

American Recovery and Reinvestment Act

**A Guide to Opportunities to Assure
Children are Healthy and Prepared to
Succeed in School
for
Making Connections Communities**

Prepared by Sarah Griffen, *Making Connections* consultant,
with assistance from
Judy Herbstman, Center for the Study of Social Policy

March 2009

Making Connections - An initiative of
The Annie E. Casey Foundation



Table of Contents

Overview of the Statute	1
Opportunities for <i>Making Connections</i> Communities	1
Summary: ARRA Provisions Related to the Result of Ensuring that Children are Healthy and Prepared to Succeed in School (CHAPSS)	3
CHAPSS strategies that can be supported with ARRA funds.....	4
How the money will flow, levers of influence, and key questions.....	5
Key Areas of Focus for <i>Making Connections</i> communities	8
Key Areas for CHAPSS/Family Support Within the ARRA	10

This guide is part of a series of resources being developed by the Center for the Study of Social Policy for communities participating in the Annie E. Casey Foundation’s *Making Connections* initiative. For the past decade, *Making Connections* communities have been working to improve the lives and prospects of families living in some of America’s toughest neighborhoods by creating economic opportunities, improving the quality of services and supports, and strengthening social networks. Used wisely, the resources provided through the American Recovery and Reinvestment Act can contribute to and build on the work that *Making Connections* and other communities are doing to achieve and sustain more equitable results for families living in low income neighborhoods.

ARRA

Guide to Opportunities *to Assure Children are Healthy and Prepared to Succeed in School for Making Connections Communities*

Overview of the Statute

The American Recovery and Reinvestment Act (ARRA) was signed into law by President Obama on Tuesday, February 17, 2009. It is the broadest and largest funding package in American history. The intent of the statute is to stimulate the economy both through direct spending on a range of programs and to create tax relief. The package makes investments in education, health, and assistance to families hardest hit by the economy.

This document focuses on the provisions in ARRA related to early care and education, elementary education, health, and family support, with a particular focus on a two-generation approach. The stimulus funding described in this guide has the potential to support the strategies that make up the *Making Connections'* CHAPSS pathway, e.g., work to ensure all children read at grade level by end of third grade, to expand the supply of quality early childhood experiences (birth to kindergarten), and to connect children with health insurance, medical homes, and ensure they are screened for developmental disabilities and provided appropriate follow up services. This funding could also meet the needs of their parents by providing health, family literacy, nutrition, and housing assistance. Opportunities to connect parents in *Making Connections* neighborhoods to jobs, training and education are described in a companion guide.

Opportunities for *Making Connections Communities*

Making Connections and other low-income communities may be able to benefit significantly from a range of spending provisions in the statute – but quick, coordinated strategies are needed to ensure that communities have a place at the table. The priority in the statute is getting government money circulating in the economy *fast* – and in some communities this aim could take precedence over ensuring resources are targeted to those who need them most. Because it is short-term spending, local leaders are urged to act quickly to ensure that funds are used to promote the adoption of best practices, to recommend uses of funding to reinforce systemic change, and to put accountability mechanisms in place.

Our goal in distributing this guide is to help local leaders maximize the dollars that reach *Making Connections* neighborhoods, proportionate to the needs of the community. This guide will assist in identifying funding sources that hold greatest promise for increasing quality child care slots, enhancing focus school work, and helping families with basic needs. There are also additional ways in which communities might create strategies for utilizing the funds for longer-term benefit and programming, which will also be noted in this guide.



To influence how the funds flow, there are several key actions for communities to take:

1) **First and foremost, act now, and act fast.** Governments and organizations across the country are mobilizing and determining how the funding will be spent. The first money will flow in early March, and many of the law's provisions require spending plans to be in place in less than three months. Decisions are being made quickly, and while no spending plan will go exactly according to plan, it will be more difficult to influence the spending even a month from now, once broad parameters are in place.

2) **Identify the key stakeholders at the state and local level and their role in allocation decisions and implementation related to ARRA.** While it may be difficult for a particular community to get a seat at the table, it will be important to communicate with those who are making the decisions and to have a strategy for influencing their decisions.

3) **Prioritize, based on a community's capacities, which areas of the law will bring the most significant impact.** Covering all of the possible areas for the focus school, early care and education work, health, and parent support resources expanded by ARRA will be difficult. Consider where there are programs and/or systems in place that can be built upon, or where a community has a particular area of influence. For example, *Making Connections* communities with funding devolved to the counties from the state will perhaps have an easier time reaching and/or educating decision-makers about the use of these dollars in *Making Connections* sites. Similarly, if a *Making Connections* community has a strong relationship with its superintendent of schools, school board, mayor, city council, governor, state legislators, and/or other state agencies, this is probably a good time to make use of those connections and relationships. Local leaders are also urged to advocate for needed changes they see as critical in providing the services in an efficient and effective manner.

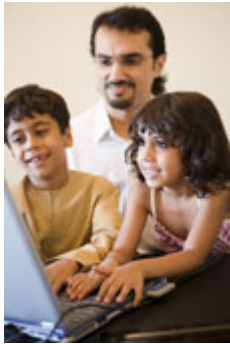
4) **Provide solutions and suggest proven ways for government to help low-income communities benefit from the provisions of ARRA.** Being proactive and suggesting strategies (e.g., programs and policies that have been developed through *Making Connections* and are making a difference for families) to spread the benefit of ARRA is essential in this fast-moving environment. ***Making Connections* sites should be prepared to show how existing strategies that are getting results could reach more families with support from ARRA resources.**

5) **Demonstrate how *Making Connections* can add value.** *Making Connections* communities have expertise and leveraging ability that can help cities and states with ARRA implementation.

They can:

- Bring knowledge of literacy strategies that can help struggling readers improve their performance by third grade;
- Align *Making Connections* CHAPSS pathway and health sidewalk with programs and services that may be funded through ARRA;
- Offer other prototype tools and programs;
- Leverage ARRA work with other existing or planned *Making Connections* programming and resources;
- Work with ARRA implementers to strategize how to use these short-term funds to create policies, and change system practice in ways that will position *Making Connections* communities to sustain strategies that are making a difference for families;
- Discuss and demonstrate the outcomes measurement tools that are being used for program improvement and accountability for *Making Connections* strategies; and

- Bring outreach, organize, and social network-building expertise that can link residents to advocacy efforts around education and health and also lead to transparency and accountability.



Summary: ARRA Provisions Related to the Result of Ensuring that Children are Healthy and Prepared to Succeed in School (CHAPSS)

ARRA expands slots in Early Head Start, Head Start, and child care. It also supports and increases funding in education:

Early Care and Education

- 1) \$2 billion in Child Care Block Grant Funds
- 2) \$2.1 billion in Early Head Start/Head Start Funds
- 3) \$500 million in Special Education – Infants and Families Grants

Focus School Strategies

- 4) \$13 billion in Title I Funding
- 5) \$53.6 billion in State Fiscal Stabilization Funds
- 6) \$5 billion in State Incentive Grants
- 7) \$70 million for Education for Homeless Children and Youth
- 8) \$100 million for the school lunch program
- 9) \$200 million for AmeriCorps
- 10) SCHIP (Not part of the ARRA allocation)

ARRA provides direct assistance to families in need, tax assistance and other income supports for the working poor, while also providing funding for projects that will stimulate the economy and support low-income communities.

Health

- 1) \$87 billion in increased Medicaid funding
- 2) \$500 million for Community Health Centers
- 3) \$1 billion for Prevention and Wellness Fund

Nutrition/Shelter

- 4) \$20 billion increase in the Supplemental Nutrition Assistance Program (SNAP, or food stamps)
- 5) \$100 million in Emergency Food and Shelter
- 6) Up to \$500 million in additional funds for Women, Infants and Children (WIC)
- 7) Additional \$150 million for two years for the Emergency Food Assistance Program

Tax Code Provisions

- 8) \$14.8 billion for the Child Care Tax Credit
- 9) \$116.2 billion over two years toward the new Making Work Pay Credit
- 10) \$4.66 billion over a two-year period for the Earned Income Tax Credit

- 11) Expansion of the American Opportunity Tax Credit, formerly known as the Hope Scholarship Credit
- 12) \$6.6 billion for the First-time Home Buyer and \$1.7 billion for the New Vehicular Purchase Tax Credits

Income Assistance

- 13) Additional \$5 billion over two years for Temporary Aid to Needy Families (TANF)
- 14) \$40 billion over two years toward Unemployment Insurance
- 15) \$1 billion to support Child Support enforcement

Aid to Communities

- 16) \$1 billion for the Community Services Block Grant
- 17) \$1 billion over a two-year period to support Community Development Block Grant
- 18) \$4 billion for the Public Housing Capital Fund
- 19) \$2 billion for the Neighborhood Stabilization Program
- 20) \$1.5 billion for Homelessness Prevention Fund
- 21) \$100 million for Lead Hazard Control
- 22) \$5 billion for the Weatherization Assistance Program

Analysts are viewing these streams of funding from many different angles—some from the perspective of easing state and local level budget shortfalls, others looking at the funding categorically. Many policy organizations, national associations, and interest groups have recommended how the stimulus funding can advance more effective policies. The opportunity for *Making Connections* sites is to think about how multiple funding streams can be blended or used to complement one another to benefit families. Each site will need to analyze the relationships and resources currently in place in deciding what policies and practices they might try to influence using ARRA funding.

CHAPSS strategies that can be supported with ARRA funds

1) *Advocate for policies that impact access.* To create access for as many children as possible, work with City and/or State government to establish the income threshold at 85% of the state median income for the Child Care Block Grant and up to 300% of Poverty for SCHIP. To impact quality, work with Early Head Start (EHS) and Head Start (HS) grantees/delegates to ensure that as they expand, more slots are available for Making Connections residents. This can happen in a variety of ways, from helping the grantee to identify qualified centers and/or Family Child Care Homes and schools to recruiting parents of eligible children. The Child Care Block Grant funding will also increase slots for children from birth to age 12. Some of the funding could be used for afterschool, if the program is licensed. Unlike EHS and HS, child care subsidies are predominately controlled by the parent like a voucher. Therefore educating parents about the importance of choosing a high-quality setting is essential in ensuring that children are receiving the greatest benefit.

2) *Continue to work for increased quality in all settings.* For sites that have not done so, advocate for minimum requirements such as background checks for all providers, CPR training, and a child development course. Ensure that reimbursement rates are based on quality and not market rates and reward quality sites with tiered reimbursement. Work with the Resource and Referral agencies to access funding for training, higher education courses, materials, and equipment for Family, Friend, and

Neighbor providers. (Please note that it is important not to sacrifice quality for quantity in regards to child care; therefore rewarding quality is an imperative. Low quality services have a negative impact on low-income children).

3) *Collaborate with local schools and the school district on leveraging Title I and other dollars to support focus school work, with an emphasis on literacy and health.* All of the recommendations from Foundations Inc. and the Mosaic Group could be funded by ARRA dollars; such funding would need the school district (superintendent and/or school board), a and the local principal to allocate the funds for these purposes. *Making Connections* funding could be used to leverage ARRA dollars for after-school and summer programming, for instance, as a challenge grant for matching dollars from the school/district. The same could be done with Special Education, Homeless Education, State Fiscal Stabilization Funds, School Lunch Program, and the competitive State Incentive Grants.

How the money will flow, levers of influence, and key questions



Funds will flow from the federal government in a variety of ways. Following are some of the channels for the funds, and considerations for communities in how to access or align themselves for each flow of funds. In addition to these general questions, there are specific questions to ask for each kind of funding that will be outlined in separate documents focused on those funding streams.

1) Federal Government to State Government

Most of the funds will flow directly to states through pre-set formula allocations. Most of the allocation formulas are based on FY08 spending. These amounts are (or soon will be) posted on state agency websites, or on the federal website, Recovery.gov.

There are several key state agencies that will be receiving the funds, primarily state departments of:

- Health and Human Services
- Housing and Community Development
- Education

In some cases, state departments also have a sub-allocation formula that they must use to distribute the money to localities; in others, the federal funds are allocated to the state government with timeline requirements for allocating and distributing the funding to specific projects or programs.

Each state varies in how they are managing the funds. Most have set up Offices of Economic Recovery (or similar name) and have appointed one person to oversee the state ARRA allocations. In some cases this person has budgetary authority (they make decisions and have influence over how funding is spent within each state agency); and in others they are coordinating the pass-through of funds to state agencies, where decision-making power lies. There is often a cabinet-level committee working on ARRA fund implementation as well. Determining how the money is being managed and who the decision-makers are in your state is critical to influencing the final flow of dollars.

Questions to Ask about the State Funding:

1. Who is responsible for overseeing the State's efforts?
2. What is the authority of the individual overseeing the funds?
3. Is there a cabinet-level or other committee that is cross-agency and that is working to coordinate the use of funds and their allocation?
4. What is the authority of individual state agencies with regards to spending at the state and local levels?
5. How are the state agencies planning to award funding to localities or to programs/systems – competitive, existing projects, etc.?
6. What is the timeline for final decisions about distribution of the funds and the specific projects that will receive funding, and how can we influence that process?

Points of Potential Influence:

- *Governor:* The Governor has significant authority in the distribution of the funds and in how funds are allocated to specific projects.
- *State Legislatures:* State legislatures may elect to assert their authority to have a say in how funds are distributed; understanding their role and level of influence is critical.
- *Cabinet secretaries:* The secretaries will be overseeing the distribution of funds within their agencies, and will also be responsible for reporting on the use of the funds.
- *Congressional delegation:* The congressional delegations were involved in the passage of this law and most are closely monitoring its implementation. Ask the congressional delegation to advocate with state decision-makers to assure funds support effective policies and practices and are targeted to residents of low-income neighborhoods.
- *Unions:* Within education in particular, unions may play a role in influencing how funding is used to improve results for struggling readers.

2. Federal Government to Local Government

Some ARRA funds flow directly from the federal government to local governments. Among these are:

- Some Education funds
- Community Development Block Grant funding
- Public Housing funds
- Community Services Block Grant funding

Questions to ask about a City's role in ARRA:

1. Who is responsible at the City level for distribution of the funds?
2. How is the City planning to ensure that low-income residents have access to supports?
3. How is the City working with state government overall on ARRA and what are the issues that are coming up?
4. How is the city using funds it does have direct control over to identify low-income residents who need the supports the most?

3. Federal Government Competitive

Some ARRA funding will be awarded from a federal agency to states or localities or other grantees based on a competitive process. The funding sources include:

- U.S. Department of Education
 - Teacher Quality Enhancement
 - Statewide Longitudinal Data Systems

These funds will be allocated through a national competition. Depending on the funding source, there are a range of applicants. Funding competitions will be announced quickly, usually within 60 days of ARRA's enactment (or by the middle of April), with awards within 120 days.

Questions to consider:

1. Who is eligible to apply? What capacity do they have?
2. How can we influence the application to ensure that *Making Connections* residents and communities benefit from the application?
3. Is there a role to play in building a competitive collaborative?

Influence:

- This will depend on who is planning to apply. The largest pot of funds, the Neighborhood Stabilization funds, allows many entities to apply. It may make strategic sense to advocate for and participate in a unified application.

4. Federal Government Discretionary

Relatively small amounts of funding are set aside within some of the federal agencies to spend at the Secretary's discretion, although most also have some guidelines for how the discretionary money might be spent.

General governing regulations

There are key governing regulations, of which transparency and accountability are major components. The statute establishes a new web site, www.recovery.gov, which will list all formulaic distributions of funding, all competitive grant awards, and any other funding spent through the law. It will also list when federal and state funding competitions are made available.

Many of the provisions of ARRA waive usual procurement processes in an attempt to expedite the contracting process. This has benefits and drawbacks. While it will probably ensure that funds are spent more quickly, it means that state and local groups must closely watch decisions about contracting and allocations.

Helpful Web Sites:

Throughout the guide, there are web sites listed for particular areas that may be useful. There are also several general web sites worth bookmarking and checking on a regular basis:

www.recovery.gov Noted earlier, this is the main ARRA web site for the government – all contracts, competitive funding rounds, contractors, and other information will be listed here. Note that each state probably already has a website related to the ARRA.

www.usaspending.gov Also noted earlier, this web site has a wealth of information on past spending, including contracts for services that can be an indicator of who to contact regarding ARRA work.

<http://www.cbpp.org/1-22-09bud.pdf> Center on Budget and Policy Priorities presents the stimulus provisions that impact low income families, state by state.

<http://progressivestates.org/node/22761>. The Progressive States Network has a helpful guide and will be monitoring the implementation of ARRA.

<http://www.clasp.org/publications/preliminarysummaryofarra021309.pdf> The Center for Law and Social Policy focuses on a range of programs and services included in ARRA.

<http://www.ed.gov/policy/gen/leg/recovery/> Information regarding the Stability Fund from the U.S. Department of Education's website

<http://www.buildinitiative.org/files/QRIS-Stimulus%20Final.pdf> The BUILD Initiative demonstrates who ARRA money can be used to support QRIS/ECE.

www.taxpolicycenter.org

www.nwlc.org National Women's Law Center

<http://www.firstfocus.net/Download/StimulusSide-by-Side.pdf> Overview of the child related provisions in the Stimulus Package.

<http://ccf.georgetown.edu/index/cms-filessystem-action?file=ccf%20publications/federal%20schip%20policy/ccf%20chip%20summary%202-13.pdf> A detailed summary of the Children's Health Bill, including a listing of implementation dates for key provisions.

Key Areas of Focus for *Making Connections* communities

Funding streams within ARRA are numerous, making it hard to determine where to focus attention. The sections below focus on the areas where: 1) there is a volume of funding that is likely to translate into significant support for low-income children and families; and 2) sites can use the resident leadership and organizing capacity they have developed to educate families about resources they can access directly. There are other areas where significant money will be available, but influencing the resources will be difficult at best

The main areas of focus for *Making Connections* communities are most likely:

1) Early Childhood Education: An opportunity to focus on policy and practice related to access and quality at the state, local, and neighborhood level.

2) Focus School Work: Ensuring that the available funding is used to support children reading at grade level at the focus schools.

3) Nutrition/Shelter/Housing Supports: Making sure that residents' basic needs are met during the economic crisis through resident engagement and awareness.

4) Health: Continuing to educate Making Connections residents regarding the various health supports and eligibility guidelines.

4) Tax Credits: Increasing opportunities for Making Connections residents to take advantage of tax benefits through free tax preparation sites.

5) Income Assistance: Policy and practice opportunities exist for TANF dollars over the next two years. There might be opportunities to ensure that the Child Support Enforcement policies and practices at the state and local level are not having a negative impact on families.

6) Aid to Communities: Funding that meets a variety of needs from non-profit capacity building to affordable housing support. Educating residents about these resources will be critical considering the two-year time limit.

Each *Making Connections* community will need to assess its assets, abilities, and capacity in deciding upon the strategy to pursue. It would be difficult to focus on all of the opportunities created by ARRA – focusing on key areas where *Making Connections* can have influence and impact that result in solid outcomes for residents will be critical to achieving success with ARRA.

Key Areas for CHAPSS/Family Support Within the ARRA

Early Childhood Education

Agency: U.S. Department of Human Services	
<p>Program:</p> <p>Child Care and Development Block Grant</p> <p>2009 budget: 2.1 billion</p>	<p>Governing Provisions:</p> <ul style="list-style-type: none"> ▪ section 658G of the Child Care and Development Block Grant Act of 1990
<p>Additional Stimulus Funding: \$2 billion \$255 million for Quality Improvement \$93.6 million targeted to infants and toddlers</p>	<p>How money will flow:</p> <ul style="list-style-type: none"> ▪ Formula funding to states and localities – then provided as a child care subsidy through voucher or contract with providers so low-income parents can participate in work training and/or work.
<p>Uses:</p> <ul style="list-style-type: none"> ▪ Supplement child care assistance for low-income families 	<p>Web Sites:</p> <p>http://www.acf.hhs.gov/programs/ccb/ccdf/index.htm www.buildinitiative.org www.clasp.org www.nwlc.org</p>
<p>Areas for Influence</p> <ul style="list-style-type: none"> ▪ Create more high quality child care slots for <i>Making Connections</i> residents ▪ Use quality improvement dollars to support Family, Friend and Neighbor care with materials, equipment, and training ▪ Incorporate developmental screenings into infant and toddler care settings ▪ Use funding for qualified children for after-school and summer school programming ▪ Request that centers be provided with temporary gap assistance to operate while filling child care vacancies ▪ Ensure that child care assistance is available to parents who have lost their job or had their hours reduced while they look for employment. 	

Agency: U.S. Department of Human Services

Program: Early Head Start	Governing Provisions: <ul style="list-style-type: none">▪ section 645A of the Head Start Act▪ Training and technical assistance governed by section 645A(g)(2) of the Head Start Act
Funding: \$1.1 billion	How money will flow: <ul style="list-style-type: none">▪ Funding will be administered from the Regional Office directly to current Early Head Start programs.
Uses: <ul style="list-style-type: none">▪ Provides low-income children prenatal to age three and their families with developmental, educational, health, nutritional, social and other supports so that children are prepared to succeed in school and in life.	Web Sites: http://www.ehsnrc.org/
Areas for Influence <ul style="list-style-type: none">▪ Work with EHS grantees to ensure that recruitment of families and providers occurs in <i>Making Connections</i> neighborhoods.▪ Child care homes and centers might benefit from expanded slots and the supportive services for families.	

Agency: U.S. Department of Human Services

Program: Head Start 2009 budget: 7.1 billion Serves 900,000 children	Governing Provisions: <ul style="list-style-type: none">▪ Head Start Act▪ current statutory formula for allocation of Head Start funds
Additional Stimulus Funding: \$ 1 billion	How money will flow: <ul style="list-style-type: none">▪ Funding will be administered from the Regional Office directly to current Head Start programs.
Uses: For improvement and expansion of Head Start. 10% of funds are for training and technical assistance.	Web Sites: http://www.acf.hhs.gov/programs/ohs/ (Head Start home page) www.nhsa.org (<i>National Association of Head Start Agencies</i>) http://eclkc.ohs.acf.hhs.gov/hslc/HeadStartOffices (Head start office locator)
Areas for Influence <ul style="list-style-type: none">▪ Expand Head Start slots in <i>Making Connections</i> neighborhoods, especially within focus schools.	

Agency: Department of Education

<p>Program:</p> <p>Special Education: Infants and Families Grants</p> <p>IDEA Preschool grants</p> <p>2009 budget: 11.5 billion total for Part B</p>	<p>Governing Provisions:</p> <p>Part C of the Individuals with Disabilities Education Act (IDEA)</p> <p>Part B of the Individuals with Disabilities Education Act (IDEA)</p>
<p>Additional Stimulus Funding: \$ 600 million - Part C</p> <p>\$400 million – Part B</p>	<p>How money will flow:</p> <ul style="list-style-type: none">▪ Formula grants to states.
<p>Uses:</p> <ul style="list-style-type: none">▪ Flexible funding to improve services for children birth to age three with disabilities and their families. (Part C) The state can include at-risk infants and toddlers within this funding stream.▪ Free preschool for children ages 3 to 5 with disabilities. Can be used for speech-language pathology services, physical and occupational therapy, psychological services, parent counseling and training, and social work services in the school.	<p>Web Sites:</p> <p>http://idea.ed.gov/explore/home</p>
<p>Areas for Influence</p> <ul style="list-style-type: none">▪ Advocate using this funding to screen at-risk infants and toddlers in <i>Making Connections</i> neighborhoods. (Child Find)▪ Connect families with infants and toddlers, once screened and identified as needing intervention, to follow-up services.	

Education: Focus School Work

Agency: Department of Education	
<p>Program:</p> <p>Fiscal Stabilization Fund (Education)</p>	<p>Governing Provisions:</p> <ul style="list-style-type: none"> ▪ Local Educational Agency (LEA) can use funds for purposes under ESEA (20 USC 6301 et seq), IDEA (20 USC 1400 et seq) , Adult and Family Literacy Act (20 USC , 1400 et seq) and Perkins Technical Education (20 USC 2301 et seq) or for modernization or repair of schools
<p>Funding:</p> <p>A) \$53.6 billion, allocated as follows: \$48.3 billion to states, of which \$39 billion is to restore funding to previous levels to elementary, secondary, and higher education \$8.8 billion is for general uses, including education</p> <p>B) \$5 billion in incentive grants and for an Innovation Fund</p>	<p>How money will flow:</p> <ul style="list-style-type: none"> ▪ Available upon enactment ▪ Funds flow to states based on a formula allocation once state makes assurances in five key areas (maintain fiscal support through 2011 at 2006 levels; improve teacher effectiveness and equity in distribution; establish longitudinal data system; enhance academic standards and assessments; and support struggling schools) ▪ Incentive grants are at discretion of Secretary, up to \$650 million of Innovation Fund may go directly to LEAs. ▪ Innovation Fund includes priority for projects that partner with private sector or philanthropy
<p>Uses:</p> <p>An array of programs and uses as authorized under ESEA – see Governing Provisions above Includes Adult and Family Literacy Funding</p>	<p>Websites:</p> <p>http://www.ed.gov/index.jhtml</p>
<p>Areas for Influence</p> <ul style="list-style-type: none"> ▪ State government has wide discretion ▪ Funding can be used to support “current” focus school efforts, by maintaining current staff levels, etc. ▪ Sites can advocate for student-based funding. The funding can be used for equity and adequacy adjustments. ▪ Advocate for capital construction needs for schools that need modernization, renovation, or repair. ▪ Encourage the state to apply for Student Identification Systems grant. Since half of the funding goes to local governments, this money will be helpful with the district data collection, as well. ▪ Encourage the district to use a quality rating system or tool to identify and reward effective teachers (one tool – CLASS/Classroom Assessment Scoring System for PreK to 3rd grade) 	

Agency: U.S. Department of Education

<p>Program:</p> <p>Title I</p> <p>2009 budget: \$15 billion Serves 50,000 schools</p>	<p>Governing Provisions:</p> <ul style="list-style-type: none"> ▪ No Child Left Behind
<p>Additional Stimulus Funding: \$13 billion</p>	<p>How money will flow:</p> <ul style="list-style-type: none"> ▪ Funds are allocated to the states and sub-allocated to LEAs. ▪ ARRA will fund two of the four formulas – targeted grants and education finance incentive grants.* ▪ Available during school year 2009-10 and 2010-11
<p>Uses: Supplemental education funding, especially in high-poverty areas, for programs that provide extra academic support to help raise student achievement.</p>	<p>*Targeted – weighted so that LEAs with higher numbers or percentages of poor children receive more funds. Education finance Incentive grants – distributed to states based on effort to provide financial support for education based on relative wealth per capita and the degree to which the expenditures are equalized.</p>
<p>Areas for Influence</p> <ul style="list-style-type: none"> • Work with the focus school and/or school district to ensure that these funds are used to support the Foundations Inc. recommendations – literacy coaches, using data to identify and support struggling readers, parent involvement, after-school, tutoring, summer school, etc. • Funding can be used for early childhood education programs and activities. • The Foundations Inc. recommendations can be used to develop or revise plans to become a Schoolwide Program, if more than 40% of their students are at-risk. 	

Agency: Department of Education

Program: Education for Homeless Children and Youth	Governing Provisions: Title VII-B Of The McKinney-Vento Homeless Assistance Act, As Amended by the No Child Left Behind Act of 2001
Funding: \$70 million	How money will flow: <ul style="list-style-type: none">▪ Formula grants to the State Department of Education who then can subgrant to LEAs on a competitive basis.
Uses: Help homeless children to overcome impediments to enrollment, regular school attendance, and achievement.	Web Sites: www.ed.gov/programs/homeless/guidance.pdf
Areas for Influence <ul style="list-style-type: none">▪ Identify children who are living in a home with multiple families (doubled up), a definition of homeless not typically reported. Also, children awaiting to be foster care placement qualify.▪ Work with the state and districts to ensure that children who qualify as homeless at the focus school are stabilized and receiving needed resources around chronic absences, health status, etc.	

Agency: United States Department of Agricultural

<p>Program: Food and Nutrition Service – National School Lunch Program</p>	<p>Governing Provisions:</p> <p>Compilations on this website contain the PDF version of Federal agricultural laws affecting the Child Nutrition Programs.</p> <ul style="list-style-type: none">■ <u>Richard B. Russell National School Lunch Act</u>■ <u>Child Nutrition Act of 1966</u>■ <u>Public Law 108-265</u> (amended the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966). Bill Number S. 2507 -Signed into law on June 30, 2004
<p>Funding: \$100 million</p>	<p>How money will flow:</p> <ul style="list-style-type: none">■ Districts apply for the Seamless Summer Option■ Reimbursement for after-school meals
<p>Uses: Breakfast, lunch, afterschool snacks, summer school lunches and snacks</p>	<p>Web Sites:</p> <p>http://www.fns.usda.gov/cnd/Lunch/</p>
<p>Areas for Influence</p> <ul style="list-style-type: none">■ Work with the district and focus school to provide meals for the afterschool and summer school programs, if not already in place.■ Ensure that the meals are delicious, healthy, and culturally appealing.	

Agency: Corporation for National and Community Service

<p>Program:</p> <p>AmeriCorps – National, State, VISTA, NCCC</p>	<p>Governing Provisions:</p> <ul style="list-style-type: none"> ▪ National and Community Service Act of 1993 ▪ Generations Invigorating Volunteering and Education (GIVE) Act of 2008
<p>Funding: \$200 million</p>	<p>How money will flow:</p> <ul style="list-style-type: none"> ▪ Two-thirds of the AmeriCorps funds will go to existing grantees for expansion. One-third will go to State Service Commissions based on formula, and the State will sub-grant. ▪ VISTA funds will ▪ NCCC Members are available for finite projects for up to six weeks.
<p>Uses: AmeriCorps members tutor and mentor youth, VISTAS recruit community volunteers, raise funds, manage projects, and build capacity for non-profits' sustainability.</p>	<p>Web Sites:</p> <p>www.americorps.org</p> <p>http://www.cns.gov/about/recovery/index.asp</p>
<p>Areas for Influence</p> <ul style="list-style-type: none"> ▪ Work with existing state and local programs that are expanding and have a focus on Education to place AmeriCorps Members into the focus schools. (Members can support the Foundations Inc. recommendations in various ways based on their qualifications from tutor to literacy coach to health liaisons, etc.) ▪ Apply for a VISTA to help with parent and community outreach. 	

Agency: Centers for Medicare and Medicaid Services

<p>Program: State Children’s Health Insurance Program (not part of the ARRA)</p>	<p>Governing Provisions:</p> <ul style="list-style-type: none"> ▪ Title IV, subtitle J of H.R. 2015 [105th] <u>Balanced Budget Act of 1997</u> ▪ States with separate Child Health Plans - Section 42 of the Code of Federal Regulations, Section 457 ▪ Now covers legal immigrants (pregnant women and children) that have been in the country for less than five years.
<p>Funding: \$32.8 billion</p> <p>\$90 million in outreach funds to available state and local governments, federally qualified health centers, disproportionate share hospitals, federal-public programs that serve children (like WIC or school lunch), faith-based groups, community-based groups, or schools.</p>	<p>How money will flow:</p> <ul style="list-style-type: none"> ▪ Financed by the Federal and State governments and administered by the States. Within broad Federal guidelines, each State determines the design of its program, eligibility groups, benefit packages, payment levels for coverage, and administrative and operating procedures.
<p>Uses: Health insurance coverage for children</p> <ul style="list-style-type: none"> • Allows for reimbursement of translation services for enrollment, re-enrollment, and in utilizing coverage. 	<p>Web Sites:</p> <p>http://www.cms.hhs.gov/NationalSCHIPPolicy/</p>
<p>Areas for Influence</p> <ul style="list-style-type: none"> • The statute provides financial bonuses to states if there is continued improvement in enrollment, retention and renewal strategies. • Advocate for dental-only option for children that need that coverage only. • Encourage the focus school via the school district to apply for funds to become a community outreach site. 	

Education -

- Education Technology – Enhancing Education Through Technology Program - \$650 million to improve academic student achievement by ensuring that every student has 21st century skills and is technologically literate. There is professional development funding for enhancements in technology curriculum and teaching and funding for classrooms, including computer and science labs.

CHAPSS Family Support Funding

Nutrition and Shelter - *connect families to needed resources for which they qualify*

- Food Stamps – Department of Human Services – increased monthly benefit and funding to manage rising caseloads.
- Emergency Food and Shelter – FEMA – helps local community organizations provide food, shelter and support services to the hungry, homeless and those experiencing economic distress. Funds can be used for rental assistance, housing relocation, security and utility deposits, moving costs, and overdue rent and utilities.
- WIC (Women, Infants, and Children) – funding to purchase commodities for qualified families. 2009 budget: 6.9 billion to serve more than 9.1 billion plus \$500 million in stimulus funds.
- Commodity Assistance – commodity purchases and emergency food assistance. 2009 budget: \$160.4 million plus \$150 million in stimulus funds for two years as a reserve.

Taxes

- Child Care Tax Credit - \$1,000 per child; floor for refund is \$3,000 in 2009 and 2010.
- Making Work Pay Credit – refundable credit of up to \$400 for individuals and up to \$800 for couples, if not claimed as a dependent. Phases out for individuals who make more than \$75,000 and for couples who make more than \$150,000.
- Earned Income Tax Credit – Increases for families with three or more children and provides marriage penalty relief for married couples filing a joint return.
- American Opportunity Tax Credit, formerly known as the Hope Scholarship Credit – tax credit up to \$2,500 for cost of tuition and related expenses for 2009 and 2010. Forty percent is refundable, with phase out for individuals that make more than \$80,000 and \$160,000 for married couples filing jointly.
- Home Buyers Credit – First-time home buyers get a refundable credit of up to \$8,000 for homes purchased after January 1, 2009 through December 1, 2009. Phases out for individuals making more than \$75,000 and for married couples filing jointly making more than \$150,000.
- Vehicle Purchase Credit – taxpayers can deduct state, local, and excise taxes paid on purchase of new vehicles through 2009. Phases out for incomes above \$125,000.

Income Assistance

- Temporary Aid to Needy Families (TANF) – Department of Humans Services- Stimulus funding to assist states with rising caseloads. States with high population growth and/or increased poverty will receive supplemental funds in 2009 and 2010.
- Unemployment Insurance – one time grants to states to enact model reforms aimed at modernizing the Unemployment Insurance program to better serve part-time and low-wage workers. Also, the first \$2,400 in unemployment benefits is exempt from taxation for 2009.
- Child Support – Department of Human Services – addresses staffing needed to process child support payments in a timely fashion. Recommend working with your state and/or local departments to ensure that services are tailored to meet the needs of both parents, with policies that help low-income fathers make work pay. Policies could include early intervention

processes, fair orders based on reasonable income withholding levels and debt reduction solutions.

Aid to Communities

- Lead Hazard Control – HUD - competitive grants to local government and non-profit organizations to remove lead-based paint hazards in low-income housing.
<http://www.hud.gov/offices/lead/lbp/lhc.cfm>

Adult Health

Agency: Medicare and Medicaid Services	
<p>Program: Medicaid Federal Matching Assistance Percentage (FMAP)</p> <p>2009 budget: \$149 billion</p>	<p>Governing Provisions: States must maintain current eligibility to receive funding.</p>
<p>Additional Stimulus Funding: \$87 billion</p>	<p>How money will flow:</p> <ul style="list-style-type: none"> ▪ Federal to state
<p>Uses: Maintain health insurance coverage for low-income residents</p>	<p>Web Sites:</p> <p>http://www.cms.hhs.gov/</p>
<p>Areas for Influence</p> <ul style="list-style-type: none"> ▪ Advocate to have your state extend their Transitional Medical Assistance from 6 months to 12 months through December 2010. ▪ Ensure that children in Making Connections neighborhoods utilize the increased support from this funding for Foster Care and Adoption Assistance. (Usually operated by the State Department of Human Services.) 	

Agency: Department of Health and Human Services

Program: Prevention and Wellness Fund, Immunization Program	Governing Provisions: <ul style="list-style-type: none">▪ section 317(a), (j), and (k)(1) of the Public Health Service Act
Funding: \$1 billion	How money will flow: <ul style="list-style-type: none">▪ \$300 million to CDC
Uses: <ul style="list-style-type: none">▪ carry out the immunization program:▪ to establish and support projects for the development, demonstration and evaluation of methods for the screening, referral and immunization of children up to 24 months of age against vaccine-preventable diseases and for the dissemination of information concerning such methods to the health and allied health professions.	Web Sites: www.cdc.gov
Areas for Influence <ul style="list-style-type: none">▪ Use this as an opportunity to identify all children in <i>Making Connections</i> neighborhoods who have not received immunizations and make referrals, set up clinics, etc.▪ Work with the focus school and other partners to set up Immunization Days.	

**Agency: Health Resources and Services Administration,
Department of Health and Human Services**

<p>Program: Federally Qualified Health Center Grants</p> <p>2009 budget: \$2.2 billion</p>	<p>Governing Provisions:</p> <ul style="list-style-type: none"> ▪ section 330 of the Public Health Service Act
<p>Additional Stimulus Funding: \$2.5 billion</p>	<p>How money will flow:</p> <ul style="list-style-type: none"> ▪ \$500 million to grants to health centers ▪ \$1.5 billion grants for construction, renovation and equipment, and for the acquisition of health information technology systems, for health centers
<p>Uses:</p> <ul style="list-style-type: none"> ▪ Services and operations of federally qualified health centers 	<p>Web Sites:</p> <p>http://www.cms.hhs.gov/center/fqhc.asp</p>
<p>Areas for Influence</p> <ul style="list-style-type: none"> ▪ Advocate for building needed clinics in <i>Making Connections</i> neighborhoods where there is no access and/or renovation of current health centers (where needed). ▪ Ensure that the health centers have state of the art equipment for screening very young children (vision, hearing, etc.) ▪ Federally Qualified Health Centers can apply for School-based Health Clinic expansion through their regular allocation. 	

Aid to Communities

Agency: U.S. Department of Health and Human Services	
<p>Program:</p> <p>Community Services Block Grant</p> <p>2009 budget: \$700 million</p> <p>Serves 16 million individuals</p>	<p>Governing Provisions:</p> <ul style="list-style-type: none"> ▪ The Community Services Block Grant Act of 1981 as amended by Section 680(a)(2) of the Community Opportunities, Accountability, and Training and Educational Services Act of 1998 (P.L. 105-285)
<p>Additional Stimulus Funding: \$1 billion</p>	<p>How money will flow:</p> <ul style="list-style-type: none"> ▪ Funds go to local community action agencies.
<p>Uses: To lessen poverty in communities by providing services and activities addressing employment, education, nutrition, health, emergency services and housing.</p>	<p>Websites:</p> <p>http://www.acf.hhs.gov/programs/ocs/csbg/</p>
<p>Areas for Influence</p> <ul style="list-style-type: none"> ▪ Identify Community Action Agencies receiving funding. ▪ Connect families to these resources. 	

Agency: Housing and Urban Development

Program: Public Housing Capital Fund

2009 budget: \$2.5 billion

Governing Provisions:

section 9 of US Housing Act of 1937 (42 USC 1437g)
distribution formula used in FY2008 applies

Additional Stimulus Funding: \$4 billion

How money will flow:

- \$3 billion directly to local housing authorities by mid-March, must be obligated within one year and spent within three years; preference for projects that can award contracts within 120 days
- \$1 billion to be awarded competitively at the national level; funds to be awarded by September 30, 2009
- Usual procurement regulations are waived

Areas for Influence

- Ensure that public housing units in *Making Connections* neighborhoods receive rehabilitation and retrofitting (where needed), including increasing energy efficiency and making critical repairs.

Agency: Housing and Urban Development

<p>Program:</p> <p>Neighborhood Stabilization Fund</p>	<p>Governing Provisions:</p> <p>Public Law 110-289 (42 USC 5301 et seq)</p>
<p>Funding: \$2 billion</p>	<p>How money will flow:</p> <ul style="list-style-type: none"> ▪ Competitive funding (criteria to be established by Secretary by early May; applications due mid-July) ▪ HUD must ensure grantees are in areas with the greatest number and percentage of foreclosures and can meet spending deadlines
<p>Uses:</p> <ul style="list-style-type: none"> ▪ financing mechanisms for purchase and redevelopment of foreclosed homes (including soft second, loan loss reserve and shared equity loans) ▪ purchase and rehab of abandoned or foreclosed homes ▪ demolish blighted foreclosed homes 	<p>Web Sites:</p> <p>http://www.hud.gov/offices/cpd/communitydevelopment/programs/neighborhoodspg/</p>
<p>Areas for Influence</p> <ul style="list-style-type: none"> ▪ Eligibility for these funds is broad – both private and public organizations can apply. ▪ Talk with local organizations, the city and state to understand who is applying. ▪ For communities in high foreclosure areas (prioritized here), advocate for increased assistance. ▪ Identify number/percentage of foreclosed and vacant properties in <i>Making Connections</i> neighborhoods. 	

Agency: Housing and Urban Development

<p>Program: Community Development Block Grant (CDBG)</p> <p>2009 budget: \$3.6 billion Serves 1,180 localities</p>	<p>Governing Provisions: 42 USC 5306</p>
<p>Additional Stimulus Funding: \$1 billion</p>	<p>How money will flow:</p> <ul style="list-style-type: none"> ▪ FY2008 formula allocations ▪ For cities, funds flow directly to city government; for smaller communities funds flow to a state agency, usually a Department of Housing and Community Development (or something similar) and are distributed by the state. ▪ HUD Secretary will issue guidelines to expedite use of funds; priority for funds to be allocated within 120 days.
<p>Uses:</p> <ul style="list-style-type: none"> ▪ Broad range of uses ▪ 18.5% of funds are set aside for a range of human service activities, including social services, education and job training 	<p>Web Sites:</p> <p>http://www.hud.gov/offices/cpd/communitydevelopment/programs/</p>
<p>Areas for Influence</p> <ul style="list-style-type: none"> ▪ CDBG is an extremely flexible source of funds for cities ▪ Talk with the City planning or policy department about their plans for use of CDBG ▪ For Making Connections communities focusing on integrating services, one-time CDBG funding could offer the opportunity to pilot human services integration, or the establishment of on-line benefits programs, or something similar. ▪ Connect focus school families to needed resources via the CSBG grantees. 	

Agency: U.S. Department of Housing and Urban Development

<p>Program: Homelessness Prevention Fund</p> <p>2009 budget: \$1.7 billion</p>	<p>Governing Provisions:</p> <ul style="list-style-type: none"> ▪ McKinney-Vento Homeless Assistance Act
<p>Additional Stimulus Funding: \$1.5 billion</p>	<p>How money will flow:</p> <ul style="list-style-type: none"> ▪ Formula Funds go the Emergency Shelter Grant Program ▪ Grantees, which are state governments, large cities, urban counties, and U.S. territories, receive ESG grants and make these funds available to eligible recipients, which can be either local government agencies or private nonprofit organizations. The recipient agencies and organizations, which actually run the homeless assistance projects, apply for ESG funds to the governmental grantee, and not directly to HUD.
<p>Uses: Provide short-term rental assistance, housing relocation, and stabilization services for families at-risk of becoming homeless during the economic crisis. Funds can be used for rehabilitation or remodeling of a building used as a new shelter, operations and maintenance of the facility, essential supportive services (i.e., case management, physical and mental health treatment, substance abuse counseling, childcare, etc.), homeless prevention, and grant administration</p>	<p>Web Sites:</p> <p>http://www.hud.gov/offices/cpd/homeless/programs/esg/</p>
<p>Areas for Influence</p> <ul style="list-style-type: none"> ▪ Collaborate with non-profits in <i>Making Connections</i> neighborhoods that receive these funds. ▪ Help identify families that need the services and provide appropriate referrals. 	

Agency: U.S. Department of Energy

Program: Weatherization Assistance Program	Governing Provisions: <ul style="list-style-type: none">part A of title IV of the Energy Conservation and Production Act (42 U.S.C. 6861 et seq.)
Funding: \$5 billion	How money will flow: <ul style="list-style-type: none">Funding goes through states by formula. The formula is available: http://apps1.eere.energy.gov/weatherization/allocation_formula.cfmFunds flow to states, with advisory councils on weatherization; states then allocate to CAPs and/or public or non-profit entitiesState governments must use an open process to select weatherization fund recipients.Funding assistance per dwelling unit is from \$2,500 to \$6,500.
Uses: Help low-income families reduce their energy costs by weatherizing their homes.	Websites: http://apps1.eere.energy.gov/weatherization/
Areas for Influence <ul style="list-style-type: none">Identify residents who qualify.Educate qualified residents on how to access this funding.	

For more information, please contact:

William Shepardson
Senior Associate
Center for the Study of Social Policy
1575 Eye Street, NW, Suite 500
Washington, DC 20005
Phone: 202-371-1565
Fax: 202-371-1472
E-mail: bill.shepardson@cssp.org

Sarah Griffen
Consultant
Annie E. Casey Foundation
Making Connections
E-mail: sgriffen@mindspring.com



The Annie E. Casey Foundation
701 St. Paul Street
Baltimore, MD 21202
410 547-6600
410 547-6624 fax

Center
for the
Study
of
Social
Policy

1575 Eye Street, NW, Suite 500
Washington, DC 20005
202.371-1565
202.371-1472 fax