



Financing Transportation Services to Support Out-of-School Time and Community School Initiatives

Strategy Brief

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TOOLS FOR
OUT-OF-SCHOOL TIME
AND COMMUNITY
SCHOOL INITIATIVES



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Out-of-school time and community school initiatives provide important opportunities for healthy growth and development for school-age children and youth. In order to fully participate in out-of-school time and community school

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programs, children and youth must have access to reliable and affordable transportation services. However, a significant challenge for many leaders of out-of-school time and community school initiatives is finding adequate funding to support transportation services.

Community leaders and program developers face a variety of issues in financing transportation services. Urban communities frequently face difficulty in accessing and coordinating public resources to transport children and youth to and from programs. This problem is true particularly for students who are not attending schools and/or programs in their own neighborhoods. Similarly, rural localities often struggle to cover the costs of transporting students the sometimes considerable distances between their homes, schools and/or programs. Moreover, a lack of dedicated funding for transportation services for out-of-school time and community school initiatives makes this challenge even more difficult. However, creating stable and reliable sources of funding for transportation services is critical to the long-term success of out-of-school time and community school initiatives.

This brief is intended to give policymakers, community leaders and program developers a better understanding of the funding sources and financing strategies that can be used to support transportation services for out-of-school time and community school initiatives. It presents general principles for financing transportation services and provides an overview of

relevant funding sources. The brief then outlines four strategies that policymakers, community leaders and program developers can employ to finance transportation services in their communities.

General Principles for Financing Transportation Services

Finding funding to support transportation services can be a complex and challenging process. Because no dedicated revenue sources for transportation for out-of-school time and community school initiatives exist, community leaders and program developers need to be creative in thinking about potential funding sources and financing strategies. Accessing many of these funding sources requires creating partnerships with organizations not traditionally included in out-of-school time and community school initiatives. Moreover, in many cases, funding sources for transportation services support a broad range of activities, from highway construction to subway systems. Consequently, community leaders and program developers must convince administrators of those funding sources that transportation services supporting out-of-school time and community school programs and services should be a community priority. The following principles can assist community leaders and program developers in selecting strategies to finance transportation services.

- **Start with a clear picture of your transportation needs.** Before approaching funders and potential partners, be clear of your program's transportation needs, including the number of students requiring these services, the time frame for which transportation is needed, and the geographical area to be served.

- **Familiarize yourself with the range of transportation resources currently available in your community.** Take an inventory of the transportation resources currently available in your area, including both public and private transit systems. Think creatively about how existing transportation resources could be modified or expanded to serve children and youth in your program.
- **Become knowledgeable about the federal, state and local transportation funds that are allocated to your community.** Identify which agencies and organizations fund transportation services, what services they support, and how decisions about resource allocations are made.
- **Remember that transportation funding is a political process.** Many transportation funding sources are relatively flexible, with local elected officials and appointees determining their use. Identify key officials within relevant agencies and cultivate positive relationships with them. Schedule meetings with decision makers to introduce them to your initiative and to explain the importance of transportation services.
- **Join forces with other stakeholders.** Many individuals and organizations, including parents, schools, policymakers, community leaders and funders, have a stake in finding solutions to transportation problems. Bring interested parties together to design and advance a transportation development project. Remember that no single person or organization is likely to be able to do the job alone.
- **Take advantage of required public comment processes.** Under many of the U.S. Department of Transportation grant programs, applicants must provide an opportunity for public comments on proposed projects. Use these opportunities to gain support for transportation projects that serve children and youth from your program.
- **Transportation planning requires time.** When working collaboratively with local and regional transportation boards, keep in mind that most transit planning is completed three years prior to its implementation.

Funding Sources for Transportation Services

Three funding sources comprise the bulk of support for transportation services for out-of-school time and community school initiatives: 1) school districts funds; 2) dedicated transportation funds; and 3) human service funds. Creating strategic partnerships throughout a community is the key to successfully accessing each of these funding sources. Identifying the most appropriate source(s) for an initiative will depend on the scope and nature of local transportation needs and the political and economic conditions of the community. This section describes each set of funding sources and how they might support out-of-school time and community school initiatives.

1. School District Funds

School districts are the primary providers of transportation services for children and youth in most communities. School districts already possess the capacity to provide transportation services, including staff and equipment. In many communities, they are a logical potential partner to provide transportation to and from out-of-school time and community school programs. However, transportation services are supported typically by the school's general funds. The ability of school district officials to provide transportation services for out-of-school time initiatives is likely dependent on existing budgetary constraints. In creating partnerships with school districts to provide transportation services for out-of school time initiatives, program leaders will likely need to demonstrate to district officials the contributions these programs make toward improving educational outcomes for children and youth.

2. Dedicated Transportation Funds

Dedicated transportation funds are directed specifically toward meeting the public transportation needs of states and communities. Local transit authorities generally administer dedicated transportation funds, which include federal, state and local funding sources, as well as fare revenue and other funds generated by the transit agency. In most jurisdictions, federal funds generally support capital expenditures while state and

local funds and passenger fares support operating costs. Larger transit authorities in urban areas tend to rely to a greater extent on local funds and funds generated by the transit agency; smaller transit authorities tend to be more dependent on federal funds.¹

Most of the federal and state programs supporting local transportation authorities do not provide funds specifically for out-of-school time or community school programs. However, many of these funding

sources have broad goals, such as assisting in job commuting and increasing public transportation ridership, that could easily include transporting children and youth to and from out-of-school time and community school programs. In many cases, local transportation authorities have great flexibility in determining how funds will be spent. Accessing these funding sources depends on the ability of community leaders and program developers to participate in and influence the decisions of local transit authorities.

¹ For more information on financing issues in public transportation, see the Transportation Research Board, *TCRP Report 31: Funding Strategies for Public Transportation* (Washington, D.C.: National Academy Press, 1998).

3. Human Service Funding Sources

In addition to dedicated transportation funding sources, there are a number of human service programs

FEDERAL TRANSPORTATION FUNDING SOURCES THAT CAN SUPPORT OUT-OF-SCHOOL TIME AND COMMUNITY SCHOOL PROGRAMS

Department of Transportation, Federal Transit Administration

The Transit Major Capital Grant Program supplies competitive grants to states to fund transportation-related capital expenditures, such as purchasing buses, vans and facilities. This grant can be used to help purchase vehicles for transporting children and youth in your out-of school time or community school program.

Urbanized and Non-urbanized Area Formula Transit Grants annually provide federal funds to state and local governments to finance the planning and capital costs of transportation in urban areas. Urban out-of-school time and community school programs may use the funds for purchasing vehicles or equipment. Non-urbanized Grants fund both operating and capital costs, which rural out-of-school time and community school programs may be able to use.

Job Access and Reserve Commute Grants annually provides competitive grants to state and local governments and non-profit organizations to assist in financing both capital and operating costs for work-related transportation services. Job Access Grants provide funding for new transit services to help welfare recipients get to and from jobs and training programs. Reverse Commute Grants help communities develop transit services to transport all workers to suburban job sites from urban, rural and other suburban locations. Job Access and Reverse Commute Grants can be used to purchase vehicles for transporting children and youth in out-of-school time and community school programs as well as for general operating costs.

Department of Transportation, Federal Highway Administration

Highway Planning and Construction Most of the federal funding under the Highway Planning and Construction Program can only be used for highway construction and rehabilitation projects. However, the Surface Transportation Program may be used for public transportation capital projects. These funds can be used to purchase vehicles or equipment for out-of-school time and community school initiatives.

For further information: www.dot.gov

that can also potentially fund transportation for out-of-school time and community school initiatives. These funding sources support not only human and/or social services for families, but also transportation that makes those services more accessible. They include:

- **21st Century Community Learning Centers.** The 21st Century Community Learning Centers Program (21st CCLC) awards grants to schools to expand community learning centers. These centers provide safe, drug-free, supervised and cost-effective after-school, weekend or summer activities. Unlike many funding sources supporting out-of-school time initiatives, 21st CCLC Grants may be used to fund transportation services for children and youth participating in the program.

- **Temporary Assistance for Needy Families (TANF).** Under the broad purposes of the TANF program, states may use TANF funds, at their discretion, to establish and finance transportation services for welfare-related activities. TANF funds may be used for a range of transportation services as long as the expenditure benefits TANF-eligible individuals and reasonably accomplishes a purpose of the TANF program, such as promoting work or pregnancy prevention. Under the pregnancy prevention goal, out-of school time and community school programs may use TANF funds (without use of income eligibility tests) to purchase vehicles or fund general operating costs for out-of-school time programs, including transportation.

- **Medicaid.** Under the Medicaid Program, states are required to arrange for transportation of beneficiaries to and from medical care. Individual states determine how transportation costs are to be paid and which transportation providers are eligible program participants. Community school leaders receiving Medicaid funding may be able use a portion of those funds to support transportation services for Medicaid-eligible children and youth to and from medical care.

- **Workforce Investment Act.** The Workforce Investment Act provides funding to state and local workforce development agencies for a variety of youth, adult and dislocated worker employment and training services. Under this act, states and local

workforce boards and agencies may use the funds to supply transportation for job-training and work-related programs. Community school leaders may be able to partner with workforce boards to purchase vehicles or fund operating costs to transport older youth participating in job preparation activities.

Several other human service funding sources support transportation services, but only for specific populations that may not be served by out-of-school time or community school initiatives. Another way to tap human service funding sources is to partner with agencies or organizations that have excess transportation capacity. One potential partner is a Head Start Program, which provides services for economically disadvantaged preschool children. Head Start funds are distributed to local public and nonprofit agencies to provide child development and education services, as well as supportive services such as transportation. For example, Head Start funds can be used to purchase vans to transport children. These vehicles must comply with federal safety regulations similar to those required of agencies transporting school-age children. By sharing the costs of transportation routes with local Head Start programs, both the Head Start program and out-of-school time initiative could benefit.

In order to access human service funding for transportation services, program leaders must forge strategic partnerships with other human service organizations in their communities. Many times out-of-school time and community school programs serve the same families that receive transportation services from other human service programs. Partnering may lead to better coordination of resources by human service agencies, which prevents duplication of services and provides opportunities for decreased transportation costs for each agency involved.

Financing Strategies

This section describes four strategies that policymakers, community leaders, and program developers can use to finance transportation services for out-of-school time and community school initiatives. Each strategy includes an example of the approach in practice and considerations for its use. The most appropriate strategy for a particular initiative depends on the initiative's purposes and goals as well as the local economic, demographic, geographic and political context.

1. Altering and/or Adding School Bus Routes

School buses are an important transportation resource for out-of-school time and community school initiatives. Community leaders and program developers can partner with school districts to provide transportation for students attending after-school programs in one of two ways. First, if students attend programs located at their schools, the school district can simply add additional routes at a later time to transport them home after the program

ends. If students attend programs that are not located at the schools that they attend, a second option is to alter regular school bus routes to transport them from schools to the location of their after-school programs.

For each option, the contribution of the school district may vary. Some school districts fully fund or share the additional costs incurred with altering and/or adding school bus routes. Others require the after-school program to bear all of the marginal costs of the additional transportation services.

BRIDGET EIGHTH GRADE CENTER IN INDEPENDENCE, MISSOURI

Program leaders of the Bridget Eighth Grade Center access two funding sources to transport students home by school buses from their after-school programs. The local county (Jefferson County) levies a quarter cent sales tax to combat drug trafficking and abuse and makes the funds available on a competitive grant basis to a variety of community groups. Through this sales tax program, the school district has received grants from the county to help fund transportation services for about five years. The Bridget Center also used a portion of their 21st Century Community Learning Center Grant from the U.S. Department of Education to provide after-school transportation. On average, about 500 kids per day utilize the transportation services provided by the school district to get home from the after-school program.

Contact: Debbie Stephens, the Bridget Center, 816-796-4800

KANSAS CITY, KANSAS, UNIFIED SCHOOL DISTRICT #500

In Kansas City, the school district provides transportation for students from school to after-school programs. Kid Zone, a program for elementary students, operates at 12 school sites throughout the city. The school district provides transportation for students whose home school does not host a Kid Zone Program. Students ride a regular school bus route, but are dropped off at the Kid Zone site instead of their home bus stop. Parents are then responsible for picking their children up at the conclusion of the after-school program. To establish transportation services last year, the district utilized a start-up grant from the Kauffman Foundation and the Greater Kansas City Community Foundation, as well as program fees and child care subsidies.

The Maurice Green “Finish the Race” Program, the companion program for middle school students, specifically targets students living in public housing. Funding from the Kansas City Housing Authority is used to provide school bus transportation home from the program.

Contact: Kelly Mather, Kid Zone, 913-627-4350

Considerations:

- When seeking to alter or add school bus routes, program leaders will likely need to be able to demonstrate how out-of-school time and community school programs contribute toward improved educational outcomes for children and youth.
- Consider starting small. For example, altering a route to add a stop at a program located in a local community center may be an easier sell than adding additional routes to transport children home after the program.
- The costs incurred to alter or add to school bus routes may be prohibitive for programs serving a small number of students. Smaller out-of-school time programs may want to consider forming a consortium of service providers and approach the school district together.
- Find out the legal limitations your school district may face. For instance, your school may not be able to transport children to programs outside of school district boundaries.
- Typically, school bus routes are operational only during the school year. Those out-of-school time and community school programs that operate on a year-round basis may need to look for transportation alternatives for the summer months.

2. Utilizing and/or Altering Public Transit Routes and Resources

Public transportation is another important resource for out-of-school time and community school initiatives. Public transportation systems already have valuable infrastructure, including equipment and staff resources. Moreover, coordinating transportation services can reduce the overall transportation costs in a community by clustering passengers together, utilizing fewer one-way trips, and sharing the use of transportation personnel, equipment and facilities.²

Out-of-school time and community school initiatives can partner with public transportation officials in a wide variety of ways. For example, public transportation officials can:

- add stops to the current public transit route to transport children and youth from school to a program and from their program to their home;

- donate vans, buses and other equipment to after-school programs;
- provide personnel to operate transportation services or supply training to out-of-school time staff in transportation safety; and
- enter into a contractual relationship with out-of-school time and community school programs to provide transportation services, including ride-sharing agreements.

² *Transportation Coordination: Benefits and Barriers Exist, and Planning Efforts Progress Slowly*. Washington, D.C.: U.S. General Accounting Office, October 1999.

RIDES PROGRAM OF SPENCER, IOWA

The Rides Program is a private nonprofit corporation that works to meet the transportation needs of the community of Spencer, Iowa. Aside from providing public transportation, Rides has a door-to-door service contract with the local YMCA to transport students from schools to their after-school programs, as well as with the local Head Start Programs and schools for disabled students. Rides receives federal Non-urbanized Area Formula Transit Grants for capital and operating expenses and performance-based assistance from the state (determined by the number of service contracts held).

The Rides Program fleet includes 70 vehicles: mini-vans, raised-roof vans and 18- to 25-passenger vans. Approximately 11 percent of Rides users are Head Start and school-age children. Drivers receive training in transporting children and are subject to criminal record and child abuse background checks. All buses are equipped with seat belts and Head Start provides shoulder harnesses for the transportation of younger children.

Contact: Rose Lee, Rides Program, 712-262-7920

The success of community leaders and program developers in partnering with public transit authorities is highly dependent upon their ability to create strong relationships with transportation officials and demonstrate the importance of out-of-school time and community school initiatives.

CLOVIS AREA TRANSIT SYSTEM OF CLOVIS, NEW MEXICO

Clovis Area Transit System (CATS) is the public transportation provider in Clovis, New Mexico. CATS does not operate fixed routes, but provides demand-response transportation. Approximately seven years ago, a local latchkey program requested help from CATS in transporting children from school to the program site. CATS responded by providing transportation for children to and from their home, school and after-school or child care programs. Currently, CATS provides 150 rides per day for children. All rides are on a reservation basis and transportation is door-to-door. The fleet consists of 12 vehicles, including 15-passenger vans and mid-size buses. The fare is 50 cents per ride. The majority of CATS's capital and operating revenue come from federal Non-urbanized Area Formula Transit Grants. CATS also receives assistance from the state's transportation authority, as part of a Welfare-to-Work program funded with (1) federal Job Access and Reverse Commute Grants and (2) Welfare to Work funds from the New Mexico's Public Transportation Programs Bureau.

Federal regulations create boundaries specifying the limits of services public transportation authorities can provide to school children. Under federal requirements, the public authority may not conflict with the services provided by the public school district or other district-contracted charter services. To comply with this regulation, parents must sign a release stating that their child is not eligible to receive services from the district before CATS can provide transportation.

Contact: Mary Lou Kemp, Clovis Area Transit System, 505-769-7910

Considerations:

- Public transportation providers prefer not to alter their schedules and routes. It may be difficult initially to set up a contractual relationship or alter an existing route; but once in place, partnerships with public transit providers can yield stable and reliable transportation services.
- When seeking to create partnerships with public transportation officials, program leaders will need to demonstrate the contributions the changed routes will make to increased ridership, as well as how the partnerships can assist the local transit provider in better meeting the transportation needs of the community.
- Out-of-school time and community school initiatives serving young children may need to put mechanisms in place to ensure the public transit providers can safely handle an increase in younger riders. For example, programs need to provide training for drivers, as well as safety workshops for children.
- Public transportation providers do not have to comply with the same regulations that govern school buses transporting children. Program leaders and public transit providers should investigate their state and federal regulations regarding transporting children and youth to ensure that their transportation plans comply.
- Liability concerns may affect the willingness of public transit systems to transport children. Creating a binding legal document may be necessary to ensure all partners are in agreement and aware of their level of responsibility.

3. Subsidizing Fares on Public Transit Systems

In some cases, particularly in larger communities, existing public transit systems have established routes and schedules that could transport students to programs not located at their schools, as well as bring them home after their programs end. Subsidizing participants' fares on the public transit system is another solution to the transportation challenge.

The program, the transit provider or both can provide subsidies. Depending on the availability of finan-

cial resources, community leaders can subsidize the full cost or part of the cost of transportation. In determining the amount of the subsidy, program developers will need to work closely with participating families to ensure that transportation costs are not a barrier to participation.

FAIRFAX CONNECTOR IN FAIRFAX COUNTY, VIRGINIA

At the request of the Fairfax County Partnership for Youth, the Fairfax County Department of Transportation (DOT) began a program to promote teen use of public transportation. The county already had established routes which run every day, all day. Unlike most morning and evening commuter services, the Fairfax Connector provides bus stops and bus information centers at local middle and high schools, community centers and libraries.

In 1999, the county DOT undertook an advertising campaign to make students aware of Fairfax Connector's existing routes, with a particular focus on the bus routes that included stops at schools and local community centers sponsoring after-school activities. As part of the advertising campaign, the Fairfax Connector posted signs and offered special passes to entice students to utilize the service, including half-price coupons for a 28-day pass.

In addition, the county Community and Recreation Department contracts with Fairfax Connector to provide charter service during the summer months from two middle schools to a newly constructed teen center. Fairfax Connector has a fleet of 172 buses ranging in size from 30 to 40 feet. One-way fares are 50 cents. Fairfax County provides the financial support for both capital and operation costs.

Contact: Dottie Cousineau, Fairfax County Department of Transportation, 703-324-1109

Considerations:

- Program developers may want to consider establishing a sliding scale subsidy based on family income to ensure that the charges are not prohibitive.
- Local transit systems are heavily subsidized by federal and state sources to ensure that commuters have access to buses and transportation services. Assuming routes and schedules meet your needs, subsidizing fares on existing transit systems is likely to be more cost effective for programs than buying and operating their own buses or vans (since riders are not paying the full costs of the services).

4. Creating Partnerships through Multi-Use Transportation Services

A final strategy to finance transportation services for out-of-school time and community school initiatives is to create multi-use transportation services with other community-based organizations. Many times, a community-based organization needs transportation services only for one or two specific periods during the day. Program developers can identify other providers with complimentary schedules and share a van or bus to provide transportation services. For example, an agency serving the elderly may need a van to transport seniors to medical appointments during the morning or a faith-based organization may need a bus only on the weekends. Community leaders and program developers can partner with other providers in the community to share costs and create transportation plans that meet all of their needs.

Multi-use transportation services appeal to a wide range of community groups. Potential partners include:

- child care providers;
- agencies serving welfare-to-work recipients;
- agencies serving the elderly;
- agencies serving disabled populations;
- housing authorities; and
- faith-based organizations.

Identifying the benefits potential partners can gain from participating—notably decreased costs—is the key to successfully engaging them in a transportation partnership.

WYOMING'S SWEETWATER TRANSIT AUTHORITY RESOURCES (STAR)

In the early 1980's, several government agencies in Sweetwater County, Wyoming, provided transportation services for their clients. Some areas in the rural county were covered by more than one agency, while others had no access to transportation. A community member whose child rode a bus to the Child Development Center, an early childhood education program, began a movement to coordinate transportation among the different agencies. In 1983, the Child Development Center secured a grant from the Federal Transit Administration to purchase buses for a coordinated transportation system, Sweetwater Transit Authority Resources (STAR).

STAR evolved into the county's formal transportation authority, coordinating existing transportation resources of several human service agencies and the federal Non-urbanized Area Formula Transit funds. STAR provides approximately 7,000 rides per month, a third of which are to and from the Child Development Center. STAR's fleet consists of 10 18-passenger buses. Service is door-to-door on a subscription basis and costs \$2 per ride. Aside from other child care centers, STAR serves senior centers, nursing homes, the housing authority and human service agencies. Community Services Block Grants subsidies are available to lower income riders who utilize the service for education or employment purposes.

Contact: Judy Wilkenson, Sweetwater Transit Authority Resources, 307-382-7827

ILLINOIS' RIDES MASS TRANSIT DISTRICT

Rides, the first rural mass transit district in Illinois, provides public, contract and subscription transportation to a nine-county area in southern Illinois. Rides began in 1977 as a pilot program in two counties. Since then, the Rides fleet has grown steadily from four to 55 vehicles, including mini-vans, 15-passenger vans and 31-passenger vehicles, and conducts approximately 20,000 trips per month. Rides contracts with 80 social service agencies, including day care and after-school programs, to provide transportation for children between the program and their homes. Rides receives 30 percent of its funding from the federal Non-urbanized Area Formula Transit Grants and about 40 percent from state Transportation Operating Assistance funds. The remaining funding comes from local fares and contracts.

Contact: Betty Green, Rides Mass Transit District, 618-285-3342

Considerations:

- While the other three strategies build on existing systems, bringing together a diverse group of stakeholders to form a new venture can be a longer-term prospect. Program developers need to weigh the investment of start-up time against the potential benefits provided by a new partnership.
- Multi-use transportation partnerships can be a viable strategy for programs serving a small number of children and youth that otherwise couldn't afford the costs of purchasing a vehicle.
- Issues of vehicle ownership, funding, liability and maintenance responsibilities must be addressed and agreed upon early in the relationship when developing multi-use transportation services.

- Multi-use transportation partnerships tend to work best among organizations with stable and predictable transportation needs.
- Involve community members who will be using the transportation services in the planning process. They can add a valuable perspective to the planning dialogue.

Conclusion

Community leaders and programs developers face significant challenges in finding adequate funding to support transportation services. Because no dedicated funding for transportation services for out-of-school time and community school initiatives exist, community leaders and program developers must think creatively about a range of different funding sources and financing strategies. Importantly, this involves creating partnerships with organizations that are not traditionally involved in out-of-school time and community school initiatives. Building and sustaining these partnerships remains the key to creating stable and reliable funding sources for transportation services for out-of-school time and community school initiatives.

Resources

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Use of TANF, WtW, and Job Access Funds for Transportation. U.S. Department of Transportation (June 2000). Available at <http://www.fta.dot.gov/wtw/uoft.html>

Organizations

American Public Transportation Association
202-496-4800 • www.apta.com

Community Transportation
Association of America
202-628-1480 • www.ctaa.org

Department of Health and Human Services
Administration for Children and Families
Office of Family Assistance
202-401-9215 • www.acf.dhhs.gov

Department of Transportation
Federal Transit Administration
202-366-4043 • www.fta.dot.gov

Department of Transportation
Federal Highway Administration
202-366-0660 • www.fhwa.dot.gov

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The Finance Project

The Finance Project is a non-profit policy research, technical assistance and information organization that was created to help improve outcomes for children, families, and communities nationwide. Its mission is to support decision making that produces and sustains good results for children, families, and communities by developing and disseminating information, knowledge, tools, and technical assistance for improved policies, programs, and financing strategies. Since its inception in 1994, The Finance Project has become an unparalleled resource on issues and strategies related to the financing of education and other supports and services for children, families, and community development.

The Out-of-School Time Technical Assistance Project

This tool is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives developed by The Finance Project with support from the Wallace-Reader's Digest Funds and the Charles Stuart Mott Foundation. These tools and resources are intended to assist policy makers, program developers and community leaders in developing financing and sustainability strategies to support effective out-of-school time and community school initiatives.



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