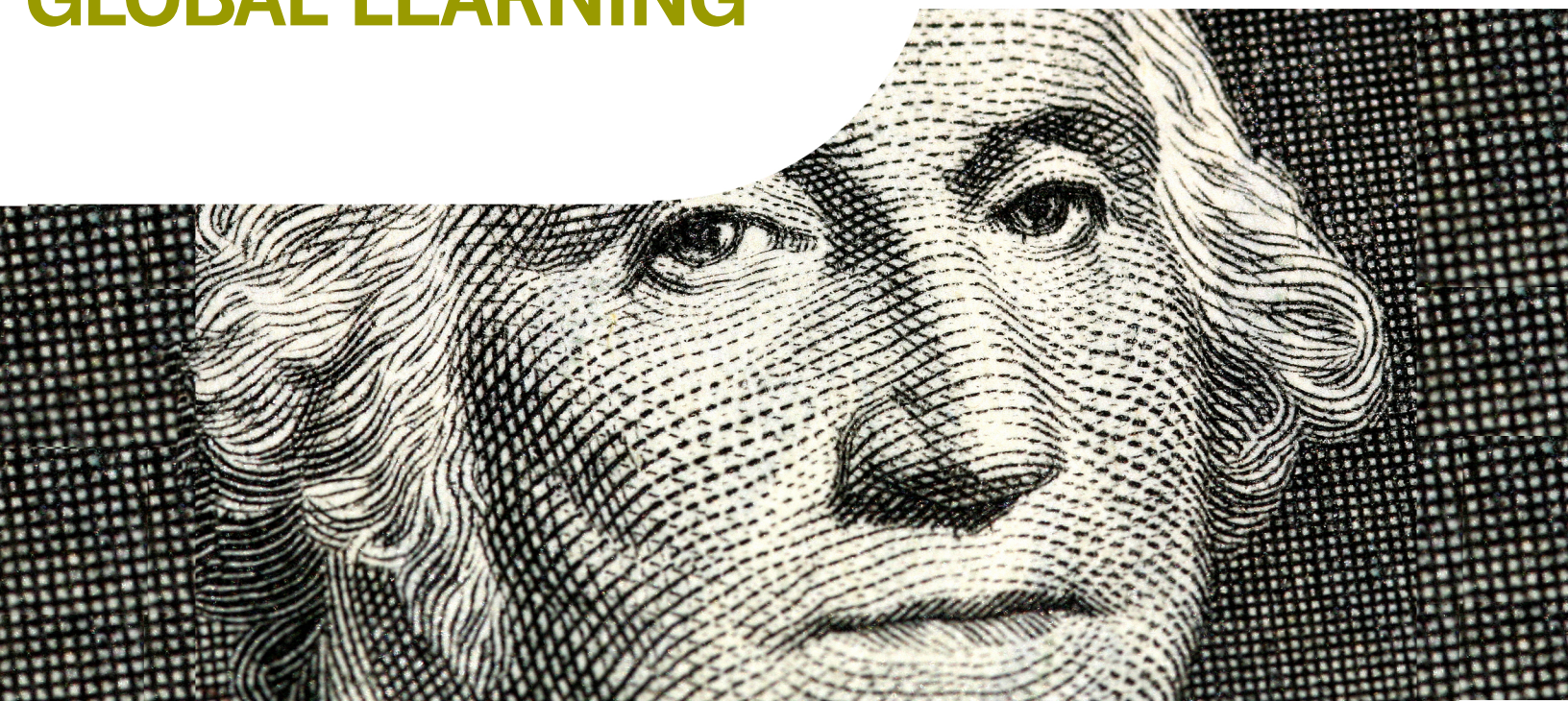# funding
GLOBAL LEARNING

in out-of-school time

Asia Society®

Partnership for Global Learning

Nearly 8.4 million youth[1] participate in out-of-school time (OST) programs. These programs offer a host of academic and enrichment activities that provide unique opportunities to engage youth and help them develop skills and talents. OST programs provide rich learning opportunities for youth through pedagogical approaches such as project-based learning, inquiry-based learning, cooperative learning, and other student-centered learning strategies.

As OST programs[1] grow in quantity, OST networks, policies, and funders are increasingly focused on building quality. A growing number of OST programs are adopting a global learning approach as a means to do so. Global learning provides a host of benefits to youth enrolled in OST programs, including preparing youth for careers in a global economy and preparing youth for citizenship in a global society. When implemented well, global learning provides an opportunity to offer engaging and highly relevant content that draws on young people's families, communities, and pertinent issues around the world to create meaningful learning experiences. The overarching purpose of global learning is to help youth become *globally competent*. To be globally competent, young people must be able to:

- **Investigate the world** of their immediate environment and beyond;

- **Recognize diverse perspectives**, both their own and others';

- **Communicate ideas** and collaborate with diverse audiences; and

- **Take action** by translating their ideas into appropriate actions to improve conditions both locally and globally[2].

This funding note is intended to help OST program leaders and administrators identify funding sources and financing strategies that can strengthen and sustain global learning in out-of-school time programs. It reviews state and federal funding sources that can be accessed to support global learning in both schools and community-based OST settings. Additionally, the brief highlights selected financing strategies that have proven successful for OST leaders currently implementing global learning. (See the companion funding note, "Finding Funding for Global Learning Initiatives in Schools" for further information at: http://asiasociety.org/files/funding-schools.pdf.)

HOW OUT-OF-SCHOOL TIME PROGRAMS CAN FUND GLOBAL LEARNING

Time-limited grants; decreases in federal, state and local budgets; and competition for limited resources make funding global learning in OST challenging. However, global learning aligns to the goals of quality OST programs, creating a number of opportunities to access funding if positioned appropriately. Global learning initiatives can support key high-quality

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[1] "America After 3 PM," The Afterschool Alliance, 2010. In this brief, out-of-school time programs refer to the range of programs that take place after school, before school, and during the summer.
[2] For more on the definition of global competence, please see Mansilla, Veronica Boix and Anthony Jackson. "Educating for Global Competence:

Preparing Our Youth to Engage the World," (Asia Society and Council of Chief State School Officers), 2011. http://asiasociety.org/node/9179

outcomes at the core of many funding streams, such as:

- **Increased youth engagement:** Global learning activities are highly relevant for youth and they can be embedded into multiple subject areas and types of activities, from literacy, math, and science to field trips, performances, and service learning projects.
- **Improved staff quality:** Global learning provides an opportunity for afterschool staff to think about curriculum and subjects in a global context, and to create activities that address academic, social, and emotional development simultaneously.
- **Extended or expanded learning:** Global learning provides an opportunity to link with and reinforce school day learning and curriculum by helping youth benefit from examining familiar subject matter through real-world applications.

In sum, global learning can engage youth, staff, families, partners, and communities in new ways. Everyone has their own unique cultural and global knowledge, history, experiences, and stories. Global learning can provide an opportunity to tap into new assets among stakeholders in your program, as well as spark new partnerships. A global approach provides an opportunity to partner with community groups and civic organizations that can bring additional visibility, resources, or international connections.

UNDERSTANDING HOW FEDERAL AND STATE FUNDS SUPPORT OUT-OF-SCHOOL TIME

Federal funds flow to states and communities through a variety of mechanisms, including formula or block grants, discretionary or project grants, and entitlement programs. Each funding source is designed to serve a particular purpose and comes with its own rules and requirements regarding eligibility, use of funds, application process, and flexibility of funds. To effectively access federal funds to support global learning, OST program leaders must learn how these types of funding operate and select the strategy most appropriate for their goals. No one approach will be right for all, but when global learning is a key component of OST program goals, then specific activities to engage youth in project-based learning or service learning, for example, could be an allowable activity of a variety of funding sources that could also support global learning.

Federal Funding

Several federal agencies administer funding streams that can be tapped to support global learning activities in OST programs. The largest federal funding stream for OST programs are the 21st Century Community Learning Centers (21st CCLC) grants, administered by the U.S. Department of Education (ED) and the Child Care and Development Fund block grant (CCDF), administered by the U.S. Department of Health and Human Services, Office of Child Care (OCC).

UNDERSTANDING HOW FEDERAL AND STATE FUNDS SUPPORT SCHOOLS

Federal funds flow to states and communities through a variety of mechanisms, including formula or block grants, discretionary or project grants, and entitlement programs. Each funding source is designed to serve a particular purpose and comes with its own rules and requirements regarding eligibility, use of funds, application process, and flexibility of funds. To effectively access federal funds to support global learning, school leaders must learn how these types of funding operate and select the strategy most appropriate for their goals. When global learning is a key component of school reform, for example, then a variety of funding sources that support curriculum development, teacher professional development, or student learning experiences in general could be used to support specific global learning activities.

Types of Federal Funds

Formula (or block) grants provide states or localities with a fixed amount of funding based on an established formula that is usually tied to some measure of a state's need for the funding (e.g. the percentage of children in poverty or state per-capita income). States regularly develop a general plan describing the broad functions and populations to be served by the grant. They can distribute these funds directly or pass them through to localities. Funds can be disbursed based on eligibility or following a competitive process. State and local governments set targets and priorities for these funds, so it is important to become familiar with program requirements for individual states. The U.S. Department of Education Title 1 grants are an example of formula grants that support schools and education programs that target the disadvantaged. For example, Part A is awarded specifically for school improvement while Part B is focused on literacy efforts.

Discretionary grants are awarded for specific projects on the basis of competitive application. These grants fund a wide range of efforts, from preventing juvenile delinquency to improving child health outcomes. They are most often time-limited and are very competitive. Depending on the provisions of the program, applicants may be a state or local, public or private entity.

Contracts are agreements between agencies—often public and private—for the provision of specified services. Contractors almost always have to meet specific performance standards. An example of a contract program is the U.S. Department of Education's Inexpensive Book Distribution Program.

Demonstration grants are pilot projects generally involving a small number of sites in an effort to learn about the effectiveness of a new program or approach. An effective demonstration grant program may lead to further funding in the form of a discretionary grant. Demonstration grants are awarded on a competitive basis, generally to state and local governments or community-based organizations, depending on the program's eligibility requirements

school. OST programs can access CCDF funds by becoming licensed by the state administrative agency to accept subsidy payments or, in some states, OST programs can apply for contracts that defray the costs of operating such programs. CCDF funds can also be used to incorporate global learning training and professional development activities already embedded in the regular OST program.

Other federal government agencies offer discretionary grants that can be used to support global learning in OST settings. Opportunities include:

- Institute of Museum and Library Services
- NASA
- National Science Foundation

These and other funding streams are discussed in more detail below.

State Funding

Additionally, many states support OST programs through state initiatives administered by departments of education, human services, health, juvenile justice, and other state agencies. For example, New York offers state violence prevention grants that many OST programs access to support programs and services in OST, and California offers a state grant program for OST programs for middle and high school youth. (See the Resource section of this funding note to learn more about grant opportunities in your state that support OST programs.)

Some examples of states that provide grant funds to support OST programs that could potentially support global learning include:

- In 2002, **California** voters passed Proposition 49, which allocates over $500 million annually for the Afterschool Education and Safety program (ASES). ASES funds aim to reinforce or expand the content of the regular school day and other learning opportunities available in the community. Programs are required to offer an education and literacy element and educational enrichment element. To maximize the use of these funds, the educational enrichment element can be a global learning activity that aligns with the regular school day geography or social studies activities.
- **New York** state funds OST programs through state-administered Extended School Day/Violence Prevention Grants, Contracts for Excellence grants, Youth Development/Delinquency Prevention grants, and Special Delinquency Prevention programs, in addition to programs administered with federal funds, or a combination of state and federal funds. In particular, global learning activities that foster cross-cultural understanding and tolerance could be eligible for the Extended School Day/Violence Prevention Grants.
- **Texas** supports afterschool programs through a **Franchise Tax Credit,** a tax credit to corporations that contribute to an out-of-school time childcare program for youth ages 5 to 13 run by a nonprofit organization or a local government. Businesses can deduct 30 percent of their qualifying expenditures (totaling up to 50 percent of the tax otherwise due), which include facility construction, program equipment or supplies, and operating costs.

Program leaders will need to be proactive in accessing a diverse base for sustainable funding to support their activities. Leaders can craft a compelling case for funding by taking an evidence-based approach to show how global learning supports cognitive and developmental goals for youth. Global learning can also be linked to policy priorities related to ensuring youth are college and career ready, and well-prepared to enter the 21st century workforce.

DETERMINING THE RIGHT FIT: FINDING FUNDING FOR GLOBAL LEARNING IN OUT-OF-SCHOOL TIME PROGRAMS

Part of what makes the opportunities presented in OST programs so rich is the potential for collaboration with schools, community-based organizations, and youth and families to create robust and unique learning opportunities for youth. These collaborations are also critical for a high-quality global learning program. Therefore, by leveraging these partnerships, OST programs can access a host of diverse funding from varied sources to support global learning.

Taking a strategic approach to resource development helps OST program leaders increase their success in applying for relevant funds for global learning. Key questions to ask when determining if a funding source is a good match include:

- **Does this funding source support my program's goals and activities?** While an opportunity may seem attractive due to the size of the award or the administrator of the funds, if a funding opportunity leads to "mission drift" or a significant shift of goals or activities, accepting the grant may come at a cost to the overall mission and purpose of the program.

- **Am I eligible to receive these funds?** OST programs are hosted and administered by schools, community-based organizations, non-profit groups, and for-profit groups. Not all OST funding streams are available to all programs. It is important to clearly understand who is eligible to apply for funds. Even if an OST program is not directly eligible, some funding streams support or require collaboration or significant involvement of local or school-based programs.

- **How does this funding fit into my existing budget?** A program should strive for a mix of support among federal and state grants, local funding, private funding, and flexible funds. A program should also consider award dates and expenditure dates when reviewing funding opportunities.

- **How can these funds be accessed?** Some funding streams, particularly those administered by the federal government, have significant reporting and evaluation requirements that smaller programs may find onerous to manage. Additionally, programs should consider their organizational capacity to meet reporting and accounting requirements stipulated in grant applications and contracts.

Identifying Funding Sources to Match Goals

As discussed earlier in the brief, there are no funding streams that explicitly identify

global learning in out-of-school time programs as a direct funding priority, however many funding sources have goals that are closely aligned with those of global competence. Below are the most promising federal funding streams, identified according to four broad goal areas that many OST programs seek to address.

1) Increasing Youth Engagement

Research points to student engagement in learning as a key driver in improving student academic achievement. Global learning activities are highly relevant for youth and include opportunities such as service learning and project-based learning that actively engage youth in fun and interesting learning activities. Funding streams that support increased youth engagement include:

- **Federal EdTech Grants[3]:** Funds support the innovative use of technology in classrooms and informal education. Funds can be used to support the purchase of hardware and/or software to provide youth opportunities to use technology to expand learning. Technology is a key component to provide direct communication and immersive experiences with other peoples and cultures, especially for youth who do not have the opportunity to travel abroad.

- **Institute of Museum and Library Services[4]:** This federal agency, charged with supporting museums and libraries at state and local levels, provides a

number of funding opportunities that can be used to enhance global learning in OST programs. A current priority of the agency is helping communities assess their capacity to support the acquisition of 21st Century learning and skills, including global awareness.

- **National Science Foundation; Funds to Support Science, Technology, Engineering, and Math (STEM) teaching[5]:** NSF offers grants specifically to support the teaching of STEM in informal OST settings. These funds support school year and summer programs. The agency offers a host of funding opportunities geared towards professional development as well as student learning and programs. STEM programs are important to help prepare youth to successfully compete and collaborate in a global economy.

- **NASA Funding[6]:** The National Aeronautic and Space Agency offers Summer of Innovation grants, specifically designed to give young people intensive STEM learning opportunities during the summer and into the school year. This grant is competitive and looks for high quality science instruction in the program. Most OST programs receiving this grant partner with a college or university. NASA offers other funding to support STEM education as well. Programs located near NASA installations can research the possibility of hosting activities at the installation, or inviting NASA scientists to the program site.

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[3] For a full list of the Office of Educational Technology grant programs, visit: http://www2.ed.gov/about/offices/list/os/technology/edgrants.html
[4] For more information, visit: http://www.imls.gov/about/21stCSkills.shtm

[5] For more information, visit: http://www.nsf.gov/dir/index.jsp?org=EHR
[6] For more information, visit: http://www.nasa.gov/audience/foreducators/index.html

- **National Endowment for the Arts-State Councils[7]:** The National Endowment for the Arts (NEA) grants funds to state, regional, and local arts councils to support community-based programming. While each council determines its individual priorities and goals, there are often funds designated to support school and community-based programs for youth. The arts—whether visual or performing—provide an excellent opportunity to connect youth to other cultures and traditions.

(2) Improving Staff Quality

Global learning provides an opportunity for OST staff, whether school-based or community-based, to think about curriculum and subjects in a different way. It also provides an opportunity to tap into personal talents, knowledge, and experiences to create activities that engage and challenge youth. Although OST staff members find the opportunity to design curricula and lessons engaging and personally enriching, they often need professional development to hone their skills. A number of funding streams support professional development for OST staff.

- **21st Century Community Learning Centers (21st CCLC):** In addition to providing general operating funds, 21st CCLC discretionary grants can be used to support professional development. Many states offer grantees professional development support through regular grant meetings and conferences. Additionally, grant funds may be used to support travel to the 21st CCLC Summer Institute, sponsored by the US Department of Education each year for grantee and program director professional development.

- **English Language Acquisition (ELA) State Grants (ED):** ELA grant funds are distributed by the US Department of Education to provide additional support to students with limited English proficiency. A portion of these funds can be used to provide OST staff, and others working with youth, training in instructional strategies. While these funds are awarded to schools, community-based global learning OST programs can explore participating in professional development offered to teachers and/or collaboratively planning activities for OST programs that dovetail with school-day curriculum and strategies.

- **Title I, Part A (ED):** Schools demonstrating need receive these formula funds, which are designated to support the additional instructional needs of underprivileged youth. This funding stream supports professional development opportunities for OST staff and instructional assistants who work with youth and can be used to fund expanded learning time through afterschool and/or summer programs.

- **Professional Development for Arts Educators (ED):** This funding stream, also administered by the US Department of Education, offers opportunities for OST staff providing arts education in schools to work in concert with arts professionals and other community-based programs, to design engaging and interesting curricula and activities for youth.

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[7] For a directory of state, regional and local arts councils, visit:
http://www.nea.gov/partner/state/SAA_RAO_list.html

- **Fulbright-Hays Summer Seminars[8]:** This program is cooperatively administered by the US Departments of State and Education. It provides a number of opportunities for school day teachers and some OST staff[9] to participate in exchange, research and study abroad programs.

(3) Expanding Learning Opportunities

A key asset of global learning offered in OST programs is the opportunity for staff and participants to engage with curriculum and lessons taught during the school day in a new and different way, often using methodologies that tap into a range of learning modalities of both youth and staff. Research studies suggest that expanding academic learning goals of the school day into other times and settings impacts cognitive and personal development, in the short and long term[10]. OST program directors looking to expand learning opportunities can explore these types of funding streams, such as:

- **ESEA Title I Funds and School Improvement Act Funds (ED):** A key strategy to improve student academic achievement is to provide youth more time for learning. Title 1, Part A and Title I School Improvement Act funds can be used to support afterschool, before school, and summer programs in Title I

schools or schools designated as in need of improvement.

While it is more complicated and time-consuming to manage a number of funding streams to support OST programs, this approach is often a necessary one to provide a rich, engaging experience for participants, program staff, and families. By strategically examining program goals and outcomes, OST program leaders can often find additional funding streams to support their global learning vision beyond state and federal funding streams that exclusively support OST.

FINANCING STRATEGIES FOR SUPPORTING GLOBAL LEARNING IN OUT-OF-SCHOOL TIME PROGRAMS

Accessing federal and state grant funds is an important part of a strategic and sustainable base of funding for global learning initiatives in OST programs. Often, federal and state grants are substantial in size and can support the majority of a program's costs and activities; however, federal and state grants can also be very competitive and time-consuming. They often require staff time for administration and reporting that may not be realistic for smaller OST programs and they are sometimes limited in the scope of activities they can support. By seeking a balanced portfolio that includes local and private funding, programs increase their chances of sustaining operations over the long term. Strategies to access other types of funds are discussed below.

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[8] To learn more about specific programs funded through Fulbright-Hayes grants, visit: http://www2.ed.gov/about/offices/list/ope/iegps/index.html

[9] Elementary, middle and high school teachers, administrators and/or curriculum specialists, librarians, museum educators, and media and resource specialists, may be qualified applicants of for this program.

[10] Vandell, Reisner, and Pierce, "The Promising After School Programs Study,", 2007.

Partnerships

Through robust partnerships OST programs can access funding, experts, and other resources for global learning. Some possible partners include:

- **Local Clubs:** Key goals of local Rotary Clubs include increasing international understanding and supporting international charities and causes through community involvement and engagement. Rotary Clubs can support global learning in OST programs by partnering on service projects as well as through sponsoring Interact Clubs (Rotary Clubs for youth) in high schools. Internationally oriented organizations such World Affairs Councils and United Nations Association (UNA) may have local chapters with potential partnership opportunities for global learning. Other internationally oriented volunteer groups such as a local Returned Peace Corp Volunteers (RPCV) can provide volunteer education programming in the community and at schools.

- **Libraries and Museums:** As discussed above, The Institute of Museum and Library Services administer federal grants to support OST programs working in partnership with local libraries or museums to create engaging global learning opportunities for youth. These community organizations can also provide space, resources, and access to information for global learning programs.

- **Local Schools and School Systems:** One compelling reason to partner with local schools and school systems is to be able to access a host of funding opportunities, many of which are described above. Additionally, many larger school systems have a host of resources to support teachers and schools that could perhaps be accessed by community-based organizations. Often school systems have *professional lending libraries* with resources and periodicals that can guide curriculum and/or activity development. In addition to the professional libraries, school systems also maintain libraries of text books and other materials of instruction that can be used as source material for global learning activities. Finally, school systems often have *resource teachers or subject area experts* that provide assistance and training to district teachers and OST staff.

- **Local Colleges and Universities:** As part of the Higher Education Act, many colleges and universities host National Resource Centers. These centers, often referred to as Title VI centers, have the mission to provide resources for foreign language and international studies to their surrounding community and to K-12 programs in particular[11].

Fundraising

Fundraising, while time consuming, has the advantage of providing *unrestricted* funds for program use. Global learning programs in particular benefit from having access to unrestricted funds to pay for activities such as teacher and student travel and exchange opportunities, which may be difficult to fund through grants and other awards. Program leaders must take care to ensure that fundraising activities or events do not detract from the key mission of their program, however with careful planning and consideration, fund raising

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[11] A list of current Foreign language resource center grantees and their activities is available at: http://nflrc.msu.edu/

can help sustain and build global learning activities.

- **Galas, auctions, and events**: More traditional fundraisers such as galas, auctions, and events, if well-planned and managed, can net significant resources for programs. While these programs tend to be labor- and time-intensive, and sometimes incur upfront costs for space rental and catering, the events can provide an excellent opportunity to showcase your program to the community and to engage participants' families.

- **Annual giving campaigns**: The initial costs for annual giving campaigns are less significant than for fundraising events, but are more time intensive in the preparation of information materials, the processing of gifts/donations, the maintenance of donor databases, and the acknowledgment of gifts.

- **Student fees**: For most OST programs, engaging youth is a goal regardless of family income level. However, many programs have been successful in charging participation fees, sometimes on a sliding scale. Fees can be assessed by week, month, session, or term.

- **Social enterprise approaches**: Some global learning programs have a service or asset to offer the community beyond high-quality learning for youth. Program leaders can offer professional development or other support to other OST programs in the community, or youth in the program may have skills or produce products valued by the community. For example, in Maryland, a community gardening program hosts an annual farmer's market where program participants sell their harvest of herb seedlings, salsas, sauces, and art to the community.

Fundraising initiatives are often time- and labor-intensive, and can take years to grow into truly successful and anticipated events. By taking an entrepreneurial approach to fundraising and considering program capacity and community interest, OST leaders can develop successful efforts that generate non-restricted funds for global learning.

Support from Businesses and Foundations

As with federal and state funding, few corporate and independent foundations specifically fund global learning efforts. However, many do invest in areas such as education, youth development, and community growth. It can be helpful to look for business and foundation support within your program's community.

- **Community Foundations:** Many cities and counties have local community foundations that invest in improving the quality of life in the community. Global learning programs can point to the important youth make to community life when they are prepared to work in an increasingly global economy and to participate civically in an increasingly diverse and complex world.

- **Corporate and Independent Foundations**: Foundation giving may be national in focus or more localized, as is often the case of corporate foundations that invest in areas of company operations. OST listserves and newsletters sometimes share

foundation funding opportunities and availability of funds. OST leaders can also use Web sites such as FoundationCenter.org to search for foundations with compatible giving missions. In particular, businesses with international connections can be strong supporters of global learning.

- **Employee-directed giving***: Some corporations manage employee-directed giving funds. Employees support these funds through payroll deductions and help choose the giving parameters for the funds. Global learning programs can visit Web sites of local businesses and corporations to learn if they manage employee-directed giving programs.

- **Local stores and offices of national or international businesses**: Often, managers will have the flexibility to give to local charities and causes important to the community. While these are often smaller, one-time or annual gifts and sometimes made in the form of gift cards, the gifts can be used to purchase supplies and other materials needed for the program. Today, businesses of all sizes have international connections and may invest in your local community as well as communities abroad.

OST program leaders can consider the following key financing strategies to develop sustainable programs, including:

- Making better use of existing resources;
- Maximizing revenue that has not yet been tapped (seeking grants and other funding); and

- Developing new dedicated revenue sources.[12]

Taking a broad view of financing a global learning program helps OST leaders increase the likelihood of achieving long-term sustainability of the engaging, high-impact, high-quality programs offered.

CONCLUSION

In the current fiscal environment, finding funding to support the implementation and sustainability of global learning initiatives in OST programs may be challenging. With a clear vision for the outcomes expected to be achieved through global learning, program leaders are better able to make a compelling case that investments in the program will net important returns. Recent research has more clearly identified how OST programs support federal and state policy goals related to academic achievement, including ensuring youth are college and career ready[13]. OST programs contribute to the local economy by preparing youth to enter the workforce and compete in a global economy, another important policy goal that may help OST program leader's access funds for global learning that is aligned to these important goals.

Program leaders must demonstrate the ability to write a compelling narrative that clearly illustrates how global learning will support the mission of the grant funds

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[12] C.D. Hayes, "Thinking Broadly: Financing Strategies for Comprehensive Child and Family Initiatives," (Washington, DC: The Finance Project), March 2002.
[13] "Evaluations Backgrounder, March 2011," Afterschool Alliance, www.afterschoolalliance.org

while at the same time describing how the program will be a good steward of public funds. Though it takes targeted efforts, strategic partnerships, and persistence, program leaders can access a variety of funds to support global learning in OST.

RESOURCES AND LINKS

A number of resources exist to help OST programs learn more about funding opportunities. These resources include:

- **Find Youth Info** | **findyouthinfo.gov**
A federal Web site that includes information on funding for opportunities to support programs for youth.
- **AfterSchool.gov** | **www.afterschool.gov**
A federal Web site including funding information and resources for supporting afterschool programs.
- **Catalog of Federal Domestic Assistance (CDFA)** | **cfda.gov**
lists all federal funding opportunities in a searchable database.
- **Federal Guide to Education Programs**
www2.ed.gov/programs/gtep/gtep.pdf
Describes all formula and discretionary grant funds administered by the US Department of Education.
- **Foundation Center**
foundationcenter.org
Offers a searchable database of national and local foundations, searchable by interest area.
- **Finding Federal Funding Database:**
financeproject.org/fedfund_search.cfm
A database of over 400 federal funding sources that support programs benefitting youth, families and youth.

The database is searchable by use of funds, name of agency and type of funding.

- **Afterschool in your State (by the** The Afterschool Alliance)
afterschoolalliance.org/policyStateMap.cfm
provides information regarding state specific funding streams that can be used to support OST programs.
- **Asia Society Partnership for Global Learning** | **asiasociety.org/education**
Dedicated to developing K-12 students who are college ready and globally competent, this site is a rich resource of materials, curriculum, information, ideas and best practice in globally-focused education.