

Fiscal Mapping Community of Practice

Session #1

COLLABORATIVE COMMUNICATIONS | THE FORUM FOR YOUTH INVESTMENT



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**the
forum**
FOR YOUTH INVESTMENT

Determining Scope and Scale

Goals and Target Audience

How do you plan to use the fiscal mapping study results?

- Maximize funding opportunities for a specific service, support, outcome, impact area, or age group?
- Support education or advocacy efforts?
- Develop additional resources or tools to help stakeholder understand the level or impact of investments?
- Create opportunities to build relationships with community leaders, legislators or funders?
- Review/balance a portfolio of investments?
- Coordinate services and supports to improve or increase outcomes and impacts?

Goals and Target Audience

Who are the target audiences for the study results?

- Policymakers?
- General Public?
- Service providers and community-based agencies or organizations?
- Private funders?
- Business leaders and those that are influential in the community?

Scope of the Study

**What will be the scope of the fiscal mapping study?
Address the following items:**

- Supports and services to be included
- Geography (city, county, state, other)
- Level of funding (federal, state, local, private)
- Outcome or impact areas studied
- Age range of those receiving supports

Time Period

Over what time period will you focus your data collection?

- Calendar year
- State fiscal year
- Federal fiscal year (October to September)
- Other (such as school year or a biennial)

Determining Scale and Scope Tool

Check out Tool 2: Determining Scale and Scope
in the Fiscal Mapping Toolkit

([bit.ly here linking to JFF Fiscal Mapping Hub](https://bit.ly/JFF_Fiscal_Mapping_Hub))

Who is Engaged & How
Will They Participate?

Who Should You Engage?

Individuals who....

- Have knowledge of federal and state funding streams and how they flow in your community
- Can access data on spending
- Can help you understand spending and budget data
- Are in touch with community needs and concerns and can help to put numbers in context
- Influence how public and private resources are spent

Additional Engagement Steps

- Engage individuals and entities that already coordinate supports and services to increase impact
- Build relationships with community leaders, legislators, and funders
- Develop additional resources or tools to help stakeholders understand amount or impact of investments

Who Will Do the Research?

- Advisory group
- Working group
- Coordinating entity
- University or other research partner
- External consultant

1. Who will lead your fiscal mapping process?
2. Who will conduct the fiscal mapping research?
3. Who are the stakeholders that you will actively engage in the process?
4. What further information do you need to begin the stakeholder engagement process?

Toward More Flexible Financing Strategies

- Use multiple funding sources together to support seamless services (“braiding”)
- Develop networks to act as fiscal agents and administrative leads that coordinate funds, lessening burden on individual providers

Examples:

- A large multi-service agency serves as a central host for a team of AmeriCorps or VISTA members, managing paperwork and recruitment for a cadre of community-based organizations.
- Los Angeles Promise Zone braids 21st CCLC and Youth CareerConnect funds to provide high school OST programs.

- **Combine funds from several agencies or programs into a single, unified funding stream:**
 - Pool state general funds and federal block grants, handing them down to counties and communities as locally created “block grants.”
 - Replace a number of separate contracts from state or county agencies with one “master contract” that minimizes administrative and reporting burden.

Example:

Pool funding from the state share of TANF, Juvenile Justice Programs, and Title V grants to create a \$5.5 million grant program to before and after school programs

- **Remove, reduce, or align requirements/regulations for relevant state and local funding streams.**
 - States and localities have flexibility in how they administer federal block grants such as TANF and CCDF.
 - Review administrative plans for federal block grants to understand how funds flow from states to programs.

Examples:

Some states exempt school-based programs from CCDF licensing requirements.

CDE uses 21st CCLC funds to support high school afterschool programs, since state Prop 49 funds supports ASES for grades K-9

School districts have the option to administer Title I education funds to either support targeted students or across the school.

Discussion

1. Have you used any of these financing strategies in your community?
2. Which do you think you can use to best advance your community's goals?
3. How will you use this information to guide your data collection and research efforts?
4. What further information do you need around these (or other) financing strategies?

Tools and Resources to Review

Stakeholder Interview Protocol



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This resource shares the outreach emails and interview protocols Hennepin County used to guide its fiscal mapping process.

Read more here: [\[insert link to toolkit\]](#)

Stakeholder Engagement Rubric

This tool can be used to both identify key stakeholders you want to engage in your fiscal mapping effort—as well as determine the best fit for their knowledge and expertise in the process.

Download the rubric here: [\[insert link to toolkit\]](#)

Topics Discussed in Session 2:

- Developing research questions
- Developing interview protocols

Questions?

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