kidonomics
INVESTING EARLY IN OUR FUTURE

NC STATE UNIVERSITY | Institute for Emerging Issues
Backbone Organizations Engage in Six Important Activities

1. Guide vision and strategy
2. Support aligned activities
3. Establish shared measurement
4. Build public will
5. Advance policy
6. Mobilize funding
Fairfax County Successful Children and Youth Policy Team

**County Members**
- Jeff McKay, Board of Supervisors
- Cathy Hudgins, Board of Supervisors
- Pat Harrison, Deputy County Executive
- Dave Rohrer, Deputy County Executive
- Gloria Addo-Ayensu, Department of Health
- Bob Bermingham, Juvenile & Domestic Relations Dist. Court
- Nannette Bowler, Department of Family Services
- Tisha Deeghan, Community Services Board
- Chris Leonard, Neighborhood and Community Services
- Ed Roessler, Police Department

**School Members**
- Megan McLaughlin, School Board
- Tamara Derenak Kaufax, School Board
- Steven Lockard, Deputy Superintendent
- Francisco Duran, Chief Academic Officer
- Jane Lipp, Special Services
- Jeffrey Platenberg, Facilities and Transportation Services
- Douglas Tyson, Region 1
- Mary Ann Panarelli, Intervention and Prevention Services
- Ipsa Stringer, Bailey’s Elementary School

**Community Members**
- Jack Dobbyn, Human Services Council
- George Becerra, FCPS Minority Student Achievement Oversight Committee
- Fahemeh Pirzadeh, Reston Children’s Center
- Darrell White, Bethlehem Baptist Church
- Kelly Henderson, Community Policy & Management Team
- Rick Leichtweis, Inova Health System
- Judith Dittman, Alternative House
- Eileen Ellsworth, Community Foundation for Northern Virginia
- Dana Kauffman, Northern Virginia Community College
- Mark Ginsberg, George Mason University
- Karen Cleveland, Leadership Fairfax
- *Vacant*, Fairfax County Council of PTAs
- *Vacant*, Head Start Policy Council
### Mission
We, the Fairfax community, collectively ensure all children, youth, and their families and communities have equitable access to quality services, supports, and opportunities to further their success and well-being.

### Vision
A community where all children and youth thrive and reach their full potential.

### Community Level Outcomes

<table>
<thead>
<tr>
<th>Core Indicators</th>
<th>Contributing Indicators</th>
<th>Contextual Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children get a healthy start in life.</td>
<td>Children earn a post-secondary degree or career credential.</td>
<td>• Children living in poverty</td>
</tr>
<tr>
<td>Children enter kindergarten ready to succeed.</td>
<td>Youth enter the workforce ready to succeed.</td>
<td>• Students eligible for the free or reduced-price lunch program</td>
</tr>
<tr>
<td>Children and youth succeed academically.</td>
<td>Youth contribute to the betterment of their community.</td>
<td>• Students with disabilities</td>
</tr>
<tr>
<td>Children and youth are healthy.</td>
<td></td>
<td>• Violent crime rate</td>
</tr>
<tr>
<td>Children and youth are safe and free from violence and injury.</td>
<td></td>
<td>• Community infrastructure and safety</td>
</tr>
</tbody>
</table>

- **Mission:**
  - We, the Fairfax community, collectively ensure all children, youth, and their families and communities have equitable access to quality services, supports, and opportunities to further their success and well-being.

- **Vision:**
  - A community where all children and youth thrive and reach their full potential.

- **Community Level Outcomes:**
  - Children get a healthy start in life.
  - Children enter kindergarten ready to succeed.
  - Children and youth succeed academically.
  - Children and youth are physically healthy.
  - Children and youth are socially, emotionally, and behaviorally healthy and resilient.
  - Children and youth are safe and free from violence and injury.
  - Youth earn a post-secondary degree or career credential.
  - Youth enter the workforce ready to succeed.
  - Youth contribute to the betterment of their community.

- **Core Indicators:**
  - Children enrolled in high-quality pre-kindergarten programs
  - Kindergarten students reaching literacy benchmark
  - 1st grade students reading at or above grade level by the end of the school year
  - SOL pass rates in Reading and Math (Grades 3 & 8)
  - Graduating from high school on time
  - Body mass index (Kindergarten students)
  - Childhood mortality (Due to illness)
  - Teen pregnancy
  - Asthma mortality *
  - Oral health *
  - Three or more resiliency assets
  - Alcohol, tobacco, or other drug use
  - School suspension
  - Considered suicide
  - Stress/anxiety level
  - Sadness or hopelessness
  - Crimes against children
  - Childhood mortality (Due to injury or motor-vehicle traffic)
  - DUI arrests
  - Carrying a weapon
  - School safety (efficacy)
  - Youth earn a career credential while still enrolled in high school
  - Associate’s, bachelor’s, or master’s degrees earned
  - Students in Fairfax County who earn a post-secondary degree
  - Youth earn a career credential while still enrolled in high school
  - Associate’s, bachelor’s, or master’s degrees earned
  - Students in Fairfax County who earn a post-secondary degree
  - Employment status
  - Unemployment
  - Volunteers for community service
  - Leadership role
  - Engaging in faith communities
  - Registering to vote

- **Contributing Indicators:**
  - Mothers receiving early prenatal care
  - Babies with low birth weight
  - Preterm births
  - Children enrolled in high-quality pre-kindergarten programs
  - Kindergarten students reaching literacy benchmark
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  - Unemployment
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  - Leadership role
  - Engaging in faith communities
  - Registering to vote

- **Contextual Factors:**
  - Children living in poverty
  - Students eligible for the free or reduced-price lunch program
  - Students with disabilities
  - Students with Limited English Proficiency (LEP)
  - Family primary language other than English
  - Median earning by educational attainment
  - Violent crime rate
  - Community infrastructure and safety
  - Immigration
The Northern Kentucky Education Council is the backbone organization for alignment of education initiatives in Northern Kentucky. The Council serves as a catalyst for collaboration, change and progress to attain regional education goals in Boone, Campbell, Gallatin, Grant, Kenton and Pendleton Counties.

CEO Leadership Advisors
Community Advocacy and Funding

Board of Directors
Policy Development, Oversight and Guidance
Equal Representation of Education, Business and Community

Executive Director
Organizational Leadership, Direction and Daily Operation

Regional Education Goals

<table>
<thead>
<tr>
<th>Reducing Barriers to Student Learning</th>
<th>College and Career Readiness</th>
<th>Educator Excellence</th>
<th>Education Accessibility and Lifelong Learning</th>
<th>Business Involvement and Service Learning</th>
<th>Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>NKY will ensure successful transition for every child and student along the continuum from birth through career.</td>
<td>Academic rigor and relevance of the curricula in NKY P-20 schools will meet student educational career goals and employment needs in the community.</td>
<td>Educators in NKY meet or exceed national standards for educator excellence.</td>
<td>NKY has a system and outreach programs to make educational opportunities available, accessible and affordable to every community member, no matter what age.</td>
<td>NKY is recognized for culture of contribution, through service learning in schools and full engagement of business community in schools.</td>
<td>All education institutions in NKY have the financial resources and program alignment necessary to support the needs of the region.</td>
</tr>
</tbody>
</table>

Team Co-Chairs
Tammy Weidinger
Shelli Wilson

Team Co-Chairs
Karen Chesser
Christy Petroze

Team Co-Chairs
Kathy Burkhardt
Amy Razor
Cindy Reed

Team Co-Chairs
Vicki Berling
Dave Schroeder

Team Co-Chairs
Jean Loftus
Ron Livingood

Team Co-Chairs
Mike Hammons
Anthony Strong
City of Caldwell Youth Master Plan

SAFETY

*12 PROMISES*
- Children and youth will have safe places to gather where they can learn, grow and access educational resources.
- Children and young adults will be protected from bullying and abuse from adults and peers.

OUT-OF-SCHOOL TIME

- Increase bullying awareness campaigns in schools.
- Increase opportunities for counseling and mentoring.
- Implement a zero tolerance for hazing policy.
- Increase bullying awareness for teachers.
- Increase awareness of safe places and activities for kids.

HEALTH AND WELLNESS

- Incorporate more fitness and nutrition education in school curriculum.
- Develop a community garden.
- Increase educational opportunities on healthy food shopping for parents.
- Provide city-wide access to bikes.
- Provide more cost-effective transportation to health centers.

EDUCATION AND WORKFORCE READIINESS

- Provide training sessions on the college entrance process.
- Develop programs and classes to teach budgeting.
- Increase college prep class availability.
- Provide more internship opportunities.
- Implement job shadowing program.

COMMUNITY INVOLVEMENT

- Increase opportunities for youth representation on boards and commissions.
- Implement polling system for youth to weigh in.
- Increase distribution of information on volunteer opportunities.
- Create a volunteer pool through which non-profits can recruit.

COMMUNICATION & RELATIONSHIPS

- Increase opportunities for diversity training for youth and adults.
- Increase opportunities for sexual harassment training for youth and adults.
- Place more emphasis on the etiquette of technology and social media.
- Increase emphasis on the importance of civility.

RELATED PROGRAMS

- YMCA
- Bike Routes Master Plan
- Mayor's Youth Advisory Council
- JUNIOR VOLUNTEER PROGRAM
- THE MENTORING NETWORK SCHOOLS
- Caldwell Fire Dept.
- SART
- Caldwell School District
- Bella Vista
- Caldwell Parks and Recreation Dept.
- Valley Regional Transit
- YMCA
- Caldwell Public Library
- After-School Programs
- Caldwell Bus Company
- Caldwell Parks and Recreation Dept.
- Caldwell Young Professionals
- Caldwell Young Scouts
- Caldwell School District
- Governor Classes
- Mayor's Office
- YMCA

*complete list of goals available at [http://www.cityofcaldwell.org/home/showdocument?id=40](http://www.cityofcaldwell.org/home/showdocument?id=40)*
A population that does not take care of the elderly and of children and the young has no future, because it abuses both its memory and its promise.

— Pope Francis

There can be no keener revelation of a society’s soul than the way in which it treats its children

— Nelson Mandela

Key Focus Areas:
- Health/Mental Health
- Early Education and Child Care
- Family Life and Poverty
- Recreation

- May 2015: Kick off meeting
- Summer/Fall 2015: Monthly focus meetings
- Winter 2015: State of the Young Child Report Issued
- County facilitated and used in-house resources to facilitate discussion, research, prepare and format the report
- If we are a great place to be a child, we are a great place to be
FOUNDATIONAL QUESTION #1
DO YOU HAVE A STABLE COORDINATING STRUCTURE?

FOUNDATIONAL QUESTION #2
DOES YOUR TEAM HAVE A SHARED COMMITMENT TO A COMMON SET OF OUTCOMES?
Leadership Structure Assessment

Where is your partnership on the spectrum?
Backbone Support Organizations: Diagnostic

**Do you have the Skills?**

6 Activities of Backbone Organizations

1. Guide vision and strategy
2. Support aligned activities
3. Establish shared measurement
4. Build public will
5. Advance policy
6. Mobilize funding

**Do you have the bandwidth?**

1. Dedicated Staff (with skills)
2. Organizational buy-in
3. Sustainability potential
4. Start-up flexibility – *willingness to serve in interim or time limited role*

**Is it a Fit?**

1. Partnership’s vision matches your vision
2. Geographic Scope – similar to Partnership
3. Geographic Levels – neighborhood, city/county state
4. Leadership Levels – respected by grasstops and grassroots
5. Credibility – are you seen as the natural leader in this space?
# Collective Impact for Successful Early Childhood

<table>
<thead>
<tr>
<th>Community Level Outcomes</th>
<th>Core Indicators</th>
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<tbody>
<tr>
<td>Vision</td>
<td></td>
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<tr>
<td>Mission</td>
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</tbody>
</table>
What types of data are important in your community?

What is available?

Does the data link up?

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**Better Data: What Does Your Community Take Stock Of?**

Multiple types of information are needed to effectively translate goals into actions – information about the status of children and youth, programs, policies and public and political will. Look at the list below of ways to “take stock” for children and youth. Think about your capacity to fund and participate in data collection efforts in the following areas.

<table>
<thead>
<tr>
<th>WAYS TO TAKE STOCK FOR CHILDREN &amp; YOUTH</th>
<th>IMPORTANCE</th>
<th>AVAILABILITY</th>
<th>How is this information collected?</th>
<th>Who should be contacted for more information?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Hi</td>
<td>Low</td>
<td>Hi</td>
</tr>
<tr>
<td>1 Demographics &amp; Public Data – (e.g., Census Data, Administrative Data)</td>
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<tr>
<td>2 Developmental Progress – (e.g., social, emotional, learning indicators, internal assets)</td>
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<tr>
<td>3 External Assets &amp; Supports – (e.g., 40 Assets, America’s Promise Every Child, Every Promise Survey)</td>
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<tr>
<td>4 Program Participation – (e.g., Program System Participation Reports, Tracking Individuals Across Programs)</td>
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<tr>
<td>5 Program Landscape – (e.g., Program and Offering Inventories)</td>
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<tr>
<td>6 Program Quality – (e.g., Program Assessments)</td>
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<tr>
<td>7 System/Organizational Program Effectiveness – (e.g., Performance Measures Reports, Fidelity Reports)</td>
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<tr>
<td>8 Professional Workforce Capacity – (e.g., Workforce Survey, Professional Development Landscape Audit, External Assessments)</td>
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<tr>
<td>9 Resources/Investments – (e.g., Fiscal Maps)</td>
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<tr>
<td>10 Leadership Actions – (e.g., Mapping Interests and Task Forces)</td>
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</tr>
<tr>
<td>11 Policy Priorities – (e.g., Policy Benchmarks, Cross Plan Analysis)</td>
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<tr>
<td>12 Public &amp; Family Demand – (e.g., Policy Focus Groups, Key Informant Interviews, Surveys)</td>
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<tr>
<td>13 Financing &amp; Sustainability – (e.g., Children’s Budget, Sustainability Plans)</td>
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</table>
THE CHILDREN’S FUNDING PROJECT

- How Local Governments are Enhancing Investments in Kids
The Policy Levers of the Children’s Funding Project:

**FIND**
Develop the capacity to rigorously identify, track, analyze, and forecast funding sources and funding needs for services that support children and youth.

**ALIGN**
Address gaps and overlaps in the existing funding landscape; local government must be prepared to make adjustments in how funding is allocated, managed, and accounted for within agencies.

**GENERATE**
Assess need, explore feasibility, facilitate community engagement, launch a campaign, and plan the administration of new locally-generated funds to address gaps in meeting the needs of all children and youth.

**EVALUATE**
Adopt methods to measure the impact of local investments.
Why Create a Fiscal Map?

- Understand current investments
- Align resources with goals
- Coordinate supports and services
- Maximize funding opportunities
- Identify new areas for attention, efficiency and innovation
The Typical Department-Centered Approach

What portion of our funds are spent on young people?
The Typical Department-Centered Approach
Expenditures by outcome area

Gross Expenditures $573,319,080

- Communities Safe - 8%
- Children Ready for School - 31%
- Children Healthy - 4%
- Families Self-Sufficient - 40%
- Families Safe - 17%

How diversified are the funding streams by outcome area?
Discretion over funding sources

Which funding sources are flexible and in what area(s)?
Public Funding Compared to Private Funding

- Philanthropic Funding to Nonprofits: $5 million (3%)
- Funding to Public Institutions: $143 million (97%)

Note: Public Funding includes 8-12 Grade Instructional Services
Denver fiscal map

Early Childhood Programs

- Childcare Services: $12.9M
- Tuition Support: $9.3M
- Head Start: $6.5M
- CCAP: $2.6M
- Child Support Services: $2.6M
- Quality Improvement: $1.9M
- Denver School Based Health Centers: $1.5M
- Admin Support: $1M
- Community Outreach: $0.9M
- Enrollment: $0.6M

Total: $54,172.73

Description: Youth One Book, One Denver is a summer program that brings a book to life for children ages 6-12. Primary goals include literacy and engaging kids in the Denver community through literacy arts.

Investments in Early Childhood: $54M

Investments in Early Childhood by Primary Service:
- Child Welfare and Safety: $1M (1.15%)
- Education: $0M (0%)
- Early Childhood: $35M (64.51%)

Funding Source:
- County/Municipal: 25%
- Federal: 54%
- Private/Other: 17%
Funding Sources Currently Supporting the Early Childhood Education System

- **Head Start**
  Provides funding for very low-income families

- **Child Care Dev. Fund Block Grant**
  Supports CCRAK

- **Title 1 Funds**
  Asheville City Schools use to support pre-k classrooms with eligible children in poverty

- **NC Pre-K**
  Supports admin costs & slots for qualifying families at a higher income level

- **State subsidies**
  Partially subsidizes child care for working families

- **NC Public Schools**
  Provides a per-child grant allotment for the Developmental Day Center Program

- **Smart Start**
  Helps working parents pay for childcare & supports quality improvement

- **County funds**
  Support CCRAK through the Buncombe PFC and provide it-kind services and buildings

- **NC Pre-K**
  Supports admin costs & slots for qualifying families at a higher income level

- **Gifts & grants**
  from private foundations, corporations, & other donors.

- **Out-of-pocket tuition**

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1,778
- Proposed new, fully-funded slots with reduced provider requirements and expanded eligibility

2,719
- Unlicensed local childcare providers
  Children in unlicensed partial day care (paid for out of pocket)

---

**Filling the Gap**
What it would take for the Asheville-Buncombe Preschool Planning Collaborative to fill the high quality preschool gap with local funds.

- **New Local Funds**
  Support new slots for children via the Asheville Buncombe Preschool Planning Collaborative

\[
\begin{align*}
\text{1,778} \times \$10,774 &= \$19,159,022 \\
\$25,000 &\text{ per new classroom start-up cost}
\end{align*}
\]
A fragmented set of supports:

- Education
- Health & Food
- Social Services
- Child & Family Services
- Mental Health & Probation

- Public Schools
- ESEA, Title I
- School Lunch & Breakfast
- IDEA
- Head Start
- IDEA
- School-Based MH
- Textbook Funding
- Child Care, CCDBG, SSBG, Cal Works, Child Care, etc.
- Tests & Achievement
- Child Abuse Prevention, Foster Care
- Teacher Issues
- HIV/AIDS Prevention & Education
- GED
- Food Banks
- Health Care
- School-Based MH
- Probation Officers
- School-Based MH
- Health Care
- Independent Living, Housing, etc.
- Through Probation
- Mental Health Evaluations
- Juvenile Halls

- Medi Cal, EPSDT
- Healthy Families Parent Expension
- OAI, Cal. Learn.
- Work Share, Children Learning Centers, etc.
- Prenatal Care for Families
- Child Abuse & Neglect Programs
- Foster Care - Transition
- Domestic Violence, Adoption, Opportunities
- Mental Health
- Through Probation

- Boyfriend in trouble

**SOURCE:** Margaret Dunkle

**Children's Services in Los Angeles County**
Don’t Stop Collaborating Just Stop Creating New Collaboratives
All Appalachian students succeed at school

All children enter kindergarten ready to learn
All students are academically proficient
All children and youth are supported in school and out of school
All young people graduate from high school
All youth receive a degree beyond school
Why Aren’t the Dollars Flowing?

• Individuals don’t give if they aren’t ASKED
• Foundations and corporations don’t give if the request doesn’t seem ALIGNED WITH THEIR PRIORITIES
• Public dollars don’t flow because they aren’t EFFECTIVELY TAPPED
Reality Check: Funding Timelines

- Average time between initial contact/appeal and dollars in the door:
  - Individual donors: 4-6 months
  - Foundations/Corporations: 12-15 months
  - Public dollars: 12-24 months
No Matter What They Tell You…

… It’s all about RELATIONSHIPS.

You must “friendraise” before you can fundraise.

• “Cold” donations are nearly non-existant, “blind” proposals are very rarely funded, and unknown organizations are very rarely awarded public dollars.

• Relationships are the single biggest factor in successful fundraising.
Potential Funding Streams to Support Your Work

- City or County dollars
- State dollars
- Federal dollars
- Local United Way
- Local Foundation
- National Foundation
- Local Business
- Individual Donors
- Dedicated Funding Stream
- Fee based Services
- Pay for Success
- Other?
MORE THAN $1 BILLION IN ANNUAL REVENUE

States with Local Dedicated Funds for Children and Youth
Innovation isn’t just for the big cities…

OKEECHOBEE COUNTY, FL
Children’s Services Fund
Property tax
Established 1990
$623,898.00 annual revenue
Funds: Comprehensive services

MERCER COUNTY, OH
Children’s Services Levy
Property tax
Established 2016
$438,969 annual revenue
Funds: Children’s services

LAFAYETTE COUNTY, OH
Children’s Services Fund Board
Sales Tax
Established 2005
$321,102.37 annual revenue
Funds: Children’s mental health
Why now? A unique window of opportunity

1) The opportunity divide
2) No new federal or state resources
3) Prevention and youth development works
4) Use of evidence takes time, money and stability
5) Collective impact partnerships are ready
6) Voters are willing
<table>
<thead>
<tr>
<th>Strategy</th>
<th>$ Amount/Flexibility</th>
<th>How to enact*</th>
<th>Political challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Taxing Districts</td>
<td>High $</td>
<td>Voters</td>
<td>High</td>
</tr>
<tr>
<td>Set-asides/ guaranteed minimum funding or Set-asides of revenue increases</td>
<td>High $ High Flexibility</td>
<td>Voters and legislation</td>
<td>High</td>
</tr>
<tr>
<td>New or increased taxes</td>
<td>High $</td>
<td>Voters and legislation</td>
<td>High</td>
</tr>
<tr>
<td>including:</td>
<td>Flexibility varies</td>
<td></td>
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<tr>
<td>parcel, hotel, utility, business license, use</td>
<td>Moderate $ Low Flexibility</td>
<td>Legislation and voters</td>
<td>Moderate</td>
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<tr>
<td>meals, wheels, sweetened beverages, tobacco</td>
<td>Moderate $ Low Flexibility</td>
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<td>Fees, fines or service charges</td>
<td>Moderate $ Low Flexibility</td>
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<td>including:</td>
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<td>admission</td>
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<td>User</td>
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<td>developer impact</td>
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<tr>
<td>Opportunity compact or social impact bonds/Pay for Success</td>
<td>Unknown/Low $ Low flexibility</td>
<td>Legislation/ Administrative</td>
<td>Unknown</td>
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<td>Trust funds</td>
<td>Low $ Low flexibility</td>
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<td>Competitive preference in bidding</td>
<td>$ Varies Low flexibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check-offs on tax, utility bills</td>
<td>Low $ Low flexibility</td>
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</tbody>
</table>
...and the benefits are worth it.

1) Expansion of services – new populations, neighborhoods, eliminate waiting lists, leverages DOUBLE resources
2) Innovation and flexibility – school-based system, detention diversion, anchor institutions, youth initiated projects
3) System building – capacity building, evaluation, coordination, accountability
4) Constituency building – community ownership and support – 75% vote “yes” for re-authorization
Making Smart Investments

**Portland, OR**
95 cents of every dollar goes to proven, quality and cost-effective programs helping Portland’s children.

**San Francisco, CA**
One of every 3 children in San Francisco is served by the fund.

**St. Charles County, MO**
Truancy is down, graduation rate is up and the county ranks #1 or 2 in the state every year compared to over 70th before the fund.

**Pinellas County, FL**
With the flexibility of a local fund and getting at root causes they meet the needs of chronically homeless families and achieve permanent housing goals (and save money).

**Broward County, FL**
Uses Results Based Accountability and a process of continuous improvement and evaluation to track their investments and outcomes over time.

**Palm Beach County, FL**
Performing better than comparison groups in studies.
It costs almost double to send an infant for care in our county than to send a child to a public college in NC.

78% of kindergartners tested below or far below proficiency at the beginning of the 2015 school year.

The average two income working household in TC can expect to spend 27.8% of their income on one child in care and over half for two children.

TC Child Care Rates are the 6th highest in the state.

However, the average weekly wage for workers is $637, well below the state average weekly wage of $932 in 2016.

~86% of the County Budget is mandated by the state or required to meet a state mandate. Remaining covers libraries, recreation. Revenue from state/federal makes up ~16%, remaining funded by local taxes. Raising taxes impacts working families in our communities disproportionately.

County subsidizes the developmental day center with free rent/facility and an additional $200k in operational funding, but struggles to meet regulations tied to funding streams.
Have you done any of the following with other organizations?

• Mapped out funding already in the community
• Shared space
• Shared staff
• Shared transportation
• Braided funding
• Pooled funding
Which of these funding streams have you attempted? Which were successful?

- City or County dollars
- State dollars
- Federal dollars
- Local United Way
- Local Foundation
- National Foundation
- Local Business
- Individual Donors
- Dedicated Funding Stream
- Fee based Services
- Pay for Success
- Other?
Discussion: Currently, what is your biggest challenge in fundraising?

- Not enough staff time
- Competition between programs and partners
- Lack of funding opportunities
- Difficulty making the case for infrastructure
- Others?
Fiscal Mapping Resources

Adding It Up: Mapping Public Resources for Children, Youth and Families

- **The Brochure** - Highlights what a resource map can do
- **The Rationale** - Understand why it’s necessary and how it gets done
- **The Guide** - Tools, guidance and examples to get you started in the work


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**CONNECTING THE DOTS**

A Guide to Leveraging Federal Funding Streams

[ACCESS TOOL](#)

- **Federal Fiscal Mapping Tool**
STEPS 2 SUCCESS

STEP 1: IDENTIFY THE NEED & FUNDING MECHANISM
STEP 2: READY THE COALITION
STEP 3: ENGAGE THE PUBLIC
STEP 4: CONDUCT THE CAMPAIGN
STEP 5: ESTABLISH THE FUNDING STREAM

What does it mean to be ready?