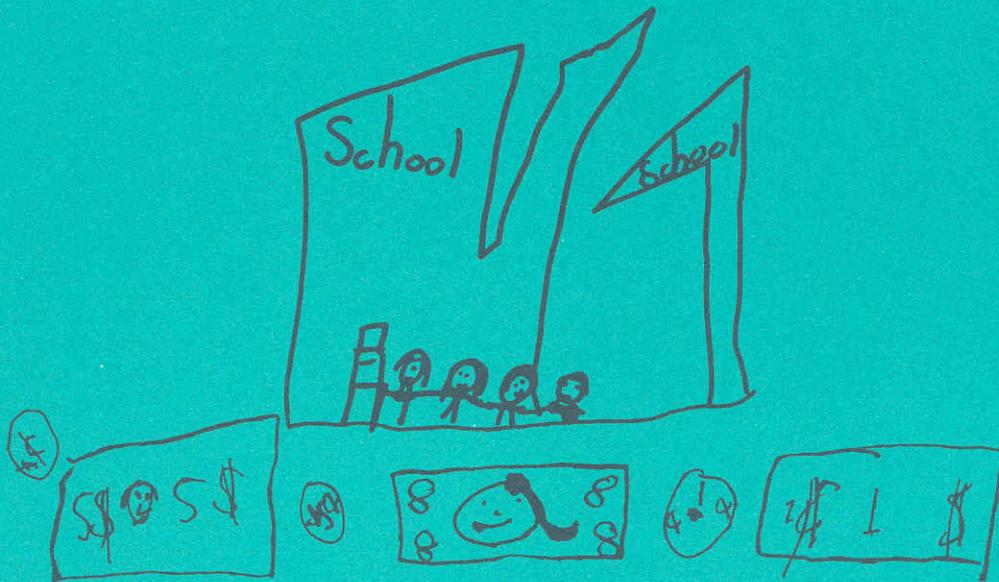




GUIDES TO COMPREHENSIVE FAMILY SUPPORT SERVICES

Building Villages To Raise Our Children:

Funding and Resources



THE HARVARD FAMILY RESEARCH PROJECT, CAMBRIDGE, MASSACHUSETTS

Building Villages To Raise Our Children: Funding and Resources

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“It takes a village to raise a child” is a fundamental theme in family support and education efforts. This African proverb is so powerful because it conveys what children and families need: personalized, accessible, and interconnected support. The village is an inclusive concept built on the idea of mutual responsibility. It captures the fact that the whole community and all its members, not just a particular program or agency, are responsible for what happens to children and families. The village theme explores anew a vision of family support services: No longer is it sufficient for a community to increase self-contained programs; instead, a community needs to develop a system of interrelated services. Such a system encourages agency collaboration and public-private partnerships, while nurturing the capacity of individuals to help themselves and each other.

The *Building Villages* series includes an overview volume and guides on five topics: collaboration, funding and resources, evaluation, community outreach, and staffing. The goal of the series is to provide information that will help you create a caring community for children and families, a village of services that will give children a healthy start and the family a supportive and comprehensive network of services.

Each guide provides a framework for thinking about its topic and information to apply to your own program planning effort. The guides contain practical suggestions based on the experiences of many programs. The guides also describe typical problems and the ways practitioners have chosen to resolve them. The information is relevant for programs in the process of being designed, as well as those already established.

A core group of family support principles lays the foundation for each guide. The series provides a set of building blocks for a community approach to supporting families.

In this **FUNDING** guide we hope to convey the broad and varied array of funding and resource options available to you. If you look at the community around you creatively, build up your resources incrementally, and think strategically, you will find fundraising a challenge, not a chore. This guide suggests how to cultivate and manage a resource base. If the search for sustainable funding begins within the program and then works out to the community and wider public and private spheres, the effort and energy expended will bring rewards. In fundraising, ingenuity pays.

Acknowledgments

Building Villages to Raise Our Children grows out of a decade of research about programs and policies to strengthen and support families with young children and the communities in which they live. The Harvard Family Research Project sought to capture the voices of those who work intimately with families across a broad range of settings — schools, social service agencies, youth-serving organizations, daycare centers, and various types of nonprofit entities. Because so much of what is contained in this series is practitioner based, we acknowledge the cooperation of directors and staff of the family support programs we were privileged to know. We thank our informants for the time they spent answering the many, many questions we posed in telephone and on-site interviews. We appreciate their allowing us to conduct field visits and the opportunity to observe first-hand the different facets of their work. Their reflections on their experiences are invaluable in helping us understand what good programs are all about as well as in framing the future directions of family support and education.

The *Building Villages* series evolved as a team effort within the Harvard Family Research Project. We met bimonthly with Heather B. Weiss, the project director, to define the issues, elaborate the themes of the series and learn to write with a single voice. We involved other project research staff who shared information with us and commented on the manuscripts as they went through several revisions. Their challenges as well as support contributed to a much better synthesis of emerging issues in child and family services. Marji Erickson Warfield, Julia Lieblich, Ann Rittenburg, and Vicki Magee gave their critical analyses of our manuscripts. Our series coordinators and editors, Anne Pender, Elena Lopez, and Katherine Wrean, did a fine job of nurturing the writing process and keeping us to our timelines. Angela Shartrand compiled the Resource Guide, was our troubleshooter for computer problems, and patiently undertook the task of copyediting. Teri Elniski assisted in the minute details that go into completing a manuscript.

Further support was provided by our administrative staff. Ellen Mayer hired only the best research assistants to work with us; Kate Ouderkirk and Laura Stephens-Swannie taped and transcribed our bimonthly meetings and never failed to supply our sessions with bagels.

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Finally, we say thanks to the children who illustrated this series. The drawings of Emily Baskin, Heather Bowden, Sarah Cohen, Sarah Haber, Katrina King, Alex Lukas, Jenny Pittman, and Amity Weiss are a reminder that children need a village in which to grow, develop, and spend the magical years of childhood.

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Introduction

Richard Ramsburg, administrator of the Parent/Child Program in Frederick, Maryland, recounted this tale of fundraising for a parent education program:

I was contacted by the state Department of Employment and Economic Development, as was the director of the Job Training Partnership Agency [JTPA], to see if we could put together a collaborative effort in our county that would address the employment needs of families that are economically and educationally disadvantaged. The primary goal of the project is employability, but the specific objectives include increased literacy and family stability.

So the Job Training Partnership Agency director and I met and wrote a grant to the state for \$130,000 for the project's start-up money. We involved social services, the health department, juvenile services, and then another division of county government called Citizens Services, which now manages the project. I wrote a proposal to a computer manufacturer, and was able to convince them to give us a 30-station lab network, along with employability, literacy, and remedial education software packages.

In order to get all of this from the manufacturer, we needed 501(c)(3) nonprofit tax status, which neither my program nor the JTPA has. So we went to the Frederick Community Foundation, a local nonprofit grant-making organization, and asked them to receive the equipment, so they could then "grant" it to us. That turned out to be another interesting contact, because we went back to them a year later and requested money to help with the family literacy component that we were doing on site. They set up a challenge grant to match what other donors came up with. We got \$4,000 from a local insurance company in this way. So, as you can see, we took a variety of routes to funding this project.

As this example implies, fundraising for family support and education programs can be a challenging, complicated, and time-consuming endeavor. Especially for a new director or administrator, the task can seem overwhelming. In the hope of making it more manageable, the goal of this guide is to help you put together comprehensive family support programs and maintain them by creative funding.

We stress building a *portfolio* of resources in order to serve the families of your community. The best place to start is with engaging the interest and support of community members and organizations and enlisting their active involvement. In the long run, your goal will be to develop and institutionalize relatively stable, sustainable funding for family support and education.



This guide is not about writing the perfect grant proposal or landing more money than everyone else in town. Many how-to books already exist on these and other finance-related subjects; some of the better ones are listed in the Resource Guide at the back of this volume. Instead, we will discuss the following funding topics: general principles of financing strategy, potential funding sources, tips on finding and maintaining those sources, and marketing and public relations.

There are several recurring themes in this guide. One is the concept of *community-based resources* — the idea that, just as it takes a village to raise a child, it takes the commitment of the community to attract other funding sources and to make family support and education an integral, long-term strategy for addressing community needs and concerns. That commitment from program participants, local businesses, and other community members may be expressed through financial assistance, but volunteer and in-kind contributions can be equally valuable. An important aspect of this community-based approach is collaboration with other groups, organizations, and agencies, especially those who also serve your program’s participants.

Another theme is that of *building block funding* — the process of moving from one funding source to a diverse portfolio of sources by using one source to attract others. This can be done in a number of ways, including: the explicit endorsement of one of your funders when applying for other funds, the use of a “matching” arrangement to increase the value of a potential source’s contribution, and applying for joint funding with another agency or service provider.

Building a *sustainable* funding structure involves moving away from short-term sources, like demonstration grants, toward longer-term sources, such as local tax levies. Some family support and education programs that collaborate extensively with local school districts have found that line item status in the school’s yearly budget provides some degree of security. Different strategies work in different communities, and you must be willing to do some detective work to find out the best mode for your program. In any case, institutionalizing your funding in some way will provide a more stable funding base than time-limited grants or other forms of “soft” money.

A final theme, and perhaps the most important, is that of *creativity*. If you want to build a community-based, diverse, and sustainable funding structure for your program or collaborative endeavor, you must nurture your sense of ingenuity, innovation, and horse-trading. Start with what you know about the “village” in which you live, and keep your mind open to the endless possibilities for mutually beneficial and resourceful relationships.

A continuum of program funding development based on these themes might look something like this:



STAGE 1:

Single source, time-limited funding

STAGE 2:

Several funding sources, at least one of which is ongoing; some local funding

STAGE 3:

Local funding base is more stable; use of matching grants to gain funds; may have joint funding with collaborative partner

STAGE 4:

Institutionalized funding stream(s) based on community assessment and planning

Although we have depicted this in linear fashion, few processes are ever strictly linear. Rather, as new funding streams and partnerships arise and old ones dwindle, each program charts its own course. We believe that moving toward stages three and four, though perhaps more complicated and time consuming, is a positive direction for most family support and education programs and collaboratives. In many cases, it is absolutely necessary for survival.

The process of moving toward collaborative service provision and stable funding looks different depending on your starting point. Many of you are starting, or are already involved in, “add ons” — programs that provide an additional service for families in the community — and may informally coordinate service provision with other community agencies. Further down the continuum, some of you are involved in programs that were born out of a collaboration between two or more existing agencies. An example of this is a high school principal, health care professional, and daycare director who combine their efforts to devise a system of services for teen parents wanting to finish high school. On its opening day, this program has multiple funding sources and a formal collaborative structure.

At the furthest end of the spectrum is the family support and education strategy that is produced because a whole community decides the current system (or lack thereof) is not working. The old system — which is often fragmented and inaccessible — is transformed into something that is comprehensive, prevention-based, and widely available. Funding streams are reorganized community-wide to support this new structure, and new sources may be generated.

Naturally, there are advantages and disadvantages to each starting point. The last one sounds like a dream come true, but it may have taken 10 years and thousands of family crises and tragedies before the necessary changes were enacted. The authorization process may have been expensive and inefficient. On the other hand, a small “add-on” might seem like a band-aid on a gaping wound.



Yet, by serving families and networking within the community, the program's board members, staff, and parents may learn how to incrementally, systematically, and cost-effectively change the community's response to families.

As a point of clarification, we use the word "program" to indicate all forms of organized family support and education. The term "funder" is used to denote any and all sources of money, goods, and services that sustain a program and its participants.

This guide is about sharing knowledge so that family support and education programs of all sizes and varieties may benefit from the funding experiences of others. We hope to provide you with ideas and examples that will ignite the spark of creative thinking as you look for community-based resources and work out from that core to wider circles of potential funders. You may sense an inclination, however, toward the ultimate goal of systems change. Indeed, we believe that our national agenda needs to address the ways money is spent to support and strengthen families: by making funding more secure, by encouraging cost-effective collaborations, and by emphasizing investment in prevention.



1

Designing Your Program's Funding Plan

One morning, a morning like any other morning, you receive a phone call from your local bank. An anonymous donor has recently transferred \$300,000 of unrestricted money to your program's account. This donor is so concerned about anonymity, and such a true believer in your work, that he or she wants neither proposal, tax forms, nor quarterly reports — not even a thank you note!

Many a program director has had some variation on this fantasy. Unfortunately, it is one that rarely, if ever, comes true. Raising money takes forethought, creativity, organization, and follow up. Most importantly, it takes knowing what sort of funding you want, developing a clear, coherent presentation as to why you want it, and figuring out who and how to ask for it. If successful, this process begins a relationship between you and the funder, one which will require attention and maintenance on your part.

Strategic thinking about funding your program or collaborative effort begins with asking basic questions about what your program hopes to achieve and how you envision achieving it. These questions should be posed to program participants, board and staff members, collaborative partners, and others involved in the administration of the program, such as school personnel. Program definition and the decision-making process are important parts of program development. In this guide, we will talk about funding-related strategies with the caveat that funding issues should be addressed within the context of the whole program.

Similarly, your funding plan should incorporate the input of other “village” members. If you want to have help down the line — and you do — involve your community now in deciding how to raise money for this program. The philosophy behind family support and education is that all families need help now and then. This is true of programs, too. Seeking opinions, information, and advice from local organizations and concerned parties is a way of community building that engenders good will toward your program.

WHAT AM I TRYING TO GET FUNDED?

Developing a thorough and complete description of your program's philosophy, goals, and services is critical to the funding process. This cannot be stressed enough, and it is a process that should and will take some time to complete. Potential funders will want answers to these fundamental questions:



Don't plan in a vacuum!

- *What is this program? What services does it provide?*
- *Why was this program started or why does it continue to be necessary?*
- *Who is served?*
- *Who delivers these services?*
- *Where are services provided?*

MISSION

A philosophy or mission statement should be a paragraph or two in length and present the overall purpose of your program. It may also describe the program's inception, stressing the need or opportunity to which your program is a response. It is often helpful to have the first sentence be the answer to "What is the _____ program?" Especially when dealing with potential funders, you need to answer this question clearly and succinctly, both in person and on paper.

The East Harlem Urban Center (EHUC) runs the Booker T. Washington Learning Center in New York, which offers preschool, afterschool, and full-day summer programs. Volunteer Deborah Black says, "The mission of the school is to support families in their efforts to make a good life for themselves and their children." The program describes itself in its brochure as a "community-based program of care and education which combines the latest advances in learning via computer with a traditional base of food, attention, and total family service." Relying heavily on volunteer support, the program "enables families to survive and children to thrive. It works because the people who are served by it work with it."

Reverend Leroy Ricksy, EHUC director, says the center "works to provide a nurturing family so we can save two generations for a healthy, positive life. We are literally about saving people whom society has written off as useless. A person needing support does not experience life as fragmented into different bureaucracies and programs. So we deal with housing *and* education *and* health *and* employment *and* drug dependency *and* childrearing.

"We take a family approach, providing nurture and support as a healing community. Often, our people have not received this kind of nurture and in turn have not passed it on to their children. We want to break this cycle. Where the child's own family is lacking in role models, our extended family provides them. For this reason, we want to maintain a small, concentrated program. We are interested in real change, not big numbers."¹



Your program's objectives should be well defined. You should be able to talk knowledgeably with funders about program goals and why there is a need in your community for the services you provide. The evaluation guide of the *Building Villages* series has information about performing a needs assessment that will help determine the kinds of services that might benefit the community. The need for programs such as yours, explicitly established by a needs assessment or some form (rather than a well educated guess), can be very compelling to potential funders. It helps to assure them that their money is being spent on improving social conditions or preventing real problems.

POPULATION SERVED

Similarly, information on who is being served or likely to be served by this program may be very important to the funding process. Most public money and many private sources have clear requirements on demographics, statistics that describe the population to be served. If your program is designed to serve low-income, teen parents from a certain county, this should be in your mission statement.

If your program is not intended to serve a clearly defined group of people, it is still important to describe its service population. Some demographic information that funders may want to know about include population percentages that are low income, single parent, special needs, teenage, substance abusing, minority, non-English speaking, high school graduates, have experienced family violence, live in a certain area, or use certain other services in the community. If you do not currently have data on your service population, describe the makeup of the community and state your expectation as to who will participate. The town, county, or state census bureau can help with this, as can local newspaper articles.

PROGRAM STAFFING AND LOCATION

Stating who will carry out the services is also a necessary part of framing your program for funders. Some will want to be sure that you have highly qualified professionals, others will be more concerned with keeping staffing costs low, still others will focus on the program's administrative costs. Since you can't change your staffing pattern for every possible funder, you must determine your staffing requirements and the staffing procedures that best serve your mission, and then present your reasons for them. The staffing guide of the *Building Villages* series contains helpful information about planning staff and volunteer roles.

You will also want to describe the location of your program's services and why this site(s) was chosen. For instance, accessibility to public transportation, low cost, or proximity to other services may be of concern to various funding sources



MISSION-MONEY TUG OF WAR

The point of writing out your mission or service description before you go to funders is two-fold:

- By and large, every funder from the federal government to the \$5 contributor will want this information, so save time and be prepared.
- More importantly, you need to be clear about your program's identity so that the mission drives the decision making about funding and not the other way around.

Especially in times of scarcity, it will be very tempting to agree to drop or add a service, hire a particular kind of staff member, cut the staff, change your target population, or move your program somewhere else on the premise that, if you do, source X will give you money. Only you and your decision-making partners (board, staff, parents, etc.) can decide if a given trade-off is worthwhile. A basic sense of which components are and are not negotiable will be helpful when these circumstances arise.

Managing the tug of war between mission and money can be an ongoing challenge. The more you know about your program *and* the potential funding source, the easier it will be to decide whether to accept their terms or not. Here are some questions you may want to ask about your program and its potential funding:

- *What do you do best, most effectively?*
- *What is the greatest public concern that your program addresses?*
- *How does your program fit into the system of services to families in this community?*
- *What distinguishes your services from others?*
- *How will the answers to the above questions be affected by the terms of this funding offer?*
- *What other kinds of changes might this funding entail?*
- *Will this funding involve some hidden costs? (e.g. severance or unemployment costs or laid-off staff, moving costs, start-up costs for a new service, staff training, etc.)*
- *Will the reporting requirements of this money be unduly burdensome?*
- *How will modifications due to funding stipulations change your image in the eyes of the community?*
- *What are the greatest benefits to accepting this money, other than having more money?*
- *What changes to this agreement might you suggest that would make it worthwhile?*
- *How will this money help you to improve your services and contribute to the improvement of the system of services to families in your community?*

Every new opportunity has its advantages and its pitfalls. Be sure to look objectively at the pros and cons of each potential funder.



You are raising more than money! You are also raising expectations, enthusiasm, interest, and credibility.

Finally, be aware that funding you accept can have an impact on how well you fulfill your program's mission. For example, let's say a state child protective agency or court will provide funds if your program will accept families who are mandated to participate or else will lose their kids. At best, your program is in the position to play a very positive role in the life of a family that may be highly motivated (by fear, at least) to become involved and do well. At worst, you have a family established to be at high risk, with intense needs that you may not be able to meet, and your program is the last place on earth they want to be. How will this affect the other families, staff, and the community's perception of your program?

WHAT ARE THE SECONDARY BENEFITS OF FUNDRAISING?

Soliciting money may seem extremely time consuming, but the fundraising process can have rewards beyond the dollars collected. For example, having parents plan and participate in a special event can help build support and spread the word about what the organization does. Going door-to-door can put a program in touch with community reaction to its services and result in new ideas for future endeavors.

Almost any kind of fundraising can serve two purposes for the price of one. It is important, however, to be explicit about the *primary* purpose. If the activity's main goal is to raise money, then that is where the bulk of the effort should be made. Try not to let too many goals sidetrack the real concern. Fundraising efforts might have as their secondary objectives to:

- promote membership, both of potential participants and donors
- increase public awareness of your program and the need for programs like yours
- build a network of relationships in the community, political arena, among parents, and among other providers
- enhance your program's credibility

Brainstorming about how to maximize the possible benefits of each fundraising activity can be a fruitful part of the planning process.

HOW SHOULD I PRESENT MY PROGRAM TO FUNDERS?

Think of a good proposal package as the key to a funder's door. Your proposal presentation materials will likely include some basic items that you would give to almost all funding sources, and other materials that address the specific interests and needs of a particular source. Your proposal presentation should keep in mind the following basic questions:



Know thy program; know thy funders.

- *What do you want funders to know about this program?*
- *What will funders want to know?*
- *What will make the difference between getting money and getting rejected by this funder?*

In *Managing a Nonprofit Organization*, Thomas Wolf says in order to build the “Case for Support”:

1. Identify the important problems or needs that the organization intends to address with the contribution.
2. Demonstrate the organization’s capability to address these needs (e.g. high quality, serve a broad constituency, well managed and fiscally accountable, cost-effective).
3. Match the proposed areas of organizational activity with the funder’s own philanthropy interests.²

The documents you will want to have on hand expand the ideas developed in the course of strategizing about mission, goals, and services. The first and most basic document, sometimes called a fact sheet, will outline them in one or two pages. Your cover letter should highlight the best of what your program offers and can be tailored to address each individual source’s interests and concerns. The proposal itself documents the community’s problem and your solution, giving a more detailed description of the services you provide and your program’s financial information. Many funders, especially public sources and larger foundations and corporations, will have their own forms to fill out and questions for you to answer. It is still a good idea to have written out your own proposal ahead of time to be tailored each time you respond to a new source. Try not to start from scratch each time you make a new proposal — it is time consuming and unnecessary. Other documents funders might ask for include:

- demographic statistics
- community needs assessment
- evaluation results
- annual budget
- annual report
- state and federal tax exemption certificates
- latest tax forms filed
- most recent financial statement or audit
- ~~board of directors list~~
- personnel policies
- statement of future plans



"In the obstacle course of fundraising, where any reason is sufficient to reject you, you make it easy when you give the potential donor a badly written, poorly produced document."³

Jeffrey Lant
Development Today

- letters of support from participants, funders, agencies, or community groups
- list of other grants and donors
- testimonials from program participants

Now is your chance to be creative. You have to provide all the usual items that funding sources require, but you can also add items to your proposal to personalize your program. Some of these might include:

- brochures or flyers developed for participants
- a brief story about a particular family and how they benefitted from participating in your program, perhaps written by the family
- materials from any outside party that has done research on your program, such as a student or a research group
- pictures of your program in action
- a short slide show or video
- recent news or magazine articles

These materials are also very handy to present in person to local community organizations.

WHO WILL FUNDRAISE FOR THIS PROGRAM?

The job of fundraising entails many different activities, and they will vary from program to program. Some program directors see fundraising as one of the many things that they do to keep the program running on course. Directors of larger programs, especially those with more than one site and/or a wide variety of services, prefer to have a separate position on their staff for finance and development responsibilities. Programs that are part of a school district may be able to have the district development office write proposals. Collaborative efforts may require a committee of people representing each of the collaborative partners to administer funding for the project. Much depends on the number and variety of funding sources to be managed.

HIRING A CONSULTANT

Some programs hire an outside development consultant or grant writer to handle some or all of their fundraising requirements. This can be a cost-effective way of producing high-quality proposals and reports without having to pay a big salary or learn the skills yourself. However, hiring a consultant can have some hidden costs that reduce or negate potential cost savings. One, of course, is that consultants are often much in demand and can command a high price for their services. Secondly, you must remember to consider the time costs of explaining all the necessary details of your program to an outside person. A third consideration is the effect hiring a consultant may have on program staff members. When staff



members are involved in a project only after it has been defined by the grant writer's proposal, they may feel less invested in carrying out its intentions.

In *Development Today*, author Jeffrey Lant suggests that program managers answer the following questions before hiring an outside consultant⁴:

- *Will the consultant provide immediate services that your organization cannot provide for itself?*
- *Are the services of the consultant more professional than those you can provide for yourselves?*
- *Will using the consultant ultimately cost less than if you were to do it yourselves?*

THE BOARD

Another important resource for performing fundraising duties is the program's board of directors, if one exists. Traditionally, maintaining the fiscal solvency of the program is a board's primary role. Many programs invite community members to join the board based on their capacity to fundraise, among other things. The following is a list of the kinds of people you may want to recruit for your board:

- a participating parent
- a representative of a local foundation
- a manager of your community's largest employer
- members of public agencies, such as the local departments of education, social services, public health, child welfare, etc.
- a small business owner
- a lawyer or accountant
- a printer
- a media representative or public relations consultant
- a civic or religious group leader
- leaders from local professional groups, such as doctors or realtors

While a board that represents many facets of the community can help your program in a variety of ways, some programs have found that too many board members can diffuse responsibility for acting on your program's behalf, rather than increase it. For that reason, many small- to medium-sized family support and education programs have no more than 10 to 20 board members.



Everyone can fundraise. Your job is to match the talents to the tasks.

“The area director found out that if the program lobbied the city council to restore the money from recent budget cuts, there was a possibility we could get it back. The director got the second in command from one of the local newspapers to put together a wonderful public relations packet, and by Friday afternoon they had one ready. The board members all got assignments to call their city council members and address each one of them in person. They did it, and we got the votes we needed.”

Carmen Cortez, Assistant Director
Avancé
San Antonio, Texas

Remember, fundraisers do not necessarily have to be board members. In fact, often people want to volunteer their time for one event or for a few hours without the responsibility that joining the board entails. Anyone who believes in what your program is trying to accomplish can be helpful in raising needed dollars. Remember to set aside extra time to educate them about the relevant details of your program, as they may be less familiar with it than board members.

HOW CAN COLLABORATIONS BUILD MY RESOURCE BASE?

“Our program and other programs have different services and goals. But I think as a group of agencies, we recognize the importance of stable, functioning families. What we all try to do is build a thorough network of services and, especially in this time of shrinking dollars, rely on each other as much as we can. It’s better not to provide services in isolation. Being part of a larger coalition enables you to tap into multiple resources.”

Richard Ramsburg, Administrator
Parent/Child Program
Frederick, Maryland

Wherever you are on the funding continuum outlined in the introduction of this guide, we want to encourage you to move toward increasing your collaborative



relationships. There are many benefits to collaborating. Some of these are outlined in other guides of this series; specifically, the subject is treated as a whole in the collaboration guide. In terms of attaining resources for your program, collaboration is a compelling strategy for:

- improving the services you provide, and thus your program's desirability to funders
- diversifying and increasing your resource base
- reducing costs through economies of scale
- leveraging new funding sources
- increasing your client fee base
- increasing public awareness of your program
- reducing competition for the same funding dollars

As a single program without connections to other groups in the community, your staff may have a difficult time attending to the wide variety of needs that families experience throughout their development. Further, you may be hard-pressed to produce or pay for the kind of community assessment that will tell you what those needs are, or an evaluation that tells you how well you are addressing them. Joining forces with other agencies that serve your families in a way that improves accessibility and comprehensiveness benefits families and providers alike. Pooling resources can also make a thorough evaluation possible so that your successes can be measured and documented. Nothing is more attractive to funders than documented success.

Collaboration can be an important means of increasing the odds that coordinated services will be sustained in some way. *It is important to set up cooperative relationships based on resources rather than purely the exchange of dollars.* Many family support and education programs have found that they can save money by collaborating through reducing duplicated services or buying supplies in quantity, for example. Savings may also be achieved by sharing space, staff, equipment, curriculum materials, and other costly items. The cost of staff research time, though difficult to quantify, can be reduced through information sharing. Thus collaboration can diversify the kinds of sources supporting a program and moderate the impact of monetary cutbacks.

Collaborating with an agency that provides significantly different services than you do indirectly links you to a greater array of resources. Another benefit of formal affiliation with other service providers is that it increases your program's access to new participants. From a funding perspective, if some portion of your income is based on client fees, the bigger the prospective client pool, the better. In the broader community, collaboration increases the public awareness of your services, both in terms of participants and potential funders. Thus it can perform a kind of built-in marketing function that benefits each of the collaboration partners.



"I tell my staff, 'Don't assume that the principal in the elementary school where you're serving families understands why you're out there working with families. You stop by and talk to him.'"

Linda Hamburg, Coordinator
Parkway Early Childhood Program
Ballwin, Missouri

Collaboration also can be a way to avoid high pressure competition between different agencies for the same social service dollars. Indirectly, collaboration means that you reap the benefits of your partners' funding successes. Applying for joint funding is a more direct way to benefit, because by joining forces the pool of applicants is reduced and thus the odds for your success are improved. Competition can also be qualitatively reduced by virtue of the fact that two or more programs can offer more to funders than one can.

Similarly, in a time when funders are trying to get the most service for their money, matching fund requirements have become increasingly popular. Matching generally entails having a second source that will duplicate all or some percentage of the first source's contribution. Federal resources often involve some form of matching requirement. If, for instance, your program receives only federal money, and you want to apply for a new federal grant with a matching requirement, some other source would have to be found as well. A collaborative partnership increases the odds that new and creative funding arrangements can be devised. In fact, some funders may even provide resources specifically for the purpose of coordinating existing services, sometimes called "glue money."

In many ways, collaboration is becoming the cornerstone of stable funding and comprehensive service provision in the field of family support and education. Time spent developing and strengthening good partnerships is likely to be a wise investment.

HOW CAN PUBLIC RELATIONS ENHANCE MY FUNDRAISING EFFORTS?

"Image is the sum total of beliefs, ideas, and impressions that people have of an organization or the programs, services, or products it offers. In the nonprofit world, a strong, positive image is a critical element in gaining clients, students, or audience. It is also essential in gaining donors and broad community support."⁵

Thomas Wolf
Managing a Nonprofit Organization

Unfortunately, it is not enough for a program just to do good in the world; the world must know about the good you are doing. "Marketing" and "public relations" may not be terms that you are used to hearing in the field of human



services, but understanding these concepts and knowing how to employ them may mean the difference between expanding your program and closing its doors.

Your staff, board, and participants are marketing agents for your program. They talk to their friends and associates about their involvement in the program, whether positive or negative, and thus contribute to its overall public image. Because a good service is its own best advocate, your first interest should be in developing the best possible program.

In a study conducted by Harvard Family Research Project of 75 programs nationwide, 67 percent said that “word-of-mouth” was the number one method of bringing people to their programs.⁶ As you think about how you can best publicize your services and successes, first you need to decide upon the audiences that you want to reach. Distinct audience groups may include: prospective participants, highly qualified and motivated staff, influential community leaders and law makers, public funders, and private grant makers. Different marketing strategies will probably need to be devised for each group, although some marketing activities will reach more than one group.

CREATIVE MARKETING

Brainstorming is a very effective way to begin thinking about how you will get the word out about your program. The point of brainstorming about the kinds of marketing and public relations activities that will suit your program’s needs is to see the range of possibilities, both simple and involved. It is important to list all the ideas that occur to you while brainstorming and save the weeding out process for later. Brainstormers often find that the unusual or seemingly unrealistic ideas are the ones that (with a few practical modifications) work best. Here are some helpful questions to start off a brainstorming session:

- *What kinds of people do you want to attract with this marketing activity? If you were a private company, who would be the “customers” for this “product”?*
- *If you were one of those “customers,” what would appeal to you? Who do you know that fits this “customer profile,” so that you can ask them for their ideas?*
- *How do other programs market? Do you want to do something similar or completely different?*

Marketing your program doesn’t have to be expensive, especially if you can find creative ways to manage the costs. Says Richard Ramsburg of the Parent/Child Program in Frederick, Maryland:



"We had to submit a package of our evaluation studies to the state Commissioner of Health and Human Services. He used the studies in requesting money from the legislature, so he could explain what works, what makes programs work, and how much it costs."

Carmen Cortez, Assistant Director
Avancé
San Antonio, Texas

We had been doing a tabloid-sized brochure about the classes we offer that we mailed to 64,000 homes in the area. Well, producing and mailing that brochure twice a year cost about \$20,000, and with the state budget cuts, we just had to find a new way. I went to the local community college because they also do a bulk mailing that pretty much coincides time-wise with ours. We combined the two mailings into one catalog so that we would only have one typesetting cost, postage, labeling, and the rest. It really saved a lot.

However, the first time we sent out the combined catalog, the cover of it said the community college's name and under that it said "adult education." People looking for the Parent/Child Program, who had grown accustomed to that tabloid brochure, were lost. We had to publicize and make it clear that this was where those classes could be found, and I think people are catching onto it now.

EVALUATION AND NEEDS ASSESSMENT

A thorough and generally positive evaluation of your program and the benefits to its participants can be a very compelling marketing tool, especially to funders and legislators. However, keeping accurate track of even simple statistics such as clients served, number of participants who attended a group meeting or completed a course, and number of children who received developmental screening can be helpful for funders trying to decide whether to commit resources to your program. It is important to think in terms of collecting data and information that indicate programmatic success.

Anecdotal evidence of your program's success can also be an effective marketing tool. The story of a family who overcame some form of adversity as a result of the services offered by your program, or the testimony of a grateful parent, can sometimes engage people and catalyze support more effectively than studies or formal evaluations.

Similarly, compelling proof of the community's need for family support and education services can also be used to market your program to community leaders and private grant makers. In tandem with a well executed needs assessment, you must show that the services you propose to provide (or are already providing) will effect positive change in the lives of program participants. Studies of the efficacy of programs that are similar to yours can help to make that case. Again, talking with people from schools of social work or education, for example, will help you locate such research and synthesize your arguments.



GAINING ACCESS TO THE MEDIA

One of the least expensive ways to market your program to a wide public audience is to have your program and its activities covered by the news media. A public service announcement on the radio, local television news coverage, or a newspaper article that describes your program and recent activities can ignite the interest of community members who would not otherwise take the time to learn about your efforts. While the actual cash outlay may be low, an ongoing media strategy takes staff time and attention to detail. Half-hearted or disorganized attempts to gain media attention can backfire into an uncomplimentary presentation of your program or those associated with it. Effective media strategies include the following:

Identify media people who might naturally be interested in your program by reading local newspapers and tuning to local stations. Make note of reporters who cover topics such as education, social policy, children's issues, and parenting. Be sure to ask parents, staff, and board members if they have any personal contacts in the media.

Send information about your program to the writers you have identified, especially when you have something newsworthy to share, or when related events arise in your community. In this way you can establish yourself as a reliable source of information so that they will know to call on you when their research warrants expert opinion.

When you want to publicize some aspect of your program or activities, create a press release that is easy for the journalist to translate into an article. The more "print-ready" the release is, the more likely it is to end up in actual print. Be sure to have brief, pithy synopses of your service components available so that if the press release is about a specific part of the program, the reporter will have the basics at hand when writing the story.

Keep good black and white photographs on hand (at least five-by-seven inches in size) of the program's director, the board chair, and community leaders that are associated with the program. This, too, makes the reporter's job easier. You may also want to have photographs of families participating in program activities. Make sure to have parents' written permission to use pictures for publication.

Collect copies of news articles that mention your program or involved individuals. These can be sent to other media people to attract more attention, as well as potential donors.

You should adhere to the following list of "do's and don't's" adapted from Fred Setterberg and Kary Schulman's *Beyond Profit* when writing press releases:



Always:

- Write the press release on your letterhead.
- Put the date and name of contact person *with day and evening phone numbers* in the upper-right-hand corner.
- Make sure the contact person is available at those numbers for two or three days following the release.
- Center a headline of five or six words in all caps.
- Limit your releases to two pages or less; type the word “more” at the bottom of the first page, and -00- or ### at the end of the release.
- Put all essential information — the famous five W’s (who, what, where, why, and when) — in the first paragraph.
- Place a snappy quote in the second or third paragraph if possible.
- Stick to short paragraphs and short declarative sentences.
- Use the last paragraph to sum up your organization.
- Read the newspapers you want to have cover you and write your releases the way their reporters write their stories.
- Follow up with your key contacts.

Never:

- Try to be cute, and don’t gush. You can’t say, “We’re brilliant!” But you can quote the mayor if she says it.
- Resort to rhetoric.
- Think that because a release isn’t used, it’s been wasted. Every thoughtful and well written press release increases the reporter’s understanding of your organization.
- Send a release to more than one person at the same paper. Send it to your key contact — then if she doesn’t use it, ask who else might be interested.



2

Potential Funding Sources

FINDING RESOURCES AND BUILDING FUNDRAISING SKILLS

In order to gain access to government or private dollars and goods, you will probably need to devote a substantial amount of time researching funding sources that are a good match with your program. In addition to a local public or university library, large nonprofits such as colleges and hospitals may be willing to allow use of their private development office libraries. Interviewing other area nonprofits and community-based ventures about how they seek supporters might also give you ideas about where to look for funds.

You may also want to consider investing in a course or seminar for you or a staff member to hone fundraising skills. Some community colleges, local United Way chapters, and other nonprofits offer courses on fundraising and grant writing. Linda Leslie, executive director of Practical Parent Education in Plano, Texas says, "Probably the thing that helped me the most was actually taking a course from one of our universities on fundraising. The class was very good, and it was just so helpful to get to know the other participants in the class and where they're getting funding and so on."

We highly recommend the community-building approach to raising funds and accumulating resources. That is, look first to your own program, its staff, and participants as sources of or connections to revenue and valuable resources such as time, labor, and physical goods. The more that your own program can provide for itself, the more funding sources outside the program will respect and supply your needs. The next place to request funds and resources is from the immediate community, which you can break down into private, individual, and organizational sources or public, government sources.

Beyond your program and the community, you have state and national sources. Again, these are separate domains that can be categorized as private or government sponsored. This fundraising perspective emphasizes the community as a resource that extends the scope of its funding through state, federal, foundation, and corporate grants or entitlement.

As you work toward establishing sustainable funding for your program, always remember to take these four steps when trying to gain access to resources:



1. Encourage parent advocacy of your program.
2. Show that your program uses its resources efficiently.
3. Appeal to the self-interest of the funder.
4. In addition to funds, solicit in-kind contributions.

While there are no set rules about what mix of government and private funds a program should seek, we do offer one firm suggestion: at least some of your program's funds should come from the community you serve. This can be in the form of public dollars, such as school district funds, and private dollars, such as local businesses and individuals.

It does not take a state or federal grant to operate a family support and education program — it takes a village. Chris Carman of the Hawkeye Area Community Action Program in Cedar Rapids, Iowa states this not so subtle change of outlook well: "Head Start's community base is endangered when it is viewed simply as a *federal* program offered at the local level. Instead, it must be seen by communities as a *local* program supported at the federal level. Community involvement in the program is vital."⁷

FAMILIES AS RESOURCES

Families should be seen as important sponsors of the programs in which they participate. Just as they are beginning to be recognized as partners in curriculum and program planning, parents need to be involved in resource acquisition. This may take the form of paying fees for program activities, volunteering time as a classroom aide or field trip monitor, collecting furniture or art supplies for the center, or helping with donor campaigns and fundraising events.

Parents should help fundraise because it is a big job and participating families benefit most directly from the resources gained. Further, program staff members and parents alike often comment that many participants get more out of a program when they work for it, too. Reciprocity on the part of participants results in a sense of empowerment — a feeling of accomplishment and self-esteem — from being a contributor to something beneficial not only in their own lives but in the lives of others. Ultimately, opportunities or requirements for families to contribute their efforts may, in fact, be as empowering as being taught new skills or building new relationships.

Parents can fill critical roles as volunteers, fundraisers, lobbyists, and advocates for their program. Indeed, a letter from a parent to a grant maker or legislator can be more convincing than letters from five board members. As with any volunteer, program staff members will have to take the time to train and educate



Deborah Black, a volunteer at the Booker T. Washington Learning Center in New York, says the center's "greatest strength is the amount of labor and love that comes in on a volunteer basis."

parents about the program's resource needs. Additionally, parent volunteers may take some particularly skilled managing, as their dual role can complicate issues. A volunteer coordinator or other staff position that spends time and energy determining a good match between volunteer and task may be well worth the investment for programs that rely heavily on parent volunteers.

Parents can also pay for using a program, though the money brought in is often nominal. User fees, an "internal" source of funding, is a broad concept that encompasses a variety of payment approaches. Some programs institute a general membership style of fee that covers participation in activities or classes for a certain time period; others use a pay-per-visit approach. Fees may be structured to be the same for any user or on a sliding scale based upon income. Some funding sources may prohibit charging participants for services, so this must be checked before instituting a fee system.

Linda Hamburg, coordinator of the Parkway Early Childhood Program in Ballwin, Missouri told us that they are not allowed to charge for the state Parents as Teachers program, but "the staff has often said that it would be nice if we could charge them even a dollar or two. There's something in our society that people place more value on something that they have had to pay for." Instead, they have a contract which they call a "mutual commitment form" that outlines what is expected from both the program and the family. She explains, "One commitment we ask is that they will attend one parent workshop during the course of the year, not only because we feel it's an important piece of our program, but because it's a key part of our funding. We explain that to parents up front, and we've found that if parents understand the whole picture, they'll go to great lengths to attend that meeting."

While setting fees for services helps to provide a stable base of funding, the danger always exists that some families will be unable or unwilling to pay, no matter how small the cost. Even a sliding scale fee system may prevent some families from using the program if they are hesitant to say they cannot pay. In addition, a sliding scale arrangement may put program staff in the complicated and time-consuming position of determining who is eligible for what fee level.

Family Focus, a child abuse prevention program in Oregon, has designed a novel approach that addresses these problems. Because many families using its services are low income, Family Focus uses a liberal sliding fee scale. Each parent gets an envelope and checks off the amount of their fee, based on their self-reported income. If they have the money, they put it in the envelope. Otherwise,



they turn in an empty envelope. In this way, parents and children are spared any embarrassment or stigma of not being able to pay.

“For our Parent Child Interaction Program, we have a set rate; however, there is a volunteer component. Parents can come and facilitate the unstructured play session or be a teacher aide, for instance. For each hour that they volunteer, they earn an hour of free class time. There have been situations where it’s not possible for the parent to volunteer. They’re in too much crisis and they’re having financial problems, then we do offer them the classes free. We don’t advertise that on a broad basis, but the staff understands the need to make exceptions for some families.”

Linda Hamburg, Coordinator
Parkway Early Childhood Program
Ballwin, Missouri

More important than actual dollars is for families to show those outside the program how the support and education services help participants succeed. When participants, in turn, become active supporters of the program and contribute to the community, funders become more willing donors.

TIPS ON COURTING AND KEEPING FUNDERS

The following is a list of basic questions you may want to ask when inquiring about funds:

- *What is the correct name of the funding program?*
- *Through which local, state, or federal agencies is it distributed?*
- *What is the range and average grant amount in your state or locality?*
- *What is the application procedure? Do you need to send a letter of inquiry or just request a form?*
- *How long is the application process from the time you make a request for funds? Are decisions made at a set time or on a case-by-case basis?*
- *Who qualifies for this funding? What is the simplest way to find out if your program qualifies?*
- *Who is the contact person for this funding program? To whom should you direct your questions? Are there organizations in your area that have received these funds, and can you get the names of contact people there?*



It is a good idea to contact the appropriate program officer early in the grant-seeking process not only to confirm eligibility requirements and deadlines, but also to garner as much advice as the officer is permitted to give. Once you have narrowed down the list of prospective funders, you should keep in mind the tips presented here in order to cement a relationship:

Target your sources. Organizations should develop the skills and knowledge to approach a variety of sources. Research is essential to effective and sustained fundraising as is staying abreast of opportunities through networking, journals, and professional meetings. Keep a file of ongoing opportunities for future financial planning.

Develop relationships. Successful fundraising depends on developing and maintaining relationships. A fact sheet or brochure is an effective way to introduce your organization, but you must also make time to answer questions about the services you provide and to learn more about the organizations and funding sources with whom you want to associate. People contribute to and cooperate with other people, not with entities.

Customize appeals. Excessive or unnecessary information can be a disadvantage. Tailor your requests and proposals so they specifically speak to the funding opportunity, but don't sacrifice the integrity of your organization's mission in order to secure funding. Persistence, patience, and honesty are key factors in successful fundraising. Unethical practices may sacrifice your organization's reputation in the long run.

Show donor benefits. Good relationships are mutually beneficial. Funders provide funds in areas in which they have a concern. It is essential to let them know the value of their investment. For example: "I know you share our concern that all young children in our community have the opportunity to develop into productive and educated citizens. Our organization provides the only developmental child care for low-income kids in this area. Your donation of \$20 will provide a developmental toy that dozens of children can use in a year. Your donation of \$1,000 will subsidize the costs of providing X days of care to one child."

Be organized. Time is a critical factor in researching and obtaining funds. Government, foundation, corporate, and private sources operate in cycles. It is imperative to plan for this when developing a funding strategy. Maintaining commitments, respecting deadlines, and being prepared are musts. Develop a system to remind yourself of upcoming deadlines. Keep mailing lists and foundation information updated and, when possible, computerized.

Manage the process. Take responsibility and initiative for the relationship. You should immediately and courteously respond to any requests or questions funders have. Follow up with a phone call to make certain they received your proposal and to learn the status of an application.



Acknowledge the gift. Every donor needs to know that you appreciate their contribution. Donors are likely to give again when they know their money is appreciated and has been put to good use. Write thank you letters to everyone with whom you had contact and send updates on your work whenever possible.

Follow up strategically. Beyond a thank you letter, funding relationships can be strengthened by determining how the grant maker can get a “return” on the investment. A foundation may be pleased to have its reputation enhanced by publicity about the wonderful things your program was able to accomplish with its money. A corporation may appreciate recognition of its gift in a local paper that also carries its advertisements. Obtain permission of the funder before publicly acknowledging a gift in a newsletter or some other form of media.

Implement. Comply with funder stipulations about using funds and how those actions should be reported. The discretion used to fund you can be used to unfund you. You must provide funders with a full report of how their gift helped you achieve your goals and what you would do to further improve upon your work.

PRIVATE RESOURCES

In 1989, \$114.7 billion in private funds flowed to nonprofit organizations.⁸ Private dollars come from a variety of sources including community events, individual donors, and grant-making corporations and foundations. Again, we emphasize that most programs should plan to use a mix of these funding resources rather than relying on any one.

Private foundations are probably the source most people think of when they think about private funding. Actually, private foundations made up only 6 percent or \$7 billion of the money given to nonprofits in 1989. In contrast, donations by individuals to nonprofits constitute 84 percent of the funds nonprofits receive each year.⁹

INDIVIDUAL DONORS AND SPECIAL EVENTS

There are several good reasons for seeking individual donor support. First, it keeps an organization in touch with the concerns of the community. When soliciting an individual gift, fundraisers will get feedback on how community members regard them, what the results of their work have been, and what changes the community might like them to make. Community-based fundraising also spreads the word about an organization and fosters good will.

Second, many governmental and private grant makers want to see that an organization has community support before they will commit their own money.



This does not mean funders will expect an organization to rake in millions from individual donors; however, even an organization that works with low- or moderate-income populations may be expected to show evidence that some contributions are being made by members of its community.

Finally, most individuals do not give money with the strings that are attached to most foundation, corporate or government grants. While individual donors may have preferences about how their money is used and may want information on an organization's solvency before giving, they will almost never place the kinds of restrictions on their money that grant makers routinely do. Thus, programs will have greater flexibility in directing what these donations will fund.

To some, individual and special event fundraising may seem like the "bake-sale" approach to finance, requiring a lot of labor for not much profit. On average, however, an American gives between 1 and 2 percent of his or her income per year to charity. Contrary to what many might expect, 48 percent of individual donations come from households with incomes under \$30,000.¹⁰

Even many professional fundraisers are not fond of asking for money face-to-face. However, a direct appeal can be the most lucrative way to raise funds from community supporters. In *Fundraising for Social Change*, author Kim Klein states that in order to maximize community donations, a nonprofit should develop a fundraising strategy like that employed by religious institutions. They ask for money regularly, accept very small to very large donations, and ask for money from everyone.

An appeal should stress what services a program offers, how those services benefit the individual donor and his or her community, and how the donor's money will be used toward the program's work. In this way, fundraising becomes not begging for money but rather showing how a donor is actually paying a fee for a service he or she wants to see benefit the community or perhaps even his or her family. A donation is not a gift but, in this sense, money given in exchange for a program's work.

There are many ways an organization can do community-based fundraising. These include individual donation campaigns by mail or phone, door-to-door fundraising in a neighborhood, and special events like a carnival, auction, raffle, or dinner. You may also want to solicit funds from neighborhood small businesses, especially ones from which the family support program purchases items such as office supplies or toys.

There are pros and cons to many of the community-based fundraising methods. For example, only a well organized group with sufficient staff or volunteers and a willingness to risk funds on advance costs should attempt a big special event like a dinner or carnival. Similarly, it is difficult to depend on income from special events because you never know how much you will raise until after the event is



over and all the bills are paid. It can therefore be risky to structure an annual budget on expected revenue from fundraising events.

While special events can be a good way to involve people who may not be able to give money but can volunteer or donate items, managing volunteer labor can be particularly time consuming. Direct mail or phone campaigns can be less labor-intensive but generally will only bring in money from a small percentage of the people asked. Therefore, a program embarking on a community-based fundraising project should think carefully and realistically about its pool of labor, interests, and funds.

It is important to remember that individual appeals and special events are usually supplemental funding sources because so many factors other than the program's merits are involved — are people interested in this particular idea, or will it rain during the carnival?

Finally, fundraisers must bear in mind that they will be rejected far more often than they will be rewarded. This should not be a source of discouragement, but impetus to contact as many potential donors as possible. Community-based fundraising is not like fundraising from private foundations and corporations where fundraisers target particular grant makers. Here the "buckshot" approach, shooting out hundreds of proposals and hoping something "sticks," is appropriate and even recommended. Fundraisers should ask everyone and ask often.

IN-KIND CONTRIBUTIONS

In-kind donations are an excellent way of obtaining essential services and materials without having to spend the cash needed to pay salaries and other operating costs. At the same time, they give donors an opportunity to help in ways that differ from a traditional financial contribution. Businesses use this as a way to advertise their services and to gain public recognition of their generosity. For example, a restaurant or grocer may provide food for a special event, a retail store may provide prizes for an auction, or a software manufacturer may donate learning packages.

In addition, many in-kind donations can be tax deductible for the donor. It is to your advantage to tell a potential donor if a gift is eligible, because it provides added incentive to give. In some instances, in-kind donations may also be acceptable for the purpose of matching funds.

As with any contribution, recognition of in-kind donations is very important. In addition to the requisite thank you notes and appreciative gestures, you may want to publicize any major gifts. Donors should be notified before any mention of their names or gifts goes to the media. A lawyer who gives a program participant pro bono legal advice, for instance, may not want you to give her card out to



everyone in the center, but may appreciate a letter to the local bar association telling of her kindness. Again, building and maintaining relationships is critical to ongoing support, and knowing each donor's wishes will help sustain these links.

When asking for in-kind contributions it is important to know what you want. You should approach a potential donor only when you have evaluated your program's needs and can support your requests with clear reasoning. This will also help you to determine and communicate what you *don't* need. Unfortunately, sometimes people are looking for ways to generate tax benefits from junk or to just get rid of it. A "gift" of one hundred broken toasters is probably no favor, unless your program offers an adult education course on fixing household appliances. Unwanted gifts are those that take more time, money, effort, or upkeep to use than they are actually worth. Be sure to think before you say "yes." Calculate the hidden costs to all in-kind donations. Don't let yourself be a dumping ground because you're afraid to say "no." A list of common in-kind donations includes:

- low- or no-cost space
- utilities (heat, water, garbage removal)
- volunteers (teacher aide, grant writer)
- staff (accountant, nurse, janitor)
- pro bono services (legal, medical)
- office equipment (desk, computer)
- office supplies (paper, computer disks)
- vehicles
- food
- toys
- furniture
- books
- art supplies
- clothing

Likewise, giving in-kind can be a way to get off easy for some businesses. Don't let the offer of an in-kind contribution make you shy about asking for cash, too, especially if it involves the gift (an old copier *and* money for servicing). In fact, asking for an in-kind donation can be an effective, nonthreatening way to begin a relationship with a potential donor who may then decide to give money after being assured of the good work you do.

Donations of staff or volunteer time should be taken as seriously as any other gift. A simple report to the organization indicating who volunteered, for how long, and how much you value their efforts leaves a favorable impression. The organization will appreciate such a letter and can use it in a variety of ways. Again, make sure the gift is not more trouble than it's worth — this is the kind of "dona-



tion" that is hardest to give back if it does not work out because people's feelings are involved. See the staffing guide of the *Building Villages* series for more about working with volunteers and jobs that volunteers can do.

WORKPLACE CAMPAIGNS, CIVIC AND RELIGIOUS GROUPS

Three other main types of private funding to which family support programs might wish to appeal are workplace payroll deduction campaigns, civic groups, and religious organizations.

The United Way is undoubtedly the best known workplace payroll deduction campaign. In 1989, United Way raised and distributed \$2.98 billion to over 40,000 health and human service organizations, making it the largest grant maker in the country.¹¹ The main advantage to becoming a United Way member is that it can be a steady, dependable source of funds for most items in an organization's budget. Further, in many communities, membership in the United Way serves as a source of legitimacy and a way to meet leaders in the business sector.

The most common criticism leveled at the United Way is that it is too conservative and chooses to fund the more traditional service organizations — YMCA's, Girl Scouts, Salvation Army — while neglecting new activist organizations. In response to this, several alternative workplace payroll deduction campaigns have sprung up around the country. These funds, which often target the concerns of people of color, women, and children, are an expanding source of money. In 1989, they were raising more than \$200 million annually and growing.¹²

Most alternative funds are geographically based and many have very specific funding priorities. Among the larger alternative funds are the Brotherhood Crusade/Black United Fund of California, Women's Way of Philadelphia, and the Cooperative Fund Drive of Minnesota.

United Way of America reports that in 1990-91 it raised over \$3 billion. The largest category of United Way recipients was "family services," receiving 22.1 percent of United Way contributions. United Way's mission, "To increase the organized capacity of people to care for one another," is certainly concordant with that of family support and education. An important consideration in receiving funds is that United Way has firm restrictions as to the kinds of community fundraising activities recipient agencies may perform. This is because your program's fundraising activities may compete with The United Way's!



Civic associations are another potential source of private funds, and many communities have several, such as the Knights of Columbus, the Rotary Club, and the Junior League. Appeals to these groups can be made through members or friends of members. Civic associations can also be a good source of in-kind donations or volunteers.

“With the state funding cut-backs, I had to reduce our hours of operation in the evening at the literacy lab. We had been open four nights, and we cut back to three because I couldn’t afford to pay a staff person to be there. I had learned that the local Rotary Club was interested in working with at-risk middle school kids. We did a training for 10 of their members and identified some of the kids they could work with, and they opened up and ran the lab for those children one night a week. Last year, I had asked for money from the Rotary Club, and they turned me down. I asked again this year and it looks like they’re going to come through, now that they know more about us. With service clubs, the more you know and talk to them, the more likely you are to get some help. Sure, it takes time to go to a meeting or give a presentation, but that’s a critical part of seeking that kind of funding.”

Richard Ramsburg, Administrator
Parent/Child Program
Frederick, Maryland

A community church, synagogue, or mosque may give directly to local programs. Many religious groups also have national grant-making bodies. If possible, someone affiliated with your program who belongs to the local congregation should make the appeal to the national level of the religious group. While most national religious grant-making agencies do not require that an organization’s work further their religion, they will often prioritize funding for causes their congregation is affiliated with. Some of the largest national religious organizations require written proposals much like those used for private foundations.

CORPORATIONS

Corporate giving includes grants from corporate foundations, monetary donations from the corporation itself, as well as in-kind services or even used equipment. In 1989, corporate giving totalled \$5 billion.¹³ Thus it is a large resource, albeit somewhat dependent on the health of the economy.



An organization interested in obtaining corporate funding should be aware of some of the special characteristics of corporate giving. Typically, corporations give with what David Dodson, writing in *The Grant Seekers Guide*, calls “enlightened self-interest.” Corporate donors give to what they believe benefits them.¹⁴ In the past, this has meant corporations have focused much of their giving on higher education. The good news for family support programs is that the current trend is corporations realizing “enlightened self-interest” includes elementary level and early education.

In fact, many sources seem to think a much bigger share of corporate money will soon be earmarked for programs helping young children. In a Conference Board survey that polled 260 major corporations about their community concerns, primary and secondary education topped the list of two-thirds of those polled.¹⁵ In 1991, the *Wall Street Journal* reported corporate giving to early, elementary, and secondary education had risen to 11 percent of corporate educational support. This nearly doubled the 1987 rate.¹⁶

To tap into this rising interest, you must make clear in any appeal to a corporate donor how your particular program will serve the interests of the corporation. These concerns may include a more skilled work force, less absenteeism due to child care problems, or a more attractive, supportive community for workers and their families.

Additionally, most corporations want their gift to positively influence public opinion about the company and its products. You may want to consider how your program can publicize a corporate gift, for instance, by writing an article in your program’s newsletter about the company’s donation and how it will be used, sending a press release to a local newspaper, or mentioning the donor during presentations about your program to civic groups. At the very least, you should make sure that parents participating in your program know of the donation, so that they can write to thank the donor or simply to buy the company’s product, if they so choose.

“When you’ve got some money — whether it’s private or public — then you can say, ‘We’ve got this support here, won’t you give us your support, too?’ Or, ‘Won’t you give us your support for this component?’ When we had fundraising for the playground, to be very honest, we were able to say, ‘Well, so and so at this bank gave this much...don’t you want your name on the plaque, too?’”

Mary Jo Liberstien, Director
The Family Center
Clayton, Missouri



Business leaders are also interested in cost-effectiveness, so fundraisers should emphasize this in any appeal. The finding reported in the business-based Committee for Economic Development's publication *Children in Need*, that every \$1 spent on early prevention and intervention can save \$6 in remedial education, is a particularly good statistic to quote to corporations. You may also want to stress to corporate donors any evaluation component that has shown the cost effectiveness of your program or one upon which it is modeled. Finally, when appealing to corporations, use any and all connections to the company, especially members who are employees, in making contact.

Think not only about soliciting funds from corporate foundations, but also other forms of corporate sponsorship. Corporations have sponsored mentoring programs with high-school-age children for many years, and some are now focusing on much younger children. For example, one corporation is working with public schools in Rochester, New York to develop science-focused programs for three- and four-year-olds, while another has promised to support an early childhood health program in Hartford, Connecticut.¹⁷ If a corporation is unable to promise dollars, fundraisers should still appeal for in-kind services such as accounting or organizational technical assistance and used office or computer equipment.

FOUNDATIONS

There are literally thousands of foundations — 33,000 according to the Foundation Center — offering grants for a variety of purposes. Given the enormous number of private foundations, it is essential that grant seekers start the fundraising process by researching resources and choosing several on which to focus. Avoid the “buckshot” approach to fundraising. Programs should not gather a list of every foundation that might fund them and send the same appeal to each one. Rather, as with all funding sources, fundraisers should think about their own financial and programmatic needs and then look for a donor match. Research should be directed to finding out what a foundation likes to fund, what organizations and projects it has given to in the past, what geographical areas it favors, and what its current interests are. While you may want to use a boilerplate proposal as the base of your appeal to any foundation, details and tone may need to be altered to show how the program's goals and projects fit with the goals and interests of the funding source.

Moreover, the grant-seeking process does not start and end with the researching and writing of a proposal; it is more broadly the process of marketing your organization and its projects. Selling the organization and making personal contact with private foundations and program officers is essential to discover if your program and a particular foundation are a good “match.” Therefore, organizations should use any contacts through members or program officers to meet foundation officials, face-to-face if possible.



A well written proposal for a library with child development resources will not make a foundation interested in alternative farming techniques change its priorities.

Once you have selected a group of potential funders who are a good match, you can request annual reports to garner exact details about each foundation. You should contact foundations by phone or mail to inquire about their application processes and deadlines. For most grant seekers, the next step will be preparing a proposal along the generally used, eight-part format of proposal summary, introduction, problem statement or assessment of need, program objectives, methods, evaluation, future funding, and budget. Foundations may have a preferred format that differs from this, but most will be variations on the above.

Remember, the project goals of the proposal must fit with the aims of the foundation, and the proposal should make clear the links between the program's goals and the mission of the foundation. A vague proposal may also be overlooked by a foundation even if it is interested in funding the actual work of the organization.

"You need to have at least one committed contact that is totally supportive of your concept. You've got to have an advocate who would open the door for you and provide a letter of introduction. We have no influence, no power, no money. We just knew how to do it right in terms of the contacts."

Carmen Cortez, Assistant Director
Avancé
San Antonio, Texas

Finally, if a project proposal is turned down, as most are, don't lose hope of ever receiving funds from that donor. Relationships can be built over years. It may be helpful to try to find out exactly why the proposal was not funded and to bear those criticisms in mind when preparing future proposals.

One of the most common grant-seeking "no-no's" is going to a foundation with a dire appeal that unless the foundation hands over some money, your organization will cease to exist. Foundations will regard this as a sign of fiscal mismanagement and will probably decline to release funds to an organization they think may be in trouble. Long-winded, minutely detailed proposals may also be shunned. Since officials at larger foundations review hundreds of proposals and letters, they prefer those which state their case succinctly.

If you are a novice proposal writer you may want to learn more about the writing process by taking a course. Asking other nonprofits if you may see their successful proposals is also a good way to learn the art of proposal writing.



"We get the *Federal Monitor*, and that's helpful. But to tell you the truth, it's mainly the director's national contacts that give us wind of things. In terms of local initiatives, we are constantly networking, so we hear about things through the grapevine."

Carmen Cortez, Assistant Director

Avancé

San Antonio, Texas

PUBLIC RESOURCES

LOCAL GOVERNMENT

The importance of having local support for your program or collaborative endeavor cannot be overstated. Generally, the farther away a financial source is from the service it is funding, the more indirect are the benefits it reaps from contributing and the easier it is to reduce that support without feeling social repercussions. Community sources, such as the school district, municipal government, or local businesses, are often in regular contact with the families who will benefit from your program. They can see much more clearly the importance of your program's services and are more likely to be rewarded for their insight and commitment. Similarly, if they choose to cut funding, public outcry is much more likely to affect their decisions. Consequently, many providers feel that local sources tend to be more reliable than others, once they are on board. Furthermore, many if not most outside sources want to see "local commitment" to a program before they will join in funding it. Rightly, they understand that programs with local resources are more likely to be stable because they have the financial and philosophical support of the community they serve.

Local government financing comes in two forms: distribution of federal and state resources at the local level, and distribution of local revenue or in-kind services such as municipally financed space and personnel. Similar to state governments, many local governments receive federal allocations, which they must then distribute to local programs. States are beginning to fund early childhood education and preschool programs with a family support component. These funds are available to school districts through competitive grants, usually requiring yearly reapplication. Some districts use local funds to supplement their state grants, either to make up for shortfalls or to enrich programming.

"Grant money from the state has increased somewhat" comments the coordinator of a child development center in California, "but hasn't kept pace with salaries and the real cost of the program. The school district picks up the deficit because the program has proved cost-effective in terms of early intervention for special education. It has impressed the school board and community. Without this tangible show of support, the program would have closed or diminished in quality."¹⁸

The second type of funding, distribution of local resources, can come in a variety of forms, the most common of which is municipal equipment, space, or the



“loaning” of municipal workers. The Avancé program in San Antonio, Texas provides an example. Assistant Director Carmen Cortez recounts:

In 1973, when the director got started, she asked for space from the city housing department. At first it was just two apartments in a housing project that were not being used. And then it got to the point that we didn't fit in there any more, and down the street on the other side of the housing project, the Head Start center was vacating four apartment units. They got their own nice big building, so the housing authority let us have those four apartments that they had converted into a child care center anyway. And now we have eight apartments — the whole block is Avancé! The housing authority is very interested in collaborating with us as partners in serving the same community.

Special taxing districts are another way of generating locally collected revenue. They are voted on at the local level; however, they first must be authorized by the state. The state legislature will have to pass a bill authorizing local communities — either counties or confederations of counties — to put before their citizens a referendum on the creation of a special district. A call to a friendly local legislator can begin the process of writing the bill and building support. Although throughout the country citizens pay taxes to over 80,000 special taxing districts which are independent of local government and fund a variety of specific projects such as water purification and delivery systems or transportation, special taxing districts for the purpose of family support and education are relatively rare.

The first special taxing district for children's services was established in Pinellas County, Florida in 1944. To date, only a few communities and counties in Florida have approved and implemented special taxing districts which collect funds for children and families through an added assessment on local property taxes. The revenue is then allocated through an independent agency to community-based agencies. Examples from the Children's Board of Hillsborough County in Tampa, Florida of what these revenues are used to fund include:

- over \$200,000 to a family resource center for children and infants who are at risk of developmental delay,
- \$162,000 for a day-treatment center for parents and children focusing on prevention of child abuse, and
- \$125,000 to a neighborhood-based program in two housing projects with enrichment services for 75 families with young children.¹⁹



Some special taxing districts have been quite successful at raising revenue where there would have been none and institutionalizing sustainable funding. However, this local property tax based source of funding suffers some criticism from family support advocates. Most notably, this type of taxing mechanism is more likely to be implemented in a wealthier community, which may need the services less than a poorer community. It also decreases the pressure on the state legislature to provide a statewide remedy for meeting the needs of children and families.

STATE GOVERNMENT

State funding includes both federal funds that the state has power to distribute and funds collected directly from the taxpayers of the state. States receive shares of various federal allocations according to prescribed formulas and must then distribute these funds. State-appropriated money can also be awarded directly to nonprofit organizations through grants and contracts. Consult the Resource Guide for how to find out about state funding opportunities.

State-level financing remains an excellent way to assure steady funding for a family support program. Increasingly, states are funding family support initiatives directly through legislation or designated line items in the state budget. For example, Missouri has a statutory mandate, the Early Childhood Development Act, to provide parent education and family support services in every school district in the state through the Parents as Teachers program. State funding for this initiative began in fiscal year 1986 and reached \$13 million in fiscal year 1991, allowing the program to provide services to over 100,000 families annually. Twelve states have followed Missouri's lead and implemented programs modeled on Parents as Teachers, which include a statutory mandate and state budget financing.²⁰

Another state resource that is sometimes overlooked is state agency personnel who can be co-located, regularly visit, or at least provide consultation services to your program. These may include: social workers, health care professionals, school teachers or administrators, vocational, adult education, and literacy project workers, and substance abuse and mental health professionals. Though sometimes less flexible than financial contributions, the outposting of state personnel to your program can result in very fruitful relationships between you and the state agency because you have a built-in liaison.

There is another form of state funding that is a relatively new phenomenon on the fundraising landscape, that is, so-called public-private partnerships. The concept is based on the theory that by combining legislative mandate and private resources, such organizations can effect change more efficiently and with the greater involvement of all segments of the community. A state Children's Trust Fund is an example of such a partnership.



The notion of a Children's Trust Fund is credited to Dr. Ray E. Helfer, a pediatrician who in 1980 conceived of the idea to raise funds for child abuse prevention.²¹ The concept is straightforward: states legislate a voluntary or mandatory fee which is then allocated by the trust fund to both public agencies and nonprofits for services to benefit children. In many states, the fee is a surcharge on a particular state service or license such as a death certificate, marriage license, or divorce filing fee. Some states also allow citizens to check off a donation to the fund on their state income tax form. The funds are often earmarked for specific kinds of family support work with different states making their own restrictions and priorities on spending.

There are two main criticisms of Children's Trust Funds. First, many have not been successful at raising large amounts of money. By 1985, only three funds were raising more than a million dollars per year. Further, as in the case of special taxing districts, some critics have maintained that Children's Trust Funds take pressure off state legislators to make a real commitment to funding family support programs through stable and generous statutory programs, such as Parents as Teachers in Missouri.

FEDERAL GOVERNMENT

Federal funds can be an excellent resource for family support programs because they can be used toward a variety of expenses, awards are often large, and a program may be eligible year after year. However, you should be aware that the process of getting federal funds can be cumbersome, involving lengthy applications and stringent requirements.

An organization may receive federal funds directly, by applying to the federal government for aid on a project, or indirectly by soliciting federal dollars through the state or local government. Direct federal funding usually comes in one of two forms: a project contract or project grant. Through a project contract, the federal government buys services from an organization, the organization delivers the services and then bills for them. More often family support programs utilize project grants in which funds for services are provided in advance. Direct federal assistance also includes nonmonetary aid. For example, surplus federal goods are offered to many nonprofits each year at prices which are often a fraction of their value.

The most common type of indirect federal funding is a formula grant, which is given to a government agency according to a set formula based on statistics such as number of eligible beneficiaries. Once it receives its formula grant allotment, the state or local authority uses a distribution system to funnel the money to organizations that provide particular services. Block grants are formula grants restricted to particular populations.



Before consulting guidebooks to federal funding, try to think in the broadest terms possible about your programs's *function*, what services it provides and what problems it confronts, and its *audience*, the people it serves. It helps to think creatively of *all* the categories into which your program might fit because funding for family support programs won't always come from the most obvious sources like the Department of Education. A strategic funding goal is to get federal money flowing into your program. For example, the Elizabeth Peabody House in Somerville, Massachusetts runs an infant-toddler parenting center in a housing project. It was started with a \$95,000 grant from the Public Housing Child Care Demonstration Program of the Department of Housing and Urban Development.²²

The actual process of applying for federal dollars differs widely from source to source. Remember that application requirements and deadlines must be followed to the letter and that patience is a virtue in applying for what can be "big money" federal grants. Grant seekers can expect a great deal of review prior to notification of funding. Extra steps like verification of compliance with federal environmental standards are routinely required. This means there can be a several month lapse between application and notification of funding.

Whether you are looking at local, state, or federal funds, it is important to understand how the predisposition of the distributing agency plays a role in what programs get funded. Often, the people who allocate public money can exercise discretion when determining where it will go. Find out from the distributing agency what they have funded in the past and the issues the agency is interested in addressing.



3

Strategic Fundraising and Resource Acquisition

Here, we consider some of the more complex issues facing programs as they diversify and solidify their resource bases. After discussing managing a resource base, we present six case examples and the lessons they teach. As you shall see, piecing together funding streams is more of an art than a science.

MANAGING A RESOURCE BASE

There is money out there, but not all of it will fit with your funding strategy. Because family support and education is a continuing community need, your program must be built to last. The decisions you make about resource building will directly affect your program's longevity and effectiveness. In this section we raise some of the strategy issues that you will have to address in order to best serve your program's financial needs. These topics include:

- *Is a little money better than no money? Is some program better than no program?*
- *How many funding sources should your program have? What are the trade-offs between having many and having few?*
- *How should the program handle the different eligibility criteria requirements funders stipulate for use of your services?*
- *How will the timing and structure of different funding streams affect your program's financial picture?*
- *What kinds of resources should you pursue? How will competition with other service providers for funds affect families in the community?*

As discussed earlier, the most important concept of finance strategy is that the mission should drive the fundraising and not the other way around. A responsible and responsive strategic plan begins with knowing the needs of the community and a well founded conception of how to address those needs. You should then devise your funding strategy to serve your program's mission.

MODIFYING THE BEST-LAID PLANS

Frequently, programs have to adapt their funding plans to unanticipated funding realities. Sometimes an unexpected source of money becomes available that then requires some decision making about how to spend it. Or, despite a thorough and thoughtful funding strategy, things just don't turn out as you had expected and you need to forge a new plan to allocate the money you receive.



The Parents as Teachers program in Missouri had to be flexible in response to a difficult funding stipulation. Through a pilot project, program administrators had determined that participating families would need at least 12 home visits per year in order to maintain the contact and continuity with the program to be successful. The Missouri legislature, however, only appropriated enough money to provide five home visits per year to all of the families who wanted to participate. Because of the program's mandate to serve all families in the state, there were no real options other than to do the five home visits and attempt to fill the programmatic gap with less expensive measures.

Many programs have been faced with having to decide between more services for fewer families or fewer services for more families than they had originally intended. In the short term, funders may be more impressed by high participant numbers. For the long term, however, a program that is spread too thinly across too many families is less likely to be effective. And less effective programs are less likely to be funded.

This may sound like a no-win situation, and indeed you may find that some funders' expectations and requirements are unreasonable or even self-defeating. Perhaps it is more constructive to consider it an issue of balancing the needs of families with financial reality, one of many balancing acts that you will have to manage.

RESOURCE BASE SIZE

Another strategic consideration is the number and nature of funding sources. Common sense and the prevailing logic on the subject dictate that no organization can afford to put all its funding eggs in any one basket. No one can rely on one federal contract or one foundation grant to keep a long-term project going. Rather, organizations must look for a mix of dollars from private individuals and other donors, foundations, corporations, and government grants (local, state, and federal).

This does not mean an organization will flounder if it does not have money coming in from every conceivable type of supporter. Smaller projects may require no more than one or two. The sources a group ultimately uses will vary widely depending on the needs of the organization. Indeed, funding sources may fluctuate considerably from year to year. Private foundations, which generally prefer to give money to new, innovative programs, may be willing to fund a



program generously during its first few years. Later, foundations will expect programs to find other funds. Again, familiarity with a broad range of potential funding sources so that new funds can be obtained as old ones disappear and use of several funding sources at any one time is the safest course for a family support program to pursue.

MANAGING ELIGIBILITY CRITERIA

There are definite challenges to managing a diversity of funding sources, one of which is how to deal with the different eligibility criteria that each funding source attaches to its grant. Some funders stipulate that only certain families can receive services paid for with the money provided. The fact that a particular funding stream determines eligibility creates difficulties for some programs. For instance, eligibility requirements based on a child's age limits the continuity of services as the child becomes older. Some programs are unable to serve needy families who fail to meet stringent socioeconomic or high-risk criteria in order to use a service. Or a collaborative program may face the issue that a family's eligibility for one program does not automatically allow use of other program services.

At the Family Services Center in Gainesville, Florida, an eligibility assessment conducted for each family determines which programs, such as the Even Start literacy project or the Florida First Start parenting sessions, it may attend. Though the center tries not to turn people away, it also cannot advertise that fact. It can only take people that qualify or people that seek it out.

The way to meet the challenges put forth by eligibility requirements is threefold:

- Understand the need to be flexible and to bend rules. You will need a mix of good judgment and creativity as you work with funds tied to eligibility criteria to enable the broadest use of your program's services.
- Inform and educate legislators about the need to remove the barriers to providing comprehensive family services. You are in the best position to identify these barriers and to recommend effective incentives for community agencies to serve entire families.
- Build up a diversity of resources to support your services. With many and varied supporters, your program is more likely to endure.



Because each funding source has its own set of priorities, each will have stipulations about whom you should serve with their money. It takes strategic thinking to make the different rules mesh.

The Follow Through program in Brattleboro, Vermont offers an enriched K-3 curriculum and parent workshops for eligible children in the district, based on income status and preschool experience. However, committed to universal access, school administrators decided to open the workshops to all parents.

TIMING AND REPORTING

Due consideration must be given to the time and energy that each funding source requires. Accountability for the proper use of public dollars has come under greater scrutiny of late, such that some state and federal grants may involve lengthy application and reporting requirements. There tends to be greater variety among private sources as to the number and kinds of conditions attached to resources. This can range anywhere from a brief summary of how the money was spent, to giving monthly or quarterly presentations, to hiring an outside evaluator to assess the efficacy of your services.

When you strategize about what resources you will pursue, you need to be fully apprised of each source's requirements and the benefits — both financial and otherwise — that you expect from each. For instance, some funders may require a very detailed application and then only yearly reports, while others may be easy to apply for but have very labor-intensive reporting requisites. Another factor you want to note are the restrictions on how the money may be spent. In general, unrestricted money is often worth extra staff time on applications and reports because it can be used to pay a wide variety of costs, saving you time and frustration in the long run.

One form of restriction that can be difficult to manage are the differences between who funding sources consider eligible to be served by the resources they provide. One source may insist that its funds be used to serve children with special needs, while another may require that funds are spent only on economically disadvantaged children. If these two sources are to be used in the same program, you will need to clearly document that the money was spent properly.

In order to have a sensible variety of sources, you will likely have to take some money that involves significant reporting and/or evaluation requirements. The key is to have a sense of how a particular set of sources will fit together. You may end up with three or four sources with lengthy quarterly reports, but if they are all looking for the same information, it won't be nearly as much work as if



they all needed completely different reports. If they do need different kinds of information, the reporting deadlines will become a very important factor in your planning.

The best funding sources are reliably long term and understandably hard to get. Therefore, it is reasonable to assume that at least one or more of your grants will be time limited. It is in your program's best interest to ask yourself, of my most viable funding options, how can I combine them to create a stable cash-flow into the foreseeable future? Creating a funding timetable can be helpful both in terms of requirement deadlines and visualizing when the funding itself will begin and end. It can be helpful to chart out what you need to do, who you want to do it, and when so you make better decisions and are prepared for "crunch times."

Funding Source	Requirements	Staff Needed	Timeline			
			Jan—Mar	May—July	Sept—Dec	
State	Report	Bob	xxxxxxxxxxxx			
Corporate	Evaluation	Inez	xxxxxxxxxxxxxxxxxxxxxxxx			
Federal	Update	Me	xx	xx	xx	xx

COMPETING WITH OTHER PROGRAMS

One final consideration that we raise involves understanding the nature of your "competition" for service dollars. In some communities, family support and education programs have succeeded in procuring public dollars in part because the concept of prevention has become politically popular of late. Dollars have thus been redirected from treatment-oriented programs, such as child protective services, to family support.

Competition arises when you serve the same population as another program. However, in areas where demand for services is great, different programs can serve different pools of families. In some cases, the competition can be friendly and agencies will even write letters of support for each other's grant proposals. But in other cases, it will be a wiser decision to back off from the competition in the interest of maintaining smooth working relations; for even if you receive the funds, you risk losing the support of key agencies.

A truly holistic approach to serving families includes providing for the wide variety of family needs that exist, from child development classes to intensive therapeutic interventions. Consequently, competing with other critical services



“Creating a flexible set of comprehensive services from literally dozens of health, education, social services, and employment and training funding streams takes the combined talents of Mother Teresa, Machiavelli, and a CPA.”

Lisbeth Schorr

Lecturer in Social Medicine at Harvard University

for public dollars can lead to conflicting and even self-defeating outcomes for programs and families. This is a situation that is ripe for collaboration. In some communities, diverse service providers have been able to jointly propose to both public and private sources funding plans that include a variety of services, leaving no one out of the financial loop.

Talking to other family service providers about the choices they are making can help illuminate options for your program and serves the double purpose of networking and potentially coordinating your program with other services. You may also want to become a member of a local family services coalition, including representatives from as many kinds of family service providers as possible, with the aim of better service and funding coordination.

SIX CASE EXAMPLES AND LESSONS LEARNED

The following case examples highlight a range of funding strategies. As you shall see, the right or best strategy will depend on your program, the resources in your community, and the direction in which your funding ingenuity points you.

EARLY EDUCATION SERVICES, BRATTLEBORO, VERMONT²³

Here we see the success of building block funding and the importance of community commitment. Early Education Services (EES) uses local funds to leverage outside funding streams and has grown by adding complementary programs supported by diverse resources.

Early Education Services is an umbrella organization that serves families with young children in Windham County, Vermont. EES was formed under the auspices of the Brattleboro School District when the district became the recipient of several grants for family support programs. The four programs that comprise EES are:

- Parents as Teachers (PAT) [not affiliated with the Missouri program], a parent education program that includes home visits, parent-child support groups, and developmental workshops; a preschool; and a parent-child center
- Windham County Family Support Program, which provides comprehensive and intensive services to 60 at-risk families with young children
- Even Start, a four-year parent-child literacy program
- Follow Through, an initiative to continue services to Head Start and EES early intervention program participants, from kindergarten through the third grade



In 1987, in response to an alarming increase in the number of children who were not ready for school, the town of Brattleboro and the school department established the PAT program with \$45,000 of local funds. Since then, the program has received \$50,000 each year allocated by town of Brattleboro representatives through a special item of the local budget. Funding has also been received from the Turrell Foundation, Vermont Children's Trust Fund, and the United Way to support PAT.

In 1988, the Vermont Department of Education began funding the Early Education Initiative (EEI), a preschool program for at-risk children ages three to five.

In 1989, the Brattleboro Town School District was awarded federal Comprehensive Child Development Program (CCDP) funds for the Windham County Family Support Program. CCDP funds are awarded through the U.S. Department of Health and Human Services for a period of four years, during which time EES receives \$672,000 annually.

Also in 1989, EES began receiving federal Even Start funds through the U.S. Department of Education, in the sum of \$239,000 annually. Even Start is a four-year grant to provide parent and child literacy services throughout the school district.

In 1990, the Vermont Agency of Human Services provided funds for a parent-child center to expand PAT to the entire county.

In 1991, a Follow Through program was established to sustain gains made in Head Start and the other early education programs by providing at-risk children from kindergarten through third grade with additional education, social services, health, nutrition, medical, and assessment services. Annually, EES' Follow Through program receives \$179,000 through the U.S. Department of Education, and \$200,000 through the National Child Day Care Association. Below we outline EES' funding strategy, which demonstrates several key principles that apply to nearly all family support programs:

Raise public concern. The process of assembling funding sources began by channeling public concern about school readiness into support for a Parents as Teachers program for the district. As a member of the town finance committee and a social worker in the school district, Judie Jerald (EES' current executive director) was able to rally the political will to come up with the initial \$45,000. The PAT model was particularly appealing to town representatives because of its universal access, and as a home-based program it could be run "on a shoestring."

Use local funds to leverage other funding sources. The town's contribution to PAT may be one of the smaller grants EES receives, but it is the most critical because it demonstrates to outside funders local commitment to the program.



Local support is a decisive advantage when EES applies for other grants, enabling it to show that EES is integral to the well-being of Brattleboro families. In turn, EES uses external grants to demonstrate to the town that its initial contribution is a worthwhile investment, bringing both jobs and services to Brattleboro.

Explore funding sources traditionally not associated with education. EES has requested funds from the federal Department of Housing and Urban Development (HUD) to renovate the 200-year-old building where the preschool and play groups meet. The town was originally trying to sell the building because it could not afford the needed renovation and EES hopes the HUD money will be a viable alternative. This is an example of how the town's willingness to commit itself may result in additional federal funds.

Diversify funding sources. The variety of resources supporting EES program components is another hallmark of its success. As Judie Jerald has said, "Diversity is the key here if we're going to survive." In addition to local dollars, EES receives money from several federal sources (CCDP, Even Start, and Follow Through), state sources (Vermont Children's Trust Fund and Agency of Human Resources), and private resources including a foundation (Turrell) and work place campaign (United Way).

Such diversification not only makes EES' funding less likely to fluctuate wildly, but it also enables a certain amount of creativity in structuring payment for services. For example, the Windham County Family Support Program is well funded by federal CCDP money; the "poorer" PAT program also benefits from these funds because it is contracted by Windham County Family Support to provide home visiting services to their families, a significant factor in PAT's survival.

Anticipate changes in funding cycles. An issue that concerns EES administrators is that both CCDP and Even Start grants are short term. They expect that the Windham County Family Support Program will receive another round of CCDP funding at the end of the initial grant cycle. If not, because CCDP's annual contribution is so large, the program will likely have to be down-sized, even if new funding sources are found. This raises concerns about how cuts in either participant numbers or level of services — or both — will affect the families that are served by these programs. EES must monitor its funding timeline now in order to head off potential problems later.

INN-CIRCLE, CEDAR RAPIDS, IOWA²⁴

Inn-Circle is an example of community partnerships and involvement with extensive federal and state support. Although it is heavily funded by the federal and state governments, it has maintained a strong connection to the community. The Inn-Circle, which strives to "encircle" families with the best our community has to offer," provides transitional housing and employment planning for home-



less women who have young children or are pregnant. In addition to family development counselors, who help link participants with community services and support systems, there is, on-site, a Head Start Child Development Center; the Special Supplemental Food Program for Women, Infants, and Children (WIC); a Well Child Clinic; and a health and dental screening clinic.

Inn-Circle was put together with diverse state and federal funds. The U.S. Department of Housing and Urban Development (HUD), Supplemental Assistance for Facilities to Assist the Homeless, supplied the original grant of approximately \$1 million. HUD pays the mortgage on the renovated motel which houses the program. The U.S. Department of Health and Human Services funds the Head Start component and has provided additional funds through a Child Care and Development Block Grant, which is administered through the state. Other sources of federal funds that come through the state are Kinney federal homeless money, which is given to states as a lottery and matched by state funds, and U.S. Department of Education and state emergency shelter funds.

Inn-Circle is also supported by the Greater Cedar Rapids Foundation - Homes 2000; the Iowa Department of Public Health (WIC program); an At-Risk Grant from the Iowa Department of Education; an Iowa Finance Authority Grant; a Community Development Block Grant; the Homeless Children's Trust; and an Employee United Fund.

A time-limited grant from United Way of East Central Iowa provided seed funding for the establishment of the Supportive Services Team, which provides case-management services for participants. The team consists of 12 agencies, including a community health center, substance abuse council, college community school district, Department of Human Services, Job Training Partnership Agency (JTPA), two hospitals, and a domestic violence shelter. Again, the strategic funding principles highlighted here may be adapted to almost all programs:

Make community involvement an integral part of program development. Inn-Circle is a model of sharing responsibility for a community problem. In response to the growing number of homeless families, 44 units of an old motel were renovated for the inn. Each apartment unit had a local sponsor — a business, civic organization, or church group. Sponsors donated \$2,000 cash and \$1,000 in volunteer hours to help renovate or work on the grounds. Companies donated playground equipment and supplied units with furnishings. Community college students held dances to raise funds. High school students helped with demolition and babysat for those working on the project.

Reciprocate aid from the community with aid to the community. Inn-Circle gives back to the community as well. For example, a collaborative arrangement has been developed with the local Visiting Nurses Association (VNA). Inn-Circle



provides space for the VNA to set up and operate a Well Child Clinic, which serves the children of Inn-Circle families as well as needy children of families who live nearby.

Establish collaborative partnerships. Inn-Circle developed a cooperative agreement with an area education agency (AEA) to share an education specialist position funded jointly by the AEA and Head Start. Since both programs have a role in serving children who have a diagnosed disability, the linkage enables more to be accomplished directly rather than having someone at Head Start try to work out each case with the AEA.

Remember, parents are resources, too. Inn-Circle encourages parent contribution as well. When the staff tried to increase parent involvement under the guise of parenting skills and offered a class on parenting, there was some participation and some growth, but not much enthusiasm. Staff members at Inn-Circle then suggested that parents form groups based around specific tasks that needed to be accomplished. Now parents welcome new families to Inn-Circle and help them get settled, or sit on one of several committees, such as the grounds committee and facility committee. In this way, parents learn responsibility and leadership.

POLK AND SCOTT COUNTIES, IOWA DECATEGORIZATION PROJECT²⁵

Redirection or redeployment of dollars already invested in the social support system through decategorization can be a powerful funding strategy, allowing programs to provide more comprehensive services to children and families. By merging child welfare funding streams and allowing them to be designated locally, the use of funds becomes more flexible and effective.

Public funds to address specific problems for particular high-risk populations define eligibility in narrow terms and treat only a portion of a family's problem. Categorized funding leads to many separate funding strands. The goal of decategorization is to use funding sources to support services that are available as part of a child's or family's day-to-day life and accessible to families who reach out to them, rather than funding services that are organized around problems and provided to families identified as having certain symptoms.²⁶ Decategorization allows services to be developmental instead of crisis-driven.

In Iowa, the Decategorization of Child Welfare Services is predicated on the concept of restructuring child welfare services rather than on providing additional funding. It allows a county to combine various state and federal child welfare funding streams into a single fund. The project began in response to the increase in foster care placements in the early 1980s and the sense of fragmenta-



tion in the human services system. Counties tended to place children outside the home or even the state because foster care had entitlement funds while funding for family-based services was harder to obtain and less reliable.

In 1987 the Iowa General Assembly passed legislation directing the Iowa Department of Human Services to select two counties as demonstration sites for Decategorization of Child Welfare Services. These counties were to develop a "client-centered" approach rather than a "funding-stream-driven" system. In 1988 two counties began planning the initiative. A collaborative, interagency committee comprised of the Department of Human Services, the county board of supervisors, the school district, provider agencies, child welfare groups, the juvenile courts, and the United Way set goals and guidelines.

The initiative was intended to encourage the development of innovative and flexible funding arrangements for children, youth, and family services and to focus the system on community-based, family-centered placement prevention programming. Based on a "revenue-neutral" concept, the decategorization project legally cannot spend more than would have been spent in the categorical funding system. As it maintains funding neutrality, the project's goal is to develop services that best meet needs rather than save money.

To permit this change, the legislation decategorized a group of funds including those earmarked for mental health, juvenile justice, child welfare, daycare, and services for the developmentally disabled. Dollars allotted to education, Aid to Families with Dependent Children (AFDC) and primary health care were not decategorized. Although a newly flexible source of funds became available, the project was not the recipient of any major new funds. It relies on existing staff to deliver services. Staff salaries are considered decategorized funds, so counties have some freedom in those decisions.

In Scott County, services include a residential treatment center for adolescent delinquents; a day-treatment program for adolescents with inadequate social skills; foster care (regular, certified, therapeutic); emergency foster home care for infants and young children; daycare for foster children in placements; and a family assistance fund, a discretionary fund for basic living expenses.

In Polk County, services include a family preservation program and a case system that has built in the flexibility for case workers to negotiate for more individualized treatment plans.

In 1991 new legislation was enacted allowing any county or group of counties to apply for decategorization. Once decategorization has been established, a program may apply the first three of the following strategies, and all programs should try to use the last three:



Take advantage of integrated funding. There is less fragmentation and duplication with integrated funding. The point is not to save the state or local area money, but to be able to assist families with more appropriate services.

Develop new programs. As a result of the Iowa decategorization project, several other community programs were started: a crisis nursery, a family support network, a neighborhood youth council, day-treatment substance abuse programs, an enhanced substance abuse residential program, an aftercare program, and case coordination for at-risk youth.

Seek out private funders to support program components not covered by the decategorization of funds. The project uses private funds as well. For instance, a research assistant and new data collections system were funded by a foundation grant. Foundations fund the county coordinators and a state coordinator.

Encourage community participation. Community participation is an important part of the project, and community members were involved in almost all aspects of planning, whether sitting on the planning committee, community resource panel, or various task forces.

Incorporate parent involvement. Parents, both foster and adoptive, are involved in planning, too. They assist in identifying needs for service development, and the "Families Together" case management system provides for more family involvement in designing and implementing case plans.

Focus on prevention. Because the project wants to avoid out-of-home placements, it stresses early intervention and preventive services. That enables the county to keep children in the home or in their community. Counties report significant cost savings in their foster care budgets and reinvest those savings in community-based preventive services.

FAMILY SERVICES CENTER, GAINESVILLE, FLORIDA²⁷

The Family Services Center is a school-based program reflecting the collaboration of community agencies in Gainesville, Florida. It demonstrates the creative use of state and federal funds and entitlement programs. The Family Services Center taps federal funds not to completely support any one of its programs, but to fill gaps in state funding.

The Family Services Center was established in 1990 by the Alachua County School Board and the Florida Department of Health and Rehabilitative Services (HRS). Intended to address family-related issues that affect a child's success in school, it offers a variety of education, health, family support, and social services in seven mobile units near schools. Services are also offered through home visits. In 1989, the superintendent of the Gainesville School District instructed his staff



to search out grants to support the Family Services Center concept. The only available state money was an interagency grant for middle school activities, not early childhood as they had intended. Anticipating future funds for early childhood education, the proposal was written to locate the program between a middle school and an elementary school. The proposal was accepted and granted \$100,000 for six months, allowing the center to begin leasing portable units in which to provide services. The program opened its doors in August 1990.

In 1991, the interagency grant was replaced by a new statewide initiative called Full Service Schools. The Family Services Center received \$300,000 through this initiative, enabling it to expand the program to seven mobile units serving three elementary schools.

Through its major partners, the center offers early childhood and adult education (School Board of Alachua County); processing eligibility for economic assistance (Department of Health and Rehabilitative Services); adult education counseling and parent involvement in schools (Santa Fe Community College); health services (University of Florida, College of Nursing). City property is rented for \$1 per year from the city of Gainesville.

The Family Services Center experience points out two important funding lessons:

Collaboration enables co-location. The Family Services Center is a consequence of collaboration between the Department of Education and the Department of Health and Rehabilitative Services (HRS). Because it was jointly created by education and social services people, the Family Services Center had the philosophical support of both departments. Administrators and staff members “bought in” to the concept and thus were more willing to contribute time and resources from the beginning. Economic assistance specialists from HRS and school district staff members are examples of people who are co-located at the center. The center also has benefitted from the collaboration of community organizations. For example, education specialists from the local community college are on site and “on loan” to the center.

Put together various funding streams to support an activity or staff position. The Family Services Center has used a hybrid approach in developing specialized programs and staffing. Contributions, whether financial, in-kind, or human resource in nature, come in from all across the community. For example, an adult computer lab is funded by state and federal funding streams: Chapter 1, Head Start, Even Start, and the Florida Department of Education. A mental health counselor and a nurse practitioner were contracted from local agencies with funding from Medicaid and a Full Service School Grant from the Florida Department of Education. Additionally, an estimated one in four people working at the center is a volunteer.



FAMILY SCHOOL, MINNEAPOLIS, MINNESOTA²⁸

The Family School demonstrates the benefit of forming strategic partnerships between health and education.

The Family School is a collaborative program between the Minneapolis Public Schools and Minneapolis Children's Medical Center (MCMC). The program operates as one component of a larger configuration of services at the medical center. It offers early childhood and family education classes for parents of infants and toddlers who are at risk for several reasons, including lack of parenting skills, psychological problems, and a history of abuse.

Combining staff members from MCMC and the Minnesota Department of Education's Early Childhood and Family Education (ECFE) program, the school operates in affiliation with the public school district. The Minnesota public schools arrange transportation. Program services include: mental health services, parent education sessions, parent group therapy, parent-child interaction groups, infant and toddler play activities, and meals and nutritional information. Once accepted, a parent attends the school for two full days a week for 12 weeks.

The Family School illustrates four simple but very important funding strategies:

Problem solve with the community. The school started due to a mandate from the school board to serve an at-risk population. However, there was no space in the school buildings in the areas the school wanted to reach. Therefore program planners cooperated with other agencies in the community in order to survive. They talked, listened, and "none of us felt like the other was trying to pick his or her pocket," says one staff member. "We try to figure out what we can do for them in exchange for what they can do for us."

Co-fund key positions. Although the hospital and ECFE program have different organizational cultures and operating philosophies, they came together and co-funded a vital staff position: the Family School has a person whose job is to coordinate and mediate between the MCMC and ECFE on behalf of the school.

Community involvement helps expand a program's services. The Family School works with the Neighborhood Involvement Program (NIP), a social service agency that provides help for people without health insurance. Some graduate student interns at NIP offer parent education courses at the Family School. The school advertises the classes and has access to school district equipment and materials.

Partnerships are reciprocal. When the school wanted to recruit participants from an area commonly considered unsafe, it was necessary to send out staff in pairs.



A neighborhood service agency assigned one of its staff members to go with the Family School staff. In exchange, the school was able to offer the agency an old word processor (from a school district administrator who was getting a new one) for a neighborhood afterschool tutoring program.

DECKER FAMILY DEVELOPMENT CENTER, BARBERTON, OHIO²⁹

The Decker Family Development Center is an example of collaboration as a mechanism for going after large sums of money. The goal of this collaboration is to break the cycle of intergenerational poverty and help families become self-sufficient and free of public assistance.

Twenty-five service provider agencies in the Akron area formed a coalition to explore ways to overcome the problems created for poor families when human services are bureaucratically and geographically scattered. As a result of this discovery process, the Decker Family Development Center (DFDC) opened in September 1990, an experiment in education and family services funded with \$1.23 million.

Located in a former elementary school, the DFDC is a one-stop shop with educational, health, and social services for parents on public assistance with children between birth and age five. Each collaborative member offers distinct services and/or provides critical staff people:

- Barberton City Schools - preschool classes, a developmental kindergarten, child care while parents are in classes, a Graduate Equivalency Diploma (GED) program, adult basic skills classes, outreach workers and home visits, food service, building maintenance, and custodial services.
- Children's Hospital Medical Center of Akron - pediatrician and nurse, therapists (speech, physical, and occupational), nutritionist, center director and secretary, outreach for home visits, family social and counseling services.
- University of Akron - child care while parents are at school or work, infant stimulation program for children at risk for development delays, parent education and parent-child interaction classes, research on family and child development.

The Summit County Department of Human Services and the Akron-Summit Community Action Agency are also part of this joint effort that serves about 450 children and 325 families. In fiscal year 1991, the DFDC had a budget of almost \$1.6 million. The DFDC's source of funds include:



- U.S. Department of Education - Even Start Family Literacy Program Grant and Preschool Handicapped Grant
- Ohio Department of Education - Dropout Prevention Grant (the idea is to pay attention to children when they are very young to prevent them from dropping out of high school); Preschool Improvement Grant; Adult Basic Education Grant; and Preschool Handicapped Unit Funding
- Summit County Department of Human Services - JOBS Grant
- Akron-Summit Community Action Agency - Head Start
- Barbara Bush Foundation for Family Literacy

The DFDC example provides two very interesting lessons about funding:

Turn a setback into an opportunity. The program began after a \$1 million grant proposal to the U.S. Department of Health and Human Services was rejected. But as those involved in the assessment and planning phases put it, by then they had put so much work into the proposal and were so completely convinced they had a good idea, they just kept going and tried to find other sources.

Collaboration through networking and personal relationships can work. There is no official, signed agreement between the three primary collaborative organizations. Says Director Mary Frances Ahern, "You just do it. You figure it out as you go along, because nobody has written a handbook on how you do this...Collaboration is when you meet once a month. Here we all live together. We're here every day."³⁰

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Throughout this guide we have made suggestions as to how to go about stalking the wild funding source. In the end, you will have to decide for yourself which strategies are most likely to work for your program, in your community. It is most important that you cultivate a fundraising repertoire that is developmentally and realistically appropriate for your program.

Funding can be a complicated and frustrating aspect of program management. For instance, eligibility restrictions may hinder service provision. Some programs may find they do not have enough funds to meet the demand for services. And many programs live with a constant uncertainty if they are funded on a yearly basis. Three key strategies can help increase the likelihood of obtaining funding:



1. **Evaluation:** demonstrate your accomplishments and document the effectiveness of your program.
2. **Collaboration:** make efficient use of existing resources by developing a clear community plan.
3. **Advocacy:** take action to ensure the continuation of successful services and programs; meet your community leaders and state and federal legislators. Encourage them to commit and invest resources in children and families.

With the new administration in Washington, DC, the procedures for receiving federal funds may change to make it easier to secure as well as administer these funds. But in any case, remember, there is an abundance of resources in your community. The key is to identify, cultivate, and then amass them.



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A Note on Research Methods

This series is based on data collected from a variety of sources. We did an extensive review of the family support literature using the Educational Resources Information Clearinghouse (ERIC). Using the Harvard Family Research Project (HFRP) database we identified programs that would provide good examples of funding, staff development, evaluation, collaboration, and community outreach. We then wrote these programs to send us up to date information from annual reports, unpublished manuscripts, brochures, and other forms of descriptive literature.

HFRP's *Raising Our Future: Families, Schools, and Communities Joining Together* provided a wealth of information about programs. We did a secondary analysis of the original survey data on 75 programs. We also did a follow-up telephone survey of a sample of these programs to analyze patterns of change in their service delivery.

The series also utilized data collected from telephone and in-person interviews. A number of the series writers were simultaneously involved in field-based case study research. Their research yielded an enormous amount of taped interviews that were transcribed at the HFRP office and coded on Ethnograph software. The coded data as well as notes from telephone interviews with other programs provided a rich source of material. Statements from program staff that are quoted throughout the texts come from these two types of interviews.

Each of the volumes in the series contains a resource guide that provides the reader sources of additional information on a topic. The resource guide lists and annotates references and gives the addresses and telephone numbers of organizations where further information can be obtained.

Resource Guide

This resource guide gives a general overview of the types of information that are available on funding family support and education programs. The guide lists seven different resource areas: federal, state, and local funding, private funding, legislative campaigns, grant-writing information, and individual and special event fundraising. It is intended to provide material on a variety of funding sources and access points for further information. Government and private funding opportunities change often, so we have emphasized sources of obtaining the most current information, rather than a quickly outdated list of specific funding opportunities.

In addition to the materials listed here, we encourage you to take full advantage of the assistance available in your particular community. Local congressional offices can often provide referral information for federal grants; local and university libraries may have expensive reference materials that can be borrowed instead of purchased; and your home institution and other community organizations, such as schools and hospitals, may be willing to provide you with access to their own resources.

FEDERAL FUNDING INFORMATION RESOURCES

When using federal funding resources, keep in mind that departmental structures and legislation can and often do change. It is essential to keep informed about the most recent developments in these areas when seeking funding. Looking through annually published sources may not be good enough in this regard; be sure to consult the most current information you can find.

In looking for federal funding, remember to think of *all* of the categories into which your program might fit to increase your funding options. If it is appropriate for your program, explore other areas under which family support falls, such as social services, welfare, and community development.

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Blank, H. (1991). *The Child Care and Development Block Grant and child care grants to states under Title IV-A of the Social Security Act: A description of major provisions and issues to consider in implementation*. Washington, DC: Children's Defense Fund.

This paper presents the details of the legislation on the federal child care bills and illustrates the many challenges that states will face as they seek to take full advantage of the new federal funds. A checklist is included that provides a quick reference guide to key steps as advocates and states launch their implementation efforts.

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This annual report provides insight into the workings of the U.S. Department of Education through descriptions of the department and key personnel, major funding programs, and a directory of offices within the department. For more information contact:

National Center for Education Information
4401A Connecticut Avenue, NW, #212
Washington, DC 20008
(202) 362-3444

Committee on Ways and Means of the U.S. House of Representatives. (1992). *1992 green book: Overview of entitlement programs*. Washington, DC: Author.

This book is a 1,188-page overview of entitlement programs that the Committee on Ways and Means of the U.S. House of Representatives publishes each year.

Education Funding Research Council. (1992). *Guide to federal funding for education*. Washington, DC: Author.

This annual guide is one of the most helpful sources for fundraisers seeking federal education dollars. It describes over 250 federal programs that offer financial assistance to state and local educational agencies and private organizations. The format is clear and divided into general topic areas with extensive indexing to help find resources. It offers concise overviews of funding and details for each program on how money is distributed, who is eligible, and what aid is available. It also includes a guide and 12 monthly updates. For more information contact:

Education Funding Research Council
1611 North Kent Street, Suite 508
Arlington, VA 22209-2147
(703) 528-1000

Family Resource Coalition

The Family Resource Coalition tracks federal, state, and local policy initiatives and makes this information available to its members and others. They have recently published a guide on fundraising specifically targeted to family support professionals entitled *Keeping the Lights On: Fundraising for Family Support Programs*. For more information call or write:

Family Resource Coalition
200 South Michigan, #1520
Chicago, IL 60604
(312) 341-0900

Federal Assistance Programs Retrieval System

This resource is computer-based, and for a small fee, users with a computer and modem can choose key words to search the database from the *Catalog of Federal Domestic Assistance* for potential funding sources. Interested organizations should contact:

Federal Domestic Assistance Catalog Staff
General Services Administration
300 Seventh Street, SW
Washington, DC 20407
(202) 708-5126

Federal Information Line

Direct federal assistance also includes nonmonetary aid. For example, surplus federal goods are offered to many nonprofits each year at prices which are often 3 to 10 percent of their value. Interested programs should call the Federal Information Line at (800) 347-1997 and ask for their regional office for GSA Surplus Sales.

IEL Policy Exchange. (1992). *Notes on ten major federal programs affecting children and families*. Draft prepared for Senior Congressional Staff Seminars, December 1992, Washington, DC: IEL Policy Exchange, Institute for Educational Leadership.

Gives a good overview of the different federal programs that address the needs of children and families in the areas of health, education, training, social service, housing, and food and income. For more information contact:

Margaret Dunkle, Director
IEL Policy Exchange
Institute for Educational Leadership
1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036
(202) 822-8405

Kirk, I. (1990). *Federal education grants: A guide to programs of the U.S. department of education*. Englewood, CO: Sage Publications.

This is an easy to read guide to federal funds that includes information on enabling legislation, appropriation, and purpose. One drawback is that it does not appear it will be updated and is therefore of limited use compared to other guides updated yearly.

Office of the Federal Register. *Federal Register*. Washington, DC: Author.

A comprehensive information source for federal funding. Published each weekday except for federal holidays, the *Federal Register* announces the availability of grants. Since many grants now have a very short period between initial notice of availability and deadline for proposals, often as little as a few weeks, this can be a very timely resource. Besides grant notices, it also publishes proposed rules and regulations for federal programs. The \$340 per year subscription cost may be a drawback, but this resource is commonly available in city or university law libraries.

Simon, D. (1990). *Creative sources for funding programs for homeless families*. Georgetown University—Child Development Center. (Eric Document Reproduction Service No. ED 322 416).

This is a good resource for programs targeting homeless children. It also has a chapter on background for federal funding.

U.S. Department of Commerce. *Commerce Business Daily*. Chicago, IL: Author.

Similar to the *Federal Register*, this source is also published daily. A subscription can be ordered through your local government printing office.

U.S. Office of Management and Budget. (1992). *Catalog of federal domestic assistance*. Washington, DC: Author.

Published annually in book and computer disk form with a half-year supplement, this catalog details the eligibility requirements, goals, application process, and award process of federal funds. A sample list of projects funded under the grant in the past is also included. While it is a good starting place, the information in the catalog, particularly concerning application deadlines and new programs, is not always up-to-date. Cross-checking this information with other sources is essential. For more information contact:

Federal Domestic Assistance Catalog Staff
General Services Administration
300 Seventh Street, SW
Washington, DC 20407
(202) 708-5126

STATE FUNDING INFORMATION RESOURCES

Unlike federal funding, there is no centralized source of information on available state funds or where to apply for them. Some programs will be able to use a state-level guide to state funding much like the federal *Catalog of Federal Domestic Assistance* (see listing above), but not all states publish such a guide. Another way to start researching state funds is to call the various state agencies that fund the general areas under which family support falls. These include the state departments of education, social services, welfare, and community development. Many will publish a list of grants that they provide.

Grantsmanship Center. *The whole nonprofit catalog*. Los Angeles, CA: Author.

The Grantsmanship Center offers over 120 training programs in numerous cities throughout the year that focus on fundraising, grantsmanship, and program management through the auspices of local host organizations. Past issues of their quarterly catalog, which is available free of charge, have included a listing of state-level funding guides. For more information contact:

Grantsmanship Center
Department DD
650 South Spring Street, #507
P.O. Box 6210
Los Angeles, CA 90014
(213) 482-9860

The following three publications are part of a series of profiles on family support and education programs across the United States published by the Harvard Family Research Project. For more information on these publications contact:

Harvard Family Research Project
Longfellow Hall, Appian Way
Cambridge, MA 02138
(617) 495-9108
(617) 495-8594 FAX

Harvard Family Research Project. (1992). *Building partnerships: Models of family support and education programs*. Cambridge, MA: Author.

This booklet follows the development of the family support movement as it seeks to create a continuous, comprehensive system of community services for children and families both at state and local levels.

Harvard Family Research Project. (1992). *Innovative states: Emerging family support and education programs*. Cambridge, MA: Author.

This booklet focuses on state-level family support and education initiatives in the states of Arkansas, Iowa, Oregon, Vermont, and Washington.

Harvard Family Research Project. (1992). *Pioneering states: Innovative family support and education programs*. Cambridge, MA: Author.

This booklet focuses on state-level family support and education policy in Connecticut, Kentucky, Maryland, Minnesota, and Missouri.

LOCAL GOVERNMENT SOURCES FOR FAMILY SUPPORT FUNDING

Local government financing comes in two forms: distribution of federal block grants at the local level and distribution of locally collected revenue. To find out about what resources are available, programs should take the same steps as described in the state funding section above: call relevant local offices and inquire what funds they have available, talk to other social service programs about what funds they receive, etc. Contacting a local, friendly legislator's office can provide more information about local government funding sources, and at the same time can start the process of gaining legislative support.

PRIVATE FUNDING SOURCES

There are a number of written resources for information on foundations. Fundraisers can use local libraries and talk with other nonprofits as starting places for information on foundations; also consult the resources listed below.

The Chronicle of Philanthropy

This biweekly newspaper provides information on a variety of funding opportunities. Articles on the work of current philanthropists, a service directory, notices of available grants and upcoming events, as well as a professional opportunities section and a helpful "How They Do It" column are included. For subscriptions, write:

The Chronicle of Philanthropy
1255 Twenty-third Street, NW
Washington, DC 20037-1190

Education Funding Research Council. (1987). *Ways to find private sector funding for schools*. Arlington, VA: Author.

This book focuses on how businesses and corporate foundations have provided funding and other assistance to schools. It is a worthwhile guide for programs serving students as well as those focusing on other populations and in different settings.

The Foundation Center

The Foundation Center, a nonprofit organization with the mission of disseminating information about funding sources, maintains two national libraries in New York and Washington, DC, two regional offices in San Francisco and Cleveland, and comprehensive collections of fundraising resource materials on every state. Groups with access to a computer may wish to utilize the Foundation Center's grant and foundation data available online through their DIALOG Information Services. The Foundation Center also publishes several useful manuals with extensive detail on many grant-making foundations; they are listed below. For more information contact:

The Foundation Center
79 Fifth Avenue
New York, NY 10003-3050
(800) 424-9836

Foundation Center. (1992, September). *Foundation 1000*. New York: Author.

This book includes extensive profiles of the 1,000 largest U.S. foundations providing useful, current data for grant seekers. Information is updated twice per year.

Foundation Center. (1991). *National guide to funding for children, youth, and families*. New York: Author.

This guide includes detailed information on 2,558 grant-making foundations and 180 direct corporate giving programs that show interest in youth and family-oriented programs. The guide is published every two years.

Gilpatrick, E. (1989). *Grants for non-profit organizations: A guide to funding and grant writing*. New York: Praeger.

A good guide to researching and writing a grant proposal with special tips, charts that clarify text, and examples of well written grants.

Muenchow, S. (1987). Innovative funding and private/public partnership. In S. L. Kagan, D. R. Powell, B. Weissbourd, & E. F. Zigler (Eds.), *America's family support programs: Perspectives and prospects*. New Haven, CT: Yale University Press.

Gives background on Children's Trust Funds, private/public partnerships, and special taxing districts.

Public Management Institute. (1991). *Corporate 500: The directory of corporate philanthropy*. San Francisco, CA: Author.

A comprehensive directory of large corporate donors that includes business profiles, contact persons, eligibility requirements, analysis of typical interests, information on sample grants, and application process tips. For more information contact:

Public Management Institute
358 Brannan Street
San Francisco, CA 94107
(415) 896-1900

Several organizations also publish state or regional directories of foundations, some of which include information on putting a grant proposal together. For example, the Appalachian Community Fund in Knoxville, Tennessee publishes a guide to funders in central Appalachia and the Tennessee valley that includes information on proposal writing and is accompanied by a 40-minute audiotape. A guide to these state and regional resources is available from the Grantsmanship Center and is reprinted in *Ways and Means for Children and Families* by the National League of Cities (see "Grant-Writing Information Resources" section in this Resource Guide for further information).

LEGISLATIVE CAMPAIGNS

The following articles offer information on legislative campaigns for increased child care funding and regulation, but can also provide useful information for launching a campaign for family support legislation.

National Association for the Education of Young Children. (1986). *Guidelines for developing legislation: Creating or expanding programs for young children*. Washington, DC: Author.

A brochure offering advice on the issues a group or coalition must consider when designing legislation for family support programs. Presents a detailed checklist for any program considering putting together or supporting state legislation for children's services. Reflects the connections between funding and other program concerns. For example, will funding meet programmatic standards? Will funding mechanisms facilitate a socioeconomic mix of children? In particular, the message is that anyone designing family support legislation must think about how the components of the program design are interrelated and how they will affect the overall goals of the legislation. For more information contact:

NAEYC
1834 Connecticut Avenue, NW
Washington, DC 20009
(202) 232-8777

Wilkins, A., & Blank, H. (1986). Child care: Strategies to move the issue forward. *Young Children*, 42(1), 68-72.

This article focuses attention on how to design a legislative campaign for funding or regulating child care and can provide useful information for those interested in launching a cam-

paign for family support legislation. Discusses through real-life examples how to select and focus the issue, how to develop a core constituency, how to work with the media, and how to garner legislative support. Since the work of designing and lobbying support for such an initiative is quite time consuming, the authors also discuss the advantages of working in coalitions of family support, community service, and business groups, which can capitalize upon the broadest constituency possible. To obtain reprints or for further information contact:

Children's Defense Fund
122 C Street, NW, Suite 400
Washington, DC 20001

GRANT-WRITING INFORMATION RESOURCES

Novice proposal writers may want to learn more about the grant-writing process by taking a course. Asking other nonprofits if you may see their successful proposals is also a good way to learn the art of proposal writing. In addition, there are many published materials that detail how one puts together a proposal. Several are listed below.

Adolescent Pregnancy Prevention Clearinghouse. (1990). *An advocate's guide to fund raising*. Washington, DC: Children's Defense Fund.

This report provides basic information to readers who have no experience in fundraising, as well as useful reminders and information for more seasoned fundraisers. A listing of fundraising resources and references is included as well.

Connors, T. D. (Ed.). (1988). Foundation funding. In *The nonprofit organization handbook*. New York: McGraw Hill.

This chapter is a good overview of how to put together a grant proposal. Includes a detailed checklist for grant writers.

Decker, L. E., & Decker, V. A. (1993). *Grantseeking: How to find a funder and write a winning proposal*. Charlottesville, VA: Community Collaborators.

This publication presents step-by-step information on the grant-seeking process, from finding the right grant maker to writing a winning proposal. For more information contact:

National Community Education Association
801 North Fairfax Street, Suite 209
Alexandria, VA 22314-1757
(703) 683-6232
(703) 683-0161 FAX

Grose, C. & Kyle, J. E. (Eds.). (1991). *Ways and means for children and families*. Washington, DC: National League of Cities.

This guide is aimed primarily at city administrators, but has information useful for anyone looking for funding. Contains numerous examples of programs targeted at children that

were set up with a variety of funding sources. The index of directories of state funding (private and governmental) could be useful to private agencies.

Kalish, S. E., et al. (Eds.). (1984). *The proposal writer's swipe file: 15 winning fund raising proposals — prototypes of approaches, styles, and structures*. Washington, DC: Taft Corporation.

For the novice grant writer, this publication provides invaluable examples of proposals that succeeded in getting funding.

Klein, K. (1988). *Fundraising for social change*. Inverness, CA: Chardon Press.

This is an excellent guide on how to raise money from the community, and how to appeal to private foundations. Especially good on developing a budget for use in a funding proposal.

Lant, J. L. (1980). *Development today: A fund raising guide for nonprofit organizations*. Cambridge, MA: JLA Publications.

Extremely detailed look at board development, proposal writing, and different kinds of fundraising campaigns. Its authoritative style should not keep you from modifying the ideas presented to suit your program's needs.

Shellow, J. R., & Stella, N. C. (Eds.). (1989). *The grant seekers guide*. Mt. Kisco, NY: Moyer Bell.

This guide provides good introductory material on types of financing as well as detailed financial information. Grant limits are included, as well as an excellent referral list and geographic listing of grant makers. For more information contact:

National Network of Grantmakers
Partnership for Democracy
2335 Eighteenth Street, NW
Washington, DC 20009

Upshur, C. (1982). *How to set up and operate a non-profit organization*. Englewood, NJ: Prentice Hall.

An excellent guide to starting a nonprofit organization. Topics covered include incorporation; applying for tax-exempt status; raising money from local sources as well as government and foundations; how to write a grant proposal and organize a budget; working out organizational plans; and submitting and managing proposals.

Wolf, T. (1990). *Managing a nonprofit organization*. New York: Prentice Hall.

Everything from staffing to finance to computerization, presented in a very readable and enjoyable style. Wolf poses good questions and gives helpful advice about program management.

INDIVIDUAL AND SPECIAL EVENT FUNDRAISING INFORMATION RESOURCES

The following resources give detailed information for special events and donor campaigns, with information about the work involved and what kinds of organizations are best suited to which types of fundraising schemes. They also address issues such as how to ask individuals for money, how to maximize community donations, and how to make an appeal for funds.

Flanagan, J. (1977). *The grass roots fundraising book: How to raise money in your community*. Chicago, IL: Swallow Press.

Though somewhat dated, this is the bible of how to raise money in a community, from door-to-door canvassing to casino nights. Not every technique here will be appropriate for every community, but almost any group can find something that fits their area. Details on planning and coordinating an event are excellent, and the tone is very encouraging.

Flanagan, J. (1991). *Successful fundraising*. Chicago, IL: Contemporary Books.

This book updates some of the information on special events and individual donor campaigns from the author's 1977 book *The Grass Roots Fundraising Book*. It includes detailed, clear chapters on soliciting funds from private foundations and corporations. A very good "how-to" source with lots of practical, real-world examples and extensive bibliographies.

Klein, K. (1992). Confessions of a feminist fund-raiser. *Ms.*, 11(3), 34-37.

This article includes a good summary of why grass roots fundraising is important and how to do it. It is a good "inspirational" piece for people intimidated by the prospect of asking others for money.

Klein, K. (1988). *Fundraising for social change*. Inverness, CA: Chardon Press.

This book is an excellent guide to how to raise money from the community. Klein has a long history of working on community fundraising with special knowledge of how to fundraise in rural areas.

Seltzer, M. (1988). *How to maximize resources workbook*. Interorganizational Relationships, Ltd. (Eric Document Reproduction Service No. ED 313 580).

Presents detailed information on how to raise private money by organizing a phone-a-thon or approaching corporate sponsors.

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About the Harvard Family Research Project

The Harvard Family Research Project was established in 1983 at the Harvard Graduate School of Education by Dr. Heather B. Weiss, who continues as its director. The Project conducts and disseminates research about programs and policies to strengthen and support families with young children.

The Project's mission is to examine and assist in the development of policies and programs to empower families and communities as contexts of human development.

Specializing in applied policy research, the Project's outlook encompasses the view that to educate the whole child, parents, schools, and other community agencies must redefine their roles to include partnerships to support child development from infancy through adolescence. It maintains that to sustain gains, support initiatives must be continuous over a child's life.

The Project is nationally recognized for providing much of the data demonstrating the value of preventive, comprehensive, collaborative, and family-focused services. It has a diverse research agenda, supported by public and private funders, that is designed to inform and shape national policy debates, advance evaluation practice, and encourage progressive program development.

The audience for the Project's work ranges from national and state policy makers to researchers and local practitioners, many of whom have benefitted from the Project's ability to provide new perspectives and suggest creative solutions.