



As a boy growing up in the inner city of Baltimore Maryland, I saw firsthand the challenges that urban kids face in trying to rise above poverty, family breakdown, violence, promiscuity and chemical addictions that breed hopelessness in so many of our young people and their families. Government has spent trillions of dollars to reverse this spiral of social disintegration, yet the problems and pain grow worse with each passing day.

I believe the reason for this is the separation of the spiritual from the social. There is a horrific disconnect between the role of the church on Sunday and the condition of hurting people on Monday. This *disconnect* ended in my own life and family when my father discovered the life-giving power of faith and began operating differently because of it. Our home became different from most of the other homes in my neighborhood because the connection had been made between the spiritual and the social.

"...the church, not the government, is the best social delivery system since it is closer to the needs of people, offers the largest potential volunteer force, already has facilities for impact programs, and offers a moral and spiritual frame of reference for making right choices."

The Turn•Around Agenda (TTA) was started because I never forgot the turnaround that occurred in my own life and family when a spiritual system of belief became the foundation for my decisions. Then I saw the link between faith in God and good works for the improvement of my life and the lives of others.

The fundamental approach of *The Turn•Around Agenda* is rooted in the Kingdom Agenda ministry philosophy—the visible manifestation and application of the comprehensive rule of God in, over, and through every area of life. It seeks to make the spiritual realm the foundation for addressing needs and issues that exist in the physical and social realms. Since God has given the church possession of "The Keys to the Kingdom" (Matthew 16:18-19), it has the unique access and authority to act on God's behalf in bringing heavenly solutions to earthly problems. This is especially true for addressing the plight of those who are poor and oppressed, which is at the heart of true religion (James 1:27).

I know *The Turn•Around Agenda* approach works because I am living proof of that. In addition, it works because of the thousands of lives that have been transformed through TTA, our church's social outreach in Dallas. *TTA* provides a hand-up, not a hand-out. *TTA* provides holistic long-term, not short-term solutions by meeting needs in a way that changes how people think, which ultimately, determines how they live.

It is our conviction that the church, not the government, is the best social delivery system since it is closer to the needs of people, offers the largest potential volunteer force, already has facilities for social programs, and offers a moral and spiritual frame of reference for making right choices.

The Turn•Around Agenda is a social outreach with the mission to rebuild communities from the inside out with comprehensive , faith-based programs and community partnerships designed to transform the lives of urban youth and families.

As such, we are ready to see *The Turn•Around Agenda* expand to the nation and around the world. By taking *TTA* national through the *National Church Adopt-A-School Initiative (NCAASI)*, we are seeking to multiply millions of times over the transformation that took place in me personally in the lives of other high-risk youth and their families throughout urban America.

The release of our NCAASI Comprehensive Social Outreach Toolkit is a first step in that effort. The Toolkit has been uniquely designed to expand the capacity of churches and church-sponsored organizations to implement church adopt-a-school programs, offering quality, comprehensive social services to hurting people in their communities. This strategy results in stronger, more stable communities.

I pray that churches throughout the nation are called simultaneously to be a part of this divine plan of partnering with public schools for effecting real change in the lives of our nation's children, youth and families. May God continue to bless you and your ministry of *good works!*





THE WHITE HOUSE
WASHINGTON

December 10, 2004

Dr. Tony Evans
Dallas, Texas

Dear Tony:

Thank you for visiting this week and for letting me know about your National Adopt-A-School Initiative. I am always glad to see you and to hear about your good work in Dallas and across the country.

I am delighted to hear that you are expanding your efforts to mobilize congregations to help children in need. A caring mentor can bring hope to a child's life, provide friendship and support, and instill important values, goals, and skills. Initiatives like yours help young Americans build confidence and develop the character necessary to make the right choices. Urban and suburban churches both have a role in this important effort, and I strongly support your goal of bringing them together in partnership.

I know that you will bring the same inspired leadership to this new challenge that you brought to Project Turn-Around in Dallas. The efforts of faith-based and community groups to help those most in need are changing our country one heart and one soul at a time. May God bless you and your important work and ministry.

Sincerely,


George W. Bush

The Urban Alternative

presents the

National Church Adopt-A-School Initiative

*More than education... it's rebuilding communities from the inside out
through church and public school partnerships*

The purpose of the National Church Adopt-A-School Initiative (NCAASI) Comprehensive Social Outreach Toolkit is two-fold. It prepares churches across our nation to rebuild their communities from the inside out by forging partnerships with public schools for improving the lives of urban youth and families. The Toolkit was developed to give faith-based leaders a step-by-step process to replicate the Church Adopt-A-School program—based on the Dallas, Texas The Turn•Around Agenda (TTA) model—as well as other TTA services in their markets.

In addition, the Toolkit equips leaders of churches, faith-based and other nonprofit organizations with the knowledge to build strong organizational and programmatic infrastructures for effective programs and social service delivery systems. The use of the Toolkit is intended for leaders who participate in the NCAASI Comprehensive Social Outreach training.

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Impacting individuals, families and churches for the *rebuilding of lives from the inside out*

To order additional copies of this toolkit, or for information on other TUA products and services, contact us at: **1-800-800-3222**

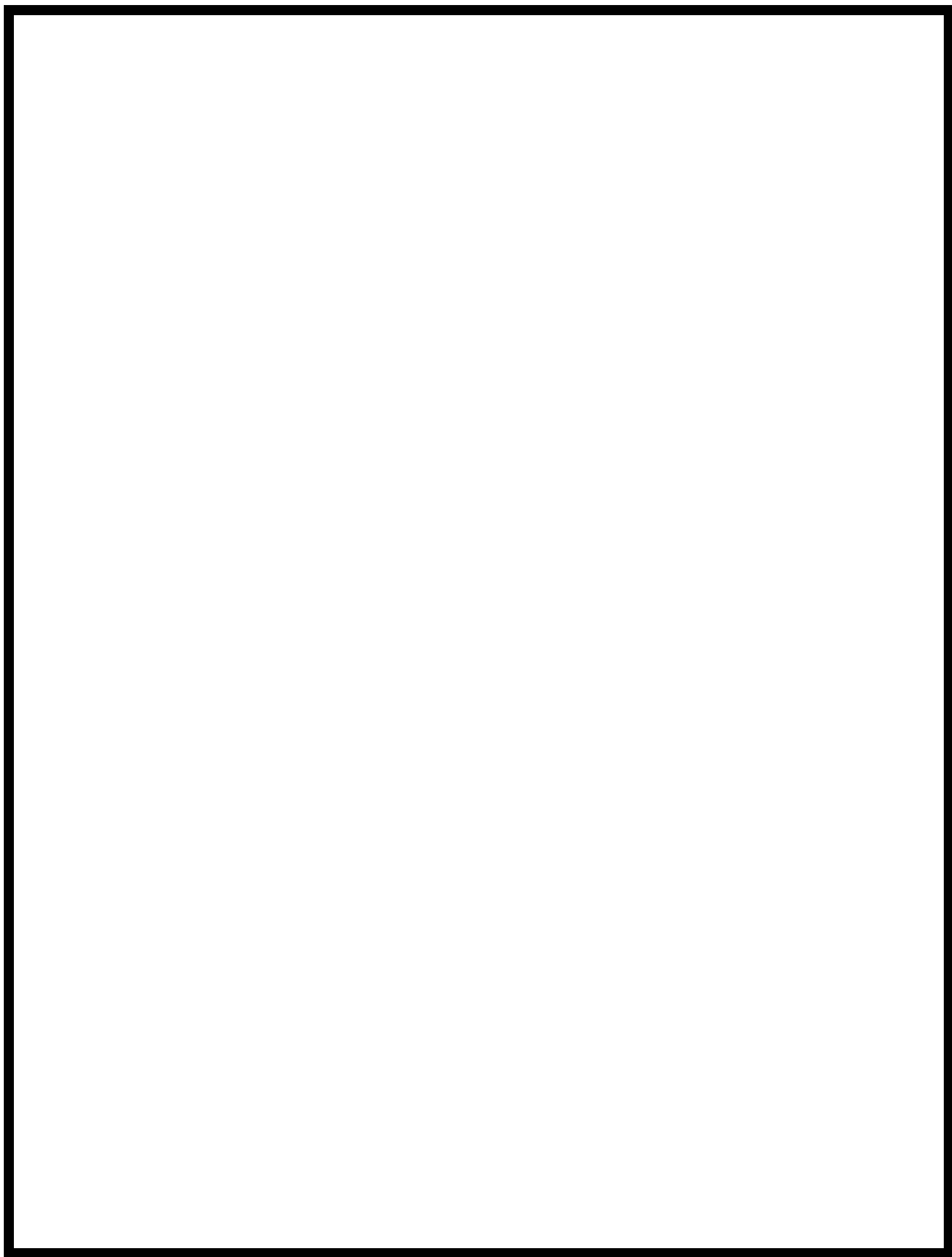
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National Church Adopt-A-School Comprehensive Social Outreach Toolkit

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The Urban Alternative
P. O. Box 4000
Dallas, Texas 75208
214.943.3868

Written by Dr. Tony Evans and Ms. Shari Carroll, this publication would not have been possible without the significant contributions and expertise of The Turn•Around Agenda, Oak Cliff Bible Fellowship and The Urban Alternative staff.



Course Objectives

Participants will understand:

- The Turn•Around Agenda—Dallas, Texas—A National Model
- The Purpose of the National Church Adopt-A-School Initiative
- The Benefits of the National Church Adopt-A-School Initiative
- The Rationale for the Church Adopt-A-School Program
- The Black Church in America: A Model for Social Transformation
- The Plan for the Church Adopt-A-School Program

The Turn•Around Agenda, Dallas Texas—A National Model

In July 1985, Dr. Tony Evans, Senior Pastor of Oak Cliff Bible Fellowship Church in Dallas, Texas, established Alternative Community Development Services, Inc. d.b.a. Project Turn•Around (PTA), now called **The Turn•Around Agenda (TTA)**. Since its inception, The Turn•Around Agenda has served as an agent for change, developing an array of program initiatives to address the critical needs of at-risk youth and families in the greater Dallas community. TTA is now a national model, training churches across the nation to adopt public schools and expand its mission to “rebuild their communities from the inside out”.

The Turn•Around Agenda *Rebuilding Communities*

- Agent for Change
- National Model
- Far-reaching Mission
- Advocacy
- Local and National Leadership
- Community Mobilization

A contributing factor to The Turn•Around Agenda’s effectiveness is its ability to mobilize already existing institutions in the community to create long-term, measurable change. TTA currently works in partnership with over 60 public schools and dozens of community-based

organizations in Dallas and Fort Worth, Texas. Services include: a Church Adopt-A-School Program and Family Support Services encompassing mentoring, computer technology in education, career development, computer training, GED, adult literacy and human needs assistance. These services are changing the lives of thousands of young people while simultaneously providing support services for the families of these youngsters.

More than ever, the government is enlisting the help of faith-based organizations *...looking for spiritual and practical solutions to the nation’s domestic problems.* Churches have the opportunity to develop partnerships with public schools and other

Church Adopt-A-School Initiative

- Church-to-Church Partnerships
- Dissemination of a Toolkit
- Comprehensive Training
- Technical Assistance
- Program Replication

community-based groups to help create real change in their communities. In response, *The Urban Alternative*, the national ministry of community and family renewal of Dr. Tony Evans, is expanding its national leadership and mission to include a National Church Adopt-A-School Initiative based on the

Dallas Texas The Turn•Around Agenda model, mobilizing churches to implement local adopt-a-school programs in communities across the nation.

The Purpose of the National Church Adopt-A-School Initiative

The purpose is comprehensive—to implement a national faith-based strategy to address the spiritual and social needs of urban youth and families through a church and public school partnership. Through its National Church Adopt-A-School Initiative, The Urban Alternative is helping to establish partnerships between churches and the public schools to promote positive, lasting social change at the local level. The Initiative is a “church-to-school” partnership that includes training and technical assistance for congregational and church-sponsored-organization leaders who want to implement a Church Adopt-A School Program in their own communities. The National Church Adopt-A-School Initiative prepares churches to take a first step toward rebuilding their communities from the inside out.



The Benefits of the National Church Adopt-A-School Initiative

The benefits derived from a national adoption of the church/school linkage model are innumerable. As such, The Turn•Around Agenda (TTA) has identified eight areas of impact resulting from the National Church Adopt-A-School Initiative:

1. The establishment of the church, not the government, as the best social service delivery system since it is closer to the needs of the people.
2. Better-equipped urban churches assuming greater leadership for addressing major needs in the urban community, which is appropriate given its longevity and credibility in the community.

Church Adopt-A-School Initiative Benefits

1. Churches as Social Service Delivery Agents
2. Greater Church Leadership
3. Community Awareness of the Church's Mission and Ministries
4. Multiple Social Issues and Needs Addressed
5. Improved Coordination and Better Use of Community Resources
6. Long-term Measurable Change
7. Smarter Kids, Healthier Families and Stronger Communities
8. Racial Reconciliation

3. The promulgation of the church's mission and ministries throughout the community.
4. A replicable program that simultaneously addresses the educational, social and spiritual needs of urban youth and their families in a coordinated way.
5. Improved coordination of services, local decisions, identification of gaps in services, prevention of duplication of services, and use of community resources.
6. The mobilization of institutions already existing in every community in America for long-term measurable change.
7. A strong moral and spiritual foundation upon which better choices are made

resulting in stronger family structures; improved academic performance of youngsters; and a decrease in substance abuse, gang activity, and sexual promiscuity.

8. Racial reconciliation as suburban churches closely partner with urban churches to address the needs of hurting youth and their families.

The Rationale for the Church Adopt-A-School Program

Situated in every city, community and neighborhood across the country are church edifices and schoolhouses. The two institutions—the church and school—serve as centers for neighborhood activities, and more than any other organizations, have a direct effect on how individuals will live and thrive in a society heavily suffused in destructive spiritual, social, health and economic pressures.

These institutions represent the social, educational and spiritual nucleus of the community. As people and businesses come and go, churches and schools remain and are ready to accommodate newcomers to their communities. Therefore, it stands to reason that if these two institutions share common ground as well as longevity, a strategic and spiritual alliance between the two can precipitate, to a greater degree, positive outcomes for children, youth and families living in the community. At the heart of education reform, is parent involvement. The church is the greatest conduit for connecting parents, schools and communities for educating our nation's youth.

Consequently, the church as the best delivery system through which to provide effective social services to the poor is not only practical, but also necessary. It is closer the needs of the people since it is in the heart of the community. Churches provide the largest volunteer force in a community and have existing buildings for housing community programs. Given the biblical mandate to serve the poor, it is uniquely through the church that real positive change can take place in individuals, communities and the nation. From the onset of the early church, Christianity has

brought about a social revolution unmatched by any event in history, specifically in the African American community.

The Black Church In America: A Model of Social Transformation

The Black Church in America has historically represented one of the most far-reaching models and illustrations of social and spiritual integration for the purpose of community transformation that this nation has ever experienced. It was uniquely able to fuse its own socio-political reality of slavery in America with the experience of Jews in both the Old and New Testaments, and carved out a unique existence of connecting their faith to meeting their physical and social needs.

Because the Black Church was born in slavery, it quickly recognized the need for faith not only to address the life to come but the social realities on earth. It was this connecting of the spiritual with the social that led to the emergence of freedom movements such as “the Underground Railroad”. The Black Church also became the genesis of social service agencies, addressing the physical and material needs, not only of those in their congregation, but also the community as a whole.

So powerful was the influence of the spiritual on the social that major institutions sprouted in the urban milieu including schools, banks, businesses, hospitals, assistance programs, and a myriad of other social agencies that fully rested on the presence and influence of the Black Churches in these communities. In fact, they could not sustain themselves without the direct or indirect approval of the church. This influence affected the mood and health of the total community in spite of the negative forces at work against its progress.

Of special significance was the role of the Black Church in leading the Civil Rights Movement of the 1960’s. It visibly and publicly connected its quest for social and

political freedom with its commitment to God and the Bible. Taking its cues from God's intervention with the Jews, it sought Divine direction for social liberation in America. The list of social accomplishments from the success of this movement is nothing short of astounding. These changes were possible because the government joined forces with the church to make things right in the community, and the church did not have to compromise its faith for such a partnership to be successful.

However, the backlash of such a partnership brought about an over dependence of the church on the government. Although historically necessary because of racial injustice, today, the church needs to regain its position as the leader in addressing not only the spiritual needs of a community, but its social needs as well.

In addition, a whole generation of leaders emerged through the influence of the Black Church—men and women who aided in the progress of the black community and the welfare of the nation as a whole. Whether in the field of education, economics, politics, sports, business or entertainment, the Black Church's ability to link the social with the sacred is a testimony to the good that can be brought to a people, a community and a nation when it is done properly.

Finally, when social and spiritual integration properly takes place, it is a unifying not a dividing force in a community. People from a variety of racial and religious groups joined the Black Church's struggle for social liberation simply because it was the right thing to do. The Black Church became a unifying force for races and religious groups in communities throughout America because the social goals were the same. They joined forces without compromising their spiritual convictions and forcing their beliefs on others.

The Black Church in America, then, is a tremendous template for churches of any ethnic background to use for connecting the secular and the sacred in such a way

that the entire community benefits and true transformation occurs. It is therefore appropriate that The Turn•Around Agenda strategy continues the powerful and successful tradition and legacy of the past for equipping, empowering, and uniting churches for today to bring about community revitalization in Urban America.

The Plan for the Church Adopt-A-School Program

The Church Adopt-A-School initiative becomes a program once the church or organization replicates the TTA program model at the local level. Through a Church Adopt-A-School Program, churches partner with local schools to assist their communities in providing comprehensive services for children, youth and families in need. The plan calls for churches to provide all or some of the following:

- *Public Schools Outreach:* school-based mentoring; life skills education in sexual abstinence, anger management, school drop-out, and substance use/abuse issues; crisis intervention; back-to-school rallies; sports and recreation; and parenting education.
- *A Technology and Education Institute:* technology used to teach academic skills to public school youth in core academic subjects; Pre-GED/GED preparation; adult literacy; English as a Second Language (ESL) and computer training and certification.
- *Human Needs Assistance:* food, shelter and clothing assistance; crisis intervention; housing education seminars; and preventive health care.
- *Family Care Pregnancy Center:* pregnancy tests; prenatal education; lay counseling; abortion recovery; and STD and HIV information and counseling

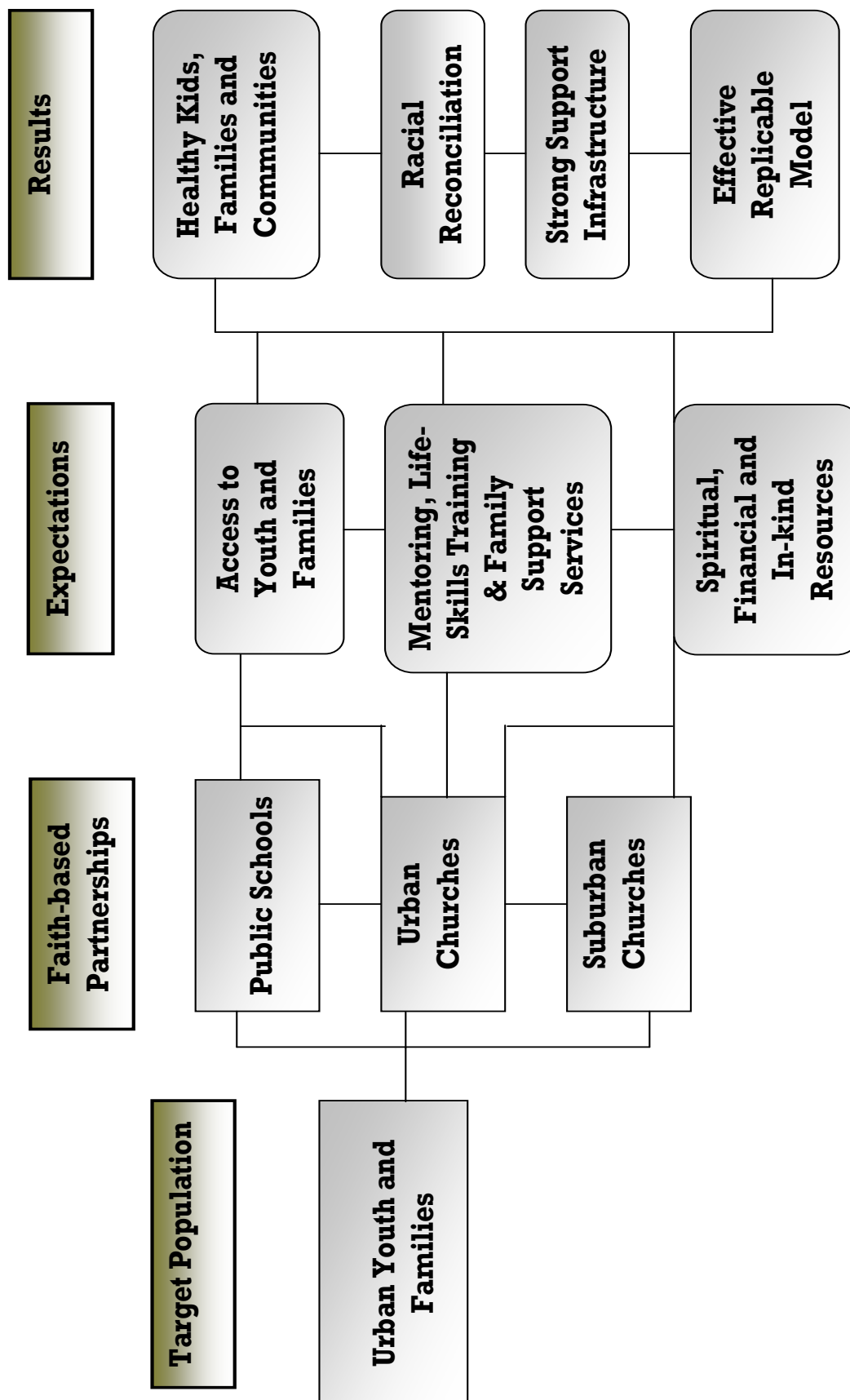
Church Adopt-A-School Program

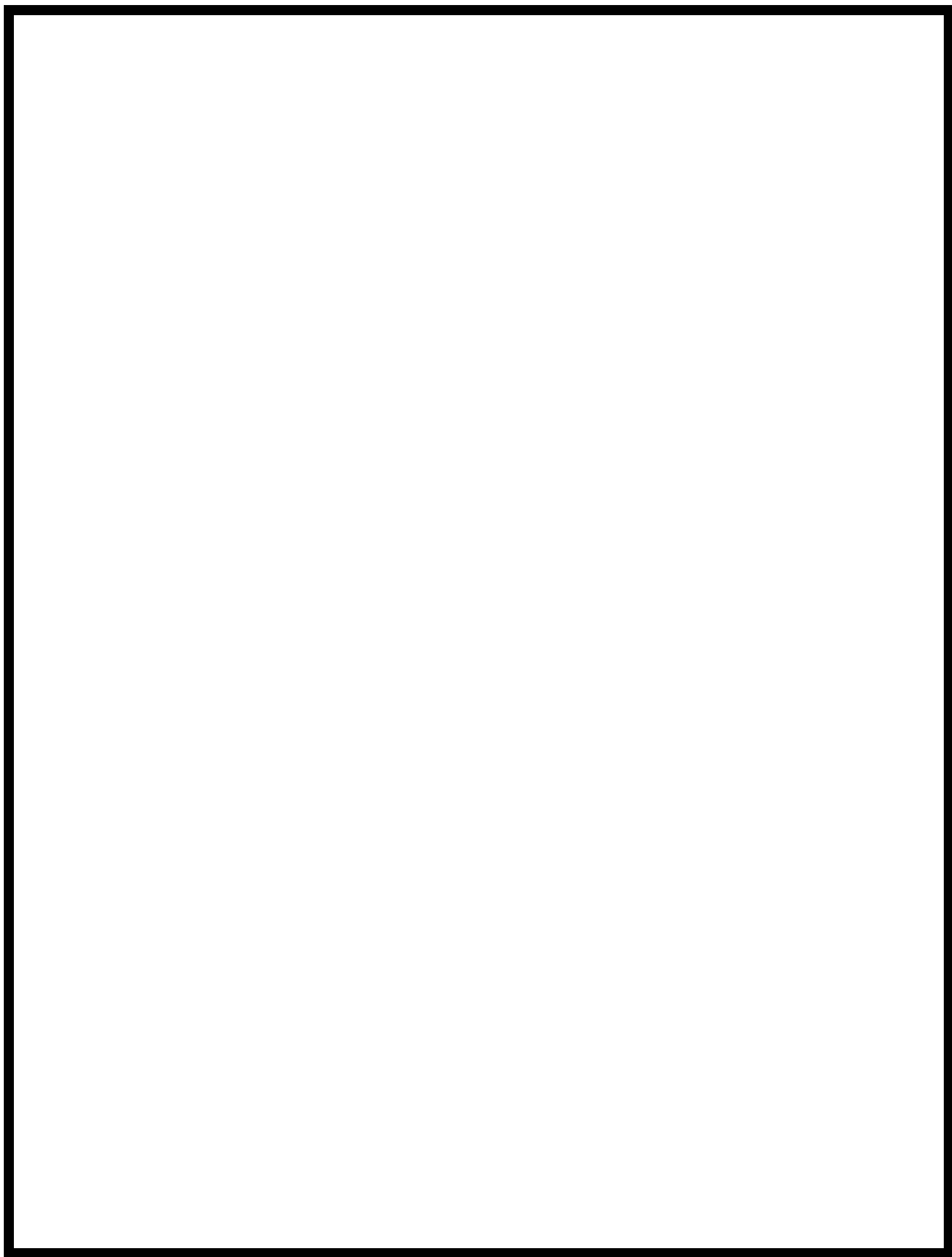
- Working Partnerships
- Faith-based Approach
- Comprehensive Services
- Coordination of Activities
- Built-in Resources
- Measurable Changes

The church/school partnership provides a vehicle to coordinate these activities across the community to eliminate gaps and prevent duplication of efforts. A Church Adopt-A-School Program ensures that a community's efforts result in better decisions at the neighborhood and community levels that lead to measurable changes in the lives of families in need.

Beyond these immediate benefits, the Church Adopt-A-School Program strengthens the capacity of churches and schools to fulfill their individual missions. In addition, the initiative connects urban churches to the relationships and resources of suburban churches; thereby strengthening the capacity of urban churches to deliver services to those who need them. The ultimate benefit of urban and suburban church partnerships provides a context for churches to experience and model racial reconciliation and spiritual unity in the context of providing comprehensive ministry to the poor, the oppressed and the needy through the adoption of schools.

Exhibit 1:1
CHURCH ADOPT-A-SCHOOL PROGRAM MODEL





Course Objectives

Participants will understand:

- The Backdrop for Kingdom Agenda
- The Kingdom Agenda Overview
- The Biblical Foundation for Integrated Social Outreach
- Practical Methods for Integrated Social Outreach
- Major Challenges of Integrated Social Outreach
- Results of Integrated Social Outreach

The Backdrop for Kingdom Agenda

One of the primary hindrances to comprehensive community impact is the historical division that has existed between the secular and the sacred. That division continues today in the ongoing debate regarding the separation of church and state and in the theological arguments regarding the social and spiritual distinctions between the Old Testament and the New Testament. The failure to properly connect the two has greatly hindered the church's ability to bring about long-term sustainable change to our communities.

Unfortunately, the debate regarding the separation of church and state has produced a far worse separation and that is, between God and good works. This tragedy has resulted in a massive breakdown in our social immune system so that cultural colds are now social pneumonia threatening the well-being of our neighborhoods and communities. It's time now for the church to reclaim its social mission in history without compromising its spiritual priorities. This can only be done when we adopt and operate by the Kingdom Agenda.

The Kingdom Agenda Overview

The Kingdom Agenda is defined as the visible manifestation and application of the comprehensive rule of God in, over and through every area of life. It affirms that since God is Creator and Ruler over all, there is to be no division between the secular and the spiritual. The Kingdom Agenda means that the spiritual must never be neglected or marginalized if life is to function as the Creator intended. On the contrary, the spiritual must integrate with the social at every level so that life is lived from the inside out.

While God is King over His Kingdom, He has authorized four distinct spheres or realms in history through which His rule operates. First is the realm of personal responsibility and accountability. This is where individuals learn to govern themselves under God (Romans 14:12; Matthew 16:27; Revelation 20:11-15). When people fail or refuse to properly govern themselves under God, they jeopardize not only their welfare, but the other divinely ordained spheres, keeping

these realms from operating properly, thus hindering the progress of society. Personal responsibility is the key to stable communities.

The second realm of God's rule in history is the family. The family is the foundational institution of society. By and large, the condition of a nation is really the condition of its families. As goes the family so goes the culture. The role of the family is to provide the primary context for generational development so that the image and principles of God are replicated throughout the culture (Genesis 1:26-28; 18:19). When families are functioning properly and each person within the home properly fulfills their divinely ordained roles, the foundation is set for strong stable communities.

The third realm of God's rule in history is the church, which has the responsibility of not only preparing people for eternity (evangelism) but also to infiltrate all of the structures of society so that every area of life reflects the image of Jesus Christ (Ephesians 1:22-23). This is the essence of discipleship—the progressive conformity to the rule of Christ in every dimension of life.

The fourth and final divinely ordained realm through which God rules in history is civil government, which has the primary responsibility for punishing evil and promoting good in society based on a divine standard. When government—national, state or local—properly fulfills its role of administering justice, protecting law-abiding citizens and punishing the lawless, based on a divine standard, then communities flourish as they are free from tyranny and the domination of evil (Romans 13:1-4; 1 Peter 2:13-15).

When these governing realms (individual, family, church, civil) are properly related to God and are fulfilling their divinely ordained roles in society, their power is decentralized, transformation takes place beginning with the individual, and God's blessings rest on that society and its people (Psalm 128:1-6).

Thus, the Kingdom Agenda takes the message of God's love to individuals in order to bring them into a relationship with Him while simultaneously training people to

reflect the character and conduct of Christ in the various spheres of influence where they have been placed (the family, the church and society at large).

Just as there is a constitution that governs the functioning of a nation to which all its citizens must conform, God also has a written revelation, the Bible, that is the authoritative standard for how His Kingdom and its citizens and structures are to operate. As people learn and apply Kingdom principles in their lives, they are transformed from the inside out. As these principles are applied in their families and communities, then they too are transformed from the inside out.

The unique role of the church is to teach people the principles of the Kingdom of God so they learn to function under the authority of the Kingdom in every dimension of life. Through the proper blending of God's Word with good works, the church visibly models God's Kingdom on earth as it is in heaven. The absence of such an agenda results in the church either being so earthly minded that it is no heavenly good or so heavenly minded that it is no earthly good. It becomes social with no eternal perspective or eternal with little or no social impact. The Kingdom Agenda says that the same goodness that forgives people's sins also improves their lives.

The National Church Adopt-A-School Initiative seeks to apply the principles of the Kingdom of God in the context of fulfilling the biblical model of meeting the needs of those who are poor and oppressed. Specifically, it seeks to rebuild communities by comprehensively impacting the lives of urban youth and their families by addressing the education, health, economic, and social needs of hurting people based on spiritual principles.

The local church is the primary vehicle for positive social change because the church is to model and manifest the biblical principles of good works, since faith without works is dead (James 2:17). As such, churches must have a comprehensive program to not only impact the lives of their members but also the broader community they serve.

Through the National Church Adopt-A-School Initiative, God's solutions are offered through the church since the church exclusively possesses "the keys to the Kingdom" giving it the unique authority to act on His behalf to execute His will in history. Therefore, while human needs are being addressed, spiritual principles are simultaneously being taught in a context of love, acceptance and accountability so that the whole person is being transformed. The goal is to incorporate the person into the life of the local church so he or she becomes a functioning part of a body of believers who are operating under the rule of God. As individuals mature in divine self governance, they too can help others transform their lives.

Biblical Foundation for Integrated Social Outreach

It is the bifurcation of the sacred and the secular that has led to the cultural disintegration we are now experiencing. It was never the Creator's desire to have such a distinction to exist in His world. From Genesis to Revelation, it is inextricably clear that the spiritual and the social are always to be integrated if life is to be lived the way God intended.

In fact, the Bible expressly states that the reason there is social disintegration in the form of all kinds of immorality and domestic and international chaos is because man wrongfully segregates the spiritual from the social (II Chronicles 15:3-6). When God created man, he was given the responsibility to rule the earth under divine authority while simultaneously spreading God's image throughout the world (Genesis. 1:26-28).

However, it was man's refusal to submit to divine authority that led to the first social disintegration. When man disobeyed God, the result was family breakdown, economic struggle, emotional instability and physical death (Genesis 3:1-19).

When God established Israel, He wrote their constitution in the form of Ten Commandments. These commandments were divided between man's vertical responsibility to God and his horizontal responsibility to his neighbor. Consequently, God deemed the spiritual and social relationship necessary for the proper functioning of society (Exodus. 20:1-17). God also wanted His people to reflect His

character through charitable works and acts of kindness to people outside of Israel as a reflection of their gratitude for His goodness to them (Deuteronomy 10:17-19). The prophets of the Old Testament regularly condemned the people for their social injustice, especially the injustice against the poor and the oppressed. These social condemnations were not merely viewed as secular affronts to communities, but also a spiritual affront to God (Zechariah 7:9-12). God's people were specifically instructed to seek the welfare of the secular city in which they were living and to pray for its well-being so that it would become a better place to live, work and raise their families (Jeremiah 29:4-7).

The gospels primarily focus on the life and teachings of Jesus Christ. When announcing His call to ministry, Jesus expressly states His spiritual mission in social terms. He had come to preach good news to the poor, oppressed and blind as well as to set captives free (Luke 4:17-20). He spoke of His coming as "the acceptable year of the Lord" which was a reference to the year of Jubilee when God would reorder society and bring it back into proper harmony with Him and man's relationship with each other (Leviticus 25). Important to note, people could not experience social liberation without reestablishing the spiritual connection with God.

When Jesus gave His great Sermon on the Mount, He instructed His disciples to be the salt of the earth and light to the world (Matthew 5:13-16). Salt was used as a preservative to stop decay, and light was used to dispel darkness. Christ's followers were to influence society for God, accomplished by the good works they did for others in His name. Therefore, good deeds done for the benefit of helping people should include and not exclude God.

Jesus modeled the integration of the spiritual and the social in His own ministry as He went about healing, feeding and serving others in fulfillment of His Father's will. All of Jesus' good deeds were clearly connected to the spiritual purposes of God (Matthew 4:23-24). He used His followers' willingness to feed the hungry, clothe the naked and visit the prisoners as confirmation of their true commitment to Him (Matthew 25:34 – 41).

When questioned which of the commandments was the greatest, Jesus gave a two-fold answer. The greatest commandment is to love God completely and love your neighbor as yourself (Matthew 22:36-40). Thus, Jesus linked our attitude toward God (spiritual) with our attitude toward others (social). When asked who is my neighbor, Jesus responded by telling the story of the Good Samaritan, pointing out that your neighbor is the person whose need you see and are able to meet (Luke 10:26-37). Jesus concludes the story by exhorting us to do the same. Therefore, you cannot be rightly related to God and at the same time be socially insensitive to others.

The Apostles and Disciples continued this same connection between the spiritual and the social when the church was born. The influence of the first century church was so powerful in society that it brought great joy to the entire city (Act 8:8) and was said to have turned the world upside down (Acts 17:6). They became known for their deeds of charity (Acts 4:45; 5:11-16). Members of the church were taught to do good not only to other church members but to all men (Galatians 6:10). The Apostle James clearly states that the heart of true religion is ministry to the orphans, widows and people in distress (James 1:27). Religion becomes authentic when it manifests itself in ministry to others in need.

As you can see, the Bible is clear on spiritual ministry and social responsibility working hand-in-hand. When the two are properly connected and integrated, people become productive citizens of society and are prepared for life in eternity.

Practical Methods for Integrated Social Outreach

Spiritual integration with social programs is more than separate elements functioning together. It is both areas operating consistently within a defined value system. When government funds are involved, it is a matter of using different rooms and/or schedules for when both social and spiritual activities occur. Having said that, integrated outreach should incorporate the following elements:

Step 1: Prioritizing Prayer

All church-wide events should open with prayer. This establishes a spiritual foundation for the affair. Because many community events include prayer, this is normally not viewed as offensive. Prayer serves as a reminder that God's presence is a natural and necessary part of any program or event. Prayer requests may be taken from the participants, linking their individual needs and concerns to the spiritual orientation of the event.

Step 2: Stating the Purpose

When introducing participants to the social program, the concern for both their spiritual and social health should be appropriately communicated as part of the purpose of the program, opening the door for them to participate in separate activities for spiritual development.

Step 3: Orienting Staff and Volunteers

Make sure that all program staff and volunteers understand the big picture of the social outreach from a spiritual perspective (The Kingdom Agenda) and are equipped to effectively share their faith if the opportunity appropriately presents itself, usually before or after a program or at a designated time during an event. They must understand their goal is not only to help produce contributing members of society but also contributing members of God's Kingdom.

Step 4: Inviting Voluntary Participation in Spiritual Growth Classes

Participants of social programs can be invited to spiritual growth bible studies offered by the church. This will provide interested participants with an opportunity to grow deeper in their faith. These classes can be offered at the church site or at a location closer and more convenient to the participants.

Step 5: Sharing of the Gospel

The gospel should strategically and appropriately be presented to participants at church-wide events and programs. Presentations should be natural to the context of the program. This can include providing gospel tracks with food or toy

giveaways; sharing a testimony during halftime at a sporting event; and/or presenting the gospel as the natural outgrowth of relationships forming between participants, staff and volunteers. Please note that sharing the gospel should never be forced on participants or distract them from the social programs they are receiving. In other words, staff or volunteers should not present the gospel or conduct a bible study during a computer class.

Step 6: Advertising Church Programs

It is natural and appropriate to invite participants in social programs to take part in other church activities since they are acquainted with the church. Participants can be invited to attend worship services, children and youth programs, Bible Studies, etc. These activities provide additional opportunities to connect them to the broader ministry of the church. Various church programs can be ongoing or special events.

Step 7: Providing Personal Counseling

If the church has a counseling ministry, make it available to participants in social programs. Giving them access to personal counseling will provide an opportunity for them to share their burdens, needs and problems with someone from the church.

In this setting, they can see and feel how much God cares about them. This will naturally connect them with the care of the church; thereby, establishing a more personal connection to the ministry.

Step 8: Offering Life Skills Development

These are specialized workshops and seminars that address key life skill issues such as parenting, marriage, character and social development, financial planning, etc.

Major Challenges of Integrated Social Outreach

There are a number of challenges to connecting the spiritual to the social. Many of these challenges emerge simply from the lack of understanding of the biblical correlation of the two, misconceptions about secular good works as well as some

legitimate concerns of not compromising the tenets of our Christian faith. The following represent some of the major issues, concerns and arguments of integrating the social and the spiritual.

1. The Challenge of Spiritual Compromise

Historically, religious organizations have often felt uncomfortable seeking public funds for their social programs because of the fear of compromising or watering down their biblical message in order to qualify for or maintain funding.

However, in the current faith-based environment, your biblical beliefs do not have to take a backseat to social programs. As long as government dollars are expended only on the funded social project, you have complete freedom to appropriately communicate your Christian worldview and convictions without compromise.

2. The Challenge of Spiritual Interest

Many people will access your social programs having little or no interest in your beliefs or spiritual development. You should not deny these individuals access to social services in your church. In such cases, you must view social outreach programs as doing good works for the betterment of society. When program participants are helped in a context of genuine love and compassion, they may become receptive to the gospel message.

3. The Challenge of Control

There may be concern that social outreach programs will control and drive the church than vice versa, especially if government funds are involved. First of all, it is critical that the church never loses control of its outreach program. Control is only compromised when there is misuse of funds and/or recipients not getting appropriate and quality services for which funds were received.

If the church has a separate 501(c)(3) nonprofit corporation, its bylaws should state that the organization is under the direct authority of the church. The church

maintains further control if the Pastor serves as Chairperson of the Board and the majority of the board of directors are members of the church.

4. The Challenge of Spiritual Priorities

There is often a concern that the social takes away from or diminishes the spiritual priorities of the church. The mere existence of such a concern reveals the need for the understanding and proper integration of the spiritual with the social. If the two are properly connected, the good works of social outreach would simply be the natural outflow of our faith.

5. The Challenge of Volunteers

Most churches could never afford to hire enough staff to accommodate the operational and program functions of a social outreach program. The use of committed volunteers becomes crucial to sustaining outreach services. The congregation must view the social outreach of the church as a natural place for them to volunteer their talents and skills for the Kingdom of God. Specific volunteer opportunities must be presented to the congregation and a volunteer coordinator must be in place to make sure they are properly connected to their areas of service.

6. The Challenge of Cooperation

One of the major components of the Church Adopt-A-School Initiative is getting urban and suburban churches to work together. There may be a potential for conflict due to differences in perspectives, ideology and experience. It is imperative that the urban church be allowed to take the lead since it is primarily responsible for program implementation and it is closest to the needs of the people living in its community.

Conversely, the urban church should include the suburban church in the planning and decision-making process since much of the suburban church's resources will be invested in the project. The urban church should be able to demonstrate their impact to the community using their own resources. Again, this is a shared partnership—the pooling of resources to maximize the impact to the community.

7. The Challenge of Resources

One question that regularly emerges is the legitimacy of Christian ministries receiving government funds. First of all, we must all agree that God claims ultimate ownership of all of the earth's resources. The scripture even teaches that God stores up the wealth of the wicked to be used by the righteous.

In biblical history, God used the wealth of Egypt to fund his tabernacle in the wilderness and the wealth of Persia to help fund the rebuilding of the walls of Jerusalem. It is not appropriate to receive funds from a non-Christian entity (including the government) if it hinders or limits the fulfillment of the church or church-sponsored organization's mission and biblical mandates of operation.

Results of Integrated Social Outreach

When churches operate properly under the Kingdom Agenda, progress and transformation naturally occurs as the spiritual and social aspects of life work in a coordinated way, positively affecting all four spheres of life.

Individual Results

1. Individuals begin to integrate God's Word into their lives in such a way that it increasingly governs their choices, decisions and relationships.
2. Individuals become contributing members of society as they develop life skills.
3. Individuals are given the opportunity to hear and respond to the gospel of Jesus Christ.
4. Individuals are becoming part of a system that holds them lovingly accountable for their choices and lifestyle.
5. Individuals become positive role models in the lives of others who are a part of their circle of influence.

Family Results

1. Marriages are strengthened as men and women learn and implement their divinely ordained roles in marriage.
2. Children are reared in a positive loving environment by parents who train, correct, and develop them into solid citizens.
3. Family violence, abuse and neglect will be on the decline.

4. Economic stability increases since strong, healthy families tend to be much more financially settled.
5. A legacy of strong, thriving families will be passed to the next generation.

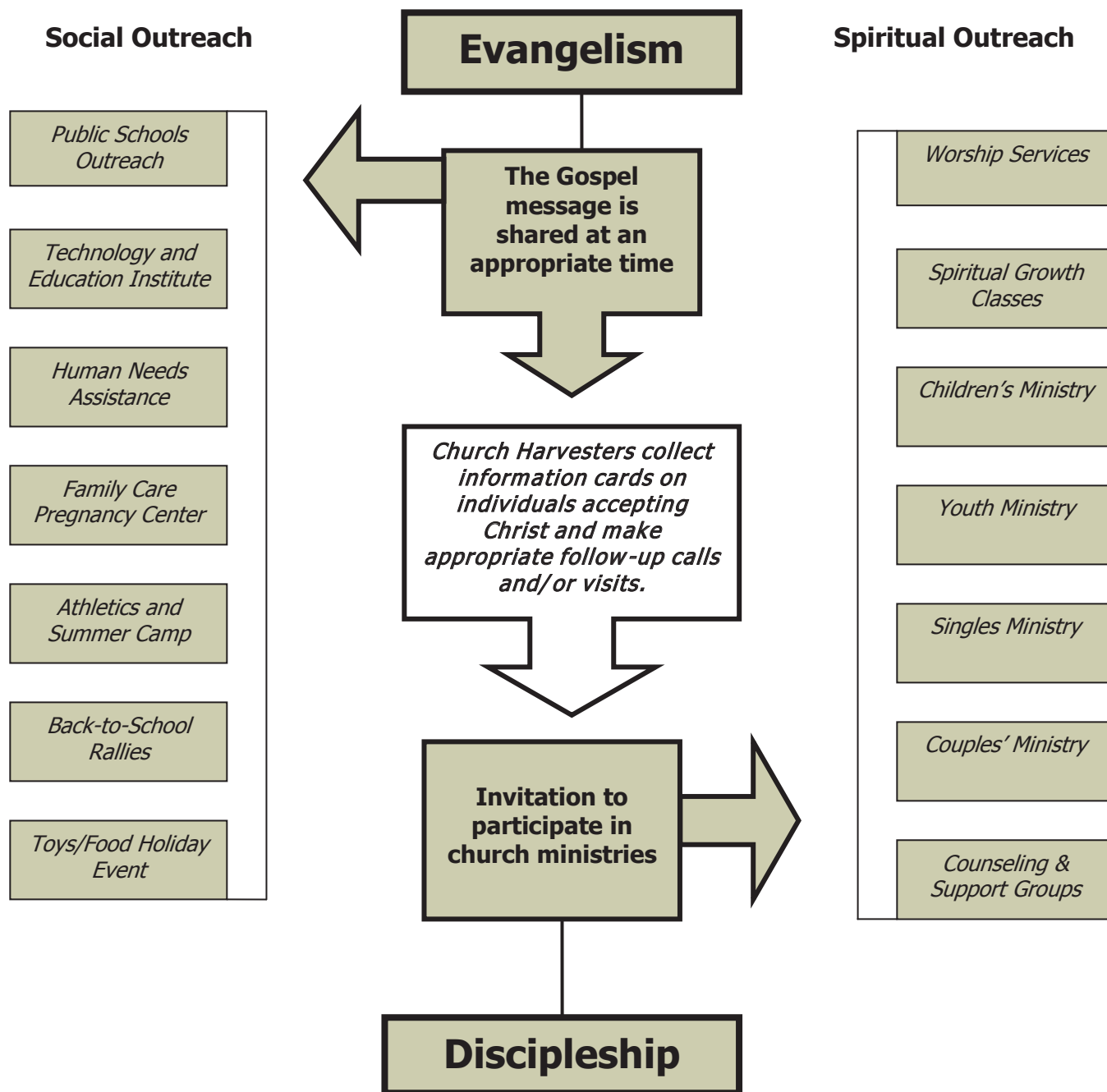
Church Results

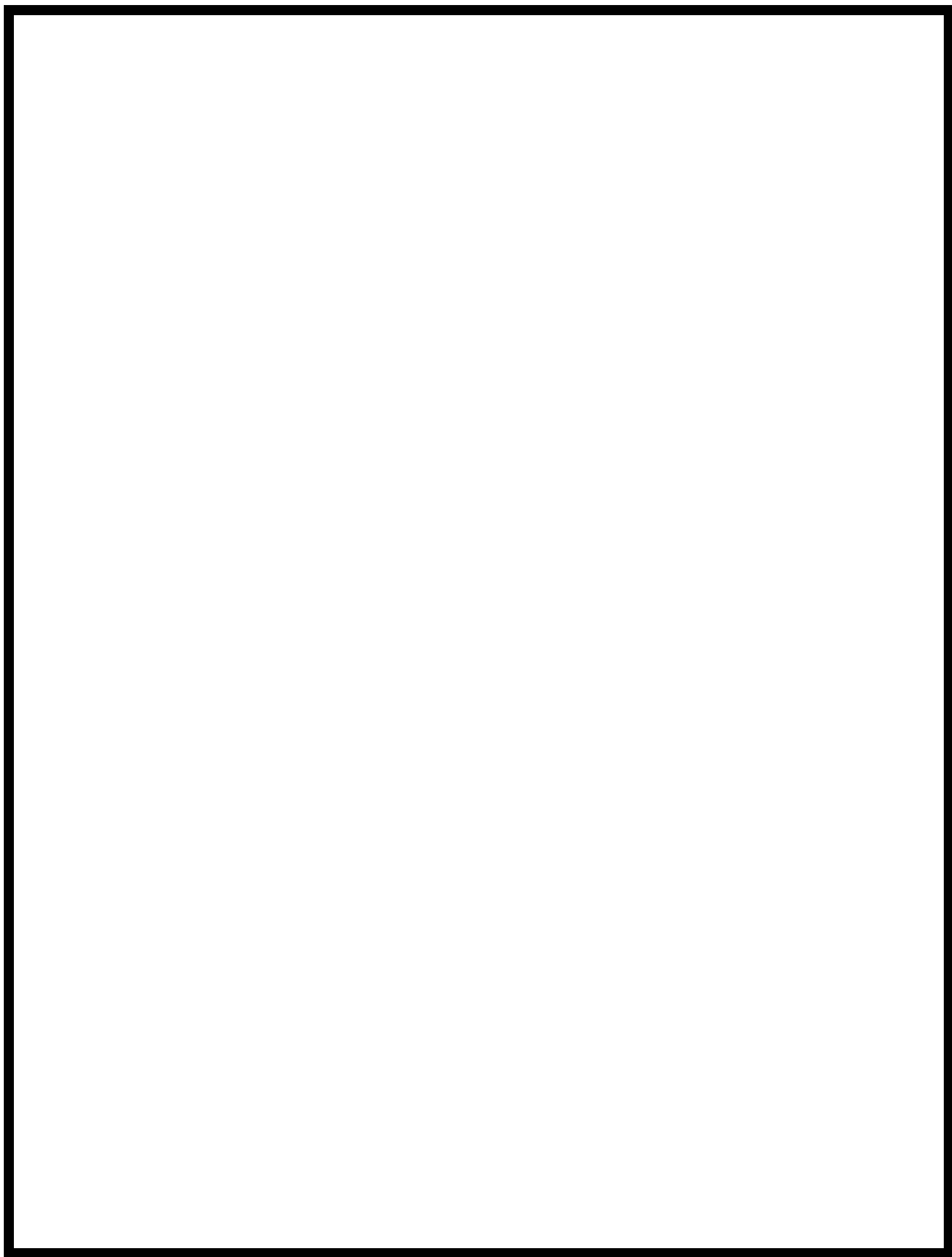
1. Churches will grow as those who are served become Christians and integrate into the life of the church.
2. The church returns to its position as the spiritual anchor of the community as it is increasingly viewed as the leader of community transformation.
3. Church members will have a greater opportunity to be involved in community change as volunteers through the church.
4. The financial support for church outreach will grow as social programs demonstrate effectiveness, which qualifies them for more funding opportunities.
5. Church facilities will be used more effectively for the benefit of the broader community.
6. Racial and religious reconciliation will result as churches work together to impact the lives of urban youth and families.

Community Results

1. Communities will thrive as the lives of individuals and families are stabilized.
2. Schools will have a greater focus and impact on education because they are no longer left with the responsibility for addressing the social, economic and health problems of their students. The family and the church now assume this responsibility.
3. Neighborhoods are unified as community agencies work together for the safety, security and stability of the community.
4. Community statistics in school drop-outs, teen pregnancies, gang activity and substance abuse will drop as a result of stronger communities.
5. The government will expand its involvement with faith-based organizations as the primary social service delivery system because of their success in rebuilding communities with a spiritual foundation.
6. Citizens will have a greater recognition and appreciation of the strategic role of churches in building healthy communities.
7. Tax dollars can be used more effectively as fewer dollars are spent on building prisons and more is spent on building lives.

Exhibit 2:1 Integrated Social Outreach: Dallas, Texas Model





Course Objectives

Participants will understand:

- Conducting a Community Needs Assessment
- Mapping Assets in the Community
- Risk and Protective Factors
- Core Values and Beliefs
- Youth Development
- The Turn•Around Agenda—Dallas, Texas Model
 - Public Schools Outreach
 - Family Support Services
- The Turn•Around Agenda Case Management System
- Evaluating the Effectiveness of Your Programs

Conducting a Community Needs Assessment

A quick glance at any community will tell what the problems are. How many times have you wandered into so-called “bad neighborhoods”? The symptoms are all around—dilapidated homes and buildings, pot holes in the streets, boarded-up apartment complexes, grown people hanging out on the streets with beer bottles in hand, liquor stores, strip joints, graffiti and much, much more. That’s just the *outside looking in*. The real issues and challenges come from *looking inside out*.

Tips on Needs Assessment Needs Assessment Tips

- **Keep your stakeholders involved throughout the process.**
- **Continue to collect data until you have obtained an in-depth profile of the school (community).**
- **Review the information you gather with stakeholders to interpret the data.**
- **Involve as many sections of the community as possible.**
- **Involve the community members themselves in collecting data, if appropriate.**

(Source: A Guide for Evaluating School-based Health Centers, Brindis, Kaplan, Phibbs)

Effective community programs first assess the problems and needs of the community, which is much more than just looking at symptoms. Secondly, the program looks at risk factors in the community that contribute to problem behaviors. Finally, an assessment identifies individual, school and community assets that protect individuals from a wide range of risk-taking behaviors.

An all-encompassing assessment not only captures important statistical data but also the priorities of the community. For example, street potholes may be a big problem, but affordable housing is a more pressing issue for residents. Assessments can be administered in a variety of formats that seek the opinions and attitudes of others such as surveys, focus groups, and public forums. Using these formats enable you to ascertain what the community really cares about.

A less personal assessment is information gathering—statistical data or indicators that reflect the magnitude

of the problem. The Internet has a wealth of information on local, county, state and national statistics. The Census Bureau, state education agencies, government, United Ways, public health centers, and law enforcement agencies are just a few of

the sources that provide relevant community data. Once the data analysis is completed and community consensus established, the next step is to identify available services to address the needs identified in the assessment.

Are services reaching the people who need them? What are the barriers—prohibitive costs, lack of adequate transportation, not enough specific services for high-risk families, poor information distribution? Answers to these questions as part of the needs assessment can be the basis for creating new services; however, the answer is not always new programs, but simply investing more time, energy and resources into existing services. But first, you need to know what services are available in your community.

Resource or Asset Mapping

Is a graphic representation of organizations and groups in the community that provide services to specific populations in need. It is often called a strength or assets assessment and helps delineate potential resources you may have available to meet the gaps you identify. The mapping process also helps to visualize what service gaps exist in your community.

Mapping Assets in the Community

All communities have assets (neighborhood strengths) that include individuals, institutions, community-based groups, businesses and infrastructures that serve the public good. According to Beth Street with the University of Tennessee Agriculture Extension Service, *assets focus on effectiveness, what a community has available. Assets build interdependencies within a community and seek to empower people. Asset identification allows people to give back to their community by using their talents.*

The concept of recognizing assets is quite the opposite from recognizing deficiencies. Individuals don't survive and thrive because of their shortfalls; they succeed because of their strengths. These gifts and capacities help build strong families and strong communities. Mapping these assets, or asset mapping can help to:

- Discover a more precise set of resources than any service system could identify.
- Mobilize community members as they are recognized for a useful value to their community.
- Identify gaps in services and supports, which can provide insight for strategy development.
- Find individuals with gifts and skills, including leadership for task force, committees and working groups.

Let's take a look at a seven-step approach to mapping the assets in your community (Asset Mapping: Locating the Gifts in Your Community, DeBlois and Evans, April 2003):

Step One: Define your community.

- Specific population: elderly, disabled, youth
- Geographic boundary
- Socio/Economic condition
- Ethnicity

Step Two: Define your purpose for mapping the community.

- Create a community resource guide.
- Create a searchable database of community resources.
- Link individuals with paid/volunteer opportunities.
- Identify gaps in services and where services are concentrated.

Step Three: Select what assets you want to identify.

- Start with pre-existing asset inventory tool (<http://office.microsoft.com/en-us/templates/results.aspx?qu=asset+management&origin=FX101741961>).
- Add and delete asset categories and/or skills.
- Keep focused on what you will do with this information.

Step Four: Identify if an asset mapping activity has been previously done in your community (ex. United Way Assessment).

- How recent is it?

- Will it provide the information you are looking for?
- What did or did not work well?

Step Five: Develop a plan to collect the information.

- When do you need the data?
- What methods will you use to collect the information? (Surveys, focus groups, etc.)
- What resources (people, websites, database, assessment instruments, and directories) do you need to collect the information?
- Who is going to do what and by when?

Step Six: Map the assets of your community.

- Use town maps and color-coded push pins.
- Use GIS Mapping software to create a map.
- Use local youth to draw a map of the community.
- How many completed?
- Did you reach your goal?

Step Seven: Evaluate your process and results.

- What processes worked well and what did not?
- What was the outcome—the final product?
- What benefits were derived—number of institutions mapped, partnerships established, etc.

Risk and Protective Factors

The needs assessment has been done, community priorities established and assets in the community identified. Again, this is the external picture of the community. Effective program development takes a “beneath the surface” look at conditions that create problematic situations in a community and address them from the inside out.

Research shows there are specific adverse conditions in families and communities that place individuals in high-risk situations for delinquent or problem behavior. The level of stress in one’s life joined with these adverse conditions heightens the potential for destructive behavior. These are commonly known as risk factors—

unfavorable conditions that contribute to substance abuse, delinquency, teen pregnancy, school dropout and violence.

According to The Child Delinquency Bulletin Series (April 2003), professionals have learned a great deal about which risk and protective factors are relevant for intervention. For example, most professionals agree that early on in a child's life, the most important risks stem from individual factors (birth complications, hyperactivity, etc.) and family factors (parental antisocial behavior, substance abuse, and poor child-rearing practices). As the child grows older and becomes integrated into society, new risk factors related to peer influences, the school and the community begin to play a larger role.

Conversely, there are positive factors that safeguard the health and well being of individuals and families, known as protective factors. Program designs must address risk factors associated with problem behaviors so that efforts are not just focused on symptoms, but on the potentially harmful situations that create them. Equally important for programs is identifying and supporting existing protective factors so that program strategies build on the strengths and capabilities of the child, family and community.

According to the Substance Abuse and Mental Health Administration, substance abuse and other related problems are complex and have multiple influences. These spheres of activity—typically called domains—include the individual, family, peers, school, community, and society/environment. Characteristics and conditions that exist within each domain of activity also function as risk or protective factors that help propel individuals to or safeguard them from self-defeating behaviors. As such, each of these domains presents an opportunity for preventive action. Use Exhibit 3.3 to point out risk and protective factors present in your community.

Exhibit 3:1:1

Sample Survey—Community Leaders and Stakeholders

Source: United Way of the Quad Cities Area

First, we would like to better understand your feelings toward your community. Using a scale of 1 to 5 where "5" is very well and "1" not at all well, how well do the following phrases describe your local community?

	1	2	3	4	5
1. People in your community consider the same things important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. People in your community come together to work on common goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. People in your community trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Your community is relatively free of crime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. People who are different from one another, for example, young or old and black or white, participate together in community activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We want to know what you think about possible issues and challenges that may or may not be facing your local community. For questions 7-35, please use a scale of 1 to 5 where "5" is a very major issue and "1" is not at all an issue, to indicate how significant of an issue the following are for your local community.

	1	2	3	4	5
7. Having enough money for food.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Having enough money to buy clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Setting up and maintaining a workable family budget.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Unemployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Having adequate transportation for travel to and from work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Exhibit 3:1:2

Sample Survey—Community Leaders and Stakeholders

We want to know what you think about possible issues and challenges that may or may not be facing your local community. For questions 7-35, please use a scale of 1 to 5 where "5" is a very major issue and "1" is not at all an issue, to indicate how significant of an issue the following are for your local community.

Potential Survey Respondents

- Parents
- Youth
- School (teachers, principals, superintendents)
- Community Leaders and Stakeholders
- Consumers of Services
- Businesses

	1	2	3	4	5
12. Underemployment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Shortage of quality jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Educational programs for children, prior to starting kindergarten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Affordable after-school childcare or programs for children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Having money to pay for medical attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Having money to pay for health insurance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Having money to pay for needed prescriptions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Alcohol and/or drug use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Having a lot of anxiety, stress, or depression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Behavioral or emotional issues among teenagers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Having enough living area in the home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Having the money to pay for needed home repairs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Having the money to pay for housing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Finding affordable recreation activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Adequate recreation programs for youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Feeling unsafe in one's neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Exhibit 3:1:3

Sample Survey—Community Leaders and Stakeholders

Survey Methods and Venues

- Traditional pen and paper
- Online via email or website
- U. S. Mail
- Telephone or Fax
- Personal Interviews
- Mall intercepts or other public locations.
- Workshops

We want to know what you think about possible issues and challenges that may or may not be facing your local community. For questions 7-35, please use a scale of 1 to 5 where "5" is a very major issue and "1" is not at all an issue, to indicate how significant of an issue the following are for your local community.

	1	2	3	4	5
28. Feeling unsafe because of physical conflicts within one's family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Feeling unsafe because of gang activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Having the money to pay for legal help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Finding care options for people with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Finding affordable childcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Teen pregnancy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Racial or ethnic discrimination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Gambling addictions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. What do you feel is the single most important issue facing your local community?					

37. Please share briefly any comments you have on community strengths, challenges and issues.

38. Of the issues we mentioned, which three do you feel are not being adequately addressed by organizations within the community?

Exhibit 3:2 Community Asset Mapping

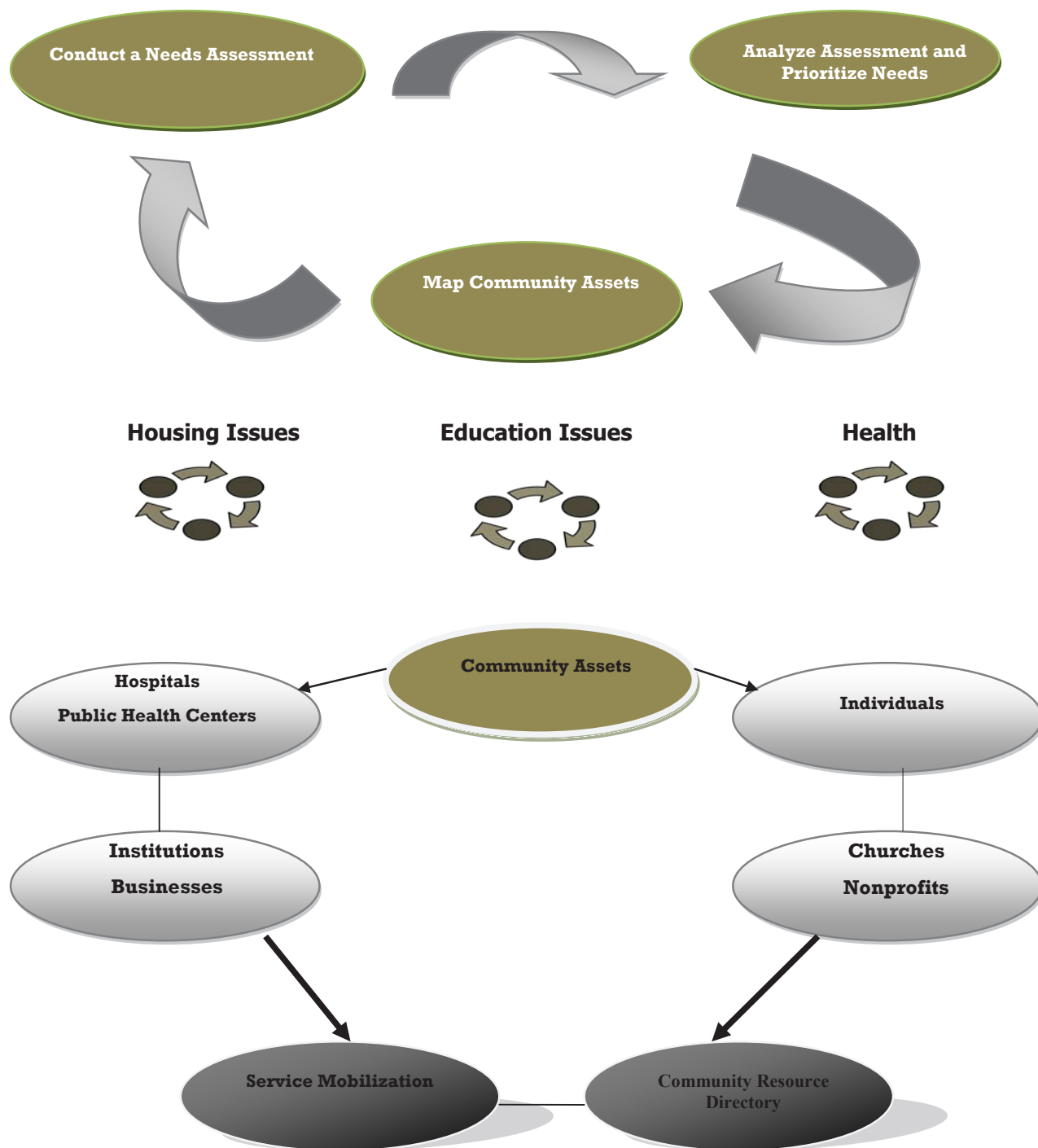


Exhibit 3:3

Risk and Protective Factors

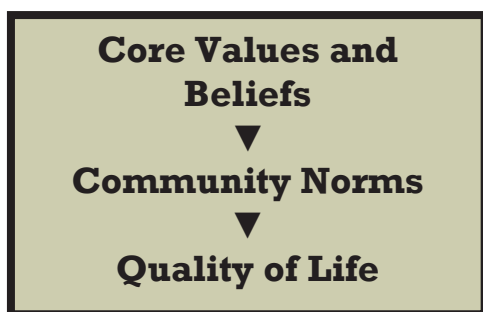
Individual Risk Factors	Yes	No	Individual Protective Factors	Yes	No
Alienation and Rebelliousness			Effective Socialization Skills		
Friends Who Engage in Problem Behavior			Positive Peer Relationships		
Favorable Attitudes Toward the Problem Behavior			A Clear Sense of Right and Wrong and of Acceptable and Non Acceptable Behavior		
Early Initiation of the Problem Behavior			Involvement in Religious and Pro-social Activities		
Sensation-Seeking or Lack of Impulse Control			Self-esteem		
Family Risk Factors	Yes	No	Family Protective Factors	Yes	No
Family History of Problem Behavior			Recognition of Family Predisposition Toward Problem Behavior • Avoidance of High-Risk Situations		
Family Management Problems			Parental Monitoring with Clear Rules of Conduct within Family Unit		
Family Conflict			Strong Bonds with the Family		
Favorable Parental Attitudes and Involvement in the Problem Behavior			Correction of Inappropriate Behavior • High Warmth/Low Criticism Style of Interaction.		
School Risk Factors	Yes	No	School Protective Factors	Yes	No
Early and Persistent Anti-social Behavior			Pro-social Development and Refusal Skills Reinforced		
Academic Failure Beginning in Elementary School			Academic Success • Strong Identity • Sense of Achievement		
Lack of Commitment to School			Strong Student Bonds to School • Regular Participation in School Events		
Community Risk Factors	Yes	No	Community Protective Factors	Yes	No
Availability of Drugs and Alcohol			Liquor Stores Not in the Vicinity of Schools and Neighborhoods		
Availability of Firearms			Strong and Enforced Gun-Control Laws		
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime			Anti-Drug/Anti-Underage Drinking Community Norms • Youth Curfews Imposed • Crime Watch Patrols		
Media Portrayal of Violence and Alcohol Use			Restricted Advertising		
Low Neighborhood Attachment and Community Disorganization			Opportunities for Bonding with and Engaging in Activities with Family, School and Community		
Extreme Economic Deprivation			Economic Development a Priority—New Businesses • Job Training Programs • Business Incubation Centers.		

Core Values and Beliefs

Knowing the underlying conditions that create delinquent behavior is one step closer to the core of the problem. A much deeper look starts with the individual and what he or she believes. The Turn•Around Agenda's (TTA) mission of rebuilding communities from the inside out starts with the individual and one basic

foundational truth—*what a man thinks, he becomes*.

In other words, a person's behavior is controlled by his thought life. Change the thought life, you've changed the person. Changed individuals transform families. Transformed families change communities. That's tackling the problem from the inside out.



In Chapter 5, you will learn about community norms—basic orientations toward right or wrong and acceptable or unacceptable behavior. The degree to which a community tolerates bad, inappropriate behavior reflects its culture or way of life. This boils down to a system of core values and beliefs. When a community of people holds to a healthy value and belief system, the quality of life in that community elevates.

A high quality of life is evident when residents protest against new projects in their community that can attract crime and unsavory characters; when neighborhoods are filled with wholesome activities for children and families; when high school football stadiums are packed with community supporters; when parents pack the schools for open house or parent nights; when businesses want to move into the area; when neighborhoods are clean and well kept; when the majority of community schools are recognized for outstanding academic performance; when churches set the moral and spiritual agenda for the community—then it just goes on and on.

Where do we start effecting positive core values and beliefs? A practical and logical start is with the two institutions that bring people together more than anything else—the church and the public school.

In the next few pages, we will introduce The Turn•Around Agenda's Adopt-A-School program of using social development and faith to effect positive changes in youth, families and the community.

The Adopt-A-School program's focus is youth development. However, effective youth development approaches must incorporate family education and support

services as well as community participation.

That way, improved behavior in youth is sustained and supported by a strong family and community infrastructure.

Asset-Building Ideas for Congregations
(Source: *All Kids are Our Kids*, Dr. Peter Benson)

- Foster intergenerational relationships by providing activities for all ages.
- Listen to what youth say they want.
- Regularly offer parent education as part of the congregation's educational programs.
- Focus attention on values development.
- Make community service a central component of youth programming.
- Network with other congregations and institutions in the area for mutual learning, support, and programming.
- Maintain year-round connections with youth. Don't lose contact over the summer.
- Involve youth in caring for and teaching younger children.
- Emphasize maintaining strong programs for youth throughout middle school and high school.
- Sponsor celebrations of children and family.
- Provide opportunities for youth to be leaders in and contributors to the congregation.

Youth Development

Over the years, youth development has evolved into more than just program implementation and has changed its focus from youth as a liability to youth as an asset. Although TTA's youth development approach takes into account issues affecting young people—delinquency, drug use, teen pregnancy, school dropout, and violence—the programs are built on developing assets in youth, enabling them to make right choices and become contributing members of society.

The entire community, specifically parents, is engaged in the process of creating a nurturing and supportive environment in which young people can thrive. As such, TTA provides parents and family members of public school

youth with the opportunity to create favorable conditions (protective factors) in the home and community by providing access to services and opportunities that are later described in this chapter.

Another important aspect of youth development is community engagement, which involves strategic partnerships among youth-serving organizations and directs its efforts toward the strengths, abilities and assets of its citizens for effecting change.

In the initial stages, partnering organizations can host a variety of special events that build good will and influence social and regulatory policies that impact the social, health and economic climate of the community.

With a focus on asset-building and not liabilities, TTA's programs incorporate 40 developmental assets of human behavior in children. According to author and president of Search Institute, Dr. Peter Benson, the 40 developmental assets are powerful predictors of behavior. *They serve as protective factors: they inhibit, for example, alcohol and other drug abuse, violence, sexual intercourse, and school failure. They serve as enhancement factors: they promote positive developmental outcomes. And they also serve as resiliency factors: they help youth weather adversity.* Exhibit 3:4 can help you create or heighten programs that build on these developmental assets in youth.

Positive youth development is designed to have a life-changing impact on the youth, family and community. Some initial steps to help you establish a youth development approach include (Source: U.S. Department of Health and Human Services):

1. Review the literature on the youth development approach and adolescent development.
2. Offer training in youth development to your staff and board.
3. Involve your board in strategizing about how to implement the youth development approach.
4. Brainstorm about ways that the agency can better implement and promote the youth development approach.
5. Create a plan for enhancing the agency's youth development approach.
6. Involve staff in mapping community resources for young people.

7. Assess the agency's knowledge of and relationship with other youth-serving organizations identified in the mapping process.
8. Meet with local youth-serving agencies.
9. Create a mechanism for keeping your staff and board informed.
10. Form a coalition of youth-service providers to explore how to implement a youth development approach locally.
11. Explore the issues involved in collaboration. Chapter 4 of this Toolkit addresses partnerships for social change and the challenges of sustaining collaborations among organizations.

Exhibit 3:4:1

The 40 Developmental Assets

External Assets		Program Activities Incorporating Assets
Asset Type	Asset Name	
Support	<ul style="list-style-type: none">▪ Family Support▪ Positive Family Communication▪ Other Adult Relationships▪ Caring Neighborhood▪ Caring School Climate▪ Parent Involvement in Schooling	1.
		2.
		3.
		4.
		5.
		6.
		7.
		8.
Empowerment	<ul style="list-style-type: none">▪ Community Values Youth▪ Youth as Resources▪ Community Service▪ Safety at Home, School and Neighborhood	1.
		2.
		3.
		4.
		5.
		6.
		7.
		8.
Boundaries and Expectations	<ul style="list-style-type: none">▪ Family Boundaries▪ High Expectations▪ School Boundaries▪ Adult Role Models▪ Positive Peer Influence	1.
		2.
		3.
		4.
		5.
		6.
		7.
		8.
Constructive Use of Time	<ul style="list-style-type: none">▪ Creative Activities▪ Time at Home▪ Youth Programs▪ Religious Community	1.
		2.
		3.
		4.
		5.
		6.
		7.
		8.

Exhibit 3:4:2

The 40 Developmental Assets

Internal Assets		Program Activities Incorporating Assets
Asset Type	Asset Name	
Commitment to Learning	▪ Achievement	1.
	▪ Motivation	2.
	▪ School Engagement	3.
	▪ Homework	4.
	▪ Bonding to School	5.
	▪ Reading for Pleasure	6.
		7.
		8.
Positive Values	▪ Caring	1.
	▪ Equality	2.
	▪ Integrity	3.
	▪ Honesty	4.
	▪ Responsibility	5.
	▪ Restraint	6.
		7.
		8.
Social Competencies	▪ Planning and Decision-making	1.
	▪ Peaceful Conflict Resolution	2.
	▪ Interpersonal Competence	3.
	▪ Cultural Competence	4.
	▪ Resistance Skills	5.
		6.
		7.
		8.
Positive Identity	▪ Self-esteem	1.
	▪ Sense of Purpose	2.
	▪ Personal Power	3.
	▪ Positive View of Personal Future	4.
		5.
		6.
		7.
		8.

The Turn•Around Agenda—The Dallas Texas Model

The Turn•Around Agenda's (TTA) mission is *to rebuild communities from the inside out with comprehensive, faith-based programs and community partnerships designed to transform the lives of urban youth and families*. The approach is practical—to use church and public school partnerships to effect positive change in the community. The process is intrinsic—changing thought patterns, instilling hope and providing opportunities for positive change for the individual and family. Communities thrive when people possess and apply a healthy value and belief system.

TTA's program design comprises four primary components: public schools outreach, a technology institute, human needs assistance and a family care pregnancy center. Each area provides services that build on the other, providing participants with holistic, continual care for multiple needs.

Public Schools Outreach features school-based mentoring, life skills education, athletics, summer youth program and two annual back-to-school rallies. *The Technology and Education Institute* uses technology in education and career development for youth and adults. Program offerings include supplemental education in core academic subjects for public school youth, GED, adult literacy, computer training, Spanish, English as a Second Language (ESL) and job fairs.

TTA Program Messages

- **Stay in School**
- **No to Drugs and Alcohol**
- **No Gangs and Violence**
- **Sexual Abstinence**

Human Needs Assistance provides a food pantry, clothing thrift shop, foreclosure prevention education, and home-buying seminars that place low to moderate income individuals and families in their first homes, an annual community health fair and other special events that benefit the community.

The Family Care Pregnancy Center offers free pregnancy tests, information on fetal development, crisis counseling by lay individuals, limited ultrasound, sexually transmitted disease information, and a host of other services to

help girls and women cope with the challenges of unplanned pregnancies as well as other issues that affect their wellbeing.

Some of you are thinking—lots of services, how much money and where do we start. The size, wealth and operational capacity of your church or church-sponsored organization will determine the scope of services your organization can provide.

The toolkit is designed to help your organization start one, several or all of the program components of The Turn•Around Agenda Dallas, Texas model. The chart below offers four suggested phases for implementation of TTA’s complete program package.

Phase I: Volunteer driven; minimum staff support; no major or special equipment; donations of food and clothing.	Phase II: More specialized staff and volunteers, specifically IT; purchase of sports/computer equipment, furniture and education materials; curricula development; and targeted recruitment
<p><u>Public Schools Outreach</u> School-based Mentoring Life Skills Education Parent Education</p> <p><u>Human Needs Assistance</u> Food Pantry Clothing Thrift Shop</p>	<p><u>Athletics and Summer Camp</u> Basketball League Summer Youth Camp High School Heroes</p> <p><u>Technology and Education Institute</u> Computer Training Pre-GED/GED and Adult Literacy English as a Second Language</p>
Phase III: Major event planning; more staff/volunteers; purchase of more computer equipment and expensive software programs; major donations of food and toys	Phase IV: Specialized personnel and equipment; sensitive life issues/care; after-care services for clients; more event planning; purchase of education materials and equipment
<p><u>Public Schools Outreach</u> Back-to-School Rallies</p> <p><u>Technology and Education Institute</u> Supplemental Education Program</p> <p><u>Human Needs Assistance</u> Housing Education Seminars Food & Toys Giveaway</p>	<p><u>Family Care Pregnancy Center</u> Sonogram and Other Pregnancy Services Lay Counseling</p> <p><u>Technology and Education Institute</u> Job Fairs</p> <p><u>Human Needs Assistance</u> Crisis Intervention/Management</p>

Public Schools Outreach

In the early 90's, a principal at a Dallas local high school contacted Dr. Tony Evans, senior pastor of Oak Cliff Bible Fellowship, about their dire need for a strong black male presence in the school. At that time, the school was experiencing a high occurrence of gang activity and other disruptive behaviors by students. The Turn•Around Agenda (TTA), the social outreach of Oak Cliff Bible Fellowship, responded by sending 12 men to walk the halls and restore order to the school. Before long, the school began to experience calm and stability. A stronger atmosphere of learning emerged. In short, these men administered tough love—a genuine concern and care for the students while maintaining discipline and accountability.

The social impact of TTA's intervention in this one school quickly spread to other neighboring schools. To make a long story short, what began as crisis intervention in one school has become proactive intervention in now over 60 public schools in the Dallas/Fort Worth area. TTA has set in motion an array of services that specifically target public school youth and their families. In fact, public schools serve as the primary vehicle for the delivery of social services, addressing the critical needs of youth and families in urban communities. The core of the TTA program is Public Schools Outreach where schools are adopted and direct services are provided to the students. Specific activities include:

- **School-based Mentoring** that offers an array of activities for character development and creating a sense of belonging among family, community and peers.
- **Life Skills Education** addressing abstinence, anger, school dropout and substance abuse issues.
- **Two Annual Back-to-School Rallies** that bring together thousands of students for entertainment, promoting a drug-free and stay-in-school message.
- **Parenting Education** that provides parents of participating public school youth with information and skills that promote family bonding and support systems.
- **Youth Outreach Center** that serves as a neighborhood hub for a variety of social and entertainment activities for youth.

- **Monthly meetings** with principals of public schools hosted by Dr. Evans.

Programs start with the student, but don't stop there. Parents and other family members have the opportunity to take advantage of program offerings in the TTA Technology Institute, Human Needs Assistance and the Family Care Pregnancy Center.

Throughout the year, schools connect TTA with families of students experiencing crisis situations. These families are then placed in case management for the purpose of providing them with appropriate, wrap-around services to address the needs.

School-based Mentoring

TTA has instituted a comprehensive school-based mentoring program for public schools that builds relationships with students in the context of tutoring, moral character development and family involvement. The core of the program is promoting healthy school and home environments that maximize student success. **Activities promote five messages:** *stay-in-school, no drugs or alcohol, sexual abstinence, no violence/gang activity and family involvement.*

Four Characteristics of School-based Mentoring

1. Teachers or other school personnel refer students who could benefit from adult friendship and support.
2. Mentors commit to meeting with students for an hour a week throughout the school year.
3. Mentors meet one-to-one or in a small group with the students at the school during the school day.
4. While mentors and students might spend some time on school work, they also engage in other activities (such as playing games, exploring the Internet, eating lunch together, doing artwork, etc.) that help build a strong relationship.

(Source: *The ABCs of School-based Mentoring*, The National Mentoring Center)

School-based mentoring takes place at the school either during school hours or immediately after. The purpose of the program is to target students at risk of leaving school early or who are socially isolated or failing to achieve their potential.

With a focus on prevention and consolidation, TTA's school-based mentoring program targets six high schools and their corresponding feeder schools (middle and elementary schools that feed into the high schools). TTA's overall goal is to have at least 1,000 youngsters and 250 mentors in the school-based mentoring program at all times using a group and/or team mentoring design:

- Group mentoring involves one adult mentor forming a relationship with a group of up to four young people. The mentor assumes the role of leader and makes a commitment to meet regularly with the group over the course of one school year.
- Team mentoring involves several adults working with small groups of young people, with an adult-to-youth ratio no greater than one to four.

TTA's school-based mentoring includes the following:

1. TTA assigns an employee, an in-school program coordinator, to each school cluster (high, middle and elementary schools) to manage the entire mentoring process and serve as a liaison between TTA and the feeder schools.
2. A mentor is assigned up to four students or mentees that meet with their mentor one hour weekly as a group. These groups exist in each school in the cluster.
3. The emphasis of the mentoring process is primarily prevention; that is, working with young people with zero to moderate behavioral problems. However, TTA does provide a limited number of problematic students with mentoring and counseling.
4. Individual mentoring occurs through the group – in other words, a child would need to be in a group to qualify for one-to-one mentoring on an *as needed basis*.
5. Group mentoring is driven by the OCBF membership. This allows for greater accountability and reflects the touch-point discipleship model operating at the church. *Note: To help jump start this process, Dr. Tony Evans has allowed eligible church staff to take one hour per week to serve as group mentors.*

It's important to mention that relationship building is incorporated in other TTA activities for youth such as the athletics and summer programs. Coaches, youth leaders and workers are trained in building and sustaining meaningful relationships with the children. Desired outcomes for school-based mentoring include:

- To place caring, competent, and consistent adults as mentors in public schools.
- To have mentees demonstrate an increase in pro-social skills or competencies that protect them from a wide range of risk-taking behaviors that lead to substance use/abuse; violence/gang activity; and out-of-wedlock pregnancy.
- To have mentees demonstrate an increase in reading, math and/or writing and a stronger commitment to school; consequently reducing academic failure and school drop-out among students.
- To have mentees master new skills and develop a sense of belonging and bonding among peers, family and community; thereby reducing anti-social behavior and alienation within their environments.
- To give students and their families access to TTA's support services that address critical social and health needs, offering a continuum of care for much-needed services.
- To develop meaningful partnerships with families, schools and the community, resulting in long-term, sustainable change.

This section focuses on creating a school-based mentoring program—not building partnerships or relationships with public schools. Creating the program and establishing a church and school collaboration are two separate processes. Chapter 4 of the Toolkit will focus on the nuts and bolts of building relationships with public schools and other community organizations for social change.

The rationale for this section on mentoring (Chapter 3) appearing before relationship-building with public schools (Chapter 4) is as simple as not putting the cart before the horse. The organization's program design, processes, forms and evaluation system need to be in place before you step one foot in the school's door. Both processes can happen simultaneously. For instance, the executive director or senior pastor can initiate the partnership with the school as the program staff

designs the mentoring piece. In a nutshell, be prepared with your program before entering the schools. The following provides the initial steps in creating a school-based mentoring program:

Step 1: Establish goals and measurable outcomes for the school-based mentoring program.

Ask yourself why the organization wants to start a mentoring program. What are you trying to accomplish, how long will it take and are you in it for the long haul?

Answers to these questions will assist you in developing goals and objectives for the program. See the section on Evaluating the Effectiveness of Your Programs at the end of Chapter 3.

Step 2: Decide on various curricula and activities for the school year.

Since academic achievement is the primary goal of schools, mentors will be asked to tutor students who need the additional reinforcement in a particular subject area. In that case, you will use textbooks and resources at the school for this activity.

Programs that develop pro-social skills in students are usually planned and resources purchased by the organization. Your organization may want to concentrate on one or all five messages of *stay-in-school, no drugs or alcohol, sexual abstinence, no violence/gang activity and family involvement*. There is a host of resources, i.e., videos, games, manipulatives, workbooks, and interactive exercises that reinforce these messages. Program resources listed in the Bibliography section of the Toolkit can assist you in program development and identifying model programs (curricula) for use with participating students.

Other school-based activities will not require any specific resources except for human resources. Just being a friend and available to the student can make a world of difference in and of itself. This makes training of mentors very important—

communication, listening, understanding and knowledge of at-risk students and recognizing the limitations of the organization and mentor.

Step 3: Ask the school(s) to complete the survey of mentoring program preferences. Include a cover letter presenting the program.

Don't assume. Ask the principals what they want and/or need. Your current program may not be a fit for the school. A survey is a good tool for gauging the school's interest in a mentoring program; ascertaining academic and social needs of students; and identifying programs that underpin the learning objectives established by the school.

Step 4: Have the organization and school complete a memorandum of understanding (MOU) or Letter of Agreement (LOA).

The purpose is simply to have a written understanding of roles, responsibilities, expectations and accountability. It's important for the school and the organization to understand the other's mission and to set realistic expectations for each. See Chapter 4 for more information about Memoranda of Understanding and exhibits 4:9 and 4:10 for examples of this document.

Step 5: Select students for participation in the mentoring program.

Participating school(s) select students for participation in the mentoring program and complete a profile form on each student. It is vital that the organization have a record of participants, demographic information and the academic and social issues encountered by students.

In addition, the profile will assist the school and your organization with matching mentors with students. Make sure the school understands the importance of the organization receiving fully completed student profiles in a timely fashion. The

school's willingness to complete paperwork on the organization's behalf is a strong indication of their commitment to the program.

Step 6: Ask the school to send letters home to parents informing them of their students' participation in the mentoring program.

This is the first step toward involving parents or guardians in the mentoring process. Parents need to know they have a role in the mentoring relationship and the extent to which their children are successful depends on their level of involvement. The student/mentor relationship is a joint effort, requiring commitment from the student, teacher, school, family and volunteer.

Step 7: Develop and implement a plan for recruiting mentors.

The organization should develop a plan and timeline for soliciting Christian men and women to serve as mentors in the public schools. That can begin with the men and women in your church. Present this program to your membership in a very compelling way—touching the heart and spirit and have them sign up to be a part of this outreach ministry to public school youth. Remember, one of the advantages of church-sponsored programs is the large potential volunteer force. The components of a recruitment plan include:

- The organization's objective—the number of mentors needed and time frame
- The target audience—ethnicity, religion and/or gender of potential mentors
- Promotional materials—the organization's brochure, video on CD, website, newsletter, and press releases
- Promotional activities—distribution of organization's literature to various groups, community volunteer fairs, agency tours, media exposure and online inquiries
- Target organizations—Your church, other churches, Christian colleges and universities; civic and professional associations, etc.

Step 8: Establish an application and screening process for potential mentors.

Screening procedures are the cornerstone of risk management and help ensure a safe and healthy match between the mentor and youth. Creating a detailed screening procedure enhances your program's ability to recruit quality mentors and minimizes program risk.

A good screening process includes eligibility criteria, mandates the use of proper screening and assessment tools and describes how records are to be kept. The screening process will allow program staff to make an informed decision about the appropriateness of a candidate to your program. Screening tools include:

- The Volunteer Application
- Reference Check Form
- Criminal Background Check Waiver
- Mentor Interview
- Mentor Assessment
- Mentor Interest Survey
- Letter of Acceptance or Rejection

Step 9: Provide an all-day training session for selected mentors.

Once mentors are cleared through the screening process, they must sign one-year commitment contracts. This is actually a school year. In addition, they agree to participate in an all-day pre-service training. To help design your training program, there is a wealth of training resources available through the National Mentoring Center; Big Brothers, Big Sisters; Public/Private Ventures; NW Regional Educational Laboratory, the Bureau for At-risk Youth and more. The goals of pre-service training include (*Training New Mentors, Technical Assistance Packet #5*, National Mentoring Center):

- Helping participants understand the scope and limits of their role as mentors
- Helping them to develop the skills and attitudes they need to perform well in their role

- Introducing them to the concept of positive youth development
- Providing information about the strengths and vulnerabilities of the children or youth who are in the program
- Answering questions
- Building the confidence of mentors

Step 10: Set up an orientation in the schools for students selected for mentoring.

Participating students, like mentors, need to be knowledgeable of and comfortable with the mentoring process. They need to understand their role and limitations as well as be fully committed to the mentor relationship. Specific pre-match training of students will allow them to (*Training New Mentees*, National Mentoring Center):

- Learn about the concept of mentoring
- Understand the roles of those involved in the program
- Develop reasonable expectations for the mentoring program
- Understand their responsibilities as mentees
- Learn how to get the most out of the mentoring relationship
- Understand the limits of confidentiality and the boundaries of the mentoring relationship
- Enhance skills for recognizing and dealing with inappropriate or abusive behavior by adults
- Know how to obtain assistance if they have questions or concerns
- Practice skills that will assist them in the mentoring process

Step 11: Assign and schedule mentors to specific schools and work with the schools to match them with students.

The school and the organization should work together to match mentors with selected students. Interest inventories and student profiles will assist you in the

matching process. There should be a set schedule for each mentor that accommodates the mentor, school and student.

Step 12: Provide mentors with resources and supplies for activities and recordkeeping.

Mentors are provided with notebooks that contain the volunteer policy handbook; the job description; and activity sheets, attendance records, and progress forms to use each time they meet with their assigned student(s). Mentors should be strongly encouraged, or better yet, required to complete all necessary forms to establish documentation of activities and progress achieved.

Step 13: Establish monthly meetings with your mentors.

The organization should set regular meetings with mentors to discuss problems, concerns and successes as well as receive updates and changes to program procedures. The monthly meetings can serve as mini-training sessions on issues and topics that come up during mentor/student interactions. In addition, the organization can use this time to encourage and re-energize mentors to go the distance.

Step 14: Design and implement an evaluation process for the program.

An evaluation system encompasses data tracking, data collection and the completion of surveys and evaluations to measure program satisfaction and impact. The end of Chapter 3 will provide more information about the evaluation process.

Exhibit 3:5

Sample Letter to Principals

[Date]

Name

School Name

Address

City & State

Dear,

I trust your school year will be both productive and rewarding. Your hard work, commitment and passion for our children and their education do not go unnoticed. As such, it is important to [organization] and me to find creative and efficient ways to provide the support you need in educating our youth.

One such way is providing you with mentors to work with the children during the school day. We want the men and women of [church name] to serve as mentors in your school. Our children are so important to our present and future that it will take the support of the church community to help ensure their success as productive members of society.

Our church collectively participated in a week of fasting and praying for the individual needs of our membership and the church's involvement in effecting positive change in our community, specifically with youth. God stirred the hearts of [number] men and women who expressed interest in mentoring our youngsters in the public schools.

We are prepared to screen and train these men and women to serve as mentors in the schools. But first, we want to know if you are interested in a school-based mentoring program using church volunteers and what specific needs and activities mentors can do in your school.

A survey of program preferences is enclosed along with [organization] fact sheet or brochure. If your school wants to receive mentors, please complete the survey and mail to [organization's address] or fax to [organization's fax number]. An introductory orientation giving more details about the mentoring program and the anticipated start date will be held on [date and time]. You may call [contact person] at [contact's fax number] to confirm your attendance.

It is our pleasure and privilege to serve you in any way possible. Please call me at [Pastor's phone number] or [contact person] at [contact's phone number] with your questions, comments or suggestions. May God continue to bless the work you do.

In His Name,

[Name of Senior Pastor]

Exhibit 3:6:1

Survey of School Mentoring Program Preferences

We need your help! We want to create a school-based mentoring program that meets the needs of your students and teachers. School-based mentors spend one hour each week during the school year with a child or children who are in need of guidance, support, and assistance.

If your school wishes to participate, please tell us what your specific needs are and activities mentors can do with students at your school. This survey will take only a few minutes to fill out. Thank you for your interest and cooperation in completing the survey.

1. What are the most pressing issues impacting school/academic performance among your students? (Rank in the order of 1 through 8, with 1 as your most pressing issue).

- | | | |
|---|--|--|
| <input type="checkbox"/> Grade Repetition | <input type="checkbox"/> Reading Below Grade Level | <input type="checkbox"/> Special Education/ARD |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Limited English Proficiency | <input type="checkbox"/> Poverty |
| <input type="checkbox"/> Not Passing TAKS | <input type="checkbox"/> Low Graduation Rate | <input type="checkbox"/> Other _____ |

2. What are the weakest subjects for your students? (Rank in the order of 1 through 6, with 1 as your weakest subject area among students).

- | | | |
|----------------------------------|---|--------------------------------------|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Social Studies | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Math | <input type="checkbox"/> Science | <input type="checkbox"/> Other _____ |

3. What are the most pressing social/peer issues facing your students? (Rank in the order of 1 through 10, with 1 as your most pressing issue).

- | | | |
|--|--|--|
| <input type="checkbox"/> Difficulty Making/Keeping Friends | <input type="checkbox"/> Teen Pregnancy | <input type="checkbox"/> Truancy /Dropout |
| <input type="checkbox"/> Alcohol/Drug Use | <input type="checkbox"/> Homelessness | <input type="checkbox"/> Negative Peer Influence |
| <input type="checkbox"/> Tobacco Use | <input type="checkbox"/> Number of Disciplinary Placements | <input type="checkbox"/> Disruptive Behavior/Anger |
| | <input type="checkbox"/> Abuse/Neglect | <input type="checkbox"/> Gang Activity |
| | | <input type="checkbox"/> Other _____ |

4. Please indicate the different living situations for students at your school. (Rank in the order of 1 through 8, with 1 as the most common living situation).

- | | | |
|--|--|---|
| <input type="checkbox"/> With Mother | <input type="checkbox"/> With Father | <input type="checkbox"/> With Step-Parent |
| <input type="checkbox"/> With Other Relative | <input type="checkbox"/> Guardian (non-relative) | <input type="checkbox"/> Foster Care |
| <input type="checkbox"/> Shelter | <input type="checkbox"/> Other _____ | |

Exhibit 3:6:2

Survey of School Mentoring Program Preferences

5. Please indicate the race/ethnicity of your students. (Rank in the order of 1 through 7, with 1 as the dominant race/ethnicity).

- | | | |
|--|---|--------------------------------------|
| <input type="checkbox"/> American Indian/Alaska Native | <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> White |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Native Hawaiian or | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Black/African American | Other Pacific Islander | |

6. Over the course of a school year, please indicate the number of students (a reasonable estimate) you want participating in a mentoring program. _____

7. Indicate the type(s) of mentoring programs you are interested in. (Check all that apply)

- ☐ Traditional Mentoring (one adult to one student)
- ☐ Group Mentoring (one adult to up to four students)
- ☐ Team Mentoring (several adults working with small groups of students—adult to child ratio not greater than 1:4)

8. Select activities mentors can do with your students. (Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Tutoring | <input type="checkbox"/> Music Coach (instrument or vocal) |
| <input type="checkbox"/> Talk to the student—Be a Friend | <input type="checkbox"/> Dance Coach |
| <input type="checkbox"/> Recreation/Sports | <input type="checkbox"/> Character, Social and Leadership Development |
| <input type="checkbox"/> Computer Training | <input type="checkbox"/> Arts & Crafts |
| <input type="checkbox"/> Lunch Companion | <input type="checkbox"/> Book Club |
| <input type="checkbox"/> Playing Games | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Homework Support | |
| <input type="checkbox"/> TAKS Preparation | |

9. What specific times and days can mentors come to your school? (i.e., Monday-Friday 10:00 a.m. to 2:00 p.m.) _____

10. Are you willing to complete student profiles that will help us match mentors with your students? (Circle) Yes or No

Thank you for completing the survey. [Organization] understands that appropriate screening, criminal history checks, and training must take place before individuals are placed as mentors in your school. Your input enables us to design the appropriate program for your students. Information specifying the start date, mentor/student match, and roles/responsibilities for both [Organization] and the school will be disseminated once all surveys from the public schools are reviewed.

Exhibit 3:6:3 Public School Cover Sheet

<i>Name of School:</i>	
<i>Principal's Name:</i>	
<i>Name of Contact for Mentoring Program:</i>	
<i>Address:</i>	
<i>Phone Number:</i>	
<i>Fax Number:</i>	
<i>Grades/ Ages Represented at the School</i>	
<i>Principal's Signature</i>	
<i>Date:</i>	

Exhibit 3:7

Student Referral Form

A teacher or counselor must complete this form for each student served in the School-based Mentoring program. Please print.

Student's Name _____ **Grade** _____ **Age** _____ **Date of Birth** _____

Gender: ☐ Male ☐ Female

Race/Ethnicity:

- ☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ Hispanic or Latino
☐ Native Hawaiian or Other Pacific Islander
☐ White
☐ Other (please specify)

Economically Disadvantaged: ☐ Yes ☐ No

Living Situation (choose ALL that apply): ☐ With mother ☐ Guardian (non relative)
☐ With Father ☐ Foster Care
☐ With step-parent ☐ Shelter
☐ With other relative ☐ Other (specify)

The child is being referred for assistance in the following areas (check all that apply):

<input type="checkbox"/>	Academic	<input type="checkbox"/>	Behavioral	<input type="checkbox"/>	Delinquency	<input type="checkbox"/>	Vocational
<input type="checkbox"/>	Self-esteem	<input type="checkbox"/>	Study Habits	<input type="checkbox"/>	Social Skills	<input type="checkbox"/>	Peer Relationships
<input type="checkbox"/>	Family Issues	<input type="checkbox"/>	Special Needs	<input type="checkbox"/>	Attitude	<input type="checkbox"/>	Limited English

On a scale of 1-10 (10 being highest), rate the student's level of:

<input type="checkbox"/>	Academic Performance	<input type="checkbox"/>	Social Skills	<input type="checkbox"/>	Family Support
<input type="checkbox"/>	Communication Skills	<input type="checkbox"/>	Attitude about School	<input type="checkbox"/>	Peer Relations

Why do you feel this youth might benefit from a mentor?
 What specific subjects, if any, does the student need assistance?
 What particular interests, either in school or out, do you know of that the child has?
 What strategies/learning models might be effective for a mentor working with this youth?

Signature of School Personnel

Title

____/____/____
Date

Exhibit 3:8

Parent Permission Letter

Dear Parent or Guardian,

Your child has been chosen to participate in The Turn•Around Agenda's mentoring program offered through the school. In the program, your child will be one of four children or youth matched with an adult volunteer mentor who will meet with them on the school grounds. The volunteer will act as a tutor in subjects specified by your child's teachers, as well as act as an adult role model and source of friendship and encouragement. The activities between your child and the mentor will be closely monitored and structured by an in-school program coordinator in charge of the relationship. The school feels that your child will greatly benefit from having another positive adult role model in their life and hopes that the relationship will lead to increased academic performance, self-esteem, and emotional development.

The mentors that have volunteered for our program have been thoroughly screened and investigated by the school. We respect your role as a parent and will provide every opportunity for you to meet with the mentor and be involved in the development of their relationship.

As your child goes through the program, their teachers will monitor academic performance. All information gathered about the effect of the relationship on your child's school performance is strictly for the purposes of evaluating the program and will be kept confidential.

We feel that these caring adult volunteers will be making an excellent contribution to the quality of education in our school. If you would like for your child to participate in the program, talk about it with them. If they are comfortable with the idea of having a mentor, please grant your permission by signing below. An in-school program coordinator will soon be in contact with you about your child's new mentor.

Sincerely,

School Principal

I give permission for my child, _____, to participate in TTA's mentoring program at their school. I understand the nature and rules of the school's mentoring efforts and reserve the right to withdraw from the program at any time.

TTA has my permission to discuss or review with you any records or information you have concerning _____ as well as participate in parent conferences. I hereby authorize you to release to TTA any social, psychological, academic, or other information requested by TTA that may be helpful in their understanding of my child's academic and behavioral progress.

It is understood that this information will be used for professional purposes and is confidential in nature.

Parent/Guardian Signature

_____/_____/_____
Date

Exhibit 3:9

Parent Involvement Pledge

As a Parent, I pledge that, to the best of my ability, I will:

- ▶ Show my youth that I value education;
- ▶ Encourage my youth to be a reader;
- ▶ Talk with my youth about his/her school work;
- ▶ Visit the school and meet the principal, teachers, and staff;
- ▶ Participate in classroom/school activities; and
- ▶ Become actively involved in the decision-making process.

I pledge to become involved and stay involved, for education is a key to success and is one of the greatest gifts I can give my youth.

Parent Signature

Student Signature

Date

Exhibit 3:10

Mentee Interest Survey

Please complete all the following. This survey will help TTA to know more about you and your interests and help us find a good match for you.

What is the best time for you to meet with your mentor during the school day?

☐ Early Morning
 ☐ Mid-Morning
 ☐ Early Afternoon
 ☐ Late Afternoon

Do you speak any languages other than English? ☐ Yes ☐ No If so, which language?

What are your favorite subjects in school?

If you could learn about a job or career, what would it be?

What is one goal you have set for the future?

If you could learn something new, what would it be?

What person to you most admire and why?

Describe your ideal Saturday?

Please check all activities you are interested in:

<input type="checkbox"/>	Biking	<input type="checkbox"/>	Camping	<input type="checkbox"/>	Science	<input type="checkbox"/>	Cooking	<input type="checkbox"/>	Library
<input type="checkbox"/>	Hiking	<input type="checkbox"/>	Boating	<input type="checkbox"/>	Music	<input type="checkbox"/>	Sports	<input type="checkbox"/>	Church
<input type="checkbox"/>	Golf	<input type="checkbox"/>	Swimming	<input type="checkbox"/>	Gardening	<input type="checkbox"/>	Parks	<input type="checkbox"/>	Movies
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Animals	<input type="checkbox"/>	Eating	<input type="checkbox"/>	Board Games	<input type="checkbox"/>	Shopping

Signature

_____/_____/_____
Date

Name (Please Print)

Exhibit 3:11

School-based Mentee Pledge

Name: _____ **Date:** _____

By choosing to participate in The Turn-Around Agenda (TTA) School-based Mentoring program, I agree to:

1. Follow all rules and guidelines of the school and as outlined by the in-school program coordinator, mentee training, program policies and this contract.
2. Have a positive attitude and be respectful of my mentor.
3. Learn new things; be responsive to suggestions and constructive criticism.
4. Make a one-year commitment to being matched with my mentor.
5. Meet once a week for one hour with my mentor on the school campus.
6. Be on time for scheduled meetings.
7. Not participate in off-campus activities with my mentor unless it is under the direct supervision of school officials or with my parents.
8. Discuss monthly meeting activities with the in-school program coordinator and regularly and openly communicate with the in-school coordinator as requested.
9. Inform in-school program coordinator of any difficulties or areas of concern that may arise in the relationship.
10. Participate in scheduled events and/or meetings for mentees on school campus.
11. Participate in TTA's protocol for data collection and evaluation of the school-based mentoring program.

_____(please initial) I understand that upon match closure, future contact with my mentor is beyond the scope of the TTA School-based Mentoring program and may happen only by the mutual consensus of the mentor, the mentee(s) and parent/guardian.

I agree to follow all the above stipulations of this program as well as any other conditions as instructed by the in-school program coordinator at this time or in the future.

Signature

Date

Exhibit 3:12:1

Mentor Recruitment, Orientation, Screening Procedures

Recruitment

1. TTA mentors will come from the Oak Cliff Bible Fellowship (OCBF) membership and staff.
2. There may be situations where mentors are not members of OCBF. In these limited situations, the senior pastor must approve mentors that are not members of the church.
3. Establish scheduled volunteer orientations for prospective mentors throughout the year. Be sure these dates are on the church-wide event calendar.
4. Orientations should be one hour in length with lunch or substantive snacks provided.
5. Begin the recruitment process for mentors one month prior to a scheduled orientation.
6. The primary recruitment tool is the OCBF church bulletin and digital signage. In addition, the senior pastor can aggressively promote the recruitment of mentors during Wednesday night and Sunday morning services. The TTA video can be shown during services to inspire members to serve as mentors in the public schools.

Orientation

7. Include the following as agenda items in the orientation:
 - Welcome
 - Introductions
 - Program Description
 - TTA Fact Sheet
 - PSO and Support Services
 - Is Mentoring Right for You?
 - Company Letter
8. Prepare the above documents as handouts at the orientation: the TTA Fact sheet, the PSO and Support Services sheet and Is Mentoring Right for You.
9. Develop orientation packets (manila folders) for prospective mentors that include the screening process forms:
 - Mentor Volunteer Application
 - Criminal Background Waiver
 - Mentor Job Description
 - School-based Mentor Contract
 - Mentor Interest Survey
 - Personality Profile Questionnaire
 - Photography Release Form
10. Reserve room (building operations) for scheduled orientations (size of room is contingent on how many persons normally attend the orientations).
11. Make sure audio/visual equipment (Information Technology) is reserved for the meetings.

Exhibit 3:12:2

Mentor Recruitment, Orientation, Screening Procedures

12. Give attendees the TTA Fact Sheet, the PSO and Support Services sheet, Is Mentoring Right for You handout and the company letter at the beginning of the orientation. Take 20 to 25 minutes to give an overview of TTA and school-based mentoring (Is Mentoring Right for You).
13. Ask those attendees that want to apply to be a mentor to complete the application forms.
14. Have attendees complete all application forms at the orientation. Explain the purpose of each form. Most of the orientation (35 to 40 minutes) should be dedicated to the completion of forms. Tell mentors the screening process may take one to two months to complete.
15. Do not allow attendees to take the application forms home. They can take with them the TTA fact sheet, PSO and Support Services, Mentoring Right for You handout and the Company Letter. If there are persons that are undecided, encourage them to pray about the enormous commitment and invite them to attend a future orientation meeting.
16. Have someone to collect driver licenses from applicants, make copies and return to applicants.
17. Collect the manila folders with the completed paperwork at the end of the meeting.

Screening Process (Interview)

18. Give applicant folders to the administrative assistant to create name labels for the manila folders, typed with last name first.
19. Keep mentor files with the TTA administrative assistant in a locked file cabinet.
20. Have the TTA administrative assistant create a spreadsheet with contact information and other pertinent fields to track the screening process of the mentors.
21. Send letters to applicants asking them to call in and schedule an interview.
22. The TTA receptionist should receive in-coming calls from applicants and use Outlook to schedule appointments.
23. The PSO Director will put together an interview team, provide them with orientation and interview tips. The director will schedule mentor interviews with the assigned team on Saturdays, Wednesdays, and Sundays.
24. In-person interviews should be done with persons that are not well-known to the ministry. Telephone interviews can be done with persons who are known and have been active in the life of the church over a long period of time.

Screening Process (Criminal Background and Reference Checks)

25. Once interviews are completed, the administrative assistant will make copies of the criminal history waivers and give original waivers to Human Resources for criminal background checks. Copies of the waivers are placed in the applicants' files.
26. The administrative assistant will document (via database) the applicants that have been interviewed and assigned folders and give to the in-school program coordinators to begin the telephone reference calls.
27. Use the telephone reference form to call the references of the mentors as a part of the qualifying process.
28. Telephone reference calls should be made on a daily basis. If the coordinator is unable to reach the reference, make a phone call to the applicant to solicit help. If this is unsuccessful, give the folders back to the administrative assistant to send letters to the applicants explaining that we are unable to reach your references and ask for their assistance.

Exhibit 3:12:3

Mentor Recruitment, Orientation, Screening Procedures

29. At the end of each day, the in-school program coordinators should provide the administrative assistant the status of their phone calls for her to update the applicant tracking database.

Screening Process (Red Flag Folders)

30. If the interviewers have concerns regarding any applicants during the interview, those files should be flagged and given to the director with the paperwork transferred to red file folders.
31. A folder is red flagged when paperwork is not completed, the interviewers have a concern or negative gut feeling, and/or if there are "yes" answers to questions 8 through 10 on the interview form.
32. The director and interviewer will discuss the concerns thoroughly. The director will decide if another interview needs to take place or not to interview again if concerns have been resolved or to reject applicants if concerns are warranted.

Screening Process Completion

33. Complete the mentor assessment summary once the interview and background check are completed. Do not hold up the approval process for reference checks.
34. Make a determination to accept or reject a person's application.
35. The administrative assistant will send conditional acceptance notices to approved mentors with dates of the upcoming mentor trainings. Specify in the approval notice that reference checks have to be completed and that a person must be screened and approved by the school district before a final determination is made for mentorship.
36. The acceptance notice should ask the applicants to call in and specify the training date they will attend.
37. Send rejection notices to those persons that are not approved to serve as mentors.

School Assignment Procedures

38. Applicant folders should be sorted by school designations or "doesn't matter".
39. The following steps will be taken to assign mentors to specific schools with equitable distribution as much as possible:
- Assign mentors according to their school and age group preference.
 - Assign mentors that designated "doesn't matter" according to their home or business address and age group preference.
40. Once assignments are made, determine which schools are not receiving an adequate number of mentors and make re-assignments accordingly. The director should determine the number of mentors for each school and/or grade level based on the goal of serving 1,000 children in the four school clusters.
41. School assignments should be completed one week prior to the first training.

Exhibit 3:13:1

Is Mentoring Right for You?

The Turn-Around Agenda (TTA) has created a comprehensive school-based mentoring program for public schools that builds relationships with students in the context of tutoring, moral character development and family involvement. The core of the program is promoting healthy school and home environments that maximize student success. **Activities promote four messages:** *stay-in-school, no drugs or alcohol, sexual abstinence, and no violence/gang activity*. TTA's overall goal is to have at least 1,000 youngsters and 250 mentors in the school-based mentoring program at all times using a group and/or team mentoring design.

We are asking you to prayerfully consider becoming a mentor. To help you understand this rewarding and challenging task, we have put together some facts that will help you to make an informed decision to be or not to be a mentor.

A mentor is...

A caring, adult friend who devotes time to a young person. Although mentors can fill any number of different roles, all mentors have the same goal in common: to help young people achieve their potential and discover their strengths.

School-based Mentoring ...

Takes place at the school either during school hours or immediately after. The purpose of the program is to target students at risk of leaving school early or who are socially isolated or failing to achieve their potential. School-based mentoring programs generally have these characteristics:

1. Teachers or other school personnel refer students who could benefit from adult friendship and support.
2. Mentors commit to meeting with the students for an hour a week throughout the school year.
3. Mentors meet with the students, either one-to-one or group mentoring, at the school during the school day.
4. Mentoring in schools have a significant impact on the dropout rate among high school students.
5. Offers young people the chance to develop a relationship with one or more adults.
6. While mentors and students might spend some time on school work, they also engage in other activities (such as playing sports and games, exploring the Internet, doing artwork, writing a story, eating lunch together, talking) that help build strong relationships.

Positive outcomes of school-based mentoring are...

- 64% of the students developed more positive attitudes toward school
- 58% achieved higher grades in social studies, languages, and math
- 60% improved relationships with adults, and 56% improved relationships with peers
- 55% were better able to express their feelings
- 64% developed higher levels of self-confidence
- 62% were more likely to trust their teachers

Exhibit 3:13:2

Is Mentoring Right for You?

Characteristics of students are...

- Behind in academics
- More minority youth
- More boys
- Single parent home
- Recently changed schools
- Shy and withdrawn
- Low self-esteem
- Family Dysfunction

Successful qualities in a mentor are...

- A sincere desire to be involved with a young person
- Available time
- Dependability
- Developmental attitude toward youth (helping youth grow versus “fixing the problem”)
- Respect young people
- Active Listener
- Empathy
- See solutions and opportunities
- Flexible and open

You should not be a mentor if you...

- Don't have enough time, or have work schedules or other responsibilities that may make it difficult for you to show up reliably at the assigned meeting times.
- Seem to have a history of not following through on commitments.
- Seem to be volunteering because you think it will help your status in the workplace.
- Believe you can transform the student.
- Hold rigid opinions and do not seem open to new ideas.
- Seem too concerned about what a mentee can do for you or want to be a mentor so you can work out problems from your own past.

Exhibit 3:14:1

TTA Mentor Application

Please use an ink pen and PRINT very clearly.

Personal Information:

Name _____ Social Security _____ ☐ Male ☐ Female

Address _____ City _____ State _____ Zip Code _____

Telephone (Home) _____ Telephone (Cell) _____ Email _____

Drivers License # _____ Date of Birth _____ Place of Birth _____

Ethnicity _____ Number of Children _____ Marital Status: ☐ Single ☐ Married ☐ Divorced ☐ Widowed

Emergency Contact _____ Relationship _____

I prefer to receive calls at: _____ Home _____ Business _____ Cell _____

Education/Experience:

Grade Completed _____ Degree _____ Major _____ Year _____

Languages you speak other than English _____

Employment:

Current Employer _____ How Long? _____

Address _____ City _____ State _____ Zip Code _____

Position _____ Telephone _____ Email _____

Church Affiliation:

Are you a member of OCBF? ☐ Yes ☐ No Will school-based mentoring be your primary ministry?

☐ Yes ☐ No If no, what is your primary ministry? _____

Mentoring Information:

Why do you want to become a mentor?

What challenges do you think young people face today that they need help with the most?

Exhibit 3:14:2

TTA Mentor Application

Why do you think you can help children or youth by mentoring? _____

As a child, did you have a mentor? ☐ Yes ☐ No If yes, please describe your mentor:

Have you participated in a mentoring program before? ☐ Yes ☐ No

If yes, what program/organization? _____

When? _____

Will you be able to fulfill the commitments of the program—one hour per week for one school year?

☐ Yes ☐ No

Do you have any experience working with children? ☐ Yes ☐ No

If so, how will it help you in working with your mentees?

Mentoring a young person is a big responsibility and can change the lives of both the mentor and the mentee. What do you hope to gain from the experience and what do you hope the mentee gains from the relationship?

Please list the times that you are available to mentor. (Mentoring sessions are in one hour increments, during school hours.)

Monday:	<input type="checkbox"/> A.M. only	<input type="checkbox"/> P.M. only	<input type="checkbox"/> Either A.M. or P.M.
Tuesday:	<input type="checkbox"/> A.M. only	<input type="checkbox"/> P.M. only	<input type="checkbox"/> Either A.M. or P.M.
Wednesday:	<input type="checkbox"/> A.M. only	<input type="checkbox"/> P.M. only	<input type="checkbox"/> Either A.M. or P.M.
Thursday:	<input type="checkbox"/> A.M. only	<input type="checkbox"/> P.M. only	<input type="checkbox"/> Either A.M. or P.M.
Friday:	<input type="checkbox"/> A.M. only	<input type="checkbox"/> P.M. only	<input type="checkbox"/> Either A.M. or P.M.

Please prioritize the following criteria you would prefer in a mentee(s).

Ethnicity:	<input type="checkbox"/> African American	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Caucasian	<input type="checkbox"/> Asian	<input type="checkbox"/> Doesn't Matter
Temperament:	<input type="checkbox"/> Active/Talkative	<input type="checkbox"/> Shy/Withdrawn	<input type="checkbox"/> Doesn't Matter		
Grade Level:	<input type="checkbox"/> Elementary	<input type="checkbox"/> Middle	<input type="checkbox"/> High School	<input type="checkbox"/> Doesn't Matter	
Preferred School Cluster:	<input type="checkbox"/> Carter High School	<input type="checkbox"/> Cedar Hill High School	<input type="checkbox"/> Duncanville High School	<input type="checkbox"/> Kimball High School	<input type="checkbox"/> Lancaster High School
	<input type="checkbox"/> O. D. Wyatt High School	<input type="checkbox"/> South Oak Cliff High School	<input type="checkbox"/> Doesn't Matter		

Exhibit 3:14:3 TTA Mentor Application

Background Check:

Have you ever abused or molested a youth? ☐ Yes ☐ No

Have you been abused or molested as a youth? If yes, please explain:

Have you ever been convicted of a felony or misdemeanor? ☐ Yes ☐ No If yes, when and for what? _____

Have you ever undergone treatment for alcohol or substance abuse? ☐ Yes ☐ No If yes, please explain: _____

Have you ever been treated or hospitalized for a mental condition? ☐ Yes ☐ No If yes, please explain: _____

List names and daytime phone numbers of one personal and two professional references.

Name _____

Telephone _____

Name _____

Telephone _____

Name _____

Telephone _____

I certify that all the information submitted by me on the application is true and complete to the best of my knowledge, and I understand that any false information, omissions, or misrepresentation of facts called for on this application may be cause for denial of my application or, if I am already a TTA volunteer, discharge at any time.

By my signature and of my free will, I do hereby agree to indemnify and not hold culpable TTA and its agents for any and all claims or demands, costs or expenses arising out of any injuries, damages or other losses, whether personal or property sustained by me during any TTA activity.

By signing this document, I agree to have the above references contacted. Please note that the above information will be held in your personal file and on the jobsite in case of an emergency.

Signature

_____/_____/_____
Date

Exhibit 3:15

Sample Consent for Criminal Background History Check Authorization/Waiver/Indemnity

Each staff member or volunteer who is to be screened must sign an authorization/waiver/indemnity form, giving approval for the Agency and the [Background Check Entity] to perform the criminal background search.

APPLICANT INFORMATION:

Applicant Full Name (Last, First, MI)		Maiden or Other Name(s) Used	
Current Address			
City	State	Zip Code	County
Social Security Number	Date of Birth	Driver's License Number	State Issued
Position Applied For			
Gender <input type="checkbox"/> Male <input type="checkbox"/> Female		Race <input type="checkbox"/> African American <input type="checkbox"/> American Indian <input type="checkbox"/> Anglo <input type="checkbox"/> Asian <input type="checkbox"/> Hispanic <input type="checkbox"/> Other	

I hereby authorize [Organization] to request and receive any and all background information through the [Background Check Entity], about or concerning me, including but not limited to my Criminal History, Social Security Number Trace including a consumer report under the Fair Credit Reporting Act, 15 U.S.C 1681, Driving Record, Employment History, Military Background, Civil Listings, Educational Background, Professional License from any Individual, Corporation, Partnership, Law Enforcement Agency, and other entities including my Present and Past Employers.

The criminal history, as received from the reporting agencies, may include arrest and conviction data as well as plea bargains and deferred adjudications and delinquent conduct as committed as a juvenile. I understand that this information will be used, in part, to determine my eligibility for an employment/volunteer position with this organization. I also understand that as long as I remain an employee or volunteer here, the criminal history check may be repeated at any time. I understand that I will have an opportunity to review the criminal history and a procedure is available for clarification, if I dispute the record as received. I also understand that the criminal history could contain information presumed to be expunged.

I, the undersigned, do, for myself, my heirs, executors and administrators, hereby remise, release and forever discharge and agree to indemnify and hold [Organization] and the [Background Check Entity] and each of their officers, directors, employees, and agents harmless from and against any and all causes of actions, claims and demands whatsoever, and any and all related attorneys' fees, court costs, and other expenses resulting from the investigation of my background in connection with my application to become a volunteer/staff member.

I acknowledge that I have voluntarily provided the above information for employment/volunteer purposes, and I have carefully read and understand this authorization.

 Applicant's Signature

_____/_____/_____
 Date

 Name (Please Print)

Exhibit 3:16

Sample Telephone Reference Check

Hello, I am _____ with [Organization]. _____ has given us your name as a reference to verify his/her character and ability to volunteer for the [Organization]. This call will be kept confidential and used only to determine _____ ability/suitability to volunteer in the area that he/she has requested.

_____ will be volunteering in the _____ department as a _____. He/she will be working with _____. If you have time, I would like to ask you a few questions to help us determine his/her potential success with this program.

Volunteer's Name

Staff Making Call

	Reference 1	Reference 2	Reference 3
Phone Number			
Reference Name			
Date			
How long, and in what capacity, have you known applicant?			
How does the applicant relate to people in general?			
Do you feel the applicant will be a good mentor and role model to a child?			
Do you think the applicant relates well to children and young people? Explain.			
Do you have any reservations about applicant's moral character?			
To your knowledge, has the applicant ever been convicted of a crime?			
Would you feel comfortable allowing the applicant to spend time alone with your child?			
Do you have additional comments about the applicant?			

Exhibit 3:17

Sample Mentor Interview Questions

(Source: National Mentoring Center)

Applicant Name: _____ Date: ____/____/____

Interviewed by: _____

I need to ask a number of questions about you that will help me in matching you with a mentee. Some of the questions are personal and this interview is confidential. However, I am required to report anything that indicates you have done or may do harm to yourself or others. Some information, like personal qualities and what you would like to do with a mentee or things you are interested in may be shared with a prospective mentee and/or their parents. Do you understand?

1. Why do you want to become a mentor?
2. Why do you think you can help a youth by mentoring? (if not answered in question #1)
3. What do you think are your strengths?
4. How about your weaknesses?
5. What type of child would you like to be matched with?
6. Will you be able to fulfill the commitments of the program—one hour per week for one school year?
7. What was your own childhood like?
8. Have you ever abused or molested a youth?
9. Have you ever been arrested? If so, when and for what?
10. Do you currently use any alcohol, drugs and tobacco?
11. Have you ever undergone treatment for alcohol or substance abuse?
12. Have you ever been treated or hospitalized for a mental condition?
13. Do you have any experience working with children? If so, how will it help you in working with your mentee?
14. What challenges do you think young people face today that they need help with the most?
15. Mentoring a young person is a big responsibility and can change the lives of both the mentor and the mentee. What do you hope to gain from the experience and what do you hope the mentee gains from the relationship?
16. At this point, clarify any questions of concern that arose from the written application.
17. Do you have any questions about the program I can answer for you?

Exhibit 3:18

Mentor Interest Survey

(Source: National Mentoring Center)

Please complete all the following. This survey will help [Organization] to know more about you and your interests and help us find a good match for you.

What is the best time for you to meet with your mentee during the school day?

☐ Early Morning
 ☐ Mid-Morning
 ☐ Early Afternoon
 ☐ Late Afternoon

Do you speak any languages other than English? ☐ Yes ☐ No **If so, which language(s)?**

Please indicate age group(s) and/or ethnicity with which you are interested in working?

Age: ☐ Age 7-11 ☐ 12-14 ☐ 15-18 Ethnicity: _____

Would you be willing to work with a child who has disabilities? If so, please specify disabilities with which you are willing to work.

What are some favorite things you like to do with other people?

What are your favorite subjects to read about?

What is your job and how did you choose this field?

What is one goal you have set for the future?

If you could learn something new, what would it be?

What person do you most admire and why?

Describe your ideal Saturday?

Please check all activities in which you are interested:

<input type="checkbox"/> Biking	<input type="checkbox"/> Camping	<input type="checkbox"/> Science	<input type="checkbox"/> Cooking	<input type="checkbox"/> Library
<input type="checkbox"/> Hiking	<input type="checkbox"/> Boating	<input type="checkbox"/> Music	<input type="checkbox"/> Sports	<input type="checkbox"/> Church
<input type="checkbox"/> Golf	<input type="checkbox"/> Swimming	<input type="checkbox"/> Gardening	<input type="checkbox"/> Parks	<input type="checkbox"/> Movies
<input type="checkbox"/> Fishing	<input type="checkbox"/> Animals	<input type="checkbox"/> Eating	<input type="checkbox"/> Board Games	<input type="checkbox"/> Shopping

Signature

_____/_____/_____
Date

Exhibit 3:19

School-based Mentor Contract

Name:	Date:
--------------	--------------

By choosing to participate in The Turn-Around Agenda (TTA) School-based Mentoring program, I agree to:

1. Follow all rules and guidelines of the school and as outlined by the in-school program coordinator, mentor training, program policies and this contract.
2. Be flexible and provide the necessary support and advice to help my mentee(s) succeed.
3. Make a one-year commitment to being matched with my mentees.
4. Meet with my mentees once per week for one hour on the public school campus.
5. Be on time for scheduled meetings with my mentees or call the in-school coordinator at least 24 hours beforehand, if possible, if I am unable to make a meeting.
6. Submit monthly meeting activities, progress notes and reports to the in-school program coordinator and regularly and openly communicate with the in-school program coordinator as requested.
7. Inform the in-school program coordinator of any difficulties or areas of concern that may arise in the relationships or if mentees and/or family members are in need of other TTA services.
8. Keep any information that my mentees tell me confidential except as may cause him/her or others harm.
9. Respect and maintain the confidentiality and privacy of information regarding any clients/participants of TTA.
10. Report any suspicion of child abuse or neglect immediately to the principal or his/her designee and the in-school program coordinator.
11. Complete an incident/accident report form in the case of suspected child abuse or neglect or injury to my mentee(s) during a TTA activity.
12. Not transport my mentees in my personal vehicle or have off-campus contact with my mentees unless it is under the direct supervision of school officials or with the students' parents.
13. Participate in TTA's protocol for data collection and evaluation of the school-based mentoring program.
14. Participate in closure process when that time comes.
15. Notify the in-school program coordinator if I have any changes in address, phone number and employment status.
16. Attend in-service mentor training sessions once per quarter.
17. Read, understand and abide by the policies and procedures outlined in the TTA Volunteer Handbook, especially those policies that apply to working with children.

_____(please initial) I understand that upon match closure, future contact with my mentees is beyond the scope of the TTA School-based Mentoring program and may happen only by the mutual consensus of the mentor, the mentee(s) and parent/guardian. I agree to follow all the above stipulations and the policies and procedures of the TTA Volunteer Handbook as well as any other conditions as instructed by the in-school program coordinator at this time or in the future.

Signature

Date

Exhibit 3:20:1

Mentor Assessment Summary

(Source: Adapted from the National Mentoring Center)

Screening

- ☐ 1. Mentor Volunteer Application
- ☐ 2. Copy of Driver's License
- ☐ 3. Criminal Background Waiver
- ☐ 4. Mentor Job Description
- ☐ 5. School-based Mentor Contract
- ☐ 6. Mentor Interest Survey
- ☐ 7. Personality Profile Questionnaire
- ☐ 8. Photography Release Form
- ☐ 9. Supervisor Approval (OCBF Employee)
- ☐ 10. Volunteer Interview
- ☐ 11. Telephone References Interview

Eligibility Criteria

Yes	No	Eligibility Criteria
<input type="checkbox"/>	<input type="checkbox"/>	20 years of age or older.
<input type="checkbox"/>	<input type="checkbox"/>	Resides in the Dallas/Ft. Worth Metro Area
<input type="checkbox"/>	<input type="checkbox"/>	Willing to adhere to program policies and procedures
<input type="checkbox"/>	<input type="checkbox"/>	Agrees to a one-year commitment
<input type="checkbox"/>	<input type="checkbox"/>	Commits to one hour per week with mentees
<input type="checkbox"/>	<input type="checkbox"/>	Completed screening procedure
<input type="checkbox"/>	<input type="checkbox"/>	Agrees to attend required training sessions
<input type="checkbox"/>	<input type="checkbox"/>	Willing to communicate regularly with program coordinator and submit monthly meeting and activity information
<input type="checkbox"/>	<input type="checkbox"/>	Has reliable transportation
<input type="checkbox"/>	<input type="checkbox"/>	Has clean criminal history
<input type="checkbox"/>	<input type="checkbox"/>	Has never been accused, arrested, charged, or convicted of child sexual abuse
<input type="checkbox"/>	<input type="checkbox"/>	Has not been convicted of a felony in past seven years
<input type="checkbox"/>	<input type="checkbox"/>	Does not use illicit drugs
<input type="checkbox"/>	<input type="checkbox"/>	Does not use alcohol or controlled substances inappropriately
<input type="checkbox"/>	<input type="checkbox"/>	Is not in treatment for substance abuse. Has had a non-addictive period for at least the past five years
<input type="checkbox"/>	<input type="checkbox"/>	Has not been hospitalized for a mental disorder in the past three years
<input type="checkbox"/>	<input type="checkbox"/>	Has not falsified information during the screening process
<input type="checkbox"/>	<input type="checkbox"/>	Does the applicant meet all eligibility criteria?

Exhibit 3:20:2

OCBF Staff Eligibility

Yes	No	Staff Eligibility Criteria
<input type="checkbox"/>	<input type="checkbox"/>	Has the applicant been employed by OCBF for at least six months?
<input type="checkbox"/>	<input type="checkbox"/>	Is the applicant classified as an "exempt" employee?
<input type="checkbox"/>	<input type="checkbox"/>	Did the applicant get supervisor and ministry head approval for participation in the mentoring program?
<input type="checkbox"/>	<input type="checkbox"/>	Is the applicant in "good standing" as an employee of OCBF? (No disciplinary action taken within the last 12 months)

General Assessment Areas

Yes	No	General Assessment
<input type="checkbox"/>	<input type="checkbox"/>	Did the applicant relate appropriately to the program staff during the initial contact and inquiry?
<input type="checkbox"/>	<input type="checkbox"/>	Did the applicant relate appropriately to the program staff during the interview?
<input type="checkbox"/>	<input type="checkbox"/>	Did the applicant complete the screening process with ease and appropriateness?
<input type="checkbox"/>	<input type="checkbox"/>	Are his or her reasons for wanting to be a mentor appropriate?
<input type="checkbox"/>	<input type="checkbox"/>	Is the applicant's personal and professional life appropriate and stable?
<input type="checkbox"/>	<input type="checkbox"/>	Does the applicant exhibit qualities of flexibility, integrity and emotional stability?
<input type="checkbox"/>	<input type="checkbox"/>	Does the applicant have experience working with children and /or youth?
<input type="checkbox"/>	<input type="checkbox"/>	Did the applicant's references speak well of him or her?
<input type="checkbox"/>	<input type="checkbox"/>	Does the individual have appropriate age-related interests and ability?
<input type="checkbox"/>	<input type="checkbox"/>	Is the applicant's salvation experience genuine and reflect an acceptance of Christ?
<input type="checkbox"/>	<input type="checkbox"/>	Is the applicant involved in the life of the church through volunteer service in a ministry?
<input type="checkbox"/>	<input type="checkbox"/>	Does the applicant demonstrate spiritual growth in the Christian faith?

Overall Comments:

Recommendation:

Approved: ☐ Yes ☐ No

Reasons Why:

Exhibit 3:21

Sample Mentor Acceptance/Rejection Letters

Date

Name

Address

City, State, Zip Code

Dear,

Congratulations!

On behalf of The Turn•Around Agenda, we are happy to inform you of your conditional acceptance as a mentor. A final determination of your acceptance will be made once the school district clears you to serve as a volunteer in their school and your references have been checked.

Your conditional acceptance allows you to attend one of the scheduled trainings for approved mentors. You may choose one of the three Saturday workshops from 9:00 a.m. to 3:30 p.m. The dates are:

Please call 972-228-0872, ext. 1600 to reserve a spot for one of the above training dates. It is important that you make your reservation prior to attending the workshop. The workshops will take place in the Worship Center at the church. We will let you know the classroom location when you call.

Without the enthusiasm of volunteers like you, we would not be able to accomplish our mission. We thank you for taking the time and effort to join our program and we look forward to continuing to support you and assist you as a mentor.

Sincerely,

OR

Dear,

On behalf of The Turn•Around Agenda, I want to express my sincere thanks for your interest in our program. I understand that you have given a considerable amount of time to this process and we greatly appreciate your effort. Unfortunately, we are unable to accept your application to be a mentor for our program.

Thank you again for your time and interest in our program.

Sincerely,

Exhibit 3:22

Mentoring Company Letter

Dear Employer,

The Turn•Around Agenda (TTA), the social outreach of Oak Cliff Bible Fellowship (OCBF), has created a comprehensive school-based mentoring program for public schools that builds relationships with students in the context of tutoring, moral character development and family involvement. The core of the program is promoting healthy school and home environments that maximize student success. **Activities promote four messages:** *stay-in-school, no drugs or alcohol, sexual abstinence, and no violence/gang activity.*

We are encouraging the members of Oak Cliff Bible Fellowship to serve as mentors, donating one hour per week to make a difference in the life of a child.

Your company has a significant role to play. You can participate by allowing OCBF member(s) that are employed by your company to take one hour a week to mentor a child. Companies all over America can attest to the benefits to the workplace from allowing their employees the time to mentor students during the school day. Allow me to share some of those benefits to the employee(s) and business:

- Return to work happier; increase in morale
- Feel better about themselves for having impacted a child's life
- Learn more about themselves; work longer hours
- Increase own sense of responsibility
- Accept more challenges at work and home
- Company improves its image in the community
- Company increases community awareness of its mission

As you can see, your employee(s) have the opportunity to make a difference in our school system and are happier in the workplace as a result of their contribution to children in need. We hope you consider involvement in this worthy project. Your participation will entitle you to company recognition opportunities on the OCBF website, in TTA publications and at events. If you are interested and need more information, please contact Ron Nelson at 972-228-0872, ext. 1604. Thank you for your consideration.

Sincerely,

Dr. Tony Evans
President and Founder

Exhibit 3:23

Mentees Weekly Attendance

School's Name:				Mentor's Name:											
Start Date:		Grade Range:		Day of Week: Mon. <input type="checkbox"/> Tues. <input type="checkbox"/> Wed. <input type="checkbox"/> Thurs. <input type="checkbox"/> Fri. <input type="checkbox"/>											
<u>Student Names</u>				<u>Sessions/Weeks</u>											
Name (please print)	Age	Gender	Race	1	2	3	4	5	6	7	8	9	10	11	12
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
13.															
14.															
15.															
16.															
17.															

Exhibit 3:24

Mentor Activity Sheet

The mentor should complete the activity sheet for each mentor session (individual or group) in the space provided below. The mentor should use the form to guide them in adequately preparing for each group. Activity sheets should be completed each week and given to the Coordinator for review.

Mentor's Name: _____
Grade/Age Range: _____
School Name: _____
Date: _____

List Activity(s) done today (check all that apply): <div style="border: 1px solid black; padding: 5px; min-height: 100px;"> <input type="checkbox"/> Tutoring <input type="checkbox"/> Talk to the Student—Be a Friend <input type="checkbox"/> Worked on the Computer <input type="checkbox"/> Homework Support <input type="checkbox"/> TAKS Preparation <input type="checkbox"/> Worked on an art or science project </div>	<div style="border: 1px solid black; padding: 5px; min-height: 100px;"> <input type="checkbox"/> Studied for a Test <input type="checkbox"/> Read <input type="checkbox"/> Life Skills Presentation <input type="checkbox"/> Ate Lunch Together and/or played a game <input type="checkbox"/> Book Club <input type="checkbox"/> Crisis Intervention </div>	
List Interactive Activities/Curriculum Enhancements/Special Preparation	Guided Discussion Talking Points (Two or more sentences describing major points of discussion)	
Resources Used	Supplies:	Handouts:

Exhibit 3:25

Group Progress Notes

School: _____ Mentor: _____										
Starting Date: ____/____/____						Day of Week: Mon. <input type="checkbox"/> Tues. <input type="checkbox"/> Wed. <input type="checkbox"/> Thurs. <input type="checkbox"/> Fri. <input type="checkbox"/>				
Age/Grade Range: _____										
Group Behavior	WEEK/SESSION NUMBER									
	1	2	3	4	5	6	7	8	9	10
Participated										
Quiet/Withdrawn										
Observed group rules										
Preoccupied with acceptance by group members										
Respectful of Others										
Aggressive										
Disruptive										
Asked/Answered Questions										
Shared Work										
Marked change in group interaction										
Following the mentoring session, summarize the group experience and any impressions regarding the group in the space below:										
Session 1:										
Session 2:										
Session 3:										
Session 4:										
Session 5:										
Session 6:										
Session 7:										
Session 8:										
Session 9:										
Session 10:										

Exhibit 3:26

Individual Progress Notes

Name of Mentor: _____ Mentee: _____										
Name of School: _____ Starting Date: ____/____/____										
Day of Week: Mon. <input type="checkbox"/> Tues. <input type="checkbox"/> Wed. <input type="checkbox"/> Thurs. <input type="checkbox"/> Fri. <input type="checkbox"/> Age/Grade Range: _____										
Observable Behavior	WEEK/SESSION NUMBER									
	1	2	3	4	5	6	7	8	9	10
Participated										
Quiet/Withdrawn										
Self Confidence										
Able to Express Feelings										
Shows Trust Toward You										
Aggressive										
Disruptive										
Asked/Answered Questions										
Improved Attitude Toward School										
Uses School Resources										
Has a Sense of Purpose for the Future										
Following the mentoring session, summarize your experience and any impressions regarding the group in the space below:										
Session 1:										
Session 2:										
Session 3:										
Session 4:										
Session 5:										
Session 6:										
Session 7:										
Session 8:										
Session 9:										
Session 10:										

Family Support Services

Public schools also serve as a vehicle to provide support services to needy family members of public school students. Oftentimes, school personnel will ask the organization to intervene on family matters that negatively impact the student's behavior and performance at school. The organization then is positioned not only to address the immediate symptoms or crisis in the family, but it has an opportunity to go deeper with the family in bringing resolution to the situation.

Without a strong family, it can be very difficult to nurture a solid foundation for development in children and adolescents according to Dr. Peter Benson, president of Search Institute. Therefore, the purpose of family support services is to strengthen the family as the first defense against a wide range of negative behaviors in children. Research by the Center for Substance Abuse Prevention, 1998 suggests specific ways that:

- organizations can act to strengthen families (as one example, they can teach them improved communication skills);
- families can act to alter existing patterns of behavior in ways that enhance their children's abilities and skills (as one example, they can alter parental patterns of discipline); and
- children, as they develop, can increase the protective factors that are likely to buffer them from risk of delinquent behavior when they become adolescents (as one example, they can develop improved social skills).

Desired Outcomes for Family Support Services (Source: Connell and Walker, 1994)

- **Self Sufficiency**—supporting oneself and one's children and family;
- **Positive and Responsible Family and Social Relationships**—treating family and community members with respect and contributing to the maintenance of cohesiveness in the family; and
- **Good Citizenship**—participating in the community and society through voting, involvement in faith and community service activities, and/or contributing to community cohesion.

With that in mind, family support services address immediate needs such as food, shelter and clothing and with the use of case management, establish a course of action that incorporates wellness programs to help families achieve self sufficiency. TTA offers these programs through the Technology Institute, Human Needs Assistance and Family Care Pregnancy Center. This section will only summarize the programs in each area.

A more comprehensive look at each program—the components, goals and objectives, start-up logistics, curricula, facility and equipment issues—will be addressed at The Urban Alternative Kingdom Agenda Conference and other workshops throughout the year.

Census 2000 data indicate that poverty and low education attainment are factors that influence computer ownership and Internet usage.

The Technology and Education Institute, an authorized Microsoft testing center, integrates a variety of software applications that teach and enhance education and technology skills in the following programs:

- **Supplemental Education Program** uses technology to address academic deficiencies in reading, language arts and math for public school youth.
- **Pre GED/GED** provides adults with the necessary knowledge and test-taking skills to pass the GED examination.
- **Adult Literacy** teaches basic reading and writing skills to adults with little or no reading ability.
- **Computer Training and Certification** offers adults in-depth, high-quality computer training in a variety of software applications, including certification programs in Microsoft Office, IC3, and Adobe.
- **Conversational Spanish** is designed for students who have little or no formal Spanish speaking skills. The course is progressive and will enable students to grasp the theory behind the Spanish language as well as increase the students' Spanish-speaking skills.

- **English as a Second Language (ESL)** prepares Spanish-speaking individuals to achieve proficiency in English, qualifying these students to transition into the Adult Literacy program.

Human Needs Assistance addresses pressing issues such as inadequate nutrition, housing, clothing and health care that often prevent individuals from taking advantage of life-changing opportunities that can impact their welfare. As such, basic physical needs must be met before people can move beyond their present circumstances to act on decisions that will improve their futures. To help in this process, TTA has established the following programs:

- **Food Pantry** provides food to the homeless and families without adequate means to purchase food.
- **A Resale Store** sells new or gently used items such as clothing, home accessories and furniture to low-income individuals and families.
- **A Housing Assistance Program** partners with community housing programs for the purpose of placing homeless and low-income individuals and families in emergency shelters and/or temporary and permanent housing.
- **Crisis Intervention** allows TTA to connect youth and family members to TTA social services and other community services that are needed for maximum program impact.
- **A Holiday Event** distributes food baskets, toys and provides health checks to needy families.

The Family Care Pregnancy Center offers long-term, holistic solutions to eradicate an epidemic that's destroying minority communities across the country. Unlike traditional pregnancy centers that only concentrate on the immediate effects of unplanned pregnancies, the Family Care Pregnancy Center tackles the numerous needs of the woman, boyfriend, husband and family members. This is done through a provision of life-changing services that advances the spiritual, social, health and economic well-being of individuals and families. The Center offers the following services:

- **Pregnancy Services:** pregnancy tests and counseling
- **Clinical Services:** ultrasound, prenatal education, STD and HIV information/counseling
- **Support Services:** lay and professional counseling, support groups, mentoring, maternal assistance (food and clothing), adoption/foster care counseling, legal aid services and housing assistance
- **Vocational and Life Skills Services:** parent and family education, abstinence education, adult literacy, GED, and computer training.

The Family Care Pregnancy Center reaches the fathers of these children, mentoring them in the responsibility of fatherhood. Also, when appropriate, marriage counseling is provided so that couples can establish a solid foundation for the future.

Until your organization is prepared to establish a fully operating Family Care Pregnancy Center, you can still assist the pregnant girls from the schools you work with through many of the other TTA programs and services. See Appendix G for details in establishing a Family Care Pregnancy Center.

Athletics and Summer Camp consist of church-based programs that provide spiritual, athletic and enrichment activities for young people from public schools and surrounding churches. This includes:

- **A Basketball League and Summer Youth Camp** builds a healthy mind, body and spirit in all participating youth.
- **Summer Employment Opportunities** are available for youth who have a history of successful participation in TTA programs.
- **High School Heroes** builds leadership skills and provides service learning opportunities for a select group of high school students.

TTA's Special Events bring public awareness to the physical, social, health and spiritual challenges faced by the community and offer residents a venue to receive information and take advantage of services that will help them through difficult times. In addition, these events are designed to affect negative social norms in the community by offering events that instill hope and accentuate the positives of the

community. The best way to start is hosting a community event with organizations in your area, giving residents a continuum of services for their benefit and providing the organization with more man-power and resources to execute a successful event. TTA annual events include:

- **Back to School Rallies** – These events, held at the church, bring students together at the beginning of the school year for a time of fun, celebration and character development. It focuses on the messages of no drugs, no gangs, stay in school and sexual abstinence.

The event is heightened by a motivational speaker, music, food and social interaction. The elementary students receive backpacks with school supplies as well as take advantage of services provided by the many social, health and education vendors at the event. It serves as a great introduction to the organization's programs and allows students to register for programs offered throughout the year.

- **A Holiday Event of Food Baskets and Toys** – This is a combination Thanksgiving and Christmas event for needy families of public school children. The schools refer the families to the program and at the event, food baskets and toys are given to registered families or delivered to families who don't have any means of transportation or are physically unable to travel. This event can be used to expose these families to the social outreach programs of the church.
- **Special Fairs & Seminars** – Other special events offered throughout the year concentrate on information and awareness in the areas of jobs, health, adoption, housing, college financial assistance, etc. These events allow the organization to highlight opportunities and resources in the community of which residents can take advantage. Community events provide the format for comprehensive community engagement—linking services, schools, organizations and resources to create a better community for children, youth and families.

Case Management

What you have is a myriad of services addressing a multiplicity of needs for an individual and/or family. How is that managed? TTA's programs cohere or wrap around through a case management system. Individuals and families are assessed—identifying specific needs; placed in appropriate services; tracked throughout the process—accountability; and closed out once the crisis is over and goals are achieved.

What is Case Management?

A client-centered, goal oriented process for assessing the need of an individual for particular services and assisting him/her to obtain those services. (C. Kingsley 1989)

A student, adult or family's point of entry into The Turn•Around Agenda's case management process can start with any one of the five program areas. The Human Needs Assistance department recruits college students majoring in social work to serve as volunteer case workers, ensuring clients receive all appropriate services that will impact their well-being. Case management is probably the most important aspect of TTA's social services—addressing the whole person—mind, body and spirit.

The case management process is a comprehensive service center model. In other words, TTA social services have the convenience of one-stop shopping where many of the much-needed services for an at-risk population are concentrated in adjoining locations. In addition, a system of information and referral is in place to involve other community organizations in the continuum of care of clients.

The case management system used by The Turn•Around Agenda is adapted from Cumberland County HIV Services Planning Council and the Department of Health, Bureau of Drug and Alcohol Programs in Pennsylvania. Some of the content in this section is taken from those sources.

TTA institutes a philosophy of care, goals, and processes by which to operate. TTA philosophy of care has eight features:

- | | |
|-----------------------|---------------------------|
| 1. Goal-setting | 5. Frequent Communication |
| 2. Client Partnership | 6. Compassionate Care |
| 3. Privacy | 7. Dignity and Respect |
| 4. Confidentiality | 8. Accountability |

Major goals of TTA's case management system encompass the following:

1. Providing comprehensive assessments and service plans that address multiple needs of the client.
2. Increasing the client's level of self-sufficiency based on client's needs.
3. Making sure there's cooperation across TTA's programs and departments, working together to meet the client's needs.
4. Increasing access to needed services both at TTA and in the community.
5. Making sure services are available in a broad range of service settings to best provide for the needs and comfort of the clients.
6. Creating partnerships among community organizations to provide a continuum of care for persons served.
7. Decreasing duplication of services and monitoring quality of services being provided.
8. Making adjustments to the case management system, realizing that best practices change as new knowledge and experiences are gained over time.

TTA's case management incorporates the following components:

1. Client Identification and Selection
2. Intake
3. Assessment
4. Case Planning
5. Service Coordination
6. Advocacy
7. Monitoring and Documentation
8. Re-evaluation of Client Service Plan
9. Evaluation and Termination of Case

Client Identification and Selection

In providing social services, an organization must be clear on the type of clients to be served. Therefore, an eligibility criterion should be established on the basis of the client's geographic, social, economic, and/or education profile. Some organizations consider several factors (income, education, geographic, etc.) in determining eligibility for services and others just one to two factors that describe a high-risk population. Usually, organizations that provide comprehensive programming will take into account any and all factors for which clients have a clear and present need for intervention.

Next, the organization must create the infrastructure for case management services that includes policies, procedures, processes and forms. That can be as simple as hiring experienced people to build the foundation and implement the process. In short, a case management department is established and all clients have one point of entry into the system. This is probably the most practical scenario; however, this requires additional staff for caseload management. The organization's annual revenues must be able to support the additional human resource needs of case management.

Another option is to connect case management implementation to the execution of programs, which involves training program employees as case workers. If the organization has multiple program departments, employees in each department can be trained to manage clients' participation in a variety of services that will enable them to achieve self-sufficiency. In this scenario, there are several points of entry into the case management system, depending on which service a client is seeking. The challenge with this setting is obvious—a heavier and more complex workload for the program employee. With proper training and time management execution by employees, this set-up can work for the organization.

As stated before, The Turn•Around Agenda's points of entry into case management can commence with any one of four program areas: public schools outreach, technology institute, human needs assistance and the family care pregnancy center.

Although TTA's services are opened to the community, we specifically target students and families of public schools. A student's participation in TTA's school-based mentoring or supplemental education programs alone will not be the basis for case management. Many of the participating public schools contact TTA with crisis situations involving families of students. Only at that point does the case management process begin. Human Needs Assistance will initiate the intake process at the clients' point of entry into a specific service and manage the clients' progression throughout all TTA programs in which clients are enrolled.

The Intake Process

The client comes to the organization with a specific problem or need. The problem is usually "the tip of the iceberg". There are a host of situations that bring individuals to a crisis moment. The intake process not only pinpoints the specific need, but the underlying issues that contributed to the problem.

The process begins with gathering pertinent data about the client, which includes demographic information, the current problematic situation and identified needs. This fact-finding process involves the completion of an application and acquiring signatures on consent forms for release of information. To ensure accuracy and completeness, the case worker may choose to interview the client, which means the case worker asks the questions and plugs in the answers on the application. Otherwise, have clients complete the application and supplemental forms for the case worker's review.

The completed application is useful to the assessment process and for obtaining statistical data on types of clients served by the organization. Other forms completed during intake identify support systems or services that are in place for the client.

The success of case management hinges on the completeness and accuracy of paperwork, which impacts the accuracy of data collected—important for statistical purposes.

TTA case workers provide clients with an orientation of the case management process, which includes its purpose (a holistic approach to address multiples needs), explanation of the various stages or steps, forms to be completed, expectations and accountability. Case workers will answer clients' questions and put them at ease with the process. It is imperative that clients fully understand what they are getting into. The intake stage is the first step in showing care and giving clients hope for a better future—*so make it count*.

The Assessment

The intake and assessment should be done on the same day. The case worker, with the client, completes the Inventory of Support Services (ISS), which begins the assessment process. At this stage, clients' strengths, weaknesses, and individual community support systems are examined. Information from this form will assist the case worker with the completion of the self-sufficiency matrix, which is designed to provide ongoing data regarding the level of self-sufficiency over time. Domains or categories in which self-sufficiency is to be achieved include:

- | | |
|----------------------|-------------------|
| ✓ Housing | ✓ Legal |
| ✓ Basic Needs | ✓ Education |
| ✓ Transportation | ✓ Employment |
| ✓ Physical Health | ✓ Child Care |
| ✓ Family Performance | ✓ Life Skills |
| ✓ Mental Health | ✓ Substance Abuse |

Once the interview is completed, the case worker will set a separate appointment with the client to create a service or action plan intended to set in motion a series of steps toward a better life.

Service Planning and Goal-Setting

The role of the case worker is to encourage a client to recognize his/her own assets and how he/she can apply them in positive ways to attain the goals set forth in the service plan. It is important to help the client identify those behaviors that may

create barriers to obtaining his/her goals. Generally, clients are believed to support, and are motivated by, an approach through which he/she can identify his/her own strengths and abilities and take an active role in addressing specific domains.

This includes the development of a client-driven service plan to address the specific needs identified through the completion of the ISS. The case worker will assist the client in developing a written service plan and in determining the sequence in which to address the areas of need.

This will help ensure that a client does not become overwhelmed, especially during periods of transition or stabilization. Service goals should be realistic, measurable, and mutually acceptable. The action steps are designed to work toward achieving goals and must be observable and time limited.

Service Coordination and Advocacy

This is the process by which case workers should refer clients to available resources that best meet individual needs and support the completion of goals specified in the service plan. It is important to maintain a balance between linking the client to services and doing too much for the client.

Advocacy involves being a proponent for the client in helping to remove any obstacles that may prevent the client from obtaining necessary services. Advocacy is geared toward, but is not limited to: achieving the goals identified in the service plan and may include acting as an intermediary between the client and another agency or entity.

Monitoring

In this process, the case worker evaluates the progress toward the completion of goals identified in the service plan. Monitoring can include weekly follow-ups, the administration of the ISS every 60 days, review and adjustment of the service plan, and the assessment of available community resources—possibly completing another

problem identification and referral form. Throughout the monitoring process, case workers are:

- **Coaching**—The process of skill building through educating the client on appropriate behaviors and interactions. Techniques used in coaching include modeling, rehearsing interviews, and role-playing difficult or problematic situations with clients.
- **Disengagement**—A progressive process that occurs over the course of a client’s involvement in TTA’s services during which he/she begins to rely less on the case worker and more on his/her own abilities.

Evaluation and Termination of Case

The essence of case management is needs identification, service delivery and achievement of goals by clients where they start relying on their abilities and capabilities to make things happen. That is your best case scenario—empowered individuals who have hope and opportunity for a high quality of life.

Subsequently, the client is ready to complete the client satisfaction survey, the inventory of support services and the client discharge form. The case worker records the self-sufficiency interval score at the point of discharge, which should show a marked improvement from the initial score in areas or domains that were addressed.

It is the responsibility of the case worker to plan for case closure and document the reason(s) for termination. The form should summarize achievement of goals in all applicable domains under the client and case worker’s signatures.

Case Management Training Topics

- Case Management Models
- Standards and Best Practices
- Crisis Intervention
- School-based Case Management
- Confidentiality
- Team Building
- Anger Management
- Managing Care, Not Cases
- Working with At-risk Populations
- Dealing with Burn-out
- Time Management
- Cultural Diversity
- Working with Addictions
- Continuum of Care Model
- Interagency Cooperation

Maintaining Client Information

All written and verbal communications pertaining to individual clients should be maintained in strict confidentiality according to each organization's written policy and State Law. The organization's designated staff with access to client information should receive training on confidentiality, the proper exchange of information, and required consent. In addition, case workers should uphold their respective professional code of ethics regarding confidentiality and informed consent.

Before any information is provided to or received from other agencies which may be involved in the care of the client, the case worker should obtain written informed consent from the client. This means that the client must agree to the sharing of the information. In order for the consent to be informed, the case worker must be sure that the client understands that the consent means that information will be shared with or received from other agencies, and the impact of sharing that information.

The consent will always include information regarding:

- The name of the actual agencies to release or receive the information
- The type of information to be shared
- The purpose or need for the information

The organization should provide case management staff with office space that allows them to conduct client business in a timely and confidential manner and with consideration for the client and case worker's safety.

Office space should allow the case worker to interview clients without other clients or staff present. If private office space with a door is not available, the organization must ensure that other staff or clients do not have access to confidential communications.

Confidentiality also entails providing an appropriate storage system for client files (hard copy). The system should include, at a minimum, client files which are

securely held in locked cabinets located in a room or facility which can also be securely locked from public access.

Staffing

It is recommended that case workers have college-level academic education as well as related experience in providing human services to a broad range of persons. At a minimum, case workers will have an associate or baccalaureate degree in a human service discipline from an accredited college or university and a minimum of one year experience in human service delivery at a staff (salaried or volunteer) level. For individuals without degrees, relevant work experience conducted under the supervision of a human service professional or completed case management certification can be substituted. Only persons with relevant work and/or academic experience should be considered for employment.

Education and Training

To enhance client quality of care, special certificate programs can be offered for case management staff. This can also help create a substitution for required degrees along with experience requirements when seeking new employees. However, all case management staff, regardless of academic training, should be required to complete and show documentation indicating that the required courses have been completed within the last two years. *To ensure* client quality of care, the following code of standards (National Association of Social Workers) should be adopted by the organization.

Standard 1: The social worker shall use his or her professional skills and competence to serve the client whose interests are of primary concern.

Standard 2: The social worker shall ensure that clients are involved in all phases of case management practice to the greatest extent possible.

Standard 3: The social worker shall ensure the client's right to privacy and ensure appropriate confidentiality when information about the client is released to others.

Standard 4: The social worker shall intervene at the client level to provide and/or coordinate the delivery of direct services to clients and their families.

Standard 5: The social worker shall intervene at the service systems level to support existing case management services and to expand the supply of and improve access to needed services.

Standard 6: The social worker shall be knowledgeable about resource availability, service costs, and budgetary parameters and be fiscally responsible in carrying out all case management functions and activities.

Standard 7: The social worker shall participate in evaluative and quality assurance activities designed to monitor the appropriateness and effectiveness of both the service delivery system in which case management operates as well as the case worker's own case management services, and to otherwise ensure full professional accountability.

Standard 8: The social worker shall carry a reasonable caseload that allows the case worker to effectively plan, provide, and evaluate case management tasks related to client and system interventions.

Standard 9: The social worker shall treat colleagues with courtesy and respect and strive to enhance inter-professional, intra-professional, and interagency cooperation on behalf of the client.

Exhibit 3:27

TTA Case Management System	
Step One 1. Community Resources Directory 2. Target Population 3. Recruitment Plan	Client Identification and Selection <ul style="list-style-type: none"> • Client Eligibility Criteria • Point of Entry • Community Resources • Outreach Activities
Step Two (1st appointment) Forms: 1. Application for Services 2. Family Support Services Checklist 3. Consent Form for Release of Information	Intake <ul style="list-style-type: none"> • Information Gathering • Needs Identification • Involvement and Contact with Other Agencies • Case Management Orientation • Consent for Release of Information
Step Three (1st appointment) Forms: 1. Inventory of Support Services 2. Self-Sufficiency Matrix	Assessment <ul style="list-style-type: none"> • Complete Inventory of Support Services (ISS) • Determine Initial ISS Interval Score for each Domain • Make a Separate Appointment to Establish Client Service Plan
Step Four (2nd appointment) Forms: 1. Client Service Plan	Case Planning <ul style="list-style-type: none"> • Create Action Plan for Client • Make Program or Service Recommendations • Obtain Client Partnership Agreement
Step Five (2nd appointment) Forms: 1. Problem Identification and Referral	Service Coordination <ul style="list-style-type: none"> • Determine if Referrals to Outside Services are needed • Complete Problem Identification and Referral Form • Set Initial Appointments with Outside Agencies, if applicable
Step Six 1. No form(s)	Advocacy <ul style="list-style-type: none"> • Remove Barriers to Receiving Services • Serve as an Intermediary Between Client and Agency
Step Seven Forms: 1. Client Weekly Follow-up 2. End-of-Month Progress Report	Monitoring and Documentation <ul style="list-style-type: none"> • Use Microsoft Outlook Calendar for Caseload Management • Follow-up via phone, mail or appointment • Complete End-of-Month Progress Report
Step Eight 1. Inventory of Support Services 2. Self-Sufficiency Matrix 3. Client Service Plan	Re-evaluation of Client Service Plan <ul style="list-style-type: none"> • Complete the ISS Form • Review Client Service Plan every Two Months • Modify Plan, if Appropriate
Step Nine Forms: 1. Inventory of Support Services 2. Self-Sufficiency Matrix 3. Client Satisfaction Survey 4. Client Discharge Form	Evaluation and Termination of Case <ul style="list-style-type: none"> • Conduct Client Satisfaction Survey • Complete ISS Form and Self-Sufficiency Matrix • Complete Client Discharge Form

Exhibit 3:28:1

Application for Services

(Please Print or Type)

Section I—Personal Information				
Name:		Social Security Number:		
Home Address:				
Mailing Address (if different from above):				
Phone # (day-time):		Email:		
Closest Relative's Name:		Ethnicity: Hispanic Origin: <input type="checkbox"/> Yes <input type="checkbox"/> No Race: <input type="checkbox"/> Black/African American <input type="checkbox"/> Asian <input type="checkbox"/> White/Caucasian <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Native Hawaiian/Other Pacific Islander		
Phone # (day-time):				
Emergency Contact Name:				
Phone # (day-time)				
Date of Birth:	Place of Birth:	Were you in the Armed Forces? <input type="checkbox"/> Yes <input type="checkbox"/> No		
How long have you lived in the Dallas/Ft. Worth area? <input type="checkbox"/> Under 1 year <input type="checkbox"/> 1-3 years <input type="checkbox"/> 3-5 years <input type="checkbox"/> Over 5 years				
Applicant Status: <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Separated <input type="checkbox"/> Widowed				
Check all that apply: <input type="checkbox"/> Single Parent <input type="checkbox"/> Teen Parent <input type="checkbox"/> Two-parent family <input type="checkbox"/> Foster Parent(s) <input type="checkbox"/> Adoptive Parent <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Grandparent <input type="checkbox"/> Dependent <input type="checkbox"/> Head of Household				
What is your current living situation? <input type="checkbox"/> Motel/Hotel <input type="checkbox"/> Half-way House <input type="checkbox"/> Homeless Shelter <input type="checkbox"/> Home Owner <input type="checkbox"/> Transitional Housing <input type="checkbox"/> Friends/Family <input type="checkbox"/> Domestic Violence Shelter <input type="checkbox"/> Renting <input type="checkbox"/> Foster Care/Group Home <input type="checkbox"/> On Street/Car <input type="checkbox"/> Institution				
Household Members:	# of school-aged children:	# of other dependents:	Total # in household:	
Section III—Employment History: List your last three jobs				
Section II—Education Background				
Highest Grade Level Completed (circle or highlight): 1 2 3 4 5 6 7 8 9 10 11 12				
Post-Secondary Education:		<input type="checkbox"/> Some College <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> Doctorate Degree		Major:

Exhibit 3:28:2

Application for Services

Section III—Employment History : List your last three jobs					
Company Name and Address:		Start Date:	End Date:	Ending Pay (yearly):	
		Job Title:			
Work Description and Skills used in Position:					
Company Name and Address:		Start Date:	End Date:	Ending Pay (yearly):	
		Job Title:			
Work Description and Skills Used in Position:					
Company Name and Address:		Start Date:	End Date:	Ending Pay (yearly):	
		Job Title:			
Work Description and Skills Used in Position:					
Section IV—Family Income or Support					
Check all sources of income that apply:	Monthly Income	How Long?	Check all sources of income that apply:	Monthly Income	How Long?
Employed <input type="checkbox"/> FT <input type="checkbox"/> PT	\$		Unemployment Benefits	\$	
Child Support	\$		Food Stamps	\$	
TANF Benefits	\$		Supplemental Security Income (SSI)	\$	
Social Security Benefits	\$		Worker's Compensation	\$	
Foster Care Payments	\$		Retirement/Pension (private or government)	\$	
Housing Assistance	\$		Scholarships/Grants	\$	

Exhibit 3:28:3

Application for Services

Section V—Request for Services

Check all that apply to you or your child's immediate needs:

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> Food | <input type="checkbox"/> Clothing | <input type="checkbox"/> Homeless | <input type="checkbox"/> Rent/Mortgage |
| <input type="checkbox"/> Academic Failure | <input type="checkbox"/> School Dropout/Truancy | <input type="checkbox"/> Disabled Veteran | <input type="checkbox"/> Child Abuse/Neglect |
| <input type="checkbox"/> Domestic Violence | <input type="checkbox"/> Runaway | <input type="checkbox"/> Incarcerated Parent | |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Unplanned Pregnancy | <input type="checkbox"/> Single Parent | <input type="checkbox"/> Unemployed |
| <input type="checkbox"/> Under-employed | <input type="checkbox"/> Loss of Income | <input type="checkbox"/> Criminal/Delinquency | |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Legal | <input type="checkbox"/> Sexually Transmitted Disease | |
| <input type="checkbox"/> Substance Abuse | <input type="checkbox"/> Physical Health | <input type="checkbox"/> Terminal Illness | |

Please select programs of interest to you:

- | <u>Employment</u> | <u>Computer Training</u> | <u>Education/Training</u> | <u>Support Services</u> |
|--|---|---|---|
| <input type="checkbox"/> Career Development | <input type="checkbox"/> Typing/Keyboarding | <input type="checkbox"/> GED | <input type="checkbox"/> Food Pantry |
| <input type="checkbox"/> Job Placement | <input type="checkbox"/> Microsoft Word | <input type="checkbox"/> Adult Literacy | <input type="checkbox"/> Thrift Shop |
| <input type="checkbox"/> Employment Counseling | <input type="checkbox"/> Microsoft Excel | <input type="checkbox"/> ESL | <input type="checkbox"/> Housing |
| <input type="checkbox"/> Evaluation/Skills Testing | <input type="checkbox"/> Microsoft PowerPoint | <input type="checkbox"/> Spanish | |
| <input type="checkbox"/> Credit Counseling/Repair | <input type="checkbox"/> Web Design | <input type="checkbox"/> Parenting Class | <input type="checkbox"/> Pregnancy Center |
| | <input type="checkbox"/> MOS Certification | <input type="checkbox"/> Life Skills Training | <input type="checkbox"/> Health Checks |
| | <input type="checkbox"/> Graphics Design | <input type="checkbox"/> Healthy Marriages | <input type="checkbox"/> Food Baskets |
| | <input type="checkbox"/> Computer Basics | <input type="checkbox"/> Home Buyers' Class | |
| | <input type="checkbox"/> Technician | | |

Please select programs of interest to you for your children:

- | <u>Employment</u> | <u>Computer Training</u> | <u>Education/Training</u> | <u>Support Services</u> |
|--|---|---|---|
| <input type="checkbox"/> Career Development | <input type="checkbox"/> Typing/Keyboarding | <input type="checkbox"/> Mentoring | <input type="checkbox"/> Food Pantry |
| <input type="checkbox"/> Job Placement | <input type="checkbox"/> Microsoft Word | <input type="checkbox"/> Tutoring | <input type="checkbox"/> Thrift Shop |
| <input type="checkbox"/> Employment Counseling | <input type="checkbox"/> Microsoft Excel | <input type="checkbox"/> SEP | <input type="checkbox"/> Housing |
| <input type="checkbox"/> Evaluation/Skills Testing | <input type="checkbox"/> Microsoft PowerPoint | <input type="checkbox"/> Life Skills Training | <input type="checkbox"/> Pregnancy Center |
| <input type="checkbox"/> Youth Entrepreneur | <input type="checkbox"/> Web Design | | |
| | <input type="checkbox"/> MOS Certification | <u>Other Activities</u> | |
| | <input type="checkbox"/> Technician | <input type="checkbox"/> Sports | |
| | <input type="checkbox"/> Graphics Design | <input type="checkbox"/> Summer Programs | |
| | <input type="checkbox"/> Computer Basics | | |

What schools do your children attend?

Exhibit 3:28:4 Application for Services

Section V—Request for Services
Section VI—List Your Greatest Strengths and Weaknesses
<p>Strengths:</p> <p>Weaknesses:</p>
Section VII—Comments or Explanation of Needs or Services

Exhibit 3:28:5

Rights and Responsibilities Agreement

Rights	Responsibilities
<p><i>The Client has a right to:</i></p> <ul style="list-style-type: none"> ▪ Be treated with respect. ▪ Be treated without regard to race, color, creed, national origin, religion, sex, sexual preference, or age. ▪ Be treated without regard to disability unless treatment being provided makes treatment hazardous to the individual. ▪ Have all personal information treated in a confidential manner. ▪ Review his or her file with an appropriate staff present. ▪ Be fully informed regarding any and all fees associated with his/her services received from The Turn•Around Agenda (TTA). ▪ Be given clear information regarding participation in all program activities, i.e. attendance, completion requirements. 	<p><i>The Client has the responsibility to:</i></p> <ul style="list-style-type: none"> ▪ Treat TTA staff with respect. ▪ Be accurate and complete as possible when providing information to a TTA employee. ▪ Carry out TTA program rules and regulations related to the program in which he or she is enrolled. ▪ Actively participate in decisions and perform those activities made in the decision-making process regarding any services received from TTA. ▪ Inform TTA staff of any changes in client information, i.e., name, address, or income changes. ▪ Ask for clarification regarding any services received from TTA that he or she does not understand. ▪ Meet TTA program requirements in order to participate in the Thanksgiving Food Baskets and Christmas Toys Giveaway events.

I certify the information given is true to the best of my knowledge and that this information may be confirmed. I have read and I fully understand my rights and responsibilities as a TTA program participant.

I give my permission to allow photographs of myself or my child to appear in TTA publications, on the TTA website and video footage of my participation in TTA programs for public showing:

☐ Yes ☐ No

_____/_____/_____
Client/Parent or Guardian Signature Date

Exhibit 3:29:1 Family Support Services Checklist

Client Name: _____

Date: _____

Specify Category:		Check Services Currently Receiving or Needing							
Health	<input type="checkbox"/> Physical	<input type="checkbox"/> Prenatal <input type="checkbox"/> Postpartum	<input type="checkbox"/> Vision <input type="checkbox"/> Dental	<input type="checkbox"/> Mental <input type="checkbox"/> Substance Abuse	<input type="checkbox"/> Nutrition	<input type="checkbox"/> Hospice Care			
Service Provider:									
Education:	<input type="checkbox"/> GED	<input type="checkbox"/> Literacy	<input type="checkbox"/> ESL	<input type="checkbox"/> Supplemental Education-Youth	<input type="checkbox"/> Spanish				
Service Provider:									
Employment	<input type="checkbox"/> Career Development	<input type="checkbox"/> Computer Training	<input type="checkbox"/> Job Hunting	<input type="checkbox"/> Job Placement	<input type="checkbox"/> Entrepreneurship				
Service Provider:									
Financial Assistance	<input type="checkbox"/> TANF <input type="checkbox"/> Food Stamps	<input type="checkbox"/> SSI <input type="checkbox"/> Social Security	<input type="checkbox"/> Child Support <input type="checkbox"/> Retirement or Pension	<input type="checkbox"/> Unemployment <input type="checkbox"/> Worker's Compensation	<input type="checkbox"/> Rental Assistance <input type="checkbox"/> Utility Assistance				
Service Provider:									
Medical Insurance	<input type="checkbox"/> Medicare	<input type="checkbox"/> Medicaid	<input type="checkbox"/> Private Insurance	<input type="checkbox"/> CHIP					
Service Provider:									
Crisis/Emergency Assistance	<input type="checkbox"/> Food	<input type="checkbox"/> Clothing	<input type="checkbox"/> Child Protection Services	<input type="checkbox"/> Housing (temporary shelter)	<input type="checkbox"/> Domestic Violence Shelter	<input type="checkbox"/> Crisis Pregnancy			
Service Provider:									

Exhibit 3:29:2

Family Support Services Checklist

<i>Specify Category:</i>	<i>Check Services Currently Receiving or Needing</i>				
Housing:	<input type="checkbox"/> Section 8	<input type="checkbox"/> Rental Assistance	<input type="checkbox"/> Transitional Housing	<input type="checkbox"/> Home Ownership	<input type="checkbox"/> Home Maintenance Training
Service Provider:					
Family Performance	<input type="checkbox"/> Parenting Education <input type="checkbox"/> Healthy Marriage Class	<input type="checkbox"/> Counseling <input type="checkbox"/> Support Group	<input type="checkbox"/> Parent/Teacher Conferences	<input type="checkbox"/> Family Home Visits	<input type="checkbox"/> Mentoring Program <input type="checkbox"/> Life Skills Education-Youth
Service Provider:					
Child Care/Supervision	<input type="checkbox"/> Child Care	<input type="checkbox"/> Preschool	<input type="checkbox"/> After-school	<input type="checkbox"/> Head Start	<input type="checkbox"/> Scholarship
Service Provider:					
Legal	<input type="checkbox"/> Child Custody	<input type="checkbox"/> Criminal	<input type="checkbox"/> Eviction	<input type="checkbox"/> Other	
Service Provider:					
Transportation	<input type="checkbox"/> DART				
Service Provider:					

Exhibit 3:30***Agency Information Release Form (Adult or Child)***

TTA has my permission to discuss or review with you any records or information you have concerning _____.

I hereby authorize you to release to TTA any social, psychological, academic, or other information requested by TTA that may be helpful in their understanding of my child's academic and behavioral progress.

It is understood that this information will be used for professional purposes and is confidential in nature.

Signed: _____
Client or Parent/Guardian Signature

Date: _____/_____/_____

Exhibit 3:31
School Information Release Form

As the parent/guardian of _____, I hereby
(Student's first and last name)

authorize TTA staff to visit: _____
(Name of School)

to talk with his/her teacher and/or administrators or review school records concerning progress. I understand that any information revealed in the conference will be held in confidence and be used only to further educational progress.

Signed: _____
Parent/guardian signature

Date: _____/_____/_____

Student's Name: _____

School: _____

Teacher's Name: _____

Grade: _____

Exhibit 3:32:1

Self-Sufficiency Interval Scores

Source: Adapted from the Bureau of Drug and Alcohol Programs

Client Name: _____ Parent/Guardian: _____	Case Manager: _____ Phone # (day): _____
--	---

This provides ongoing data regarding the level of self-sufficiency over time. This information is then used for service planning with the client.

	Initial	60 Day	120 Day	180 Day	240 Day	300 Day	360 Day	Discharge
Date								
Domain								
Housing								
Basic Needs								
Transportation								
Physical Health								
Family Performance								
Substance Abuse								
Mental Health								
Legal								
Education								
Employment								
Life Skills								
Child Care								

Levels of Self Sufficiency: 0-1 Self Sufficient 2-4 Stable/Safe 5-7 At Risk 8-10 Unstable 10+ In Crisis

_____ Parent/Guardian	_____/_____/_____ Date
_____ Case Manager	_____/_____/_____ Date

Exhibit 3:32:2

Self-Sufficiency Matrix

Source: Adapted from the Bureau of Drug and Alcohol Programs

Domains	Self-Sufficient Score: 0-1	Stable/Safe Score: 2-4	At Risk Score: 5-7	Unstable Score: 8-10	In Crisis/Not Sufficient Score: 10+
Housing	Housing is sufficient and meets client's needs	Housing is sufficient but may not be meeting client's needs	Insufficient or housing is at risk but help is available	At risk of losing housing and has no one to help	Housing help is needed
Basic Needs (food & clothing)	Basic Needs are being met	Client has resources to meet his/her needs but may not be adequate	Client lacks resources to meet basic needs but help is available	Basic needs are not being met and has no one to help	Basic needs are not being met
Transportation	Client has adequate transportation which meets his/her needs	Client has adequate transportation which is sometimes reliable	Client lacks adequate transportation but help is available	No transportation and has no one to help	No reliable transportation
Physical Health	No problems or health needs are being met	Immediate health problems are being addressed	Client has health problems but health is available	Client has severe health problems and has no one to help	Client has health problems which are not being addressed
Family Performance	Family system is stable; no help is needed	System is somewhat stable; but has someone to help	System is unstable but help is available	System is very unstable and has no one to help	System is in crisis
Substance Abuse	In recovery and no other help is needed	In treatment or involved in self help group with regular attendance and help is available	In treatment or involved in self help group with no regular attendance but help is available	Client not in treatment or recovery; and has no one to help	Not in treatment or self help group and not seeking help
Mental Health	No problems or mental health needs are being met	Immediate mental health problems are being addressed	Client has mental health problems but help is available	Client has severe mental health problems and has no help	Mental health problems are not being addressed

Exhibit 3:32:3

Self-Sufficiency Matrix

Domains	Self-Sufficient Score: 0-1	Stable/Safe Score: 2-4	At Risk Score: 5-7	Unstable Score: 8-10	In Crisis/Not Sufficient Score: 10+
Legal	No legal problem; no help is needed	Few legal problems and receiving help	Some legal problems and receiving help or help is available	Legal problems not being addressed; and has no one to help	Legal problems are not being addressed
Education	Sufficient education level; no help needed	Insufficient education level but currently in school or attending training	Insufficient education level but help is available	Insufficient education level and wants help but has no one to help	Insufficient education level and is not seeking help
Employment	Working full-time; no help needed	Working but is in need of help	Working but job is in jeopardy but help is available	Working but job is in jeopardy; wants help but has no one to help	Unemployed and not seeking help
Life Skills	No basic life skills is needed	Life skills are sufficient but may not be meeting needs	Life skills are inadequate and help is available	Life skills are inadequate and has no one to help	Life skills are inadequate and not seeking help
Child Care	Child care needs are being met	Child care is sufficient but may not be meeting needs	Child care is unstable or insufficient but help is available	No child care or at risk of losing child care	Needs child care

Exhibit 3:33:1 Client Service Plan

Client Name: _____	Case Manager: _____
Parent/Guardian: _____	Phone # (day): _____

Section I—Client Situation

Goal Domains	State issue(s) for all applicable domains
<input type="checkbox"/> Housing	
<input type="checkbox"/> Basic Needs	
<input type="checkbox"/> Transportation	
<input type="checkbox"/> Physical Health	
<input type="checkbox"/> Family Performance	
<input type="checkbox"/> Substance Abuse	
<input type="checkbox"/> Mental Health	
<input type="checkbox"/> Legal	
<input type="checkbox"/> Education	
<input type="checkbox"/> Employment	
<input type="checkbox"/> Life Skills	
<input type="checkbox"/> Child Care	

Exhibit 3:33:2

Section II—Barriers to Employment and Education

Please check all that apply to the applicant for service assessment:

<input type="checkbox"/> Currently employed/low income	<input type="checkbox"/> Physically Challenged Individual
<input type="checkbox"/> Not in labor force	<input type="checkbox"/> Mentally Challenged Individual
<input type="checkbox"/> Unemployed for 15+ weeks	<input type="checkbox"/> Homelessness
<input type="checkbox"/> Last date of employment:	<input type="checkbox"/> Public Assistance (TANF, Food Stamps, etc.)
<input type="checkbox"/> Lacks significant work history	<input type="checkbox"/> Long-term TANF recipient
<input type="checkbox"/> Limited English proficiency	<input type="checkbox"/> Pregnant/Parenting Teen
<input type="checkbox"/> Reading skills below 7 th grade	<input type="checkbox"/> Substance Abuse Issue
<input type="checkbox"/> Math skills below 7 th grade level	<input type="checkbox"/> Offender
<input type="checkbox"/> Not age appropriate high school level	<input type="checkbox"/> Affordable child care
<input type="checkbox"/> Single head of household	<input type="checkbox"/> Other:

Section III—TTA Program Recommendations (complete with client)

TTA Program	Department	Start Date	Schedule Day of Week & Time

Exhibit 3:33:3

Section IV—Other Services (complete with client)

Service	Purpose	Agency	Initial Appointment	
			Date (day of week)	Time

Section V—Expected Outcomes (complete with client)

Exhibit 3:34

Client Partnership Agreement

(Give copy of this page to client)

Client Name: _____ Case Manager: _____
 Parent/Guardian: _____ Phone # (day): _____

My goal(s) are:

1.

2.

3.

In order to achieve this goal(s), I commit to the following:

Action Steps	Timeline
1.	
2.	
3.	

The challenges I expect include:

1.

2.

3.

I (we) agree to the action steps and to do my best to overcome challenges to achieve my goal(s).

Client Signature

_____/_____/_____
Date

Parent/Guardian

_____/_____/_____
Date

Case Manager

_____/_____/_____
Date

Exhibit 3:35

Problem Identification and Referral

(Keep the original and give a copy to client)

Case

Client Name: _____ **Manager:** _____

Parent/Guardian: _____ **Phone #** _____

(day): _____

<u>Problem or Crisis</u>	<u>Identified Needs</u>	<u>Outcome</u>
<input type="checkbox"/> Food	<input type="checkbox"/> Health	<input type="checkbox"/> TTA Program
<input type="checkbox"/> Clothing	<input type="checkbox"/> Education	<input type="checkbox"/> Enrollment
<input type="checkbox"/> Homeless	<input type="checkbox"/> Life Skills	<input type="checkbox"/> Information
<input type="checkbox"/> Rent/Mortgage	<input type="checkbox"/> Employment	<input type="checkbox"/> Dissemination
<input type="checkbox"/> Child Abuse/Neglect	<input type="checkbox"/> Financial Assistance	<input type="checkbox"/> Referral to
<input type="checkbox"/> School	<input type="checkbox"/> Medical Insurance	<input type="checkbox"/> Community
<input type="checkbox"/> Dropout/Truancy/Runaway	<input type="checkbox"/> Crisis/Emergency	<input type="checkbox"/> Agency
<input type="checkbox"/> Academic Failure	<input type="checkbox"/> Assistance	<input type="checkbox"/> Case
<input type="checkbox"/> Domestic Violence	<input type="checkbox"/> Housing	<input type="checkbox"/> Management
<input type="checkbox"/> Medical Crisis (Mental & Physical)	<input type="checkbox"/> Family Performance	
<input type="checkbox"/> Chemical Dependency	<input type="checkbox"/> Child Care/Supervision	
<input type="checkbox"/> Unplanned Pregnancy	<input type="checkbox"/> Legal	
<input type="checkbox"/> Single/Incarcerated Parent	<input type="checkbox"/> Transportation	
<input type="checkbox"/> Sexually Transmitted Disease		
<input type="checkbox"/> Delinquent or Criminal Behavior		
<input type="checkbox"/> Loss Employment/No Income		
<input type="checkbox"/> Under-employed		
<input type="checkbox"/> Disabled Veteran		

Referrals (Community Agencies)

Agency: _____

Address: _____

Phone Number: _____ Initial Appointment: _____

Purpose of Referral: _____

IP: In person
P: Phone
M: Mail or Email

[illegible]

3.93

Exhibit 3:36:2 Progress Notes

Date:

Date:

Date:

Date:

Date:

Exhibit 3:37

End-of-Month Clients Progress Report

Case Manager: _____ **Dept. Code:** _____ **Date:** _____

Service Codes for Adults											
<u>Employment</u>			<u>Computer Training</u>			<u>Education/Training</u>			<u>Supportive Services</u>		
Career Development 11			Typing/Keyboarding 15			GED 25			Food Pantry 33		
Job Placement 12			Microsoft Word 16			Adult Literacy 26			Clothing Thrift Shop 34		
Employment Counseling 13			Microsoft Excel 17			ESL 27			Housing Assistance 35		
Evaluation/Skills Testing 14			Microsoft PowerPoint 18			Spanish 28			Credit Council/Repair 36		
			Web Design 19			Parenting Class 29			Crisis Pregnancy Center 37		
			MOS Certification 21			Life Skills Training 30			Health Checks 38		
			Graphics Design 22			Healthy Marriages 31			Holiday Food Basket 39		
			Computer Basics 23			Home Buyers Class 32					
			Technician 24								

Service Codes for Children											
<u>Employment</u>			<u>Computer Training</u>			<u>Education/Training</u>			<u>Supportive Services</u>		
Career Development 51			Typing/Keyboarding 56			Mentoring 65			Food Pantry 71		
Job Placement 52			Microsoft Word 57			Tutoring 66			Clothing Thrift Shop 72		
Employment Counseling 53			Microsoft Excel 58			SEP 67			Housing Assistance 73		
Evaluation/Skills Testing 54			Microsoft PowerPoint 59			Life Skills Training 68			Crisis Pregnancy Center 74		
Youth Entrepreneur 55			Web Design 60						Christmas Toys 75		
			MOS Certification 61			<u>Other Activities</u>					
			Technician 62			Sports 69					
			Graphics Design 63			Summer Programs 70					
			Computer Basics 64								

Client Name	Client ID	Service Code(s)	Met Attendance		Met Program Objectives		Kept Community Appointments	
			Yes	No	Yes	No	Yes	No
1.								
2.								
3.								
4.								
5.								
6.								
7.								

Exhibit 3:38:1 Client Satisfaction Survey

Case Management Service

1. How often does your case manager seem to understand your needs?

☐ Always ☐ Most of the time ☐ Sometimes ☐ Not very often ☐ Never

2. How often does your case manager treat you with dignity and respect?

☐ Always ☐ Most of the time ☐ Sometimes ☐ Not very often ☐ Never

3. How often are your meetings with your case manager at times and locations that are based on your preferences? (How often do you have a "say so" on when and where you meet?)

☐ Always ☐ Most of the time ☐ Sometimes ☐ Not very often ☐ Never

4. How often is your case manager successful in helping you to get the care and services you need? (Example: child day care, transportation, medications, etc.)

☐ Always ☐ Most of the time ☐ Sometimes ☐ Not very often ☐ Never

5. How satisfied are you with your case manager's knowledge of community services and his/her ability to connect you with those services?

☐ Very satisfied ☐ Satisfied ☐ Not satisfied ☐ Very unsatisfied

6. How much would you say that the case management you receive from this agency has helped you to improve the problems, feelings, or situations that brought you here?

☐ Very much ☐ Some ☐ A little ☐ Not at all

Agency Staff

7. How satisfied are you with this agency's staff overall?

☐ Very satisfied ☐ Satisfied ☐ Not satisfied ☐ Very unsatisfied

8. How would you rate the staff's understanding and respect of your cultural / ethnic background and/or your lifestyle?

☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor

Exhibit 3:38:2 Client Satisfaction Survey

9. If English is not your primary language, how well does the staff communicate with you in your language?

☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor

10. How often does the staff try to find out if you have other problems or needs that are not being addressed?

☐ Always ☐ Most of the time ☐ Sometimes ☐ Not very often ☐ Never

11. How satisfied are you with the staff's efforts to make sure that all of your personal information stays confidential?

☐ Very satisfied ☐ Satisfied ☐ Not satisfied ☐ Very unsatisfied

12. How often do you find the information provided to you by the staff to be correct and helpful?

☐ Always ☐ Most of the time ☐ Sometimes ☐ Not very often ☐ Never

Access

13. If you call, how long does it usually take to get the information you need over the phone?

☐ 5 min or less ☐ About 10 min ☐ About 15 min ☐ Over 15 min

14. If you call, rate the usefulness of the information you receive?

☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor

15. How much time usually passes between the time of your appointment, and the time you actually receive service?

☐ 10 min or less ☐ 15-30 min ☐ 30-45 min ☐ 45 min-1hr ☐ Over

16. How would you rate the convenience of the office hours here?

☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor

Exhibit 3:38:3 Client Satisfaction Survey

17. How would you rate the convenience of the location of this agency?

☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor

18. If you make appointments, how often are you able to get them scheduled for a reasonable date and during hours that are convenient for you?

☐ Always ☐ Most of the time ☐ Sometimes ☐ Not very often ☐ Never

Agency Overall

19. How highly would you recommend this agency to others?

☐ Very highly ☐ Highly ☐ Not highly ☐ Reluctantly ☐ Not At All

20. How satisfied are you with the quality of the service you receive from this agency overall?

☐ Very satisfied ☐ Satisfied ☐ Not satisfied ☐ Very unsatisfied

Client/Parent or Guardian Name (Print)

_____/_____/_____
Date

Signature

Exhibit 3:39

Client Discharge Form

Client Name: _____ Parent/Guardian: _____	Case Manager: _____ Date of Discharge: _____
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Actual number of interactive contacts while enrolled in case management: _____

Date of Last Contact: ____/____/____

Reason for Discharge:

- | | | |
|---|---|---|
| <input type="checkbox"/> Completed Case Management | <input type="checkbox"/> Dropped Out | <input type="checkbox"/> Moved |
| <input type="checkbox"/> Deceased | <input type="checkbox"/> Refused Services Offered | <input type="checkbox"/> Unable to Locate |
| <input type="checkbox"/> Referred to Another Agency | <input type="checkbox"/> Other _____ | |

Attainment of Service Plan Goals by Domain

Domain	SSIS Score Initial Discharge	Summarize achievement of goals for all applicable domains
Housing		
Basic Needs		
Transportation		
Physical Health		
Family Performance		
Substance Abuse		
Mental Health		
Legal		
Education		
Employment		
Life Skills		
Child Care		

Client/Parent or Guardian Signature

_____/_____/_____
Date

Case Manager

_____/_____/_____
Date

Evaluating the Effectiveness of Your Programs

The latest buzzword in the funding community, particularly among government and foundations, is outcomes-based evaluation. In an era of increased demand for limited resources, funding sources are now interested in programs that can provide evidence of their success. They won't take your word on how effective your services are. Your organization must be able to demonstrate the impact of its programs by using a specific evaluation design that collects information about a program, or some aspect of the program, providing quantitative and qualitative data on the programs' performance.

Program staff must have a genuine interest in assessing the program's effectiveness and gathering empirical information that can improve program efforts. This section will not cover program evaluation in great detail, but will suggest a basic process for establishing goals and measurable outcomes, collecting data, analyzing the data and communicating the results. There are a myriad of good resources that go into great detail on various evaluation designs and methods such as:

Outcomes

- **Specific:** who or what is expected to change
- **Measurable:** can see, hear, count, smell it
- **Attainable:** likely to be achieved
- **Results-oriented:** meaningful, valued results
- **Timed:** target date

- **Process evaluation** that involves the output of activities and inputs or resources dedicated to the project. Outputs are the number of activities planned and completed, participants served, and participants completed. Inputs include staffing, curricula, funds expended on project, consultants, facilities, and equipment.
- **Outcome evaluation** that assesses changes in knowledge or skills, attitudes, and behavior. It questions if the program achieved its objectives and what direct benefits the target audience received.
- **Impact evaluation** that measures long-term results. It assesses whether the program outcomes contributed to the achievement of the program goals.

It is helpful to understand other important evaluation terminology before undertaking this process. **Outcomes** involve both quantitative (output of activities and participants) and qualitative (impact on participants and community) results. An outcome is the direct result or benefit to individuals, families or communities. It answers the question of what difference the program has made. Outcomes can be short-term, intermediate or long-term. (Source: Centers for Disease Control and Prevention)

- **Short-term** outcomes are the immediate or early results of the program. Short-term outcomes may be changes in knowledge, attitudes, and skills. For example, in a program with the goal of reducing children's exposure to tobacco, a short-term outcome might be having parents who smoke show increased knowledge about the danger of smoking around children.
- **Intermediate** outcomes reflect further progress in reaching a program goal. Intermediate outcomes link short-term outcomes with long-term outcomes. Intermediate outcomes may be changes in individual behaviors, social norms, or the environment. An intermediate outcome in the program described in the previous paragraph might be that the parents no longer smoke around their children.
- **Long-term** outcomes reflect the ultimate goal of the program. The long-term outcome in the previously described program would be decreased morbidity in children from decreased exposure to tobacco.

A **goal** is a general, broad statement of what the organization wants to achieve, short or long-term, with a specific program. It is the end to which the design tends. **Indicators** are written to define, in measurable terms, how the outcome is to be assessed, i.e. the percentage of children who increased on the state's standardized test. An indicator states what you anticipate happening once participants complete the program.

There are two types of data collected in the evaluation process: quantitative and qualitative. **Quantitative data** is expressed in numerical terms. It can be counted and used in comparisons to other numerical information. **Qualitative data** is descriptive and expresses changes in knowledge, attitude and behavior.

Another development in program evaluation is the use of a Logic Model—a graphic representation of a program, initiative, or intervention that is a response to a given situation.

It shows the logical relationship between the resources invested, the activities that take place and the benefits or changes that result. By those who use the model, it is the first step in evaluation. It helps determine when and what to evaluate so that evaluation resources are used effectively and efficiently. (Source: Enhancing Program Performance with Logic Models, Board of Regents of the University of Wisconsin, 2002).

The Turn•Around Agenda's program evaluation seeks to improve program quality and delivery and plans for the strategic direction of the organization. It involves the development of (a) program work plans, (b) goals, (c) outcomes/indicators (what is being measured), (d) data collection tools, (d) analysis of data, and (e) communication of results.

Reporting Evaluation Results

Who is interested in your organization's evaluation results? First, your program staff, management team and board of directors will want to review and discuss the evaluation report. After all, these individuals are directly charged with carrying out the mission of the organization. Evaluation findings will enable management and staff to pinpoint strengths and weaknesses in program content and delivery and translate recommendations to action plans. The board of directors will use the information to guide them in their strategic development of the organization.

Secondly, your donors will be interested in your evaluation findings. Human needs are so great and many, the last thing any donor wants is to waste money on ineffective programs. Providing evidence or documentation of your program's performance is a way of assuring donors that their investment was put to good use. Continued funding from these sources can depend on the impact of that evaluation report.

The last groups of individuals who have a vested interest in your services include your community partners, stakeholders and the consumers of services. Community groups want to connect with successful organizations for it strengthens their standing in the community. Stakeholders put a lot of time, energy and resources into making their community better, so it's important for them to know what programs are working.

The most important group is the people who need the services. Their knowledge of your program's impact will give them the confidence and determination to take advantage of services they so desperately need.

The organization can choose the format for communicating the program's evaluation results. Larger organizations report evaluation findings in their annual reports with graphic illustrations of the areas affected. Smaller organizations can devise a letter or report that outlines the evaluation process, findings and recommendations for improvement for distribution to interested parties.

Exhibit 3:40 WORK PLAN

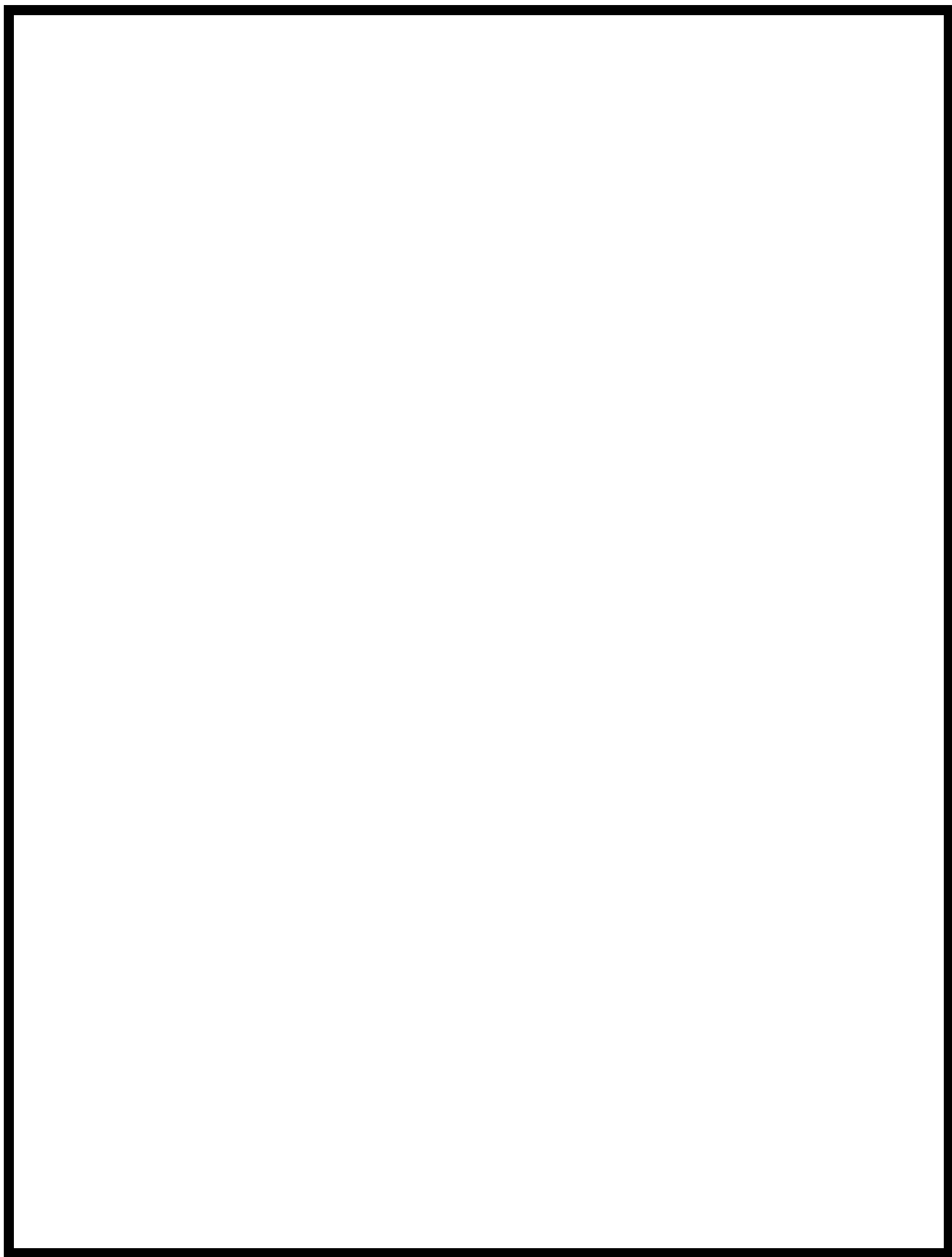
Using a separate form for each Program Goal, describe the work plan for each of the goals you are proposing. **Duplicate as needed.**

Goal: State in broad terms what you want to achieve short or long-term. What is the end result for the program?		Actual Start & End Dates for each step.
Objectives (Desired Outcomes)	Strategies	Planned Start & End Dates for each step.
<ul style="list-style-type: none"> • Specific: who or what is expected to change • Measurable: can see, hear, count, smell it • Attainable: likely to be achieved • Results-oriented: meaningful, valued results • Timed: target date 	Best Practices in Approaches <ul style="list-style-type: none"> • Prevention • Family-based • School-based • Community-based 	<ul style="list-style-type: none"> • Name of Activities • Location of Activities • Start and End Dates of Activities
IMPLEMENTATION PLAN		
<ul style="list-style-type: none"> • Describe what the organization will do to carry out the program. • List your partners or collaborating organizations. • Staffing assigned to the program. • List curricula and description. 		

Exhibit 3:41

TTA Community-based Abstinence Education Logic Model

Objectives	Inputs	Activities	Outputs	Outcomes
Objective 1: <i>Youth will complete an abstinence-until-marriage program designed to increase their knowledge of the benefits of abstinence, build healthy relationship skills and encourage them to postpone sex until marriage.</i>	<ul style="list-style-type: none"> Staff Public School Partnerships Certified Abstinence Educators School Facilities Facilities provided by TTA and Oak Cliff Bible Fellowship Curricula Program Supplies and Materials Trained Mentors High School Heroes Parent Education Curricula Funding 	<ol style="list-style-type: none"> Certify 10 staff in <u>Choosing the Best</u> curriculum. Train 250 mentors in abstinence strategies. Implement <u>Choosing the Best</u> curriculum with 5,800 youth ages 12-18. Implement a control group with one high school to conduct assessments. Provide in-school mentoring to 1,000 youth in the 11 target public schools. Train 50-100 students to serve as High School Heroes to provide mentoring. Provide a summer youth camp for 500 youth in abstinence until marriage and healthy relationship skills training. Host an annual back-to-school rally for 4,000 youth to empower them in abstinence and healthy relationship skills. Host 4 events (2 Fall, 2 Spring) that bring together mentors, mentees, parents and the schools to celebrate abstinence until marriage decisions and healthy relationships. Develop 4 media campaigns to counter negative messages of the Hip Hop culture. Implement Parent Education classes with 300 parents. Conduct two assemblies at each target high school on an abstinence- until-marriage lifestyle. 	<ul style="list-style-type: none"> 250 mentors trained 4,000 youth in the back-to-school rally 5,800 unduplicated youth will receive 6 hours and 300 unduplicated parents will receive 24.5 hours in abstinence education and relationship building 1,000 youth receive 28 hours in mentoring per student. 25-100 students trained as high school heroes and receive 28 hours in service learning 500 youth complete 8 hours per student in a summer program. Four media campaigns 4,060 youth complete at least 75% of the abstinence-until-marriage program 	<ul style="list-style-type: none"> 70% of 4,060 students will increase in the knowledge of the benefits of abstinence and healthy relationship skills. 65% of youth (never had sex) will remain abstinent after the abstinence education program. 35% of sexually active youth will discontinue sex after the abstinence education program.
Objective 2: <i>The community will take part in activities that create an environment for promoting and supporting youth abstinence-until-marriage decisions.</i>				



Course Objectives

Participants will understand:

- Promoting Partnerships for Social Change
- School and Community Collaboration Findings
- Building Partnerships with Public Schools
- An Urban and Suburban Church Partnership
- Formalizing the Partnership: Memorandum of Understanding
- Evaluating the Collaboration

Promoting Partnerships for Social Change

In Chapter 3, asset mapping was discussed as part of the needs assessment process. In this activity, services and other forms of neighborhood assets are identified as serving the needs of the community. As stated earlier, assets mapping can determine gaps and deficiencies in services or service delivery.

An additional reason for mapping community assets is developing partnerships or collaborations with other community groups. Why is this necessary? Not only does it take an entire community working together to create lasting change, but community groups must join forces to provide a continuum of care for residents in need. That means bringing together a variety of services in a far-reaching effort to address the multiplicity of needs in the community. Collaboration simply is the process of organizations working together, sharing resources and a common goal for long-term, measurable community change.

Successful collaborations are well organized, proceeding in a strategic direction that involves the pooling of resources, concrete expectations and a plan of action. In real collaborative situations, organizations meet with the intent to set in motion a series of actions that engage the entire community into comprehensive problem-solving.

Before approaching potential partners, have in mind what you want to accomplish with other community groups. Use the results of the needs assessment (similar to the one in Chapter 3) to identify other services your clients may benefit from or need. One organization can't do it all; therefore, establish an information and referral system or agreement with other agencies that can provide for needs your organization does not address. See Chapter 3 for various forms that can be used.

Why Collaborate? (Source: COPS Collaboration Toolkit)

1. Accomplish what individuals or one organization alone cannot.
2. Prevent duplication of individual or organizational efforts.
3. Enhance the power of advocacy and resource development for the program.
4. Create more public recognition and visibility for the issues you want to impact.
5. Provide a more systematic, comprehensive approach to addressing community problems.
6. Provide more opportunities for new community projects.

If you are a youth agency, build relationships with other youth groups in the community. A collaboration of groups can actually turn into a coalition. As a coalition, you can do workshops, community fairs, conferences and other special events on a larger scale for youth and parents in the area. An additional benefit of belonging to a coalition is potential funding. Foundations, corporations and particularly government prefer collaborations—more return for the dollars invested.

As partners are enlisted, think about goals for the collaboration or coalition, such as (a) creating favorable community conditions that will maximize and create opportunity for change in education, economic, health, and social environments, (b) using the community-based process as a way of building relationships in the community, and (c) influencing social and regulatory policies that impact the social, health, and economic climate of the community.

The best way to enlist partners from the community is to ask. But asking is not as easy as it first appears. You must be clear about what you are asking for. Your chances of receiving a positive answer to your request increases if the request falls within the capacities and is consistent with the interests of the person or organization you are asking. To put it simply, ask people to do things they can and want to do. But you must keep in mind the needs of your community and the participants in your program. (Source: Beyond the Bell—Collaboration and Community Building, NCREL)

These ideas and others will get you thinking about the kinds of partnerships, activities and results you want to achieve with organizations in your area. Remember, the components of an effective collaboration are: (Source: COPS Collaboration Toolkit)

- **Teamwork strategies**
- **Open communication**
- **Motivated partners**
- **Means to implement and sustain the collaborative effort**
- **An action plan**

- **Stakeholders with a vested interest in the collaboration**
- **Trusting relationships among and between partners**
- **A shared vision and common goals for the collaboration**
- **Expertise**

Exhibit 4:1

The Community-based Process

Players In Comprehensive Problem-Solving	Integration into Programs <i>On a separate sheet of paper, list the names of potential groups to approach for each area</i>
Education <ul style="list-style-type: none"> Public Schools Colleges Universities 	
Churches <ul style="list-style-type: none"> Urban Suburban Rural 	
Criminal Justice <ul style="list-style-type: none"> Police Department Sheriff's Department Courts 	
Business <ul style="list-style-type: none"> Major Corporations Chambers of Commerce Small Businesses 	
Community Leaders <ul style="list-style-type: none"> Neighborhood Associations Individual Residents Professional Associations Civic Groups Senior Citizen Groups 	
Human Services <ul style="list-style-type: none"> Social Agencies Labor Organizations Community-based Organizations 	
Media <ul style="list-style-type: none"> Television (broadcast, cable) Major Daily Papers Local/Weekly Papers Radio Community Newsletters 	
Resource Organizations (funding) <ul style="list-style-type: none"> Government: Federal, State, County/City Foundations Corporations 	
Health & Quality of Life <ul style="list-style-type: none"> Hospitals Public Health Centers Housing Recreation & Parks 	

Exhibit 4:2
Partner Identification Worksheet
Adapted from COPS Collaboration Toolkit

Information	Partner	Partner
Organization		
Principle Contact		
Telephone		
Fax		
Email		
Mailing Address		
City, State & Zip		
Reasons Identified		
Possible Contributions		
Expectations		
Goal of Working Together		

Exhibit 4:3
A Sample Partnership Chart

**Church Adopt-A-School Program
Partnerships**

Schools

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Law Enforcement

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Social Services

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**Youth-Serving
Organizations**

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Churches

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Community Leaders

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Exhibit 4:4 Sample Partner Organizational Chart

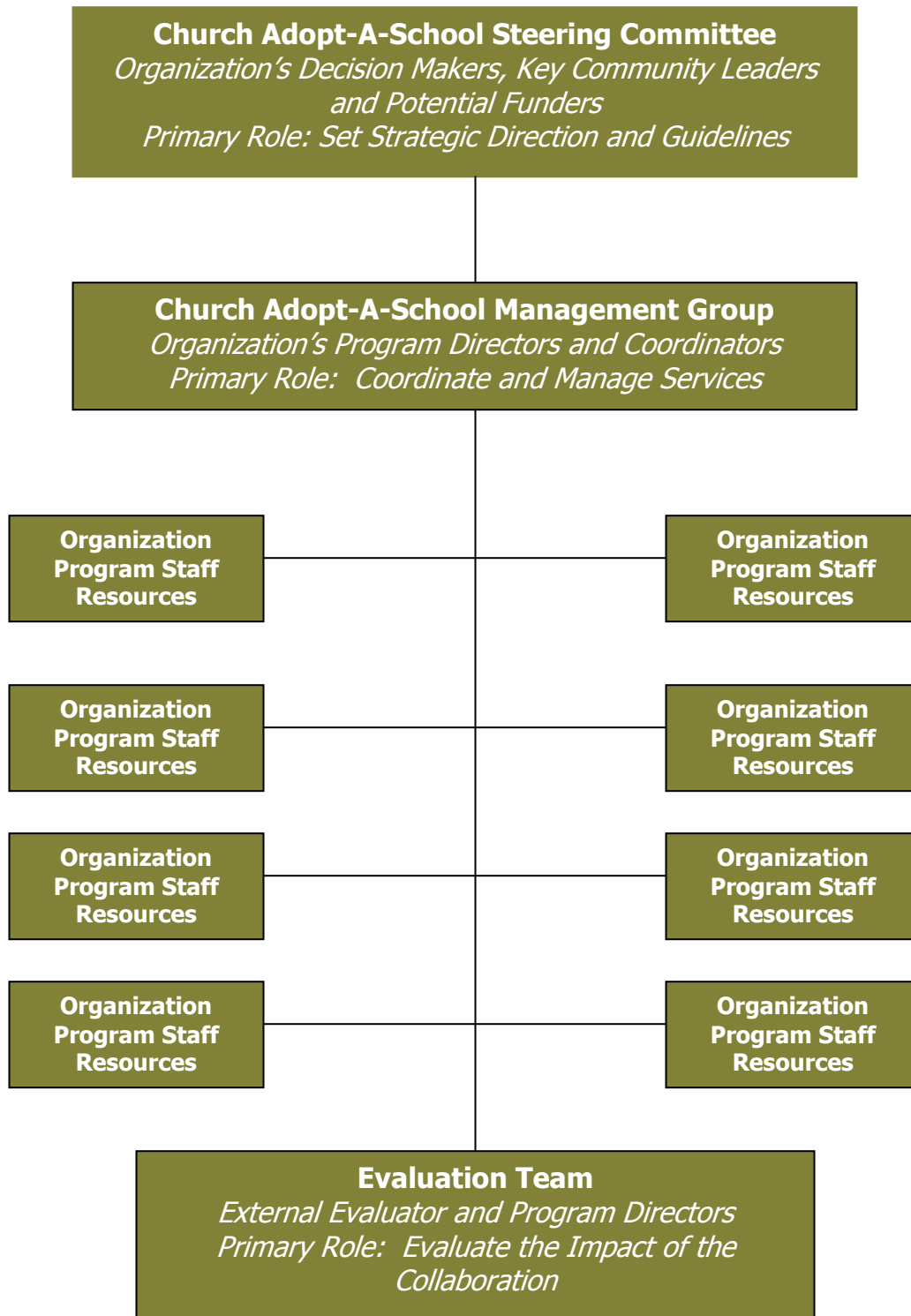


Exhibit 4:5:1
National Assembly for Youth Preliminary Findings 2002
 School/Community Collaborations Matrix

Obstacles to Collaboration Across the Board: Turf issues; Unclear roles and responsibilities; different perceptions of accountability; financial considerations; and different goals and philosophies

Elements of a Successful Collaboration (literature review)	Promising Practices in Collaboration (surveys & interviews)	Practical Application of the Promising Practice (site visits)
Shared vision and decision making	Establish a collaboration goal of finding common ground that is larger than any turf issue, where everyone's voice is heard. In after-school collaborations, that goal was often improving the well-being of children.	The way in which the collaboration achieves its goal is not stagnant. Time and experience often lead to a greater understanding of differing approaches and shared decision-making.
Clear communication structure	Create regular opportunities for open discussion among collaborative partners.	Use quarterly meetings, retreats, lists, advisory councils and/or working committee structures.
Key stakeholders involved from the beginning	Convene planning meetings before any action or decisions are taken. A lead agency needs to call the meeting, but should not make unilateral decisions, although funders may have imposed requirement.	Involvement in the planning process is more than a letter of support. All key players need to be at the table and valued for their unique contributions.
Strong link between academic and youth development programs	Decentralize decision-making to individual schools about how to balance after-school program activities between academic and youth development.	Create site-based committees to balance the youth development and academic activities. Fund a site-based coordinator who is responsible for managing the day-to-day program and involvement of the partners.
Clear roles and responsibilities grounded in the planning process	Use contracts, subcontracts, and letters of agreement to structure inter-organizational financial relationships and to define mutual rights and responsibilities.	School districts (or individual schools) use contracts, subcontracts, open purchase orders and letters of agreement to structure financial relationships with community agencies, to define goals, and to specify agencies' responsibilities.

Exhibit 4:5:2

National Assembly for Youth Preliminary Findings 2002

Obstacles to Collaboration Across the Board: Turf issues; Unclear roles and responsibilities; different perceptions of accountability; financial considerations; and different goals and philosophies

Elements of a Successful Collaboration (literature review)	Promising Practices in Collaboration (surveys & interviews)	Practical Application of the Promising Practice (site visits)
Consensus on clear goal(s) with a method for measuring success	Examine qualitative and quantitative measures of success, such as changes in attitude about collaboration.	Include an evaluation of the collaboration in the overall program evaluation.
Realistic timeline to accomplish goals, taking into account partners responsibilities outside of the collaboration	Develop methods to strengthen and reinforce relationships between individual school principals and the after-school program and its partners.	Create site-based problem-solving committees with representation from all partners.
Funding relationships should be established between schools, community and funding institutions	Create an investment with potential program funders by including them in all stages of the project from planning to implementation and sustainability.	Develop a community-level governing or advisory committee to discuss program issues and mobilize support related to sustainability issues.
Ongoing staff development and other efforts to ensure focus and avoid burnout	Provide initial and regular ongoing training for after-school staff and collaboration partners.	Use regular meetings, retreats, and electronic communications to foster ongoing dialogue about the project vision, goals, alternative philosophies on how children learn and develop, and relationship to project activities.
Responsive and active in the neighborhood and political process	Encourage the involvement of children, parents, the community, potential funders, elected officials and the media to support the program and its continued operation.	Use a community-wide Visioning Day to develop the program and Community Nights to engage the larger community in the project.

School/Community Collaborations Matrix

Building Partnerships with Public Schools

A church/school partnership is not really a novel idea. For years, churches have been a resource to neighborhood schools. Then what makes the Church Adopt-A-School initiative different? There are four factors that distinguish the initiative from others: a coordinated national effort, capacity-building training, program replication and urban/suburban church linkages.

Foremost, this is a national program—a call to action for churches or church-sponsored organizations to mobilize and adopt public schools in their communities. However, many churches and church-sponsored organizations are not ready to undertake such a project because adequate policies/procedures, hiring practices, record keeping systems, fiscal controls, and infrastructures for solid programs, fund-raising and marketing are not in place. The Church Adopt-A-School initiative creates an opportunity for churches and church-sponsored organizations to receive training

Know What Impacts Public Schools

- *No Child Left Behind Act*
- Adequate Yearly Progress
- State-wide Assessments
- State-wide Annual Objectives
- School Ratings: Low Performing, Acceptable, Recognized and Exemplary
- Title I Schools
- LEA—Local Education Agency
- SEA—State Education Agency
- School Improvement Plan

in organizational capacity-building and program development. Churches can also use the information in the Toolkit to replicate The Turn•Around Agenda program model in Dallas, Texas. In addition, the Church Adopt-a-School initiative calls for connecting urban churches to the resources of suburban churches, thereby, strengthening the urban churches' ability to deliver services.

Building partnerships with schools should be a natural process for churches. A good number of students, parents, school administrators and teachers attend churches in their communities. However, as you can see from Exhibit 4:5, there are numerous barriers to building successful partnerships with schools. Even with relationships in place, it can still be very

challenging to achieve viable, sustainable partnerships. As in any worthwhile endeavor, it takes shared vision, common goals, a strong desire to work with other groups, time commitment to tasks, extreme communication and trust to build effective partnerships.

Probably, the most important aspect of effective collaboration is cultivating relationships and building trust among the partners. The first step toward that effort is an understanding of your partners, their priorities and most pressing issues.

Today's public schools are much more than education institutions; however, their mission continues to be academic achievement. Churches and church-sponsored organizations, on the other hand, address academic issues as part of their continuum of services; however, their commission is the spiritual development of the individual, family and community, which impacts the whole of life.

The onus is on churches and church-sponsored organizations to understand school terminology, the school's philosophy of learning, and the connection between youth development and academic achievement. Forging partnerships with churches and schools by finding common ground without compromising the other's mission is achievable and can have staggering results on communities.

Let's get started. The process of adopting schools can take place right in your church. At this stage, the assumption is made that a solid organization infrastructure is in place before initiating the following process.

**Special Considerations for
Maintaining Partnerships with
Schools**

Source: JUMPstarting Your Program

- Be sensitive to the larger school environment—are they receptive to community involvement?
- Be aware of the existence of other outside programs in the school to avoid duplication of efforts.
- Understand that school staff and administrators may have had negative experiences with previous outside programs.
- Be sure your staff and/or volunteers are aware of and sensitive to the school culture.

Step 1: Identify Existing Relationships

Bring together parents of school-age children, teachers and school administrators in your church for an in-depth discussion on school issues. Include suburban churches with which you have relationships in this discussion. See section on An Urban and Suburban Church Partnership.

Step 2: Identify Community Stakeholders with a Vested Interest

Involve your board of directors, community, foundation and business leaders in preliminary discussions. Use existing relationships to bring these individuals to the discussion table.

Step 3: Decide Meeting Format

Consider hosting a luncheon, dinner or retreat for the first discussion forum. It is important to create a relaxed atmosphere for open discussion.

Step 4: Identify Public Schools and Conduct Needs Assessment

Identify the public schools in your area, conduct surveys and/or collect statistical data on academic performance and social issues affecting targeted schools.

Step 5: Ask Schools about Program Preferences

Conduct a survey with teachers to find out the types of services they want for their children and other ways your church or church-sponsored organization can serve as a resource to them. This is so important because schools have to meet specific annual learning objectives and will need to connect youth development programs to those objectives.

Step 6: Bring Everyone to the Program Planning Table

With help from teachers, parents, students and other community groups, plan very specific program activities to address those needs.

Step 7: Develop Human Resources

Determine the expertise, skill set and qualifications of staff and volunteers needed to implement services. Recruit these individuals from your church, the suburban church partner and the community.

Step 8: Determine Additional Resources Needed

Determine facility needs, furniture, office and recreational equipment, supplies and curricula that will be used in the programs. It is important to decide what resources the church (urban and suburban) and school(s) will bring to the collaboration. Will program activities take place at the school, church or a combination of the two?

Step 9: Admit You Can't Do It All

Be honest with yourself about what you can't do. Use results of a community assets mapping to identify other community-serving organizations in your area. Enlist these community groups to work with you to meet the extensive needs of the schools. Remember to ask individuals and organizations to do only what they can and want to do.

Step 10: Look for Money and In-kind Donations

Identify potential donors—individuals, corporations, foundations, and government—that can provide the initial and on-going funding and in-kind support for the program. Use the influence of wealthy suburban churches to obtain support for the program. Include some of these individuals in your initial discussions to gain their interest and investment. Look in your organization, the school(s) and/or community for a good writer(s).

Step 11: Formalizing the Partnerships

Obtain letters of agreement or memoranda of understanding with adopted schools, churches and other community agencies involved with the effort. Make sure clear

roles, responsibilities, and expectations, specifically financial expectations, are outlined in your agreement. It is best to talk out the agreement in a planning meeting of the partners.

Step 12: Communicate and Communicate Some More

Establish a communication plan to keep partners informed, involved and accountable. This is one primary way to build trust and increased involvement among partners.

Step 13: Establish Regular Meetings

Set quarterly meetings with the steering committee—high profile individuals and decision makers and monthly meetings with the management team—program directors and coordinators. (See Exhibit 4.4) Keep documentation of your meetings including attendance, discussion and action items. (See Exhibit 4.8)

Step 14: Be Considerate of Partners' Time Outside the Collaboration

Be very specific about time commitments required of the partners. The amount of time expended by partners on the project should be fair and realistic. Honor the partners' commitment to the project by starting and ending meetings on time.

Step 15: Obtain Community Buy-in

Host educational, public awareness and social events to build momentum for the initiative. At this stage, the collaboration is active and well organized.

An Urban and Suburban Church Partnership

Sunday mornings continue to be the most segregated hour in our country, although in recent years, more and more multi-racial churches have emerged. The Church Adopt-A-School initiative provides a venue for white and African American churches (small and large) to join forces, not only to create better communities, but also to have a significant influence on race relations. This initiative is calling upon urban

churches to seek out suburban churches that are looking for ministry opportunities in urban communities.

Building the Partnership
Source: *JUMPStarting Your Program*

- **Be clear about your interests and your partners' interests.**
- **Be alert to potential "turf issues."**
- **Agree on the goals of the partnership.**
- **Identify who is responsible for what tasks.**
- **Be specific about any financial arrangements.**
- **Discuss the topic of liability for any injuries or other damages to participants.**
- **Agree on the measure of success for the partnership.**
- **Be certain that you are able to carry out your end of the bargain.**
- **Be certain that your partner is able to carry out its end of the bargain.**
- **Make a commitment to have open, ongoing communication and establish a procedure for ensuring that this communication takes place.**
- **Assign one person in your organization to be the liaison with the partner organization and vice versa.**

Some suburban churches already have outreach programs in urban areas or provide monetary, in-kind and/or volunteer support to urban programs.

The national attention given to the Church Adopt-A-School initiative will encourage more urban and suburban churches to connect in their communities.

The Urban Alternative plans to use its resources to help facilitate viable urban and suburban church partnerships throughout the country. Dr. Evans' national media platform will outline the numerous ways suburban churches can empower urban churches, so that when these groups connect, they know the expectations beforehand.

Look at the agency capacity assessment in Chapter 5. Assessment results may help you identify areas in which a larger, more organized church can provide assistance. Larger churches may be able to provide potential board members;

access to funding sources (many corporate and foundation leaders attend large churches in suburban communities); leadership training; staff development; in-kind donations of furniture, equipment, and supplies; mission support; volunteers; a system of fiscal controls; facility acquisition and more.

It's important to note this is a shared partnership—a pooling of resources of both groups. When larger, wealthier churches are willing to invest significant time and resources (human and monetary) in your community, please involve them in the planning and decision-making process. Be able to demonstrate the investment you make in your community—*for charity begins at home*.

Maintaining the Partnership
Source: JUMPstarting Your Program

- **Communicate regularly.**
- **Fulfill any promises you make to the partner organization.**
- **Be very specific about any requests you make.**
- **Be persistent, but not annoying, in following-up on unfulfilled commitments made by the partner.**
- **Be flexible.**
- **Address and resolve problems as soon as they arise.**
- **Whenever practical, encourage staff or members of the partner organization to serve on your board or committees.**
- **Give the partner organization public recognition for its contributions.**
- **Remember that partnerships between organizations often depend on particular individuals within each organization.**
- **Over time, reassess the costs and benefits of the partnership both to you and the partner.**

Having said that, follow these key steps to initiate partnerships with an urban or suburban church:

1. Start with a church relationship you have and offer to partner with them for the planning and implementation of the program.
2. Get referrals from pastors in your area and/or work with the local Ministerial Alliance for establishing contacts and developing relationships with community pastors.
3. Contact your denomination's headquarters to see if they are aware of any churches in your area to approach and involve in the initiative.
4. Use local Christian colleges to seek church partners.
5. Call The Urban Alternative to see if they can identify a potential church partner(s) in your area.
6. Start initial discussions with potential church partners prior to involving the schools. It's better to establish, although not necessary, a committed partnership before approaching schools.

Formalizing the Partnership: Memorandum of Understanding

Believe it or not, Christians need formal agreements in place before undertaking a joint venture. The agreement is not to obligate the church or church-sponsored organization to a contract; in fact, this type of formal agreement is not a contract. The purpose is simply to have a written understanding of roles, responsibilities, expectations and accountability. Even with the best intentions, studies show that collaborations don't succeed because of unclear roles and responsibilities; different perceptions of accountability; financial misunderstandings; and different goals and philosophies. (See Exhibit 4.5)

A memorandum of understanding or letter of agreement defines the purpose of the agreement, organizational roles, responsible parties for activities and resources, policies to abide by, fiscal administration (if money is involved), and signatures of persons who have the authority to commit their organizations' time and resources. (See Exhibits 4.9 and 4.10) It should include the length of time in the agreement and a statement allowing either party to dissolve the agreement at any time, preferably giving a notice of 30 days.

Other considerations for the agreement include:

- Goals and Desired Outcomes
- Procedures for Resolving Conflict
- Confidentiality Guidelines
- A System of Information Sharing
- Grant Management (if applicable)
- Decision-making Authority (Approval Protocol)
- Evaluation of the Collaboration

Evaluating the Collaboration

Anything worth doing is worth evaluating. The mere mention of the word "evaluation" conjures up fear. No one, including organizations, likes to be under

scrutiny. The intent of the evaluation is not to catch you in the act or point out bad things about the organization.

It is a tool that helps the organization to better understand its mission and achievement of goals. (See Exhibit 4:11) The evaluation gets you to ask questions about what you are trying to accomplish; how you will accomplish it; the resources you will need; the indicators used to determine success; and how you validate that success.

The benefits of evaluating the collaboration are innumerable and can open doors of greater opportunity both on a local and national level. The number of ways an evaluation can serve the organization include, but is not limited to:

- Identifying and building on the strengths of the collaboration
- Allocating and leveraging the organizations' resources more effectively
- Identifying training needs of partnering organizations' staff and volunteers
- Pinpointing gaps in services for public school youth and families
- Using evaluation findings to recruit new partners (to close gaps in services); create visibility for the initiative; and generate funding.

Exhibit 4:6:1 Survey of Teacher Program Preferences

Source: *Beyond the Bell*, NCREL

We need your help! We want to create an after-school program that meets the needs of students, families, and teachers. Please tell us what activities you think we should offer and let us know what role, if any, you would like to play in the after-school program. This survey will take only a few minutes to fill out. Please give your completed survey to:

_____ (name) by _____ (date).

If you have questions, please contact _____ (name),
_____ (telephone number). Thank you for your time!

- 1. Based on your experience with students, what types of activities do you think we should provide in an after-school program? (rank your top eight choices from 1 to 8, with 1 as your top choice)**

- | | | |
|--|---|--|
| <input type="checkbox"/> Chess | <input type="checkbox"/> Basketball | <input type="checkbox"/> Cooking |
| <input type="checkbox"/> Community service | <input type="checkbox"/> Cheerleading | <input type="checkbox"/> Dance |
| <input type="checkbox"/> Computer club | <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Drama |
| <input type="checkbox"/> Homework help or tutoring | <input type="checkbox"/> Martial arts | <input type="checkbox"/> Field trips |
| <input type="checkbox"/> Junior Achievement | <input type="checkbox"/> Soccer | <input type="checkbox"/> Music |
| <input type="checkbox"/> Photography | <input type="checkbox"/> Softball/baseball | <input type="checkbox"/> Peer counseling/conflict resolution |
| <input type="checkbox"/> Poetry writing | <input type="checkbox"/> Volleyball | <input type="checkbox"/> Woodworking |
| <input type="checkbox"/> School newspaper | <input type="checkbox"/> Cosmetology | <input type="checkbox"/> Other |
| <input type="checkbox"/> Science experiments | <input type="checkbox"/> Arts and crafts | |
| <input type="checkbox"/> Aerobic exercise | <input type="checkbox"/> Card and board games | |

- 2. What do you think would be the best ways to promote the after-school program to students? (check all that apply)**

- ☐ Student-designed posters
- ☐ Flyers mailed home
- ☐ Student word of mouth
- ☐ Teacher encouragement to attend
- ☐ Presentations by students who are in the after-school program
- ☐ Articles about the program in the school newspaper
- ☐ Daily announcements about the program (read by an adult) over the PA
- ☐ Daily announcements about the program (read by a student) over the PA
- ☐ Announcements at PTA/PTO meetings
- ☐ Small incentives for students who come to the first meeting of a club/activity
- ☐ Larger incentives—such as homework passes, gift certificates, or other treats for students who regularly attend activities
- ☐ Other (please specify): _____

Exhibit 4:6:2

Survey of Teacher Program Preferences

3. In what ways do you think teachers (not necessarily you) should be involved in the after-school program? (check all that apply)

- ☐ Teacher input into the selection and design of programs offered
- ☐ Communication between teachers and after-school staff regarding student needs and integrating after-school activities with classroom lessons
- ☐ Teachers as instructors in the center
- ☐ Teacher input into the use of classrooms and equipment
- ☐ Other (please specify): _____

4. Would you like to be involved in planning or offering after-school activities?

- ☐ Yes ☐ No

If yes, please contact [Name] _____

5. Would you be interested in being an instructor in the after-school program?

- ☐ Yes (go to question 6) ☐ No (you are finished with the survey)

6. If you are interested in being an instructor, please answer the following questions:

What is your name? _____

What classes/clubs would you be interested in running? _____

How many hours per week would you be willing to act as an instructor? _____

How many days per week would you be willing to act as an instructor? _____

What grade levels would you want to instruct? _____

Thank you!

Exhibit 4:7 Calculating In-Kind Contributions

Source: *Beyond the Bell*, NCREL

You will want to know the value of the in-kind services that your partners provide to your program. This information is useful when applying for funding or making presentations about the contributions of partners to the collaborative effort. By calculating the value of these in-kind contributions, you can make a powerful statement about the community's support for the stability of the program. Use this tool to calculate the amount of in-kind contributions your program receives.

\$ _____ **SPACE**

Use the fair rental value. Real estate agents or property managers should be able to give you an estimate of that value. Be sure to include the value of utilities—heat, cooling, electricity, and phone if they are provided.

\$ _____ **GOODS AND SUPPLIES**

Calculate the fair market value of each item—what it would cost you to purchase it.

\$ _____ **EQUIPMENT**

Calculate the fair market value. Check with an equipment rental company to find out what it would cost you to rent similar equipment.

\$ _____ **PERSONNEL SERVICES**

If another agency contributes staff to your after-school program, you can calculate the value of that staff by dividing their combined annual salary by 2,080 (the number of hours in a 52-week work year) to obtain the hourly rate times the number of hours of service. The result is the value of their in-kind contribution.

For volunteers, there are two ways that you can calculate the value of their efforts. For nonprofessional volunteers, use the minimum wage and multiply by the number of hours served. For professional volunteers, use the same formula that you would for personnel services.

Often, partners will do mailings, make copies, and send staff to meetings. All of these are in-kind contributions. Be sure to count them.

\$ _____ **OTHER**

\$ _____ **TOTAL IN-KIND CONTRIBUTIONS**

Exhibit 4:8
A Sample Community-based Process Form
Church Adopt-A-School Coalition
Meeting Documentation Form

Location: _____
Time Frame: _____
Date: _____
Purpose: _____

Attendance	
Organization's Name	Type of Organization

Discussion Items:

1. _____
2. _____
3. _____
4. _____
5. _____

Action Items:

1. _____
2. _____
3. _____
4. _____
5. _____

Staff Signature

Date

Exhibit 4:9

A Sample Memorandum of Understanding

An After-school Technology Program

This agreement is entered into between _____ thereafter referred to as _____ and the below listed School, hereinafter referred to as the Organization.

Organization: *School Name*
 Address
 City, State, Zip code

Purpose

To formally establish a relationship between _____ and _____ in coordinating services for the Community Technology Center program benefiting students in grades 9 through 12 who have academic skills significantly below grade level or have not attained proficiency on the (your statewide standardized test).

[Your Organization's Name] Agrees to:

- a) Provide supplemental instruction using technology to improve the academic performance of low-achieving students in reading, language arts and/or mathematics.
- b) Use instructional strategies that have proven to be effective for increasing the academic performance of low-achieving students.
- c) Align instructional activities with the curriculum objectives of the school.
- d) Hold regular parent and teacher conferences to provide test data and progress reports on students.
- e) Participate in monthly progress meetings with the school.
- f) Make the necessary adjustments in the individual education plans of students based on recommendations by the school.
- g) Give students and/or family members in need of special services access to other programs provided by the organization.
- h) Provide an incentive program for students consisting of tangible rewards for regular participation and mastery of skills.

The School Agrees to:

- a) Identify students with the greatest need for supplemental instruction in reading, language arts and/or mathematics.
- b) Provide _____ with test data and other relevant information on students, subject to written parental consent in accordance with federal laws, specifically FERPA that will aid project staff in the development of individual education plans.
- c) Share its curriculum plan and goals with _____.
- d) Include _____ on parent conferences and any other meetings affecting participating students.
- e) Participate in monthly progress meetings with _____.
- f) Provide additional course credit or points for students who excel in the program.
- g) Include _____ project staff in the school's professional development and training relevant to the purpose of the project.

General Conditions

- a) Both parties will designate individual(s) to serve as liaison in order to facilitate matters in a reasonable and timely manner.
- b) Both parties will comply with all laws according to the State of [your state] and the Federal Government of the United States.
- c) Both parties will comply with Title VI of the Civil Rights Act of 1964, (P.O.88.352) and in accordance with Title VI of that Act, no person shall, on grounds of race, color, or national origin, be excluded from participation in or be denied benefits of or otherwise subjected to discrimination in the delivery of services.

Agreement Period

This agreement shall be in effect for the period beginning _____ and ending _____ (usually one year). Either party may choose to dissolve this agreement with written notice, allowing thirty days to provide resolution with participants.

Signature	Date	Signature	Date
Name	Title	Name	Title
Organization		Organization	

Exhibit 4:10:1
A Memorandum of Understanding Worksheet
Urban and Suburban Church Partnership
Adapted from JUMPstarting Your Program

We are looking forward to a partnership with your organization. This agreement between [name of your organization] and [name of partner organization] specifies the expectations of the partnership.

Partnership Goals

[Name of your organization] and [name of partner organization] agree to work together to:

-
-
-

Roles and Responsibilities

[Name of your organization] agrees to:

-
-
-

[Name of partner organization] agrees to:

-
-
-

Finances and Liability

[Name of your organization] agrees to:

-
-
-

[Name of partner organization] agrees to:

-
-
-

Exhibit 4:10:2 A Memorandum of Understanding Worksheet

Evaluation

We agree to use these criteria to identify whether the partnership is achieving its goals:

-
-
-

[Name of your organization] will:

-
-
-

[Name of partner organization] will:

-
-
-

Communication

We commit to open and regular communications:

- Who (name and title) in each organization will be primarily responsible for the ongoing communication?
- How and how often will the communication take place?

Agreement Period

This agreement shall be in effect for the period beginning _____ and ending _____ (usually one year). Either party may choose to dissolve this agreement with written notice, allowing thirty days to provide resolution with participants.

Signature

Date

Signature

Date

Name

Title

Name

Title

Organization

Organization

Exhibit 4:11:1

A Sample Collaboration Survey

*Adapted from the National Assembly of Health & Human Service Organizations
Collaboration Study*

This survey includes background questions about your collaboration and asks questions about the process and accomplishments of the collaboration.

Background Questions: Please answer each question below. Check one answer using the options provided or fill in the blank.

1. What kind of organization do you represent in the Church Adopt-A-School collaboration?
 - ☐ Urban Church
 - ☐ Suburban Church
 - ☐ School
 - ☐ A Community Partner (please specify) _____
 - ☐ Other (please specify) _____
2. Is your community located in an inner city, suburban or rural area?
 - ☐ Inner City
 - ☐ Suburban Area
 - ☐ Rural Area
 - ☐ Other (please specify) _____
3. How long has your organization been a member of the collaboration?
 - _____ Month(s)
 - _____ Year(s)
4. How many schools are involved in your collaboration? _____
5. How many churches are involved in your collaboration? _____
6. How many other community agencies are involved in your collaboration? _____

Collaborative Composition: Please tell us about the composition of your Church Adopt-A-School collaboration.

7. Our collaboration includes the following types of organizations and/or people as formal members. (Please check all that apply)
 - ☐ Youth
 - ☐ Parents
 - ☐ Clergy
 - ☐ Church Staff
 - ☐ Public School Teachers
 - ☐ Public School Administrators
 - ☐ Public School Counselors
 - ☐ Child Development Experts

Exhibit 4:11:2 A Sample Collaboration Survey

- ☐ Youth Development Experts
- ☐ Vocational or Adult Education Experts
- ☐ Workforce Development Representatives
- ☐ Healthcare Representatives
- ☐ Local and Community College/University Representatives
- ☐ Law Enforcement Representatives
- ☐ Business Community
- ☐ Foundation Community
- ☐ Community and Political Leaders
- ☐ Housing Agencies
- ☐ Other Key Stakeholders (please specify) _____

8. How often does your collaboration meet? (Please check one answer)

- ☐ Weekly
- ☐ Monthly
- ☐ Quarterly
- ☐ Other (please specify) _____

Process Collaboration: Please answer the following questions, using the four-point scale provided.

9. To what extent did you and the members of your collaboration:

	Not at all 1	Somewhat 2	Mostly 3	Fully 4	Don't Know or N/A
Engage in a visioning process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agree on the mission of your Church Adopt-A-School project?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agree on goals for your Church Adopt-A-School project?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss different philosophies about how children learn and develop?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exhibit 4:11:3 A Sample Collaboration Survey

	Not at all 1	Somewhat 2	Mostly 3	Fully 4	Don't Know or N/A
Agree on a philosophy about how children learn and develop for purposes of measuring project outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agree on specific measures of success for your project?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearly defined roles, responsibilities and expectations for partner organizations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make decisions about the use of school and/or church facilities as a group or collective collaboration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage, discuss and exchange alternative viewpoints?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a clear time-line with specific milestones?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share in-kind resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share financial resources (cash)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in your community's political process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exhibit 4:11:4 A Sample Collaboration Survey

Collaboration Accomplishments: Please check all that apply.

10. Our Church Adopt-A-School collaboration has accomplished the following: (please check all that apply)

- ☐ Established formal links with schools, churches and community organizations.
- ☐ Improved relationships between participating schools, churches and community organizations.
- ☐ Expanded and improved opportunities for children to participate in the Church Adopt-A-School programs.
- ☐ Developed materials about collaboration for our partner organizations.
- ☐ Participated in training about collaboration.
- ☐ Overcame turf issues between schools, churches and community organizations.
- ☐ Achieved agreed upon program goals.
- ☐ Operated a better program because of the collaborative effort.
- ☐ Other (please describe): _____

Collaboration Accomplishments: Please answer the following questions using the scales provided.

11. Given your goals and objectives, overall how would you rate the success of your collaboration?

Not at all Successful 1	Somewhat Successful 2	Mostly Successful 3	Highly Successful 4	Don't Know	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. To what extent would you describe your Church Adopt-A-School collaboration as a successful partnership between the school(s), church(es), and community organizations?

Not at all Successful 1	Somewhat Successful 2	Mostly Successful 3	Highly Successful 4	Don't Know	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exhibit 4:11:5 A Sample Collaboration Survey

13. How satisfied are you with the collaboration experience in your Church Adopt-A-School project?

Not at all Successful 1	Somewhat Successful 2	Mostly Successful 3	Highly Successful 4	Don't Know	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Is there anything that you would like us to know about the challenges or successes of your Church Adopt-A-School collaboration?

15. In order to gain further information about promising collaborative practices, would you be willing to be interviewed about your collaborative experiences?

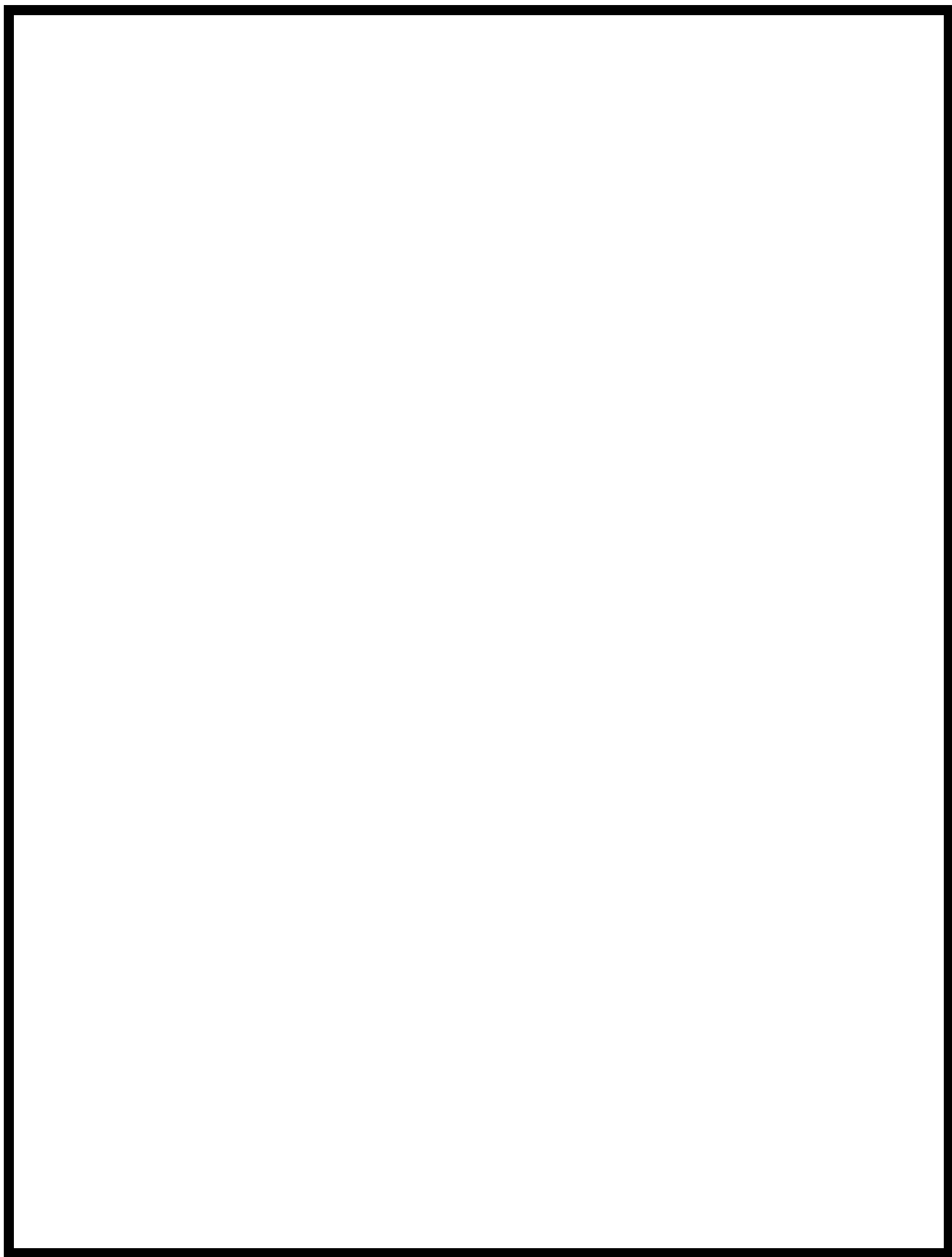
☐ Yes ☐ No

If yes, please provide the following information:

Name: _____ Title: _____

Organization: _____

Phone Number: _____ Email: _____



Course Objectives

Participants will understand:

- Capacity Building
- Organizational Structure:
To Be or Not To Be a Separate Organization
- Assessing Your Organizational Infrastructure
- How to Construct Vision and Mission Statements
- The Steps to Building Strong Oversight (Board Of Directors)
- The Importance of a Strategic Plan
- The Basics of Human Resource Management
- Exempt and Non-Exempt Employees
- The Basics of Volunteer Management
- Proper Internal Fiscal Controls

Capacity Building

Before taking on any new project, the first step toward success is assessing your internal capacity to carry it out. In an internal assessment you identify your strengths, resources and needs, and you develop a plan for ensuring the success of your effort. This section of the National Church Adopt-A-School Toolkit provides the tools to assist church leaders in assessing and then strengthening your church's internal capacity to carry out a Church Adopt-A-School Program. We will examine:

Organizational Structure - We will address the question of whether or not to establish a separate non-profit organization to carry out the day-to-day Church Adopt-A-School Program operations. This is a key first step.

Organizational Infrastructure - This includes an assessment of:

- Vision and Mission
- Leadership and Oversight
- Community Awareness
- Roles of Partnering Organizations
- Policies and Procedures
- Staffing
- Funding Stability and Fiscal Control and
- Access to Supportive Resources for Sustainability

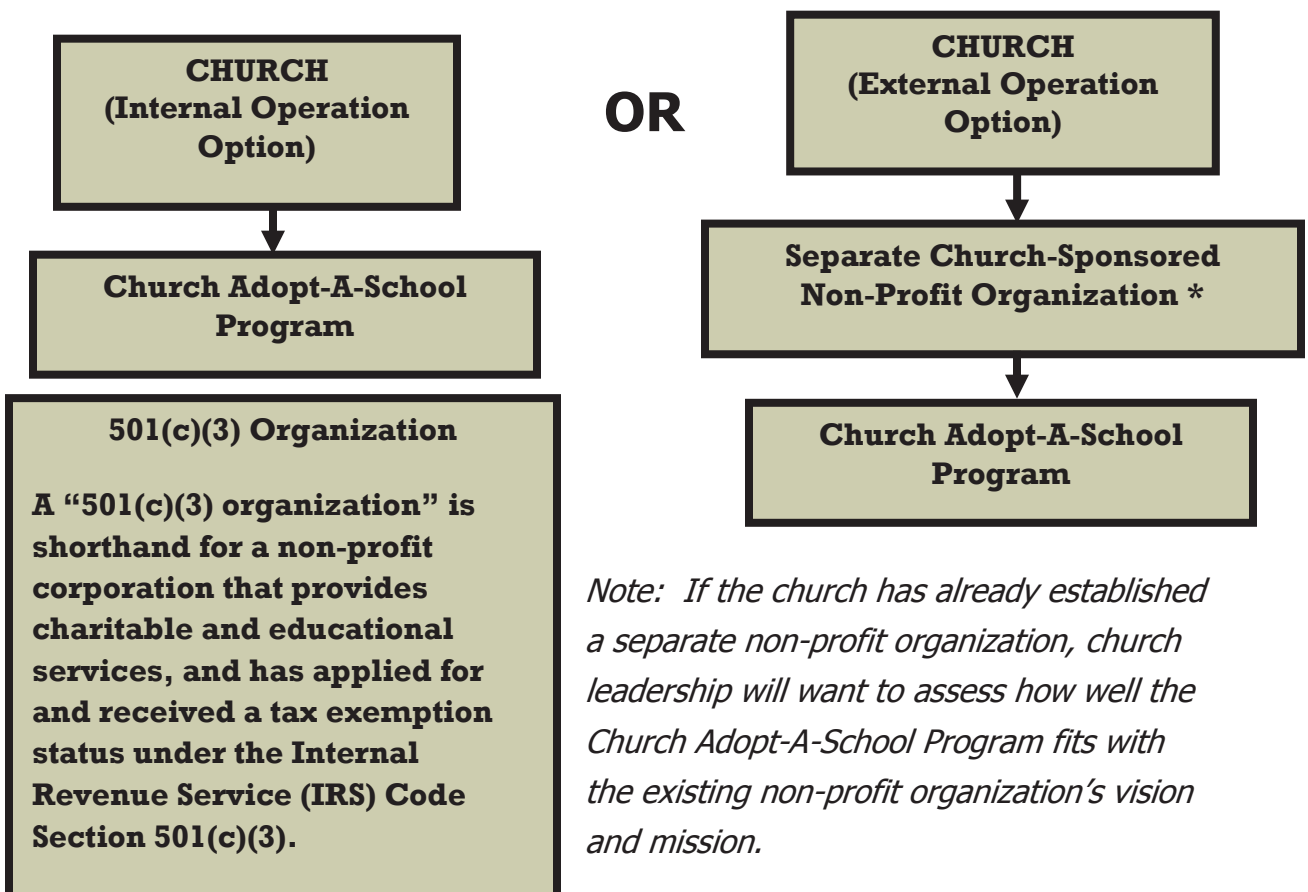
Organizational Structure To Be or Not To Be a Separate Organization

A first step in determining your church's capacity to carry out a Church Adopt-A-School Program is assessing the type of organizational structure that will best house the day-to-day program operations. Because the Church Adopt-A-School Program

operations are significant, time-consuming, staff-intensive, and different from the day-to-day operations of the church, most churches establish a separate, non-profit organization.

For a small fee, all states offer a Non-Profit Corporation charter to organizations established for charitable and educational purposes. Once the separate, non-profit corporation has been established, tax-exemptions from state franchise taxes and from federal income taxes can be requested. See Appendix A—*Forming a Nonprofit Organization Checklist*.

While churches can certainly implement a Church Adopt-A-School Program without forming a separate, non-profit organization, formation of such an organization is a first consideration. The following graphic depicts the two structural options a church may choose:



When referring to the separate non-profit organization, you will frequently hear the terms “NPO” and “501 (c)(3) organization.” “NPO” stands for “non-profit organization” (see glossary), and “501(c)(3) organization” is shorthand for a state-chartered, non-profit corporation that provides charitable and educational services, and has applied for and received a tax exemption status under the Internal Revenue Service (IRS) Code Section 501(c)(3). The benefits of forming a separate non-profit organization to implement your Church Adopt-A-School Program are many, including:

Separation of vision and mission

It is true that implementing the Church Adopt-A-School Program falls within the vision and mission of the church; however, the Program has its own vision and mission. It is the Church Adopt-A-School Program’s vision and mission that must be expressed to, and adopted by, the partnering schools and community-based organizations.

The church is not asking schools and community-based organizations to join the church, but to join the church in establishing a lasting church/school/ community partnership to meet the needs of children, youth and families within the community. This clarity and distinction in the two visions and missions is critical to the success of the Church Adopt-A-School Program, and it is easier to keep the two distinct and separate when there is a separate, non-profit organization for the Program.

Additional Oversight

Establishing a separate non-profit organization to implement the Church-Adopt-A-School Program does not mean that the church leadership relinquishes its oversight of the Program. Instead, a separate organization provides for additional oversight (see Board of Directors in the next section.) This expanded oversight not only provides additional protection for the church, it spreads the responsibility so as to not over-extend the church leadership.

Separation of financial operations

While a church's line-item budget can provide a clear designation of funds intended for use by the Church Adopt-A-School Program, having a separate organization provides additional benefits. Most churches will need to develop new sources of revenues to support the Program. These new sources may include corporate, foundation, and local, state and federal government grants. Having a separate non-profit organization helps to assure these entities that their funds are clearly separated from church funds. This separation also serves to provide protection for church members' financial support of the church.

A church that directly operates a Church-Adopt-A-School Program, or a separate, church-sponsored, non-profit organization can use this Toolkit. Therefore, the terms "church", "organization" and/or "church/organization" are used interchangeably.

Assessing Your Organizational Infrastructure

How well do you measure up? After determining the structure your church will use to implement the day-to-day operation of a Church Adopt-A-School Program, the next step is to assess the strength of your organizational infrastructure. The National Mentoring Center (NMC) has identified 10 key components of effective organizational capacity, which will help you pinpoint strengths and weaknesses in your infrastructure. Any cracks in your structural foundation will demand your attention and will get it one way or another.

Exhibit 5:1:1**Organization Self-Assessment***Adapted From the National Mentoring Center***1. Consistent Support from the Church and/or Board**

- ☐ If applicable, how closely does our church-sponsored organization fit with the mission and goals of the church?
- ☐ How closely does the Church Adopt-A-School Program fit with the mission of the church-sponsored organization if one already exists?
- ☐ How frequently does program staff communicate with church leadership and senior management of the organization and board?
- ☐ Do the organization's board members have leadership and/or decision-making roles within the church?
- ☐ Does program staff have decision-making roles within the church?
- ☐ Are our programs reflected in all planning documents and noted in the organizational chart?
- ☐ Do our programs receive appropriated space, equipment, management oversight, secretarial support and fiscal support from the organization and the church?
- ☐ Is the church leadership and our board of directors involved with and informed about our programs?
- ☐ What can our church and board do to address any gaps in church or organizational support?

2. A Written Statement of Purpose and a Long-Range Plan

- ☐ Does our church-sponsored organization have its own vision and mission statements?
- ☐ How do our organization's practices mirror the values and goals stated in our mission statement?
- ☐ Is our mission statement appropriate for our specific clients, stakeholders, and the community we are working in?
- ☐ Have we conducted a community needs assessment?

Exhibit 5:1:2

Organization Self-Assessment

- ☐ If so, was the assessment process effective in gathering the information we needed?
- ☐ What information did we learn about our community and youth?
- ☐ How has information gathered in the needs assessment been incorporated into our organization's practices and goals?
- ☐ Has our organization implemented a strategic plan process?
- ☐ How did we construct our planning process?
- ☐ How often will we review and revise our plan?
- ☐ Which stakeholders and community members were involved or should be involved in our planning process?
- ☐ What priorities has our organization established as a result of this initial planning?
- ☐ How will our organization use the answers to these questions to create a viable, inclusive long-range plan?

3. A Shared Understanding of Roles and Responsibilities with Partner Organizations

- ☐ How are staff, senior management, school and community partners and board members made aware of the requirements associated with our programs' grants and funding streams?
- ☐ Do our programs have written "memoranda of understanding" (MOU) documenting that each stakeholder is aware of and is able to fulfill his or her roles and responsibilities?
- ☐ What process do we have in place to ensure grant awareness of roles and responsibilities when turnover occurs in our partner organizations or in the staffing levels of our various programs?
- ☐ What is our process for ensuring compliance with an MOU?
- ☐ Is there a process in place to deal with a partner not fulfilling the agreed-upon MOU?

Exhibit 5:1:3

Organization Self-Assessment

- ☐ Is there sufficient communication with partner agencies regarding the progress of the program and the fulfillment of funding-related objectives?

4. Qualified and Trained Staff

- ☐ Does our church/organization have written job descriptions for all positions, which include minimum qualifications for knowledge, skills and experience?
- ☐ Do we require program personnel to have a background in youth development work, volunteer management, adult education, technology or in any other program administered by the church/organization?
- ☐ Do we diversify our advertisements for job openings within the program in order to receive the largest possible applicant pool of qualified Christian candidates?
- ☐ What is our process for screening qualified candidates to ensure that they are a good match?
- ☐ Do we screen staff members for safety and liability factors?
- ☐ How do we orient new staff members? Have we developed a written staff orientation guide?
- ☐ What type of initial training do we offer staff?
- ☐ What ongoing professional development opportunities does our church/organization make available to staff, including networking, training and reflection?
- ☐ Has our program experienced staff turnover that has impacted the quality of services in the past?
- ☐ If so, have we implemented support services in an effort to minimize future turnover?

5. Agency Reflects the Diversity of the Community and Youth Served

- ☐ How does our church/organization value diversity?
- ☐ Does our church/organization have nondiscrimination hiring policies and practices?

Exhibit 5:1:4

Organization Self-Assessment

- ☐ Do our mission and statement of purpose contain specific language that refers to how our church/organization values and supports a diverse workplace?
- ☐ How do our staffing and volunteer patterns reflect the diversity of the people we work with and of our community as a whole?
- ☐ How diverse is our board or advisory committee?
- ☐ In what ways can our recruitment efforts and community involvement be enhanced by increasing and utilizing the diversity of our church/organization?
- ☐ Is our program aware of diversity in all forms of communication generated by our program, including forms, recruitment materials and website?

6. Written Policy and Procedures Manual That Reflects Recognized Quality Assurance Standards

- ☐ Do key staff members in our church/organization have a working knowledge of best practices in nonprofit management?
- ☐ Does our state also have a list of recommended best practices that we need to be aware of?
- ☐ Has our church/organization developed a written policy and procedures manual?
- ☐ Does our policy and procedures manual include explicit written policies on staff and volunteer recruitment, orientation and training, parent/child orientation, eligibility screening, program procedures and an evaluation process?
- ☐ Does our operations manual reflect commonly accepted elements of effective practice?
- ☐ Does our operations manual also include policies and procedures around employment, personnel, confidentiality, child abuse, workplace safety, record keeping and service delivery?
- ☐ How do we orient new and current staff to the contents of our policy and procedures manual?
- ☐ Is our policy and procedures manual accessible?
- ☐ How often is this manual used or referred to when your staff has questions about the policies and procedures of your organization?

Exhibit 5:1:5

Organization Self-Assessment

7. Access to Training and Technical Assistance Services

- ☐ What training and technical assistance are available to our staff, administrators, board members and volunteers?
- ☐ Have we identified the local, state, and national organizations that can provide resources to our programs?
- ☐ What type of technical assistance have we received previously (publications, Web resources, participation in listservs, phone or email consultation, training, onsite visits, etc.)?
- ☐ Do we have a designated "resource center" that contains research, publications, and written contact information and Web addresses for program assistance?
- ☐ Do we encourage program personnel to work or network with other professionals in their field as a part of ongoing professional development?

8. Community Awareness of the Agency and Program

- ☐ What is our reputation in the community?
- ☐ How are we assessing the community's perceptions (focus groups, community surveys, etc.)?
- ☐ What type of media and community outreach are we or should we be engaged in?
- ☐ What are the strengths and selling points of our church/organization and have we identified these traits?
- ☐ How will we improve the marketing of our church/organization?
- ☐ What resources in our community are available to help us communicate our message and promote our church/organization and its programs?
- ☐ If already existing, is there anything that our church/organization is particularly known for? What is our niche?
- ☐ How are funding, recruitment, and community involvement strategies connected to our ability to make others aware of the program's success?

Exhibit 5:1:6

Organization Self-Assessment

9. Written Long-term Funding and Sustainability Plans

- ☐ Does our church/organization or program have a plan for its future financial sustainability?
- ☐ Have we created a resource development committee?
- ☐ What businesses, community foundations, government and individual funding sources are we aware of that we might tap into for future funding?
- ☐ Are these funding sources represented on our advisory board?
- ☐ Who is responsible for securing these funds and what is this individual's role?
- ☐ Are we aware of technical assistance providers or print and web resources that can guide us in our fundraising efforts?

10. Use of Evaluation Data for Agency Purposes

- ☐ How does our church/organization assess its services?
- ☐ What is the value of evaluation?
- ☐ How can our church/organization benefit from participating in local and national evaluations?
- ☐ What are the evaluation requirements of our funding sources?
- ☐ What working system do we have in place to evaluate our services?
- ☐ Who are the program staff responsible for performing assessments and how do they communicate the results to other staff and stakeholders?
- ☐ How has our program utilized evaluation data to improve its services, marketing, and community relations?
- ☐ Do we have appropriate staffing necessary for data collection and input?

Constructing the Vision and Mission Statements

There is much confusion surrounding vision and mission statements and their importance to the success of an organization. Too often, organizations spring up without a clear vision of the desired future and their plans to get there. Questions such as how you want your community to look five to ten years from now and what you will do to get there will help you recognize the vision (the desired future) and mission (what you plan to do to realize the vision) of the organization. A vision may not be achievable in one's lifetime, but the mission is present, achievable and should be reviewed regularly to determine how close the organization is to achieving the vision.

Your vision—the desired future—reflects your core values and beliefs and sets in motion a proactive direction for the organization. It is the focal point in the development of a plan of action—the mission. Therefore, the mission becomes the driving force of your organization.

Everyone connected to your organization should internalize the mission so that it directs the organization's planning and programming. The mission is a broad statement that summarizes your plan of action. It should be short, concise and measurable.

The following questions and examples will help clarify the distinctions between a vision and mission statement and enable you and your board of directors (if one is formed at this stage) to devise clear and concise statements regarding the present (mission) and future (vision) of the organization and the community.

Key Terms

Values

Principles, qualities or entities that are intrinsically desirable. Values operate with beliefs to create meaning and motivation in our lives.

Community Norms

Basic orientations about whether a behavior is right or wrong, acceptable or unacceptable.

Vision (The desired future)

- What is the current culture of your community—beliefs, values, norms (behaviors, negative or positive, that are tolerated or accepted in the community)?
- What core values, beliefs and norms would you like to see in the future (spiritual,

economic, health, safety, education, etc.)?

- Which of these will you address?

Mission (What, Who and How)

- What are you trying to accomplish?
- Who will benefit?
- How will it be done?

Examples:

Oak Cliff Bible Fellowship Church

Vision Statement: *To have transformed lives that reflect the values of the Kingdom of God.*

Mission Statement: *To disciple the church to impact the world.*

- What are you trying to accomplish: Impact the world
- Who will benefit: The world
- How will it be done: Discipling the church

The Turn-Around Agenda

Vision Statement: *To have transformed communities that reflect the values of the Kingdom of God.*

Mission Statement: *Rebuilding communities from the inside out with comprehensive, faith-based programs and community partnerships designed to transform the lives of urban youth and families.*

- What are you trying to accomplish: Rebuilding of communities
- Who will benefit: Urban youth and families
- How will it be done: Comprehensive, faith-based programs and community partnerships designed to transform lives

The Essence of the Mission

- Clear and Concise
- Core Values and Beliefs
- Serving the Public Good
- Powerful
- Measurable

Building a Strong Oversight Body - The Board of Directors

For churches choosing to implement the Church Adopt-A-School Program directly, the term “board of directors” may not be a natural fit. However, regardless of the fit of the term, it is essential to note that “board of directors” refers to members of the oversight body. In a church, it is often referred to as the Elder Board. The strength and capacity of the oversight body is important whether the Church Adopt-A-School Program is implemented by a church or a separate, church-sponsored non-profit organization.

In a separate non-profit organization, the board of directors is the governing authority that is legally responsible for the integrity of fiscal and programmatic management of the organization. In a church-sponsored corporation, the board of directors upholds the spiritual integrity of the organization, ensuring that biblical principles are applied with sound business practices. The state has literally entrusted the chartered non-profit corporation to the board of directors, which may also be called a “board of trustees.” They are fiscally and programmatically responsible for the organization. The organization’s operational policies are approved by the board, reviewed annually, and revised as needed.

Multiple Roles of the Board

- Setting Policy
- Strategic Planning
- Hiring the CEO
- Advocacy
- Fund-raising
- Fiscal & Legal Oversight
- Recruiting New Board Members

The board of directors is also your voice (image enhancer) in the community. These individuals bring great value to the organization in the form of leadership, expertise, ideas, and human and monetary resources—critical to the organization’s stability, productivity and growth. The multi-faceted role of the board requires it to be a diverse group of Christian men and women who can bring a wide range of leadership, expertise and resources necessary to accommodate the substantial needs of the organization. It is important that key members of the church leadership serve on the board of directors, which may also include members from other churches in the community. However, the By-laws of the church-sponsored

organization should stipulate the majority of board directors to be members of the parent church.

Your directors should meet at least quarterly and maintain minutes that include the date, time, place of meeting, names of members present and absent, and summary of discussion and action taken. In addition, the minutes record actions that require a vote, motions for a vote, and the outcome of the vote. Typical items that require the vote of the board are the budget(s), financial statements, contracts, strategic

plans, new board members, fund development and marketing plans, minutes from the previous meeting, etc.

Legal Responsibilities

Duty of Care

Competence and the exercise of reasonable care in making decisions for the board.

Duty of Loyalty

Undivided allegiance and the avoidance of conflicts of interests.

Duty of Obedience

Faithful to the organization's mission and acts on behalf of the primary goals of the organization.

The board provides all members with information about the responsibilities and liabilities of the governing body and its individual members. It ensures that all of its members are familiar with the organizations' target population(s) and sensitive to the needs of the different cultures represented. New board members should receive orientation and training regarding their roles and duties, legal responsibilities, risk management, populations served, and the fiscal and programmatic functions of the organization. All members are to receive on-going training on nonprofit issues, trends and best practices in organizational and program development.

Keep in mind that boards are always evolving and the ultimate goal is to get the board from an organizing/founding board—from the traditional governing board—to a fundraising board (the mature stage). The motto of the mature board for its members is "to give, get or get off".

The qualities of a mature board include:

- Strategic Thinkers
- Diversity in Skills, Expertise and Background

**Essential to
Community Visibility
and Building New
Donor Relationships!**

- Ownership of Mission
- Advocacy
- Large Membership
- Active Board Committees (*where the real work is done*)
- Able to Give Sizable or Get Sizable Donations
- Results Oriented

In meeting the economic challenges and opportunities in the 21st century, boards of directors must have a clear understanding of and participation in their roles and responsibilities in laying a solid organizational and financial foundation for the organization. Review Exhibit 5:2, Assessment of Board Functions, to ascertain how well your board operates in its functions.

A note to the wise—we live in a very litigious society. Anyone, for almost any reason, can bring a lawsuit against your organization and/or a board member(s). Some government grants require organizations to carry insurance to prevent government funds and/or assets awarded as judgments in lawsuits.

It can happen to you—your church/organization is not exempt from injuries, accidents, theft/damage and wrongful acts (intentional or non-intentional) by employees and/or volunteers. It is equally important to protect your human assets as it is to protect your physical property. Organizations that serve vulnerable clients (children, the disabled and elderly) are especially susceptible to lawsuits as well as groups that engage in activities that have the highest risk of accidents.

Protecting the g of directors against legal actions from outsiders and insiders should be a high priority for any organization. Why? As the governing body, the board is legally responsible for the organization; therefore, it is the most vulnerable to lawsuits. Directors of boards are considered liable to third parties when:

Knowledge Protects—Be Informed

See Glossary of Terms

- Risk Management Assessment
- Risk Management Plan
- General Liability
- Directors & Officers Insurance
- Indemnification
- Volunteer Protection Act

- Board members knowingly participated in wrong doing.
- The nonprofit organization acted outside of, or in some way inconsistent with, its bona fide status as a nonprofit organization.
- Board members had either reason to know of wrongdoing or were negligent in not knowing of wrongdoing by the organization.

Deciding on types and amounts of insurance coverage can be a daunting task for both small and large organizations. If you don't have a risk management program, ask your insurance agent to provide one for you. The risk management assessment should not only address safety issues but also assess the safeguards in place that protect your church or organization against a wide range of misconduct and/or wrongful acts by volunteers, specifically the board of directors.

A trusted insurance agent or company can assess the organization's risks and determine adequate and reasonable coverage for both your property and human assets. (See Appendix B—*Insurance Basics for Community-Serving Programs*—for more information about liability issues affecting Directors and Executives.)

Exhibit 5:2

Assessment of Board Functions

Adapted from the National Center for Nonprofit Boards—Nonprofit Governance

Setting Direction

- ☐ Are there By-laws establishing the basic structure and empowerment of the board and its members?
- ☐ Are the roles, responsibilities, and expectations of the board and its officers clearly defined in the organization's By-laws?
- ☐ Do the By-laws establish a minimum and maximum number of directors?
- ☐ Has the organization adopted a strategic plan within the past three to five years?
- ☐ Does the board support the organization's mission, vision, and values?
- ☐ Are the organization's program priorities adequately reflected in the annual budget? (the budget serves as a primary road map)

Ensuring the Necessary Resources

- ☐ Has the board developed policies concerning funds to be pursued in support of the mission?
- ☐ Does the board actively participate in fund-raising activities, including personal monetary support?
- ☐ Does the board's composition reflect the strategic needs of the organization?

Providing Oversight

- ☐ Does the board contract with an outside auditor for the annual financial audit?
- ☐ Does the organization have a risk management policy and plan?
- ☐ Are the organization's programs regularly monitored and evaluated?
- ☐ Does the board provide the chief executive with regular performance reviews?
- ☐ Does the board provide orientation of new members and regularly assess its own performance?

Board Operations

- ☐ Has your board formed active, working committees to carry out the strategic directives of the board?
- ☐ Is the work of the board structured in such a way that board members are actively engaged in the work of the board?
- ☐ Does each member have a board manual—a single reference source of information and knowledge needed to steer the organization?
- ☐ Has the organization purchased Directors and Officers insurance?

Number of Members and Committees of the Board of Directors

The number of board members is a “best guess” for new organizations, and many rely on advice of existing organizations in this area. The rule of thumb is enough to do the job, but small enough to be efficient. Many organizations begin with a small, active board and increase the size gradually. By-Laws can be written to allow for a range in membership, with a minimum and maximum, rather than a set number.

Active, effective boards have working committees. These committees are responsible for carrying out the strategic direction of the board. The organization’s By-laws name, define and give power to the committees to act on behalf of the board of directors. Committees are standing (permanent) and special or ad hoc, which are established for a specific, temporary purpose or project and then are terminated once the purpose or project is completed.

Regular meetings of the board can be limited if committees meet frequently enough to get the job done. Subsequently, at the regular meetings of the entire board, committees give their reports summarizing activities, results and getting approval on action items when needed. Standing committees of most boards typically are the:

- **Executive Committee** → By-laws, Legal, Strategic Planning, Board Accountability, and Human Resources (The executive committee usually includes the Executive Director as a non-voting member, and should always include only members of the church.) It may be advisable to stipulate in the By-Laws that the executive committee is made up exclusively of church leaders. The executive committee members are most often the chairs of all standing committees, which again put church leadership in the top governing positions within the board of directors. Ad hoc committees, i.e., those established for specific tasks for a pre-determined period of time, are often chaired by non-executive-committee members.)
- **Resource Development Committee** → Research, Fund-Raising, Gifts In-kind, Grants, Plan Giving and Special Events

- **Marketing Committee** → Research, Publicity, Image Enhancer, Promotional Events
- **Nominating Committee** → Recruitment, Orientation/Training and Recognition
- **Finance Committee** → Annual Operating Budget, Financial Statements, Financial Audit, Facilities, Equipment and Risk Management

Board Relationship Building

Now that we understand the multifaceted functions of a board, let's move to identifying the types of directors you need and where to find these individuals. It is easier than you think when you and others take time and explore your sphere of

Remember!!!

Successful boards are not built in a day. Time, the right skill set, smart work, focus and commitment are the building blocks to a strong board.

influence among relatives, friends, church members, business associates, members of professional/civic associations, etc. This can be done at an informal brainstorming meeting where you identify the types of members you want and list the names of individuals who fall in those categories. You may be surprised at the names that come up.

If you are having difficulty with identifying potential qualified candidates, the problem may be your lack of connectivity to the community. The best way to build your network of influence is to be involved at some level with the movers and shakers in your community, especially in churches.

After you've come up with a comprehensive list of names, now it's time to strategize your approach and presentation to these individuals with the goal of swaying them to your mission. There are numerous ways this can be done, depending on the nature of the relationship: one-on-one meetings, group gatherings—breakfast, luncheon or dinner; agency tours; volunteer fairs; special guests at agency's events—*the list goes on*. The tool provided on the next page (Exhibit 5:3) will help you in your planning efforts.

Exhibit 5:3
Board Recruitment Demographics Matrix
Adapted from The Board Member Manual, Aspen Publishers, Inc.

Characteristics & Expertise	Number on Board	Number Needed in this Skill			
		Now	Year 1	Year 2	Year 3
Age					
• Under 35					
• 36-50					
• 51-65					
• Over 65					
Gender					
• Male					
• Female					
Race/Ethnic Background					
• Asian					
• African American					
• Hispanic/Latino					
• Native American					
• Caucasian					
• Other					
Geographic Location					
• City					
• Suburbs					
• Rural					
Skills					
• Leadership/Management					
• Technology					
• Fundraising					
• Programs					
• Advocacy					
• Legal					
• Marketing					
• Planning					
• Accounting					
• Financial (Planning, Banking, Investing)					
• Sports					
• Clergy					
Made In-kind Contributions					
Donated or Solicited					
• >10K					
• 6-10K					
• 2-5K					
• 1-2K					
• <1K					

Exhibit 5:4:1

Board Relationship Building

Source: Bob Hopkins, Philanthropy World Magazine

The Board of Directors comprises men and women who want to make a difference. Their peers respect them. They want to get involved in the community. They are your friends, relatives, neighbors and business associates. To broaden your base of support, gather people together using the format below. Guidelines and expectations for board membership should already be established and thus communicated to potential board members prior to bringing them together. That way they can eliminate themselves from consideration for board membership prior to the gathering.

- a) Have a luncheon, reception, breakfast or dinner. (Include food and drink.)
- b) The program will last one hour.
- c) Tables are set in a U shape in order that everyone can see each other.
- d) Use nametags and place cards.
- e) An individual or company underwrites the event.
- f) The host introduces each person, with help from those who brought the guest.
- g) Program is a video, speaker, and testimonial.
- h) Explain the mission of the organization.
- i) Check the pulse of the invited guests—ascertain why they came.
- j) Reiterate expectations and requirements for board membership.
- k) Ask them to become a board member. (The strong assumption is made that these individuals have been pre-screened for suitability as a director.)
- l) Inform interested individuals that their names will be submitted to the board for final approval.
- m) Follow-up with a letter and telephone call thanking them for their involvement.

Exhibit 5:4:2

Board Relationship Building

<u>Event Logistics</u>	<u>Staff/ Board</u>	<u>Date Completed</u>
1. Select individuals (influential, wealthy, connected) to serve on a special task force for board recruitment.		
2. Charge the task force with identifying individuals to serve on the board.		
3. Decide on type of event—luncheon, reception, breakfast or dinner.		
4. Choose date and location for event.		
5. Brainstorm for potential sponsors of the event.		
6. Approach (Senior Pastor or Executive Director) sponsor with a phone call and/or visit.		
7. Put together the program.		
8. Decide on and develop materials to be handed to guests.		

The Strategic Plan—The Organization’s Roadmap to Success

As the saying goes “failing to plan is planning to fail” and many organizations do just that because they did not prepare beforehand. A strategic plan is where you want to be in the future and maps the course to get you there. Sound familiar?

Remember your vision and mission statements—the desired future and the plan of action to realize the vision? The strategic plan provides the roadmap—the goals, details and timeline of *your mission* to the desired future, *your vision*.

Organizations approach strategic planning in a number of ways. There is no set format. However, there are some basic guidelines that are provided by many experts in the field. The plan is usually written in time increments of three to five years. It is a living, breathing, working document, which means you implement, adjust and update on a regular basis in the three to five year period. Strategic plans are presented in a variety of formats, but most formats usually cover four primary components:

The Case for a Strategic Plan

(Peter Brinckerhoff)

- *Without a plan, the only way you get where you are going is by accident*
- *The strategic plan allows all other planning (budgeting, staffing and fund-raising) to be coordinated.*
- *Plans allow you to delegate more effectively.*
- *Plans are just good business.*

- **Mission** → Services or Programs
- **Management** → Human Resources (board, staff and volunteers)
- **Money** → Budget, Forecasting, Funding, Fiscal Controls
- **Marketing** → Product (service), Place (service location), Pricing (cost to consumer), Promotion (community awareness of the service)

The plan outlines the current condition of the church/organization and incorporates goals, measurable outcomes, action steps and a timeline for each of the four areas that provide for expansion, greater operational efficiency, increased revenues and community awareness.

Many organizations feel a strategic plan is so critical to survival and growth that they enlist an expert to guide them through the process. Most communities have nonprofit management centers and other organizations that offer this service at a nominal fee or at no cost at all. Conventional wisdom may suggest that an outside expert facilitate the process so as to maintain objectivity and focus of purpose.

Sample Strategic Plan Format

Whether or not you use an expert for this process, the following will give you a good idea of the components of a strategic plan. Topics and strategies covered in the Toolkit will assist you in the content of your plan. Key components are:

1. ***The Executive Summary*** makes the first impression. It describes your organization (history and position in the community), its purpose, the services, the target population, your past accomplishments and the overview of your financial goals in a concise, to-the-point way.
2. ***The Program Description*** is the heart of the mission. It describes your programs or services, its goals and measurable objectives, and the evaluation process.
3. ***The Market*** is the people who benefit from your services and the people who support your services. It's very important to determine the organization's customers. Exhibit 4:1 in Chapter 4 will give you a panoramic look at an organization's broad customer base. A good understanding of your customers guides you in how to position your organization in the community. What are the characteristics of the target population or customers and your strategy to attract these individuals to your program as clients, volunteers, donors and advocates? This section should explain your marketing mix (product/service, place, price, promotion) and cover a communication plan specific to each type of customer that provides public awareness of the organization's mission and services.

4. ***The Operations*** are the internal controls and systems that support the infrastructure of the organization. It describes changes to the organizational structure, management team, staffing, and policies that are vital to growth and higher productivity.
5. ***The Timeline*** is the schedule for getting things done. It includes the milestones and action steps to be achieved as well as the reporting methods. This is usually done in a graphic representation.
6. ***Financing*** covers your plan to fund the mission. It includes budget projections, potential funding sources and specific strategies to acquire funds.

In developing your plan, first take a look at your administrative and programmatic infrastructure. Determine the areas that function at optimal levels and those that need improvement. Then decide where you want your church/organization to be in the next three to five years. What changes need to take place both in your operations and programs? What is a reasonable time frame for completion? Will the changes involve additional staff and expertise? Decide on cost projections over the next three years. What are some potential sources of new revenues to defray projected costs? Use charts and graphics to lay out action items (current and future), task delegation, time frame and costs.

Exhibit 5.5

A Sample Strategic Plan Chart

Goal I: To increase the number of staff and staff positions to accommodate the expansion and creation of services.

Measurable Outcome:

To increase the number of staff by 30%—creating new position titles, job descriptions, salary ranges and organizational chart by [date].

Action Steps	Assigned To Lead Staffer	Tools Needed	Cost Projections	Progress/Evaluation	Date Completed
1.					
2.					
3.					
4.					
5.					
6.					
7.					

Human Resources

We hear all the time the greatest asset of any organization is the people. Do we really believe that or is it the professionally correct thing to say? Only your staff knows for sure. On the flip side, is your staff committed to the work of the organization? Are they qualified to perform their tasks? Only management knows for sure. The truth is people are the greatest asset to an organization. That becomes reality when the employer *values* them and employees are *called* and *equipped* to do the job. Then management and staff know for sure.

All people are born with specific gifts and abilities given to them by God for doing good works. Before undertaking the Church Adopt-A-School program—specifically building or strengthening infrastructures for such programs—churches and church-sponsored organizations must have the right people in place to accomplish this task. This applies to small, medium and large churches and organizations. It takes the skills of vision, leadership, administration, and service to create and sustain successful organizations and programs.

The Value Factor <i>Employer Driven</i>	Called & Equipped Factor <i>Employee Driven</i>
<ul style="list-style-type: none"> ▪ Competitive Pay ▪ Comprehensive Benefits Package ▪ Staff Development ▪ Employee Recognition ▪ Bonuses and Raises ▪ Inclusion in Planning and Decision-making ▪ Flexible Schedules, if appropriate 	<ul style="list-style-type: none"> ▪ Passion ▪ The Right Skill Set ▪ Credentials ▪ Good Work Ethic ▪ Core Values & Beliefs Aligned with the Organization's ▪ Achievement of Work Objectives
Basic Human Resource Management Tools <ul style="list-style-type: none"> ▪ Employee Recruitment, Interviewing and Screening Process ▪ Employee Orientation Checklist ▪ Assigned Work Station ▪ The Organizational Chart ▪ Policies and Procedures ▪ Job Descriptions ▪ Compensation/Benefits Scale ▪ Staff Development Plan ▪ Employee Incentives and Recognition Plan 	

This is not an in-depth look at human resource issues; you need an expert for that. In fact, you should seek the advice of a human resource specialist in staffing your mission and instituting a process for human resource management. That way, you can ensure the church/organization's compliance with state and federal labor laws. This section focuses on the basic tools that need to be in place when working with people. Let's look at this in terms of *value*, *call* and *equip* and see how basic human resource management tools can create a viable, productive work environment.

For the employer, the budget may not allow you to do all these things, but what you lack in one area, you need to make up in other areas. Regardless of what the organization can offer, employees who are called and committed are passionate about and successful in their work.

The challenge for any organization is choosing a competitive employee package that is affordable and will attract the right individuals who can successfully achieve the mission. It is important to note that the board of directors is responsible for hiring, training and evaluating the executive director, your chief executive officer. The executive director holds the most important position in the organization. This position manages the entire operations and strategically directs the organization toward its desired goal. As such, the right person will be an accomplished business administrator with the ability to move people to action.

Look for These Qualities!!!

Passion

The Right Skill Set

Core Values and Beliefs

Illegal interview questions are those that discriminate on the basis of:

- Age
- Color
- Disability
- Gender
- National Origin
- Race
- Religion or Creed
(churches are exempt)

Staff Recruitment, Screening and Selection

A comprehensive new hire process is probably the most important tool in risk management. Without it, organizations become very vulnerable to high-risk situations. The process includes:

1. Decide on position titles and develop an organizational chart.
2. Write a job description for each position. A job description should contain at least a summary of tasks; a list of core duties; the knowledge, skills, experience and education needed; exempt status; the organizational relationship; and a signature line.
3. Begin the recruitment process by advertising the position in local, state and/or national publications, church bulletins, on websites, email, etc. Look at other job advertisements to get a good idea on how to write a clear, concise, powerful ad.
4. Require applicants to submit cover letters and resumes.
5. Screen resumes ascertaining if applicants meet the minimum requirements for the job. Usually your human resource department does this.
6. For resumes meeting minimum requirements, rank each resume on how well they fit the position and arrange for interviews.
7. Determine who conducts the interviews and the number of interviews done before selecting an applicant.
8. Write interview questions and develop a score sheet for how well the applicants addressed the questions. Make sure your questions are *appropriate and legal*.

Risk Management Technique Menu

(Source: Nonprofit Risk Management Center, Enlightened Risk Taking)

- Provide training.
- Provide safe equipment and tools.
- Establish limits, rules and requirements.
- Screen staff, volunteers and participants.
- Supervise.
- Make program design changes.
- Develop a crisis management plan and test it.
- Make your expectations clear and provide explicit direction.
- Get help from outside experts.
- Comply with applicable local, state and federal regulations.
- Implement workable internal controls.
- Communicate regularly with staff and volunteers.

9. Analyze score sheets and narrow the applicant pool to the top 3-5 candidates. Arrange for second interviews.
10. Once the top candidate is identified, check references, conduct a criminal background check and arrange for a drug test before making a job offer. A criminal background check should be done on all new employees, specifically those who will be working with money and/or vulnerable populations—children, the elderly and disabled individuals.
11. If the applicant is cleared in the background check, make the job offer in person and negotiate the salary.
12. The human resources representative completes all new hire paper work with the new employee. Paperwork includes: Offer Letter, W-4, I-9, Employment Update Form, Confidentiality Agreement, Handbook Acknowledgement, Benefits Information, and Personnel Action Form.

Staff Orientation, Training and Performance

Staff selection is made on the basis of qualifications, experience and credentials. Only trained, qualified employees who meet appropriate legal, licensing, education, or certification requirements should provide services at your church/organization. The job description is discussed with the employee and signed by him/her. Afterwards, the employee receives a copy of his/her job description. The following describes The Turn•Around Agenda's process for new hire training and orientation:

1. The human resource representative conducts

- Professional development for staff should encompass in-house training and outside training resources.
- The staff development plan can incorporate learning tools and experiences from a variety of sources: books, publications, training videos, workshops and conferences.
- Full-time staff should be required to get a specific number of hours per year of continuing education credits in topics that impact their job performance.
- At least once a month, during staff meetings, training should be provided on various professional, personal and job-related topics.

the new hire orientation, which includes a review of all insurance benefits, policies and procedures as well as employee incentives.

2. Upon completion of the orientation, the new employee is sent to their respective department to begin employment. The human resource representative will forward the new employee's paperwork to payroll for processing.
3. The human resources department will close out the requisition.
4. A supervisor generally will coordinate orientation to the organization, its services, program logistics and expectations of employees.
5. The new employee's supervisor will orient the employee to the specifics of the job and the internal and external working relationships.
6. The purposes of this orientation will be to give employees a level of success to aim for, to assist them in succeeding and to give feedback to them on performance.

All new employees should receive initial training during the first seven calendar days of employment. The initial training for organizations working with people includes:

- Client/participant rights
- Client/participant complaint procedures
- Confidentiality of client/participant-identifying information
- Client/participant abuse, neglect, and exploitation
- Standards of conduct
- The individual's specific job duties

The organization should have an annual staff-training plan based on program design and identified staff needs. During the first six months of employment, all direct service staff working with children should receive training in child or youth development, risk and protective factors, reporting of child abuse and program development and evaluation as appropriate. All program employees should get specific training in research-based curricula for education and skills training prior to implementation. Training comes from a variety of sources—both internal and external—and can include the following topics:

- Prevention Theory & Strategies for Youth

- Life Skills
- Mentoring
- Drop-out & Truancy
- Alcohol, Tobacco and Drug Use Prevention, Intervention and Treatment
- Abstinence
- Homelessness
- Child Development
- Youth Development
- Adult Literacy
- Preventive Health Care
- Technology
- Violence Prevention (peer mediation & conflict resolution)
- Parent Education
- Learning Strategies (youth & adults)
- Program Development & Evaluation

Job performance evaluations should be conducted annually on all full-time and regular part-time employees. The assessment of job performance is done in relation to the expectations set forth in the job description. The evaluation process includes a comparison to the last performance appraisal and it establishes objectives for the next evaluation period.

The Organization's Policies and Procedures

Policies and procedures serve as a risk management tool, providing guidelines, parameters, core values, legal rights and protection for the organization, its

employees and clients. It is probably one of the most important tools for managers in their primary responsibility in getting the job done through people.

In this current era of discrimination complaints and governmental laws, rules, and regulations, it is absolutely necessary that every company have a set of specific, clearly written and understandable operational policies and procedures detailing exactly what the company's position is on any given operational and/or personnel matter. (Source: Human Resources by Richard G. Reneckly)

- **Policies govern the organization and should be reviewed and approved by the board of directors annually.**
- **Procedures manage the organization and are action steps developed by the management team that support or carry out the approved policies.**

Policies *govern* the organization and should be reviewed and approved by the board of directors annually. Procedures *manage* the organization and are action steps developed by the management team that support or carry out the approved policies. Many organizations jumble policies and procedures, which makes interpretation and compliance more difficult. There must be a clear distinction between a policy and what constitutes a procedure to avoid confusion.

Example: ADA COMPLIANCE

Policy: TTA shall welcome applications from people with disabilities and does not discriminate against them in any way. In addition, ADA requires an employer with 15 or more employees to provide reasonable accommodation for individuals with disabilities, unless it would cause undue hardship. A reasonable accommodation is any change in the work environment or in the way a job is performed that enables a person with a disability to enjoy equal employment opportunities.

Procedures:

TTA complies with the Americans with Disabilities Act (ADA) of 1990, by:

1. Considering all applicants with disabilities for employment using the same criteria as used for the employment of persons without disabilities.
2. Considering employees with disabilities for promotions using the same criteria that are used for the promotion of employees without disabilities.
3. Taking steps to make its facilities barrier-free and accessible according to appropriate federal and state statutes.
4. Making scheduling and other adjustments to reasonably accommodate employees with disabilities.
5. Educating employees to the fact that individuals with disabilities are employed by the organization and should not be discriminated against.

Some specific areas covered in a policy and procedures manual are organizational structure and expectations, non-discrimination policies, employment conditions and provisions, benefits administration, performance and discipline, and fiscal management. Many organizations only provide an employee handbook to its staff, which addresses general employment conditions and provisions. That's fine as long as your organization has established policies and procedures for all areas of operation, which could be a separate manual for use by managers.

Exempt and Non-Exempt Employees

Another subject of concern and oftentimes great confusion for nonprofit corporations is employment classification: exemption and non-exemption. A lack of knowledge or understanding of the two can lead to a considerable amount of overtime pay due to an employee being incorrectly handled as an exempt employee.

A non-exempt employee is subject to all pay rules established by the Fair Labor Standards Act. This includes the payment of overtime for hours worked in excess of 40 hours in a week. There is no law requiring non-exempt employees to be paid hourly; therefore, salaried non-exempt employees must be paid all overtime hours that are worked.

The classification of one as an exempt employee depends on the level of responsibility given to the exempt employee or their status as a professional. See Appendix C—*Who's Exempt? Who's Non-Exempt. Tips for Nonprofit Employers*—for more information on this very important subject.

- **“Exempt employees”** include those who are not subject to the overtime provisions and other employment conditions defined by the FLSA and applicable state laws. Generally, such employees are those occupying executive, administrative, professional, or outside sales positions.
- **“Nonexempt employees”** must comply with the overtime pay provisions of the FLSA and applicable state laws regardless of individual titles or duties. Any employee who does not meet the qualifications for exemption is included in the term “nonexempt.”

Volunteers—the Unpaid (Not Uncompensated) Labor Force

Ministry or not, volunteers are an integral part of your organization's labor force and are subject to many of the policies and procedures that govern and manage the organization. Volunteers should not be looked upon as do-gooders or just ministry workers. There should be a strategic purpose in using volunteers for accomplishing the mission. Your strategic plan process should intentionally include the use of volunteers.

The three primary elements of a good volunteer plan are recruitment, retention, and recognition. Volunteers are recruited in much the same way as employees and are subject to the organization's screening process, including a criminal background check and drug testing. Orientation and training of volunteers are similar to that of employees, depending on the complexity of the task.

How do you keep good volunteers? After all, they are not being paid. The good news is in our fast paced, time-sensitive society, people have very specific reasons as to why they volunteer. Affixed to the reasons are tangible and intangible rewards—the payoff. *Reasons* to volunteer fall primarily into four categories:

- **Social**—meet new people; build a network of friends; something to do; receive public recognition
- **Professional**—acquire new skills; sharpen existing skills; create a competitive resume; introduce to a new career; become a better employee
- **Charitable**—address a community need from a personal experience; has a responsibility to give back; create a better, safer community
- **Spiritual**—serve in a ministry; identify spiritual gifts; use spiritual gifts

Winston Churchill once said, “we make a living by what we get, we make a life by what we give.” As Christians, the greatest satisfaction and reward in volunteering is described in Matthew 25: 35-45. To know Christ is to serve Him and we serve Him by what we give and do for others.

Volunteers are important to us! Without the support of dedicated church and community members, our work would not be possible. Other important aspects of keeping good volunteers include making them feel an integral part of accomplishing the mission and recognizing their efforts in very specific ways. A volunteer handbook and job descriptions are strong indicators of their strategic importance to the organization.

To honor outstanding volunteerism, you or your Volunteer Manager may identify or ask other staff to identify individuals for service awards or gifts. You may also recognize outstanding contributions and the commitment of volunteers on your website, in a newsletter and/or at an event. *OPPORTUNITY TO SERVE GOD, THEIR FELLOW MAN AND RECOGNITION FOR SERVICE IS THEIR "COMPENSATION".*

Exhibit 5:6 Sample Personnel Requisition

TO: **Human Resources**

FROM: _____

DEPT: _____

DATE: _____

DESCRIPTION OF NEED

Job Title _____ ☐ Full-time ☐ Part-time ☐ Temporary ☐ Contract

☐ New Position: ☐ Existing Position ☐ Replacement, Who: _____

1. Date needed: _____

2. How many employees needed: _____

3. If part time, specify total hours scheduled per week: _____

4. If temporary or contract, anticipated ending date: _____

5. Justify the importance of the position: (please attach justification summary)

6. Principal Qualifications Needed (Attach Job Description and Department)
Organizational Chart - *Job description available in Human Resources Department)

Approved by: _____ Date: _____
(Director)

Approved by: _____ Date: _____
(Pastor)

Approved by: _____ Date: _____
(HR Director)

Human Resources Use Only

☐ Position Approved ☐ Job Study Needed ☐ Position Declined
☐ Need Additional Information

Exhibit 5:7:1

Sample Applicant Evaluation Form

Applicant: _____ **Job Title:** _____

Interviewer: _____ **Date:** _____

Recommendation:

First Choice _____ **Not Hire** _____ **Not Interested in Position** _____

Completion of this form is required for each candidate interviewed. It must be returned to HR within 24 hours of the interview.

Please Rate

Low			High	
1	2	3	4	5

Tell Me About Yourself.

1. Leadership Skills: _____

- Tell me about a situation where you had to pull a team together successfully.
- How would you define leadership?
- What program have you put in place to build morale among those reporting to you?
- Describe your management style for me.

Comments: _____

2. Communication/Interpersonal Skills: _____

- When you are assigned to work with new people, how do you go about establishing relationships?
- Tell me about a time when you had to do a presentation. How did you prepare, what tools did you use, how many people were involved, who was audience?
- Tell me about a time when you had to meet a deadline. How did you handle it?
- What do you get out of working on a team?

Comments: _____

Exhibit 5:7:2

Sample Applicant Evaluation Form

3. Thinking Style: ____

- Tell me what you consider your typical problem-solving method. (Do you involve the team or do you research it yourself? Do you like to use written or oral communication?)
- Describe yourself under pressure.
- If *(describe a typical job-related problem of the position)*, how would you handle it? At what point would you involve your supervisor?

Comments: _____

4. Personal Traits: ____

- If you worked for the perfect boss, what would this person be like?
- How does this job fit into your career plans?
- Recall for me a time when those around you were not being as honest or direct as they should have been. What did you do?
- Where are you in your Christian Walk?

Comments: _____

5. Job Knowledge: ____

- What do you feel you can bring to this position?
- What specific duties at your last job qualify you for this job?
- How long did it take for you to feel comfortable in your present job? Why?
- What do you feel your challenges will be in this position?

Comments: _____

Additional Comments: _____

Exhibit 5:8:1 Sample Employment Application

The **Organization** is an equal opportunity employer and affords equal opportunity to all applicants for all positions without regard to race, color, gender, national origin, age, disability, veteran status or any other status protected under local, state, or federal laws.

(PLEASE PRINT IN INK)

Position(s) Applied For		Date of Application	
Last Name	First Name		Middle Initial
Current Address	City	State	Zip Code
Previous Address (If less than 2 years at current address)			
Telephone Number	Alternate Telephone Number	Social Security Number	
Are you eligible to work in the United States?			Yes No
(Proof of eligibility will be required upon offer of employment.)			
Are you over the age of 18 years? (If no, you may be required to provide authorization.)			Yes No
Can you with or without reasonable accommodation perform the essential functions of this job?			Yes No
Have you ever applied to Organization before? (If yes, please give date. _____)			Yes No
(If you have any questions about the functions of the job, please ask the interviewer before answering this question.)			
Have you ever worked for Organization before? (If yes, please give date. _____)			Yes No
Have you ever been convicted of a felony or misdemeanor? (A conviction will not necessarily disqualify you.)			Yes No
If yes, please explain:			
Do you have a valid Driver's License? (For driving positions only.)			Yes No
Have you been convicted of any moving violations in the past five years?			Yes No
If yes, please explain:			
Is anyone related to you employed by the Organization ?			Yes No
If yes, please provide name and relationship to you:			Yes No
Have you ever been fired or asked to resign from a job?			Yes No
If yes, please explain:			
What salary or rate of pay do you expect to receive if employed?			
On what date are you available to begin work?			
Would you have a problem working overtime?			

Exhibit 5:8:2

EMPLOYMENT HISTORY

(Begin with current employer. **DO NOT** exclude any employment. Attach another sheet if necessary. Previous salaries or wages will not be used to determine compensation at the **Organization.**)

Company Name	Type of Business	Start Date	End Date	Phone Number
Address		Starting Salary	Ending Salary	Name of Supervisor
Describe your duties			Reason for leaving	

Company Name	Type of Business	Start Date	End Date	Phone Number
Address		Starting Salary	Ending Salary	Name of Supervisor
Describe your duties			Reason for leaving	

Company Name	Type of Business	Start Date	End Date	Phone Number
Address		Starting Salary	Ending Salary	Name of Supervisor
Describe your duties			Reason for leaving	

Exhibit 5:8:3 EDUCATION

	Name & Location of School	Course of Study or Major	#Of Years Completed	Diploma/Degree Received? Yes or No
High School				
College				
Graduate				
Vocational				

Please list any academic honors, scholarships, offices held, etc. (Do not list any which reflect your race, color, gender, national origin, and age, disabilities or veteran status.)

Describe any specialized training, apprenticeships, licenses or skills.

Have you received any job-related training in the United States Military?

☐ Yes ☐ No

(Please give dates and explanation.)

What knowledge do you have of the **Organization**? Are you a member of the **Church**? If yes, what ministry are you serving in?

REFERENCES: (List three persons who are not related to you who can provide professional references.)

Name	Phone Number	Relationship/Occupation	Years Known

Exhibit 5:8:4

APPLICANT ACKNOWLEDGEMENT AND AUTHORIZATION

Please read carefully before signing.

I hereby certify that all of the information provided by me in this application (or any other accompanying or required documents) is correct, accurate and complete to the best of my knowledge. I understand that the falsification, misrepresentation or omission of any facts in said documents will be cause for denial of employment or immediate termination of employment regardless of the timing or circumstances of discovery.

I understand that submission of an application does not guarantee employment. I further understand that should an offer of employment be extended by the **Organization** that such employment with the **Organization** is at will, for no specified duration, and may be terminated by either the **Organization** or myself at any time with or without cause or notice. I understand that none of the documents, policies, procedures, actions, statements of the **Organization** or its representatives used during the employment process is deemed a contract of employment real or implied. I understand that no representative of the **Organization** except the Executive Director has the authority to enter into any agreement guaranteeing any conditions of employment or any agreement contrary to the foregoing statements and that any such agreements must be made in writing and signed by the authorized agent of the **Organization**.

In consideration for employment with the **Organization**, if employed, I agree to conform to the rules, regulations, policies and procedures of the **Organization** at all times and understand that such behavior is a condition of employment. I understand that due to the nature of the **Organization's** business, I must hold in confidence any and all information that I come in contact with regarding my employer or its business.

I understand that if offered a position with the **Organization**, I may be required to submit to a pre-employment medical examination, drug screening and background check as a condition of employment. I understand that unsatisfactory results from, refusal to cooperate with, or any attempt to affect the results of these pre-employment tests and checks will result in withdrawal of any employment offer or termination of employment if already employed.

I hereby authorize any and all schools, former employers, references, courts, and any others who have information about me to provide such information to the **Organization** and/or any of its representatives, agents or vendors and I release all parties involved from any and all liability for any and all damages that may result from providing such information. I understand that this application is considered current for three months. If I wish to be considered for employment after this period I must fill out and submit a new application.

BY SIGNING BELOW I ACKNOWLEDGE THAT I HAVE READ, UNDERSTAND AND AGREE TO THE ABOVE STATEMENTS.

Signature

Date

Exhibit 5:9

Sample Offer Letter — Exempt Employees

Name
 Address
 City, State, Zip Code

Dear:

Congratulations and welcome to ***Organization***. We're excited that you have chosen us as a place to utilize your gifts from the Lord to further His Kingdom. Based on a review of your abilities and our present needs, we are happy to offer you the position as described below. It is also appropriate that we point out certain other aspects of employment with the ***Organization*** and that you read carefully and sign below indicating your acceptance and understanding.

This letter will confirm our offer to you for the position of _____ for ***Organization*** reporting to the _____. Effective _____ you are being offered a bi-weekly salary of \$_____. Within three to five business days of your arrival, you will need to review and forward the completed benefits information back to the Human Resources department. Enclosed you will find the following documents with details describing directions for submitting.

I-9 Employment Eligibility Verification

As part of the ***Organization*** continued compliance with the provisions of IRCA, you are required to complete Section 1 of this document. Please bring the completed form and either: (1) one original document from List A, OR (2) one original document each from List B and List C (Lists are on the back of the I-9 Form) to Human Resources on your first day of employment. This document must be completed in the first three days of your employment. If you have lost the necessary document(s), a 90-day extension may be granted if you provide a receipt for the request of replacing the official document(s). The original document must be presented prior to the expiration of that 90-day period.

W-4

Please complete and return this document to the Organization Human Resources department at ***(address)*** _____ or fax to _____.

The employment process at the ***Organization*** requires that all new hires successfully pass a background investigation. Therefore, all employment offers are contingent upon successful results.

Please note that employment with the ***Organization*** is considered to be "employment at will," and that this letter does not represent an employment contract. In addition, the ***Organization*** reserves the right to modify or terminate any of its benefits and compensation plans, including, but not limited to any of the plans described in this letter. To indicate your understanding of this offer, sign on the line provided below and return the letter in the enclosed envelope. If you have any questions in the interim, please contact me at _____.

Sincerely,
 Human Resources

Signature to indicate understanding and acceptance.

 Signature of new employee

_____/_____/_____
 Date

Exhibit 5:10

Sample Offer Letter—Non-Exempt Employees

Name
Address
City, State, Zip

Dear:

Congratulations and welcome to **Organization**. We're excited that you have chosen us as a place to utilize your gifts from the Lord to further His Kingdom. Based on a review of your abilities and our present needs, we are happy to offer you the position as described below. It is also appropriate that we point out certain other aspects of employment with the **Organization** and that you read carefully and sign below indicating your acceptance and understanding.

This letter will confirm our offer to you for the position of _____ for **Organization** reporting to the _____. Effective _____ you are being offered an hourly rate of \$_____.

Enclosed you will find the following documents with details describing their importance and directions for submitting.

I-9 Employment Eligibility Verification

As part of the **Organization's** continued compliance with the provisions of IRCA, you are required to complete Section 1 of this document. Please bring the completed form and either: (1) one original document from List A, OR (2) one original document each from List B and List C (Lists are on the back of the I-9 Form) to Human Resources on your first day of employment. This document must be completed in the first three days of your employment. If you have lost the necessary document(s), a 90-day extension may be granted if you provide a receipt for the request of replacing the official document(s). The original document must be presented prior to the expiration of that 90-day period.

W-4

Please complete and return this document to the **Organization** Human Resources department at **(address)** _____ or fax to _____.

The employment process at the **Organization** requires that all new hires successfully pass a background investigation. Therefore, all employment offers are contingent upon successful results.

Please note that employment with the **Organization** is considered to be "employment at will," and that this letter does not represent an employment contract. In addition, the **Organization** reserves the right to modify or terminate any of its benefits and compensation plans, including, but not limited to any of the plans described in this letter.

To indicate your understanding of this offer, sign on the line provided below and return the letter in the enclosed envelope. If you have any questions in the interim, please contact me at

_____.

Sincerely,

Human Resources

Signature to indicate understanding and acceptance.

_____/_____/_____
Signature of New Employee Date

Exhibit 5:11:1

Sample Employee Orientation Checklist

Employee's Name: _____ Hire Date: _____
Title: _____ Department: _____
Social Security number: _____ Phone: _____
Address: _____
Emergency contact: _____ Phone: _____

Section I-Welcome

- ☐ Welcome New Employee
- ☐ Make Equal Employment Opportunity statement to employee and reaffirm the organization's commitment to opportunities for advancement.
- ☐ Introduce new employee to the executive director.
- ☐ Explain history and purpose of the organization.
- ☐ Introduce new employee to co-workers during tour of facility.
- ☐ Show new employee his or her work area (explain supplies, give keys to building if appropriate)
- ☐ Explain the purpose of the new employee's department and his or her role.
- ☐ Present copy of employee handbook and have employee sign a form to acknowledge receipt of the handbook and his or her intention to become familiar with its contents.
- ☐ Explain budget and funding sources.

Section II-General Information

- ☐ Tell location of restrooms.
- ☐ Tell location of lunch and break rooms.
- ☐ Assign parking spot, if appropriate.
- ☐ Explain work hours (define work week, state overtime policy)
- ☐ Explain break policy.
- ☐ Explain lunch hour (tell about restaurants in area).
- ☐ Explain telephone policy.
- ☐ Explain smoking policy.
- ☐ Tell location of bulletin board where personnel information is posted.
- ☐ Explain rules of dress, personal grooming.
- ☐ Explain housekeeping rules.
- ☐ Explain organization's rules about absenteeism, tardiness.
- ☐ Explain safety procedures.
- ☐ Explain performance reviews.

Exhibit 5:11:2

Sample Employee Orientation Checklist

- ☐ Explain pay procedures (time sheet and pay periods).
- ☐ Explain employee expense reimbursement procedures.
- ☐ Explain steps in discipline procedure (verbal warning, written warning, etc.) and specify actions that will result in discipline.
- ☐ Establish a schedule for any training new employee may need.

Section III-Organization's Benefits and Policies

- ☐ Complete form I-9 (required by the Immigration Reform and Control Act of 1986)
- ☐ Complete W-4 form for employee to claim payroll deductions.
- ☐ Explain benefits and fill out necessary forms (health insurance, retirement plan, etc.).
- ☐ Explain holidays.
- ☐ Explain vacation days.
- ☐ Explain sick leave policy.
- ☐ Explain emergency or bereavement leave.

Section IV-Question/Review

Answer any questions new employee may have. Review necessary information (hours, pay days, sick leave procedure, etc.).

I acknowledge that I have discussed the items checked above.

	/ /
Employee's Signature	Date

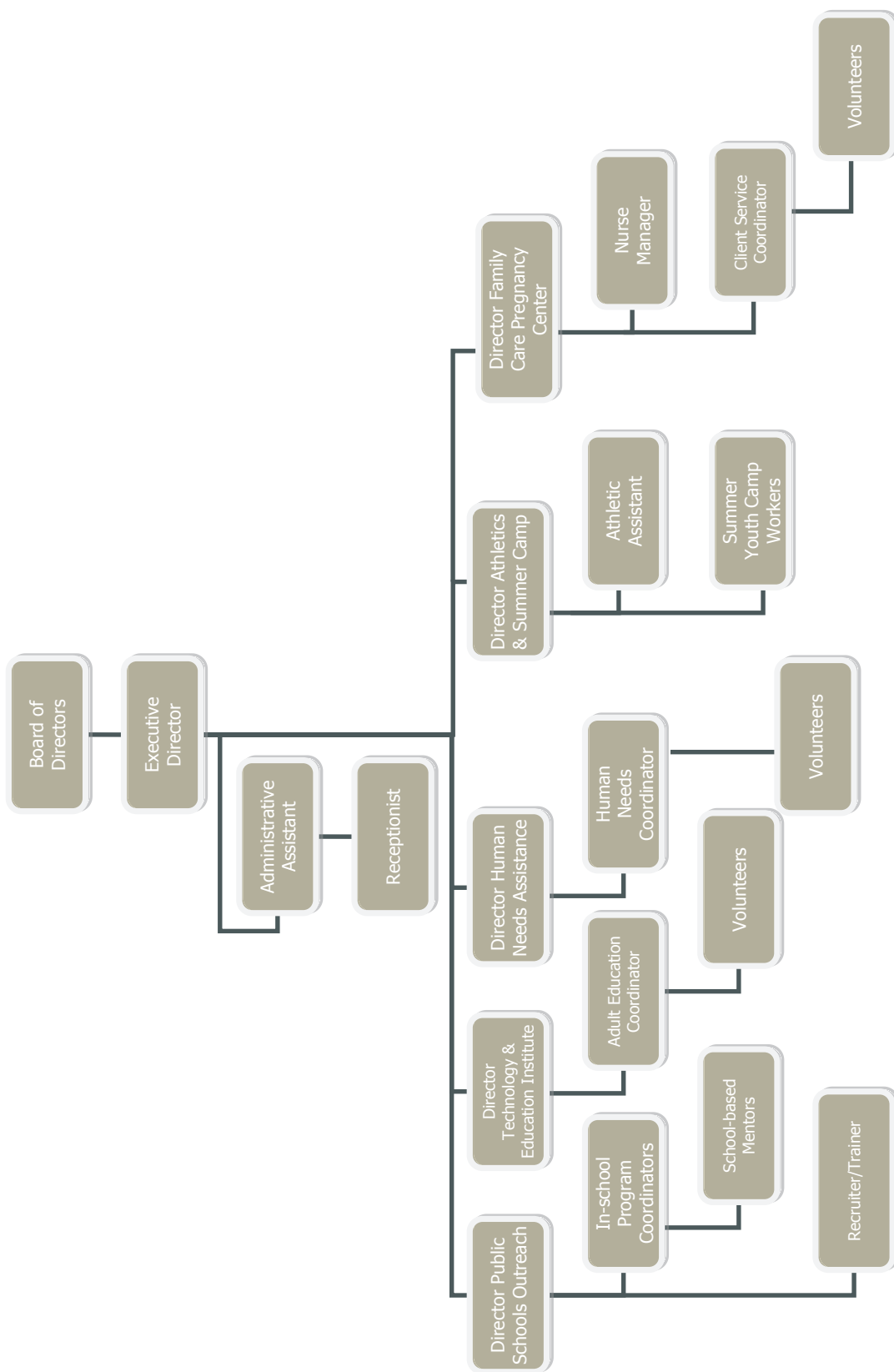
	/ /
Supervisor's Signature	Date

Exhibit 5:12

Sample Compensation Scale

Position Title	✓ if New Position	Number of Employees		Salary Range		Education & Certification/Licensing	Full-time Equivalent
		Current	Future	Minimum	Maximum		
Executive Director							
Administrative Assistant							
Director of Public Schools Outreach							
Director of Technology Institute							
Director of Human Needs Assistance							
Director of Family Care Pregnancy Center							
Director of Community Relations							
In-school Program Coordinator							
Recruiter/Trainer							
Adult Program Coordinator							
Nurse Manager							
Client Services Coordinator							
Human Needs Coordinator							

Exhibit 5:13
Sample Organizational Chart



Protecting the Organization's Financial Resources

A portion of this section was adapted from a guide that was developed as part of a Nonprofit Capacity Building Project funded by W.K. Kellogg Foundation Youth Initiative Partnerships.

In an age of corporate corruption and increased demand for limited resources, how well the organization manages its money can affect future funding for your programs. It is paramount that the organization establishes a system of internal controls for accountability of all funds received and disbursed. The system of internal controls encompasses four major concepts:

- *Segregation of functions*
- *Proper authorization*
- *Proper recording of transactions*
- *Limiting access to assets*

It is highly recommended that your organization use an automated accounting system to record all transactions pertaining to revenues and expenditures using generally accepted accounting principles. The accounting system should at a minimum include:

- A Chart of Accounts
- A General Ledger and Subsidiary Ledgers
- Accounts Receivable and Payable
- Payroll Information
- Financial Reports: Profit & Loss, Balance Sheet, Cash Flow, etc.
- The Budget
- Bank Reconciliation
- Tax Information
- Inventory

In addition, accounting records should include supporting documentation such as receipts and vouchers for revenue; bank statements; canceled checks; approved vouchers or purchase orders; paid invoices; deposit slips; receipts; time sheets; and copies of all contracts and lease agreements. Financial records must identify all funding sources and expenditures by separate fund type. It should use a double

entry accounting system of cash, accrual or modified accrual. It is recommended that one copy of fiscal documents (budgets, bank balances, funding sources, etc.) and organization documents (IRS determination letter, Articles of Incorporation, By-laws, organizational charts, current list of board members, staff resumes, etc.) be stored in a notebook kept by the Development Director. These documents should be maintained in such a manner so as to simplify grant writing. It also functions to eliminate clerical error in grant submissions.

The Annual Operating Budget

The annual operating budget is the numerical portrayal of your organization. It takes the organization in a specific direction for the year. A well thought out budget projects income and expenses and provides for programs and support services as outlined in the work plan for the year.

Fundamental to the budget process is the inclusion of the organization's actual expenditures and revenues as well as anticipated new revenues and expenditures for growth. Tracking of revenues and expenses is essential to avoid incurring expenses for which there are no funds for payment.

The board of directors must approve the annual budget prior to the beginning of the budget period. At each board meeting, financial statements comparing the actual costs of services to estimated costs should be provided to the board of directors with significant variances identified and explained. In addition, the annual budget should be reviewed to ensure that the percentage of nonprofit administrative costs to direct service costs is reasonable.

During the budget year, any major change of income or expense that would significantly alter the annual plan of operation should be reflected in a budget revision and approved by the board of directors. The executive director and development staff should work with the resource development committee of the board to devise an annual fundraising plan designed to generate revenue and support equal to or exceeding the operating budget.

Revenue is income that the organization earned or received through investments. Support is income that the organization received through grants and donations. Both revenue and support are identified by the specific source of the income.

Organizations must establish and follow written internal policies for the consistent treatment of cash contributions. These policies must include:

- A method of recording all such contributions;
- Assurances that eligible needy individuals will receive basic services regardless of their ability to pay.

Furthermore, every organization must establish and follow written internal policies for the consistent and reasonable treatment of in-kind contributions. These policies must include:

- A method of establishing the reasonable value of donated goods and services;
- Rates for volunteer services which should be consistent with those paid for similar work in other activities of the community; and
- Requirements for documenting in-kind contributions.

It is important to understand that some contracts require local matching funds (either cash, in-kind, or a combination). When matching funds are required, it is necessary to keep track of these funds in such a way that they are not used for another matching fund requirement. Organizations must have written internal policies to accurately document the cash/in-kind match required by funding sources.

Expenses are classified as personnel and non-personnel. Depending on your organization's structure, you may instead choose to include salaries of direct service personnel as part of the expenses for specific programs. Non-personnel expenses are divided into specific programs, contract, fundraising, marketing and administrative expenses. Expenses for each program include direct costs of delivering services to the client, like supplies, travel, and consultant fees. Some indirect costs, like rent, may be allocated to these programs as well. Many indirect expenses are included in the administrative support line.

Restricted Access to Assets

Only the designated personnel, usually the executive director and business manager, should have access to all financial documents. Any other person must get permission from the executive director to review any financial record and the review must be done in the presence of authorized personnel. No one should be allowed to make photocopies of financial documents.

Independent Financial Audit

The organization should have an annual independent financial audit conducted by a certified public accountant (CPA) to ensure an accurate, current, and complete disclosure of the financial results that tie to the general ledger accounts and external reports. The audit should be completed within 13 months after the end of the fiscal year.

The CPA will prepare a management letter containing recommendations for improvements in the financial operations of the organization. The board reviews and approves the audit report and management letter and with staff support, institutes any necessary changes.

The audit or a prepared annual report that includes financial statements can be made available to volunteers, donors, and funding sources, i.e., foundations, corporations, and government agencies. The board treasurer and the executive director are responsible for soliciting bids, interviewing auditors, and hiring an auditor for the organization.

Exhibit 5:14

Explanation of Budget Line Items

Government grants categorize specific types of expenses in the major categories that are bolded below. TTA's costs that reflect expenses represented below, should be placed in the appropriate categories. Keep in mind that specific line items in the broad categories must appear in the actual federal grant. For example, life insurance is a fringe benefit that can be covered by the grant. But if the life insurance expense was not put in the grant budget for approval, then the grant cannot pay for the life insurance expense after the fact.

Personnel: Salaries and wages.

Fringe Benefits: Payroll taxes (including unemployment), health/medical, retirement, life insurance etc.

Travel: Mileage, Conference/Workshop fees, Hotel/Transportation,

Equipment: Major equipment – non-expendable tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit. If the item does not meet the \$5,000 threshold, include it in your budget under Supplies.

Supplies: Enter the total costs of all tangible expendable personal property such as small equipment, office supplies, office furniture, program supplies, curricula, software programs, sports equipment, snacks, etc.

Contractual: Professional services such as accounting, legal, consulting, program development and evaluation, etc.

Other: All other costs, such as: rent/lease, utilities, phone, advertising, criminal background checks, equipment repair, printing & reproduction, postage/shipping, property insurance, liability insurance, worker's compensation, website, petty cash, dues/memberships, subscriptions, security, etc.

Exhibit 5:15:1

Sample Annual Operating Budget Template

Revenue & Support

Government Grants

Specify: _____

Foundation Grants

Membership Program

Sponsorship Program

Church(s)

Special Events

Other Income

Fee-based Programs

Carry-over from Previous Year

Total Revenue & Support

Administrative Expenses

Personnel (admin. staff only)

Salaries/Wages

Fringe Benefits

Payroll Liabilities

Health & Medical

Retirement

Supplies

Board Development

Fundraising

Office Supplies

Furniture

Small Equipment (<\$5,000)

Travel

Conferences

Mileage

Air Fare, Taxi, Bus

Equipment > \$5,000

Copier

Server

Contracts

Accounting & Taxes

Financial Audit

Professional Fees

Exhibit 5:15:2

Sample Annual Operating Budget Template

Other

- Rent/Utilities
- Advertising
- Criminal Checks
- Drug Testing
- Website
- Equipment Repair
- Printing & Reproduction
- Postage/Shipping
- Telephone
- General Liability
- Directors & Officers
- Property Insurance
- Petty Cash
- Dues/Memberships
- Subscriptions

Total Administrative Costs

Public Schools Outreach

Personnel

- Salaries/Wages

Fringe Benefits

- Payroll Liabilities
- Health & Medical
- Retirement

Supplies

- Education Materials
- Small Equipment (<\$5,000)
- Office Supplies
- Furniture
- Staff Development

Travel

- Conferences
- Mileage
- Air Fare, Taxi, Bus
- Vehicle Insurance/Maintenance

Equipment > \$5,000

- Copier
- Server
- Sonogram Machine

Exhibit 5:15:3

Sample Annual Operating Budget Template

Contracts

- Accounting & Taxes
- Financial Audit
- Professional Services
- Program Evaluator

Other

- Rent
- Utilities
- Advertising
- Criminal Checks
- Drug Testing
- Website
- Equipment Repair
- Printing & Reproduction
- Postage/Shipping
- Telephone
- General Liability
- Property Insurance
- Petty Cash
- Dues/Memberships
- Subscriptions

Total Public Schools Outreach

Exhibit 5:16:1
Internal Control Questionnaire
Adapted from Texas Commission on Alcohol & Drug Abuse

	Board Member	Executive Director	CFO	Treasurer	Accounting Clerk	Secretary	Other Personnel
A. Segregation of Duties							
1. Who signs payroll checks?							
2. Who signs expenditure checks?							
3. Who can post transactions to the GL?							
4. Who has access to blank checks?							
5. Who authorizes/approves purchases?							
6. Who prepares checks?							
7. Who has access to cancelled checks?							
8. Who prepares bank statement reconciliations?							
B. General Internal Controls							
1. Are cost centers established in the accounting system for each program?							
2. Who approves/reviews bank reconciliations?							
3. Who approves monthly financial/P&Ls?							
4. Who has a password to access the financial system?							
5. Who has custody of blank checks?							

Exhibit 5:16:2
Internal Control Questionnaire

	Board Member	Executive Director	CFO	Treasurer	Accounting Clerk	Secretary	Other Personnel
B. General Internal Controls cont.							
6. Are offices with sensitive information locked during non-business hours?							
7. Who tracks voided checks?							
8. Who posts monthly/year-end accruals?							
9. Who reviews monthly budgets to actual monthly expenditures?							
10. Are key employees required to take annual leave?							
11. Is a staff person responsible for reviewing policies and procedures for compliance with funding sources?							
C. Controls Over Expenditures							
1. Who approves purchase requests?							
2. Who approves payments?							
3. Are invoices stamped with receipt dates?							
4. Are invoices stamped with the date posted?							
5. Are invoices stamped with the date paid?							
6. Are purchase requests matched to invoices when paid?							

Exhibit 5:16:3
Internal Control Questionnaire

	Board Member	Executive Director	CFO	Treasurer	Accounting Clerk	Secretary	Other Personnel
C. Controls Over Expenditures cont.							
7. Are purchase requests matched to invoices when paid?							
8. Is the due date of invoices entered in the accounting system?							
9. Who reviews expenditures for compliance with grant requirements?							
10. Does the person posting the expenditure know which program a particular expenditure benefited?							
11. Are the appropriate documents reviewed when approving payments?							
12. Is there a process for the procurement and payment of supplies, services and equipment?							
D. Controls Over Payroll							
1. Do supervisors approve timesheets?							
2. Who approves the executive director's timesheets?							
3. Who approves the executive director's bonuses?							
4. Is the payroll processing contracted out?							

Exhibit 5:16:4
Internal Control Questionnaire

	Board Member	Executive Director	CFO	Treasurer	Accounting Clerk	Secretary	Other Personnel
D. Controls Over Payroll							
5. Who ties the payroll register to the general ledger?							
6. Who has custody of unclaimed payroll checks?							
7. Who reviews the validity of payroll expenditures?							
8. Who prepares the 941 payroll tax returns?							
9. Who reviews the payment of payroll taxes?							
10. How is payroll processed, documented and paid?							
E. Controls Over Cost Allocation and Billing							
1. Who calculates allocation percentages?							
2. Do time sheets identify each program an employee could work for and other non-billable activities?							
3. Who approves allocation/distribution percentages?							
4. Who draws down funds from a grant's electronic payment system?							
5. What documents are used when requesting an advance or reimbursement from a grant?							

Exhibit 5:16:5
Internal Control Questionnaire

	Board Member	Executive Director	CFO	Treasurer	Accounting Clerk	Secretary	Other Personnel
E. Controls Over Cost Allocation and Billing							
6. Are grant payments compared and reconcile to the general ledger?							
F. Controls Over Work Environment							
1. What type of oversight does the board provide to management and staff regarding integrity and ethical values?							
2. Has the board adopted formal codes of conduct for the organization?							
3. What are the penalties or disciplinary actions for violation of the formal codes of conduct?							
4. What mechanisms are in place to encourage employees to report suspected violations of the codes of conduct?							
G. Controls for Human Resource Management							
1. Are there formal job descriptions for each position?							
2. Are policies and procedures made available to staff?							
3. Does management hold formal meetings with staff to discuss policies and procedures and other organizational/program issues?							

Exhibit 5:16:6
Internal Control Questionnaire

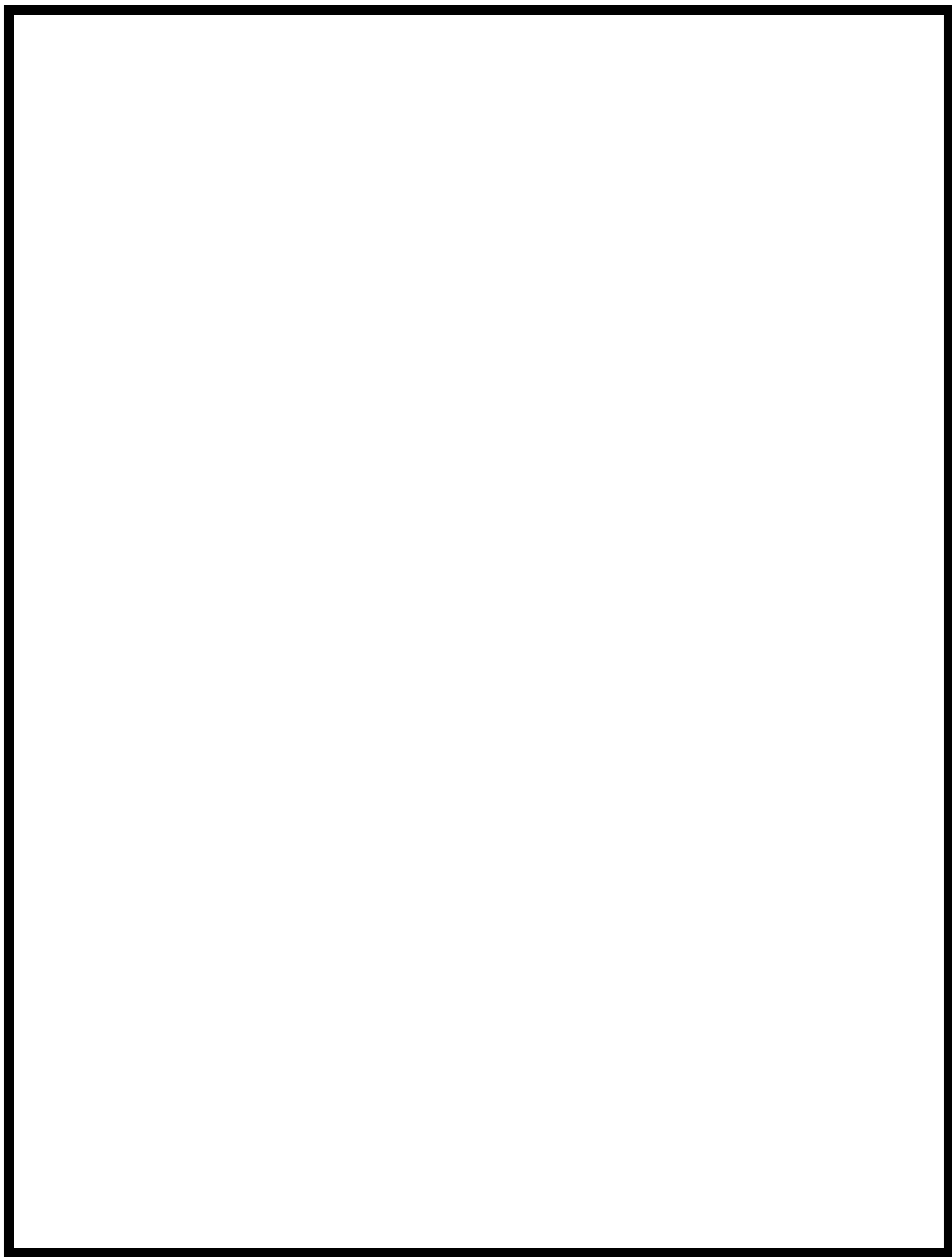
	Board Member	Executive Director	CFO	Treasurer	Accounting Clerk	Secretary	Other Personnel
G. Controls for Human Resource Management cont.							
4. How does management solicit input from employees?							
5. What internal communications are in place for staff, management and board of directors?							
6. Are employees and management provided enough staff development to effectively do their jobs?							
7. Are new employees properly oriented to their job functions and expectations of management?							
8. Are performance appraisals done annually on employees and management?							
9. What types of controls are in place to ensure staff and management meet education, experience, and/or credentialing requirements as set forth by the organization and/or by the grantor if applicable?							
10. Is there an organizational chart to reflect hierarchy of positions and chain of command?							

Exhibit 5:16:7
Internal Control Questionnaire

	Board Member	Executive Director	CFO	Treasurer	Accounting Clerk	Secretary	Other Personnel
H. Authorization, Risk Management and Monitoring Controls							
1. Are there formal procurement processes and written procedures?							
2. Does management have procedures to identify/monitor agency goals and objectives and determine if they are met?							
3. Do the written procurement procedures meet grant requirement if applicable?							
4. What are the checks and balances in place regarding procurement?							
5. Do the policies and procedures address the safeguarding of assets?							
6. Do policies and procedures address preventing fraud and intentional errors?							
7. Has the organization identified the processes, controls, and other procedures needed to mitigate fraud risk?							

Exhibit 5:16:8
Internal Control Questionnaire

	Board Member	Executive Director	CFO	Treasurer	Accounting Clerk	Secretary	Other Personnel
H. Authorization, Risk Management and Monitoring Controls cont.							
8. Does management periodically review the accounting processes to recommend changes needed for improvement?							
9. Does management periodically compare operating results with the budget?							
10. Does management review the internal control process to recommend changes to ensure compliance?							



Course Objectives

Participants will understand:

- The Concept of Fundraising
- Donor Research and Cultivation – Individual Donor
- Donor Research and Cultivation – Institutional Donor
- Fundraising Strategies
- The Fund Development Plan
- The Basics of Grant Writing
- The Grant Writer
- Writing the Proposal

The Concept of Fundraising

Probably the most difficult challenge facing nonprofit organizations is financing the mission. For nonprofits, that means asking for money, which is no easy task. The harvest (people needs) is plentiful, but the resources (money) are few.

Fundraising is competitive. Thousands upon thousands of worthy organizations are competing for the same dollars in an economy of scarce resources. Just having a good program is not enough. So much more goes into securing a solid financial future for the organization.

Nonprofits are constantly searching for ways to get government, foundation and/or corporate dollars. Well, there are no magical answers or quick-fix solutions.

Fundraising is now appropriately called fund development or resource development. The word “develop”—to cause to grow gradually in some way—makes fund development a gradual process of building relationships, a proven program track record, capable staff, sound business practices—all of which impacts funding.

First, fundraising is an art of developing and nurturing relationships. Probably 80% or more of donated funds are based on relationships. Fundraising experts all agree *that people give to people, not organizations*. Second, fundraising is a science that uses historical data (past giving patterns) and proven strategies to acquire funds. The combined approach of art and science strengthens the organization’s position to obtain the necessary revenues to operate.

However, the fact that so many organizations are going after the same dollars compels donors to re-evaluate how they select projects for funding. As such, fundraising has become much more than an art and science, it’s also about sound business practices. So, what is effective fundraising?

- The art of building relationships
- The science of using data and proven methodologies

- The practice of good business, specifically strong organizational capacity, community mobilization, and proven programs

In reviewing funding guidelines, all three elements are addressed in the application questions and requested documentation. Previous chapters dealt with program evaluation (Chapter 3), community collaborations or partnerships (Chapter 4) and capacity building (Chapter 5). Chapter 6 now explores the universe of donors, relationship building and fund development strategies.

Donor Research and Cultivation—Individual Donor

Did you know the majority of donations in America (not necessary the largest) come from individuals? In fact, individuals give almost 80% of all gifts to nonprofits. Therefore, it is well worth the effort and resources to get as many people as possible involved in your mission. Large organizations have compiled a massive database of donors and potential donors—some reaching in the hundreds of thousands.

In planning your approach and cultivation strategies, it is good to know first why people generally give. The experts cite many reasons, but all can agree the following represent some of the leading motivations as to why individuals donate to charities:

- Being asked by someone
- A family history of giving
- A biblical mandate—it's the will of God
- A concern for a specific issue—usually from a personal experience with the issue
- Peer pressure from friends
- Expected among socialites
- Involvement with the organization, i.e. volunteers, board members, etc.
- Recognition
- Good for business
- Financial planning
- It just feels good

Many groups on the cutting edge of fundraising constantly find ways in which to involve people at some level in the organization's mission, i.e. board and advisory board members, program volunteers, vendors, advocates, keynote speakers for events and workshop presenters. People are more likely to give money to an organization when they feel connected in some way. Your mission, if you choose to accept it, is to build an army of donors by instituting multiple strategies and activities to get people in the door.

Think outside the box. Be creative. Sometimes you have to bring people in through the back door as guest speakers, consultants, trainers, vendors, and so forth before asking them for money. A variety of venues can be used to attract these individuals, including agency tours, speakers' bureaus, agency-hosted community events with contests featuring raffles and auctions, educational workshops, networking occasions, and community forums.

The best way to get individuals engaged in your cause is to start with the people you know and the people they know. For churches, the membership is a good place to begin, especially if your social service programs are a part of a separate nonprofit agency under the church. It is easier to sell that way. Ok, you're thinking this might interfere with their tithes and offerings to the church. Not necessarily.

Members have to be educated to what you are trying to accomplish in the community. They need to see programs in progress and the impact to individuals being served. There needs to be prescribed methods of giving, i.e. membership programs, sponsorship opportunities, raffles, contests, etc. Remind them that many church members donate to other charitable causes in addition to their tithes and offerings to your church, so why not give to their church-sponsored cause. Some members will respond to your fundraising efforts and others won't. That's ok. Keep membership involved and always make 'the ask.' Those who are skeptics and stragglers will eventually come on board.

Again, the best way to build your donor base is to start with the people who are most likely to give up front—the people you know as board members, staff, volunteers, sometimes clients, relatives, friends, business associates, neighbors, businesses in the community, church members, club and association members, vendors, etc. Invite these individuals to one-on-one meetings (high giving potential), luncheons, dinners, agency tours, receptions, program events, special events and whatever else you can think of.

When bringing large groups to your organization or just presenting to large groups, have informational packets available with compelling materials that tell the organization's story. The agency's video and/or a PowerPoint presentation with pictures of your clients do more to tell your story in a captivating way than anything else.

Ask the audience to complete information cards, giving you permission to include them in your mailings, i.e. direct mail, newsletters, annual reports, invitations and/or flyers to events. Approach larger groups with giving opportunities at membership levels (smaller gifts) unless the event is specifically targeting high-dollar donors. In that case, you are looking for major donations and/or sponsorships. Make sure appropriate materials, i.e., sponsorship packets, are available for these individuals.

For potential major donors, personalize your cultivation and solicitation approach. Board members and other affluent supporters of the organization usually introduce these individuals to you. Why would they be attracted to the organization? What issues are they most concerned about?

Important Tip!

Your goal should be to focus first on those prospects with the greatest likelihood of making a gift in the current fund year. In fundraising there is a tried and true saying, “solicit inside-out and top-down”, meaning that you should solicit those closest to your organization first (board, church membership, existing donors, staff, etc.), then donors with the highest giving potential, and on down to those with the lowest potential. (Source: The Complete Guide to Nonprofit Management, Smith, Bucklin & Associates, Inc.)

Know something about these potential major donors before you meet with them. With any visit, large or small, send written notes expressing your appreciation for the opportunity to share the organization's vision, mission and impact. For persons with a greater capacity to give more, personalize the thank you note. This goes a long way.

If you need more information about wealthy philanthropists in your area, here are a few sources to reference: newspaper (society pages), magazines, periodicals, nonprofit websites, nonprofit event programs, nonprofit annual reports, Chamber of Commerce, business journals, *The Yellow Pages* (professionals), *Who's Who of America*, etc.

Donor Research and Cultivation—Institutional Donor

Foundations and corporations are highly sought after sources of funding. They are inundated with requests for donations—more than their charitable budgets can handle. However, did you know that contributions from these groups account for less than 20% of total contributions given in America? Remember, almost 80% of donations come from individuals. What does this tell you? Well, two things: the competition is stiff and organizations should concentrate more on individual donors. Are foundations and corporations worth the effort? Absolutely. When your organizational act is together, you can pursue almost anything with confidence of getting it. Remember the beginning of the chapter? Relationships, proven strategies and sound business practices give you the best possible advantage of getting support from these groups.

The first step to relationship building is researching the DONOR—decision-makers, fields of interest, past recipients, financial assets and stability, gift ranges, geographic preferences, populations served and application guidelines. Too often, organizations submit proposals without doing the homework.

What happens in this case a proposed project is rejected because it did not fit the donor's program interests, geographic area(s), target population, support type or eligibility requirements. **YOU MUST DO THE RESEARCH!** Be certain your proposed project is aligned with the program interests of the foundation or corporation before submitting your proposals.

The Internet is the best place to start the initial research. Most major corporations have charitable giving departments and websites that post their fields of interest, the application process and eligibility guidelines. Government and some foundation websites also list their funding opportunities, application process and eligibility criteria. Other helpful sources of information include *Federal Funds for Organizations That Help Those in Need* (White House Office of Faith-based and Community Initiatives), *The Federal Registry*, *Catalog of Federal Domestic Assistance*, *Foundation Directory*, *The Nonprofit Times*, *Corporate Foundation Profiles* (The Foundation Center), *Chronicle of Philanthropy*, and *Corporate Giving Watch*.

Knowing more about donors and why they give can help you determine the best way to approach and cultivate relationships. Many of the cultivating strategies used with wealthy individuals can be used with foundations. It helps to know someone on the board or key staff to get in the door.

At board, committee and staff meetings, have foundation profiles with a list of trustees available, giving members an opportunity to check for existing relationships with any of the foundations. Larger, multi-purpose foundations may give you an opportunity to meet with their program officers to discuss the merits of your project. Other cultivating strategies that can be used with foundations include:

- Inviting foundations to your events.
- Sending them news clippings of program stories that may be of interest to them.
- Getting foundation representatives to serve on a committee and/or a task force addressing their issues of concern.
- Sending thank you notes for considering your proposal, even if the proposal was rejected.
- Asking them to be workshop presenters or sit on workshop panels addressing fundraising topics or specific causes they represent.
- Inviting them to be judges in contests or competitions connected to their goals and area(s) of interest, i.e. an arts foundation judging an arts contest.

Corporations, on the other hand, give in a variety of ways and for a variety of reasons. Contributing to community causes is not just a charitable act for them; it is good business and good corporate citizenship. A strong and visible public image impacts the bottom line—profit. Corporate involvement in an organization can be in the form of matching gifts for employees' personal contributions, volunteerism, in-kind support, pro-bono services, cause-related marketing (paid out of the company's advertising budget), and sponsorships, particularly for events.

There needs to be a good fit between your organization's mission and goals and the priorities and policies of the corporation. *The Complete Guide to Nonprofit Management* (Smith, Bucklin and Associates, Inc.) has outlined some general guidelines for approaching corporate giving sources:

- Never send a form letter to a corporation.
- Avoid sending letters to corporate CEOs if you do not have a direct access point through a board member or volunteer. Identify the individual who handles corporate contributions and communicate with him or her.
- Charity begins at home with most corporations, so look first at those in your backyard.
- If possible, have someone who knows the company to make the first call.
- If you have an idea that appeals to a corporate giving officer, discuss how best to package it. Your chances of approval are almost assured by doing this.
- Big companies like big projects, those with elements they call their own.
- Know each company's products, markets, interests, and concerns. Find common ground between your interests and those of the company's customers.
- Plan ahead and get your submissions in early.
- Remember that the company that says no this year may be a donor next year, if you come back with a better idea.
- Always say thank you. The best form of thanks is a report of what has been accomplished with the gift. Business people, now more than ever, expect something to happen when they invest in a nonprofit organization.
- Be prepared with a corporate recognition plan. Corporations like to feel they will be getting some visibility and recognition for their contributions.

Exhibit 6:1:1

Types of Funding Sources

Source: Adapted from The Enterprise Foundation

Community Foundations:

Funded by many sources that want their contribution to benefit a particular city or region. These foundations often serve as trustee or manager for smaller family or individual trusts. Boards of trustees usually represent a broad sector of the community. Characteristics of community foundations include:

- Specific city or region;
- Priorities are based on local needs;
- Usually award smaller grants;
- Often favor seed funding to start new programs;
- Good source of information about the community, especially the philanthropic community; and
- Often serve as facilitators for community problem-solving, coalition and partnership builders.

Independent Foundations:

Also known as private foundations. Usually funded or endowed by a single source, such as an individual or family, from inherited wealth or wealth accumulated through business activity. This type of foundation may be large, multi-purpose, special purpose, and/or family foundation. Characteristics of individual foundations include:

- Support may be limited to special purposes designated by the founder;
- Tend to have specified grant-making interests. Large foundations usually publish guidelines;
- Larger ones may have program officers on staff responsible for designated program areas, reviewing related proposals and making recommendations to trustees;
- Family foundations tend to have few if any staff. Family members are generally very involved and dominate the board of directors; and

Exhibit 6:1:2

Types of Funding Sources

Source: Adapted from The Enterprise Foundation

- Family foundations tend to limit support to very specific special purposes. They often favor religious causes and higher education.

Operating Foundations:

Established by a nonprofit to fund its own programs. External grants are seldom awarded.

Company Foundations:

Funded by profit-making entity for the purpose of charitable giving. Not all companies and corporations establish foundations; contributions may be made directly by the company, even if they also have a foundation. Characteristics of company foundations include:

- Typically give a large number of small grants;
- Usually limit giving to area of operation;
- Usually give for a broad spectrum of interests. Priorities are often in areas of interest to the company such as community projects near company facilities; to organizations serving employee needs; for research or projects related to company products or services; and
- Legal entity separate from the sponsoring company; has its own board of directors

Federated Giving Programs:

Joint fundraising efforts usually administered by a nonprofit umbrella organization (United Ways, United Negro College Fund, etc.) that in turn distributes the contributed funds to several nonprofit agencies.

Government Grants:

Tax-based dollars allocated for programs that address issues of local, state and national significance. Government entities favor research-based projects or outcomes-based programs for funding.

Exhibit 6:2:1

The Meadows Foundation Profile

Source: The Foundation Directory Online

Donor(s): Algur Hurtle Meadows +; Virginia Meadows +.

Type of grantmaker: Independent foundation.

Background: Incorporated in 1948 in TX.

Purpose and activities: Support for the arts, social services, community and rural development, health including mental health, education, and civic and cultural programs. Operates a historic preservation investment-related program using a cluster of Victorian homes as offices for nonprofit agencies.

Program area(s): The grantmaker has identified the following area(s) of interest:
Charitable Schools Program: The foundation seeks to encourage and support community service activities of Dallas-area high school and middle school students. Schools that commit to community service projects will receive a \$500 grant to support their efforts. All grant awards must be used for a charitable purpose within their own school or donated to a qualified Texas charity, 501(c)(3) organization, in accordance with the foundation's charter.

The program's objectives are:

1. To encourage and increase the number of young people who give back to their communities through volunteer service;
2. To increase students' knowledge of their community by encouraging interaction with their beneficiaries (agencies or individuals) and the benefits realized by both the students and beneficiaries; and
3. To develop leadership skills among students and maximize their knowledge of community needs and the service agencies and programs involved in meeting those needs.

Matching Grants Program: The foundation matches individual philanthropic gifts of foundation board members to nonprofit agencies.

Fields of interest: Adult education--literacy, basic skills & GED; Adult/continuing education; Aging; Aging, centers/services; Agriculture; AIDS; AIDS research; Alcoholism; Animals/wildlife, preservation/protection; Arts; Child development, education; Child development, services; Children/youth, services; Christian agencies & churches; Civil rights, race/intergroup relations; Community development; Crime/law

Exhibit 6:2:2

The Meadows Foundation Profile

Source: The Foundation Directory Online

enforcement; Dental care; Economically disadvantaged; Education, early childhood education; Education, reading; Employment; Environment; Environment, natural resources; Family services; Government/public administration; Health care; Historic preservation/historical societies; History/archaeology; Homeless; Homeless, human services; Housing/shelter, development; Human services; Humanities; Leadership development; Libraries/library science; Media/communications; Medical care, rehabilitation; Medical school/education; Mental health/crisis services; Museums; Nursing care; Nutrition; Public affairs; Recreation; Residential/custodial care, hospices; Rural development; Safety/disasters; Substance abuse, services; Transportation; Urban/community development; Visual arts, architecture; Volunteerism promotion; Youth development services.

Geographic focus: Texas

Types of support: Building/renovation, Capital campaigns, Consulting services, Continuing support, Curriculum development, Debt reduction, Emergency funds, Employee matching gifts, Endowments, Equipment, General/operating support, Land acquisition, Matching/challenge support, Program development, Program evaluation, Program-related investments/loans, Publication, Research, Seed money.

Limitations: Giving limited to TX. No grants to individuals; generally, no grants for annual campaigns, fundraising events, professional conferences and symposia, travel expenses for groups to perform or compete outside of TX, or construction of churches and seminaries.

Publications: Annual report (including application guidelines), Application guidelines.

Application information: An online grant application form is available on the foundation's website. Application form not required. Applicants should submit the following:

1. A timetable for implementation and evaluation of project
2. How project will be sustained once grantmaker support is completed
3. Qualifications of key personnel

Exhibit 6:2:3

The Meadows Foundation Profile

Source: The Foundation Directory Online

4. Copy of IRS Determination Letter
5. Brief history of organization and description of its mission
6. Copy of most recent annual report/audited financial statement/990
7. How project's results will be evaluated or measured
8. Listing of board of directors, trustees, officers and other key people and their affiliations
9. Detailed description of project and amount of funding requested
10. Copy of current year's organizational budget and/or project budget
11. Listing of additional funding sources and amount of support

The foundation generally discourages pre-grant meetings, preferring to initiate meetings, if necessary, after receipt of a proposal. The staff reviews all requests as soon as possible, and acknowledgement of proposal receipt may be expected within 1 week.

Initial approach: Proposal

Copies of proposal: 1

Board meeting date(s): Grants review committee meets monthly; full board meets 2 or 3 times a year

Deadline(s): None

Final notification: 3 to 4 months

Officers and Directors:* Robert A. Meadows ,* Chair. and V.P.; Linda P. Evans ,* C.E.O. and Pres.; Michael E. Patrick, V.P., Treas., and C.I.O.; Bruce H. Esterline, V.P., Grants; Paula Herring, V.P., Fin.; Robert E. Weiss, V.P., Admin.; Emily J. Jones, Corp. Secy.; Evelyn Meadows Acton, Dir. Emeritus; Sally R. Lancaster, Dir. Emeritus; Curtis W. Meadows, Jr., Dir. Emeritus; Sally C. Miller, Dir. Emeritus; Eloise Meadows Rouse, Dir. Emeritus; Dorothy C. Wilson, Dir. Emeritus; John W. Broadfoot; True Miller Campbell; Daniel H. Chapman; Judy B. Culbertson; John A. Hammack; Virginia Wilson Hanson; P. Mike McCullough; Eric Richard Meadows; Mark A. Meadows; William A. Nesbitt; G. Tomas Rhodus; Evy Kay Ritzen.

Exhibit 6:2:4

The Meadows Foundation Profile

Source: The Foundation Directory Online

Number of staff: 23 full-time professional; 1 part-time professional; 21 full-time support; 2 part-time support.

Financial data: (yr. ended 12/31/02): Assets, \$694,602,074 (M); expenditures, \$44,907,360; total giving, \$29,402,539; qualifying distributions, \$38,570,756; giving activities include \$29,323,327 for 331 grants (high: \$2,500,000; average: \$25,000-\$250,000), \$79,212 for employee matching gifts, \$731,005 for 2 foundation-administered programs and \$1,703,712 for 7 loans/program-related investments.

EIN: 756015322

Most Recent IRS filings: PDF

Exhibit 6:3:1

JCPenney Contributions Guidelines

Contributions Policies

JCPenney only considers grants to tax-exempt organizations with 501(c)(3) status from the Internal Revenue Service or organizations that are a political subdivision of the state as described 170(c)(1) of the IRS.

What We Fund

Funding emphasis is given to specific targeted issues of concern to the Company, its employees and its customers. JCPenney gives preference to proposals for direct support of organizations that address the following issues:

- Improvement of K through 12th grade education through curriculum-based after school care, with a priority on JCPenney Afterschool.
- Support/promotion of associate (employee) volunteerism, primarily through the James Cash Penney Awards for Community Service.
- United Way (most of JCPenney's support for health and welfare issues is contributed through local United Ways).

Funding for other types of programs and projects is limited.

Within these target issues, priority is given to:

- National projects that have a multiplier effect by benefiting local organizations across the country;
- Projects/organizations that serve a broad sector of the community;
- Organizations that provide direct services to their client populations; and
- Projects/organizations with a proven record of success.

Note: Charitable budgets for 2003 are extremely tight and focused.

Exhibit 6:3:2

JCPenney Contributions Guidelines

Contributions Policies

Program Limitations

JCPenney refrains from or limits support of:

- Individuals (including family reunions);
- Individual student exchange/travel programs;
- Membership organizations, unless the project benefits the entire community;
- Religious organizations, unless the project benefits the entire community;
- Journal or program advertising;
- Fundraising dinners, luncheons or other types of benefits;
- Merchandise donations;
- Door prizes, gift certificates or other giveaways;
- conferences and seminars;
- Capital campaigns and multi-year pledges;
- International projects except in countries where we have business locations;
- Pilot projects;
- Film and video projects;
- Research projects;
- Scholarships, except at colleges and universities with which the Company has a recruiting relationship;
- Higher education institutions, unless the Company has a business or recruiting relationship;
- Individual K-12 schools, unless the Company has a business partnership with the school (including proms, graduations, PTOs and PTAs); and
- Donations of returned, damaged or excess merchandise.

Exhibit 6:3:3

JCPenney Contributions Guidelines

Contributions Policies

JCPenney does not offer a matching gifts program at this time.

Contributions Procedures

What Should Be Included in All Contributions Proposals

- If your organization meets the criteria listed above, please submit a brief letter of inquiry. Telephone requests are not accepted.
- The letter should describe the organization to be funded and the specific request including expected outcomes and program milestones.
- If JCPenney is interested, the organization will be contacted to provide additional information.

Funding Sources

Funding is available from the corporate contributions budget or the JCPenney Company Fund, the Company's corporate foundation. Decisions on the funding source are the responsibility of JCPenney Community Relations and the directors of the JCPenney Company Fund.

When to Apply

Proposals are accepted year-round. Please provide as much lead time as possible between the time of the request and the actual need for funding. The Company's fiscal year runs from February 1 to January 31.

Where to Apply

The Company does not use a grant application. Inquiries should be sent to:

Jeannette Siegel
Community Relations and Contributions Manager
J.C. Penney Company, Inc.
P.O. Box 10001
Dallas, TX 75301-8101

Exhibit 6:4:1

Advantages and Disadvantages of Typical Funding Sources

Source: Ellen M. Hatfield, Twin Cities in Minnesota, as cited in McNamara, Overview of Nonprofit Fundraising Sources and Approaches.

Funding Sources	Advantages	Disadvantages
Individual	<ul style="list-style-type: none"> ▪ Largest source of giving ▪ Ongoing source one can build ▪ Once a giver, also an advocate ▪ Volunteers are a good source of money 	<ul style="list-style-type: none"> ▪ Costly to develop; small return per individual unit ▪ Hard to generate unless broad-based direct service appeal ▪ Risky for the inexperienced ▪ Need significant assistance from the organization's board and volunteers
Large Family Foundations	<ul style="list-style-type: none"> ▪ Source of large sums of money ▪ Accessible, professional staff ▪ Clear guidelines and process ▪ Most likely to research your request ▪ Board volunteers can help but are not always key 	<ul style="list-style-type: none"> ▪ Start-up funds only ▪ Lengthy application process ▪ More difficult to access through personal influence ▪ Proposals may be longer
Community Foundations	<ul style="list-style-type: none"> ▪ Similar to large family foundations ▪ Staff may be sufficient 	<ul style="list-style-type: none"> ▪ Host of foundations within foundations ▪ Most money is earmarked or allocated to special funds
Small Family Foundations	<ul style="list-style-type: none"> ▪ May fund ongoing operating expenses ▪ Personal influence with board members help ▪ Guidelines often broad ▪ Not very concerned about grant format 	<ul style="list-style-type: none"> ▪ Hard to access; no professional staff ▪ Often not large sums of money ▪ May not be possible without personal influence
Large Corporations/Corporate Foundations	<ul style="list-style-type: none"> ▪ Can be source of large sums of money ▪ Smaller amounts of money may be ongoing ▪ Often accessible and professional staff ▪ May be tied to volunteer involvement ▪ Business strategy may be clear ▪ Source of cause-related marketing 	<ul style="list-style-type: none"> ▪ Large sums of money aren't ongoing ▪ Hard to get around staff ▪ Must be within their guidelines ▪ Not likely to contribute if not headquartered locally or have a public consumer base ▪ Often want board representation

Exhibit 6:4:2

Advantages and Disadvantages of Typical Funding Sources

Source: Ellen M. Hatfield, Twin Cities in Minnesota, as cited in McNamara, Overview of Nonprofit Fundraising Sources and Approaches.

Funding Sources	Advantages	Disadvantages
Small Corporations	<ul style="list-style-type: none"> ▪ Very informal approach ▪ Money may be ongoing ▪ Personal connections will suffice ▪ Neighborhood focus will help 	<ul style="list-style-type: none"> ▪ Small amounts of money ▪ Narrow range of interest ▪ Personal contacts are key
Federated Funds (United Way, United Negro College Fund)	<ul style="list-style-type: none"> ▪ Steady source of relatively large sums of money ▪ Clear process ▪ Professional staff; can be agency driven 	<ul style="list-style-type: none"> ▪ Generally can't be a start-up organization ▪ Must be a social service and fit a priority focus ▪ Lengthy entry process ▪ Time consuming; must be part of yearly fundraising process, with periodic in-depth review
Government	<ul style="list-style-type: none"> ▪ Large sums of money possible ▪ Clear process ▪ Political clout helps ▪ May be source of ongoing money 	<ul style="list-style-type: none"> ▪ Application procedures may be long and tedious ▪ May only pay by unit of service, fluctuates ▪ Unspent monies may have to be returned ▪ Extensive recordkeeping
Faith-based and Community Organizations	<ul style="list-style-type: none"> ▪ Often looking for group projects 	<ul style="list-style-type: none"> ▪ In-kind services most likely ▪ Need to fit their service focus, usually a neighborhood or religious outlook

The Fund Development Plan

Now that we understand the nature of donors and the various types of funding sources, we can begin to put together a funding plan that will meet the organization's financial goal. A fund development plan outlines strategies for an annual giving campaign or drive, acquiring monetary and in-kind support for the organization's budgetary needs. The plan can also include a capital campaign to raise support for major expenditures such as building projects, renovations, endowments, and equipment. Whether an annual giving and/or capital campaign, the organization should have a clear focus on what's to be accomplished in the budget year.

Six Requirements for a Campaign Drive

Source: Fundraising—Hands-on Tactics for Nonprofit Groups, L. Peter Edles

1. **The goals of your organization must be compelling enough to ensure intense donor commitment.**
2. **Your organization's growth patterns must be easily perceived. You have to prove a winning track record. In a first-time appeal, the background of key leaders must reflect a record of experience and expertise in the area(s) for which the drive is held.**
3. **Your organization or its key leaders must be strongly visible to the people whose support you expect. You must be well known by volunteers and prospects.**
4. **Your chief executive and volunteer leadership must be highly competent, totally committed, and be proven, excellent fundraisers.**
5. **Your campaign's needs must be specific, attractive, people-oriented, and have a sense of urgency.**
6. **The results of your campaign must be measurable. Tell your prospective donors exactly what will be done with contributions, and provide time frames for actions and achievements.**

The fund development process includes:

- An all-encompassing plan for the achievement of financial goals both capital and operational, including diverse funding sources and strategies.
- Annual operating and capital budgets that reflect the current financial condition of the organization and future financial needs for program expansion and capital purchases.
- A Standards of Giving Chart—typically for organizations with an unproven track record in fundraising—specifying types and ranges of gifts and the number of prospects required for achieving a specific financial goal.
- The formation of a resource or fund development committee with a defined purpose outlining clear goals and responsibilities for its members and the organization's development staff.
- A detailed time-line delineating strategies, tasks, delegation of tasks and progress toward achieving the tasks.
- A variety of fundraising tools used in the solicitation and cultivation of donors.
- A system of tracking and follow-up of all fundraising activities using a donor software program that will meet the development needs of the organization.

Diversified Fundraising

We all know that personal financial security involves multiple income streams. Individuals that live from paycheck to paycheck are just one step away from homelessness. Wise people plan, save, invest and create other earning opportunities to secure their future. Those of us with multiple income streams are not financially devastated when the economy decides to go left.

The same holds true for nonprofit and for profit organizations. When organizations don't plan, save, invest and create other income opportunities, they are one step away from substantial downsizing or going out of business. Nonprofits can save and invest...that is important.

Equally essential to a nonprofit's survival and growth is diverse funding sources, which can include revenue-generating programs. Using multiple fundraising strategies to secure donations from a variety of sources ensures

long-term sustainability for your programs. Review the following exhibits to learn more about multiple funding sources and fundraising strategies:

All fundraising plans have one thing in common: they show a diverse number of sources for their income.

- **Exhibit 6:1** provides definitions on types of foundations, federated giving programs and government grants.
- **Exhibit 6:4** gives advantages and disadvantages of typical funding sources.
- **Exhibit 6:9** gives a graphic representation of a nonprofit's universe of donors.
- **Exhibit 6:12** outlines multiple fundraising strategies that bring donors to your front door or, in some cases, through the back door.

Exhibit: 6.5.1

Resource or Fund Development Committee Description

Purpose of Committee: The development and implementation of year-round strategies to procure financial and non-financial resources necessary to fulfill the vision, mission and goals of the organization.

Key Responsibilities:

1. Planning: To develop short and long-term resource development goals and the action steps necessary for their fulfillment.
2. Resource Assessment: To assess community, volunteer, staff and financial resources needed to fulfill resource development strategies.
3. Research: To develop, evaluate and pilot innovative strategies to procure resources from untapped markets.
4. Fundraising: To conduct the annual fundraising campaign, including leadership giving strategies.
5. Gifts in-Kind: To develop and implement strategies to procure non-cash items for use by the organization and participating agencies.
6. Grants: To develop and implement strategies to procure grants from the corporate, foundation and government sectors of the community.
7. Planned Giving: To develop and implement strategies to procure gifts of cash and non-cash items through charitable remainder trusts, wills, etc.
8. Special Events: To develop and implement strategies for one major fundraising event and on-going marketing events for public awareness of [your organization] services.
9. Board Communication: To keep the Board of Directors informed on the implemented strategies, results of fundraising efforts, resource needs and any potential policies needed which will allow effective resource development.
10. Sub-Committees: To establish sub-committees for sponsorships (major gifts), memberships, and special events.

Exhibit: 6.5.2

Resource or Fund Development Committee Description

- Committee Structure:** The Chairperson of the Committee shall be a member of the Board of Directors and shall select, or cause to be selected, a vice chairperson or chairmen. A majority of the Committee shall be board members. Sub-committees or short-term task force groups may be formed to complete the Committee's objectives.
- Time Commitment:** At least one meeting per month or as needed to fulfill the Committee's goals. During the annual campaign, the amount of time needed will increase significantly and may require additional meetings.
- Committee Goal(s):** *To increase revenues for operations by diversifying funding streams and implementing multiple funding strategies.*
- Members:**

Exhibit 6.6

Sample Fund Development Goals and Objectives

- 1. To maximize private and public sector support for [your organization], guided by the priorities of [your organization] and complying with donor intent.**

Objective:

Objective:

- 2. To establish an all-encompassing plan for the achievement of financial goals both capital and operational that would include diverse funding strategies and sources.**

Objective:

Objective:

- 3. To create annual operating and capital budgets to reflect the current financial condition of [your organization] and future financial needs for program expansion and the construction and/or renovation of facilities.**

Objective:

Objective:

- 4. To design and develop a variety of fundraising tools to use in the solicitation and cultivation of donors, considering the donors' specific requirements and interests in financing the organization.**

Objective:

Objective:

- 5. To align individual and organizational capabilities with the strategic direction and achievement of financial goals.**

Objective:

Objective:

- 6. To implement a system of tracking and follow-up of all fund development activities using a donor software program that will meet the development needs of the organization.**

Objective:

Objective:

Exhibit 6.7

A Sample Fund Development Organizational Structure

Committee	Committee Description	Assigned To:
[Your Organization] Board of Directors and Staff		
Executive Committee	Establish priorities and goals and approve action plan. The board also provides early money to any fundraising project.	
Major Sponsorship	Secure individual, corporate, foundation and church sponsors using strategies outlined in the fund development plan. Assist with the development of a sponsor incentive program.	
Membership	Launch a membership drive using strategies from the fund development plan. Assist with the development of a membership incentive program.	
Special Events	Create an event with a specific theme to be a major fundraiser for the Church Adopt-a-School program.	
[Your Organization] Staff and Volunteers		
Resource Development	Assists in the identification, cultivation, and solicitation of donors and prospects as well as writes grants and establishes an editing team for reviewing grants for accuracy and impact.	
Marketing	Coordinates efforts to promote the project through publications and the media.	
Database Management	Staff assigned to keep the database and other records accurate and up to date. Staff to process contributions, promptly acknowledge each donation, and maintain records.	
Accounting	Staff available to provide budget numbers and to constantly maintain the latest, most accurate account of monies collected. This department must also provide development staff with end-of-year financial statements and audits for grant purposes.	
Grants Administration	Staff assigned to manage grant, the evaluation process, and the timely submission of grant reports.	

Exhibit 6.8.1

Popular Fundraising Software Programs

Donor Perfect Fundraising Software - Donor Perfect is the perfect tool to help grow your organization's fundraising success. Building on over 18 years serving the nonprofit community, Donor Perfect sets the standard as the easiest, most flexible and cost-effective fundraising software system available.

Exceed Premier - Exceed!™ Premier is comprehensive, full-featured fundraising software that is easy-to-use and affordably priced. Exceed! Premier is a one-stop solution for virtually all of your fundraising and donor management needs.

The Raiser's Edge - The most comprehensive and popular fundraising management system available. In addition to providing the tools you need to build stronger relationships with constituents and analyze the effectiveness of development efforts, The Raiser's Edge fund raising software offers Web access to the database, powerful customization options, an entire suite of e-philanthropy tools, and optional modules to meet specialized needs.

GiftMaker Pro - Fundraising software and supplemental modules allow you to manage your donor and prospect information, special events, and the details of membership and volunteer programs, as well as identify and track your most promising constituents.

eTapestry - Fundraising software with a unique capability: it actually recognizes the reality of your world. Designed to significantly compress the time and effort required for every task associated with donor cultivation, it helps get you out from behind your desk-and in front of donors. In its simplest form, eTapestry is fundraising software you run over the Internet. It tracks donors, prospects or alumni while managing gifts, pledges and payments.

Exhibit 6.8.2

Popular Fundraising Software Programs

Fundraiser Family - Fundraiser software focused on donor management. Three increasingly powerful programs that let you start at the level that is appropriate for you now and upgrade later as your needs expand. You never have to buy more than you need right now.

MIP Fundraising - A range of complete fund raising software and donor management solutions to meet the needs of nonprofits with different program types and budgets.

Donor 2 - Fundraising software that keeps a comprehensive donor/prospect record that allows you to quickly retrieve and report on giving history. Mailing features to automate thank-you letters, honor/memorial family acknowledgment letters, pledge statements, annual giving statements, pledge reminders, newsletter exports, appeal letter exports and more.

Donor Quest - Fundraising software helps you manage your donors, prospects, board members, foundations, volunteers and any other entities that are involved with your organization.

Good Works - Fundraising software that is a comprehensive solution designed to assist small to mid-sized non-profit organizations with a variety of tasks, such as: donor management, volunteer management, fundraising, recording donations, and maintaining and generating mailing lists.

Exhibit 6:9 The Fundraising Universe

Reprinted with permission of John Wiley & Sons, Inc. Copyright 2000 Smith, Bucklin and Associates, Inc. The Complete Guide to Nonprofit Management Second Edition

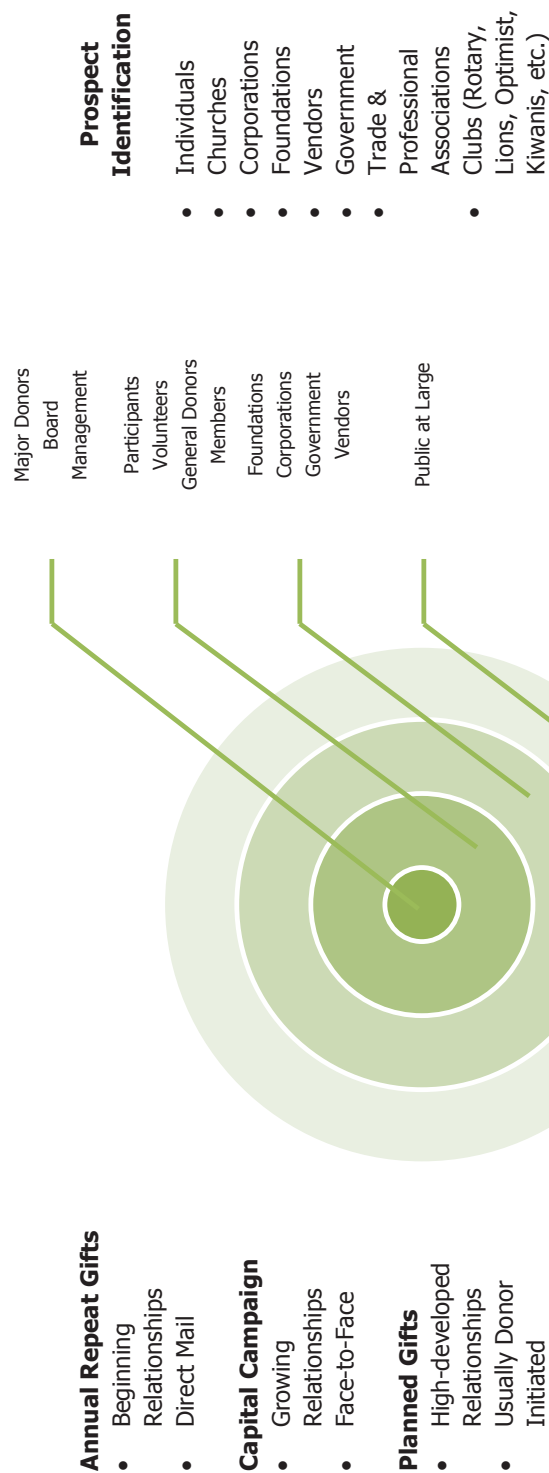


Exhibit 6:10

Standards of Giving Chart (Sample)

Annual Giving Campaign with the Goal of \$100,000

Reprinted with permission of John Wiley & Sons, Inc. Copyright 2001 Dove, Kent E., Conducting a Successful Fundraising Program, Jossey-Bass, San Francisco, CA

Gift Range	Donors Needed	Prospects Ratio	Total	# of Gifts Received	Amount Received	% of Goal
10% of Donors = 60% of Goal						
\$ 5,000	2	14 (7:1)	\$ 10,000			
2,500	6	42 (7:1)	15,000			
1,000	18	108 (6:1)	18,000			
500	34	170 (5:1)	17,000			
20% of Donors = 20% of Goal						
\$ 250	48	192 (4:1)	\$ 12,000			
100	80	240 (3:1)	8,000			
70% of Donors = 20% of Goal						
\$ <100	412	1,236 (3:1)	\$ 20,000			

This standards of giving chart is typically for the organization with an unproven pool of prospects. Research shows if an organization has a prospect pool of 1,000 names, its rate of participation is 20%, and the goal is \$100,000, the organization will receive 200 gifts. If the goal is \$100,000, a total of 10% or 20 donors need to give \$60,000. The next 40 donors will give \$20,000 in total; and the remaining 140 donors will give the remaining \$20,000. For organizations with a history of annual giving, they would look at the pattern (size and number) of gifts received last year and use that information to project the number and size of gifts needed to achieve the current year's goal.

Exhibit 6:11

Standards of Giving Chart (Sample)

Capital Campaign with the Goal of \$1 Million

Reprinted with permission of John Wiley & Sons, Inc. Copyright 2001 Dove, Kent E., Conducting a Successful Fundraising Program, Jossey-Bass, San Francisco, CA

Gift Type	Gift Range	# of Gifts Required	# of Prospects Needed	Amount Required	# of Gifts Received	Amount Received	% of Goal
Major Gifts	\$ 100,000	1	4 (4:1)	\$ 100,000			
	50,000	2	8 (4:1)	100,000			
	25,000	4	16 (4:1)	100,000			
Special Gifts	\$ 12,500	8	24 (3:1)	\$ 100,000			
	6,250	16	48 (3:1)	100,000			
	3,125	32	96 (3:1)	100,000			
	1,560	64	128 (2:1)	80,000			
General Gifts	\$ >1,500	Many	Many	\$ 320,000			

A capital campaign will need prospects with the potential of giving a sizable donation. At this level of contribution, the relationship with the organization is more developed. In a capital campaign, one person will contribute the lead gift to set the standard of giving and motivate others to give accordingly. A lead gift is usually 10% of the total campaign goal. Therefore, it is important for the organization to do solid prospecting. It is a generally accepted rule of thumb that an organization must have at least four legitimate gift prospects for each major gift required. As the organization moves down the gifts table, fewer prospects are required for each gift—three prospects for each special gift and two for each general gift.

Exhibit 6:12:1

Sample Fund Development Plan

Strategy & Donor	Action Steps	Time Frame	Staff/Board Assignment	Progress
Sponsorship Program Target: Individuals Corporations Foundations Churches <i>This fund strategy involves participation of high-profile individuals and decision makers.</i> <i>Donors in this group will represent approximately 10% of your donors, but will account for 60-80% of your total donations.</i> <i>The goal for this group is multi-year annual giving. This group can also be approached for capital gifts.</i>	a) Determine sponsorship giving levels (look at the budget and the standards of giving chart or gift table). b) Determine sponsorship benefits or incentives to sponsors. c) Develop a creative sponsorship packet for potential major donors. d) Determine other materials to be included in an informational kit, i.e. video, fact sheet, brochure, news clippings, newsletters, etc. You want a variety of fundraising tools that will meet the needs of potential donors. e) Host a major donor kick-off event inviting corporate, foundation, church and other community leaders. Use existing relationships to assist with compiling a guest list. f) Plan the event, i.e. invitations/design, location, decorations, refreshments, and the program. Set up a display booth of the organization's program materials, pictures, and sponsorship packets. g) Compose the guest list and mail out invitations. h) Start the process of aggressively getting board members and others to identify high-profile individuals as well as foundation, corporate and church decision-makers with whom they have relationships. i) Schedule and plan on-going face-to-face encounters with potential major donors through one-on-one meetings (very major donors); luncheons; breakfasts; receptions; and organization tours. j) Analyze the giving capacity of potential donors submitted by the Committee. We may need to develop a donor profile form for Committee members to use in this process. k) Do donor-hosted events (teas, dinners, receptions). These are current supporters fundraising for you on their turf. l) Use your donor software program for donor tracking, follow-up, contribution acknowledgement and cultivation activities.			

Exhibit 6:12:2

Sample Fund Development Plan

<i>Strategy & Donor</i>	<i>Action Steps</i>	<i>Time Frame</i>	<i>Staff/Board Assignment</i>	<i>Progress</i>
Membership Program Target: Individuals, Corporations, Churches, Civic Organizations, Trade & Professional Associations The membership program is the best way to acquire new donors and get current donors to increase their contributions. Important to keep an eye on donors who can become major contributors in the future. Requests to a large group of potential donors are most likely to be made through direct mail.	a) Choose a name and theme for the membership program. b) Establish giving levels. Amounts should be affordable and distinctly different from the sponsorship program. c) Establish benefits of membership for each contribution level. Again, benefits here should not overlap with sponsorship benefits. d) Create ways in which the organization can build relationships with the community at large, i.e., point-of-entry meetings (short presentations/tours); newsletters to various distribution lists with a giving envelope; lists acquisition (very expensive); host community forums, meetings, workshops, etc. The goal is to build your donor base. e) Integrate church membership into the donor support base. The donations received from this group should not replace their tithes and offerings. Many church members give to other nonprofit groups. f) Conduct two scheduled mailings annually to donors in the spring and winter (holidays). g) Recruit volunteers to assist with telephone appeals as a follow-up to schedule mailings. Call only individuals who are most likely to give as a reminder. h) Develop the fundraising tools needed for this program: letterhead (board and advisory board members listed); pledge cards/giving envelopes; membership brochure listing benefits/amounts; appeal letter (should tug at the heart string); and informational (press) kits and video for site visits and/or presentations. i) Use your donor software program for donor tracking, follow-up, contribution acknowledgement and cultivation activities.			

Exhibit 6:12:3

Sample Fund Development Plan

<i>Strategy & Donor</i>	<i>Action Steps</i>	<i>Time Frame</i>	<i>Staff/Board Assignment</i>	<i>Progress</i>
Grants Target: Foundations Corporations Government (state and federal)	a) Use the Foundation Directory Online to identify at least 100 foundations (public, private, corporate) whose interests lie in your field. b) Compile foundations' profiles and current board members. c) Ascertain if current donors, board members, Senior Pastor and others have significant contacts (board, staff, relatives) with the foundations. d) Set meetings with the Senior Pastor, Executive Director, key foundations and their contacts. e) Develop fundraising tools: proposal, introductory letter, budget, board roster, tax-exempt letter, etc. f) Submit proposals and letters under the signature of the Senior Pastor, Executive Director and/or Board Member. g) Identify federal and state grants that are a match for the organization's mission and programs. h) Find out when Requests for Proposal are released for specific grants that interest the organization. i) Budget for attendance to Bidder's Conferences for each grant the organization pursues. j) Write a letter under the Senior Pastor's signature to Directors of state/federal agencies letting them know the organization is submitting a grant as a faith-based organization.			
Special Events The organization should concentrate on one event to make it a huge revenue-generating event. Large successful events are generating \$100,000-\$450,000.	Luncheon, Gala or Banquet (awards, auctions, celebrity speakers) a) Choose the type of event, i.e. luncheon, gala, with awards, celebrity speaker b) Choose a theme that reflects the organization's mission and goals. c) Decide on programming, entertainment and other features for the event. d) Choose date, time, and location for event. e) Create a thematic design for the invitations and response cards. f) Decide on literature to be handed out at the event. g) Decide on decorations. h) Decide the menu and pricing. i) Decide and compile the guest list. j) Set a budget and fundraising goal. k) Choose a chairperson for the event			

Exhibit 6:12:4

Sample Fund Development Plan

<i>Strategy & Donor</i>	<i>Action Steps</i>	<i>Time Frame</i>	<i>Staff/Board Assignment</i>	<i>Progress</i>
Special Events Cont.	l) Select sub-committees for the various tasks of planning and implementing the event. m) Assign responsibilities to each subcommittee, tracking its progress. n) Identify sponsors and giving levels. o) Develop the communication plan for the event. p) Use the donor software to track the progress of event. q) Analyze the results for next year.			
Planned Giving Members and donors ensuring the financial security of the church beyond their lifetime.	a) Identify experts in endowment and planned giving programs such as attorneys, estate planners, investment brokers and/or accountants. b) Host an informational meeting for the Senior Pastor and Elder Board to educate them on the purpose, plan, management and marketing of an endowment and planned giving programs. c) If approved by the Elder Board, set policies and guidelines for the programs. d) Establish types of planned gifts to be sought. e) Establish criteria for acceptance of gifts. f) Determine who will be authorized to accept gifts and commit the church to planned giving arrangements. g) Understand why donors make planned gifts such as loyalty, commitment, religious convictions, legacy, assets management, etc. and market the program to the appeal of the potential donors. h) Develop literature for the endowment and planned giving programs to be used in the education of potential donors.			

Exhibit 6:13

Fund Development Tools

Fundraising Tool	Fund Strategy	Quantity	Total Cost	Deadline	Staff Assignment
Donor Software	Fundraising Management				
Foundation Directory Online	Research foundations that match the priorities of the organization				
Letterhead (Board and Advisory Board Listed)	Direct mail solicitation and foundation/corporate proposal letters				
Envelopes	Direct mail solicitation and foundation/corporate proposal letters				
Giving Reply Envelopes	Direct mail solicitation and foundation/corporate proposal letters				
Proposal Template	Foundation and corporate proposals				
Press Kit Folder (Reproduction only)	Presented to major donors, corporations, churches, civic & professional groups (part of press kit)				
Program Brochure(s)	Presented to major donors, corporations, churches, civic & professional groups (part of press kit)				
Fact Sheet	Presented to major donors, corporations, churches, civic & professional groups (part of press kit)				
Sponsorship Package (Giving Levels & Benefits)	Presented to major donors, corporations, churches, civic & professional groups (part of press kit)				
Membership Brochure (Giving Levels & Benefits)	Direct mail & presentations to individuals, professional & civic groups & corporations (part of press kit)				
4-5 News Articles (Reproduction)	Presented to major donors, corporations, churches, civic & professional groups (part of press kit)				
Newsletter	Distribution to individuals, foundations, corporations, churches, associations with a giving envelope insert. (part of press kit)				
Website	Sponsor recognition, sponsor and membership opportunities, and online donations				
Video (CD/DVD Reproduction)	Presented to major donors, corporations, churches, civic & professional groups (part of press kit)				

Exhibit 6:14:1 Sponsors of Goodwill

Our sponsors make it possible for The Turn•Around Agenda (TTA) to broaden its reach and life-changing impact to a multitude of individuals from an understanding of their social responsibility as caring citizens and believing their contributions can make a difference in the lives of fellow citizens who are less fortunate.

An investment in a life is at the heart of good business. When people thrive, our community prospers and our economy grows. This makes sponsorship a win-win situation for all.

We invite you to become a part of TTA's program impact that's reaching communities across the country. Please take a moment and review the sponsorship levels listed below. As a sponsor, you will receive the following benefits at a specific contribution level in appreciation of your support.

Chief Cornerstone (foundation)

\$50,000 and up

Event Recognition

- ◆ Head table representation at annual benefit event
- ◆ Table for 10 at annual benefit event
- ◆ Listing in the printed program for annual benefit event
- ◆ Special recognition at the annual benefit event with plaque presentation
- ◆ Half-page ad in printed benefit event program
- ◆ Invitation to VIP reception at the annual benefit event
- ◆ Corporate Banner with logo at all TTA annual events

Print & Media Visibility

- ◆ Article in newsletter announcing contribution
- ◆ Prominent name recognition and logo on all printed materials: newsletters, press releases, brochures, campaign letters and signs.
- ◆ Coverage through media sponsors associated with event and other publicity
- ◆ Recognition on video
- ◆ Company name & logo on website

On-Site Visibility

- ◆ Recognition plaque listing sponsors displayed in prominent location

Product Promotion and Sampling

- ◆ Product display and sampling at a number of high-exposure venues

Additional Benefits

- ◆ Company logo and name on t-shirts
- ◆ Autographed sports memorabilia

Exhibit 6:14:2 Sponsors of Goodwill

Bread of Life (energy)

\$25,000 and up

Event Recognition

- ◆ Head table representation at annual benefit event
- ◆ Listing in the printed program for annual benefit event
- ◆ Special recognition at the annual benefit event with plaque presentation
- ◆ One-third page ad in printed benefit event program
- ◆ Invitation to VIP reception at the annual benefit event

Print & Media Visibility

- ◆ Article in newsletter announcing contribution
- ◆ Prominent name recognition on all printed materials: newsletters, press releases, brochures, campaign letters and signs.
- ◆ Recognition on video
- ◆ Company name and logo on website

On-Site Visibility

- ◆ Recognition plaque listing sponsors displayed in prominent location

Product Promotion and Sampling

- ◆ Product display and sampling at a number of high-exposure venues

Additional Benefits

- ◆ Logo and/or name on t-shirts
- ◆ Autographed sports memorabilia

Living Water (growth)

\$10,000 and up

Event Recognition

- ◆ Head table representation at annual benefit event
- ◆ Listing in the printed program for annual benefit event
- ◆ Special recognition at the annual benefit event with plaque presentation
- ◆ Invitation to VIP reception at the annual benefit event

Print & Media Visibility

- ◆ Article in newsletter announcing contribution
- ◆ Prominent name recognition on all printed materials: newsletters, press releases, brochures, campaign letters and signs.
- ◆ Recognition on video
- ◆ Company name on website

On-Site Visibility

- ◆ Recognition plaque listing sponsors displayed in prominent location

Product Promotion and Sampling

- ◆ Product display and sampling at a number of high-exposure venues

Exhibit 6:14:3 Sponsors of Goodwill

Sustainer (provider)

\$5,000 and up

Event Recognition

- ◆ Listing in the printed program for annual benefit event

Print & Media Visibility

- ◆ Name recognition on website

On-Site Visibility

- ◆ Recognition plaque listing sponsors displayed in prominent location

Product Promotion and Sampling

- ◆ Product display and sampling at a number of high-exposure venues

Additional Benefits

- ◆ Autographed sports memorabilia
- ◆ Name recognition on t-shirts

Provider (upkeep)

\$2,500 and up

Event Recognition

- ◆ Listing in the printed program for annual benefit event

Print & Media Visibility

- ◆ Name recognition on website

On-Site Visibility

- ◆ Recognition plaque listing sponsors displayed in prominent location

Additional Benefits

- ◆ Autographed sports memorabilia
- ◆ Name recognition on t-shirts

Now, we are asking you to become a TTA Sponsor of Goodwill and take advantage of the benefits of sponsorship. In an economy of increased demand for limited resources, you are faced with making decisions that will result in a greater community impact for the dollars you invest.

TTA offers programs that are comprehensive, life changing and sustainable. The TTA approach requires enterprising partnerships with schools, churches, social and health institutions and government. Your contribution will have a lasting effect on sustaining these partnerships which ultimately, makes a difference in the lives of thousands of children, youth and families served monthly by TTA.

You may complete the attached form indicating your level of support and mail it along with your contribution to the address given. Thank you for your consideration and may God continue to bless the many contributions you make to our community.

Exhibit 6:14:4 Sponsor Information

Company/Organization Information

Company _____
 Primary Contact _____
 Title _____
 Mailing Address _____
 City _____ State _____ Zip _____
 E-mail _____
 Telephone _____ Fax _____

One Year Sponsorship Levels

Complete information on the different sponsorship levels and the benefits associated with each level. If you have questions about the various levels, please contact _____ Resource Development Director for more information or to talk about your special interests.

- ♦ **Chief Cornerstone** ----- \$50,000 & up
- ♦ **Bread of Life** ----- \$25,000 & up
- ♦ **Living Water** ----- \$10,000 & up
- ♦ **Sustainer** ----- \$ 5,000 & up
- ♦ **Provider** ----- \$ 2,500 & up

Total Contribution with Application: \$ _____

Along with this completed application, please include:

- ♦ A check for your contribution
- ♦ The company/organization's name as you want it to appear in printed materials
- ♦ A 75-word description of your company/organization
- ♦ A camera-ready copy of your company logo or email logo to _____.

On behalf of The Turn-Around Agenda's Board of Directors, THANK YOU!!!

Mail check and company information to:
The Turn-Around Agenda • 1808 W. Camp Wisdom Road • Dallas, Texas 75232 •
972-228-0872 • 214-672-9203 fax

Exhibit 6:15

TTA Good Samaritan Club

Membership Benefits

Champion

\$1,000 and up

- ◆ Two tape series by Dr. Tony Evans
- ◆ Certificate of Recognition signed by Dr. Tony Evans
- ◆ TTA t-shirt and tote bag
- ◆ Newsletter

Mentor

\$500 and up

- ◆ One tape series by Dr. Tony Evans
- ◆ Certificate of Recognition signed by Dr. Tony Evans
- ◆ TTA t-shirt and tote bag
- ◆ Newsletter

Advocate

\$250 and up

- ◆ Two taped sermons by Dr. Tony Evans
- ◆ TTA t-shirt and tote bag
- ◆ Newsletter

Supporter

\$100 and up

- ◆ One taped sermon by Dr. Tony Evans
- ◆ TTA t-shirt and tote bag
- ◆ Newsletter

Friend

\$50 and up

- ◆ TTA T-shirt
- ◆ Newsletter

The Basics of Grant-writing

Grants are typically submitted to foundations and government agencies and vary in the complexity of information required. With many foundations, only a letter and possibly a budget are required. Larger foundations have a more formal application process and require documentation on various parts of the organization's operations. This also applies to some corporations, specifically those with their own foundations. Deadlines are usually associated with foundation grants and always with government grants.

Proposal Writing Steps for Foundations

- **Develop the proposal idea.**
- **Develop relationships with foundation leaders.**
- **Write a compelling need statement.**
- **Define clear goals and outcomes.**
- **Develop your methods or program design.**
- **Plan the evaluation of the project or program.**
- **Develop sustainability strategies.**
- **Prepare the program or project budget.**

Government grants (city, state and federal) involve an intricate application process, including an extensive proposal narrative and budget detail. The application package has set formats, stringent guidelines, required forms, a competitive scoring process and is program-specific. Depending on the nature of the grant, you may have anywhere from 30 to 60 days to complete the grant application before the deadline.

There are grants available from local and state funds, but the focus of this section is more on federal funding. There are two types of federal grants: formula and discretionary. Formula grants, also known as state block grants, are

federal dollars administered by a designated state agency and account for approximately 85% of total federal funds available to nonprofit organizations. The state agency conducts its own application competition.

Discretionary grants are directly administered by a federal agency and account for approximately 15% of funds awarded to nonprofits. Grant announcements are known as "requests for proposals" at both the state and federal level and can be located on any government website.

The White House Office of Faith-based and Neighborhood Partnerships has compiled a list of all federal funding programs on their website. Because of the extensive reporting requirements of government grants, organizations must have adequate administrative support to fulfill all obligations as a government grant recipient. This

often requires hiring additional administrative staff beyond the staff funded by the grant itself.

The Top 10 Grant-Writing Mistakes

1. **The writing isn't succinct or intelligible.**
2. **The estimated costs for the project are inaccurate, incorrect or inflated.**
3. **The proposal contains typographical and grammatical errors.**
4. **The proposed budget doesn't match the narrative.**
5. **The objectives are too vague and open to individual interpretation.**
6. **The proposal was hastily assembled.**
7. **The proposal is filled with jargon and acronyms.**
8. **The proposal is full of buzzwords and clichés.**
9. **The writer ignores instructions.**
10. **The proposal doesn't match the funder's objective.**

The Grant-writer

There is no easy way of saying this. Only individuals who can WRITE should WRITE grants. Reviewers of grants can tell horror stories of misspelled words, incomplete or run-on sentences, scattered thoughts, rambling and more. Writers of grants have very specific skills that include the following:

- Research (facts, stories, best practices, statistics via books, Internet, publications, etc.)
 - Organization (categorizing information)
 - Collection (gathering data through statistics, surveys, evaluations, etc.)
 - Analysis (examining collected data)
 - Interpretation (understanding what the data conveys)
 - Presentation (the packaging of information so that it tells a compelling story)
- Writing (the strong use of words in conveying thoughts, facts, opinions, etc.)
 - Creativity (the use of charts, graphs, and call-outs for impact)
 - Thorough (covering all the bases—an eye for detail)
 - Following Directions (every question is addressed and guidelines are followed)
 - Time Management (allocates appropriate time for the completion of tasks)

So, if your grant-writer doesn't have these attributes, then find a person who does. Otherwise, the grant-writing process will be a waste of time. You may have to outsource this task; however, experience shows most successful grants are written by persons who work for the organizations.

Writing the Proposal

The next step is to research potential funding programs that closely match what the organization does. Do not try to develop a program just for funding purposes. An existing program should fit the funding priorities of the granting agency. Once you've identified a particular grant, follow these steps:

- Download the application.
- Read the application in its entirety and take notes.
- Follow application directions carefully.
- Outline the selection criteria, budget and required documents sections.
- Using the outline of the grant, bring together your program and budget people to discuss the specifics of the grant and make assignments with timelines.
- Address selection criteria in the order listed in the grant application.
- Adhere to page limits.
- Make sure the budget line items are *allowable* (either permitted or not specifically prohibited); *allocable* (necessary for project success); and *reasonable* (costs that would be incurred by a prudent person in a comparable situation).

Program personnel must provide the grant-writer with logistical information about the program, i.e. its methods and design; characteristics of the target population; the number of people served; specific curricula and activities in the program design; and the goals and outcomes to be achieved. The program evaluator develops the plan for measuring the impact of programs that include type of data, data collection methods, assessment tools and frequency of use and communicating evaluation results to the stakeholders.

The finance person develops a budget reflecting the costs of additional staff, equipment, travel, contracts, supplies, and facility use. The grant-writer will usually conduct a community needs assessment to build a case for support of the project.

The proposal narrative usually addresses five to seven areas: the need for the project, the project design, adequacy of resources, the management plan and the evaluation process.

The Need for Project:

This is your opportunity to describe your community—its strengths, needs, and gaps in services in a compelling way. In this section, you are making a case for funding by demonstrating that the enormity and severity of your community's needs exceed the state and national norms for the same problems.

Assume the reviewers of grants have no knowledge of your community. When they read this section, the reviewers should have a clear understanding of the:

- Community history and description (try to include interesting, historical facts)
- Characteristics of the target population
- Risk factors in the community that influences negative behavior
- Statistical data to substantiate problem statement: poverty, availability of drugs, patterns of substance abuse, education, juvenile crime, homelessness, family dysfunctions, etc.
- Use graphs and charts to compare local data to state and national data.

The Project Design:

In this section, you are describing the organization's programs and methodologies that will address the problems stated in the needs section. This is where you have to convince the reviewers that your organization has a sound, innovative program plan for

correcting the problematic situations in your community. You can't fake this section. Reviewers will know the depth of your organization's experience with:

- Research-based strategies and best practices
- The reduction of risk factors and the increase of protective factors
- Program design and execution of activities (description, processes and scheduling)
- Program resources: curricula, computer software, etc.
- Authority sources and opinions to justify methods

The Management Plan:

You have described the program. Now, how will it be managed? A sound management plan states the results you want the program to achieve. It takes into account the qualifications of staff and the time they spend on the project necessary for achieving results. The plan should adequately address:

- Goals and measurable outcomes
- Staffing the project: qualifications and allocation of time
- A timeline of specific tasks to be accomplished by staff

The Sustainability Plan:

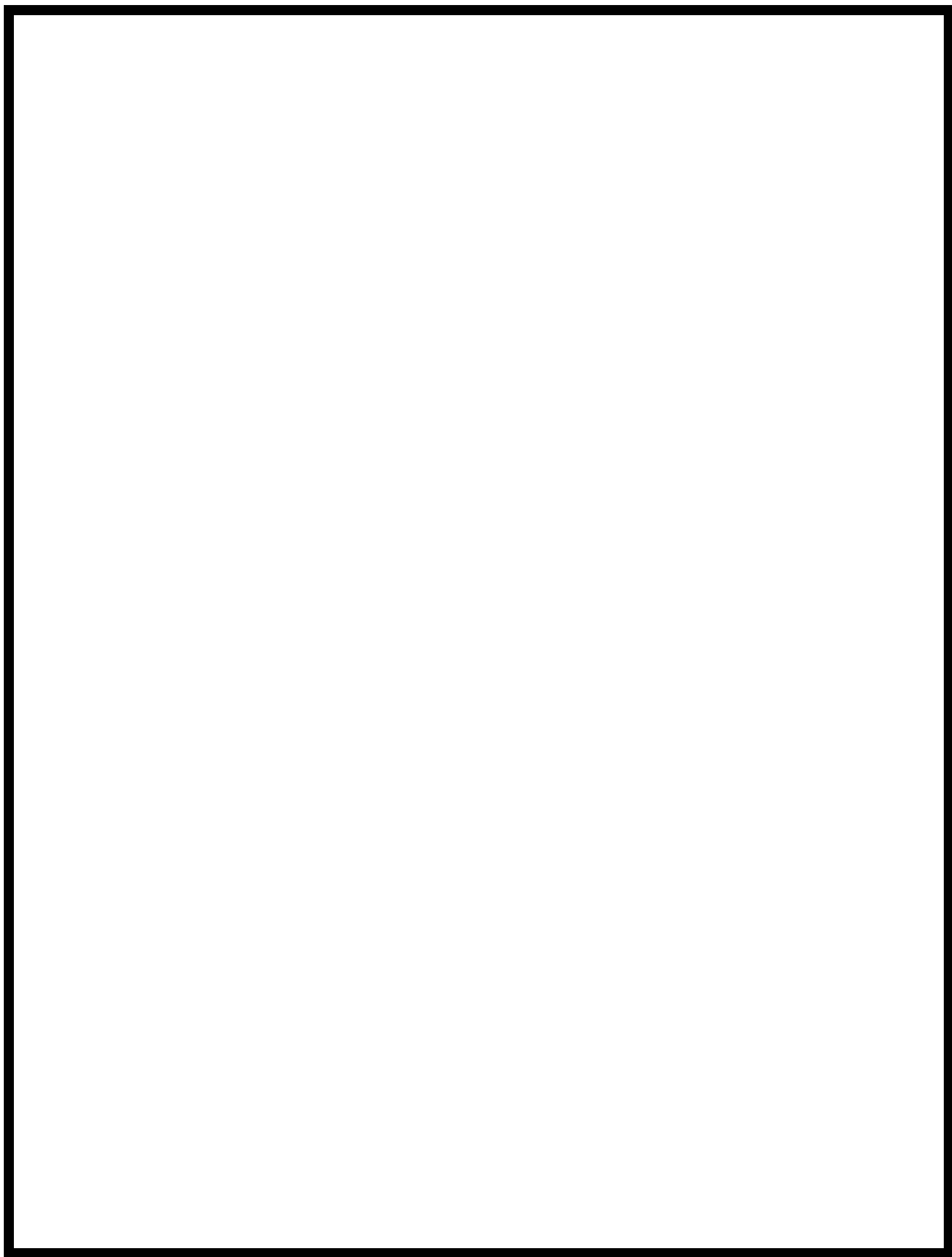
Reviewers want to know what the organization brings to the table. Does the organization have what it needs to effectively implement the project? One grant cannot provide it all. Are additional funds available to sustain the project beyond the grant period? This section primarily includes information about:

- Facilities, equipment, and additional funds allocated to the project
- Plans to fund the project beyond the grant period

The Evaluation Design:

All grant-funded programs must provide evidence of its success. Again, the organization must be able to demonstrate the impact of its programs on the community using the goals and outcomes established for the program. You must describe:

- The evaluation plan;
- Types of data to be collected;
- Assessment tools to collect data and frequency of use;
- Data analysis and interpretation; and
- Communication of results to the granting agency and other stakeholders.



Course Objectives

Participants will understand:

- The Concept of Social Marketing
- Positioning Your Organization in the Community
- Branding Your Organization
- The Organization's Customers
- Communicating Your Message
- Working with the Media

What is Social Marketing?

How well known is your organization in the community? More importantly, what do others know or think they know about your organization? Let's go back to community norms. Are we trying to affect attitudes, opinions and behaviors by what we do? A person's perception is usually his or her reality of the situation. Do we leave that to chance? As long as we implement good programs, people should understand what we are about and that should shape attitudes and opinions in our favor. Not so!

It doesn't matter how good the programs are or your good intentions for the community. Your organization can still be unknown or misunderstood unless you purposely, consistently, creatively and publicly position the organization to actually be what it was formed to be. That's what marketing is all about...the art and science of managing the public's perception of your agency and its product and/or service. It is the same marketing principle that businesses use to sell products to consumers, where nothing is left to chance. Social marketing sells ideas, attitudes and behaviors. It seeks to influence social behaviors for the benefit of the target population and the public good and that is exactly what churches do. We call it transforming lives.

Remember the community needs assessment? We actually ask the community for their opinions, concerns and priorities. That's the spirit of social marketing—learning what people want and need. Your programs then become the response to those needs.

**Positioning attracts customers
(clients, donors and partners)
by creating a positive and
unique identity for the
organization and its services.
(Source: Do-it-Yourself
Advertising, Sarah White and
John Woods)**

Positioning Your Organization in the Community

Now, you are ready to position your organization in the community. Positioning is about the organization's features, benefits, the market's needs and wants. It

distinguishes you from your competitors—organizations or churches that provide similar services.

For the nonprofit, a good mission statement is a part of your position statement. For example, The Turn•Around Agenda's services and community partnerships, specifically with public schools, convey the message of transforming communities starting with the child and family. Consequently, *rebuilding communities from the inside out* becomes a tag line or our position statement in the community.

Understanding your marketing mix drives the organization's position. The four elements of the marketing mix are product (services), place (location of services), price (what it will cost the consumer) and promotion (public awareness). These four areas must be adequately addressed before you can communicate a position to the public. In examining the marketing mix for your church or your church-sponsored organization, think about the following questions.

- *What are your services?*
- *Do these services respond to consumer needs and wants?*
- *How are your services different from other organizations in your area?*
- *What benefits will consumers derive from your services?*
- *Is your location convenient for consumers?*
- *Is transportation an issue? If so, how are you resolving it?*
- *Do you charge for your services? If yes, can the target market afford these fees?*
- *How are you addressing prohibitive costs? Is there a plan for fundraising, sliding scale fees or scholarships?*
- *Who knows about the organization and its services? How are you perceived in the community? What is your plan to communicate your story to the public?*

Answers to these questions will help the organization position its service features, benefits and uniqueness in the market.

Exhibit 7:1

Position Statement Worksheet

1. What does your organization do? (one to two sentences describing your product or service)	
2. Describe the consumers of your product or service. (one to two sentences describing your target market)	
3. List the benefits of your product or service to the target market.	
4. What is the greatest benefit of the product or service to your consumer or market?	
5. To what do you attribute that benefit? In other words, how do you know this?	
6. Who are your competitors? (list organizations in your community or nearby communities that provide similar services)	
7. What makes your product or service unique from your competitors?	
8. Does your target market understand your uniqueness? Explain.	

Write your organization's position statement in the space below.

Branding Your Organization

When most people think of branding, it's usually the organization's name and logo that come to mind. Although a company's name and logo are a part of its brand, branding the organization involves so much more than coming up with a name and a slick logo.

A person has a name, but there is more to the person than his or her name. As you get to really know someone for better or worse, the name begins to mean something. Think about all the famous or infamous people you have known or studied. The sheer mention of their names invokes perceptions positive or negative. For example, what is the first thing that comes to mind when you hear the following names?

- Martin Luther King, Jr. (civil rights leader, I Have a Dream, racial reconciliation)
- Adolph Hitler (dictator, murderer, Holocaust)
- Bill Gates (Microsoft, billionaire, philanthropist)
- Tony Evans (expository teaching, visionary, National Church Adopt-A-School)

It is the same with companies, both nonprofit and for profit. What does your organization's name stand for in the marketplace? When someone hears your name or sees your logo, what immediately comes to mind? Or does *anything* come to mind? Your business reputation or the way you do business is everything to the brand...good or bad. That leads us to a more precise definition of branding; it is the sum total of an organization's identity from its name and logo to its communications and interactions with customers or potential customers. Let's take a look at specific organizational components that shape the brand:

The logo is the point of entry to the brand—the sum total of the organization's identity. A logo is a symbol of identity.

- **The products and/or services**—benefits to the customer, performance, and affordability.
- **The organizational environment**—qualified employees, customer service, core values, the look and cleanliness of your building, accessibility.
- **The organization's communications**—nomenclature, logo, mission statement, core values, public relations, advertising.
- **Operational systems**—policies/procedures, sound business practices, regulations, hours of operation, organizational structure and infrastructure.

It is customary for a person starting a business to first come up with a name and logo. Many days, weeks and even months are given to the arduous task of naming the company and creating a logo that will give the company a unique niche in the marketplace.

The logo is the point of entry to the brand—the sum total of the organization's identity. A logo is a symbol of identity. It is the visual expression of the brand. It makes an emotional connection with the consumer. Don't make it complicated; stay away from a convolution of symbols that only has meaning to the company. A well thought out logo will:

- Be bold, memorable, and appropriate
- Be immediately recognizable
- Provide clear and consistent company image
- Communicate the company's persona
- Be legally protectable
- Work well across media and scale
- Work both in B/W and Color

The company name and logo becomes meaningful to the consumer (an emotional connection) when it is widely circulated and supported by quality products and/or programs, good customer service, effective communications and sound business practices.

Knowing Your Customers

Knowing your customers also helps the organization to properly position itself in the community. Too many nonprofits view their clients—consumers of services—as their only customers. That is a big mistake. There are many individuals and groups that impact the success of your nonprofit. As such, these individuals and groups become customers. Refer back to Exhibit 6:9—The Fundraising Universe. Those same individuals and groups—donors and potential donors—are now customers. Anyone with any connection to the organization is a customer.

All customers are not equal—that is, in their role with the agency. Each individual and group has its own interests, needs and wants. The level of relationship the organization has with each will determine their priority to the organization. It also impacts the time, energy and resources you pour into the relationship. A good exercise for your staff is to list each customer type, their connection and value to the agency along with their needs, interests and wants. Next, determine how you have responded in terms of customer satisfaction. (See Exhibit 7.2)

Customer Satisfaction Components

- **Quality of Service**
- **Access to Service**
- **Service Performance (outcomes)**
- **Courtesy of Employees and Volunteers**
- **Questions Answered**
- **Timely Assistance**
- **Competent, Reliable and Responsive Staff and Volunteers**
- **A Sense of Security (confidentiality and safety)**
- **Communication (keeping customers informed and overcoming language barriers)**

Once done, make the necessary adjustments to your customer service plan. The assumption is you do have a customer service plan. If not, create one. In many ways, the organization has a plan—an unwritten plan of how customers are treated. For example, notice the difference in your treatment of a major donor, a client or a program volunteer. Treating them differently isn't necessarily wrong. But having a written plan or a set of standards for each customer type ensures the best and

appropriate service for any customer. At the end of your fiscal year, conduct customer satisfaction surveys, specifically with consumers, donors, partners, volunteers and your board of directors.

Equally important to having a customer service plan is training your staff in good customer service. All of us have experienced poor service in some area. It doesn't feel good, and more than likely, we will not be repeat customers. First impressions go a long way.

How well your staff and volunteers represent the church or organization in the community can be the deciding factor in the public's use of your services and/or support of the organization's mission. Good customer service—more than anything else—is the essence of marketing.

So, a word to the wise is ***TRAIN***:

- *Staff* on the organization's types of customers
- *Staff* on customers' value, needs and wants
- *Staff* on strategies that meet the customers' needs

Exhibit 7:2

Customer Service Plan Worksheet

Type of Customer	Connection to Organization (value: low-1, medium-2 or high-3)	Customer's Needs, Interests and/or Wants	Customer Service Strategies (include preferred method of communication)
Clients/Participants			
Board of Directors			
Program Volunteers			
Major Donors			
General Donors			
Former Donors			
Vendors			
Community Partners			
Church Membership			
Community at Large			

Exhibit 7:3:1

Sample Client Satisfaction Survey

Source: Harris County Public Health

Case Management Service

1. How often does your case manager seem to understand your needs?

☐ Always ☐ Most of the time ☐ Sometimes ☐ Not very often ☐ Never

2. How often does your case manager treat you with dignity and respect?

☐ Always ☐ Most of the time ☐ Sometimes ☐ Not very often ☐ Never

3. How often are your meetings with your case manager at times and locations that are based on your preferences? (How often do you have a "say so" on when and where you meet?)

☐ Always ☐ Most of the time ☐ Sometimes ☐ Not very often ☐ Never

4. How often is your case manager successful in helping you to get the care and services you need? Example: child day care, transportation, medications, etc.)

☐ Always ☐ Most of the time ☐ Sometimes ☐ Not very often ☐ Never

5. How satisfied are you with your case manager's knowledge of community services and his/her ability to connect you with those services?

☐ Very satisfied ☐ Satisfied ☐ Not satisfied ☐ Very unsatisfied

6. How much would you say that the case management you receive from this agency has helped you to improve the problems, feelings, or situations that brought you here?

☐ Very Much ☐ Some ☐ A Little ☐ Not at All

All Agency Staff

7. How satisfied are you with this agency's staff overall?

☐ Very satisfied ☐ Satisfied ☐ Not satisfied ☐ Very unsatisfied

8. How would you rate the staff's understanding and respect of your cultural / ethnic background and/or your lifestyle?

☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor

Exhibit 7:3:2

Sample Client Satisfaction Survey

9. If English is not your primary language, how well does the staff communicate with you in your language?

☐ Excellent
 ☐ Very good
 ☐ Good
 ☐ Fair
 ☐ Poor

10. How often does the staff try to find out if you have other problems or needs that are not being addressed?

☐ Always
 ☐ Most of the time
 ☐ Sometimes
 ☐ Not very often
 ☐ Never

11. How satisfied are you with the staff's efforts to make sure that all of your personal information stays confidential?

☐ Very satisfied
 ☐ Satisfied
 ☐ Not satisfied
 ☐ Very unsatisfied

12. How often do you find the information provided to you by the staff to be correct and helpful?

☐ Always
 ☐ Most of the time
 ☐ Sometimes
 ☐ Not very often
 ☐ Never

Access

13. If you call, how long does it usually take to get the information you need over the phone?

☐ 5 min or less
 ☐ About 10 min
 ☐ About 15 min
 ☐ Over 15 min

14. If you call, how would you rate the usefulness of the information you receive?

☐ Excellent
 ☐ Very good
 ☐ Good
 ☐ Fair
 ☐ Poor

15. How much time usually passes between the time of your appointment, and the time you actually receive service?

☐ 10 min or less
 ☐ 15-30 min
 ☐ 30-45min
 ☐ 45 min-1hr
 ☐ Over

16. How would you rate the convenience of the office hours here?

☐ Excellent
 ☐ Very good
 ☐ Good
 ☐ Fair
 ☐ Poor

17. How would you rate the convenience of the location of this agency?

☐ Excellent
 ☐ Very good
 ☐ Good
 ☐ Fair
 ☐ Poor

Sample Client Satisfaction Survey

18. If you make appointments, how often are you able to get them scheduled for a reasonable date and during hours that are convenient for you?

☐ Always ☐ Most of the time ☐ Sometimes ☐ Not very often ☐ Never

Agency Overall

19. How highly would you recommend this agency to others?

☐ Very highly ☐ Highly ☐ Not highly ☐ Reluctantly ☐ Not at all

20. How satisfied are you with the quality of the service you receive from this agency overall?

☐ Very satisfied ☐ Satisfied ☐ Not satisfied ☐ Very unsatisfied

Exhibit 7:4:1

Sample Donor Satisfaction Survey

Source: SurveyShare.com

1. How long have you been a donor to this organization?

☐ Less than 1 year ☐ 1-3 years ☐ 4-6 years ☐ 7-9 years ☐ More than 10 years

2. How often do you donate to this organization?

☐ Annually ☐ Bi-annually ☐ Monthly ☐ Bi-monthly ☐ Rarely ☐ Never

Please tell us how satisfied or dissatisfied you are with each of the following.

3. How satisfied are you with being kept informed of the use of the organization's funds?

☐ Very satisfied ☐ Somewhat satisfied ☐ Satisfied ☐ Somewhat dissatisfied
☐ Dissatisfied ☐ Undecided

4. How satisfied are you with the decisions the organization makes for use of funds?

☐ Very satisfied ☐ Somewhat satisfied ☐ Satisfied ☐ Somewhat dissatisfied
☐ Dissatisfied ☐ Undecided

5. How satisfied are you with your ability to designate what your donation is to be used for?

☐ Very satisfied ☐ Somewhat satisfied ☐ Satisfied ☐ Somewhat dissatisfied
☐ Dissatisfied ☐ Undecided

6. How satisfied are you with the information you receive regarding the use of your donation?

☐ Very satisfied ☐ Somewhat satisfied ☐ Satisfied ☐ Somewhat dissatisfied
☐ Dissatisfied ☐ Undecided

Please tell us how much you agree or disagree with each of the following statements.

7. The donations I have made have been put to the uses for which they were given.

☐ Strong disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

8. The organization provided the information I needed to make a decision on making a donation.

☐ Strong disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

9. The organization effectively communicated its need for donations.

☐ Strong disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Exhibit 7:4:2

Sample Donor Satisfaction Survey

10. The organization contacted me for a donation appropriate for my interests.

☐ Strong Disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

11. My questions about donations were answered respectfully and completely.

☐ Strong disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

12. My opinions and ideas are listened to and valued by the organization.

☐ Strong disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

13. I know that the organization will use my gift for the purpose it was intended.

☐ Strong disagree ☐ Disagree ☐ Undecided ☐ Agree ☐ Strongly agree

Please tell us how satisfied or dissatisfied you are with each of the following.

14. How satisfied are you with the recognition you receive for being a donor?

☐ Very satisfied ☐ Somewhat satisfied ☐ Satisfied ☐ Somewhat dissatisfied
☐ Dissatisfied ☐ Undecided

15. How satisfied are you with the method by which the organization makes requests for donations?

☐ Very satisfied ☐ Somewhat satisfied ☐ Satisfied ☐ Somewhat dissatisfied
☐ Dissatisfied ☐ Undecided

16. How satisfied are you with the benefits (perks) you receive for being a donor?

☐ Very satisfied ☐ Somewhat satisfied ☐ Satisfied ☐ Somewhat dissatisfied
☐ Dissatisfied ☐ Undecided

17. Overall, how satisfied are you with the relationship between the organization and yourself as a donor?

☐ Very satisfied ☐ Somewhat satisfied ☐ Satisfied ☐ Somewhat dissatisfied
☐ Dissatisfied ☐ Undecided

Communicating Your Message

As stated before, the organization's program features, benefits and uniqueness in the market is the basis for positioning your message to the community. The communications—program advertising, promotions and packaging—are derived from the organization's positioning in the community.

Individuals and organizations receive information in a variety of formats and media. Each has its preferences as far as how they want to be informed and what information is of interest to them. In communicating your message, it is important to know your market, their interests and their preferred methods of communication.

Here's an easy way to think about your marketing: picture the ideal prospects you want to reach. Then coordinate your different marketing efforts to reach them in different ways but to appeal to them in a consistent way. Communications may differ, but the organization's message remains constant.

In developing your communication plan, first think about the organization's communication tools:

- Fact Sheet
- Brochure
- Newsletter
- Video
- Website
- Flyer
- Promotional Items (pens, coffee mugs, t-shirts, etc.)
- Post cards, thank you note cards, etc.
- Stationery

A Low-Cost Integrated Marketing Plan

Choose from activities like these to integrate your marketing inexpensively:

- **Speaking to groups**
- **Writing letters to industry publications**
- **Writing guest columns in the newspaper**
- **Online discussion groups**
- **Networking at group events**
- **Postcards to stay in touch**
- **Follow-up phone calls**

Once the marketing or communication materials are completed, you can now start the process of integrated marketing. That is coordinating a variety of activities using your marketing pieces for reaching your audience with a powerful and consistent message.

There are numerous vehicles through which to deliver the organization's message:

- TV, radio and print media (stories, press releases, public service announcements, press conferences, commercials, ads, community bulletin board or calendar, etc.)
- The Internet (website, email, on-line newsletter and video)
- Newsletter Distribution
- Direct Mail
- Signage: Billboards, Marquees, Buildings
- Kiosks
- Promotions (giveaways/incentives for memberships or sponsorships, contests, raffles)
- Special Events (banquets, carnivals, community fairs, career day, festivals, sports)
- Event Marketing (trade shows, seminars, conferences)
- Networking
- Speakers Bureau

Exhibit 7:5:1

Communication Strategy Checklist

Source: *Beyond the Bell*, NCREL

Directions: Use the following list of questions to guide the design of your communication strategy. These questions should be used during the initial planning of the strategy and should be reviewed periodically to ensure that your program's communications continue to meet the needs of your stakeholders.

Questions to Ask About the Communication Strategy

- How will we assess the effectiveness of our communication strategy?
- Have we identified all of our audiences?
- Have we targeted all messages appropriately to each audience?
- Have we identified relationships between audiences that may affect how we communicate with them (e.g., calling on one group to influence another)?
- Do we maintain an ongoing record of communications with each audience?
- Do we regularly review our communication strategy to ensure it is still meeting the needs of our audiences?
- Have we given one person or group ultimate responsibility for communications?

Questions to Ask About Each Audience

- What kinds of information does this group want or need to know about the program?
- How does this group like to receive its information?
- What is this group's association with the program?
- How involved has this group been in the past?
- Does this group have a leader or group of leaders that influences the group's opinions?
- What is the group's familiarity/comfort level with the program?
- What is the level of trust between this group and the program?
- What is the level of support provided by this group to the program?
- From whom is this group most comfortable receiving messages?

Questions to Ask About the Community as a Whole

- What percentage of the community has school-age children in public schools?
- What percentage of the community has school-age children in private/parochial schools?

Exhibit 7:5:2

Communication Strategy Checklist

- What are the primary languages used in the community?
- What are the primary employers in the community?
- What are the largest and/or most active faith communities, civic organizations, etc. in the community?
- What are the major sources of news/information in the community?

Questions to Ask About Each Outgoing Message

- What do we hope to achieve with this message?
- How will the target group feel upon receiving this message?
- What is the best format for this particular message?
- What language(s) should be used for this message given its audience?
- Does this message have a “hook” that will make the audience more likely to pay attention to it?
- Is this message concise?
- Does this message contain three or fewer main ideas?
- Is this message presented in an appealing, easily understood format?
- Does this message create a visual image that will leave a lasting impression?
- For written communications, what reading level is required for this message? (Some experts suggest that messages sent to parents should be at the fourth- to sixth-grade reading level.)

Questions to Ask About Each Feedback Opportunity

- Have we requested feedback using different formats that respond to the needs/preferences of each group?
- Have we requested feedback in a variety of locations and at a variety of times to take into account the varying needs/preferences of each group?
- Have we demonstrated that we listen carefully and respectfully to all audiences? How?
- Have we used the input of our audiences? How?

Exhibit 7:6:1

Communication Satisfaction Survey

Source: *Beyond the Bell*, NCREL

This survey is intended to gain feedback on how well we are communicating with you about activities and events. Your responses will remain anonymous, so please answer honestly. Thank you for your time!

1. How would you rate the program's efforts to keep you informed and involved? (check one)

- ☐ Excellent—I feel informed about all activities and events and I am aware of all the ways I can get involved.
- ☐ Good—I feel generally informed about the program and its involvement opportunities.
- ☐ Fair—I occasionally receive information about the program and its involvement opportunities, but feel somewhat “out of the loop” at times.
- ☐ Unsatisfactory—The program does very little to keep me informed or involved.

2. How would you rate the program's efforts to request your input about their activities? (check one)

- ☐ Excellent—The program regularly asks for feedback from the whole community. The program also reports to the community how it has used this input or reports why it was unable to do so.
- ☐ Good—The program asks for feedback and tries to address the issues raised by those they survey. However, the program should ask for feedback more often and/or survey other groups.
- ☐ Fair—The program asks for feedback, but not often or in a very structured way. Not much seems to change as a result of the feedback it receives.
- ☐ Unsatisfactory—The program does not ask for feedback from the community.

3. How would you rate the frequency of the program's communications about its activities and events? (check one)

- ☐ Just right ☐ Too little ☐ Too much

Exhibit 7:6:2

Communication Satisfaction Survey

- 4. Please provide any comments or suggestions regarding the frequency of the program's communications regarding activities and events.**

- 5. Which methods of communication would you like the program to use more often when providing information about activities and events? (check two or check "no change is needed")**

- | | |
|---|---|
| <input type="checkbox"/> Written newsletter | <input type="checkbox"/> Radio |
| <input type="checkbox"/> Online newsletter | <input type="checkbox"/> Newspaper |
| <input type="checkbox"/> E-mail | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Television | <input type="checkbox"/> No change is needed |
| <input type="checkbox"/> Telephone | |

- 6. How would you rate the frequency of the program's requests for feedback? (check one)**

- ☐ Just right ☐ Too little ☐ Too much

- 7. Please provide any comments or suggestions regarding the frequency of the program's requests for feedback.**

- 8. What methods would you like the program to use for requesting feedback? (check two or check "no change is needed")**

- ☐ Written surveys
- ☐ Online surveys
- ☐ Telephone surveys
- ☐ Focus groups held at the center
- ☐ Focus groups held at another location
- ☐ Other (specify): _____
- ☐ No change is needed

Exhibit 7:6:3

Communication Satisfaction Survey

9. Has the program made an effort to make all visitors feel welcome? (Check one)

☐ Yes ☐ No

10. What suggestions do you have for making the program more welcoming?

11. What comments or suggestions do you have for improving the program's communications overall?

Working with the Media

Now let's talk about how to get your organization's mission, message and programs in the news—that is print, radio and television. Having great programs or just a well-established and respected organization is not enough to make the news. Just like donors, you have to develop and cultivate relationships with the media. The first step towards that relationship is the understanding of the various forms of media (print, radio and television). Although each may agree on what makes something newsworthy, it's important to understand they may differ in priorities, perspectives, audiences and issues.

The media provide the opportunity to get the word out in the following ways: news stories, feature stories, editorials, letters to the editor, opinion pieces, radio call-in shows, and talk shows. Keeping your issue visible in the news also encourages others to help you in your cause. This leads to another point: know your issues and become an expert or the authority on those issues.

Find ways to let media know that you are an advocate for and an expert in the causes your organization represents. Be a source of information to them. First steps could involve editorials, letters to the editor, and radio call-in shows. Take advantage of any news event related to your mission. For example, many domestic violence organizations received favorable news coverage during the Scott Peterson murder trial.

What makes something newsworthy? Let's take a look at the following: (Source: *Media Writing, Preparing Information for the Mass Media* by Doug Newsom and James Wollert).

- ***News is unusual.***

When something happens unexpectedly and out-of-the-ordinary, it's usually news.

- ***News is change.***
Whenever something important changes, the change is likely to be newsworthy.
- ***News has impact.***
Anything that has a significant impact or effect on people's lives, it's news.
- ***News is interesting.***
Sometimes the event doesn't have much of an impact on people, but it's interesting in itself. Human interest stories, stories with drama, stories about things that are ironic or even bizarre, stories that are humorous and entertaining—all may qualify as news.
- ***News is timely.***
Yesterday's news is old news, and old news isn't news unless it relates to current events. News is what's happening today, what wasn't known until today, or what takes on a different perspective with today's information.
- ***News is information.***
News is information useful to people in managing their lives, making decisions.
- ***News is conflict.***
When disagreements are widespread or when they're about matters of importance to people, they become news.
- ***News is about people.***
When people accomplish something, do something wrong, or even when they die, a news story may result. The more prominent the person, the more likely that his or her activities will qualify as news.
- ***News is surprising.***
Whenever something happens unexpectedly, or when something becomes known that no one had known before, it's likely to be news.

Here are a few tips to help you work with your local media:

- Determine your target audience. Find out which local media outlets reach that audience and would be most receptive to and interested in your story.

- Develop a list of contacts at local media outlets and keep it current. Include local religious organizations, hospitals, community service groups, and sports leagues. Let them know that you are available, what your role is, what kind of information you can provide, and how to contact you.
- Identify the procedures for getting event information into newspaper and calendar listings.
- Watch for national or local events related to your topic and use them to create a story with a local angle.
- Develop a newsworthy story idea! Make sure it is current and accurate and includes audience appeal. Here are some examples:
 - Results for a state or local youth violence study
 - "Local Teen Celebrity" who was a victim of youth violence
 - Local resident who has overcome many obstacles of a life of violence
 - Research grant your organization has received on youth violence
 - Special youth violence-related event or guest speaker
- Be prepared to speak with reporters and editors about your topic and all current events related to it. Be concise, accurate, and honest.
- Find out whether your local media outlets accept public service announcements (PSAs). Be sure to add your organization's logo.
- Most important, be professional, friendly, and creative!

Exhibit 7:7

Sample Press Release

(Contact media at least two weeks in advance of when you wish them to run the release.)

Local Urban and Suburban Churches Join Forces

National Church Adopt-A-School Initiative

For Immediate Release

Contact:

Full Name and Phone Number

CINCINNATI – [August 31, 2005] Beginning [month/day/year], Urban Bible Fellowship Church and Suburban Baptist team up to adopt three local public schools as a part of the National Church Adopt-A-School Initiative of The Urban Alternative—the national ministry of author, speaker and pastor—Dr. Tony Evans.

The purpose is comprehensive—to implement a national faith-based strategy to address the spiritual and social needs of urban youth and families through a church and public school partnership. The Urban Alternative is using its national platform to establish these church/school partnerships, promoting positive, lasting social change at the local level.

In a letter of endorsement, President George W. Bush states, *"Initiatives like yours (Dr. Evans) help young Americans build confidence and develop character necessary to make the right choices. Urban and suburban churches both have a role in this important effort, and I strongly support your goal of bringing them together in partnership."*

By pooling resources, specifically church volunteers and facilities, Urban Bible Fellowship and Suburban Baptist will provide public school children with a variety of life-changing programs such as tutoring, mentoring, character development, sports, recreation activities and more. In addition, families of public school youth will have access to much-needed services that address basic human needs of food, shelter and clothing as well as economic and educational opportunities.

The multiple benefits from such a collaboration include churches as social service delivery agents; multiple social issues and needs addressed; improved coordination and better use of community resources; greater church leadership; long-term measurable change; better kids, stronger families and communities; and racial reconciliation.

To learn more about the Church Adopt-A-School Initiative both at the local and national level, contact: [provide name and phone number again].

Exhibit 7:8

Public Service Announcement

Organization: The Turn•Around Agenda
Event: Back-to-School Extravaganza
Contact:
Length (in seconds): 30 Seconds
Phone:
Email:

Begin: [Date]

End: [Date]

Hey Y'all!!! It's time for The Turn•Around Agenda's Back-to-School Extravaganza with Kirk Franklin, Saturday, September 18 at Oak Cliff Bible Fellowship Church, 1808 W. Camp Wisdom Road, 6:00 to 10:00 p.m.

Teenagers, ages 13-17, are invited to a fun night of music, gospel rap, step dance, games food and more. Come hear Kirk get down with straight talk about sex, "The Condom Box". For more information, call [phone number].

Exhibit 7:9
Media Advisory

(Send to media outlets one week before event)

What: Name of Event

Where: [Your Church or Organization]
[Address, City, State and Zip Code]

When: [Date]

Featuring: [Topic, Discussion, Entertainment, etc.]

Highlights: [Include other important elements of the event]

Contact: [Name of Contact and Phone Number]

Exhibit 7:10:1

General Guide to Working with the Media

Source: The Massachusetts Dept. of Public Health

- Develop a positive relationship with the media by responding promptly, clearly and concisely to their requests for information. Ask the reporter if he or she has a deadline.
- Remember to provide information in a way that everyday readers or listeners will understand. Avoid using professional jargon that may be confusing to your audience.
- Know the facts about the issues you address and have them readily available to discuss and FAX to the reporter.
- When asked to discuss an issue, think carefully before you respond. Assume that everything you say is on the record and will be used in the story.
- Be honest. If you aren't sure or don't know an answer, tell the reporter you'll get back to him or her when possible with the correct information. Make sure you follow through.
- Ask the reporter if there is anyone else with whom he or she would like to speak or if he or she needs additional information. Help him or her get this information quickly because he or she is most likely on deadline and can use your help.
- Keep in touch with your media contacts even after the story has been reported. Thank them for covering your story. Keep them informed of new issues and new information. Remember, you are trying to build long-term relationships with the media and making their job easier by keeping them up-to-date is an important part of building that relationship.

Press Releases

Press releases are announcements to the media (print, TV and radio) containing important information about issues or events they might not otherwise discover (inhalant abuse among youth, national teen pregnancy rates, etc.). Releases are intended to get reporters interested in the story so that they contact you for more information and report on it.

Exhibit 7:10:2

General Guide to Working with the Media

Source: The Massachusetts Dept. of Public Health

How to Send a Press Release

1. Plan to contact the media at least two weeks in advance of when you wish them to run the Press Release.
2. Choose stations and publications that will be interested in your information or event.
3. Call the news assignment desk, explain the nature of your release and ask to whom you should send, FAX or E-mail your release. Make sure you get the correct spelling and title of the person you wish to contact. Find out when he or she needs to receive your release.
4. Be sure to submit the release on your own or your organization's letterhead. Include specific activity information that is of interest to your community. Be sure to add a contact name, an organization name and a telephone number where indicated.
5. Mail, FAX or E-mail your release on time.

Tip: Make sure that the news you submit is of interest to the readers of a particular newspaper or the listeners of a particular radio/TV station in your community.

Letters to the Editor

A letter to the editor is a way of raising public awareness of an issue or responding to one in the editorial pages of a newspaper. It may be submitted by you, a member of your organization or an individual supporter. Published letters to the editor are very useful because they have high visibility and readership.

How to Send a Letter to the Editor

1. Call your local newspaper and find out to whom you should submit your letter. Make sure you get the correct spelling and title of the editor you wish to contact.
2. Inquire about the newspaper's guidelines on length, deadlines and if an address and signature are required. Ask if the editor prefers a letter, FAX or E-mail.

Exhibit 7:10:3

General Guide to Working with the Media

Source: The Massachusetts Dept. of Public Health

3. Be sure to submit the letter to the editor on your own or your organization's letterhead. Include specific information that is of interest to your community. Be sure to add a contact name, an organization name and a telephone number where indicated.
4. Mail, FAX or E-mail your release on time.

Tips: Stick to the issue at hand and avoid divisive remarks. Don't send generic or form letters. Editors are less inclined to print letters that are also going to another publication.

Public Service Announcements (PSAs) for Radio

PSAs are brief endorsements for a cause or an issue. Unlike advertising, the sponsor (you or your organization) does not pay the station to run the PSA. The station will decide when and if it will be aired.

How to Submit a Public Service Announcement for Radio or TV

1. Contact the station's public affairs director and explain your issue to him or her to determine his or her interest in airing your PSA.
2. Be prepared to present a compelling argument for your issue. Radio stations get these requests daily, so show them how this issue is beneficial to their listeners.
3. Find out what format (pre-taped or written for a DJ to read) and what length (15, 30 or 60 seconds) they prefer.
4. Find out to whom you should send your PSA. Find out how far in advance you need to submit your PSA.
5. Use captivating words to grab the attention of the listeners. Fill in the local information where indicated.
6. Follow the instructions of the public affairs director and submit the PSA to the right person on time.

Tips: After you submit your PSA to the station, call the public affairs director to let him or her know you have sent it.

Exhibit 7:10:4

General Guide to Working with the Media

Source: The Massachusetts Dept. of Public Health

Public Service Announcements (PSAs) for Print

PSAs for newspapers are similar to PSAs for the radio, in that they are used to present an important issue to the general public. Although there is no charge for this announcement, the newspaper will decide when, where and if it will be printed.

How to Submit a Public Service Announcement for Print

1. Contact the newspaper's public affairs director and explain your issue to him or her to determine his or her interest in running your PSA.
2. Be prepared to present a compelling argument for your issue. Newspapers get these requests daily, so show them how this issue is beneficial to their readers.
3. Make sure you find out the newspaper's requirements before submitting your PSA. What is the preferred size? Is camera-ready art work required? Will photos be accepted?
4. Find out to whom you should submit your PSA and how far in advance he or she needs to receive it.
5. Use artwork along with your information for the announcement. Add specific information about your organization including contact names and a telephone number where appropriate.
6. Submit the PSA to the correct person on time.

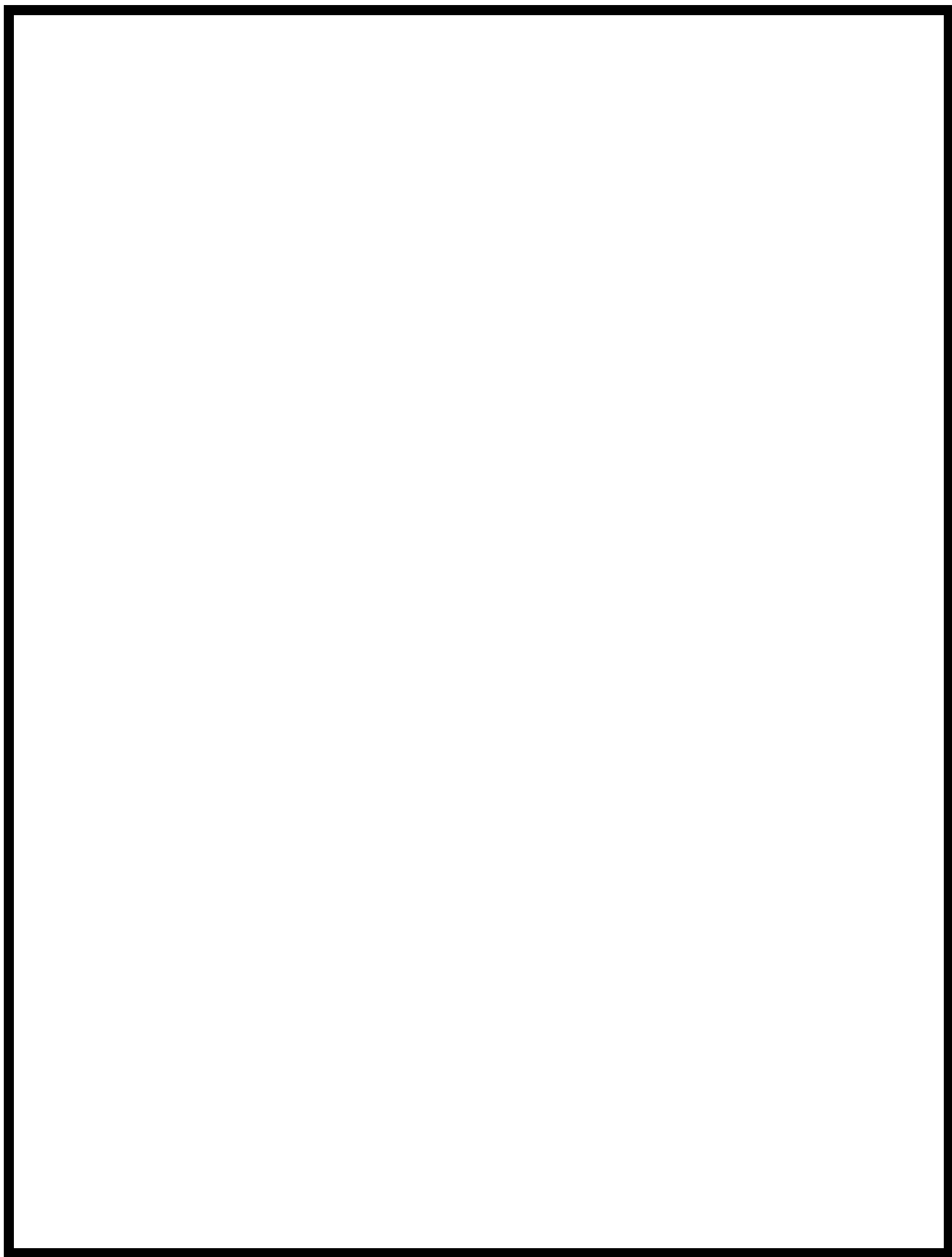
Tips: Send your PSA to the newspaper in advance of when you would like it to be run. Call and let the public affairs director know you are sending it.

A few days after you submit your PSA, call the public affairs director to see if there are any questions and find out whether the newspaper plans to run the PSA.

Exhibit 7:11

Sample Media List Form

Media	Contact	Address/Phone Number	Yes or No	Coverage Type
Television				<input type="checkbox"/> Community Calendar
				<input type="checkbox"/> Feature Story
				<input type="checkbox"/> PSA Aired
Television				<input type="checkbox"/> Community Calendar
				<input type="checkbox"/> Feature Story
				<input type="checkbox"/> PSA Aired
Television				<input type="checkbox"/> Community Calendar
				<input type="checkbox"/> Feature Story
				<input type="checkbox"/> PSA Aired
Newspaper				<input type="checkbox"/> Community Calendar
				<input type="checkbox"/> Feature Story
				<input type="checkbox"/> PSA Aired
Newspaper				<input type="checkbox"/> Community Calendar
				<input type="checkbox"/> Feature Story
				<input type="checkbox"/> PSA Aired
Newspaper				<input type="checkbox"/> Community Calendar
				<input type="checkbox"/> Feature Story
				<input type="checkbox"/> PSA Aired
Radio				<input type="checkbox"/> Community Calendar
				<input type="checkbox"/> Feature Story
				<input type="checkbox"/> PSA Aired
Radio				<input type="checkbox"/> Community Calendar
				<input type="checkbox"/> Feature Story
				<input type="checkbox"/> PSA Aired
Radio				<input type="checkbox"/> Community Calendar
				<input type="checkbox"/> Feature Story
				<input type="checkbox"/> PSA Aired



The Nonprofit Organization

A nonprofit organization is a tax-exempt organization that serves the public interest. In general, the purpose of this type of organization must be charitable, educational, scientific, religious or literary. This is a common and broad definition that fits the type of information likely to be found at this site. The public expects to be able to make donations to these organizations and deduct these donations from their federal taxes.

Legally, a nonprofit organization is one that does not declare a profit and instead utilizes all revenue available after normal operating expenses in service to the public interest. These organizations can be unincorporated or incorporated. An unincorporated nonprofit is somewhat rare for while it can be given federal tax-exempt status or the designation of being a 501(c)(3) organization as defined by the Internal Revenue Service, it does not enjoy the legal protection a corporation provides. When a nonprofit organization is incorporated, it shares many traits with for-profit corporations except that there are no shareholders.

When starting a nonprofit corporation, the organization must file articles of incorporation with the state in which it resides or decides will be its jurisdiction for legal purposes. This is the same process a for-profit corporation must follow. Each state has various rules and regulations, but most require officers of the corporation, a board of directors, by-laws and annual meetings. Most states also require nonprofit organizations to register with state charity bureaus or other agencies and adhere to reporting requirements particularly involving fundraising operations.

When a nonprofit corporation is given tax-exempt status, it is exempt from paying federal corporate income tax. While these types of organizations also are often exempt from paying state and local sales tax, property tax and taxes on other assets, this is not always the case as states have different rules. Tax-exempt nonprofits also can benefit from lower postal rates.

Nonprofit organizations have paid and volunteer staff, but employment taxes and federal and state workplace rules are generally no different than those imposed on for-profit organizations. A perception is that salaries in the nonprofit world are low and while this is generally true, the type of nonprofit organization can make a huge difference in how closely it compares to a for-profit business.

Universities, hospitals and large national charities are examples of organizations that can be "nonprofit" but have salary scales on par with almost any for-profit corporation. CEOs of major hospitals can commonly earn salaries and bonuses of \$500,000 to over \$1,000,000. University presidents can have similar scales. However, local literacy training centers or a food banks generally will be places where lower salaries are supplemented by payment in a smile from an adult who reads a first book or a family with enough food for everyone to eat a meal.

A nonprofit organization can have clients, can offer products and services, will need revenue, should market itself, and must be concerned about customer satisfaction whether in those assisted or those who contribute donations in support of operations, programs or services. It is a business that must serve the public interest and it will succeed or fail as any business will, depending on how well it is operated.

Forming a Nonprofit Organization - A Checklist:

Every nonprofit organization must have a carefully developed structure and operating procedures in order to be effective at fulfilling its purpose. Good governance starts with helping the organization begin on a sound legal and financial footing in compliance with the numerous federal, state, and local requirements affecting nonprofits.

- ✓ **Determine the purpose of the organization.** Every organization should have a written statement that expresses its reason for being. Resources: Board members, potential clients and constituents.

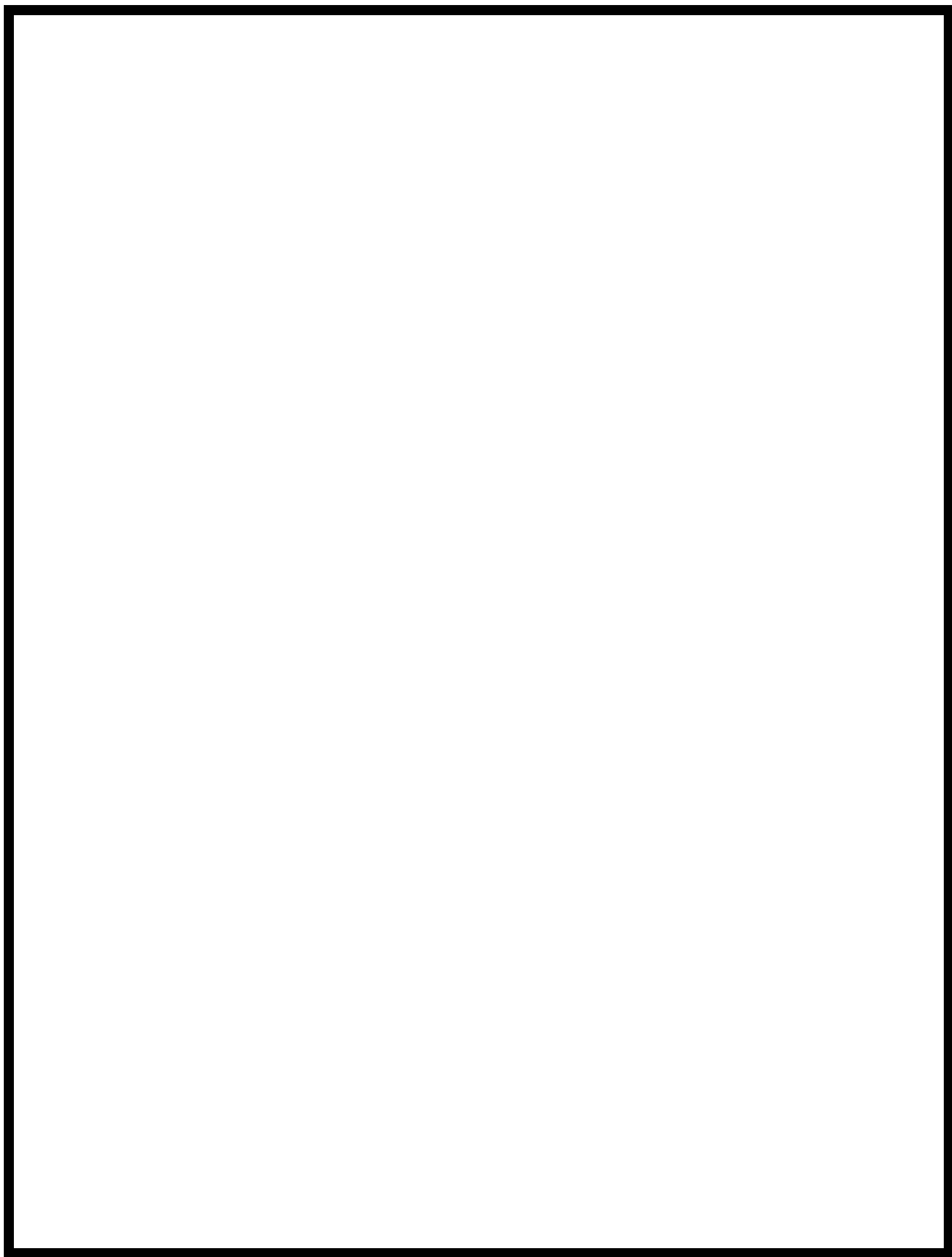
- ✓ **Form a board of directors.** The initial board will help translate the ideas behind the organization into reality through planning and fund-raising. As the organization matures, the nature and composition of its board will also change.
- ✓ **File articles of incorporation.** Not all nonprofits are incorporated. For those that do wish to incorporate, the requirements for forming and operating a nonprofit corporation are governed by state law. Resources: Your secretary of state or state attorney general's office.
- ✓ **Draft bylaws.** Bylaws — the operating rules of the organization--should be drafted and approved by the board early in the organization's development. Resources: An attorney experienced in nonprofit law.
- ✓ **Develop a strategic plan.** The strategic planning process helps you express a vision of the organization's potential. Outline the steps necessary to work toward that potential, and determine the staffing needed to implement the plan. Establish program and operational priorities for at least one year. Resources: Board members; planning and management consultant.
- ✓ **Develop a budget and resource development plan.** Financial oversight and resource development (e.g., fundraising, earned income, and membership) are critical board responsibilities. The resources needed to carry out the strategic plan must be described in a budget and financial plan. Resources: financial consultant.
- ✓ **Establish a record keeping system for the organization's official records.** Corporate documents, board meeting minutes, financial reports, and other official records must be preserved for the life of the organization. Resources: Your secretary of state or state attorney general's office.
- ✓ **Establish an accounting system.** Responsible stewardship of the organization's finances requires the establishment of an accounting system that meets both current and anticipated needs. Resources: Certified public accountant experienced in nonprofit accounting.

- ✓ **File for an Internal Revenue Service determination of federal tax exempt status.** Nonprofit corporations with charitable, educational, scientific, religious, or cultural purposes have tax exempt status under section 501(c)(3) – or sometimes section 501(c)(4) – of the Internal Revenue Code. To apply for recognition of tax exempt status, obtain form 1023 (application) and publication 557 (detailed instructions) from the local Internal Revenue Service office. The application is an important legal document, so it is advisable to seek the assistance of an experienced attorney when preparing it. Resources: Your local IRS office, an attorney.
- ✓ **File for state and local tax exemptions.** In accordance with state, county, and municipal law, apply for exemption from income, sales, and property taxes. Resources: State, county, or municipal department of revenue.
- ✓ **Meet the requirements of state, county, and municipal charitable solicitation laws.** Many states and local jurisdictions regulate organizations that solicit funds within that state, county, or city. Usually compliance involves obtaining a permit or license and then filing an annual report and financial statement. Resources: state attorney general's office, state department of commerce, state or local department of revenue, or county or municipal clerk's office.

Other steps:

- ✓ Obtain an employer identification number from the IRS
- ✓ Register with the state unemployment insurance bureau
- ✓ Apply for a nonprofit mailing permit from the US Postal Service
- ✓ Obtain directors' and officers' liability insurance

Source: BoardSource: www.boardsource.org



Insurance Basics for Community-Serving Programs

by Charles Tremper and Pamela Rypkema

Introduction

Because you may be sued, even if you have done nothing wrong, insurance can save your program and the people involved in it from financial disaster. Moreover, insurance provides a source of recovery when program activities cause harm. Without insurance your program may not be able to do the right thing when someone gets hurt.

As a preliminary guide to insurance, this booklet summarizes the most common types of coverage for community-serving organizations. While this booklet provides a foundation for buying insurance, to obtain adequate coverage you will need to work with an agent or broker to choose the best policies.

For some types of insurance, coverage depends on whether an individual serving your organization is an employee. Special arrangements may be necessary for volunteers. (This booklet uses “staff” to refer to any individual who serves on behalf of an organization.)

If the status of a staff member is not clear for insurance purposes, the safest strategy is to notify your insurer in writing and, if possible, have the word you use to describe the individual added to the list of “named insureds” on the policy. For example, an insurance policy for a National and Community Service Act program might list “employees, volunteers, and AmeriCorps participants.” Alternately, you could clarify in your application or a letter to your insurer what types of positions you need to have covered. Failure to clarify this matter could result in denial of a claim.

Liability of the Organization

The most common type of liability insurance is the general liability policy that covers most claims arising from bodily injury, damage to property owned by others, and some types of personal injury, such as libel and slander. General liability coverage may be combined in a “package policy” that includes coverage for several other types of claims.

General liability coverage, like most insurance, is designed to pay the expenses that come with lawsuits, regardless of whether the claim is true. Thus, a policy will almost always pay for the defense of a claim within the policy’s scope. It will also generally pay the cost of settling the claim or paying amounts ordered by a court. Although virtually essential, the general liability policy is not comprehensive, so you should know what you are getting. The policy exclusions typically appear on a long list of items, some of which may be covered by other policies and some of which you can have removed by requesting endorsements to the policy.

Usually excluded are pure financial losses, use of a vehicle, rendering “professional” services, and types of harm that do not fit the list of covered claims. Excluded as “professional” may be the services of nurses, social workers, counselors, etc., whether or not those individuals are paid. Civil rights and employment claims are also commonly excluded.

An exclusion for sexual misconduct has become increasingly common. If you are vulnerable to such claims, you can ask the insurer to remove the exclusion, but you may be required to pay extra. Not having the coverage if you need it would be a bad bargain.

Staff Liability

Individual staff members can be named in a lawsuit, usually in addition to the organization itself. If so, they may need to pay for an attorney and sometimes have little choice but to settle a claim, even if they are blameless.

In most states, volunteer protection laws reduce those prospects for volunteers and even some employees of community-serving organizations, but no law provides complete immunity. (See back cover, *State Liability Laws for Charitable Organizations and Volunteers*.) Volunteers and employees of governmental entities may be protected by a tort claims act.

Insurance coverage depends on whether the suit is filed against an individual personally or against the organization itself. Claims against an organization that are within the scope of a general liability policy are covered by that policy regardless of who causes them. If an individual is named in the suit, coverage may depend on whether that person is a volunteer or employee. The standard general liability insurance form includes employees but not volunteers.

Options for covering volunteers are discussed below. Volunteers may have adequate liability coverage under insurance policies they buy for other purposes. Most homeowners and renters insurance policies cover claims based on bodily injury or property damage.

These two categories encompass ordinary accidents that are most likely to result in claims against a volunteer, but they are not comprehensive. (As explained below, a personal auto insurance policy ordinarily provides coverage for a driver engaged in community service.)

To be as clear as possible about coverage, a volunteer should check with the insurance agent who sold the policy. Rather than requiring volunteers to rely on their own policies, an organization has several options for providing coverage. The first is to include volunteers the same as employees under the general liability policy.

The trick is to make sure the policy covers claims against volunteers themselves and not just claims against the organization for the actions of volunteers. If you look at the policy, the critical word “volunteer” should appear either on the list of “insureds” or as an endorsement, usually called “Additional Insureds-Volunteers.”

Low cost is the chief advantage of adding volunteers to a general liability policy. In some cases the coverage for volunteers is free. In addition, when the organization and its volunteers are included under the same insurance policy, the insurer coordinates the legal defense.

Alternatively, an organization can purchase a volunteer liability insurance policy, which has a single purpose: to protect volunteers from the financial consequences of being sued. Because this type of policy covers only the volunteer, the entire policy limit is available to the volunteer, rather than being shared with the organization as it is in a general liability policy.

The most common volunteer liability insurance policy available today is an “excess” policy. An “excess” policy costs over and above coverage provided by any other policy the organization or volunteer may have. If no other policy applies, the volunteer insurance effectively becomes the primary policy. With a few exceptions, a volunteer liability insurance policy covers the same types of claims as a general liability policy. Coverage for vehicle accidents and other types of claims is discussed below.

Injuries to Staff

Injured employees are ordinarily subject to the workers’ compensation system. Employers typically purchase workers’ compensation insurance to cover employees’ claims, with various financing options available in some states. For volunteers, the matter is much less clear-cut.

Volunteers who have their own health insurance coverage should be entitled to payment under those policies. Increasingly, though, health insurers require policyholders to pursue recovery from the party that caused their injury. The arrangements described below are suitable for that purpose and to pick up expenses that are not covered under a health insurance policy.

A few states allow the option of covering volunteers under workers' compensation. Where available, this alternative provides the assurance that volunteers will be adequately covered and may limit their right to sue the organization for their injuries. Insuring volunteers under workers' compensation has its drawbacks, though. Insurers are often reluctant to provide that coverage for volunteers, the cost is usually high, and if volunteers file claims, the rate for all of the organization's workers may rise.

Coverage for a volunteer's minor medical expenses may be available under the general liability policy. That policy typically includes a "medical payments" provision that will pay expenses up to a set amount, usually in the range of \$1,000 to \$25,000, if an individual is injured on the organization's premises or perhaps in the course of the organization's "operations."

Other insurance arrangements can provide coverage similar to workers' compensation. An accident and injury policy can be purchased to pay a volunteer's medical expenses associated with an accident. Some policies cover vision care and dental care when required as a result of an accident. The policy does not include compensation for pain and suffering or other intangible losses.

Accident and injury insurance is usually offered as an "excess" policy, meaning that it pays only after other available medical insurance is exhausted. This includes the volunteer's personal medical insurance policy or the medical payments portion of a volunteer's automobile insurance. If no other policy applies, the accident policy would pay first. Some of these policies have no deductible.

If payment of a deductible is required, an injured volunteer would still be out-of-pocket by that amount. (There is no deductible under workers' compensation.) An Accidental Death and Dismemberment (AD&D) benefit may be included with the policy. In this case, the insurer will pay a predetermined sum for loss of life, limbs or sight arising from a covered accident. Alternately, an AD&D policy can be purchased separately.

Finally, a disability policy can be obtained for volunteers to replace income they might lose if not able to perform paid employment. As with AD&D, disability coverage might be included with an accident and injury policy.

Motor Vehicles

When a volunteer or employee gets into an accident while driving on an organization's behalf, the organization and the driver may both be held liable for the resulting damages. While the driver's (or owner's) insurance policy will be the primary coverage, a claim may exceed the limits of that policy.

The type of insurance needed to cover motor vehicle accidents depends on whether the organization owns the vehicle. Commercial auto insurance ordinarily covers use of vehicles by employees. Volunteer drivers can be added to the policy by endorsement.

Volunteers (and employees) who use their own vehicles on behalf of an organization will ordinarily be covered by their own auto insurance policies. If the use is extensive, however, or if individuals who ride with them are charged for being transported, an exclusion may apply.

For staff driving their own vehicles, a non-owned auto policy can provide coverage for the organization and, if endorsed, the staff member. With some carriers, this coverage can be included by endorsement to the commercial auto policy or in a package based on the general liability policy. Policies vary tremendously regarding the conditions under which they will pay a claim.

To cover only volunteers' personal liability, a volunteer driver excess auto liability policy may be purchased. These policies will pay on behalf of volunteers for amounts exceeding their own auto policies or, for some policies, the state-mandated minimum. Thus it is important for volunteers to maintain their own coverage. The policy will not pay for damage to the volunteer's vehicle or injury to the volunteer driver.

Boards and Executives

Directors and Officers (D&O) insurance and association professional liability insurance (APLI) policies cover claims arising from governance and management. The traditional D&O policy covers only claims against directors and officers. Many D&O policies sold to nonprofits, as well as the APLI form, include employees and volunteers, as well as the organization itself.

Claims under D&O policies usually result from a bad decision that causes harm other than bodily injury or property damage, e.g., firing the executive director because she is “too old,” using a targeted donation to pay general operating expenses, or ignoring reports that the executive director is misappropriating funds.

Whether a D&O policy covers these claims can be difficult to determine because D&O policies do not list specific types of claims covered. Instead, they typically extend coverage for any “wrongful act,” which is very broadly defined. Various exclusions and limitations then narrow that coverage.

Some D&O policies, especially ones designed for business firms, exclude employment-related claims, including wrongful termination, discrimination, or sexual harassment. A policy with that exclusion substantially reduces the coverage for nonprofits because those are the most common types of claims filed against nonprofits under D&O policies.

Almost all D&O insurance policies differ from other types of policies in several critical respects. A little knowledge about insurance is especially dangerous when purchasing a D&O policy. Thus, reading D & O: Yes or No (published by the Center) and working with an insurance professional who can clearly explain the implications of “claims made,” “defense within limits,” and “wrongful acts” will help you decide whether you need the coverage and, if so, which policy to select.

Special Events

Special events beyond the normal scope of an organization's activities may require special insurance arrangements. The need is clearest if the event involves types of risks that are not covered under the general liability policy or other coverage the organization has in place. For example, guests at a fundraiser might be served alcohol or taken for a boat ride.

The general liability policy also might not apply if the magnitude of risk is much larger than anticipated in the application for insurance. A small organization that holds a walk-a-thon or conference could fall into that category. Special arrangements may also be appropriate if the organization is assuming liability via a hold harmless agreement or other contract provision.

While special events policies can be purchased, coverage for many events can be obtained under the general liability policy or an endorsement to it. That approach is usually more economical than buying a separate policy. Your agent or broker should be able to advise regarding the alternatives.

Financial Assets

Money has a way of disappearing. While the best defense against theft and misappropriation is to safeguard your funds, insurance can provide additional protection.

Crime insurance protects you both from the outside world and your own staff. Insurers offer a menu of various coverage forms so that you can tailor the coverage to fit your needs. The policy generally covers money and securities, other personal property, and property damage caused by burglars or robbers.

With respect to embezzlement or forgery committed by your staff, you may purchase a separate fidelity bond instead of selecting the employee dishonesty forms in the crime package. Irrespective of the form of purchase, this coverage can

either specify individuals who handle money or securities, or bond all individuals connected with the organization. Policies that refer only to employees should be endorsed to include volunteers if they handle your funds.

Other Policies

Depending on the types and magnitude of the risks involved, a community-serving program may need a variety of policies other than the more common types described here. For example, professional services may require malpractice policies, both for the individual practitioners and for the organization. The law recognizes, among others, physicians, nurses, dentists, pharmacists, social workers, attorneys, engineers, accountants, architects, realtors, and insurance agents as professionals. Because these unique professional exposures are not covered by the general liability policy, the insurance industry now offers specialized policies designed for these services.

While an incidental exposure maybe covered by your general liability policy (e.g., offering first aid to a volunteer injured on the premises), substantial activity must be treated by a separate policy. Your insurance agent can help assess the necessity of specialized coverage based on the services you perform.

After having made arrangements for primary coverage (e.g., general, auto, employers', and professional liability), you may still need higher limits of liability. An "umbrella" provides such limits. The umbrella insurer lists, or "schedules," the primary policies, and extends such coverage after the primary policies are exhausted.

For example, you might buy a five million dollar umbrella over a one million dollar general liability policy. If you purchase an umbrella you must keep all the primary policies in place during the umbrella policy period. Failure to do so may void coverage. Not only will an umbrella provide limits over and above the liability limits afforded on the primary policies, it can also be written to extend coverage to exposures not otherwise covered. It can be written to "drop d own" to the primary

level to fill in gaps in the underlying policies. With most policies the claim will still be subject to a deductible, known as the “self-insured retention.”

Umbrella policies that “drop down” normally cover infrequent exposures that do not warrant the purchase of a separate underlying policy. For example, renting a boat for a fundraiser may result in liability if someone is injured. If your organization does not own the boat, it might not need a watercraft liability policy. Instead, your umbrella could provide coverage.

Buying Insurance

Even for a small organization, buying insurance can raise difficult questions that are far beyond the scope of this booklet. Publications listed on the back cover and insurance professionals can elaborate on the guidance offered here.

Assistance of an insurance professional can be especially helpful when choosing policy limits and deductibles. Potential liability is generally unlimited, so no amount of insurance will necessarily be adequate. A reasonable amount depends on the likelihood and severity of the risks for your organization.

An insurance professional should be familiar with the magnitude of claims in your area and can help you decide how much of a loss you can afford to pay yourself. Choosing higher deductibles can substantially reduce insurance premiums.

If you have difficulty when applying for insurance, consider the application to be similar to a grant proposal. Then you can rely on skills you already have! You can portray the organization in the most favorable light, as long as you are absolutely truthful. Neglecting to inform an insurer of a hazard may invalidate the policy. Failing to attach requested audit reports or other documents may result in a summary rejection of an application, which in turn makes obtaining insurance from another company more difficult.

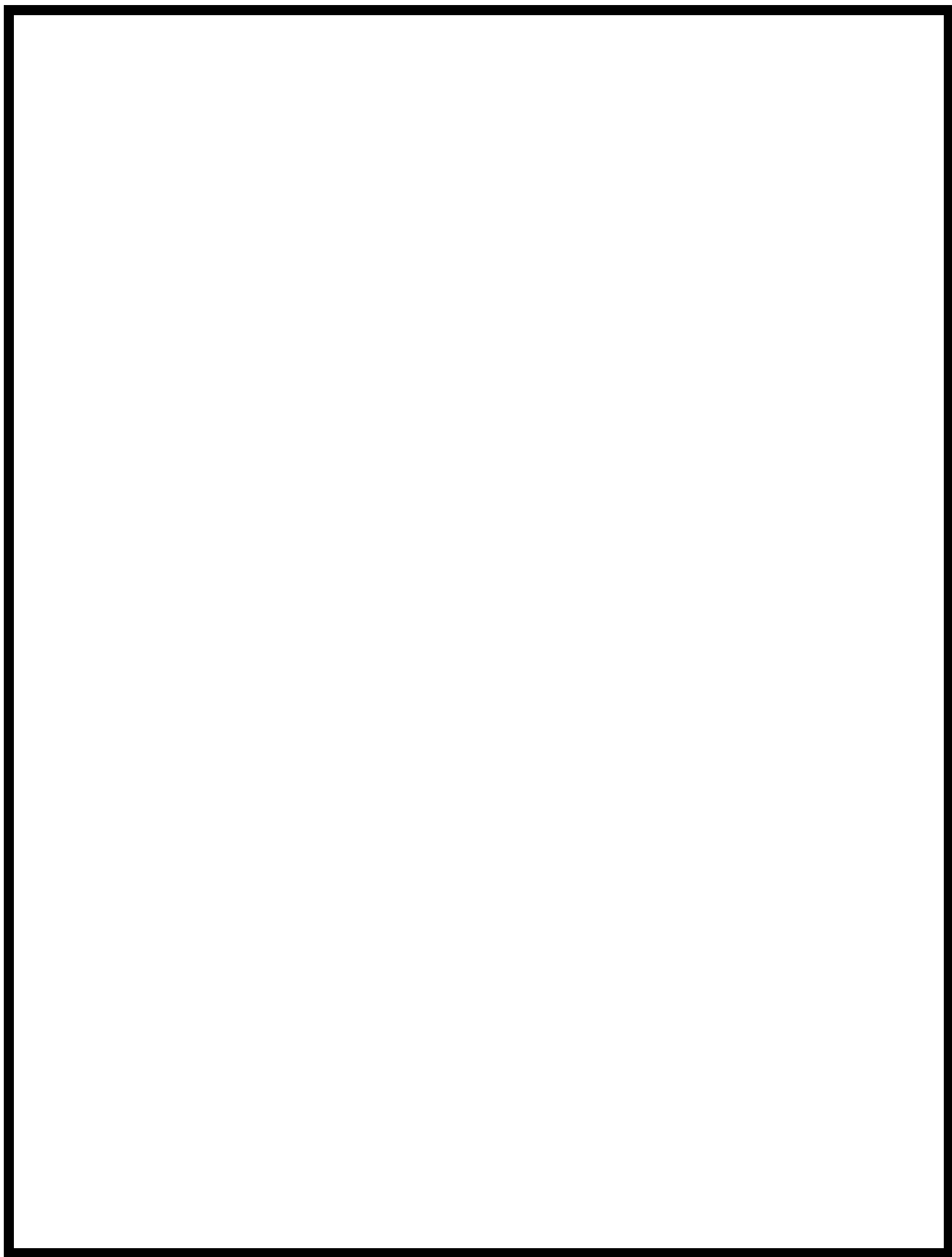
As you describe the organization, keep in mind the one crucial difference between an insurance application and a funding proposal. For insurance purposes, an underwriter really does not care whether the organization does good deeds. What matters to insurers is the risks of the organization's activities and the extent of its precautions. Try to avoid words that may alarm an insurer. "Operating a halfway house for drug addicts" sounds scarier than "providing assisted living arrangements for substance abusers."

Finally, write out everything that you want an insurer to know. Telling something to an insurance agent may have no effect because agents themselves ordinarily do not decide whether to issue a policy.

Conclusion

While insurance may be necessary in case something goes wrong and for peace of mind even if nothing bad ever happens, it cannot replace commitment to preventing harm. Because even the best prevention strategies may occasionally fail, though, insurance provides some assurance for your organization and the people who make it run. Using this booklet can help you to understand your options so that you get the coverage you seek without spending more than necessary.

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Who's Exempt? Who's Non-Exempt?

Tips for Nonprofit Employers

Supervising a group of employees in a nonprofit organization is hard enough. And most employers know that it is critically important to distinguish between “exempt” and non-exempt” staff. Yet despite the availability of guidelines on how to make this determination and countless publications by employment law experts, the actual task of determining the status of your employees is not a simple matter. It’s not rocket science, but it isn’t child’s play either.

“Exempt” means exempt from the minimum wage and overtime provisions of the Fair Labor Standards Act, or FLSA. In order to qualify as “exempt” an employee must meet the requirements of two tests: (1) the duties test; and the (2) salary test.

One of the most common mistakes all employers make, including nonprofits, is to base the determination of exempt vs. non-exempt status on an employee’s title. Under the law, it’s the employee’s actual duties that matter, not the title you assign. Keep in mind, it’s okay if you decide to designate employees who are eligible for “exempt” status as non-exempt, as long as you pay them accordingly.

This means that you need to pay these employees overtime for all hours worked over 40 per week. But don’t make the mistake of the reverse classification: it’s never okay to classify non-exempt employees as “exempt” – no matter how compelling your reason for doing so (e.g. “We can’t afford overtime, we’re small and it’s much easier to have all of our employees in the same classification,” etc.).

Step 1. Duties Test

Under the “duties test” an employee may qualify for the executive, administrative or professional exemption to the overtime rules of the FLSA. There is also an “outside

sales” exemption, which would rarely apply in a nonprofit setting. Here’s a quick summary of what to look for with respect to the first three exemptions under the duties test.

Executive exemption

- Is management the employee’s primary duty?
- Does he or she direct the work of two or more full-time employees?
- Does the employee have the authority to hire and fire, or make recommendations regarding the employment status of others?
- Does the employee regularly exercise a high degree of independent judgment in their work?
- Is the employee’s salary at least \$155 per week?
- Does the employee devote no more than 20% of his or her time to non-managerial functions?

Administrative exemption

- Is the employee’s primary duty office or other non-manual work that is related to the organization’s management policies or business operations?
- Does the employee assist an executive, perform technical work, or undertake special assignments?
- Is the employee’s salary at least \$155 per week?
- Does the employee devote no more than 20% of his or her time to non-administrative functions?

Professional exemption

- Does the employee work in a field that requires advanced knowledge and education or involves original and creative work in an artistic field?
- Does the employee regularly exercise discretion and judgment in their work?
- Is the employee’s work intellectual and varied in character, and of a nature that it cannot be accomplished according to a fixed time schedule?

- Is the employee's salary at least \$170 per week?
- Does the employee devote no more than 20% of their time to nonprofessional functions?

Step 2. Salary Test

The second "test" to determine exempt versus non-exempt is to decide whether employees are paid on a salary basis. This means that an employee receives the same amount each payday, regardless of the number of hours worked during the period. Note: there are only a handful of instances where it is permissible to dock the pay of a salaried employee. These are:

- When the employee is absent for a full day or more and has used up available leave;
- When the employee is absent for a full day or more due to illness or an injury per the terms of a plan or policy under which the employee receives compensation for the illness or injury, such as workers compensation;
- When the employee is taking unpaid Family and Medical Leave per the Federal statute, state statute or the nonprofit's own leave policy;
- When the employee performs no work for the organization over a week; or
- When the employee has been suspended without pay due for violating the organization's policies or work rules.

Common Questions About Exempt and Non-Exempt Classifications

Q: We only want to pay our salaried professionals for actual hours worked. Can we do this legally without changing their status to "non-exempt?"

A: No. If your nonprofit ties pay to hours worked for these employees, they may no longer be classified as exempt personnel. The two exceptions to this rule are doctors and lawyers, who may be paid by the hour and still be classified as exempt.

Q: It has been our practice to classify our staff according to their position on the organizational chart. Is this practice okay, as long as we're consistent?

- A:** No. You must determine exempt versus non-exempt status based on what employees do, not where they fall on your organizational chart or their assigned title. It's possible to have two employees on the same "rung" on the chart who must be classified differently based on their duties and/or salary.
- Q:** We have a hard time getting employees to submit timesheets on time. Can we require that timesheets be submitted by all employees, including exempts? Can we dock employees' pay for failing to turn in their timesheets?
- A:** You may require all employees to submit timesheets, as long as salaried employees' wages aren't based on the hours reflected on their timesheets. You MAY NOT withhold wages or dock an employee's pay for failing to turn in a timesheet. Under the FLSA you are required to pay non-exempt employees for every hour worked. And salaried employees must be paid their salary regardless of the number of hours worked (see the exceptions explained previously). Finally, as an employer, you are responsible for keeping accurate time records of hours worked. Consider other disciplinary measures for failing to abide by your timesheet-related work rules.

Overtime and Compensatory Time

There is still much misunderstanding about the correct use of compensatory time off, commonly called "comp time." Nonprofit employers continue to inaccurately link "overtime" (time worked in excess of a regularly scheduled workweek) with eligibility for "comp time." In a nutshell, it is a violation of federal law to award "comp time," instead of premium pay, to non-exempt staff for working overtime. To add to the confusion, various states have their own definition of "overtime," and therefore, this is an area where nonprofit managers are well advised to become familiar with their individual state's wage and hour laws. Here is the right way to use overtime provisions and to legally provide Compensatory time for staff.

Overtime for Non-Exempt Staff

1. Know the classification of your employees. Exempt workers are not entitled to overtime pay hence the description "exempt" meaning they are exempt from the overtime regulations. Know what categories of workers are non-exempt in your

- state. Generally those workers who are paid hourly and whose work is primarily either physical/manual or clerical in nature or directed by others, and not requiring any advanced educational background, are defined as non-exempt.
2. Non-exempt workers must be paid premium pay (one and one-half times their regular hourly wage) for overtime. Both the terms "non-exempt" workers, and "overtime" are usually defined in federal and state law regulations as well as by federal law in the Fair Labor Standards Act. Generally any time worked in excess of 40 hours in a single workweek entitles non-exempt workers to premium pay. There are some significant exceptions in various states.
 3. No overtime payments are owed for time worked in excess of the employee's regularly scheduled workweek unless the total time exceeds the statutory overtime limit – usually 40 hours per week. (Note: in Kansas overtime is defined as 46 hours in one week, and in Minnesota, 48 hours; however, nonprofits in these states are still governed by the federal Fair Labor Standards Act, which defines overtime as hours worked in excess of a 40-hour workweek.)
 4. Non-exempt employees must be paid for every hour worked. Since the reward for working overtime is premium pay, non-exempt hourly workers may not be given any other reward for overtime, such as compensatory time off. (It is a violation of federal law to do so – The Fair Labor Standards Act mandates premium payments for non-exempt employees who work overtime.)
 5. There is one exception to the rule stated above: The use of compensatory time by a non-exempt worker is permissible when the non-exempt worker takes the compensatory time off in the same work week as the extra time worked (so that the total time worked in one week does not exceed the overtime limit).

Compensatory Time off for Exempt Staff

There is no legal requirement under state or federal law to pay exempt salaried staff (professional, administrative, and executive staff) premium pay (overtime) to compensate them for extra time worked. Instead they might get a bonus at the end of the year, or a pat on the back for being such a dedicated staff member. It should not be a surprise that exempt staff are expected to work as long as it takes to get their work done – and they need to know that their employer expects extra hours, if necessary.

While the nonprofit may have specific expectations about the number of hours an exempt staff person regularly works, there should be no salary deductions if less time is worked, and no premium pay for overtime.

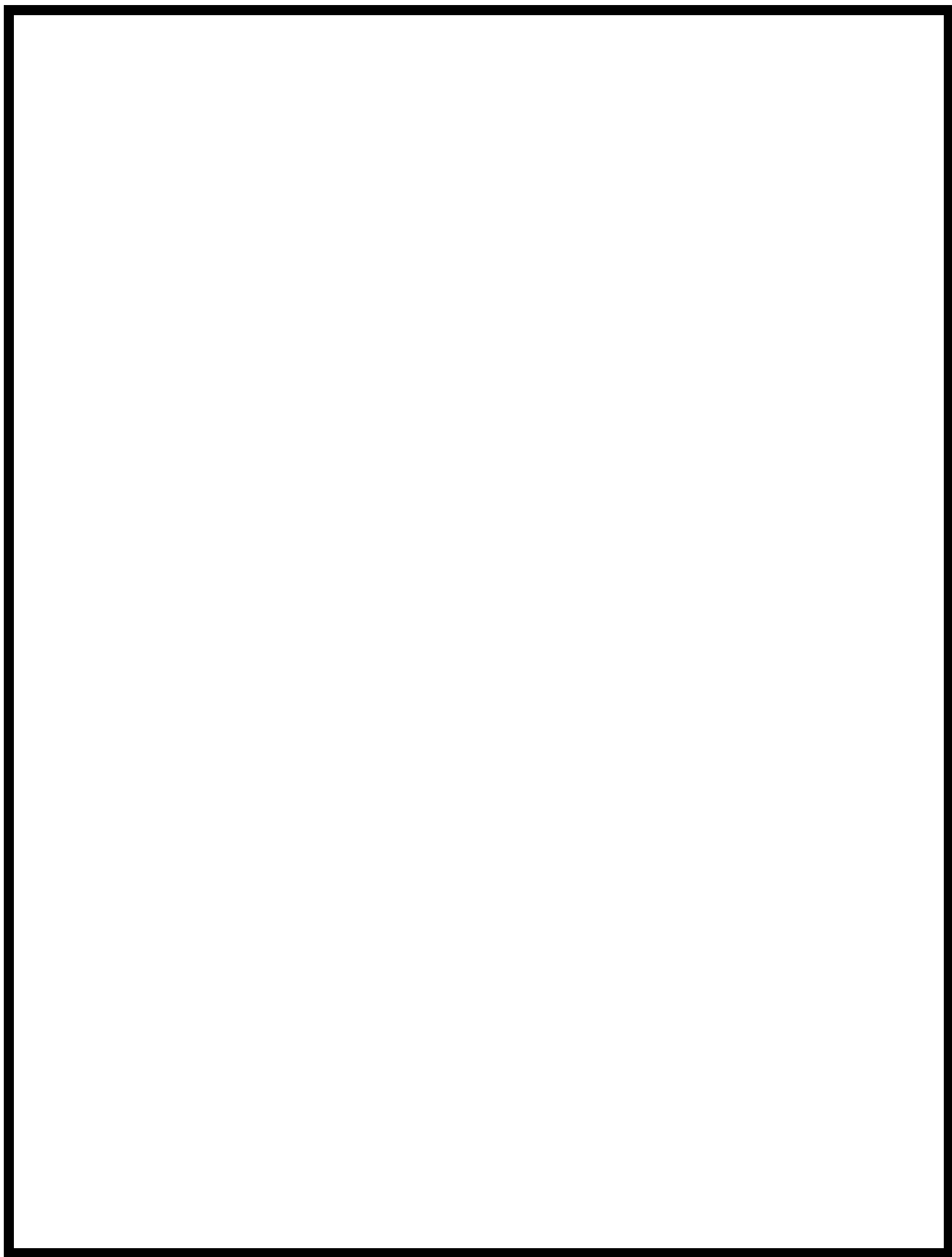
Nevertheless, many nonprofits wish to reward employees for efforts above and beyond the call of duty by giving them time off which they call, "comp time." The correct way to use comp time for exempt staff is to simply permit them flexibility to take some time off, at a convenient time for all involved, to reward extraordinary efforts. The time off should be scheduled and approved by the exempt staff's supervisor, to be taken during the current pay period.

In no case should the "comp time" be accumulated for some future time, or taken hour for hour for the extra time worked. If it is, the nonprofit is considered by the Department of Labor to be treating the exempt staff person as if he were an hourly worker, thereby making the nonprofit potentially liable for overtime payments for that employee.

Similarly, the Department of Labor will penalize a nonprofit that gives exempt staff anything less than full salary for any week in which the employee performs work. An employer is only permitted to make a deduction from the salary of an exempt employee for unexcused absences, such as when the employee has used all accrued paid time off, and is absent for a full day or more.

If the employee is eligible for vacation, sick or personal days then the nonprofit may substitute the accrued paid leave for the time the employee is absent from work. If, however, the employee is absent for less than a full day, and has no accrued time off, the employee will need to be paid his entire salary for that week. If the employee is absent for a full day or more, no compensation for the absent day(s) is required.

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Checklist for Risk Management Strategies in Youth-Serving Nonprofits

Personnel

1. Written position descriptions for both employees and volunteers.
2. Basic application process for every position that includes:
 - ✓ Written application.
 - ✓ Face-to-face interviews.
 - ✓ At least three personal or professional references checked.
3. For positions that entail more extensive, unsupervised contact with children:
 - ✓ Criminal history record checks (state level).
 - ✓ Additional reference checking.
 - ✓ Sex offender registry record check.
 - ✓ Fingerprint-based FBI national record checks for individuals who have not resided in the state for 5 years.
 - ✓ Compliance with state laws regarding screening of personnel (if applicable).
4. For positions that involve operating motor vehicles and transporting children:
 - ✓ Department of Motor vehicles record checks.
5. Verification of credentials (if related to position responsibilities).
6. Orientation program for new staff members (both volunteers and employees) to acquaint them with the organization's policies and procedures regarding:
 - ✓ Organization's mission.
 - ✓ Discipline.
 - ✓ Reporting suspected child abuse.
 - ✓ Responding to emergencies.
 - ✓ Maintaining sufficient adult presence to avoid one-on-one contact between child and adult.
 - ✓ Confidentiality of clientele information.
 - ✓ Intervention in child-to-child violence.
 - ✓ Incident reporting requirements.

- ✓ Toileting, showering, other situations in which children are changing clothes or bathing
 - ✓ Sexual harassment policy.
 - ✓ Media contacts.
7. In-service training for all staff members to recognize signs of problems and respond appropriately:
- ✓ Depression
 - ✓ Suicidal tendencies
 - ✓ Child abuse and neglect
 - ✓ Gang activity
 - ✓ Violence/Weapons
 - ✓ Drug and alcohol abuse
 - ✓ Children with disabilities
8. Supervisors receive training specific to their supervisory responsibilities.

Program

1. Activities have adequate supervision to ensure safety of participants.
2. Activities are age appropriate.
3. Equipment used in program activities meets safety standards for the activity.
4. Parental involvement is welcomed.
5. Use of appropriate protective equipment is required for all activities.
6. First aid and emergency medical care have been prearranged.
7. Proper preparation is required for activities that require physical stamina and skills.
8. Physical activities are curtailed when weather is too hot or cold to conduct activity safely.
9. Drinking water is available and youngsters are encouraged to drink to avoid dehydration when participating in activities requiring physical exertion causing them to perspire.

Premises

1. First aid and emergency medical care have been prearranged.
2. Regular safety inspections conducted.
3. Procedures for reporting and repairing unsafe conditions.
4. Smoke detectors, fire extinguishers and sprinkler and sprinkler systems are operable.
5. Flammable materials stored in metal, fire resistant locker.
6. Staff members are familiar with location of electrical circuit breakers and fuse boxes.
7. Meets or exceeds licensing standards (if applicable).
8. Exits are clearly marked and able to be opened from the inside in case of emergency.
9. Access to premises can be controlled and monitored.
10. Premises free of toxic materials such as lead-based paints and asbestos.
11. Outdoor venues checked for hazardous conditions and poisonous plants.
12. Hazardous areas are marked with appropriate warnings or fenced.

Safety Checklist for Child-care Providers

Parking lot

1. The surface is clear of ice and snow.
2. The lot is design so pedestrians don't need to walk between cars.
3. Cars aren't left running while unattended.
4. Children are supervised by an adult and not allowed to run in the lot.

Entrance

1. All stairs have handrails.
2. Entrance and exit are at sidewalk level or onto same-level landing.
3. All elevated areas (porches, landings) are fenced with vertical pickets less than four inches apart.
4. Doors open outward and are never locked from the inside.
5. Monitoring is done to prevent strangers from entering the facility.

Hallways and Stairways

1. Areas are kept clean and unobstructed (prevent injury and fire hazard).
2. Lighting is adequate.
3. Exits are well-marked, lighted and unobstructed.
4. All sharp edges on corners or counters are covered.
5. Safety glass is used in doors and windows.
6. Stairways are carpeted and have a child-height railing on the right side for descending.
7. Smoke detectors are working.
8. There is no visible peeling paint; lead based paint isn't used.

Rooms and Storage Units

1. Electrical sockets are high and out of reach or securely covered.
2. No electrical cords are dangling or covered.
3. Cabinets or file boxes that contain medications and diluted cleaning solutions are locked.
4. Concentrated solutions aren't kept in the classroom or playroom.
5. All hardware on cribs, tables and bookcases is checked monthly to make certain screws and bolts are tight.
6. Hot plates aren't used.
7. Chairs or tables aren't used as ladders to hang items.
8. No sharp corners are exposed on tables or the other furniture.
9. Toys are safe: no sharp areas, pinch points or small parts.
10. Fire exit from the room requires only one turn or pull-down action to open door.
11. Accessible above-ground-level- windows are protected with grills or screens.
12. Hot surfaces, hot pipes, heaters and vents are out of reach of children; space heaters aren't used.
13. Temperature of tap water for washing is 120° F. or less.
14. Lighting is adequate in all rooms.
15. Walkways between sleeping cots are clear for children and staff.
16. Children are supervised in high chairs and chairs.
17. Infant walkers aren't used.
18. Pacifiers must have strings less than six inches long.

19. Emergency phone is accessible.
20. No smoking is allowed.
21. Floors are smooth, clean and not slippery.

Kitchen

1. Only authorized personnel are allowed in the kitchen.
2. Sharp utensils are kept out of reach of children.
3. All containers are clearly marked and have secure lids.
4. Fire extinguishers are easily accessible.
5. Items on shelving units are neatly organized, secure and not piled high.
6. Separate sinks are used for hand washing and food preparation.

Bathrooms

1. Cleaning supplies aren't accessible.
2. Toilets and sinks are appropriate for use by children; step stools are provided.
3. Water temperature for hand washing is maintained at 120° F or less.
4. Floors are nonskid.

Outdoor Playground

1. Equipment is checked weekly for sharp protrusions.
2. Bolts are covered; swings have soft seats.
3. Ground is covered with loose-fill surface material.
4. Play area is fenced; gate has safety locks.
5. Equipment is age-appropriate; slides are enclosed or have handrails; only one child at a time uses the equipment; and there are no spaces 3.5 to 9 inches where a child's head, leg or arm could be trapped.
6. Constant supervision is provided.
7. No poisonous plants, trash or sharp objects are in the area surrounding the playground.

Toxic Chemicals

1. Kitchen and cleaning supplies have their own locked unit.
2. Cleaning solutions are stored in a locked closet.

Computers, TVs and Electrical Equipment

1. The equipment is flush against the wall covering the electrical outlet.
2. Only authorized people service the equipment.
3. Liquids aren't allowed near equipment.
4. Children are supervised while equipment is in use.

Vans and Other Vehicles

1. First aid kit is available.
2. Child-restraint devices are appropriate for child's size and weight.
3. Seat belts are used and maintained.
4. Radio sound level is kept at a minimum and the program content is appropriate for children.
5. Vehicle tires, oil and brakes are maintained regularly.
6. Driver has a current license that authorizes operation of the vehicle driven and is trained to operate said vehicle.
7. Children aren't allowed in the front seat.
8. Vehicle is checked for sharp or rusty metal.

Staff Training

1. A person who is certified in pediatric first aid, including rescue breathing and first aid for choking is on the premises at all times.
2. Children are taught safety and emergency procedures.
3. Staff is fully trained in emergency procedures.

Art Supplies

1. Nontoxic art supplies, such as natural dyes and water-based products are used.
2. Scissors use is supervised.
3. Aerosol sprays and solvent-based glues are avoided.

Field Trips

1. Child-care center or camp personnel provide adequate supervision.
2. Each child wears identification.
3. Young children hold hands in pairs or hold onto a rope when walking in a group.

Equipment

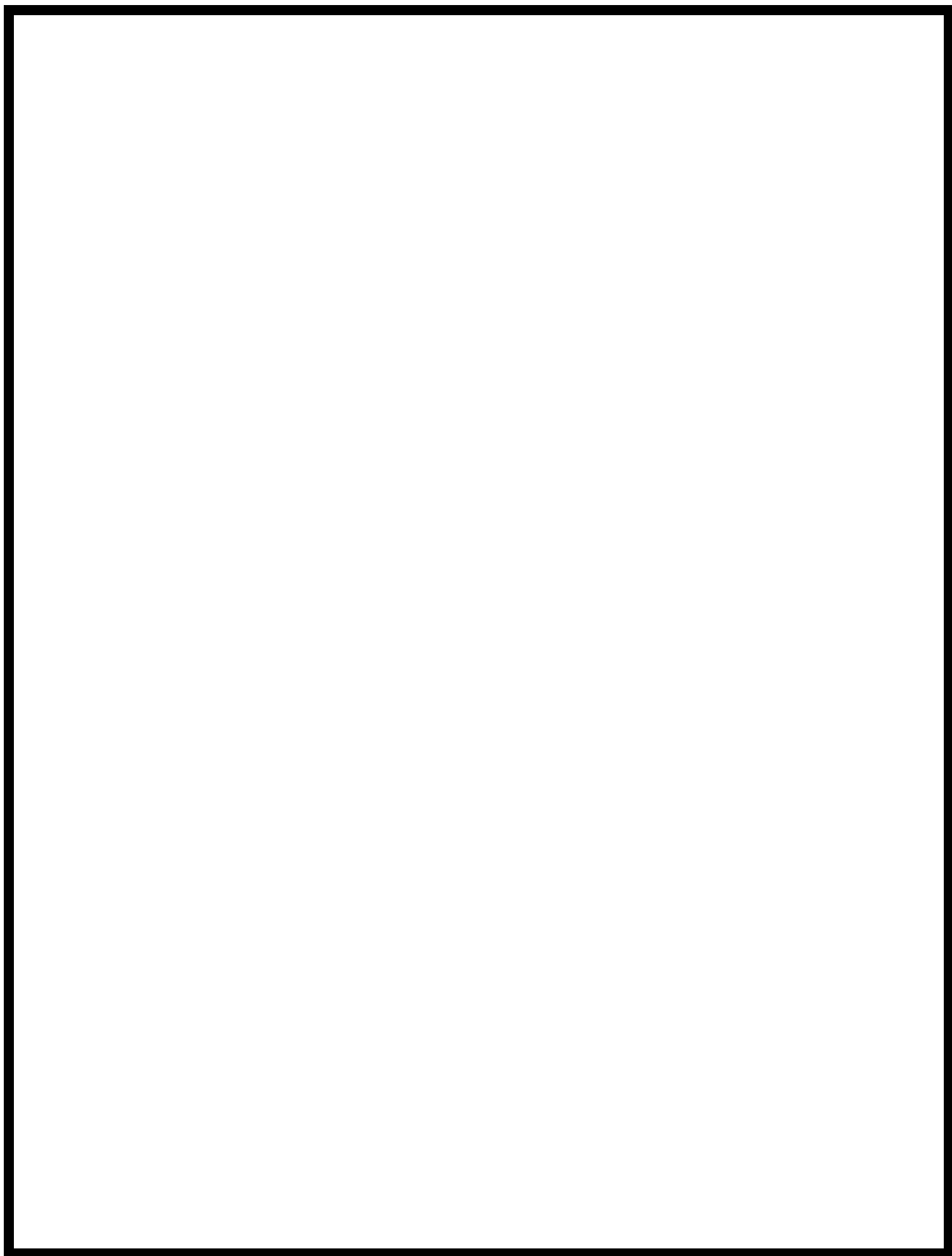
1. First aid kit is appropriately stocked.
2. Sports equipment is safe and soft.

Fire and Severe Weather Drills

1. All children are safely evacuated to a safe area within three minutes.
2. Monthly fire drills are held.
3. Smoke detectors and the alarm system are in the place and working.

Adapted from the Injury Prevention and Control for Children and Youth by the American Academy of Pediatrics.

Source: © 2003 *The Season of Hope: A Risk Management Guide for Youth-Serving Non-Profits*, Nonprofit Risk Management Center:
www.nonprofitrisk.org



Glossary of General Non-Profit Terms

501(c)(3): Section of the Internal Revenue Code that designates an organization as charitable and tax exempt. Organizations qualifying under this section include religious, educational, charitable, amateur athletic, scientific or literary groups, foundations, organizations testing for public safety or organizations involved in prevention of cruelty to children or animals.

501(c)(4): Refers to social welfare organizations as defined by the IRS.

501(c)(6): Refers to trade associations and business leagues as defined by the IRS.

Accident: Unexpected or chance event.

Accountability: A board's sense of responsibility, building of trust, and credibility with the public and constituents.

Ad hoc committee: A temporary committee or task force established to address a specific issue.

Advertisement: A paid public announcement appearing in the media.

Advertising: Making known; calling public attention to a product, service, or company by means of paid announcements so as to affect perception or arouse consumer desire to make a purchase or take a particular action.

Advertising Manager: A Client representative responsible for overseeing marketing efforts related to product, including budgeting, creative activities and liaison with agency.

Advisory council: A group created to advise and support a nonprofit and its board, also called advisory group, advisory committee, or advisory board; usually focuses on a specific issue.

Advocacy: Representing an organization through articulating the mission and supporting and defending the organization's message.

Affiliate: A local chapter, an auxiliary group, or a branch of a (usually) national parent organization.

Age group: A target audience defined by age.

Agenda for meetings: An outline for what will be discussed at a meeting; provides structure for a meeting.

All Volunteer Organization (AVO): A nonprofit organization that is managed and governed by volunteers.

Annual report: A voluntary report published by a foundation or corporation describing its grant activities. Annual reports range from simple, typed documents listing the year's grants to elaborately detailed publications. A growing number of foundations and corporations use an annual report as an effective means of informing the community about their contributions activities, policies and guidelines. (The annual contributions report is not to be confused with a corporation's annual report to the stockholders.)

Appendices/Attachments: Funders will typically require you to submit supporting documentation with your written letter proposal or full proposal. Requirements vary widely; please be sure to check guidelines carefully. The documentation most commonly required includes:

- ✓ Letters of endorsement, support, and participation
- ✓ List of board members and officers, with titles and community affiliations
- ✓ Qualifications of key personnel
- ✓ Operating budget and project budget, if applicable

- ✓ Latest annual report (or description of organization's mission and most recent accomplishments)
- ✓ Most recent audited financial statement (or a "letter of auditability" from your certified public accountant)
- ✓ Current list of other funding sources and current contributors
- ✓ Copy of the 501(c)(3) IRS "Letter of Determination for Tax Exempt Status"
- ✓ Any additional information related to the organization or the request that may be helpful for evaluation purposes (press clippings, service brochures, statistical reports, copies of relevant certifications and licenses, etc.)

Appraising risks: A general term for estimating, evaluating, judging and/or setting priorities among the ways in which the future may be surprisingly different from what we expected it to be for our nonprofit.

Art Director: The person responsible for the graphic design and creative positioning of an advertisement or campaign; the person in charge of an agency's production department.

Articles of incorporation: An official statement of creation of an organization; it is filed with the appropriate state agency.

Articles of organization: A charter for an unincorporated organization.

Assessment for substance abuse: This is a term used by treatment centers to diagnose the degree of harmful involvement caused by their client's exposure to mood altering substances. School based prevention/intervention specialists do not perform assessments. They are qualified to provide pre-assessment, screening, and referral services.

Assets: Cash, stocks, bonds, real estate or other holdings of a foundation. Generally, assets are invested and the income is used to make grants. (See [Payout Requirement](#).)

Asset model: Developed by the Search Institute/Peter Benson, based on research that identifies 40 specific assets that are strongly correlated with protecting youth

from a wide range of risky behaviors. The goal of the Institute centers around assessing youth assets in a given community, and developing strategies for increasing the number of assets youth are likely to identify with. Assets are identified as external: support, boundaries, and structured use of time, and as internal: educational commitment, positive values, and social competencies.

Association: A membership organization that may be incorporated or unincorporated.

At risk: Factors that increase the chances of youth developing health and behavior problems are called risk factors. Individuals, families and communities which possess these factors are considered at risk. Those that possess several are considered high risk.

ATOD: Alcohol, tobacco, and other drugs.

Attorney general: A senior state attorney; state government position to which nonprofits are accountable.

Audiovisual (A/V): Pertaining to the use of recordings, videos, slides, and other media for presentation.

Audit: A review of financial and/or legal transactions and activities of an organization.

Average Daily Attendance: (ADA) is the aggregate attendance of a school during a reporting period (normally school year) divided by the number of days school is in session during this period. Only days on which pupils are under the guidance and direction of teachers are considered as days in session.

Avoidance: Risk management strategy in which a nonprofit avoids an activity or service to reduce the probability of risk to zero.

Beneficiary: In philanthropic terms, the donee or grantee receiving funds from a foundation or corporate giving program is the beneficiary, although society benefits as well.

Block grants: Dollars awarded by the Federal government to state or local governments, in a "lump sum" form, around a specific issue area and usually with only a very few Federally-imposed guidelines. The local/state governments then have responsibility for setting more specific granting guidelines within their own jurisdictions, for creating and managing a community-based planning process to identify local needs, for coordinating and managing the grant-making process, and for monitoring and evaluating the results. (*See also "Discretionary grants" and "Formula grants."*)

Board cycles: A term used to describe the evolution of an organization's board from creation to full operation and establishment.

Board development: A process of building effective boards and educating board members about their governance role.

Board member: A person sharing the responsibility and liability for the organization with the rest of the members of the board.

Board member agreement: A verbal or written commitment outlining board member expectations.

Board member profile grid: A tool helping identify desired characteristics and gaps on a board.

Board of Directors: Governance body of nonprofit made up of individuals who are appointed or elected and whose function it is to provide policy, and or sometimes management, direction for the purpose of accomplishing the organization's mission.

Business Reply Card (B.R.C.): A preprinted postcard enabling direct mail recipients to respond easily. Direct mail offers that include BRCs have a much higher response rate.

Buzzword: A word or phrase that takes on added significance through repetition or special usage.

Bylaws: Rules governing the operation of a nonprofit corporation. Bylaws often provide the methods for selecting directors, creating committees and conducting meetings.

Bylaws amendment: A change to the original bylaws of an organization; the bylaws themselves should outline amendment procedures.

Campaign: The total planned, coordinated sales effort on behalf of a specific client or product, often multimedia in nature and run over a period of time.

Capital campaign: An organized drive to collect and accumulate substantial funds to finance major needs of an organization such as a building or major repair project. Also referred to as a capital development campaign.

Capital support: Funds provided for endowment purposes, buildings, construction, or equipment.

CAPT: Centers for the Application of Prevention Techniques. A good resource for identifying best and promising practices for school prevention efforts.

Care, Duty of: Standard of behavior required by a nonprofit board member or officer in making decisions. The standard is to use the level of care that a reasonably prudent person would exercise in a similar situation.

Case statement: A one-piece, written document telling your organization's story -- past, present, and future -- the way you and your stakeholders want it told. Why do you need one? Because you'll use the language every time a grantmaker's

application materials ask: "Who are you? What are you all about? And how do we know we can trust you?"

Casualty insurance: A category of insurance that offers protection against losses caused by injuries to persons or damage to property of others and the legal liability imposed on an insured for the injury or damage.

Catalog: An illustrated booklet listing products or services available.

Cause of loss: The force that most directly or most predominantly brings about a loss.

CDC: Centers for Disease Control and Prevention located in Atlanta, Georgia, is an agency of the Department of Health and Human Services, www.cdc.gov/.

CEO: The chief executive officer; top staff position of a nonprofit organization or a for-profit company.

Cessation: Most commonly used in conjunction with tobacco. Cessation is a term referred to activities which hold the goal of helping a tobacco user quit. Whether cessation is an intervention or treatment is currently controversial as it has implications with regards to service and funding responsibilities.

Chair: The chief volunteer position in the organization; elected leader of the board.

Challenge grant: A grant that is paid only if the donee organization is able to raise additional funds from other sources. Challenge grants are often used to stimulate giving from other donors. *See also* **matching grant**.

Civil wrong: Wrongful action that causes harm to one or more specific individuals or organizations.

Classified AD: A brief listing appearing in a periodical of items for sale and/or services offered, usually arranged by category.

COA: Children of Alcoholics. More commonly referred to as "affected others" children who are affected by the alcohol and/or other drug abuse.

Code of conduct: The high ethical standards expected of every board member.

Committee: A subgroup of a board organized to help manage the board's work.

Community foundation: A foundation whose mission is to support a specific community.

Community mobilization: Mobilizing the community to develop and implement prevention programs and strategies through community coalitions.

Concept: The general idea behind a slogan, pitch, or campaign.

Confidentiality: Schools, treatment, and mental health all uphold the confidentiality rights of clients, though may operate on different definitions.

Confidentiality clause: A board policy defining unauthorized and improper disclosures of confidential information by board members.

Conflict of interest: A situation in which the personal or professional concerns of a board member or a staff member affect his or her ability to put the welfare of the organization before personal benefit.

Consent agenda: A component of the meeting agenda that groups routine items and resolutions as one agenda item.

Constitution: This usually refers to the organizational documents of an organization.

Consumer: A private individual at whom advertisements are aimed; a buyer.

Consumer market: A defined group of consumers.

Coordinated services: Child-serving organizations, along with the family, talk with each other and agree upon a plan of care that meets the child's needs. These organizations can include mental health, education, juvenile justice, and child welfare. Case management is necessary to coordinate services.

Copy: The written part of an advertisement. Effective copy is critically important, even in visually-oriented advertising messages.

CORE team: See Student Assistant Program (SAP).

Copywriter: A person responsible for writing advertising copy and generating creative concepts, often in collaboration with an art director or creative director.

Corporate foundation: A foundation whose funds are provided by a specific corporation; representatives of the corporation supervise disbursement of funds.

Corporate name search: A state or national search of corporate names; should be performed as a part of the creation of the organization to ensure that the name of the nonprofit is unique.

Corporate sponsorship: A relationship between a nonprofit and a company where the nonprofit receives monetary support, goods, or services in exchange for public recognition of the company.

Corporate giving program: A grantmaking program established and administered within a for-profit corporation. Because corporate giving programs do not have separate endowments, their annual grant totals generally are directly related to company profits. Corporate giving programs are not subject to the same reporting requirements as corporate foundations.

Corporation: A legal entity that exists to perpetuity until it is dissolved; a 'fictitious person,' separate from its managers or governors, usually given the same rights and obligations as natural persons.

CSAP: Center for Substance Abuse Prevention.

CSAT: Center for Substance Abuse Treatment.

D&O (Directors' and Officers') insurance: Insurance that protects board members and top staff personnel from liability created by board decisions or actions.

DAWN: Drug Abuse Warning Network.

Declining grant: A multi-year grant that becomes smaller each year, in the expectation that the recipient organization will increase its fundraising from other sources.

Defendant: Individual or organization against whom a lawsuit has been brought.

Demonstration grant: A grant made to establish an innovative project or program that, if successful, will serve as a model and may be duplicated by others.

Designated funds: A type of restricted fund in which the fund beneficiaries are specified by the grantors.

Determination letter: An official notification by the IRS stating that a nonprofit is recognized as a tax-exempt organization.

Development: A term used to describe all methods of obtaining funding or support for an organization.

Dimension: Ways in which risk arises because the future may surprise your nonprofit.

Direct mail: A marketing effort conducted exclusively by mail.

Direct marketing: Marketing via leaflets, brochures, letters, catalogs, or print ads mailed or distributed directly to current and potential consumers. The direct marketing industry has grown enormously as a result of increasingly specialized mailing lists.

Disclosure form: A form on which board members annually detail personal and professional connections that could create a potential conflict of interest.

Disclosure requirement: Regulations requiring nonprofits to share financial or other information with the public, defining IRS form 990 as a public document.

Discretionary funds: Grant funds distributed at the discretion of one or more trustees, which usually do not require prior approval by the full board of directors. The governing board can delegate discretionary authority to staff.

Dissolution of nonprofits: The formal procedure by which a nonprofit ceases to operate or exist; involves filing with the state and distribution of assets.

Diversity: Inclusively; equal opportunity; collective mixture of participants.

DOE: Department of Education: www.ed.gov/.

Dog and Pony Show (Colloquial): An elaborate pitch or presentation of an advertising campaign.

Domestic corporation: A corporation is considered domestic in the state where it has filed its articles of incorporation; it is foreign in any other state.

Donor-advised fund: A fund held by a community foundation, public charity or other entity, where the donor or a committee appointed by the donor recommends eligible charitable recipients from the fund.

Donor designated fund: A fund held by a community foundation where the donor has specified that the fund's income or assets be used for the benefit of one or more

specific public charities. These funds are sometimes established by a transfer of assets by a public charity to a fund designated for its own benefit, in which case they may be known as grantee endowments. The community foundation's governing body must have the power to redirect resources in the fund if it determines that the donor's restriction is unnecessary, incapable of fulfillment or inconsistent with the charitable needs of the community or area served.

Due diligence: An expectation that a board member exercises reasonable care and follows the business judgment rule when making decisions.

EALRs: Essential Academic Learning Requirements, part of Washington State Education reform.

Early Intervention: A process for recognizing warning signs that individuals are at risk for mental health problems and taking early action against factors that put them at risk. Early intervention can help children get better more quickly and prevent problems from becoming worse.

EDGAR: Education Department General Administrative Regulations.

Educational reform: Enacted in 1996, House Bill 1201 to include four broad goals.

EIN (Employee Identification Number): A number issued by the IRS to all corporations.

Emergency grants: Grants made (almost always on a one-time basis) to help an agency through an extraordinary, short-term financial need.

Emeritus status: An honorific title usually given to a former board member who is invited to stay on board as a non-voting member in an advisory capacity.

Employee matching grant: A contribution to a charitable organization by an employee that is matched by a similar contribution from his or her employer. Many corporations have employee matching-gift programs in higher education that encourage their employees to give to the college or university of their choice.

Endowment: Funds intended to be invested in perpetuity to provide income for continued support of a not-for-profit organization.

Ex officio: "By reason of their office"; a person serving on a board due to his or her position rather than through elections.

Executive committee: A committee that has specific powers, outlined in the bylaws, which allow it to act on the board's behalf when a full board meeting is not possible or necessary.

Executive session: A meeting of a board in which no staff are present.

Expenditure responsibility: In general, when a private foundation makes a grant to an organization that is not classified by the IRS as a "public charity," the foundation is required by law to provide some assurance that the funds will be used for the intended charitable purposes. Special reports on such grants must be filed with the IRS. Most grantee organizations are public charities and many foundations do not make "expenditure responsibility" grants.

Exposure: The number of potential consumers reached through specific medium.

Fact sheet: A standard page in a company's press kit, the fact sheet gives a brief description of the company's business and area of expertise, the company's address(es), phone numbers, principals, date of establishment, etc. A well-prepared fact sheet saves the journalist hours of time – and increases the company's chance of press coverage.

Feasibility study: A method of determining whether a project or program is both possible to do and likely to have its desired effect. A feasibility study involves gathering, analyzing and evaluating information on a small scale.

Federated organization: An organizational structure composed of a national umbrella organization and smaller local chapters.

FERPA: Family Educational Rights and Privacy Act. Assures the following rights to parents and students who are 18 years and older, or enrolled in post secondary education:

1. The right to inspect and review the student's education record.
2. The right to exercise limited control over other people's access to the student's education record.
3. The right to seek to correct the student's education record in a hearing if necessary.
4. The right to report violations of the FERPA to the Department of Education.
5. The right to be informed about FERPA rights. Adopted in 1980, revised in 1996.

Fiduciary duty: A responsibility of board members and the nonprofit board as a whole to ensure that financial resources of an organization are sufficient and handled properly.

Filler: A short, interesting, sometimes humorous news item used to fill leftover space on the page. The most widely read "articles" in any newspaper, fillers constitute an excellent (and often overlooked) vehicle for obtaining press coverage for an organization.

Fiscal agent: An organization or a legal entity managing the funds for a nonprofit organization.

Fiscal sponsor: An arrangement where an established nonprofit provides financial support for a project that may be independent or which has yet to obtain its own tax-exempt status.

Fiscal year: The 12-month period in which the organization keeps its financial records and books.

Flyer: A handbill or loose sheet with a printed advertisement.

Focus group: A group of potential consumers used in a market research effort, which is usually designed to determine the likely effectiveness of a product or advertising strategy.

Form 990: The information return that public charities file with the Internal Revenue Service (IRS).

Form 990-PF: The reporting form that all private grantmaking foundations must submit annually to the Internal Revenue Service to document their financial activities during the year. 990-PFs are public documents and can be a rich source of supplemental information about grantmaking foundations, including their trustees, the sources of their funds, and their grantmaking and charitable contributions during the year. Examples of websites that post recent 990-PFs of thousands of private foundations are: The Foundation Directory, GrantSmart and GuideStar.

Form 1023: An application form for nonprofits that want to be recognized as a 501(c)(3) organization.

Form 1024: An application form for nonprofits that seek tax-exempt recognition as any other type of 501(c) organization than a 501(c)(3).

Formula grants: Grants from the Feds or state to a lower level of government where a specific dollar amount is attached to some socioeconomic standard. For example, a formula grant may be awarded to a state in the form of a certain amount of money for every school-aged child whose family is below 125% of the federal poverty level. Thus, the amount awarded to each jurisdiction will vary by the number of people (or other variable) that meet the standard. (*See also "Block grants" and "Discretionary grants."*)

Full proposal: A complete, written "plan" for the project or idea you are proposing for funding. A "full proposal" differs from a "letter proposal" only in the degree of detail it contains; the basic components are identical. Requirements vary widely from funder to funder about length, format, and contents of a full proposal; be sure to check guidelines carefully. A full proposal typically includes:

- ✓ **Cover letter**
- ✓ **Introduction:** History, mission and accomplishments of the applicant agency
- ✓ **Summary:** A brief mini-proposal covering the major points of the proposed project.
- ✓ **Issue statement:** What is the situation your proposal will address?
- ✓ **Targets or success indicators:** What changes do you hope to make in this situation?
- ✓ **Methods/strategies:** The who, what, where, when and how of your program or project concept
- ✓ **Evaluation:** What steps will you take to measure your success and to make course adjustments and technical improvements?
- ✓ **Future or continuation funding**
- ✓ **Budget**
- ✓ **Attachments and appendices**

Fund accounting: A nonprofit accounting method that separates various restricted assets in different fund categories.

Fund balance: An organization's claim to its assets; the net worth of the organization.

Funding cycle: A chronological pattern of proposal review, decision-making and applicant notification. Some donor organizations make grants at set intervals (quarterly, semiannually, etc.), while others operate under an annual cycle.

Fundraiser: A special event or activity organized to raise funds for a nonprofit.

Fundraising: A wide variety of activities that help generate donations for an organization.

Gatekeepers: Persons within the local community who can provide access to target populations. Examples include teachers, clergy, civic leaders, school superintendents, etc.

General/operating support: A grant made to further the general purpose or work of an organization, rather than for a specific purpose or project; also called an unrestricted grant or basic support.

Giveaway: A novelty gift used in a promotion. Banks frequently offer giveaways or door prizes, to customers opening an account.

Goals 2010: Set into law in 1995. The National Educational Goals; Goal 6: "safe, disciplined, and alcohol-and drug-free schools."

Goals and objectives: The section of a funding proposal commonly called "Goals and Objectives" is one of the most important components of your request for funding -- and one of the easiest to misunderstand. The terms themselves are often confused or used differently by organizations in different fields. Basically, the two terms refer to two different levels of changes, outcomes or impacts that will be achieved through your program or services. The first is the broad, overarching *purpose* served by your program or service—for instance, "Our purpose [or goal] is to help women victimized by abuse recover their strength, stability and self-esteem." The second might best be called your *targets* or *success indicators*—those results that are specific, measurable and time bound and that directly contribute toward accomplishing the overall purpose. An example: "Within 6 months of graduating from our program, 75% of the women will have secured and maintained employment at or above the median income level by household size."

Governance: The legal authority of a board to establish policies that will affect the life and work of the organization while holding the board accountable for the outcome of such decisions.

Governance committee: A committee responsible for recruiting, orienting, and training of board members.

Grant: Funding provided to an organization through a foundation or government source.

Grantee financial report: A report detailing how grant funds were used by an organization. Many corporate grantmakers require this kind of report from grantees. A financial report generally includes a listing of all expenditures from grant funds as well as an overall organizational financial report covering revenue and expenses, assets and liabilities. Some funders may require an audited financial report.

Grassroots fundraising: Efforts to raise money from individuals or groups from the local community on a broad basis. Usually an organization's own constituents — people who live in the neighborhood served or clients of the agency's services — are the sources of these funds. Grassroots fundraising activities include membership drives, raffles, auctions, benefits, and a range of other activities.

Grassroots lobbying: Influencing legislation indirectly by attempting to mold the general public's opinion on an issue.

Group exemption: IRS tax-exempt recognition of all organizations under an already recognized 501(c)(3).

Health and Safety Community Networks: Overseen by the family policy council, enacted in 1996. To make program planning and budget decisions in local communities on issues that address high risk youth. There are 52 networks.

HIDTA: High Intensity Drug Trafficking Area, a counter drug initiative overseen by the Office of National Drug Control Policy.

High Risk: See At Risk.

Hook: A clever phrase or melody used to capture the consumer's attention and help make the advertising message more memorable.

Hype: Extreme promotion of a person, idea, or product.

IDEA: Individuals with Disabilities Education Act. This is the law that assures Special Education students receive equal quality of education to regular education.

IEP: Individualized Education Plan. This is a specialized plan written for students with disabilities.

In-kind contribution: A contribution of equipment, supplies, or other tangible resource, as distinguished from a monetary grant. Some corporate contributors may also donate the use of space or staff time as an in-kind contribution.

In-kind donation: A donation of products or services instead of money to a nonprofit by a company or individual.

Incorporation: A legal process in which a group is created and recognized by the state as an entity separate from the individuals who manage or govern it.

Incorporator: A person or group who signs and delivers the articles of incorporation to the appropriate state agency.

Indemnification: A guarantee by an organization to rely on its own resources to pay board members' legal costs for claims that result from board service.

Independent contractor: An individual who is contracted to perform a specific project or service for a specified amount.

Insert: A printed sheet or sheets inserted into a publication or enclosed with a mailing.

Insight: Refers to a structured, time limited class for students who have encountered problems related to ATOD. Original curricula was developed by Community Intervention Incorporated; though the title tends to be used for intervention classes in general.

Integrated curricula: See Infusion.

Intermediate sanctions: IRS regulations creating penalties for nonprofit board members and staff who receive or authorize an excessive benefit transaction for an insider.

Involuntary dissolution: A mandate from the state requiring a nonprofit to cease all operations and distribute all assets.

IOP: Intensive Outpatient Program for substance abuse intervention.

IRS (Internal Revenue Service): A government agency that regulates the tax-exempt status of nonprofit organizations.

Joint venture: A specific project or event conducted by two or more nonprofits, or a nonprofit and for-profit corporation.

Jointogether: A National resource center for communities working to reduce substance abuse and gun violence, www.jointogether.org/.

Launch: The introduction of a new product or service.

Layout: A design for graphic advertising production, roughly depicting the look of the finished advertisement.

LEA: Local Educational Authority or Agency (i.e. school district).

Lead gift: A major gift, usually from a board member to launch a capital campaign.

Legal audit: A process of systematically reviewing all legal documents and processes, usually with professional help.

Letter of inquiry / Letter of intent: A brief letter outlining an organization's activities and its request for funding that is sent to a prospective donor in order to

determine whether it would be appropriate to submit a full grant proposal. Many grantmakers prefer to be contacted in this way before receiving a full proposal.

Letter proposal: Unlike a letter of inquiry, a letter proposal includes all the information a potential funder will need in order to make a decision about funding your project. A letter proposal differs from a “full proposal” only in the degree of detail it contains; the basic components are identical. Requirements vary widely from funder to funder about length, format and contents of a letter proposal; be sure to check guidelines carefully.

Typically, a letter proposal will be submitted with supporting documentation (see “Appendices/Attachments”).

Liability: Any legal responsibility, duty, or obligation.

Lobbying: Attempting to influence legislation through direct contact with lawmakers or with constituents.

Logo: A recognizable graphic design element, representing an organization or product.

Loyalty, Duty of: Standard of behavior that requires a director or officer (of a board) to pursue the interests of the organization, particularly financial, rather than his/her own or the interests of another person. To place the organization’s interests ahead of his/her own.

Mailer: A mailed advertisement.

Mailing list: A list of prospective customers organized by defined factors such as location, income, or other consumer profile aspect.

Market: The prospective customers for a given product or service.

Market profile: The characteristics of a group or area targeted for a campaign.

Market research: A study of consumer groups and business competition used to define a projected market.

Marketing: The techniques used to attract and persuade consumers.

Matching grant: A grant that is made to match funds provided by another donor. *See also challenge grant; employee matching gift.*

Media: Forms of mass communication. Newspapers, magazines, direct mail, billboards, bus signs, radio, television and internet are some important media that carry advertising.

Media planner: An employee of an advertiser or agency who coordinates media aspects of a campaign and selects the most effective media to use. Important factors in media planning include: the campaign; the budget, size and character of the market profile; and the positioning opportunities in the media.

Media research: A study of radio, television and print media for the purpose of reaching the optimal consumer audience.

Membership organization: A nonprofit that grants its members specific rights to participate in its internal affairs.

Mentoring: An orientation tool where an experienced board member helps teach new board members about the organization and the work of the board.

Merger: Combining two organizations into one nonprofit.

Micromanagement: This usually refers to a manager who is paying too much attention to details and is not focusing on the big picture.

Minutes: Minutes are a summary and documentation of a board meeting. The specifications for acceptable minutes will vary with the organization, but should

include who attended the meeting, the significant issues discussed, the actions taken on motions and resolutions, and reports of officers or committees.

Mission: The fundamental purpose and reason to exist for an organization.

Mission statement: This describes the needs the organization was created to fill and answers the basic question of why the organization exists.

Modification: Modification is a means of changing the activity so that the chance of harm occurring and impact of potential damage are within acceptable limits.

Monitoring the future: The Monitoring the Future study, also known as the National High School Senior Survey, is a survey of nationally representative samples of 8th, 10th, and 12th grade students used to track trends in drug usage among youth as well as measure student attitudes towards drugs. This study has been carried out each year since 1975 by the University of Michigan under research grants from the National Institute on Drug Abuse.

Multiyear/continuing support: Can indicate either: (1) grants that extend for more than one year, or (2) the option of reapplying to the same funder for additional monies in future budget periods. Multiyear and continuing grants are often contingent on the agency's performance during the initial grant period.

NACOA: National Association for Children of Alcoholics, www.nacoa.net.

NCADI: National Clearinghouse for Alcohol and Drug Information, www.health.org.

NIAAA: National Institute on Alcohol Abuse and Alcoholism, one of the National Institutes of Health and part of the Department of Health and Human Services, www.niaaa.nih.gov/.

NIDA: National Institute on Drug Abuse, www.nida.nih.gov/.

Negligence: Failure to take the legally required degree of care for the safety of another.

Nonprofit organization: An organization established for activities other than profit-making.

Nonprofit sector: A collection of organizations that are formally constituted, private (as opposed to governmental), serving some public purpose, self-governing, voluntary, and not-profit-distributing.

Not-for-profit: A term that usually refers to an activity rather than to a nonprofit organization as an entity.

Obedience, Duty of: Standard of care that obligates a director or officer (of a board) to act in a manner that demonstrated faithfulness to the organization's mission and obeys all applicable laws, statutes and regulations.

Officer: Individual who has fiduciary (trustee) responsibility within a nonprofit. This individual can be a member of the organization's board, executive committee or an employee of the organization.

Omnibus Grant: Controlled Substance Act: Prevention and Early Intervention in Schools Program Substance Abuse. A state funded grant supported by RCW 28A.170 to provide direct substance abuse prevention and intervention services in the schools. Managed by OSPI.

Open meeting laws: Also called "Sunshine Laws"; state regulations that require government agencies and some nonprofit organizations receiving public funding to open at least some of their board meetings to the public.

Operating expenses: The costs of keeping an agency open; expenses related to internal or administrative operations, rather than to specific programs or services.

Operating foundation: A foundation that actively runs programs rather than just distributing grants.

Operational reserves: A reasonable buffer against unforeseen, seasonal, irregular, or exceptional cash shortages.

Operating support grant: A grant to cover the regular personnel, administrative, and miscellaneous expenses of an existing program or project. *See also* general/operating support.

Orientation: Educating board members on their roles, responsibilities, their organization, and how the board works.

Outcome evaluation: An evaluation process that focuses on measuring success in achieving specific, measurable and meaningful change in the community or in the lives of people being served rather than simply counting inputs or reporting on the process.

PAC (Political Action Committee): A separate organization or a segregated fund whose function is to influence federal, state, or local public office elections.

Parent Involvement/Family Involvement: All manner of family interaction, policy making, parent education, fundraising, and volunteer time that strengthens the school to home connection in the interest of increasing student improvement. Recognized as a critical component for any prevention effort.

PAVNET: Partnerships Against Violence Network, www.pavnet.org, 301-504-5462. This site contains online resources about violence and youth-at-risk, representing data from seven federal agencies.

Payout requirement: The minimum amount that private foundations are required to expend for charitable purposes (including grants and, within certain limits, the administrative cost of making grants). In general, a private foundation must meet or

exceed an annual payout requirement of five percent of the average market value of its total assets.

Peer education/peer leadership: Also known as cross age teaching. The process of having same age or slightly older students conduct programs.

Philanthropy: Philanthropy can be defined in different ways. The origin of the word "philanthropy" is Greek and means "love for mankind." Today, philanthropy includes the concept of voluntary giving by an individual or group to promote the common good. Philanthropy also commonly refers to grants of money given by foundations and corporate giving programs to nonprofit organizations. Philanthropy addresses the contribution of an individual or group to other organizations that in turn work for the causes of poverty or social problems, improving the quality of life for all citizens. Philanthropic giving supports a variety of activities, including research, health, education, arts and culture, as well as alleviating poverty.

Photo opportunity: An event, sometimes staged, having visual appeal or interest for photographers and used as an opportunity to generate publicity.

Piercing the corporate veil: A failure to maintain separate records or commingling of funds and assets.

Pitch: The presentation of an advertising message to a prospective or existing client.

Planned giving: Gifts through wills, bequests, or trusts.

Policy: A written plan used to influence and determine decisions or actions about a specific issue.

Policy governance: A structured governance model created by John Carver.

Policy manual: A book in which all policies are compiled.

Political organization: A party, committee, association, or fund organized and operated for the purpose of influencing federal, state, or local public office elections.

Post-grant evaluation: A review of the results of a grant, with the emphasis upon whether or not the grant achieved its desired objective.

Premium: Something offered for "free" or at a reduced price as an inducement to buy something else. Examples: "Buy a timeshare condo and receive a free television"... "Open a checking account and get a new toaster."

Presentation: A pitch or a description of a proposed advertising campaign.

President: A term used to describe the chief volunteer officer or the chief staff officer of an organization.

Press agent: A publicist – also known as a press officer.

Press kit: A collection of editorial and promotional materials distributed to the media about a person, product, or company.

Prevention: The objective of primary prevention is to protect the individual in order to avoid problems prior to signs or symptoms of problems. It also includes those activities, programs, and practices that operate on a fundamentally non-personal basis and to alter the set of opportunities, risks, and expectations surrounding individuals. Secondary prevention identifies persons in the early stages of problem behaviors associated with alcohol and other drugs and attempts to avert the ensuing negative consequences by inducing them to cease their use through counseling or treatment. It is often referred to as early intervention. Tertiary prevention strives to end compulsive use of alcohol or other drugs and/or to ameliorate their negative effects through treatment and rehabilitation. This is most often referred to as treatment but also includes rehabilitation and relapse prevention.

Prevention approaches: There are three main methods of prevention service delivery: Universal, Targeted and Indicated.

Universal:

Addresses the entire population with messages and programs aimed at preventing or delaying problem behaviors.

Selective:

Selecting subsets of the total population that are assessed as at risk for problem behaviors by virtue of their membership to a particular population segment.

Indicated:

Identify individuals who are exhibiting early signs of problem behavior(s) and target them with special programs to prevent further onset of difficulties.

PRIDE: Parents Research Institute for Drug Education. The Pride Survey includes data collected from 6th through 12th grade students on youth drug use.

Principles of prevention: Published in the Federal Registrar 1998 designed to improve the accountability of the SDFSC program. There are four principles: requiring grant recipients to base their programs on a thorough assessment, establish measurable goals and objectives, design and implement activities based on research/evaluation that demonstrates effectiveness, and evaluate programs to assess progress and refine goals and objectives.

Print advertising: Advertising in newspapers, magazines, catalogs, or mailers. Usually, print ads use some combination of photographs, illustrations, and copy.

Private foundation: A nongovernmental, nonprofit organization with funds (usually from a single source, such as an individual, family, or corporation) and program managed by its own trustees or directors. Private foundations are established to maintain or aid social, educational, religious, or other charitable

activities serving the common welfare, primarily through the making of grants. *See also* 501(c)(3); public charity.

Private Nonprofit Facility: The following definition comes from Section 102 of The Robert T. Stafford Disaster Relief and Emergency Assistance Act (Public Law 100-707). " Private nonprofit facility " means private nonprofit educational, utility, emergency, medical, rehabilitational, and temporary or permanent custodial care facilities (including those for the aged and disabled), other private non-profit facilities which provide essential services of a governmental nature to the general public, and facilities on Indian reservations as defined by the President.

Program amount: Funds that are expended to support a particular program administered internally by a foundation or corporate giving program.

Program officer: A staff member of a foundation who reviews grant proposals and processes applications for the board of trustees. Only a small percentage of foundations have program officers.

Program-related investment (PRI): A loan or other investment (as distinguished from a grant) made by a foundation to another organization for a project related to the foundation's philanthropic purposes and interests.

Project grant: Funds given to an agency to support a specific, well-defined, often short-term project or set of activities designed to address a specific need or achieve a specific goal.

Promotion: A method of increasing sales of merchandise through advertising; any activity designed to enhance sales.

Proposal: A written application, often accompanied by supporting documents, submitted to a foundation or corporate giving program in requesting a grant. Most foundations and corporations do not use printed application forms but instead require written proposals; others prefer preliminary letters of inquiry prior to a formal proposal. Consult published guidelines.

Prudent person rule: Legal rule that individuals are expected to act with the same degree of care that a reasonably prudent individual would demonstrate in a similar situation.

Public charity: A nonprofit organization that qualifies for tax-exempt status under section 501(c)(3) of the IRS code. Public charities are the recipients of most foundation and corporate grants. Some public charities also make grants.

Public Relations (P.R.): The business of generating goodwill toward an individual, cause, company, or product.

Public Service Announcement (P.S.A.): Announcement on television or radio serving the public interest and run by the media at no charge. For example, a utility company might do a series of PSA's on the subject of saving energy in the home. Each one would feature the company's name.

Public support test: An IRS regulation used to determine whether a nonprofit organization is a private foundation or public charity; involves determining the source of the majority of funding for the organization.

Publicist: A person hired to promote a cause, individual, or product by generating free advertising; a press agent.

Publicity: The dissemination of promotional material to draw interest or generate sales.

Quid pro quo contribution: A donation that is given with the condition that the donor receives something in return.

Quorum: A minimum number of people required at a meeting in order for business to be conducted.

Rapid eye exam: A method of detecting probability of impairment by checking the responses of an individual's pupils with light.

RCW: Revised Code of Washington.

Readiness to Learn (RTL): State funded, school linked family support/involvement program. Each project has a school-community component of K-12 school reform.

Release: The signed permission given by a person to use his or her photo, voice, name, or testimonial statement commercially.

Relief organization: An organization that provides humanitarian aid.

Reputation: An Organization's goodwill, stature in the community, and the ability to raise funds and appeal to prospective volunteers.

Research grant: A grant made to an educational institution or individual to support a specific research project.

Resiliency: A term referring to a body of longitudinal research that identifies youth facing adversity as able to develop strengths and health. The three main factors which foster resiliency in a person's life are the message of belonging and being cared for, positive expectations and being recognized as capable, and opportunities for participating in meaningful ways.

Resistance skills/refusal skills: A communication skill for avoiding trouble and combating negative peer pressure. Considered an effective prevention strategy.

Restricted funds: Income or assets that are restricted in their use, in the types of organizations that may receive grants from these funds, or in the procedures used to make grants from such funds.

Retention: A tool or technique in risk management whereby the nonprofit accepts all or a portion of the risk and prepares for the consequences. A deductible on an insurance policy form of retention.

Retreat: A day or weekend event where the board or staff go to a location outside of the office or board room and focus on a specific issue or a specific group of issues; examples include orientation, strategic planning, or self-assessment.

RFP: An acronym for Request for Proposal. When the government issues a new contract or grant program, it sends out RFPs to agencies that might be qualified to participate. The RFP lists project specifications and application procedures. While an increasing number of foundations use RFPs in specific fields, most still prefer to consider proposals that are initiated by applicants.

Risk: A measure of the possibility that the future may be surprisingly different from what we expect.

Risk evaluation and prioritization: A step in the risk management process that examines the possibility of each risk becoming reality and estimates its probable value to the nonprofit. Organizations should examine their records to determine the probability and magnitude of common risks.

Risk factors: See **At Risk**.

Risk identification: The second step in the risk management process that identifies the risks that are relevant to the organization.

Risk management: A discipline for dealing with uncertainty.

Risk management process: The risk management process contains five steps: (1) Establish the risk management context, (2) Appraise risks (3) Select risk management techniques (4) Implement the chosen techniques, and (5) Monitor and modify the risk management techniques. The process can also be viewed as comprising two steps: analyzing risk, and responding to risk.

Risk management techniques: Strategies for analyzing risk.

Risk modification: The means of changing an activity so that the chance of harm occurring and impact of potential damage are within acceptable limits.

Risk and Protective Factors: Generally refers to Hawkins and Catalano's model for prevention. Identifies categories of risk and focuses on developing programs that reduce risks while increasing protection.

Robert's Rules of Order: A parliamentary procedure used to conduct meetings.

Rollout (informal): Geographic expansion of a campaign from a single test market outward: as to regional or national market.

SAMHSA: Substance Abuse and Mental Health Services Administration, part of the Department of Health and Human Services, www.samhsa.gov/.

SAP: Student Assistance Program. Modeled after the Employee Assistance Program found in industry. A SAP consists of a team of representative school staff who draft policy language, design procedures, train others, and promote program awareness in order to identify, assess, refer, and support students with (drug related) problems. SAP focuses on behavior and performance at school and uses a referral process that includes screening for alcohol and other drug involvement. Many programs are not limited to issues of substance abuse but any symptom of negative coping strategies.

SDFSCA: Drug Free School and Community Act, enacted by Congress in 1987; changed in 1995 to include Safety issues. See DFSCA.

SEA: State Educational Authority or Agency (ESDs).

Secretary: An officer position that involves taking minutes and keeping records and archives of the board.

Section 504: Rehabilitation Act of 1973. A federal law which makes provisions for individuals meeting reasonable accommodations in order to perform.

Seed money: A grant or contribution used to start a new project or organization. Seed grants may cover salaries and other operating expenses of a new project.

Self-assessment: A process by which the board evaluates its own performance.

Set-asides: Funds set aside by a foundation for a specific purpose or project that are counted as qualifying distributions toward the foundation's annual payout requirement. Amounts for the project must be paid within five years of the first set-aside.

Shoot: The taping or filming of a commercial, in a studio or on location.

Site visit: Visiting a donee organization at its office location or area of operation and/or meeting with its staff or directors or with recipients of its services.

Slogan: Short, memorable advertising phrase: Examples include "Coke is it," "Just Do it," and "Don't Leave Home Without It." When a product or company uses a slogan consistently, the slogan can become an important element of identification in the public's perception of the product.

Social skills: Prevention strategy that focuses on teaching students interpersonal skills such as how to problem solve, make decisions, resist peer pressure, resolve conflicts peacefully, negotiation skills, and so on.

Social venture fund: Charitable funds whose donors invest their expertise as well as their money, providing support and requiring accountability of nonprofit organizations just as venture capitalists do in business enterprises.

Special purpose foundation: A private foundation that focuses its grant making activities in one or a few areas of interest, as opposed to a general purpose foundation.

Spokesperson: A well-known person serving as a regular advocate of specific product or cause.

Staggered term limits: An organizational structure where board members' terms expire in alternating years.

Strategic risk management: Using an organization's resources and activity to counter potential losses and seize potential gains. Running a nonprofit as best you can so that it may fulfill its mission to the fullest in an uncertain future.

Sunshine laws: Also called open meeting laws; state regulations that require government agencies and some nonprofit organizations that receive public funding to open at least some of their board meetings to the public

SWOT analysis: A tool for strategic planning; focuses on strengths, weaknesses, opportunities, and threats.

Target audience: The consumer group most likely to buy a specific product and identified by region, age, demographics, or economic status. The target audience might be as wide as "adults aged 35-54," or as narrow as "female high school prom-goers in Wabash, Indiana."

Target market: Target audience.

Tax-deductible donation: A donation in which the donor can deduct the amount of the donation from his or her taxable income.

Tax-exempt: Refers to organizations that do not have to pay taxes such as federal or state corporate tax or state sales tax. Individuals who make donations to such organizations may be able to deduct these contributions from their income tax.

Technical assistance: Operational or management assistance given to nonprofit organizations. This type of help can include fundraising assistance, budgeting and financial planning, program planning, legal advice, marketing, and other aids to management. Assistance may be offered directly by the staff of a foundation or corporation, or it may be provided in the form of a grant to pay for the services of an outside consultant. *See also in-kind contributions.*

Telemarketing: Selling, or advertising, or market research done by telephone.

Term limits: A restriction on the number of consecutive terms that a person can serve as a board member.

Test market: A consumer group interviewed to determine target audience.

Test market spot: A spot used exclusively on the test market and monitored for its effectiveness.

Testimonial: A statement, often given by a celebrity, affirming the value of a product, event or service. The authority, glamour, character or special knowledge of a celebrity can reflect on the advertised product. Michael Jordan, perceived as an expert on sports footwear, speaks for Nike. Customer testimonials are also commonly used.

Tie-in: A campaign to link products, media, or markets.

Title I: Federal funds focus on increasing educational achievement for low income youth.

Title X: The reauthorization of the USDOE ESEA McKinney -Vento Act, which mandates services for homeless students. LEA's are required to eliminate barriers to access for students in transition.

Trade name: The name used by a company to describe and distinguish its brand of a generic product. Kleenex is a trade name for a brand of tissue; Xerox, a single brand of copier.

Trade-out: A barter arrangement for the exchange of commercial time, advertising space, products, or services.

Trade show: A convention at which advertising agencies or related companies show and compare products and ideas. Companies frequently underwrite elaborate displays, receptions, presentations and giveaways for trade shows in their industry.

Treasurer: A board officer position that is responsible for coordinating and ensuring financial oversight of the organization.

Trust: A legal device used to set aside money or property of one person for the benefit of one or more persons or organizations.

Trustee: The person(s) or institutions responsible for the administration of a trust.

UBI (Unrelated Business Income): Income generated by a nonprofit through activities that are not related to the mission of the organization.

Unrestricted funds: Normally found at community foundations, an unrestricted fund is one that is not specifically designated to particular uses by the donor, or for which restrictions have expired or been removed.

Values statement: A written description of the beliefs, principles, and ethical guidelines that direct a nonprofit's planning and operations.

Vicarious liability: Liability imposed on a person or organization for the acts, errors or omissions of persons serving on its behalf. Vicarious liability can be imposed even if the individual or organization is not directly involved in the occurrence. The liability of one party is imputed to another.

Vice-chair: A board officer whose main duty is to replace the chair when the chair is not able to carry out his or her duties.

Vision: A picture or a dream of a desired future.

Vision statement: A written description of the ultimate desired objective of the organization.

Voice-Over (V.O.): Recorded offscreen voice heard on a television or radio commercial.

Voluntarism: This refers to anything voluntary.

Volunteer: A person working without compensation.

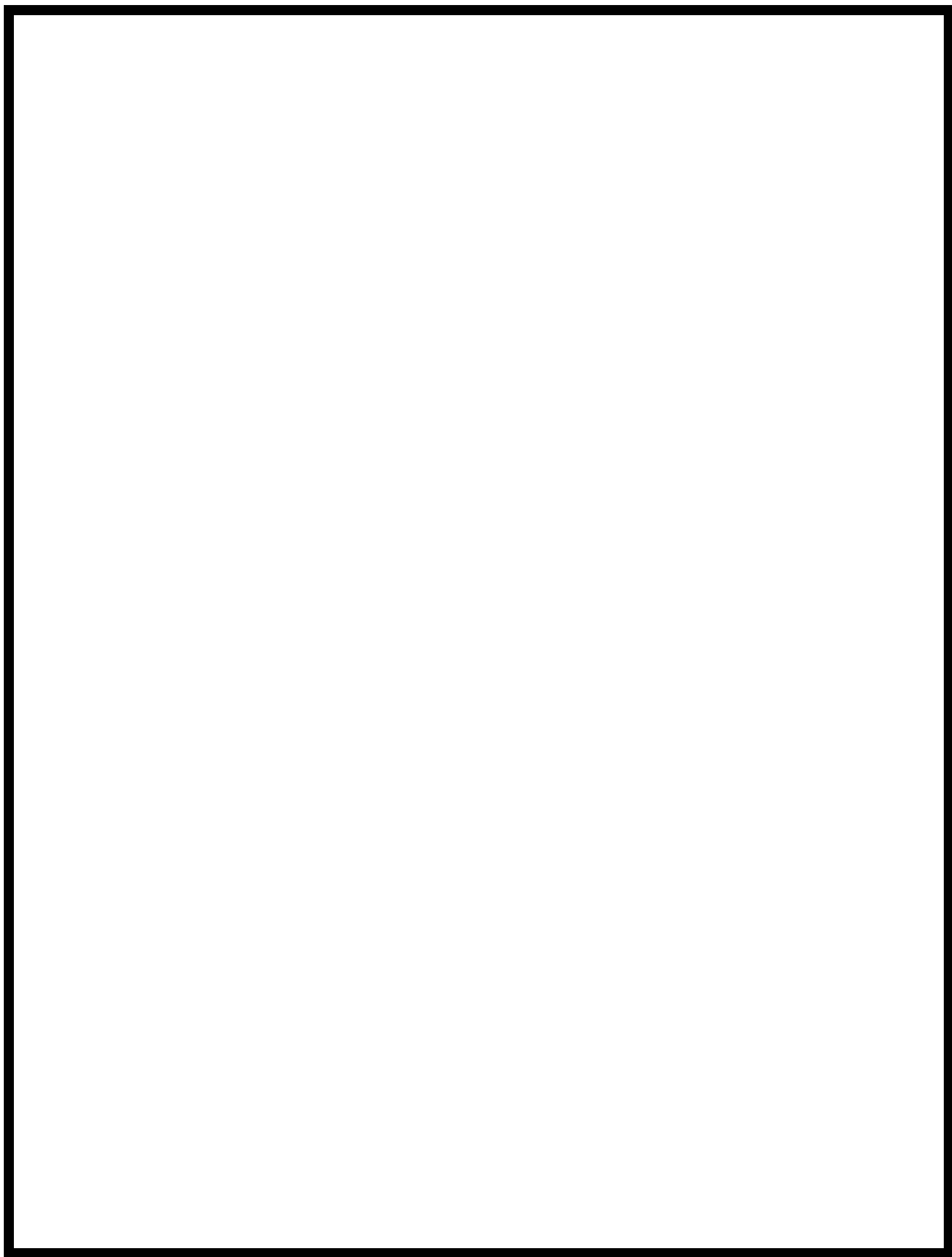
Volunteer Protection Act: A law that protects volunteers from personal financial liability when acting for an organization.

Volunteerism: This refers to volunteers and volunteer activities.

Want Ad: Classified recruitment ad; an advertisement for personnel; also known as "help wanted" ads.

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Department of Housing and Urban Development: www.hud.gov/offices/fbci

Department of Justice: www.ncjrs.gov/faithbased

Department of Labor: www.dol.gov/cfbnp

Faith and Philanthropy Institute: www.fpiweb.org

Foundation Center: www.fdncenter.org

National Dropout Prevention Centers: www.dropoutprevention.org

National Mentoring Center: www.nwrel.org/mentoring/

National Youth Development Information Center: www.nydic.org/nydic/

Nonprofit Hub: www.nonprofithub.com

Nonprofit Risk Management Center: www.nonprofitrisk.org

Oak Cliff Bible Fellowship: www.ocbfchurch.org

Program Development and Evaluation: www.uwex.edu/ces/dande/index.html

Search Institute: www.search-institute.org

The Institute for Youth Development: www.youthdevelopment.org

The Urban Alternative: www.tonyevans.org

White House Office of Faith-Based Neighborhood Partnerships:
www.whitehouse.gov/administration/eop/ofbnp

Christian Resources By Dr. Tony Evans

Books

1. **Theology You Can Count On**: This book offers theological in bite-sized nuggets: short chapters with illustrations that make theology easier to understand.
2. **The Kingdom Agenda**: This is a comprehensive work on the kingdom of God. It is designed to provide the reader with a biblical worldview on how the creator has designed all of life to function under His authority.
3. **Between a Rock and a Hard Place**: This book looks at situations in the Bible where God has intentionally allowed individuals or communities to face a time of hardship in order to give them a fresh vision of Him.
4. **Free at Last**: This book shows how a true understanding of our identity in Christ is the key to experiencing spiritual transformation and victory in our lives.
5. **Dry Bones Dancing**: This book is designed to resurrect the spiritual passion of those whose Christian lives have become stale and lifeless.
6. **Life Essentials**: This book addresses all the major areas of the spiritual life so that readers can understand how to grow from spiritual infancy to spiritual adulthood.
7. **How Christians are Destroying America**: This book shows how the failure of Christians to live up to their spiritual commitment has had a negative effect on the church's ability to impact the broader society.
8. **No More Excuses**: This book challenges men to assume their biblical role and spiritual responsibility and to stop making excuses for not doing so.
9. **Time to Get Serious**: This book provides a years worth of daily devotions to help Christians grow in their faith.
10. **Guiding Your Family in a Misguided World**: This books gives biblical guidelines for successful parenting.
11. **Our Love is Here to Stay**: This book is a daily devotional for couples to help them grow closer to God and one another.
12. **Our God is Awesome**: This is a practical theology on the doctrine of God. It identifies, explains, and applies His attributes to our daily lives.

13. **The Promise**: This is a practical theology on the doctrine of the Holy Spirit. It explains whom He is, what He does and how we are to relate to Him today.
14. **Who is This King of Glory**: This is a practical theology of the person and work of Jesus Christ. It explains His unique person and work and shows how we are to relate to Him today.
15. **What Matters Most**: This book explores the biblical teaching on discipleship and shows the four vital experience areas necessary for a believer to become a disciple.
16. **Totally Saved**: This book looks at the doctrine of salvation, explains the key concepts, terms and implications of our relationship to God.
17. **Returning to Your First Love**: This book explores the causes and cures for spiritual apathy and defection.
18. **The Best is Yet To Come**: This book looks at the prophetic plan of God through the ages.
19. **The Battle is the Lord's**: This book looks at the biblical teaching on spiritual warfare and explains how our relationship to the invisible world affects our lives in the visible world.
20. **God's Glorious Church**: This book examines the biblical doctrine of the church showing what the church is and how it is designed to function.
21. **The Transforming Word**: This book explains the nature, content, purpose and power of the Bible. It shows how and why the Scripture is the Voice of God for our lives.

Booklets

1. **For Men Only**: This booklet explains the biblical role of the husband.
2. **For Women Only**: This booklet explains the biblical role of the wife.
3. **Marriage Matters**: This booklet explains the covenant of marriage.
4. **Gambling and the Lottery**: This booklet gives God's view of gambling.
5. **Single and Satisfied**: This booklet gives God's view on the healthy single life.
6. **Sexual Purity**: This booklet explains the biblical teaching on sex and how we are to function sexually.

7. **Angels: Good Bad and Ugly**: This booklet explains the identity, purpose and activity of angels.
8. **Overcoming Emotional Strongholds**: This booklet addresses how we can have victory over emotional strongholds in our life.
9. **Single Parenting**: This booklet gives biblical guidelines on how to function as a successful single parent.
10. **Trusting God in Our Trials**: This booklet gives the meaning of trials and how we are to view them from a Christian perspective.
11. **The Grace of God**: This booklet explains the nature, meaning and application of the biblical teaching on Grace.
12. **God Cannot be Trusted**: This booklet shows the six deceptive strategies of Satan in getting us to disobey God.
13. **God is up to Something Great**: This book explains that God has a purpose for our lives and shows how He uses the good bad and ugly to accomplish that purpose.
14. **The Fire That Ignites**: This book explains the crucial role the Holy Spirit plays in the life of the believer.
15. **God is More Than Enough**: This book is an exposition of the 23rd Psalm showing the sufficiency of God for every area of life.
16. **Fasting**: This booklet explains the meaning, purpose, process and power of fasting.
17. **Divorce and Remarriage**: This booklet gives the biblical grounds for divorce and remarriage as well as the process for addressing conflicts in the marriage relationship.
18. **Prayer**: This booklet is an exposition of the Lord's Prayer and how it applies to our lives today.
19. **Spiritual Warfare**: This booklet explains the meaning, nature and resources for waging successful spiritual warfare.
20. **Heaven and Hell**: This booklet gives biblical insight to the two realms of the afterlife.

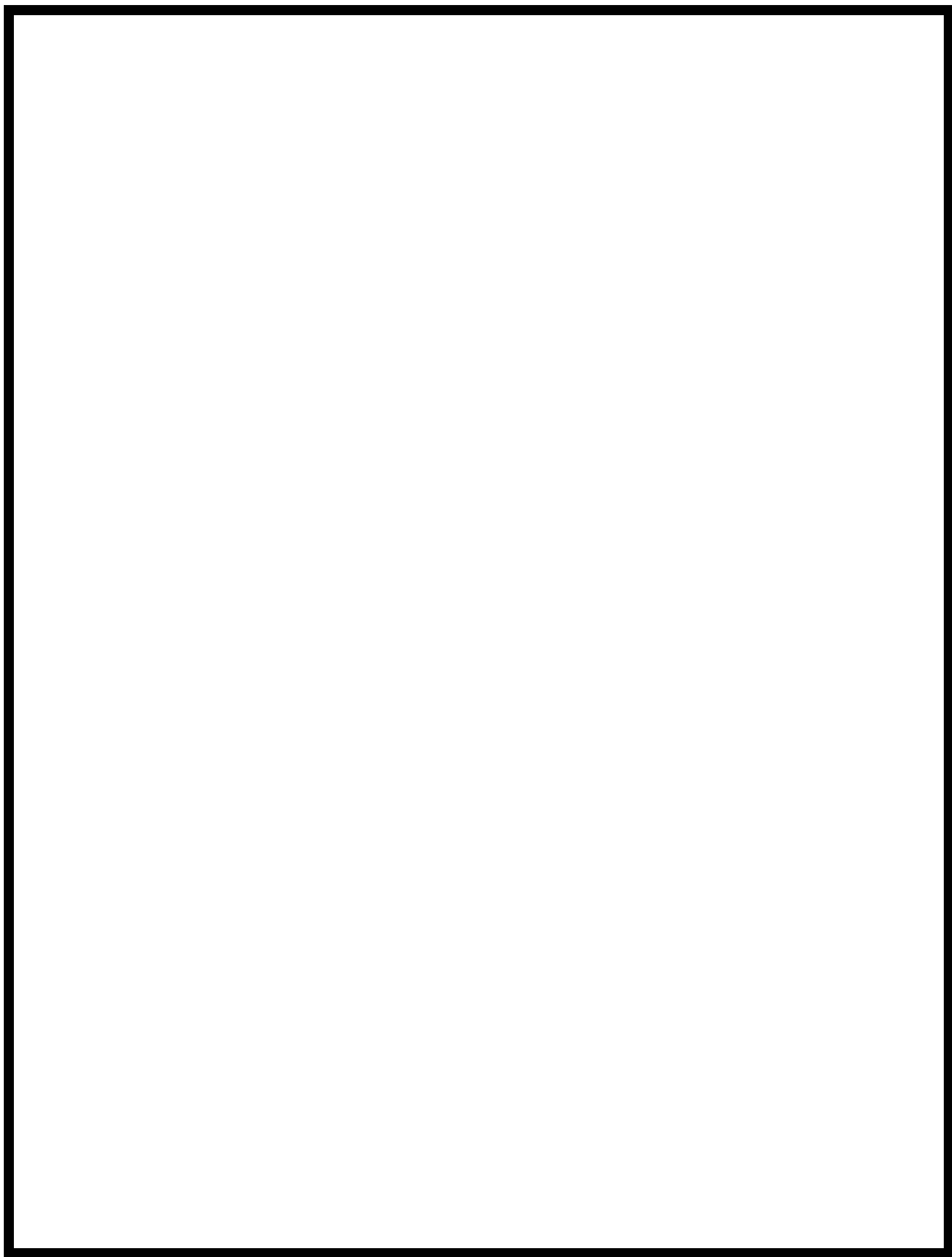
DVD Series

- 1. The Best is Yet to Come:** Four part series on prophecy.
- 2. The Promise:** Four part series on the Holy Spirit.
- 3. Free at Last:** Four part series on spiritual victory.
- 4. Philosophy of Church Ministry:** Four part series on the nature and function of the local church.
- 5. The Battle is the Lord's:** Four part series on spiritual warfare.
- 6. Biblical Discipleship:** Four part series on discipleship.
- 7. Called For a Purpose:** Four part series on knowing your calling.
- 8. Extreme Makeover:** Four part series on the process of spiritual transformation.
- 9. Biblical Exposition:** Four part series on the art and science of biblical preaching.

For additional DVD and CD series, information and resources by Dr. Evans,

please contact:

The Urban Alternative
P.O. Box 4000
Dallas, TX 75208
www.tonyevans.org
(800) 800-3222



The Need

Today, one out of every four pregnancies ends in abortion in America. By the age of 45, 43 percent of American women have had abortions. Sadly, minority women are more adversely affected by this dilemma. For example, African American and Hispanic women comprise 25 percent of the population and have 57 percent of the abortions. The two ethnic groups are three times more likely, respectively, to have abortions than Caucasian women.

Currently, the sexuality and reproductive needs of middle to upper income young women are met through a network of pregnancy centers supported by their local area. Conversely, government funded family planning organizations (i.e. Planned Parenthood) address the same needs of girls and women from low-income households. These government funded organizations promote the “safe sex” agenda, which studies show increases sexual activity outside of marriage and leads to high risk behaviors. The end result is the rise of sexually transmitted diseases and pregnancies outside of marriage.

The statistics are alarming. Research shows that 7 out of 10 African American babies are born into single parent homes. Because of this epidemic, African American children, specifically boys, are growing up in fatherless homes—not benefiting from a positive male role model in the home nor the impact of a two parent household.

The Answer

The Family Care Pregnancy Center has a mission of protecting life in and out of the womb by preparing girls, women and men to value life, both physical and eternal, and to make healthy decisions for a successful living. It offers long-term, holistic solutions to eradicate the epidemic that’s destroying minority communities.

Unlike traditional pregnancy centers that only concentrate on the immediate effects of unplanned pregnancies, the Family Care Pregnancy Center tackles the numerous needs of the woman, boyfriend, husband and family members. This is done through the provision of life-changing services that advances the spiritual, social, health and

economic well-being of individuals and families. Services offered through the Center are directed toward prevention, intervention and restoration.

Service categories include:

- Pregnancy Services
- Clinical Services
- Support Services
- Vocational and Life Management Training

A very strong component of life management training is sexual abstinence, specifically geared toward young girls and boys who are sexually active or contemplating early sexual encounters. The abstinence education program focuses on eight principles (Section 510, Title V of the Social Security Act) of appropriate sexual behavior for young people that:

- a. Has as its exclusive purpose, teaching the social, psychological, and health gains to be realized by abstaining from sexual activity;
- b. Teaches abstinence from sexual activity outside marriage as the expected standard for all school age children;
- c. Teaches that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems;
- d. Teaches that a mutually faithful monogamous relationship in context of marriage is the expected standard of human sexual activity;
- e. Teaches that sexual activity outside of the context of marriage is likely to have harmful psychological and physical effects;
- f. Teaches that bearing children out-of-wedlock is likely to have harmful consequences for the child, the child's parents, and society;
- g. Teaches young people how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances; and
- h. Teaches the importance of attaining self-sufficiency before engaging in sexual activity.

Family Care Pregnancy Center Model

Pregnancy Services	Clinical Services	Support Services	Life Skills Training
Pregnancy Tests	Ultrasound	Lay & Professional Counseling	Parenting & Family Skills Education
Pregnancy Counseling	Pre-Natal Care	Support Groups	Healthy Marriage Workshops
	STD and HIV Testing Information	Mentoring	Abstinence
	STD and HIV Counseling	Abortion Recovery	Adult Literacy
		Maternal Assistance (food, clothing, and financial)	GED
		Legal Aid Services	Career Development
		Housing Assistance	Job Placement Assistance
			Computer Training

Steps in Developing a New Pregnancy Center

Step 1: Formation of a Steering Committee

Step 2: Establish a Chairperson

Step 3: Establish an Opening Date

Step 4: Develop a Prayer Committee:

This team will:

- a) Recruit prayer warriors to cover this entire plan and ministry in prayer.
- b) Pray for each decision and the decision-makers.
- c) Pray for protection of the ministry.
- d) Pray for provision of the ministry.

Step 5: Development of a Governance Committee:

This team will:

- a) Determine governance structure, i.e., development of a board of directors and election of board members.
- b) Develop mission statement
- c) Develop vision statement.
- d) Develop By-Laws.
- e) Develop policies and procedures.
- f) Develop job descriptions.
- g) Determine long-term programs.
- h) Determine supporting services from other community groups.
- i) Develop a strategic plan for long-term development – This gives the “blue print” with action steps and timelines and leaders for accountability to the ministry.
- j) Determine insurance coverage requirements and secure bids.
- k) Select insurance provider.

Step 6: Facility Development – Facility Committee

- a) Facility needs to be outside of a church.
- b) Needs to be in a professional setting.

- c) Needs to be in an area with confidentiality.
- d) Determine and finalize business and/or occupancy license(s) if required by the state.
- e) Complete any renovations that may need to be done in the facility.
- f) Decorate the facility.
- g) Determine feasibility of CLIA licensure – this is for running the pregnancy tests and offer sonograms to the girls and women.
- h) Set a date for the open house and dedication ceremony of the Center.
- i) Set date for open for operations.
- j) Set up office.
- k) Order phone service.
- l) Order computer(s) and related equipment for facility or make contacts in the community for these items to be donated.
- m) Install computer/copier/fax machines.
- n) Network computers.
- o) Determine ISP provider and internet service.
- p) Setup client and donor database system.
- q) Establish a resource library.

Step 7: Develop a Fund Development Plan – Finance Committee –
Determine how the center will be funded

- a) Develop an operating budget.
- b) Develop a leadership proposal.
- c) Develop a list of potential donors, i.e., individuals, churches, foundations and corporations.
- d) Solicit major donor contributions from individuals, churches, foundations, corporations and if appropriate, the government.
- e) Host special events to raise funds.
- f) Do direct mail campaigns to secure funds.
- g) Create record keeping system for charitable giving to support center.
- h) Finalize preliminary fact sheet, talking points and project description.

Step 8: Develop Marketing Plan – Identify Materials – Marketing Committee

- a) Determine the name of the pregnancy center.
- b) Develop (logo, letterhead, business card format).
- c) Develop brochures and fliers.
- d) Create newsletter.
- e) Register domain name.
- f) Order business cards for director.
- g) Develop web page.
- h) Research Yellow Page advertising.
- i) Research television and radio advertising.
- j) Develop a communications plan.
- k) Identify community resources for clients (e.g. DCF, Medicaid, WIC).
- l) Finalize resource and referral list to be used with clients.
- m) Determine need for ultrasound machine.

Step 9: Hire Director – Personnel Committee

- a) Develop recruitment strategy for director.
- b) Interview candidates for the director position.
- c) Hire director.
- d) Train director.

Step 10: Recruit Client Advocates (Volunteers)

- a) Develop the staff pattern for client advocates, i.e., hours and schedule.
- b) Determine recruitment strategy.
- c) Develop internal procedures and protocols.
- d) Develop a program policies and procedures manual.
- e) Develop job descriptions.
- f) Develop protocols for handling client contacts.
- g) Develop forms for admissions, referrals and termination of service.
- h) Have client advocates complete application forms.
- i) Train client advocates.

Step 11: Conduct Follow up Training for Client Advocates**Step 12: Prayer of Dedication**

- a) Prior to the official opening – involve community, churches, etc.

Step 13: BIG OPEN HOUSE after Prayer of Dedication Time**Step 14: Get on Mailing List of Pro-Life Resources:**

- a) Medical Institute for Sexual Health – 512/328-6269
- b) National Council for Adoption – webmaster@ncfa-usa.org
- c) Dr. Joel Brind – Pregnancy Termination/Breast Cancer Link-
Jbrind@abortioncancer.com
- d) Dr. Vincent Rue – Pregnancy Loss Institute – 904/342-0352 or
vinceru@attbi.com
- e) Dr. D. James Kennedy – www.coralridge.org – Evangelism Explosion
- f) American Portrait Films – 800/736-4567
- g) McCap – www.mccap.org – abstinence information
- h) www.worththewait.org – Scott and White in Temple abstinence information
- i) True Love Waits – abstinence information
- j) Focus on the Family – 713/531-3460 – benevolence materials
- k) Psalm 139 Project – Dwayne Hastings – 615/782-8412 or kdhasting@erlc.com

PREGNANCY CENTER FIRST YEAR BUDGET/Projected Expenses:

Wages - Director	\$35,000.00
Payroll Taxes	2,976.50
Wages - Admin. Assistant	28,000.00
Payroll Taxes	2,441.00
Employee Benefits	6,000.00
Lease/Rent	30,000.00
Repairs and Maintenance	12,000.00
Security Monitor	1,200.00
Furniture/Accessories (Donation?)	15,000.00
Equipment (Donation?)	15,000.00
Insurance	3,500.00
Ad - Yellow Pages	9,000.00
Ad - Newspaper	2,500.00
Ad - Miscellaneous	1,000.00
Fundraising Expense	5,000.00
Publications	1,000.00
Program Supplies	5,000.00
Pregnancy Tests	1,200.00
Supplies - Office	5,000.00
Telephone	1,800.00
Pager Service - Cell Phone	1,800.00
Postage	5,000.00
Printing	5,000.00
Recruiting Expense	3,000.00
Travel Expense	3,500.00
Meeting Expense	2,000.00
Conference Expense	3,000.00
Membership Fees	1,000.00
Volunteer Training	3,500.00
Volunteer Equipment	2,400.00
Volunteer - Miscellaneous Expense	2,000.00
Volunteer Recognition	2,400.00

TOTAL	217,217.50
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Sonogram Program	74,205.00
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Total Per Center **\$291,422.50**

EQUIPMENT

Equipment	Price
4 computers	\$4,000.00
1 network printer	\$1,500.00
1 fax machine	\$250.00
1 copy machine	\$5,000.00
letterhead, stationery, cards	\$1,000.00
1 typewriter	\$100.00
2 five-drawer lateral file cabinets	\$1,500.00
1 two-drawer lateral file cabinet	\$500.00
telephones/telephone system	\$2,500.00
miscellaneous office supplies	\$1,000.00
TOTAL	\$17,350.00

FURNITURE

Item	Price
Two U shaped desks	\$3,000.00
Executive Desk w/Credenza	3,000.00
Small Nurse's Desk	700.00
One Executive Chair	200.00
3 Secretarial Chairs	450.00
30 Reception Chairs	3,000.00
6 Counseling Chairs	1,800.00
6 Tables	900.00
Kitchen Table and 4 Chairs	800.00
TOTAL	\$13,850.00

BUDGET FOR SONOGRAM PROJECT

ITEM	QUANTITY	COST
P/T Nurse Mgr. (administrates program)	yearly	17,500.00
Blood Pressure Cup	1	50.00
Patient Cloth Gowns	5	25.00
Supplies (replacement)		50.00
Stool	1	25.00
Electric Thermometer	1	15.00
Penlights	1 (box)	10.00
Stationery, business cards, brochures	500/ea	500.00
Insurance (medical liability)	Coverage dependent on whether physician is being covered under this policy	3,500.00
Advertising	yearly	1,000.00
Training materials, conferences	yearly	2,000.00
Service contract (sonogram machine)	yearly	1,500.00
Chairs & table	2 chairs/1 table	200.00
OSHA Compliant costs		500.00
Software program for Access	1	150.00
Ultrasound machine		37,000.00
Subtotal		64,025.00
Ophthalmology/Dental Services		
One Chair		2,500.00
Instruments		1,500.00
Miscellaneous Supplies		1,000.00
Subtotal		5,000.00
GRAND TOTAL		69,025.00

Sample Job Description
TITLE: Executive Director

REPORTING AND RESPONSIBILITY RELATIONSHIP: Executive Director serves at the pleasure of the board and has an annual performance evaluation. The board is the planning body for the organization. The Executive Director will participate fully in planning and be responsible to implement the plans once approved by the board. These will be set in the form of annual plans for the different functions of the organization.

ANNUAL PERFORMANCE EVALUATION: Annually the Personnel Committee of the board will evaluate the Executive Director's performance of implementing annual plans and handling of day-to-day operations. This evaluation will be written and will also include a conference session to discuss the evaluation. Salary increases will be based on performance and the availability of funds.

STAFF SUPERVISED: The Executive Director supervises all staff whether paid or volunteers plus hired consultants/contractors. Staff and hired consultants are approved by the board via the budget. The only exception to this statement would be consultant(s) who are working directly for the board.

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GENERAL DUTIES:

1. Annually the board will develop annual plans. These plans will be written and created for the new year during the fourth (4th) quarter of the previous year. The Executive Director will participate in this annual planning process.
2. The Executive Director is the operational manager responsible for implementing the annual plans as they affect all operations of the organization.
3. The Executive Director is also responsible for the day-to-day operations of the organization.

4. The management functions of the Executive Director are to plan, organize, direct, and control the daily functions plus implement the annual plans for the organization.
5. A major focus of the Executive Director would be to provide germane programs for pregnant women plus promote responsible sexual values. A key element in achieving this focus will be how the Executive Director handles volunteers and their coordination, contact, and relationships with the organization.
6. On a quarterly, or as needed basis, a status report and presentation will be made to the Board in a format and way that is acceptable to the board.
7. The Executive Director is expected to apprise the board of any problems or anticipated ones in order that the mission of the organization may be carried out effectively.
8. Recommendations for programs to carry out the mission of the organization, program evaluation, and revising of existing programs should be made by the Executive Director to the board.
 - a. A significant responsibility of the Executive Director will be fundraising and public relations activities.

SPECIFIC DUTIES:

The organization presently has programs and/or plans for the following functions:

- Public Relations
- Finance/Fundraising
- Programs/Volunteers
- Facilities
- Personnel

These functions can be added to, changed, or deleted by the Board when the need arises, but are the basis for the following specific duties:

1. Participate in creation and (once approved by the Board) implementation of the following annual plans:
 - Public Relations
 - Operating Budget
 - Fundraising Plan

- Programs and/or Volunteers Plan
 - Personnel/Training Plan
 - Facilities Plan
2. Staff and Office Management:
 - Hire, fire, train, supervise, and evaluate staff via established policies and procedures.
 - Coordinate staff vacations and sick leaves.
 - Oversee and ensure that accurate records and statistics are kept.
 - Administer expenditure of funds within the budget.
 - Coordinate all written correspondence.
 - Make sure any necessary policy and procedural manuals are created and kept update.
 3. The delicate nature of the organization and its community relations will mean that special training will be provided by the board for the Executive Director in how matters should be handled so that the mission will be accomplished.
 4. All preparations, coordination, and presentations of the annual meeting will be the responsibility of the Executive Director after being approved by the board.

QUALIFICATIONS/BACKGROUND:

1. College degree; Masters Degree preferred.
2. Excellent oral and written communication skills.
3. Management/Administrative experience, including managing a staff of 5-10.
4. 1-5 years experience in the nonprofit sector with preference given to pregnancy center or other pro-life organization experience.
5. Demonstrated problem solving ability and the logical/rational ability to formulate effective solutions.
6. Strong personnel relations and people skills.
7. Ability to think and make decision "on the spot" but with the wisdom to know when to research more fully.
8. The initiative to bring forward a significant issue which should be considered.
9. A team player who recognizes that group consensus and unity is more important than one's own personal interest.

Sample Job Description**TITLE: Director**

The position is a 30 hour a week position. The Director has 24 hour responsibility for the Center and for the training and management of all personnel.

ADMINISTRATION

1. Direct and train paid staff to recruit and utilize volunteers in the accomplishment of the mission of the center.
2. Communicate, pray and plan with paid staff members under Director's supervision. Affirm-communicate with all staff members and volunteers.
3. Formulate operational policies and procedures necessary for the efficient and consistent operation of the Center.
4. Ensure that accurate records and statistics are kept, and that statistical reports are filed monthly and annually.
5. Prepare monthly and annually, reports for the Board of Directors. Participate in all board meetings.
6. Oversee the official calendar of events. Regular event include Sanctity of Human Life Sunday (January), Volunteer Training (February), Banquet (April), Volunteer Training (June), Volunteer Staff – Board Picnic (July), Walkathon (September), Volunteer Training (October), and Volunteer Appreciation Event (December).
7. Handle correspondence pertaining to the daily operations of the Center.
8. Cooperate with the treasurer to ensure that accurate and current financial records are kept and that the budget is maintained. Consult with treasurer in October with recommendations for next year's budget proposal.
9. Participate with board committees in projects that relate to areas of Director's responsibilities.
10. Coordinate the student intern program. Advertise, recruit and maintain liaisons colleges and universities.
11. Lead the center with positive vision and planning; present overall leadership plans to the board for approval.
12. Present the board with an Annual Statistical Report and written Annual Report by January board meeting.

FUNDRAISING

1. Supervise Executive Assistant (if hired) in the area of church contacts. Ensure that all income sources nurtured and new sources are sought in an appropriate manner.
2. Compile and update the mailing list which includes the entire Center constituency.
3. Communicate with donors, via updated monthly letter, each time a donation is received.
4. Plan the fundraising calendar of events with the board one year in advance. Organize with Director of Development to plan each event thoroughly. Set goals and evaluate for future.
5. Oversee all grant proposals emanating from the center. Develop program of new grant and corporate donations.

COMMUNITY RELATIONS

1. Produce and mail a bimonthly center newsletter and a Christmas appeal letter written by Board Chairman.
2. Represent the center to community agencies and the media.
3. Coordinate publicity and advertising in newspapers, phonebooks, radio, posters, brochures, etc.
4. Coordinate the speaker's bureau and see that all reasonable requests are responded to with appropriate staff, board, or volunteer speakers.
5. Prepare bulletin inserts for 3 volunteer training sessions; deliver to a continuously broadening selection of churches.
6. Supervise the director of Education in the continuous development of Sanctity of Human Life Sunday.

COUNSELING

1. Assist with client counseling when staffing of office necessitates an extra hand.
2. Continuously build the referral network so that clients are accurately informed of services available to them.
3. Set a tone of compassion, acceptance and availability to client needs as a model for staff and volunteer counselors.

BUILDING

1. Responsible for building maintenance and management; supervise staff members in their respective responsibilities.
2. Recommend major maintenance and upkeep protects; prepare board through information and annual budget requests of projected needs.
3. Keep building within compliance regulations of the city and of the insurance company.
4. Supervise office with rental unit management and changes of renters.

SUPERVISION OF STAFF

1. Provide leadership, motivation, support and direction for paid staff.
2. Evaluate staff positions directly responsible to director: Director of Education, Director of Development, Director of Client Services, Business Administrator, etc.
3. Upon consultation with other staff members, present staff increases or decreases, revised job descriptions, etc. to personnel committee for approval.
4. Present budget for projected staff salaries and projected new positions to Board annually.

Sample Job Description**TITLE: Ultrasonographer**

Objectives: The Ultrasonographer provides ultrasounds under the supervision of the medical services director.

Reports to: Medical Services Director

Qualifications

1. Be a committed Christian who demonstrates a personal relationship with Jesus Christ as Savior and Lord.
2. Exhibit strong commitment and dedication to the sanctity of all human life.
3. Exhibit strong commitment and dedication to sexual purity.
4. Agree with and be willing to uphold the Statement of Faith, Statement of Principle and the policies of the center.
5. Be licensed and certified as an ultrasound technician.

6. Have a bachelor or master's degree in nursing or equivalent experience.
7. Be certified to provide limited obstetrical ultrasounds.
8. Exhibit strong interpersonal and administrative skills.

Responsibilities

1. Provide ultrasounds according to medical standards of care.
2. Provide patient pregnancy counseling, education, and referrals.
3. Document clinical findings, observation, and medical care in patient record.
4. Review any clinical findings indicating concern for the viability of the pregnancy or the health of the mother with the Medical Services Director.

Continuing Education

- Comply with state and professional continuing education requirements.
- Annual renewal of CPR certification
- Annual review of center policies and procedures, and infection control regulations.

Evaluation

The Ultrasonographer receives a yearly evaluation by the Medical Services Director and submits to an annual peer review.

Sample Job Description**TITLE: Nurse Manager**

Objectives: The nurse manager oversees the provision of client care and medical services operations.

Reports to: Medical Services Director

Qualifications

1. Be a committed Christian who demonstrates a personal relationship with Jesus Christ as Savior and Lord.
2. Exhibit strong commitment and dedication to the sanctity of all human life.

3. Exhibit strong commitment and dedication to sexual purity.
4. Agree with and be willing to uphold the Statement of Faith, Statement of Principle and the policies of the center.
5. Be licensed as a registered nurse in the state of Texas.
6. Be licensed and certified as an ultrasound technician.
7. Be certified to provide limited obstetrical ultrasounds.
8. Have a bachelor or master's degree in nursing or equivalent experience.
9. Have two years of experience in obstetrics.
10. Exhibit strong interpersonal and administrative skills.

Responsibilities

Patient Care

1. Review record to check for the Intake Form and Consent for Performance of Medical Services and Release and Liability form.
2. Meet with patient and review Medical Services Patient instruction form and medical procedure.
3. Record Client's Medical History, allergies, weight, and vital signs in the record. Place Physician Order & Exam Record in the record.
4. Provide support to the other medical staff, including chaperoning exams.
5. Meet with patient after the exam for pregnancy counseling, education, and referrals.
6. Arrange and provide client follow-up.
7. Provide ultrasounds according to medical standards of care. (Omit if ultrasonographer on staff)
8. Provide patient pregnancy counseling, education, and referrals. (Omit if ultrasonographer on staff).

Medical Services Operations

1. Document clinical findings, observation, and medical care in patient record.
2. Review client records at the end of each visit.
3. Ensure that medical equipment is properly operated and maintained.
4. Maintain staff personnel records.
5. In conjunction with the medical services director, provide staff annual CPR review, infection control regulations, and continuing education.

Emergencies

1. Emergency calls – Refer caller to local hospital emergency room, their own physician and call 911.
2. If current center client or patient, consult with the medical services director or the physician on site.
3. Medical emergency on site – Follow the procedures for Medical Emergencies.

Continuing Education

- Comply with state and professional continuing education requirements.
- Annual renewal of CPR certification.
- Annual review of center policies and procedures, and infection control regulations.

Evaluation

The Nurse Manager receives and annual evaluation by the medical services director.