,000 [See figure 10].
The primary funding streams for out-of-school time programs are shown in figure 11. Federal funding includes 21st Century Community Learning Centers; Title 1 funds under the Elementary and Secondary Education Act; National School Lunch Program; Child and Adult Food Program and the Afterschool Snack Program.

Currently no state funds are dedicated to out-of-school time programs in South Dakota but all federal funds are administered by state government agencies. Local government also helps fund programs by providing county support, city support and school district funds. Communities provide local financial support through foundations, fundraising projects and events, general contributions and United Way contributions. Finally, the most widely used funding source comes from program fees paid by parents.

OTHER REPORTED SOURCES OF FUNDING

Programs reported other sources of federal funding including Aid for Native Americans, congressional earmark, Department of Justice, Civil Rights Act—Title VII funding, Impact Aid, Office of Adolescent Health, TRAIL and work-study reimbursement. Government funding reported include Childcare Development Block Grant, Childcare Assistance, Office of Adolescent Health, Rural American Recovery and Reinvestment Act, tribal funds, tobacco grant, Feeding South Dakota and Team Nutrition. Additional sources of local funding reported include board development project, personal contacts, enterprise funds, tribal funding, and endowment and interest income.

Access to multiple funding streams is an important aspect of sustainability. Reliance on too few resources places programs at greater risk for closing. One program reported operating entirely on volunteer support with no funding. The largest category of programs reported only one funding source (28 percent). When programs rely on single source funding they most often rely on parent fees (41 percent), 21st Century Community Learning Center grants (50 percent) and school district funds (5 percent). A smaller number of programs reported more diversified funding sources [See figure 12].

<table>
<thead>
<tr>
<th>Source</th>
<th>Funding stream</th>
<th>Percent of programs reporting use</th>
<th>Average amount received per program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal*</td>
<td>21st Century Community Learning Centers</td>
<td>39%**</td>
<td>$128,761</td>
</tr>
<tr>
<td></td>
<td>Elementary and Secondary Education Act—Title 1</td>
<td>8%</td>
<td>$19,248</td>
</tr>
<tr>
<td></td>
<td>National School Lunch Program</td>
<td>7%</td>
<td>$9,612</td>
</tr>
<tr>
<td></td>
<td>Child and Adult Food Program</td>
<td>15%</td>
<td>$17,585</td>
</tr>
<tr>
<td></td>
<td>Afterschool Snack Program</td>
<td>6%</td>
<td>$1,697</td>
</tr>
<tr>
<td>State</td>
<td>No state funds currently support out-of-school time programs in South Dakota.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government:</td>
<td>County Support</td>
<td>6%</td>
<td>$10,700</td>
</tr>
<tr>
<td></td>
<td>City Support</td>
<td>15%</td>
<td>$36,653</td>
</tr>
<tr>
<td></td>
<td>School District</td>
<td>14%</td>
<td>$24,132</td>
</tr>
<tr>
<td>Local</td>
<td>Community:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundations</td>
<td>13%</td>
<td>$52,107</td>
</tr>
<tr>
<td></td>
<td>Fundraising Projects/Events</td>
<td>33%</td>
<td>$49,767</td>
</tr>
<tr>
<td></td>
<td>Contributions</td>
<td>25%</td>
<td>$56,394</td>
</tr>
<tr>
<td></td>
<td>United Way</td>
<td>25%</td>
<td>$56,193</td>
</tr>
<tr>
<td>Parents</td>
<td>Program Fees*** (hourly, daily or weekly rates parents pay)</td>
<td>61%</td>
<td>$130,347</td>
</tr>
</tbody>
</table>

- * All the listed Federal programs are administered by the state.
- ** A large number of 21st Century funded programs responded to the survey.
- *** Six percent of parent fees are covered by Child Care Assistance, a federal program administered by the state. See figure 16 for more information on Child Care Assistance for out-of-school time programs.
VALUE OF IN-KIND DONATIONS AND VOLUNTEERS

In-kind resources are services, activities, supplies and other supports that are not purchased by the out-of-school time provider but are donated or offered without charge to the program. These supports are vital for sustainability and most programs rely on them to varying degrees. They fall into four categories: logistics, professional support, materials and value-added services that include free activities for program participants which add value to their out-of-school time experience. The most common donation is that of facility space (69 percent), followed by supplies (64 percent), library access (62 percent), and volunteers (51 percent) [See figure 15].

- Half of all respondents reported having their facility space completely donated. The per-year cost for programs that do pay for space ranged from $1,800 to $72,000°.
- Six percent of programs reported completely donated transportation while 20 percent reported a portion of transportation costs being donated. Programs that do not receive donated transportation reported annual spending of $200 to $106,000 on transportation°.
- According to the Independent Sector the value of volunteer time in South Dakota is $15.18 per hour (www.independentsector.org/volunteer_time). [Figure 14] shows the value added to out-of-school time programs by individuals who donate their time, talents and energy to these programs.
- As reported, costs of food per year range from $250 to $144,000°. Only 5 percent of programs reported their food being completely donated while 32 percent received some donated food.
- Programs reported spending on supplies ranged from $142 a year to $120,000° a year. Though only 1 percent of programs reported receiving completely donated supplies, useful donations can help a program’s bottom line.

°The range in cost for these services varies greatly due to the differences in size of programs.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
<th>Percent of programs reporting use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logistics</td>
<td>Facility Space</td>
<td>69%</td>
</tr>
<tr>
<td></td>
<td>Transportation</td>
<td>20%</td>
</tr>
<tr>
<td>Professional Support</td>
<td>Volunteers</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>4H educators</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>Advertising</td>
<td>24%</td>
</tr>
<tr>
<td>Materials</td>
<td>Food</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Supplies</td>
<td>64%</td>
</tr>
<tr>
<td>Value added services</td>
<td>Pool access</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>Sports league access</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Parks &amp; recreation activities</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>Free curricula</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Library access</td>
<td>62%</td>
</tr>
</tbody>
</table>

OTHER FINANCIAL SUPPORTS

According to the South Dakota Child Care Workforce & Market Rate Report11, 7,305 children are enrolled in licensed after-school programs. Six percent of these children (458) receive a child care subsidy. According to the same report, the average hours of enrollment per child, per day, in out-of-school time care is 1.6 hours before school, 2.9 hours after-school, and 10.5 for full days (in-service, holidays and summer). The average hourly rate charged to parents for out-of-school time care is $2.27 per hour.

11 South Dakota Department of Social Services, Division of Child Care Services, March 2011 Market Rate Survey
CHILD CARE ASSISTANCE FOR OUT-OF-SCHOOL TIME PROGRAMS

Child Care Assistance is available to parents who meet income guidelines and work or attend school. Such assistance helps families with incomes up to 175% of the federal poverty level pay for child care. State registered or licensed out-of-school time providers are eligible to receive reimbursement for providing the care [See figure 15]. The family may be required to make a co-payment based on household income and family size. Current state reimbursement rates are set at the 75th percentile of the 2009 market rate report and range from $1.90 per hour to $2.95 per hour depending on the county and type of provider.

12 Child Care Assistance is administered by the Division of Child Care Services under the Federal Child Care and Development Block Grant. Hours per week or month for work/schedule.

COMMON CHARACTERISTICS OF STABLE PROGRAMS

Of survey respondents, 13 programs have been operating for more than 20 years. Here are some common characteristics of these stable programs: Programs open more than 20 years have more diversified funding sources than all programs as shown in figure 16. Their funding comes from three or more sources where more than 47 percent of programs receive funding from just one or two sources [See figure 16]

A NONPROFIT EXECUTIVE’S VOICE

“If you rely on one or two sources, especially if it’s governmental, you need to have a plan to become self-sufficient.”

— Steve Graf
executive director, Aberdeen Family Y

Diversified funding is the bedrock of financial security for an out-of-school time program, according to executive director, Steve Graf. The Aberdeen Family Y’s primary source of income for the Y’s program is fees paid by families of the 160-170 kindergarten through fifth-graders enrolled in After the Bell.

In addition, it conducts an annual campaign to fund after-school program scholarships for families in need. Other fundraising efforts include events and sales of t-shirts, popcorn and cards that offer discounts by local merchants.
Programs open more than 20 years support their operations partially through donations at a rate higher than all programs [See figure 17]. The top five donations are volunteers (77 percent), library access (69 percent), supplies (62 percent), facility space (54 percent) and parks and recreation activities (46 percent).

Programs operating for more than 20 years are located in South Dakota’s largest communities. One is in a community with a population of 5,000-10,000 while the remaining 12 programs are in communities with populations of more than 10,000.

All these programs report having a board of directors or advisory board.

Programs in smaller communities struggle to fill their program capacity while programs in larger communities are more likely to have a waiting list. Running an out-of-school time program at full capacity is an important factor in financial sustainability. Of the programs surveyed, 42 percent said their average daily attendance was below their operational capacity. A waiting list was reported by 10 percent of programs [See figure 18].

**RECOMMENDATIONS**

To ensure resource strength and stability for out-of-school time programs, five recommendations arise from this fund map research.

**ESTABLISH AND DEVELOP A WORKING BOARD**

Boards exist in large and small out-of-school time programs and communities across the state. Programs in communities with a population over 10,000 have the highest percentage with boards (48 percent). However, programs in communities of all sizes have boards. [See figures 19]. Likewise, all sizes of programs have boards. Figure 20 shows the number of students served during the school year by programs with boards.

---

**Figure 17: In-kind support for programs open more than 20 years**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
<th>Percent of programs reporting use</th>
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<tr>
<td>Professional Support</td>
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<td>15%</td>
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<td>Parks &amp; recreation activities</td>
<td>46%</td>
</tr>
<tr>
<td></td>
<td>Free curricula</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Library access</td>
<td>69%</td>
</tr>
</tbody>
</table>

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**Figure 19**

![Percent of Programs with Boards by Community Size](image)

**Figure 20**

![Percent of Programs with Boards and Number of Students Served Daily](image)
The results of this survey uncovered many statistically significant benefits of having a board of directors or an advisory board. Many programs operate with a small staff, often employed only part-time. A working board can provide support in building community relations that connect programs to in-kind and financial resources. Programs that reported having an advisory board were far more likely to receive donated services that add quality to their offering such as donated access to pools, 4H educators, sports leagues, park and recreational activities, curricula and advertising [See figure 21].

Figure 21

A BOARD MEMBERS’ VOICE

“It’s important for members of a nonprofit board, particularly those involving children, to be active in their communities. That adds to the credibility and support of the organization.”

— Craig Tieszen
board member, Rapid City Club for Boys

A state legislator and retired Rapid City police chief (32 years), Tieszen is well acquainted with the club’s work. His involvement began 40 years ago as a college student volunteer at the Club for Boys of Rapid City. “I like and trust the work they do,” he says.

With programs designed to meet the needs and interests of boys 6- to 17 years old, the club offers a variety of activities, educational and individual services year-round. Tieszen, who serves on both the operations and foundation sides of the board, describes his role as both a fundraiser and conduit of information. “I try to provide awareness to the club and about the club.”

Tieszen explains his enduring commitment to the club. “I saw the need and I saw the Club was serving the need.”
A well connected board can also be helpful in garnering local financial resources for the out-of-school time program. Thirty percent of programs with a board receive local contributions compared to 15 percent of those that operate without a board. The discrepancies are more drastic in the categories of city funding, county funding, foundation support and United Way funds, where programs without boards reported no funding. In addition, programs with boards have reduced the program fee burden on families as the average amount received from this source is significantly less per program. In order to gain these benefits from a board, it is important to engage members, define duties and expectations and provide meaningful training that will help them support the out-of-school time program [See figure 22].

### Figure 22: Local Contributions to programs in relation to board status

<table>
<thead>
<tr>
<th>Local funding source</th>
<th>Programs with a board</th>
<th>Programs without a board</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent of programs receiving</td>
<td>Average amount received</td>
</tr>
<tr>
<td>General contributions</td>
<td>30%</td>
<td>$19,963</td>
</tr>
<tr>
<td>City funds</td>
<td>23%</td>
<td>$8,359</td>
</tr>
<tr>
<td>County funds</td>
<td>9%</td>
<td>$938</td>
</tr>
<tr>
<td>Foundation support</td>
<td>19%</td>
<td>$10,055</td>
</tr>
<tr>
<td>Fundraising revenue</td>
<td>44%</td>
<td>$24,434</td>
</tr>
<tr>
<td>Parent fees</td>
<td>72%</td>
<td>$70,748</td>
</tr>
<tr>
<td>School district funds</td>
<td>12%</td>
<td>$3,620</td>
</tr>
<tr>
<td>United Way funds</td>
<td>37%</td>
<td>$20,702</td>
</tr>
</tbody>
</table>

**A MAYOR’S VOICE**

“We definitely feel this partnership with the Boys and Girls Club brings value to the community of Pierre.”

— Laurie Gill
mayor of Pierre

“The programming provided for kids by the Club is invaluable,” Gill says. That is why Pierre city leaders have since the 1960s provided a site and maintenance for the club.

The Capital Area Boys and Girls Club, like its counterparts throughout the nation, offers after-school and summer programs and services that “promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging and influence.”

There’s more. “Common sense would tell you that when kids are unsupervised for a number of hours it can lead to activities that may not be desirable,” Gill says. “The programming that is provided for the kids is invaluable.”
DIVERSIFY FUNDING SOURCES

According to state data on out-of-school time programs, 54 programs have closed since 2006. Thirteen cited loss of grant funding; 12 cited low enrollment—which reduces the amount of parent fees collected to support programming costs. Both factors show the importance of diversifying the funding sources for out-of-school time programs. Engaging the board of directors in fundraising and becoming familiar with the various funding streams that support such programs in South Dakota is a first step in diversifying out-of-school time funding. In addition, reviewing the main funding options and their eligibility criteria will ensure all possible sources are being utilized [See figure 25].

Figure 25: Funding sources available to out-of-school time programs in South Dakota

<table>
<thead>
<tr>
<th>Program</th>
<th>Funding area</th>
<th>Eligibility</th>
<th>Application process</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century Community Learning Centers—U.S. Department of Education</td>
<td>The 21st Century Community Learning Centers Program is to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program.</td>
<td>Eligible applicants primarily serve students &amp; families in high poverty schools. The 21st CCLC Program must be located in public school facilities or in facilities that are at least as available and accessible to the students to be served as if the program were located in a public school. Applicants must meet statutory program requirements of serving students from schools eligible for school-wide Title I programs or schools with 40% or greater poverty based upon free and reduced lunch.</td>
<td>Please call 605-773-5238 with any questions regarding the 21st Century Community Learning Centers grant or application process.</td>
</tr>
<tr>
<td>Title 1 of the Elementary and Secondary Education Act</td>
<td>The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.</td>
<td>A local educational agency may use Title I funds, in combination with other Federal, State and local funds, in order to upgrade the entire educational program in a school that has 40 percent or greater low income.</td>
<td>If you have questions, please contact the Title I Office at the South Dakota Department of Education at 605-773-6400.</td>
</tr>
<tr>
<td>National School Lunch Program (NSLP)</td>
<td>The NSLP provides cash reimbursement and commodity foods for meals served. School Breakfast Program (SBP) provides cash reimbursement to schools for meals served, much the same as the School Lunch Program.</td>
<td>Reimbursements available for meals served in non-profit food services in elementary and secondary schools, and in residential child care institutions. Children eligible to receive a lunch at free or reduced price are also eligible to receive breakfast at the same rate.</td>
<td>For information about the National School Lunch Program including afterschool snacks, or the School Breakfast Program, call (605) 773-3610.</td>
</tr>
<tr>
<td>Child and Adult Food Program</td>
<td>Child and Adult Care Food Program provides cash reimbursements for meals served in child day care centers, family and group day care homes, and adult day care centers. Programs are reimbursed according to the number of meals they serve to children. Child and Adult Care Centers receive reimbursement based on family size and income.</td>
<td>Child Day Care Homes, Child Day Care Centers and Adult Day Care Centers must be licensed in order to participate in the Child and Adult Care Food Program.</td>
<td>For more information, contact the SD Child and Adult Nutrition Services office at 605-773-3413.</td>
</tr>
<tr>
<td>Afterschool Snack Program</td>
<td>The National School Lunch Program (NSLP) now offers cash reimbursement to help schools serve snacks to children after their regular school day ends. Afterschool snacks give children a nutritional boost and draw them into supervised activities that are safe, fun and filled with learning opportunities.</td>
<td>In order for a site to participate, your school district must run the NSLP. Additionally the afterschool care program must provide children with regularly scheduled educational or enrichment activities in a supervised environment.</td>
<td>Agencies considering participation in snack meal service for children in after-school care can call Child and Adult Nutrition Services (CANS) at (605) 773-3413.</td>
</tr>
<tr>
<td>Fuel Up to Play 60</td>
<td>Fuel Up to Play 60 is a nationwide competitive funding program sponsored by National Dairy Council and the National Football League to help K-12 schools jumpstart and sustain school wellness activities and initiatives. The program provides seed money - up to $4,000 per school - to help Fuel Up to Play 60 educators make their schools a healthier place.</td>
<td>Schools applying for Funds for Fuel Up to Play 60 must be enrolled for the 2011-12 school year; participate in the National School Lunch Program, complete and submit an online application, complete the School Wellness Investigation and have support and involvement from the school principal, school nutrition professional, lead physical education teacher and the school’s Fuel Up to Play 60 Program Advisor</td>
<td>For more information see <a href="http://schoolfueluptoplay60.com/funds">http://schoolfueluptoplay60.com/funds</a></td>
</tr>
</tbody>
</table>
BOLSTER BUDGET WITH IN-KIND SUPPORT

Seeking in-kind support services can add quality at no cost to an out-of-school time program and help free up financial resources for other expenses. Engaging the board to help with community connections can bring in donations and volunteers from the community. Having defined roles and a system in place for training volunteers will help utilize their services to the benefit of the program. Additionally, creating a list of needed and accepted donations will help donors know what items are needed by programs.

WORK TOWARDS FULL-CAPACITY

In South Dakota, 48,969 of South Dakota's K-12 children are responsible for taking care of themselves after school and another 36,844 children would likely participate in an out-of-school time program if it were available in their community. Two of the most common barriers to enrolling in out-of-school time programs are cost and lack of availability.13

It is common that programs in smaller communities struggle to fill to capacity while programs in larger communities are more likely to have a waiting list. In each of these instances there are steps that can be taken to make programs available to students.

- Identify multiple funding sources that reduce parent program fees
- Raise scholarship funds to help families of low-income gain access to their services
- Raise awareness of the benefits quality out-of-school time programs
- Seek opportunities to appear in local media
- Engage their communities in special events and open houses.

ADVOCATE FOR POLICY SOLUTIONS

Eighty percent of adults surveyed by the 2009 South Dakota After 3PM survey agree that there should be “some type of organized activity or place for children and teens to go after school every day that provides opportunities to learn.”14 Seventy percent support public funding, an important source of this diversified mix of reported funding, for out-of-school time programs. The state of South Dakota can support out-of-school time programs through policies that support Child Care Assistance with reasonable co-pays, start-up grants and rural community sparsity grants to make sustainability possible.

Here’s how you can be an advocate for quality out-of-school time programs:

- Stay informed on out-of-school time issues: Sign up at sdafterschool.org to receive newsletters and e-mail alerts about state and federal policy issues and the latest publications on research and best practices in the out-of-school time field.
- Tell your friends: One of the easiest things you can do to support out-of-school time programs is to share facts with others about why your community needs these programs. Public support and concern can turn out-of-school time into a priority for community leaders and policymakers.
- Talk to your leaders: The support of a school board member or superintendent, city council member, mayor, governor, legislator or congressional representative can make a critical difference in the success of out-of-school time programs in your community.
- Participate in a Lights On After-school event: Check with local programs to learn about this annual fall event in your community or about South Dakota’s statewide event by visiting sdafterschool.org.
- Involve your business: There are many reasons and many opportunities for the business community to support out-of-school time programs. These programs support working parents by providing a safe, enriching environment for youth during work hours. Additionally, they help develop tomorrow’s workforce by teaching them crucial skills.

13 2009 South Dakota After 3PM survey
14 1 bid
CONCLUSION

This report provides a picture of the mix of the various funding sources now used in South Dakota to support out-of-school time programs that serve school-age children and youth. It is vital to protect existing funding sources to help strengthen programs stability and quality. The South Dakota Afterschool Partnership will disseminate this report to program directors, policymakers and advocates to help advance the sustainability of out-of-school time programs in the state. In addition, the South Dakota Afterschool Partnership will work with out-of-school time programs to advance the recommendations from this report:

- Establish and develop effective working boards,
- Diversify funding sources,
- Bolster budgets with in-kind support,
- Work towards full capacity, and
- Advocate for policy solutions at all levels of government.

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The South Dakota Afterschool Partnership advocates for sustainable, quality out-of-school time programs.

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