First 5 Kings County
Children and Families Commission

Capacity Building Toolkit

Grant Writing and Sustainability

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Acknowledgements

In September 2006, First 5 Kings County Children and Families Commission funded a capacity building initiative for its Family Resource Center (FRC) grantees. The objective of the capacity building initiative is to:

1) Assess the capacity building needs of service providers identified by First 5 Kings County and create a plan to address those needs, thereby strengthening their performance and accountability, and

2) Develop tools and deliver capacity building services to Family Resource Centers (FRCs) in order to strengthen their programs, practices and sustainability.

The Commission is funding a hands-on approach to working with staff, volunteers, board and/or other persons responsible for achieving results outlined in the individual organizational Capacity Building Plans developed for each FRC. Social Entrepreneurs, Inc. (SEI) is compiling and developing a variety of materials that will be shared with the FRCs through a combination of targeted coaching and technical assistance, including

- Leadership workshops
- Education and training
- Direct technical one on one assistance
- Toolkits, and
- Follow up

First 5 Kings County would like to thank the board, staff and leadership within each of the FRCs for the time, energy and commitment shown to participating in the activities that have led to this point. We recognize that each FRC's primary focus is on delivering needed services and supports to the children and families of Kings County. The time required to conduct the organizational self-assessments, review reports and capacity building plan, and provide feedback and recommendations to the SEI team is time away from serving those families.

We appreciate the commitment shown by the FRCs. The Commission believes that in the long-run, building the capacity of individual FRCs will lead to their increased sustainability; which will ultimately lead to more families and children accessing the critical services and supports provided by the FRCs.

Table of Contents

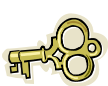
Introduction and Overview of Grant Writing and Sustainability Toolkit

The First 5 Kings County Children and Families Commission has established a Capacity Building Initiative for its First 5 funded Family Resource Centers (FRCs). Toolkits are one resource the initiative will use to build capacity. One toolkit for use by the FRCs relates to grant writing and ensuring the sustainability of the organizations The components of this module were selected based on the organizational self-assessments completed by the Kings County Family Resource Centers (FRCs) in October 2006 as part of the Capacity Building Project funded through First 5 Kings County. This module is not intended to provide an exhaustive list of resources or instructions related to grant writing, but rather provide tools and guidance for effectively writing grants and identifying resources to diversify funding. Links to additional resources or websites have been included throughout so that FRC staff and board members can obtain additional information and guidance as needed.

The module explains the principles of grant writing, and offers a suggested approach for developing proposals for a variety of funders. It also identifies potential funders that may be of interest to the FRCs. Included are tools and worksheets to assist FRCs in writing grants. Links are provided to tools in the appendices and to outside resources where additional information can be obtained on a number of grant writing topics and funding options to ensure sustainability.

The Grant Writing and Sustainability module is organized into four sections plus appendices:
- Introduction to Grant Writing
- Grant Proposal Template
- Tools and Resources
- Strategies to Enhance Revenues

Each section in this module begins with a brief introduction that explains the topics covered and lists any worksheets or tools that are discussed in the section. All tools and templates referenced in the section will also be provided electronically either as a download from an external website or from a companion compact disk (CD). Files located on a CD will be noted with an icon of a CD. 



Whenever a new tool or resource is presented a “key” symbol will indicate the tool. Tin cases where the tools is not self explanatory a text box is provided with “key” suggestions about who, when and how to use the tool.

Development of this toolkit resulted from research on evidence based practices and tools to raise and diversify funding for FRCs. These tools and processes have been used successfully with organizations of varying size, complexity and purpose.

As used in this toolkit, the term “sustainability” is defined as *the continuation of community health or quality of life benefits over time*. Sustainability is a holistic concept – the ability to create lasting improvements in the community’s well-being for an extended period of time despite ongoing changes in funding sources, program models, service providers, community demographics and other factors.

A critical point to note about this definition is that sustainability is <u>not</u> about indefinitely perpetuating current programs and services at current funding and staffing levels. As communities change over time, the demand for services may grow or shrink. New, more effective approaches to providing services may be discovered and implemented. Changes are also certain to occur in sources of funding, public policies, and other forces that affect the FRC. Long-term sustainability is about ensuring that the positive results that the FRC achieves for children and families are continued for years to come despite all of the changes that are occurring in the environment in which the FRC is operating.

Why should sustainability matter to FRCs? A few reasons:

Research by The Finance Project, corroborated by analysis from many large national foundations and other groups, has identified eight essential elements to sustaining community efforts such as FRCs. The eight elements are:

1. **VISION**: Clarity exists about fundamental issues such as what is being sustained, for how long, and at what level of activity; the FRC's stakeholders embrace the vision.

2. **RESULTS ORIENTATION**: The entire focus is on the health and well-being of the people being served and not specific programs, organizations, and systems.

3. **STRATEGIC FINANCING ORIENTATION**: A long-term perspective is taken to financing activities, cultivating multiple diverse sources of revenue to maintain financing at sufficient levels.

4. **BROAD BASED COMMUNITY SUPPORT**: Community members show solid support through volunteerism, donations, advocacy and other forms of involvement.

5. **KEY CHAMPIONS**: The FRC has effective leadership plus visible champions in the form of business, political, media and/or other community leaders.

6. **ABILITY TO ADAPT TO CHANGING CONDITIONS**: Flexibility is maintained to change strategies, services, systems etc. over time without losing sight of the end results sought.

7. **STRONG INTERNAL SYSTEMS**: The FRC has strong internal functions (governance, finance, human resources, evaluation, etc.).

8. **SUSTAINABILITY PLAN**: A written plan has been developed and agreed to by the FRC and is used to guide actions to promote long-term sustainability. This plan explicitly addresses all eight elements.

All proposals submitted by FRCs should make the case for the elements of sustainability that the organization has in place or is seeking to develop.

The toolkit is organized to provide the FRC tools that will help them achieve new funding sources, demonstrate results, and gain additional community support, thereby enhancing the sustainability of the FRC over time. The module focuses on effective grant writing, potential funding sources and approaches to pursuing funding. Tools, links to worksheets and to outside resources on a number of topics are provided. All materials will be presented in a workshop format and provided in hard copy.

MODULE 3 – GRANT WRITING AND SUSTAINABILITY

The Grant Writing and Sustainability Module is third in a series of Toolkits developed as part of the First 5 Kings County Capacity Building Initiative. For information on other toolkits contact First 5 Kings County. This toolkit provides information about basics of grant writing, potential funding sources, and how to pursue other financial sustainability opportunities. Participants will receive a toolkit and boilerplate materials to write grants and pursue foundation funding.

Preparing effective grant proposals is a three stage process. They include planning the proposal, drafting the proposal content, finalizing and submitting the proposal. Steps can be summarized as follows:

Plan the Proposal

- Carefully review all available information about the funding source. Seek to fully understand their goals, priorities, and funding guidelines.
- Plan the proposal strategy – how to best tailor the proposal to the funder's goals and priorities.
- Identify any collaborators and/or subcontractors required for the project and get them involved.

Draft the Proposal Contents

- Create the outline or "shell" of the proposal, following the funder's formatting requirements.
- Cut and paste the relevant segments from this toolkit into the proposal document.
- Edit and refine all parts of the proposal, following your strategy to tailor the proposal to the funder's priorities.
- Prepare and insert the project budget.

Finalize and Submit the Proposal

- Assemble any additional documentation that must be submitted with the proposal, e.g. proof of nonprofit status.
- Carefully review all aspects of the proposal for both content and adherence to all of the funder's guidelines.
- Obtain all required signatures.
- Prepare a cover letter.
- Make copies and submit.

Within these three stages, the actual components of the proposal are developed. Appendix A lists the top reasons that proposals do not get funded and provides tips for writing a good proposal. The appendix contains additional suggestions on grant writing success factors.

1.1 Introduction to Grant Writing

This section provides a short course about the essential elements of a proposal that result in a grant being awarded, based on guidelines that both funders and grant writers agree create strong fundable projects. Different funders will request information in a variety of formats. Some require more detailed information or formal proposals. Others request basic information and may request additional information from proposers they are interested in learning more about. The following information summarizes the elements of a good proposal.

Outlines and Elements of a Good Proposal

There is not set standard for information different funders seek when making funding decisions. Some funders have complex, sophisticated applications while others request a letter not to exceed more than a few pages. Regardless of the funding source, a good proposal is recognized by the quality of information and the way that information is used to tell a compelling story of how the proposing organization can impact a population. The proposal itself does not have to be long and involved. Short, concise information often does more to capture the reader's attention.

Generally, proposals will include some or all of the following information:

1. Cover Sheet
2. Narrative
    a. Introduction and Background of the Organization
    b. Problem Statement
    c. Proposed Project Objectives and Methods
    d. Organizational Structure/Administration
    e. Evaluation
3. Finances and Sustainability
4. Other Supporting Materials and Attachments

The Cover Sheet

Organizational Information and Conclusion

A description of the organization and its history is generally requested as part of the proposal. It is not necessary to overwhelm the reader with facts about your organization. This information can be conveyed easily by attaching a brochure or other prepared statement. In two pages or less, tell the reader when your FRC came into existence; state its mission, being certain to demonstrate how the subject of the proposal fits within or extends that mission; and describe the organization's structure, programs, and special expertise.

Discuss the size of the board, how board members are recruited, and their level of participation. Give the reader a feel for the makeup of the board. (You should include the full board list in an appendix.) If your FRC uses volunteers or has an active volunteer group, describe the function that the volunteers fill. Provide details on the staff, including the numbers of full and part-time staff, and their levels of expertise.

Describe the kinds of activities in which your staff engage. Explain briefly the assistance you provide. Describe the audience you serve, any special or unusual needs they face, and why they rely on your agency. Cite the number of people who are reached through your programs. Tying all of the information about your nonprofit together, cite your agency's expertise, especially as it relates to the subject of your proposal.

The Project Description

This section of your proposal should address six key elements. The order of information is often dictated by the funder.

Key things to describe include:

- Introduction and background,
- The problem statement,
- Proposed project,
- Objectives and approach,
- Staffing/administration,
- Evaluation and sustainability.

Together, objectives and the approach will dictate staffing and administrative requirements. They then become the focus of the evaluation to assess the results of the project. The project's sustainability flows directly from its success or ability to attract other support. Taken together, the six subsections present an interlocking picture of the total project.

Objectives

Objectives are the measurable outcomes of the program. They define your approach. Your objectives must be tangible, specific, concrete, measurable, and achievable in a specified time period. Grant seekers often confuse objectives with goals, which are conceptual and more abstract. For the purpose of illustration, here is the goal of a project with a subsidiary objective:

Goal: Our after-school program will help children read better.

Objective: Our after-school remedial education program will assist 50 children in improving their reading scores by one grade level as demonstrated on standardized reading tests administered after participating in the program for six months.

The goal in this case is improving reading, while the objective is much more specific. It is achievable in the short term (six months) and measurable (improving 50 children's reading scores by one grade level). With competition for dollars so great, well-articulated objectives are increasingly critical to a proposal's success.

Using a different example, there are at least four types of objectives:

> **Behavioral** — A human action is anticipated.
>
> Example: Fifty of the 70 children participating will learn to read.
>
> **Performance** — A specific time frame within which a behavior will occur, at an expected proficiency level, is expected.
>
> Example: Fifty of the 70 children will learn to read within six months and will pass a basic reading proficiency test administered by an ECE teacher.
>
> **Process** — The manner in which something occurs is an end in itself.
>
> Example: We will document the teaching methods utilized, identifying those with the greatest success.
>
> **Product** — A tangible item results.
>
> Example: A manual will be created to be used in teaching reading to this age and proficiency group in the future.

In any given proposal, you will find yourself setting one or more of these types of objectives, depending on the nature of your project. Be certain to present the objectives very clearly. Make sure that they do not become lost in the words and that they stand out on the page. You might, for example, use numbers, bullets, or indentations to identify the objectives in the text.

Above all, be realistic in setting objectives. Don't promise what you can't deliver. Remember, the funder will want to be told in the final report that the project actually accomplished these objectives.

Project Description

By means of the objectives, you have explained to the funder what will be achieved by the project. The project description narrative describes the specific activities that will take place to achieve the objectives. It might be helpful to think about the description by answering the following questions: **how, when, and why.**
How: This is the detailed description of what will occur from the time the project begins until it is completed. Your methods should match the previously stated objectives.

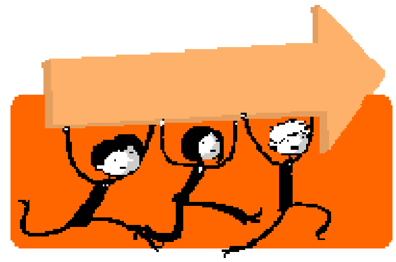
When: This section should present the order and timing for the tasks. It might make sense to provide a timetable so that the reader does not have to map out the sequencing on his or her own. The timetable tells the reader "when" and provides another summary of the project that supports the rest of the methods section.

Why: You may need to defend your chosen approach, especially if they are new or unorthodox.

Why will the planned work lead to the outcomes you anticipate? You can answer this question in a number of ways, including using expert testimony and examples of other projects that work. The description helps the reader to visualize the implementation of the project. It should convince the reader that your agency knows what it is doing, thereby establishing its credibility.

Staffing/Administration

In describing the project, you will have mentioned staffing. You now need to discuss the number of staff, their qualifications, and specific assignments. Details about individual staff members involved in the project can be included either as part of this section or in the appendix, depending on the length and importance of this information.



"Staffing" may refer to volunteers or to consultants, as well as to paid staff. For a project with paid staff, be certain to describe which staff will work full time and which will work part time on the project. Identify staff already employed by your FRC and those to be recruited specifically for the project. How will you free up the time of an already fully deployed individual?

Salary and project costs are affected by the qualifications of the staff. Outline the practical experience you require for key staff, as well as level of expertise and educational background. If an individual has already been selected to direct the program, summarize his or her credentials and include a brief biographical sketch in the appendix. A strong project director can help influence a funder's decision.

Describe for the reader your plans for administering the project. This is especially important in a large operation, if more than one agency is collaborating on the project, or if you are using a fiscal agent. It needs to be crystal clear who is responsible for financial management, project outcomes, and reporting.

Evaluation

An evaluation plan should be developed at the front end of proposal development while designing the project. Including an evaluation plan in your proposal indicates that you take your objectives seriously and want to know how well you have achieved them. Evaluation is also a sound management tool. Like strategic planning, it helps the FRC refine and improve its program. An evaluation can often be the best means for others to learn from your experience in conducting the project.

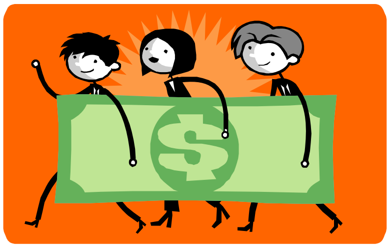
There are two types of formal evaluation. One measures the product; the other analyzes the process. Either or both might be appropriate to your project. The approach you choose will depend on the nature of the project and its objectives. For either type, you will need to describe the manner in which evaluation information will be collected and how the data will be analyzed. You should present your plan for how the evaluation and its results will be reported and the audience to which it will be directed. For example, it might be used internally or be shared with the funder, or it might deserve a wider audience. A funder might even have an opinion about the scope of this dissemination.

For FRCs that participate in the First 5, the evaluation section can describe how, when and what data is currently being collected and can be reported. Leveraging the existing evaluation efforts is encouraged when possible, rather than creating multiple evaluation efforts.

Sustainability

A clear message from grant makers today is that grant seekers will be expected to demonstrate in very concrete ways the long term financial viability of the project to be funded and of the nonprofit organization itself.

Most grant makers do not want to take on a permanent funding commitment to a particular agency. Rather, funders will want you to prove either that your project is finite (with start-up and ending dates); or that it is capacity-building (that it will contribute to the future self-sufficiency of your agency and/or enable it to expand services that might be revenue generating); or that it will make your organization attractive to other funders in the future. With the new trend toward adopting some of the investment principles of venture capital groups to the practice of philanthropy, evidence of fiscal sustainability becomes a highly sought-after characteristic of the successful grant proposal.



It behooves you to be very specific about current and projected funding streams, both earned income and fundraised, and about the base of financial support for your nonprofit. Here is an area where it is important to have backup figures and financial forecasts for the future ready, in case a prospective funder asks for these, even though you are unlikely to include this information in the actual grant proposal. Some grant makers will want to know who else will be receiving a copy of this same proposal.

Conclusion

Every proposal should have a concluding paragraph or two. This is a good place to call attention to the future, after the grant is completed. If appropriate, you should outline some of the follow-up activities that might be undertaken to begin to prepare your funders for your next request. Alternatively, you should state how the project might carry on without further grant support. This section is also the place to make a final appeal for your project. Briefly reiterate what your FRC wants to do and why it is important. Underscore why your agency needs funding to accomplish it. Don't be afraid at this stage to use a bit of emotion to solidify your case.

The Budget

The budget for your proposal may be as simple as a one-page statement of projected expenses. Or your proposal may require a more complex presentation, perhaps including a page on projected support and revenue and notes explaining various items of expense or of revenue.

<u>Expense Budget</u>

As you prepare to assemble the budget, go back through the proposal narrative and make a list of all personnel and non personnel items related to the operation of the project. Be sure that you list not only new costs but also any ongoing expenses for items allocated to the project. Then get the relevant costs from the person in your FRC that is responsible for keeping the books. You may need to estimate the proportion of your agency's ongoing expenses that should be charged to the project and new costs, such as salaries for project personnel not yet hired. Put the costs you have identified next to each item on your list.

Your list of budget items and the calculations you have done to arrive at a dollar figure for each item should be summarized on worksheets. You should keep these to remind yourself how the numbers were developed. These worksheets can be useful as you continue to develop the proposal and discuss it with funders; they are also a valuable tool for monitoring the project once it is under way and for reporting after completion of the grant.

A portion of a worksheet for a year-long project might look like this:

Item	Description	Cost
Executive director	Supervision	10% of salary = $10,000 25% benefits = $ 2,500
Project director	Hired in month one	11 months at $35,000 = $32,083 25% benefits = $8,025
Tutors	12 working 10 hours per week for three months	12 x 10 x 13 x $ 4.50 = $7,020
Office space	Requires 25% of current space	25% x $20,000 = $5,000
Overhead	20% of project cost	20% x $64,628 = $12,926

Next, prepare the expense budget. For most projects, costs should be grouped into subcategories, selected to reflect the critical areas of expense. All significant costs should be broken out within the subcategories, but small ones can be combined on one line. You might divide your expense budget into personnel and non personnel costs; your personnel subcategories might include salaries, benefits, and consultants. Subcategories under non personnel costs might include travel, equipment, and printing, for example, with a dollar figure attached to each line.

<u>Support and Revenue and Statement</u>

For the typical project, no support and revenue statement is necessary. The expense budget represents the amount of grant support required. But if project support has already been awarded, or if you expect project activities to generate income, a support and revenue statement is the place to provide this information.

In itemizing existing support, make note of any earmarked grants; this will suggest how new grants may be allocated. The total grant support already committed should then be deducted from the “Total Expenses” line on the expense budget to give you the “Amount to Be Raised” or the “Balance Requested.”

Any earned income anticipated should be estimated on the support and revenue statement. For example, if you expect 50 people to attend your fundraiser on each of four nights, it is given at $10 a ticket, and if you hope that 20 of them will buy the $5 souvenir book each night, you would show two lines of income, “Ticket Sales” at $2,000 and “Souvenir Book Sales” at $400. As with the expense budget, you should keep backup worksheets for the support and revenue statement to remind yourself of the assumptions you have made.

Budget Narrative

A narrative portion of the budget is used to explain any unusual line items in the budget and is not always required. If costs are straightforward and the numbers tell the story clearly, explanations are redundant.

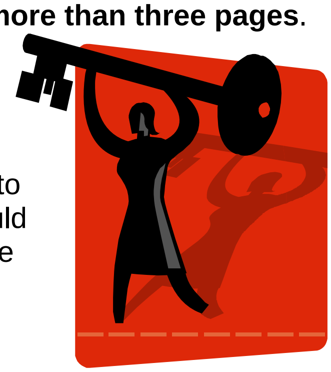
If a budget narrative is needed, you can structure it in one of two ways. You can create "Notes to the Budget," with footnote-style numbers on the line items in the budget keyed to numbered explanations. If an extensive or more general explanation is required, you can structure the budget narrative as straight text. Remember though, the basic narrative about the project and your organization belongs elsewhere in the proposal, not in the budget narrative.

Letter Proposal

Sometimes the scale of the project might suggest a small-scale letter format proposal, or the type of request might not require all of the proposal components or the components in the sequence recommended here. The guidelines and policies of individual funders will be your ultimate guide. Many foundations today state that they prefer a brief letter proposal; others require that you complete an application form. In any case, you will want to refer to the basic proposal components as provided here to be sure that you have not omitted an element that will support your case.

As noted, the scale of the project will often determine whether it requires a letter or the longer proposal format. For example, a request to purchase a $1,000 fax machine for your agency simply does not lend itself to a lengthy narrative. A small contribution to your agency's annual operating budget, particularly if it is a renewal of past support, might also warrant a letter rather than a full-scale proposal.

What are the elements of a letter request? For the most part, they should follow the format of a full proposal, except with regard to length. **The letter should be no more than three pages**. You will need to call upon your writing skills because it can be very hard to get all of the necessary details into a concise, well-articulated letter.



Follow these steps while keeping in mind that you are writing a letter to someone. It should not be as formal in style as a longer proposal would be. It may be necessary to change the sequence of the text to achieve the correct tone and the right flow of information.

Here are the components of a good letter proposal:

1. Ask for the gift: The letter should begin with a reference to your prior contact with the funder, if any. State why you are writing and how much funding is required from the particular foundation.

2. Describe the need: In a very abbreviated manner, tell the funder why there is a need for this project, piece of equipment, etc.

3. Explain what you will do: Just as you would in a fuller proposal, provide enough detail to

pique the funder's interest. Describe precisely what will take place as a result of the grant.

4. Provide agency data: Help the funder know a bit more about your organization by including your mission statement, brief description of programs offered, number of people served, and staff, volunteer, and board data, if appropriate.

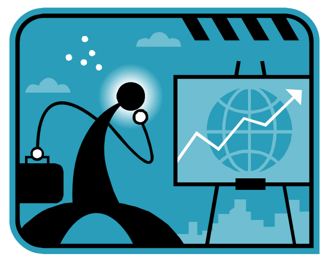
5. Include appropriate budget data: Even a letter request may have a budget that is a half page long. Decide if this information should be incorporated into the letter or in a separate attachment. Whichever course you choose, be sure to indicate the total cost of the project.

6. Discuss future funding only if the absence of this information will raise questions.

7. Close: As with the longer proposal, a letter proposal needs a strong concluding statement.

Attach any additional information required: The funder may need much of the same information to back up a small request as a large one: a board list, a copy of your IRS determination letter, financial documentation, and brief resumes of key staff.

It may take as much thought and data gathering to write a good letter request as it does to prepare a full proposal (and sometimes even more). Don't assume that because it is only a letter, it isn't a time-consuming and challenging task. Every document you put in front of a funder says something about your agency. Each step you take with a funder should build a relationship for the future.

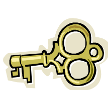


What Happens Next?

Submitting your proposal is nowhere near the end of your involvement in the grant making process. Grant review procedures vary widely, and the decision-making process can take anywhere from a few weeks to six months or more. During the review process, the funder may ask for additional information either directly from you or from outside consultants or professional references. Invariably, this is a difficult time for the grant seeker. You need to be patient but persistent. Some grant makers outline their review procedures in annual reports or application guidelines. If you are unclear about the process, don't hesitate to ask.

If your hard work results in a grant, take a few moments to acknowledge the funder's support with a letter of thanks. You also need to find out whether the funder has specific forms, procedures, and deadlines for reporting the progress of your project. Clarifying your responsibilities as a grantee at the outset, particularly with respect to financial reporting, will prevent misunderstandings and more serious problems later.

Nor is rejection necessarily the end of the process. If you're unsure why your proposal was rejected, ask. Did the funder need additional information? Would they be interested in considering the proposal at a future date? Now might also be the time to begin cultivation of a prospective funder. Put them on your mailing list so that they can become further acquainted with your organization.



This short course in proposal writing was excerpted from The Foundation Center's

Guide to Proposal Writing, 4th ed. (New York: The Foundation Center, 2004), by Jane C. Geever, chairman of the development consulting firm, J. C. Geever, Inc.

The Foundation Center's Guide to Proposal Writing and other resources on the subject are available for free use in Foundation Center libraries and Cooperating Collections.
See also in the FAQs "Proposal Writing" and among the User Aids "Web Sites for Proposal Writers."

Retrieved from: http://foundationcenter.org/getstarted/tutorials/shortcourse/summary.html on January 25, 2007

Appendix D: Proposal Application Template can be used to create boilerplate materials that can be cut and pasted into a variety of applications. Having a repository for information that will be used more than once will prevent rework and help you efficiently complete multiple proposals.

Proposal Checklist

Organization and planning will help your FRC respond to more funding opportunities successfully. The resources used to develop a grant propsal are invaluable to the organziation and are literally an investment in the FRC's future. Therefore, ensuring that the resources are used wisley and efficiently is essential for long term sustainability. One way to ensure efficiency is to organize and plan your approach to responding to new and ongoing funding opportunities.

There are three primary areas to pay attention to when organizing and planning to submit a proposal. They include:

- The Schedule
- Preparation
- Quality Assurance

Preparing a proposal can be overwhelming. Using a checklist to organize and review your proposal will help ensure it is of the highest quality possible. The following tips should be remembered when developing new proposals.

THE PROPOSAL SCHEDULE

- Make one and stick to it!

- Work backwards from the proposal due date.

- Leave plenty of time for copying, binding, and delivering the proposal. Remember, the copier knows that an important document is being copied, so it will break, jam or smudge. Have a back-up plan that includes having extra paper and toner on hand and sending the proposal out to be copied.

- Distribute the schedule to all members of your proposal team.

PROPOSAL PREPARATION

- Make sure you are familiar with the instructions in the RFP.
- Study the proposal evaluation criteria and the points allocated to each section/subsection of the proposal if applicable. This information will tell you what to emphasize and where to put your efforts with regard to proposal preparation.
- Hold an initial and regular follow-up meetings with your proposal team to discuss strategies, progress and problems.
- To the extent possible, your approach and strategy should provide answers to the following questions: who, what, when, where, how, and why.
- Don't assume that the funder knows your organization's capabilities, staff or the projects you have carried out. The funder is supposed to evaluate only the specific information contained in your proposal. That means it must be written down in accordance with RFP instructions.
- Use tables, charts and graphics to summarize information ("a picture says a thousand words") or to break up your narrative when allowed.
- You have a technical strategy -- you should also have a costing strategy!
- Don't wait until the last minute to begin gathering cost information that you will need to prepare your budget.
- Be aware of and understand the type of contract you are bidding: fixed-fee, cost-plus, cost-reimbursement, time and materials, etc. This will likely affect the way you price your proposal.
- Prepare a spreadsheet template or checklist of items to include in your budget.
- Make sure your budget is consistent with what you are proposing to do or provide.
- You may need to develop some specific assumptions for budgeting purposes. If appropriate, you can include these assumptions in your cost/business proposal on a separate page or as footnotes to your budget. In any event, always document your assumptions so that you can refer to them later and make changes if needed.
- Make sure that your budget can be easily read. Don't use a font that is too small.

QUALITY ASSURANCE

- Check the entire proposal for the following: technical consistency; spelling; page numbering; section/subsection numbering or letting; consistency of appearance of headings, subheadings, font types and font sizes.

- Make sure you have filled in and signed all the forms in the RFP that you must return with your bid.
- Before and after copying your proposals, check to see that each copy contains all pages and that they are in the proper order.
- Check and re-check your numbers and formulas. Review the hard copy of your budget to help in spotting errors.

Appendix A: Proposal Checklist contains an extensive checklist for developing and submitting a proposal. It can be customized for each RFP or funding opportunity and act as the quality assurance tool for grant writing. The tool is designed to help FRCs organize and think through all the actions necessary to successfully submit a proposal.

Review Appendix B: Top 10 Reasons Not to Fund a Proposal for the funder's perspective on why proposals don't receive funding. This resource also provides a list of pitfalls to avoid in your proposal

Additional Grant Writing Resources

There are many fine books and articles available on the subject of grant writing. The list below contains a few of the more practical (as opposed to highly theoretical) books that are targeted specifically to nonprofit organizations.

Finding Funding: Grant writing and Project Management from Start to Finish. By Ernest W. Brewer, Charles M. Achilles, and Jay R. Fuhriman. 2d ed. Thousand Oaks, CA: Corwin Press, l995. (GIC: LB2342.4/U6/B74/l995)

An excellent work on applying for federal funding in particular. Explains the proposal's components, how it is reviewed and finally implemented.

Foundation Center's Guide to Proposal Writing. By Jane C. Geever and Patricia McNeill. Rev. ed. New York: Foundation Center, 1997. (GIC: HG177.5/U6/G44/l997)

Extremely thorough. Emphasizes proposal writing as part of a planning process which involves a partnership between the nonprofit and the donor. Describes setting funding priorities, drafting the proposal and assembling needed information for the final copy. Also covers packaging the proposal and researching, contacting, and cultivating donors. Has sections on advice from funders, a sample proposal, and "life after the grant" - or rejection.

Getting Funded: a Complete Guide to Proposal Writing. By Mary Hall. 3d. ed. Portland, OR: Portland State University Continuing Education Publications, l988. (GIC: LB2823/H223/l988)

This painless workbook-like text first covers how to undertake the necessary planning and information-gathering tasks prior to the writing of the proposal. After it outlines other considerations such as how to responding to Requests for Proposals (RSPs), it then leads the reader into the principles involved in the actual writing of a proposal. Describes dealing with forms and applications, and includes examples in the text. A must-read; excellent guide for both individuals and nonprofits.

Grant writing, Fundraising, and Partnerships: Strategies That Work. By Karen B. Ruskin and Charles M. Achilles. Thousand Oaks, CA: Corwin Press, Inc., 1995. 185 p. (GIC: LC243/A1/R87/1995)

Preface states this book is "written for teachers and administrators who are developing new sources of funding for school and district-wide projects... with the focus on the "conceptualization, writing, and marketing of grant proposals specifically for educators." One-half of the text includes appendices with listings of small grant opportunities and foundations that support educational innovation.

Grassroots Grants: an Activist's Guide to Proposal Writing. By Andy Robinson. Berkeley, CA, l996. (GIC: HG177.5/U6/R63/1996)

Extremely well-organized, informal and frank guide for organizations for social change. Stresses the grant proposal as an organizational planning document which is eventually pieced together in a special format. Four examples of proposals are included. Also describes the importance of grants research and grant maker relations in the process, grants administration, dealing with rejection, and more.

1.2 The Grant Proposal Workbook

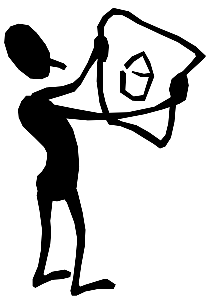
This section describes the various sections of a proposal and provides questions designed to prompt you to fully articulate the elements of your proposed project, your FRC's strengths and resources and covers the elements described in Section 1.1. One on one assistance can be used to complete the workbook and use it as the basis for multiple proposals.

Tools in this section are available on the companion CD, and include:

- A Sample Style Sheet to guide development of your proposal
- Grant Proposal Template and instructions for what belongs in each section

Boilerplate Materials

Style Sheet



The exact components of a proposal will be determined in part by the funder and the process they use to evaluate applicants.

Technology has aided proposers by allowing for quick retrieval and reuse of materials that have been developed by the FRC in the past to gain funding. The downside of the technology is that when collecting information from a variety of sources, you also inherit various fonts, language and style. Style formatting for information found on the web differs from style found in non web resources.

Establishing boilerplate materials within the FRC to develop a proposal can help eliminate rework and inconsistencies. Two resources are included in this module to help eliminate inconsistencies and to promote the quality of your proposals.

The first resource is a style sheet. When one resource in an organization is charged with developing all proposals, they tend to use the same language and approach from proposal to proposal. Should turnover occur or a proposal require that multiple staff assist in its development, the chance for inconsistencies increases. A style sheet can act as a quality assurance tool that communicates the "language" and style to be used in each proposal. A variety of style tools are available on CD or on the web. They vary in their approach based on the nature of the publication, be it for research purposes, business reports and academic publishing. They can be quite complex and take considerable time to navigate to find the information needed.

Appendix C: Proposal Style Sheet offers a brief, three page summary of the most common style questions that should be resolved prior to developing a proposal.

GRANT WRITING TOOLS

Who? These tools should be used by the main resources who will work on the proposal to efficiently develop a quality proposal process. One person should be identified as the "keeper of the proposal" and will act as the editor of the final product.

When? Customize and use prior to each new proposal submission.

How? Review the RFP or funder request for information. Delete sections that are not required and reorder the elements to match the funder's outline for how information should be submitted. Issue a style sheet to all resources who will help in the development of the proposal to ensure consistency in the font, format and language used in the proposal.

Grant Proposal Template

A second resource for use in developing proposals is to complete a boilerplate grant proposal template. The template includes all the information generally needed to complete a proposal or to submit a letter requesting funding. While initially this will require an investment of time, it can save time in the future and allow your FRC to respond quickly to new funding opportunities. It also ensures consistency and acts as the identified resource for new staff to go to when assisting in the development of proposals. The template includes:

- Cover Sheet summarizing all identifying and contact information for the organization
- Narrative including the introduction and background of the organization, a description of the community, a description of the problem and your approach to addressing the problem, and the goals and objectives of the FRC.
- Attachments and other requirements include a description of evaluation, sustainability, the organization's structure and administration, information about the Board, the financial position of the organization and other critical documents including IRS form, letters of support and program collateral that describe the FRC.

Appendix D: Grant Proposal Template can be completed with assistance from the Capacity Building Team to act as a resource for all future proposal of the FRC.

1.3 Using Tools and Resources

This section provides tools to tell the story and demonstrate need in a proposal. One area frequently listed by funders as a weakness in proposals they receive is the demonstration of need for a particular project. Funders prefer data to describe the target population to be served and to articulate the needs of the population that the proposed project will address. Collecting data can be time consuming and is often hit or miss, depending on the time availability and research experience of the person(s) developing the proposal.

This section includes tools designed to assist FRCs in describing the need for their services and in finding data to support that need the proposed project.

Tools included in this section and available on the companion CD:

- Sample Problem Statements for Kings County and its communities
- Internet Links for future data searches

Writing about Your Community

Leadership of FRCs know what the needs are in their community. They have interactions with parents, children, and service providers and usually live in the communities they serve. Identifying an issue, problem, or program for funding is likely to be an easy task. However, the potential funder is likely to be outside of the geographic area and may know very little to nothing about the community. As noted previously, providing a brief description of your community, coupled with a concise and convincing Problem Statement or Statement of Need is an essential component of a successful proposal.

How to Find Data about Your Community

Population and Demographics

There are several potential sources for information about your community. Population data is available from the US Census, California Department of Finance, and sometimes even local organizations such as Chambers of Commerce. In general, the US Census website is easy to access and use. Their website provides by default their most recently updated information for a specified geography. For Kings County, the most recent *detailed* information is from the American Community Survey (2005). These reports show all types of information including demographic makeup, economic, and housing characteristics. Information for individual communities is also available, but may not be as current. Examples of problems statements for Kings County and its surrounding areas are provided in Appendix E: Kings County Problem Statements.

RESEARCH TOOLS

Who? These tools should be used by the main resources who develop the problem statement and make the case for why the project is needed.

When? Prior to writing the needs statement.

How? Use the data links in Appendix F to find most current data for Kings County. Identify the data type needed by reviewing the indicators listed in the left column. Supplement data with focus group results, client surveys and evaluation data provided to First 5.

These problem statements were developed using web based resources and a recent needs assessment completed by UCLA for the First 5 Kings County evaluation project. As new resources become available, they should be incorporated into the grant proposal template.

Information that may be useful for future proposals includes:

Education

To quickly access local data other about education, use the California Department of Education's Dataquest. Reports can be customized to view recent enrollment, race or ethnicity of students, number of English language learners, dropout rates, school performance, and much more.

Health, Child Well-Being, Community Well-Being

Other statistics, including facts about children, health, crime rates, and more can be accessed using the internet and printed publications. These data provide can be helpful for prioritizing needs determining how to measure results.

Service Needs

Client surveys, interviews, and focus groups are just a few of the other potential information sources that can be helpful in writing a problem statement or statement of need. This information is likely to be very local, very current, and provide the funders with the information they need. Other agencies or organizations may be able to share relevant information from reports or studies; this can also be useful in developing your proposal.

What to Leave Out

Despite the value of adding statistics or data to a grant proposal, the vast majority of foundations are clear that they need to see a *concise* Problem Statement or Statement of Need that clearly links needs and issues to the proposed solutions or programs. So, it is not necessary or valuable to input all information available; rather, it is necessary to perform targeted research, and use data to support and strengthen the narrative. These data are just that – data, and require additional thought, explanation, and sometimes analysis make sense.

For all data, including information from clients, interviews, and focus groups, it is important to provide a source of reference for the data. The reference can be easily input in a footnote, endnote, or in parentheses. Providing the reference accomplishes many tasks, including validating the data to the reader, providing context, and recognizing the person or organization that collected or compiled the information.

The Internet links to data indicators has been provided to save time in future searches can be found in Appendix F: Internet Links for Future Data Searches.

Tips for Reviewing a Problem Statement or Statement of Need

Once you have written a problem statement or statement of need, review it (or, better yet, have someone else review it with the following questions in mind.

- Is the narrative is clear, focused, and logical?
- Does the proposal respond appropriately to what the grant maker requested?
- Is it clear why you are have chosen the particular program or method?
- Are there acronyms or jargon? Grant makers come from diverse backgrounds and may not know the acronyms or specific terms used in your profession.
- Have you double checked your numbers? Do they make sense where they are placed, and how they are used?

1.4 Strategies to Enhance Revenues

In the public services and nonprofit sectors, the quest for financial sustainability is a fundamental imperative for leaders. Only by securing a strong financial base for their organizations can leaders devote their attention to the core task of fulfilling the organization's mission and producing benefits for the public. As funding has become at once more competitive and complex, the important work of building a sound financial base has taken on greater urgency. One of the most prominent and broadly accepted ideas about how nonprofits can manage their finances effectively rests on the idea of revenue diversification.

Today, FRCs are able to generate revenue in support of their work from a variety of sources. These sources include government grants and contracts, fees and dues charged to clients and customers, contributions from individuals, foundations, corporations, and federated funders, and interest from investments or endowments. In some areas, like health care, government grants and contracts have become the dominant source of funding. In other areas, like the arts and religion, private contributions play a critical role. FRCs in Kings County are still exploring the options for diversifying their funding to achieve some kind of mix or balance between funding sources.

The appeal of the diversification rests on the idea of spreading risk across funding sources so as never to expose the FRC to the whims of any small funding constituency.

When an FRC has funding from multiple sources, the withdrawal of any single source of revenue will not have catastrophic effects for the agency. By diversifying their funding streams, FRCs can shield themselves from some of the turbulence of the market around them.

This section contains tools and resources that can be used to pursue new funding sources for FRCS. A brief explanation of the resource is provided, along with a link to the appropriate appendix. Topics covered in this section include: potential funding sources for FRCs, how to find new funding sources, other cost management strategies, and evaluating financial strategies for FRCs.

Tools included in this section and available on the companion CD:

- Potential Funding Sources for FRCs
- Options and Evaluating Financial strategies for FRCS

Options to Diversify Funding

Finding Foundations and Other Grant makers

A number of resources are available to support FRCs. Finding those resources can be time intensive and frustrating if they don't readily result in new funding. Research for this module included conducting searches for resources that matched the interest and needs of Kings County FRCs.

An index of potential funders for FRCs can be found in Appendix G: Potential Funding Sources Family Resource Centers.

This resource is the result of a search and targeted follow up with funders to evaluate the degree to which their interests match those of Kings County FRCs. The following steps were used to create a list of the foundations which may fund FRCs in Kings County. Documentation of this process (*how* research was conducted) provides FRCs with the knowledge to build upon and customize this research in the future.

First, services offered by the different FRCs were outlined. Most foundations and funders have specific fields of interest that they will fund. It was important to understand the different program areas that exist among the diverse FRC organizations currently funded by Kings County First 5.

Broad categories or key words used to conduct the search included:

1) Health
2) Counseling
3) Family Services
4) Practical Assistance
5) Legal Services
6) Family and Parent Services
7) Parent Education
8) Adult Education
9) School Readiness
10) Wellness and Social Services
11) Health and Safety
12) Early Care and Education

Next, a subscription was purchased for the Foundation Center's *Directory Online*. The Foundation Center was established in 1956, and is considered the nation's leading authority on philanthropy. *The Directory Online* provides information about funders and grant makers that can be interactively searched. Several levels of subscription are available. For the Premium Service (used for this research) the annual cost is $595 per year; however short term subscriptions are available. The cost of the subscription at this level for one month was approximately $59.00. The Foundation Center online can be found at http://fconline.fdncenter.org/.

Finding Foundations Using the Foundation Center's Directory

Use the following steps and tips to search the Foundation Center's Directory.

1) Input "California" input as the geographic focus,
2) Select "Fields of Interest". These are predefined by the Foundation Center, so the services or programs of FRCs need to be matched to the Foundation Center's categories. Click the search field heading "Field of Interest" to view an index for that search field, or type words into the search fields on this page. Multiple fields of interest can be searched at one time.
3) Click on the individual foundation links that are returned from the search. Scan each foundation's geographic focus, limitations, and past giving activities. This information will help you to determine which foundations are possible funders for your organization.
4) The Foundation Center's directory can also search text strings. This is a fast way to find exactly what you are looking for. For example, the geographic area of Kings County returned no results, but, by inputting "Kings" into the text string field, about 10 results were returned. This type of search is very helpful in conducting a targeted, rather than comprehensive search.
5) The directory allows you to search by type of support. If a particular type of support is needed, such as financing for a new building, consider adding this parameter to your search to save time. The categories available can be selected from a list by clicking on the field heading *Types of Support.*
6) When available, the past grants awarded by organization type and amount can help to determine whether the foundation is a good match for the FRC's activities. If you have questions or concerns, contact the foundation to find out more; foundations often receive proposals that are not in line with their giving strategies.

Conducting Follow-up Research

1) Visit websites (where available) and record any timelines, points of contact. Download any forms available.
2) Where websites are not available or do not provide information, call the point of contact to find out more about the foundation and whether they would be good match for the FRCs. If possible, find out if you can see examples of previously funded proposals or get other specific information about tailoring your proposal for the foundation.
3) For many foundations, no contact other than a physical address is available. These may require a formal letter of interest (or, follow other directions as directed in the profile found on the Foundation Center's Website).

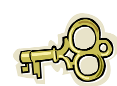
FUNDING RESEARCH TOOLS

Who? These tools should be used by the Executive Director, Chief Financial Officer, Grant Writer or Board member responsible for new funding lead.
When? Beginning in 2008, update the resources listed in Appendix G on an annual basis to identify resources that will be pursued to diversify funding
How? Follow the directions for the Foundation Directory search. To offset costs, FRCs could collaborate to purchase an annual membership with results shared among the FRCs.

Moving Beyond the Foundation Center's Directory to Find Foundations and Grant makers

1) Determine companies in Kings County's cities and towns that provide funding to local organizations. To find out about corporate giving programs, search the internet (using Google or similar engine) for company websites. Banks, department stores, grocery stores are examples of corporations that may provide local grants.
2) Once on a corporate website, use the text search box (or site index) to find information on public giving, charity, corporate giving, communities, or grants
3) Follow leads of corporations that contribute to local organizations. In addition to the Web, contacting the management of the stores can be a good start.

Other Potential Revenue Sources



In addition to foundations there are a variety of other funding sources being used around the country specifically to finance FRC activities. These sources tend to use more long term strategies and may not result in short term funding, but show promise for stable funding over the long haul. Appendix H. Evaluating Financial strategies for FRCs lists a variety of long term fund diversification options and provides criteria to evaluate whether to pursue any of the options. It is recommended that only one or two of the strategies be pursued at any given time. In addition, many of the strategies offer opportunities for all Kings County FRCs to benefit if implemented, so a collaborative approach may be needed to pursue such options. The tools includes a column that identifies implications for FRCs to provide additional information about how these funding sources might apply to FRCs in Kings County.

Additional Fund Diversification Resources

There are many websites that address financial strategies and options for fund diversification. They include:

Financing Strategies

The Foundation Center
312 Sutter Street, #606
San Francisco, CA 94108
(415) 397-0902 Phone
(415) 397-7670 Fax
http://www.fdncenter.org/sanfrancisco

Afterschool.Gov: How to Get Money - This database gives you one stop for information about more than 100 sources of federal funding for after-school and youth development programming. For each of the programs listed in the database, you will find a brief description of the kinds of activities that can be funded, along with information about the application process, and contact information (web site addresses and telephone numbers).
http://www.afterschool.gov/cgi-bin/htgmsrch.pl

Search Zone - Brings together all the search capacity of The Foundation Center including databases and annotated links for Private Foundations, Corporate Grant makers, Grant making Public Charities and Community Foundations. Use keywords to conduct a general search of the Center's Web site, links to grant makers web sites, search the Philanthropy News Digest archives, and the Online Database of the Literature of the Nonprofit Sector. A fee-based service takes you beyond these information sources, to details of the 10,000 largest foundations in the US.
http://fdncenter.org/searchzone/

Grants Etc This site enables novice and advanced grant seekers and funders and fundraisers and donors to access relevant information throughout the Internet. Two main sections are Funding Sources and Information Resources. Sections under Funding includes: Government Agencies, Foundations, Corporations, Nonprofit Organizations, Funders for Special Interests, and Contributors and Recipients. Sections under Information include: Courses and Workshops, Associations, Journal and Listservs, Information Sources, Laws, Taxes and Management, and Meta-Sites & Search Engines. Best Bet.
http://www.ssw.umich.edu/resources/index2.html?collection=grants

Grants Information Center - Provides sources of information on foundation and corporate giving. Many links to sources of funding, nonprofits, research and planning for grants. A Foundation Center Cooperating Collection.
http://www.library.wisc.edu/libraries/Memorial/grantshp.htm

Other Publications of Interest to FRCs

Financing Family Resource Centers: A Guide to Sources and Strategies
http://www.financeproject.org/Publications/family_resource_centers.pdf – Publication by The Finance Project available for free download with excellent practical information about crafting an effective strategic approach to income diversification.

Using the Community Reinvestment Act to Help Finance Initiatives for Children, Families and Communities http://www.financeproject.org/Publications/CRA.pdf – Publication by the Finance Project with excellent information and examples for how to engage local financial institutions (banks, credit unions, etc.) in making investments in community services that also enable the institution to meet federal guidelines.

Federal Funding

Administration for Children and Families
www.acf.hhs.gov/programs/grantreview/funding/open.html – Lists federal funding opportunities that are currently open for children and family services, and includes grants specifically related to family strengthening issues that can be addressed by Family Support programs.

Grants.gov www.grants.gov - The electronic storefront for federal grants.

Catalog of Federal Domestic Assistance www.cfda.gov or http://12.46.245.173/cfda/cfda.html - Lists all types of federal grant programs in an online, searchable database.

Faith-based Initiative/Compassion Capital Fund (CCF) www.acf.hhs.gov/programs/ccf/ - Helps faith-based and community organizations increase their effectiveness and enhance their ability to provide social services to serve those most in need. CCF opportunities are administered through the Demonstration Program and the Targeted Capacity Building Program.

Department of Justice Funding Opportunities www.ojp.usdoj.gov – Gateway providing access to grants by source, forms, and related information for all departments and programs within the federal Department of Justice.

Federal Notices of Funding Availability/Search http://ocd1.usda.gov/nofa.htm - Allows users to generate customized listings for funding announcements that appeared in the *Federal Register*.

Department of Education Early Reading First www.ed.gov/programs/earlyreading/index.html – Provides access to information about early literacy grants available through the U.S. Department of Education.

Grassroots Fundraising Journal www.grassrootsfundraising.org – Offers information on fundraising, including tips for special events and many other methods of fundraising.

FundsNet www.fundsnetservices.com – Catalogues a multitude of funding opportunities and resources for fundraising.

Cost Management Strategies

Long term sustainability not only requires diverse funding but also diligent attention to be given to the issue of efficiency – making sure that costs are managed in order to get as much value as possible from expenditures. In addition to increasing revenues, another way to optimize finances is to reduce expenses or optimize costs.

There are nine major strategies that can be used to optimize costs. The strategies are outlined below so that FRCs can discuss how they might apply to their organization in order to reduce, or at least control, future costs.

1. **Convert fixed costs to variable costs**. A simple way of thinking about this strategy is to only pay for the amount of a resource you really need, rather than paying a fixed cost regardless of how much of the resource is needed or used. This approach is used often in counseling services to align costs more closely with income, especially where fee-for-service payments are received; counselors are paid on a per-hour basis for clients they see rather than being paid a fixed salary regardless of client caseloads. It can also work for positions requiring specialized skills (e.g. accounting or information technology), and has even been applied effectively to situations like rent (e.g. by renting out underutilized office space and paying for telecommuting costs for selected staff in order to reduce total rent and facility costs).

2. **Line item cost control**. This strategy involves looking at each individual type of expense and determining how costs can be reduced. Examples include shifting to defined contribution health plans and cafeteria plans to control employee benefit costs, changing to a lower-cost phone service plan, and exploring ways to reduce waste and loss of supplies.

3. **Change suppliers or ordering patterns**. It is sometimes possible to obtain substantial price breaks for bulk orders (e.g. order six months' worth if suitable storage space is available) and/or to get better bids from other vendors. Supplies and printing are among the types of costs for which this strategy can be particularly effective.

4. **Streamline operations**. Look hard at where staff time is spent, optimize workflows and eliminate low value activities. This can make a major difference with staffing. As just one of many examples, a nonprofit substance abuse treatment agency that had two full-time positions devoted to a labor-intensive billing process was able to get their billings done with a half-time position and fewer errors after a three-month project to better automate and streamline their billing process.

5. **In-kind support**. Look for non-cash contributions that reduce costs, such as donations of excess business inventories, special deals from businesses, and free or low-cost use of building space.

6. **Collaborations for cost sharing**. There are many ways for agencies to work together to reduce costs. Options include bulk purchases on behalf of multiple agencies in order

to get larger quantity discounts, joint contracting for professional services, and sharing of office space, equipment and even staff positions. This strategy can be especially valuable for reducing fixed costs.

7. **Outsourcing (or in-sourcing)**. Contract out low volume or highly specialized activities, especially where it allows the quality of service to be improved in a way that increases the efficiency and effectiveness of many staff positions. Conversely, look at services that are currently being contracted out to see if any of them have grown to a high enough volume/activity level to enable them to be handled internally in a more cost-effective manner.

8. **Organizational redesign**. In some cases, fundamental re-thinking of programs and/or staff roles is necessary. As difficult as it is, the best long-term strategy can often be to cut back or eliminate programs or services that are draining resources at a higher rate than the amount of value they are producing for clients or communities.

9. **Defer or eliminate discretionary costs**. This strategy essentially means, "do without those things that you can do without." It is intentionally listed last; many human service agencies start with this strategy on the belief that austerity equals efficiency, but it is actually recommended to use the other eight strategies first in order to create systematic efficiencies that can be sustained. That being said, "do without" is sometimes a necessary approach to keeping costs in line with revenues.

Combining new funding with new efficiencies lays a strong foundation for the future sustainability of FRCs in Kings County. By applying tools and resources found throughout this manual, it is hoped that FRCs will sustain their operations and serve many generations of children and families in Kings County in the years to come.

Appendices

The following appendices contain worksheets and tools described in the various sections of the toolkit. Electronic copies of the worksheets and tools are also contained on the companion CD.

Appendix A: Proposal Checklist

Customize this checklist each time a new RFP is received to organize and ensure the quality of the application. Save the file under a new name, reflecting the funder and date the proposal is due e.g. Save as “proposal checklist First 5 March 2007”. As tasks are completed, click on the box and a check mark will appear indicating the task is completed.

1. RFP/DOCUMENTS

- ☐ Obtain complete copy of RFP.
- ☐ Distribute RFP to appropriate staff.
- ☐ Review RFP for missing pages/sections.
- ☐ Prepare questions for submission to Contracting Officer.
- ☐ Receive and review responses to questions.
- ☐ Collect, distribute and review pertinent background documents.

2. DEVELOP STRATEGY

- ☐ Hold strategy meetings.
- ☐ Identify strengths and weaknesses.
- ☐ Identify goals of the project.
- ☐ Identify ways to achieve the goals.
- ☐ Develop strategic themes.
- ☐ Develop strategy for each component and overall.

3. DEVELOP PROPOSAL

- ☐ Prepare proposal template based on the RFP.
- ☐ Identify & select writers for each section.
- ☐ Determine page numbers for each section.
- ☐ Customize document into requested format (font, major/minor headings, etc.).
- ☐ Provide writers with written formatting guidelines/instructions.
- ☐ Prepare/distribute style sheet with list of nomenclature, abbreviations, acronyms.
- ☐ Identify and provide writers with relevant sections from past proposals.

- ☐ Prepare schedule/identify due dates for draft sections.
- ☐ Determine review, feedback and editing process for written sections.
- ☐ Review and edit first draft
- ☐ Complete final draft
- ☐ Ensure sufficient quantities of appendix materials are available.

4. PACKAGING

- ☐ Select cover design (map, picture, graphic, etc.).
- ☐ Identify info for cover (RFP #, date, submitted to/by, etc.).
- ☐ Prepare cover.
- ☐ Determine how proposal will be packaged.
- ☐ Purchase binder rings and covers, if needed.
- ☐ Purchase notebooks if needed.
- ☐ Purchase dividers/tabs if needed.
- ☐ Ensure sufficient quantities of all packaging items are available.

5. FINISHING TOUCHES

- ☐ Spell check and style check all sections.
- ☐ Gather appendix materials.
- ☐ Prepare Table of Contents.
- ☐ Prepare Transmittal Letter.
- ☐ Prepare Inside Cover Sheet for Technical Proposal.
- ☐ Prepare Section Tabs/Dividers for Technical Proposal.

6. PRODUCTION

- ☐ Determine where and by whom proposal will be reproduced.
- ☐ Insert special pages, charts, etc., if required .
- ☐ Insert appendix materials.
- ☐ Check pages in each copy for legibility.

- [ ] Check each copy to ensure no pages are missing.

7. PROPOSAL DELIVERY/LOGISTICS

- [ ] **Preparations for Delivery**
- [ ] Obtain packaging materials (boxes, wrapping paper, tape).
- [ ] Purchase box handle (if needed for hand carrying).
- [ ] Prepare label for proposal.
- [ ] Prepare outside address label.
- [ ] Mark "original" on 1 copy proposal.
- [ ] Prepare receipt (for hand carrying).

- [ ] **Mailing**
- [ ] Check courier service schedules (# days required for delivery).
- [ ] Wrap proposal and affix "proposal" label.
- [ ] Affix outside address label.

- [ ] **Hand Carrying**
- [ ] Identify person to carry proposal.
- [ ] Affix outside address label.
- [ ] Affix handle, if required.
- [ ] Provide receipt to person who will hand-carry proposal.

retrieved and revised on February 23, 2007 from
http://www.iusb.edu/~research/ProposalCheck.html

Appendix B: Top 10 Reasons Not to Fund a Proposal

The following information is a reminder of the do's and don'ts of proposal writing from the funder's perspective.

An excellent grant proposal must pass the SIMPLE test – it should be:

Specific	Clear about what will be done
Immediate	Provide a definite timetable for action
Measurable	Show how project success can be measured
Practical	Offer real solutions to real problems
Logical	Be presented in an orderly manner
Evaluable	Show the degree of change targeted

Listed below are the top 10 reasons that grant proposals do <u>not</u> get funded**,** according to national research with foundations and other grant makers, and suggestions for how to avoid each of these pitfalls. This information is included as a reminder of actions that can maximize funding from grant proposals.

1. **Project does not address current needs in community or field**
2. **Project is ineligible or not appropriate to program guidelines or review criteria**
3. **Proposal does not meet the intent of the funder's goals and review criteria**
4. **Proposal is difficult to read or understand**
5. **Low quality support materials are provided**
6. **Proposal is incomplete**
7. **Applicant fails to take advantage of technical assistance**
8. **Proposal arrives late or the funder does not receive it**
9. **Proposal content is outdated, incorrect or contradictory**
10. **Proposal is not authorized or signed by an authorizing official**

- Obtain proper authority for your proposal prior to submitting it.
- Send a copy of your proposal to the authorizing official and governing board.

PITFALLS TO AVOID:

- Failure to follow the RFP instructions regarding organization of the proposal, inclusion of required information, page limits, volumes, etc.

- Failure to take evaluation criteria and allocated points into consideration when preparing your response.

- Failure to understand and to demonstrate an understanding of the problem (i.e., the reason why the agency is issuing the RFP).

- Failure to submit your proposal on the required date and time.
- Failure to include all of the information requested by the Agency.
- Failure to tailor your response to the specific RFP.
- Costs/budgets are unreasonable (too high or too low) or incomplete.
- Costs/budgets do not provide any detail or breakdown information (if required) for line and sub-line items.
- Failure to include specifics of your proposed approach to the project.
- Proposal is unprofessional in appearance (e.g., typos, blank pages, unnumbered pages, smudges, no white space, sloppy-looking, etc.). This reflects poorly upon your organization.
- Proposal is poorly written (e.g., information is not presented/organized in a logical manner, proposal is difficult to follow, poor grammar, etc.).
- Proposal merely repeats or paraphrases the RFP.
- Proposal does not explain how or by whom the project will be managed.
- Proposal does not contain RELEVANT information about your firm, its capabilities, and/or its management and staff.
- Proposal does not demonstrate that your firm/organization and personnel have the experience and capability to carry out the project

Appendix C: Proposal Style Sheet

This style sheet provides basic information about how to create a uniform, consistent proposal. It should be provided to anyone who will play a role writing or editing the proposal. It can be customized to include key terms specific to your FRC.

Margins: 1 inch all sides

Headers/Footers: 0.5 inch from edge

Font Style: Normal: Arial 11 pt., regular

Heading 1: Arial 16 pt., bold, kern

Heading 2: Arial 14 pt., bold, italic

Heading 3: Arial 13 pt., bold

Section Headings: Excluding the title page, all headings should be left justified.

Sentences/Paragraphs:

- One space after the period when starting a new sentence.
- One line space between paragraphs.
- No indent at start of each paragraph.

Page Numbering: Bottom, center without dashes: 1, 2, 3

Table Of Contents: Select "from Template" for style format.

TABLE OF CONTENTS

Tables/Charts:

- Each table/chart should have a source which is listed at the end of the table/chart.
- Table/chart titles should be in caps except for articles, short prepositions, and short conjunctions.
- Clearly label tables that extend beyond one page, and use continuation headings on continued pages.
- Column titles should be in **bold**.
- Number tables/charts sequentially.

Table 1. Nonfatal Hospitalized Unintentional Injuries for Children 0-4 in San Diego County, 1999-2001

Year	Number of Hospitalizations
1999	745
2000	687
2001	617

Source: CA Department of Health Services EPIC Branch. Nonfatal Hospitalized Injuries by Age Group, San Diego County Residents, 2001. Retrieved on December 31, 2003 from http://www.applications.dhs.ca.gov/epicdata/content/sum_causebyage.htm

Endnotes:

- Use the APA style for formatting endnotes. In the first endnote to a source, include the author(s), the full title, complete publishing information, and the pages being referred to.[i] (see sample of endnote at end of this appendix)
- Endnote numbers should always appear at the end of the sentence immediately after the period.

Capitalize the first letter of proper names: that is, those specific, one-of-a-kind names for a person, place, university or school, organization, religion, race, month or holiday, historic event, trade name, or titles of a person or of a document. (examples: Kings County, the United Way, the University of California)

Abbreviations:

- Avoid abbreviation whenever possible
- If necessary:
- Eliminate periods in and after most abbreviations.
- Clarify an unfamiliar abbreviation by enclosing its unabbreviated form within parentheses following its first use in a document.
- Spell out abbreviations that begin a sentence (except for those that, by convention, are never spelled out, lie Mr. and Mrs.)

Symbol:

Use the symbol for **percent (%)** when it is preceded by a numeral. Use the word **"percentage"** when a number is not given.

- found that 18% of rats
- determined the percentage of rates

Numbers:

- Use commas in numbers above 999 (e.g., 1,000, 2,222, 3,456)
- Spell out numbers that start a sentence.
- Write out numbers if they are below 10 and use figures if they are 10 or above.
- Use a combination of letters and figures for very large round numbers (1 million or greater): [e.g. Our annual budget exceeds $16 million.]
- Always use figures for percentages and decimal fractions (23.3%).

- Always use figures for dates (January 21, 2007 or January 21st).

<u>Lists/Bulleted Items:</u>

- Use numbers, letters, bullets, or dashes to identify each item in a displayed list. Bullets and dashes may be used when the list contains items of equal importance, and those items will not have to be referred to by number or letter.
- End items in a displayed list with periods if one or more of the items is a complete sentence.
- Capitalize the first word of each item in a displayed list, unless the listed items complete the thought begun in the introductory sentence.
- Use a list within a paragraph whenever the list is short (fewer than six items) and you do not wish to emphasize the list:
  (e.g., "The HCF memory is in three sections: (1) program, (2) nonvolatile RAM, and (3) scratch-pad RAM.)

<u>Colons, Semicolons, Commas</u>:

- **Colons** link related thoughts, one of which must be capable of standing alone as a sentence. Colons shift emphasis forward: they tend to make the second thought the most important part of the sentence.
- **Semicolons** link complete thoughts that could otherwise stand alone as separate sentences. The complete thoughts linked by a semicolon are equal in structure and importance.
  - Use a semicolon along with a coordinate conjunction to join independent clauses or complete thoughts that already contain a comma, even if they are clear without the semicolon. (e.g. – Although new rain gauges helped us monitor total precipitation, we could not have anticipated the heavy spring runoff; and the resulting floods caused considerable damage to the watershed.)
- **Commas** separate complete thoughts joined by these simple conjunctions: *and, but, or, for, nor, so, yet*.
  - Include a comma before the "*and"* joining the last two items in a series. (e.g. - The mechanic replaced the bracket, hinge pin, and wheel assembly.)
  - Use a comma after the year in a date and the state in an address when either appears in the middle of a sentence. (e.g. - We moved on June 15, 1997, into our new office. His speech in Joplin, Missouri, was most forgettable.)
  - Use a comma after introductory phrases and clauses, even when they are very short and simple: (e.g. – After we wrote the report, we submitted it.)
  - Use a comma to enclose parenthetical expressions, even very short ones such as *thus.* (He was, thus, surprised by the answer.)

<u>Common Word Problems:</u>

- **All right/alright**: All right is the standard spelling: alright is an informal or nonstandard spelling and is not considered correct.
- **a.m./p.m./noon/midnight:** Use lower case text versions with "a.m." referring to times after midnight and before noon and "p.m." referring to times after

noon and until midnight. To avoid confusion, use noon and midnight instead of 12:00 a.m. and 12:00 p.m.

- **and/or:** Avoid using and/or as this term is usually difficult and sometimes impossible to read with surety. If you do use it, make sure that the situation you describe has at least three possibilities.
- **Affect/Effect:** *Affect* is usually a verb meaning "to change or influence." *Effect* is usually a noun meaning "a result or consequence.
- **That/Which:** Use either "that" or which" (without commas) to introduce restrictive clauses (the clauses help identify the meaning). Use "which" for nonrestrictive clauses (with enclosing commas). An informal test for a nonrestrictive clause is if the "which" clauses were deleted, the basic meaning of the sentence would not change.
  - Restrictive**:** The connecting rod (that or which) failed delayed us for two days.
  - Non**-**Restrictive: The Evans report, which took us several months to finish, is beginning to attract attention.

IMPORTANT NOTE: When cutting and pasting into a working document, make sure the material you will be pasting is in the correct format defined by this style sheet to eliminate problems caused by multiple styles within a single document.

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[i] Betty Z. Bassoff, J. T.-T., James Tatlow, Brian Kuck (2002). San Mateo County Universal Preschool Feasibility Study Phase III: Environmental Scan, Health and Human Services Consultants of Southern California.

This environmental scan was conducted to identify the barriers and how they can be overcome to achieve an equitable distribution of early care and education at a time when school readiness has become a national goal.

Appendix D: Grant Proposal Template

This template can serve as a boilerplate resource for completing multiple proposals. It should be updated annually as information changes for the organization. Not all sections need be completed. Rather, the FRC should identify the most frequently requested information and complete those sections. A hard copy binder with attachments including a list of Board members, organizational chart, IRS tax exempt letter etc. can be a useful repository when completing multiple applications.

I. COVER SHEET

Organization Name:

Tax exempt status:

Year organization was founded:

Date of application:

Address:

Telephone number: Fax number:

Director:

Contact person and title (if not director):

Grant request: Period grant will cover:

Type of request (general support, start-up, technical assistance, etc.):

Project title (if project funding is requested):

Total project budget (if request is for other than general support):

Total organizational budget (current year):

Starting date of fiscal year:

Summarize the organization’s mission (two to three sentences):

Summary of project or grant request (two to three sentences):

II. NARRATIVE *(maximum of five pages.)*

A. Introduction and Background of Organization (Incorporating the following points:)

1. Briefly describe your organization’s history and major accomplishments.

2. Describe your current programs and activities.

3. Who is your constituency (be specific about demographics such as race, class, gender, ethnicity, age, sexual orientation and people with disabilities)? How are they actively involved in your work and how do they benefit from this program and/or your organization?

4. Describe your community.

B. Describe your request (Incorporating the following points:)

1. Problem statement: what problems, needs or issues does it address?

2. If other than general operating support, describe the program for which you seek funding, why you decided to pursue this project and whether it is a new or ongoing part of your organization.

3. What are the goals, objectives and activities/strategies involved in this request? Describe your specific activities/strategies using a timeline over the course of this request.

4. How does your work promote diversity and address inequality, oppression and discrimination within your organization as well as the larger society?

III. ATTACHMENTS/REQUIREMENTS (Supply everything requested by the funder)

A. Evaluation

1. Briefly describe your plan for evaluating the success of the project or for your organization’s work. What questions will be addressed? Who will be involved in evaluating this work—staff, board, constituents, community, consultants? How will the evaluation results be used?

B. Organizational Structure/Administration

1. Briefly describe how your organization works: What are the responsibilities of board, staff and volunteers?

2. Who will be involved in carrying out the plans outlined in this request? Include a brief paragraph summarizing the qualifications of key individuals involved.

3. Provide a list of your board of directors with related demographic information.

4. How is the board selected, who selects them and how often?

5. Include an organizational chart showing decision-making structure.

C. Finances and Sustainability

1. Most recent, completed full year organizational financial statement (expenses, revenue and balance sheet), audited, if available.

2. Organization’s current annual operating budget (See attached budget format).

3. Current project budget, other than general support (See attached format).

4. Projected operating budget for upcoming year (See attached format).

5. List individually other funding sources for this request. Include amounts and whether received, committed or projected/pending.

6. Describe your plans for future fund raising.

7. A copy of your IRS 501(c)(3) letter.

D. Other Supporting Material

1. Letters of support/commitment (up to three).

2. Recent newsletter articles, newspaper clippings, evaluations or reviews (up to three).

3. Recent annual report.

IV. BUDGET

If you already prepare organizational and project budgets that approximate this format, please feel free to submit them in their original forms. You can also reproduce this form on your computer and/or submit separate pages for income and expenses.

Budget for the period: ______ to _______

EXPENSES	
Salaries & wages (breakdown by individual position and indicate full or part-time)	
Fringe benefits & payroll Taxes	
Consultants & professional fees	
Travel	
Equipment	
Supplies	
Training	
Printing & copying	
Telephone & fax	
Postage & delivery	
Rent & utilities	
In-kind expense	
Other (specify)	
TOTAL EXPENSE	

INCOME	
Government grants & contracts (specify)	
Foundations (specify)	
Corporations	
Religious institutions	
United Way, Combined	
Federal Campaign & other federated campaigns	
Individual contributions	
Fundraising events & products	
Membership income	
In-kind support	
Other (earned income, consulting fees, etc. Please specify)	
TOTAL INCOME	
BALANCE	

Appendix E: Kings County Problem Statements

How to Use This Document

This document is designed to be altered to meet the specific funding requirements of various funding sources. It is important to carefully read the guidelines for submitting proposals to prospective funders and changing this document (adding, moving, deleting, updating data) to meet specific requirements. Review and customize the Statement of Need / Problem Statement. Prospective funders will be sensitive to whether their interest areas for giving match the needs of the FRC, and how well the FRC can relate their needs to those of the funder. The following templates provide examples of publicly available data about Kings County and individual communities.

PROBLEM/NEED STATEMENT

The segments in this section provide, for each program, a compelling description of the community needs that will be addressed through the funding proposal.

Kings County

Located in the heart of California's San Joaquin Valley, Kings County has rich natural and cultural resources. The scenic Kettleman Hills lie to the southwest, and a large balance of land in the county is devoted to farming. The cities of Hanford, Lemoore, Corcoran, Avenal, and Kettleman City are population centers, surrounded and connected by agricultural land and rural communities. The county's population is relatively small: in 2005, King's County's population was estimated at 121,418.[1]

Families with young children are important to any community; they are of special importance in Kings County. Census data show an estimated 9%, or 11,091 persons are children under age five in Kings County (2005), and 19% of the population are ages five to 14. Both rates are higher than nationwide averages. The median age in Kings County is 6 years younger than the national average, and the average family size is larger. Working families with young children characterize a large, very important component of the county's population.

More About Families in Kings County

- Among Hispanic/Latinos in Kings County, 95% are from Mexico (American Community Survey, 2005).
- 61% of children received free or reduced lunch in King's County, compared to 51% of children statewide (California Department of Education, 2005-2006). This statistic provides an estimate of need: more than half of families need food assistance to feed their children.
- Approximately 10% of students were enrolled in Special Education in last year (California Department of Education, 2005--2006).
- The average family income in Kings County is 2/3rd the average family income in California (American Community Survey, 2005).

[1] American Community Survey, 2005; note that this does not include persons in institutions or prisons. The estimated incarcerated population in Kings County is over 20,000 persons.

The largely rural nature of Kings County provides important quality of life to its residents. However, there are also socio-economic realities. Both median and mean family incomes in Kings County fall below national averages. The average family income in Kings County is only 66% of the average family income in California. More families live in poverty, with 23% of children living in households whose income was below the poverty threshold, compared to 15% statewide (2004 to 2005).[2] Further, it falls disproportionately, with certain groups more likely to live in poverty than others. Among female led households in Kings County, 38% of incomes had fallen below the poverty level within a 12 month period. These rates are greatly above statewide averages for the same group.[3] This means that many families in Kings County do not have incomes to meet basic needs, including food or health care.

Federal, state and local agencies exist that provide services for families. These include Medi-Cal health insurance, WIC, and free and reduced lunch programs. While these programs are important sources of support for many families, others find themselves without information about or access to these services. Complex intake processes, distance to service centers, strict eligibility requirements, language barriers, and lack of information regarding services available are common barriers to service access. Access to quality information about services is needed. Information is also needed in Spanish: in 2005, an estimated 44% of persons in Kings County (over age 5) spoke a language other than English at home. Spanish is the primary language spoken outside of English.

Recently, in conjunction with Kings County First 5, the needs of families with children were assessed to determine which services, if any, were most needed. County-wide, <u>child care</u> was selected most often by families, English as a Second Language (ESL) ranked second, and dental care was third. Programs and information to assist parents in preparing children for kindergarten were also at the top of the list. Families indicated they need a centrally located place that provides information about services for children ages birth to five. Other prominent needs were job training, general health care, food, and clothing.[4] When asked what the barriers were to obtaining services, the overwhelming response was that parents could not access services because they were not aware they existed. Focus groups were also conducted to determine needs within Kings County. Over 60 participants identified the following needs:

a) Full-time, high quality preschool for all children ages 0-5, with all components; capacity for and integration of special needs in both private and publicly funded preschools,
b) Centers in each community that support/give parents and other caregivers appropriate information and resources, particularly regarding parenting skills, modeling, parent/caregiver-child attachment,
c) Children's insurance coverage for health and dental, including preventive services, without regard to county residency or immigration status,
d) Services to fill gaps for children transitioning from preschool to Kindergarten and first grade including personnel and curricula, and
e) Capacity building for FRCs for children with special needs and their families

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[2] American Community Survey, 2005.
[3] American Community Survey, 2005 compared to 25% statewide.
[4] In the UCLA needs assessment 22 response categories were selected by one or more respondent.

Family Resource Centers can provide many of these services, and, provide a welcoming place for families to connect and work together.

Education

The number percentage of students above the 50^{th} National Percentile Ranking (NPR) is low in Kings County. Only 28% of all fourth graders were reading above the 50^{th} NPR in 2004; and only one in five economically disadvantaged children in Kings County scored at or above the 50^{th} NPR for the same year.

In the 2005-2006 school year, approximately 10% of students were enrolled in special education. Of children enrolled in special education (county-wide), 102 were ages birth to five.[5] More than half of students enrolled in special education had specific learning disabilities (SLD). One quarter were enrolled in special education for speech or language impairments.

Child Care

In both surveys and focus groups, quality child care was the most important concern for families. Quality child care allows parents to work in order to bring in much needed income, provides children with social activity and age-appropriate learning.

Family Stability

Kings County has a high rate of teen births compared to the rest of the state. The need for services for teen parents, children of teen parents, and other support and prevention are important to families in this county. One in five households with children under age 17 are led by females, with no husband present.[6]

Disabilities

The latest US Census data indicates that one in five persons was affected by a disability nationwide. In Kings County, the rate of disability among persons age 15 and over was 14%.[7]

Child Abuse

The organization *Children Now* reports that for three years (2001, 2002, and 2003), child abuse rates were higher in Kings County than in California as a whole. The rate per 1,000 children was 83 children (averaged for 3 years); the corresponding rate in California was 52 children per 1,000.

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[5] Total school enrollment in 2005-2006 was 27,330.The number of children in special education was 2,701.
[6] California Department of Finance, Households and Families by County.
[7] US Census, American Community Survey, 2006.

Health

There are many indications that residents' medical needs are not met. Kings County ranks high among adult emergency room visits. Person not receiving or receiving delayed medications over a one year period were higher in Kings County than statewide, and the rate of adults receiving dental care were second lowest in the state.[8]

Health Insurance Coverage

There is reason to be concerned for children and families in Kings County. A recent survey indicated that rates of health insurance for children and adults are low.[9]

Food Security and Hunger

A total of 2.9 million low income adults in California report food insecurity. Approximately 3,000 adults in Kings County experienced episodes of hunger (2001-2003).[10] A disproportionate number of adults experiencing food insecurity and hunger were Latino.

School Readiness

The estimated percentage of children (ages four and five) in preschool was 43% compared to 57% statewide.[11]

A recent survey of more than half of all Kings County Kindergarten teachers revealed the following gaps in children's ability to:

a) Perform basic self-help/self care tasks (toileting, eating, washing hands)
b) Appropriately express needs and wants verbally in primary language
c) Relate appropriately to adults other than parent/primary caregiver
d) Write own first name (spelling and writing all letters correctly)
e) Control impulses and self regulates (is not disruptive of others or class)

According to the survey, communication and language skills ranked lowest among all major categories.

[Family Resource Center]

The implementation of Family Resource provides comprehensive, family based strategies for improving outcomes for children their families. FRC sites are charged with the responsibility of coordinating local service delivery through resource and referral and provide programs and services towards three results:

a) To increase parent capacity to raise healthy children.
b) To support families of young children in their efforts to become economically, socially, and emotionally sufficient.

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[8] California Health Interview Survey (CHIS). http://www.chis.ucla.edu/main/default.asp
[9] First 5 Kings County and UCLA, Family Needs Assessment. Compared to statewide averages.
[10] California Health Interview Survey (CHIS). http://www.chis.ucla.edu/main/default.asp
[11] Children Now (www.childrennow.org), 2000 data.

c) To provide families of young children access to county-wide resources within the community they live.

At Family Resource Centers, family needs and aspirations drive programming and services. FRCs takes a family approach and provide a local site for families to congregate and to learn from peers and programs. FRCs provide direct services and also service referrals and information, often in the target language. Direct services are provided for the very young, children ages birth to five, and also provide support to the family in nurturing the child.

The flexible, family based services offered at Family Resource Centers benefit communities. Current needs are addressed through family-driven programming at a local level. At the heart of the Family Resource Center is the respect for the family, and the desire to build on family strengths in order to improve the health, well being, and development of children.

PROBLEM/NEED STATEMENT

About Lemoore

Lemoore is located on Hwy 198, 30 miles south of Fresno. At the time of the last Census (2000) the population was estimated at 21,900 persons. Also located within the Lemoore area is Lemoore Naval Air Station (also known as Lemoore Station).The population of base was 5,749 in 2000. The demographic makeup of Lemoore in 2000 was 59% was White, 7% African American, 2% Native American, 8% Asian, 0 (0.33)% Pacific Islander, 17% from other races, and 6% from two or more races. Hispanic or Latino (of any race) made up 31% of the population. At the time of the census, 11% of families and 18% of children were living below the poverty line.

In 2005-2006 school year, there were 3,280 children enrolled at six elementary schools in Lemoore, and 2,194 youth enrolled in five high schools in the area. Among elementary age children, 20% were English Language Learners (ELL). More than half (61%) of elementary age children were enrolled in the Free and Reduced lunch program. These rates are higher than statewide averages and are indication of basic needs not being met among many of Lemoore's families.

About Corcoran

The region covered by the Family Resource Center includes the city of Corcoran. In 2004, the population of Corcoran was estimated at 22,150.[12] In 2005-2206, 3,337children were enrolled in public schools (K through 12). More than three quarters (77%) of children in Corcoran Joint Unified School District were enrolled in the Free and Reduced Lunch program last year. Nearly one-third of students (32%) of students were English Language Learners. 82% of students were Hispanic / Latino.

Major employment industries include government, agriculture, and retail.

About Armona

Armona is located in north Kings County. According to the 2000 Census, there were 3,239 people, 961 households, and 786 families residing in Armona. About 24% of families were below the poverty line at the time of the census including 38% of children age18 and under. Enrollment at Armona Union Elementary schools in 2005-2006 was 1,163 students. Nearly one-third of students were English language learners (30%). More than three-fourths (79%) of students qualified and receive Free and Reduced lunch.[13]

About Hanford

The City of Hanford is the county seat and second largest city in Kings County. Hanford is located in the north central portion of the county. The city is 32 miles south of Fresno. The population of Hanford in 2004 was estimated at 46,350.[14]

In the 2005-2006 school year, 5,451 children were enrolled in Hanford's 11 Elementary Schools. At the area's five high schools, enrollment was 3,773. 73% of children in Hanford elementary schools received Free and Reduced lunch. Almost one-fourth or 23% of elementary students were English language learners. Dropout rates among high school students were higher in 2004-2005 compared to the county as a whole and statewide averages.[15]

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[12] California Department of Finance as Reported by Kings County Corporation for Economic Development http://www.kingsedc.org/corcoran.html

[13] California Department of Education, data from 2005-2006 school year.

[14] California Department of Finance as Reported by Kings County Corporation for Economic Development http://www.kingsedc.org/corcoran.html

[15] California Department of Education. Dropout rate of 2% compared to 1% in Kings County and California for the same year (2004-2005).

About Kettleman City

Kettleman City is located in the west, central portion of the county. It is nearly halfway between the cities of San Francisco and Los Angeles, and is a popular stop for traveling motorists. The 2000 Census showed population of Kettleman City at 1,499 persons. According to the Census, 93% of the population were Hispanic or Latino (of any race). The average household size is considered large, at 4.7persons per family. Incomes in Kettleman City are low, with the average household earning $22,409. The number of families in poverty is also high relative to the county, state and nationwide. Approximately 39% of families and 44% of the population were below the poverty line. More than half of all children ages 18 and younger were below the poverty line at the time of the Census.

The area in and around Kettleman City is also known as Reef-Sunset. In 2005-2006 enrollment in the Reef-Sunset school district was 2,584. Of this enrollment, 71% were English Language Learners, and statistics from the California Department of Education show that enrollment in the Free and Reduced lunch program is near or at 100%.

Appendix F: Internet Links For Future Data Searches

The following Internet links to data indicators has been provided to save time in future searches

Information or Indicator	Source(s)	Links
*The California Health Interview survey requires a free membership to access data		
Access & Utilization	California Health Interview Survey*	http://www.chis.ucla.edu
Cancer And Cancer Prevention	California Health Interview Survey*	http://www.chis.ucla.edu
Child Care/Parental Involvement	California Health Interview Survey*	http://www.chis.ucla.edu
Community Involvement	California Health Interview Survey*	http://www.chis.ucla.edu
Demographic	California Health Interview Survey*	http://www.chis.ucla.edu
Elder Health	California Health Interview Survey*	http://www.chis.ucla.edu
Health Behaviors	California Health Interview Survey*	http://www.chis.ucla.edu
Health Conditions (Not Cancer)	California Health Interview Survey*	http://www.chis.ucla.edu
Health Insurance	Kids Count	http://www.aecf.org/kidscount/
Health Status	California Health Interview Survey*	http://www.chis.ucla.edu
Injury & Violence Prevention	California Health Interview Survey*	http://www.chis.ucla.edu
Mental And Emotional Health	California Health Interview Survey*	http://www.chis.ucla.edu

Information or Indicator	Source(s)	Links
Oral Health	California Health Interview Survey*	http://www.chis.ucla.edu
Place Of Residence	California Health Interview Survey*	http://www.chis.ucla.edu
Public Program Participation	California Health Interview Survey*	http://www.chis.ucla.edu
Women's Health	California Health Interview Survey	http://www.chis.ucla.edu
Academic Performance	California Department of Education	http://data1.cde.ca.gov/dataquest/
Adult Education Level	US Census	http://factfinder.census.gov/servlet/STTable?_bm=y&-geo_id=04000US06&-qr_name=ACS_2005_EST_G00_S1501&-ds_name=ACS_2005_EST_G00_&-redoLog=false
Adult Education Level	Resource and Referral Network	http://www.rrnetwork.org
Adult Education Level	Children Now	http://childrennow.org
Aging Statistics	Federal Interagency Forum on Aging Statistics	http://www.agingstats.gov/
Aging Statistics	US Census	http://factfinder.census.gov/servlet/ACSSAFFPeople?_event=Search&geo_id=01000US&_geoContext=01000US&_street=&_county=&_cityTown=&_state=04000US06&_zip=&_lang=en&_sse=on&ActiveGeoDiv=geoSelect&_useEV=&pctxt=fph&pgsl=010&_submenuId=people_3&ds_name=null&_ci_nbr=null&qr_name=null&reg=null%3Anull&_keyword=&_industry=
Air Quality	EPA	http://www.airnow.gov/index.cfm?action=airnow.showlocal&CityID=207
Air Quality	Healthy People 2010 (California)	http://www.dhs.ca.gov/hisp/chs/OHIR/hp2010/hc2010progressfiles/objective0801.pdf

Information or Indicator	Source(s)	Links
Alcohol	Healthy People 2010 (California)	http://www.dhs.ca.gov/hisp/chs/OHIR/hp2010/hc2010progress.htm http://www.dhs.ca.gov/hisp/chs/OHIR/hp2010/hc2010progressfiles/objective2602.pdf
Asthma	Healthy People 2010 (California)	http://www.dhs.ca.gov/hisp/chs/OHIR/hp2010/hc2010progressfiles/objective0109a.pdf
Asthma	California Health Interview Survey	http://www.chis.ucla.edu/BER/main.asp
Binge Drinking	SAMHSA office of applied Statistics	http://oas.samhsa.gov/ http://ncadi.samhsa.gov/govpubs/rpo995/
Birth Data	California Department of Health Statistics	http://www.dhs.ca.gov/hisp/chs/OHIR/tables/birth/fertility.htm
Birth Data	Perinatal Profiles Project (UC Berkeley, California)	https://perinatalprofiles.berkeley.edu/PublicDocuments/State_2003.pdf https://perinatalprofiles.berkeley.edu/PublicDocuments/LiveBirth_2005.pdf
Birth Rates	Vital Statistics (California)	http://www.applications.dhs.ca.gov/vsq/screen_age_birtha.asp?cnty_cd=AA&YEAR_DATA=2004&Criteria=1&Res_occ=Residence&Birth_Death=Birth&stats=2
Birth Rates	California Department of Finance	http://www.dof.ca.gov/Research/Research.asp
Bone Density	Healthy People 2010 (California)	http://www.dhs.ca.gov/hisp/chs/OHIR/hp2010/hc2010progressfiles/objective0210.pdf
Bone Density	California Health Interview	http://www.chis.ucla.edu/BER/main.asp

Information or Indicator	**Source(s)**	**Links**
	Survey	
Breast Cancer	Healthy People 2010 (California)	http://www.dhs.ca.gov/ps/cdic/ccb/cds/breastcancer/bcfacts.htm
Cervical Cancer	Healthy People 2010 (California)	http://www.dhs.ca.gov/ps/cdic/ccb/cds/cervicalcancer/ccfacts.htm
Child Abuse	Kids Count	http://www.aecf.org/
Child Abuse	Child Welfare Research Center	http://cssr.berkeley.edu/CWSCMSreports/Referrals/rates.asp
Child Care Facilities	Resource and Referral Network	http://www.rrnetwork.org/our-research/2005Portfolio.html
Child Care Needs	Resource and Referral Network	http://www.rrnetwork.org/our-research/2005Portfolio.html
Child Care Rates And Types	Resource and Referral Network	http://www.rrnetwork.org/our-research/2005Portfolio.html
Child Care Rates And Types	First 5 California	http://www.ccfc.ca.gov/research.htm
Children In Foster Care	Children Now	www.childrennow.org
Children In Preschool	Kids Count	http://www.aecf.org/
Commute Time	US Census	http://www.census.gov/Press-Release/www/releases/archives/american_community_survey_acs/004489.html
Country Of Origin	US Census	http://factfinder.census.gov/servlet/ThematicMapFramesetServlet?-geo_id=04000US06&-tm_name=DEC_2000_SF3_U_M00158&-ds_name=DEC_2000_SF3_U
Crime Rates	Department of Justice	http://www.ojp.usdoj.gov/bjs/

Information or Indicator	Source(s)	Links
Delays In Care	California Health Interview Survey	http://www.chis.ucla.edu/BER/main.asp
Dental Care / Deficiencies	California Health Interview Survey	http://www.chis.ucla.edu/BER/main.asp
Dental Insurance Coverage	California Health Interview Survey	http://www.chis.ucla.edu/BER/main.asp
Dental Insurance Coverage	Children Now	http://www.childrennow.org
Dental Visits	California Health Interview Survey	http://www.chis.ucla.edu/BER/main.asp
Diabetes	Healthy People 2010 (California)	http://www.dhs.ca.gov/hisp/chs/OHIR/hp2010/hc2010progressfiles/objective0109b.pdf
Disability Type	US Census	http://factfinder.census.gov
Emergency Room Visits	California Health Interview Survey	http://www.chis.ucla.edu/BER/main.asp
English Language Learners	California Department of Education	http://data1.cde.ca.gov/dataquest/
Environmental Indicators	EPA	http://www.epa.gov/correctiveaction/eis.htm
Environmental Indicators	USDA	http://www.nrcs.usda.gov/technical/land
Expulsions	California Department of Education	http://data1.cde.ca.gov/dataquest/
Fair Market Rent	Department of Housing and Urban Development	http://www.huduser.org/datasets/fmr.html
Fair Market Rent	National Low Income Housing Coalition	http://www.nlihc.org/oor/oor2006/?CFID=8795086&CFTOKEN=32663278

Information or Indicator	Source(s)	Links
Five A Day Consumption	California Health Interview Survey	http://www.chis.ucla.edu/BER/main.asp
Food Security	UCLA	http://www.healthpolicy.ucla.edu/food_insecurity_05_supp.html
Grandparents As Caregivers	US Census	http://factfinder.census.gov/servlet/GRTTable?_bm=y&-_box_head_nbr=R1001&-ds_name=ACS_2005_EST_G00_&-_lang=en&-format=US-30
Heart Disease	Healthy People 2010 (California)	http://www.dhs.ca.gov/ps/cdic/chdsp/surveillance.htm
High School Dropout Rates	Kids Count	http://www.aecf.org
HIV / AIDS Rates	Healthy People 2010 (California)	http://www.dhs.ca.gov/hisp/chs/OHIR/hp2010/hc2010progressfiles/objective1314.pdf
HIV / AIDS Rates	Kaiser Family Foundation	http://www.kff.org/hivaids/
Home Owners	US Census	http://factfinder.census.gov/servlet/ACSSAFFFacts?_event=Search&geo_id=&_geoContext=&_street=&_county=&_cityTown=&_state=04000US06&_zip=&_lang=en&_sse=on&pctxt=fph&pgsl=010
Homeless Counts	Weingart Institute	http://www.weingart.org/institute/
Illness And Injury	Healthy People 2010 (California)	http://www.dhs.ca.gov/hisp/chs/OHIR/hp2010/hc2010progressfiles/objective0101.pdf
Illness And Injury	Center for Disease Control Web-based Injury Statistics Query and Reporting System	http://www.cdc.gov/ncipc/wisqars/

Information or Indicator	Source(s)	Links
Incarcerated Persons	California Department of Corrections	http://www.cya.ca.gov/Visitors/facilities.html
Income	US Census	http://factfinder.census.gov/servlet/ACSSAFFFacts?_event=Search&geo_id=&_geoContext=&_street=&_county=&_cityTown=&_state=04000US06&_zip=&_lang=en&_sse=on&pctxt=fph&pgsl=010
Infant Death Rate	California Vital Statistics Query System	http://www.applications.dhs.ca.gov/vsq/default.asp
Insured Adults	California Health Interview Survey	http://www.chis.ucla.edu/BER/main.asp
Insured Adults	Federal Interagency Forum on Aging Statistics	http://www.agingstats.gov/
Insured Children	California Health Interview Survey	http://www.chis.ucla.edu/BER/main.asp
Insured Children	Healthy People 2010 (California)	http://www.dhs.ca.gov/hisp/chs/OHIR/hp2010/hc2010progressfiles/objective0101.pdf
Juvenile Crime Rates	Department of Justice	http://www.ojjdp.ncjrs.org/ojstatbb/index.html
Language Other Than English Spoken In The Home	US Census	http://factfinder.census.gov/servlet/STTable?_bm=y&-qr_name=ACS_2005_EST_G00_S1601&-geo_id=04000US06&-ds_name=ACS_2005_EST_G00_&-redoLog=false
Language Other Than English Spoken In The Home	Resource and Referral Network	http://www.rrnetwork.org/
Low Birth Weight	Healthy People 2010 (California)	http://www.dhs.ca.gov/hisp/chs/ohir/tables/birth/birthweight.htm

Information or Indicator	Source(s)	Links
Low Birth Weight	Children Now	http://www.childrennow.org
Median Cost Of Home	US Census	http://factfinder.census.gov/servlet/STTable?_bm=y&-qr_name=ACS_2005_EST_G00_S2506&-geo_id=04000US06&-ds_name=ACS_2005_EST_G00_&-redoLog=false
Medicaid Enrollees	Kaiser Family Foundation	http://www.kff.org/medicaid/enrollment.cfm
Medicare Enrollees	Kaiser Family Foundation	http://www.kff.org/medicare/index.cfm
Mental Health Prevalence Of Disorders	California Department of Mental Health	http://www.dmh.ca.gov/SADA/SDA-Prevalence_Rates.asp
Mental Health Prevalence Of Disorders	SAMHSA office of applied Statistics	http://www.drugabusestatistics.samhsa.gov/
Overweight And Obesity	California Health Interview Survey	http://www.chis.ucla.edu/BER/main.asp
Physical Activity	Federal Interagency Forum on Aging Statistics	http://www.agingstats.gov/
Population (Aging)	Federal Interagency Forum on Aging Statistics	http://www.agingstats.gov/
Population (All Geography)	US Census Factfinder	http://factfinder.census.gov/home/saff/main.html?_lang=en
Population (California)	California Department of Finance Demographics Unit	http://www.dof.ca.gov/HTML/DEMOGRAP/Druhpar.asp
Poverty Threshold	US Census	http://factfinder.census.gov/servlet/ACSSAFFPeople?_submenuId=people_9&_sse=on

Information or Indicator	Source(s)	Links
Poverty Threshold	California Department of Health Statistics	http://www.dhs.ca.gov/hisp/chs/OHIR/tables/population/poverty.htm
Preschool Enrollment	Resource and Referral Network	http://www.rrnetwork.org/
Preterm Births	Healthy People 2010 (California)	http://www.dhs.ca.gov/hisp/chs/OHIR/hp2010/hc2010progress.htm
Prostate Cancer Screening	California Health Interview Survey	http://www.chis.ucla.edu/BER/main.asp
School Enrollment	California Department of Education	http://data1.cde.ca.gov/dataquest/
School Lunch Program Rates	California Department of Education	http://data1.cde.ca.gov/dataquest/
Smoking	California Health Interview Survey	http://www.chis.ucla.edu/BER/main.asp
Special Education By Disability	California department of Education	http://data1.cde.ca.gov/dataquest/
Substance Abuse Rates	Healthy People 2010 (California)	http://www.dhs.ca.gov/hisp/chs/OHIR/hp2010/hc2010progress.htm
Suicides	Healthy People 2010 (California)	http://www.dhs.ca.gov/hisp/chs/OHIR/reports/healthstatusprofiles/2006/kings.xls
Unemployment	US Census	http://factfinder.census.gov/servlet/ACSSAFFPeople?_event=&geo_id=04000US06&_geoContext=01000US%7C04000US06&_street=&_county=&_cityTown=&_state=04000US06&_zip=&_lang=en&_sse=on&ActiveGeoDiv=&_useEV=&pctxt=fph&pgsl=040&_submenuId=people_6&ds_name=ACS_2005_SAFF&_ci_nbr=null&qr_name=null&reg=null%3Anull&_keyword=&_industry=
Unemployment	US Bureau of Labor Statistics	http://www.bls.gov/bls/employment.htm
Usual Source Of Care	California Health Interview Survey	http://www.chis.ucla.edu/BER/main.asp

Information or Indicator	Source(s)	Links
Veterans	US Census	http://factfinder.census.gov/servlet/ACSSAFFPeople?_submenuId=people_0&_sse=on
Wages And Compensation	US Bureau of Labor Statistics	http://www.bls.gov/bls/wages.htm

Appendix G: Potential Funding Sources for FRCs

The tables below list grant source possibilities that have been identified for Family Resource Centers in Kings County. The notes column provides information about the proposal process and priority areas for funding by the foundation where available. Please note that the categories for each section are the results of combining several fields of interest. Please look through the entire list as the category titles may not describe all funding activities. Additionally, foundations on the list have been ranked; while all may be potential funders, those with a star (★) appear to be more promising based on a review of the foundation's website or through telephone contact with the foundation itself.

The following funding sources could be used to pursue grants for **child care or child education programs.**

Child Development, Early Childhood Education, Day Care		
Contact Information	**About the Foundation**	**Notes for Pursuing Funding**
The Webb Family Charitable Trust P.O. Box 4213 Carmel, CA 93921	• Areas of interest include education, early childhood education, Higher education and college. • Giving is focused primarily in CA. • Recent giving activities included $95,958 for grants. • EIN: 306001974	• Applicants should submit: 1) copy of current year's organizational budget and/or project budget 2) statement of problem project will address Initial approach: Application Deadline(s): None
Fresno Regional Foundation 5260 N. Palm Ave., Ste. 228 Fresno, CA 93704 Tel: (559) 226-5600 Contact: Daniel G. DeSantis, C.E.O. FAX: (559) 230-2078 E-mail: info@fresnoregfoundation.org Additional E-mail:	• The foundation provides opportunities for donors to achieve their charitable intentions by matching gifts with real needs. • Areas of interest include education, health care, human services, recreation, parks/playgrounds. • Giving is focused to central San Joaquin Valley, CA, area, especially Fresno, Kings, Madera, Mariposa, Merced, and Tulare counties. No grants for endowment funds. • Funders may provide continuing support, equipment, management development/capacity	• Fresno Regional foundation is currently working on a neighborhood resource center initiative. They have conducted focus groups and are working to provide leadership (through collaboration and advocacy) for neighborhood resource centers in the San Joaquin valley. This initiative is likely to include a funding strategy or model for FRCs in the area. To participate, please contact

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frfdan@pacbell.net URL: http://www.fresnoregfoundation.org ★	building, program-related investments/loans, and / or seed money. • Recent giving activities included $3,040,121 for grants. EIN: 770478025 • Initial approach: Submit application form and attachments Copies of proposal: 7, Deadline(s): June Final notification: Aug.	halfried@fresno.regfoundation.org • Visit foundation Web site for application form and guidelines. Faxed or e-mailed applications are not accepted. Application form required. • Applicants should submit the following: 1) Statement of problem project will address 2) Name, address and phone number of organization 3) Copy of IRS Determination Letter 4) Brief history of organization and description of its mission 5) Copy of most recent annual report/audited financial statement/990 6) How project's results will be evaluated or measured 7) Listing of board of directors, trustees, officers and other key people and their affiliations 8) Detailed description of project and amount of funding requested 9) Contact person 10) Copy of current year's organizational budget and or project budget.
Fansler Foundation 5713 N. West St., Ste. 102 Fresno, CA 93711 Tel: (559) 432-0544 Contact: Marlene Fansler, Pres.	• This foundation provides funding for education and health care, and social services, with emphasis on children and youth, some giving also for a family development center, and handicap accessibility facilities. Giving primarily in the Fresno County, CA, area.	• This foundation is generally focused in Fresno, however, they have funded organizations as south as Hanford and would be interested in Kings County. • Needs statement should be very concise, and the problem should link

Child Development, Early Childhood Education, Day Care		
FAX: (559) 432-0543 ★	• Areas of interest include cerebral palsy, children/youth, services, crime/violence prevention, child abuse, people with Disabilities, early childhood education. • Recent giving activities included $960,360 for 31 grants (high: $150,000, low: $250).	logically to the programs that will be supported. Organization must show exactly how money will be spent, and spend funds precisely (unless written authorization is obtained) Year end reporting is also required. • **Apply for 2007 funding before March 31st!** • Application form required. Initial approach: Letter of intent, no more than 3 typewritten pages Copies of proposal: 6 Board meeting date(s): As needed Final notification: July 31 • Additional materials available.
Youth Development Foundation 301 Magnolia Ave. Bakersfield, CA 93305 Contact: Jennifer Randall, Tr.	• Foundation provides general/operating support, program development, and scholarship funds in California. • Areas of interest include child development, education, youth, and services • Recent giving included $61,500 for grants.	• Application form is not required. Initial approach required: Letter, and 2 copies of proposal
Blanche & Irma Weill Foundation P.O. Box 1559 Bakersfield, CA 93302-1559 Contact: Joel Heinrichs, Dir. Application address: 6101 Castleton St., Bakersfield, CA 93313-3577	• Areas of interest include education, child development, services, mental health/crisis services. Preference is given to children's mental health programs within California. • Provides general/operating support. • Recent giving includes $80,700 for grants.	• Application form not required. • Applicants should submit the following: 1) Copy of current year's organizational budget and/or project budget 2) Copy of IRS Determination Letter 3) Timetable for implementation and evaluation of project 4) Detailed description of project and amount of funding requested

Child Development, Early Childhood Education, Day Care		
		5) Statement of problem project will address Initial approach: Proposal Deadline(s): None
Bank of the West Corporate Giving Program c/o Corp. Compliance Dept. 1977 Saturn St., MSN #SC-MPK-03-N Monterey Park, CA 91755 Tel: (323) 727-3381 Contact: Kristen Walter, Mgr., Additional contacts: Aida Villarreal, Contribs. Asst., tel.: (323) 727-3982, E-mail: aida.villarreal@bankofthewest.com, Linda Gossett, Contribs. Asst., tel.: (323) 727-3386 URL: http://www.bankofthewest.com/BOW/main.jsp?ChId=fdb75f9c6072ff00VgnVCM10000087c35c92____ ★	The bank makes contributions in areas where there are company operations. This includes California. Bank of the West had its start near San Jose, California. • Areas of interest include school/education, children, day care, community development, disabilities, people with, economically disadvantaged, education, reading, employment, training, family services, domestic violence, financial services, food services, congregate meals, health care, homeless, human services, housing/shelter, human services, financial counseling, libraries/library medical care, in-patient care, mental health/crisis services, youth development, and adult & child programs. • No support for sectarian or denominational organizations • Support is provided for capital campaigns, equipment, general/operating support and sponsorships. • Literacy, mentoring, community organizations (such as YMCAs are examples of programs that could be funded.	• Due to the significant volume of contribution requests the Bank receives, please allow 45-60 days for review and response. • Application form is not required. • Applicants should submit the following: 1) Request letter, proposal, or invitation, and Federal Tax I.D. Number of the nonprofit organization 2) Specific name, description of program and amount for which support is being requested 3) Description of nonprofit organization 4) List of geographic areas, counties or communities served 5) Mission statement 6) Current list of officers or directors 7) Most recent financial statement 8) Copy of determination letter from the Internal Revenue Service that states organization is a 501 (c)(3) charitable tax-exempt organization and/or letter from the U.S. Treasury Department indicating the section of the Code under which contributions to the organization are judged tax deductible 9) Indication of whether the organization

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		employs any lobbyists in your state legislature or in Washington D.C.
PacifiCare Health Systems Foundation 5995 Plaza Dr., M.S. CY20-326 Cypress, CA 90630 Tel: (714) 825-5233 Contact: Bill Wood, Pres. Application address: P.O. Box 25186, Santa Ana, CA 92799. http://www.pacificare.com ★	• The foundation supports organizations involved with education, health, crime prevention, hunger, nutrition, housing, youth development, human services, community development, volunteerism, transportation, and senior citizens and awards college scholarships to Hispanics and Latinos. • Areas of interest include children, day care, children/youth, services, community development, crime/violence prevention, education, reading, food services, health care, Hispanics/Latinos, human services, nutrition, public health, special day care, voluntarism promotion and youth development. • Giving is limited to areas of company operations in AZ, CA, CO, NV, OK, OR, TX, and WA. No grants for capital campaigns, annual campaigns, research, endowments, conferences or seminars, programs promoting religious doctrine, sponsorship of special events, or non-education arts and culture programs, no challenge or matching grants. Board meeting date(s): June and Dec. Deadline(s): Jan. 1 and July 1 • Recent giving activities include $4,317,619 for 467 grants (high: $500,000, low: $75) EIN: 330473608	• Video submissions are not encouraged. Proposals should be no longer than 3 to 5 pages. Application form required. • Applicants should submit the following: 1) Timetable for implementation and evaluation of project 2) How project will be sustained once grant maker support is completed 3) Signature and title of chief executive officer 4) Statement of problem project will address 5) Copy of IRS Determination Letter 6) Brief history of organization and description of its mission 7) Geographic area to be served 8) Copy of most recent annual report/audited financial statement/990 9) How project's results will be evaluated or measured 10) Listing of board of directors, trustees, officers and other key people and their affiliations 11) Detailed description of project and amount of funding requested 12) Contact person 13) Copy of current year's organizational budget and/or project budget 14) Listing of additional sources and

Child Development, Early Childhood Education, Day Care		
		amount of support 15) Initial approach: Download application form and mail proposal and application form to foundation Copies of proposal: 2
Union Bank of California 400 California Street, Mail Code 1-001-08 Eighth Floor San Francisco, CA 94104 Phone: (415) 765-3890 https://www.uboc.com/about/main/0,,2485_3917,00.html ★	• The bank funds projects that help to create and sustain healthy communities. • The Foundation focuses on the following strategic program areas: affordable housing, economic development, education and the environment. • No funding to religious, political, or for educational institution operating funds.	• Northern California/Central California/Pacific Northwest • Karen Murakami, Foundation Officer • Additional materials available • Organizations must provide copies of the Internal Revenue Service 501(c)(3) determination letters designating the organization as tax-exempt. • Each request must be accompanied by the following: 1) Your organization's Mission Statement, a description of what your organization does, whom you serve, your history, and major accomplishments 2) A description of the specific program or project that you wish Union Bank of California to consider funding, that amount of funding you are requesting, and the expected outcomes. 3) A list of your Board of Directors 4) Your organization's current annual operating budget with comparisons to the previous budget, and with any significant changes reconciled. 5) A copy of your most recent audited financial statement or, alternatively, if not required to prepare audited

Child Development, Early Childhood Education, Day Care		
		statements, the most current company prepared financial statement 6) A current list of contributors and their giving levels
US Bank Southern California Back Karen A. Clark Southern CA Manager U.S. Bank LM-CA-T29A 633 West Fifth Street, 29th Floor Los Angeles, CA 90071 (213) 615-6405 http://www.usbank.com/cgi_w/cfm/about/community_relations/charit_giving.cfm ★	• US Bank proves contributions to nonprofits in their priority areas, and may have special opportunities for rural communities. Interest areas include: o Programs that assist low- and moderate-income individuals in development of work and life skills essential to self-sufficiency, with a focus on work-entry programs, specific skills training, employment retention, and personal financial management training o Broad child-care and transportation initiatives designed to help people transition from welfare to work (no funding is provided for direct service providers or individual child-care providers o Innovative programs that help low-income and at-risk students succeed in school and prepare for post-secondary education o Financial literacy training and o Effective mentoring programs • Multiple types of support available, but religious, political organizations, and organizations receiving a bulk of funding from United Way are not eligible.	• Regional Assistant: Sandy Thom (414) 905-7241 • Deadlines: Applications Postmarked By: February 1 (Arts and Culture) May 1 (Economic Opportunity) July 1 (Education) • Please send 2 copies of the application packet • Additional information (application) available
The Wells Fargo Foundation 550 California St., 7th Fl. San Francisco, CA 94104 Tel: (415) 396-5947	• The foundation supports organizations that provide services in economic development; education; elementary/secondary education; employment, services; federated giving programs; housing/shelter and human services.	• Application information: initial approach: 2 copies of proposal to application address for Wells Fargo Housing Foundation • Deadline(s): Feb. 1, May 1, Aug. 1, and

Child Development, Early Childhood Education, Day Care		
Contact: Timothy G. Hanlon, Pres. Additional address: 333 S. Grand Ave., E2064-200, Los Angeles, CA 90071, tel.: (888) 886-1785 http://www.wellsfargo.com/donations	• Recent giving includes $65,007,124; qualifying distributions, $65,007,124; giving activities include $58,699,678 for 10,978 grants (high: $500,000; low: $25) and $6,307,446 for employee matching gifts. • EIN: 411367441	Nov. 1 for Wells Fargo Housing Foundation • Application address for Wells Fargo Housing Foundation: Kimberly Jackson, Exec. Dir., Wells Fargo Housing Fdn., MAC N9305-192, 90 S. 7th St., Minneapolis, MN 55479, tel.: (612) 667-2146

The following funding sources could be used to pursue grants for **food banks, basic needs, or emergency services.**

Food Pantries, Food distribution, or Emergency Services **Contact Information**	**About the Foundation**	**Notes for Pursuing Funding**
Enns Foundation c/o F. McQueen 4572 Ave. 400 Dinuba, CA 93618 Contact: Kenneth Enns, Chair. ★	• This foundation supports food banks. • General operating support provided to food banks. • Giving is focused primarily in Fresno, CA. • Recent giving activities include $30,433 for grants. EIN: 770385090	• Application information: Initial approach: Proposal Deadline(s): None
The Aidlin Foundation 5143 Sunset Blvd. Los Angeles, CA 90027-5798 Tel: (323) 666-1910 Contact: Joseph W. Aidlin, Treasurer	• Clinics and centers, human services. • Giving is focused in California • General/operating support is provided • Areas of interest include food banks, health care and other. • Recent giving activities included $105,300 for 27 grants (high: $50,000, low: $500).	• Application form required. Applicants should submit the following: 1) Detailed description of project and amount of funding requested. 2) Copy of current year's organizational budget and/or project budget. 3) Copy of IRS Determination Letter. 4) Additional materials/documentation Initial approach: Letter Deadline(s): None

Food Pantries, Food distribution, or Emergency Services		
The PG&E Corporation Foundation Spear Tower, Tax Dept. 1 Market St., Ste. 400 San Francisco, CA 94105 Application address: 77 Beale St., Ste. B32, San Francisco, CA 94105 http://www.pge.com/about_us/community/charitable/apply.html J2HX@pge.com ★	• This foundation supports four major types of projects: o Energy efficiency, o Aid to schools: including public schools serving pre-school and K-12 students, universities, teacher training, after-school programs, and kids safety training; o Emergency preparedness: efforts to improve community and family disaster preparedness, nonprofit emergency planning, and recovery projects; and, o Economic vitality: including efforts to retain and expand jobs in local communities, workforce development programs, and policy planning activities. • Areas of interest include disasters, 9/11/01, education, environment, food banks and human services. • Support provided includes employee matching gifts, program development and scholarship funds. • Giving focused primarily in CA and NY. • EIN: 943358729	• Local contact: Julia Childs (559) 263-5303 • Applicants should submit the following: 1) Copy of IRS Determination later and 2) Detailed description of project and amount 3) Proposal Deadline(s): None • Additional materials available.

Food Pantries, Food distribution, or Emergency Services		
The Aidlin Foundation 5143 Sunset Blvd. Los Angeles, CA 90027-5798 Tel: (323) 666-1910 Contact: Joseph W. Aidlin, Treasurer	• Clinics and centers, human services. • Giving is focused in California • General/operating support is provided • Areas of interest include food banks, health care and other. • Recent giving activities included $105,300 for 27 grants (high: $50,000, low: $500).	• Application form required. • Applicants should submit the following: 1) Detailed description of project and amount of funding requested 2) Copy of current year's organizational budget and/or project budget 3) Copy of IRS Determination Letter 4) Additional materials/documentation Initial approach: Letter Deadline(s): None

Food Pantries, Food distribution, or Emergency Services		
Community Food Security Coalition P.O. Box 209 Venice, CA 90294 • Tel: 310-822-5410 Fax: 310-822-1440 http://www.foodsecurity.org/index.html ★	The CFP Program supports projects that: • Help meet the food needs of low-income people, • Increase the self-reliance of communities in providing for their own food needs, • Promote comprehensive responses to local food, farm, and nutrition issues, and • Meet specific state, local, or neighborhood food and agriculture needs for infrastructure improvement and development, long-term planning, or the creation of innovative marketing activities that mutually benefit agricultural producers and low income consumers. • In addition to regular CFP projects, there is an opportunity to propose smaller planning projects to assess food security needs and plan for long-term solutions to help ensure food security in communities. See CFSC's new planning projects guide for more information. • The Union Bank of California Foundation Board meets bi-monthly.	• The Request for Applications (RFA) is available at: http://www.csrees.usda.gov/fo/fundview.cfm?fonum=1080 • A change this year is that planning projects of $10,000-25,000 are being given new emphasis. • The 2007 deadlines have passed. However, steps to prepare for 2008 requests can begin (see following bullet). • Electronic submission of proposals are required. Letters of intent will be submitted by regular email, but those invited to submit a full proposal will need to go through a complicated electronic submission process. *This process can take up to two months and will soon be required for all federal grants, applicants who are not already registered. You are strongly encouraged to start the process as soon as possible at* www.grants.gov. • Technical support contacts are available online at: www.csrees.usda.gov/fo/funding.cfm

The following funding sources could be used to pursue grants **programs specific to women, minorities, or immigrants.**

Programs or Services Specifically for Women, Minorities, or Immigrants. **Contact Information**	**About the Foundation**	**Notes for Pursuing Funding**
Sunflower Foundation c/o Peri, Alvarado & Frey P.O. Box 22557 Santa Barbara, CA 93121-2557 Contact: Richard Parker, Pres. Application address: 305 Madison Ave., Ste. 1166, New York, NY 10165	• Giving primarily for research and advocacy organizations concerned with public policy, environmental issues, civil rights, labor, poverty, and minorities. • Areas of interest include civil rights, employment, labor unions/organizations, human services, legal services, minorities, minorities/immigrants, centers/services • Provides general/operating support and matching/challenge support. • Giving limited to West Coast, with emphasis on CA. • Recent giving activities included $28,500 for grants. EIN: 952644098	• Application form not required. • Applicants should submit the following: 1) Copy of current year's organizational budget and/or project budget 2) Detailed description of project and amount of funding requested 3) Copy of IRS Determination Letter Copies of proposal: 1 4) Board meeting date(s): Winter and spring Deadline(s): Oct. 15 Final notification: Jan. 30

Programs or Services Specifically for Women, Minorities, or Immigrants.		
The Women's Foundation of California 340 Pine St., Ste. 302 San Francisco, CA 94104 Tel: (415) 837-1113 FAX: (415) 837-1144 E-mail: info@womensfoundca.org Additional address: 444 S. Flower St., Ste. 4650, Los Angeles, CA 90071tel. (213) 388-0485 FAX: (213) 388-0405 URL: http://www.womensfoundca.org	• This foundation funds community-based organizations throughout the state that are led by and created to empower low-income women and girls, women and girls of color, refugee and immigrant women, lesbians, disabled women and girls, and older women. • Area(s) of interest include children/youth, services, civil liberties, reproductive rights, civil rights, women, economically disadvantaged, health care, minorities, minorities/immigrants, centers/services, women, centers/services. • Support provided includes consulting services, General/operating support, Internship funds, program development, and technical assistance. • Giving limited to CA. No for capital improvements, endowments, debt reduction or fundraising. • Grants are given to organizations with 501(c)(3) status or a fiscal sponsor, and usually to organizations with budgets of under $500,000, see Web site for additional application information. Application form not required. Deadline(s): Early Oct. for Community Action Fund, varies for others Final notification: June Recent estimated total giving, $2,000,000. EIN: 942752421	• Several of the grants are by invitation only. One program, The Young Women's Initiative may provide grants around their goal area. • For specific questions about our new young women's initiative and inquires about how you can be involved or support this project, please contact Maya Thornell-Sandifor at mayat@womensfoundca.org • The grant areas are: Providing greater access to programs that support or provide personal and leadership development, skill building, promotion of self-esteem, mentoring, and peer and adult support; Creating social conditions that will allow young women and girls to thrive by engaging them in social change efforts. • Possible strategies include: Providing opportunities for civic engagement through youth organizing efforts, getting young women directly involved in fostering social change, public education and advocacy and, involving young women and girls in shaping media and popular culture in a targeted and strategic way.

The following funding sources could be used to pursue grants **programs for children or adults with disabilities.**

Children with Disabilities		
Contact Information	**About the Foundation**	**Notes for Pursuing Funding**
The Special Hope Foundation 1600 Adams Dr., Ste. 128 Menlo Park, CA 94025 Tel: (650) 688-5745 Contact: E. Lynne O'Hara, Pres. FAX: (650) 688-5701 E-mail: proposals@specialhope.org URL: http://www.specialhope.org	• The foundation supports the causes of the physically, emotionally, and developmentally disabled. It welcomes the opportunity to fund innovative projects that challenge the prevailing attitudes towards these special people. • Areas of interest include developmentally disabled, centers & services, education, special, human services, YM/YWCAs & YM/YWHAs. • Support includes curriculum development, equipment, film/video/radio, general/operating support, income development, management development/capacity building, matching/challenge support, program development, program evaluation, research, scholarship funds. • Giving primarily in CA. • Deadline(s): 4 months prior to quarterly board meeting Final notification: Per invitation • Recent giving activities included $189,600 for 10 grants (high: $100,000, low: $5,000). • EIN: 731644863	• Applicants should review the mission statement, and fill out the preapplication if they feel their project is well aligned with this mission. • http://www.specialhope.org/preapp.php • If selected, an e-mail and/or letter requesting a full proposal will be sent. All completed questionnaires will receive a response.

Children with Disabilities		
Share, Inc. P.O. Box 1342 Beverly Hills, CA 90213-1342 Tel: (310) 274-5361	• The organization funds organizations that better the lives of the mentally retarded, developmentally disabled and abused children. • Areas of interest include crime/violence prevention, child abuse, mentally disabled, physically disabled. • Funding focused in California • Recent giving activities include $782,000 for 11 grants (high: $250,000, low: $5,000). EIN: 956097401	

The following funding sources could be used to pursue grants **programs youth services or education.**

Children or Youth Services		
Contact Information	**About the Foundation**	**Notes for Pursuing Funding**
The Setzer Foundation 2555 3rd St., Ste. 200 Sacramento, CA 95818 Contact: Hardie C. Setzer, Exec. Tr. Center, Portland, Oregon. http://www.setzerforest.com/index.html ★	• Giving primarily for education, health, human services, and the arts. • Areas of interest include cancer, children/youth, services, Christian agencies & churches, education, health organizations, human services, • Gives nationally, with primary emphasis on CA. • Application form not required, deadline(s): None • Recent giving activities include $1,037,356 for 318 grants (high: $400,000, low: $12). • EIN: 946115578	• No specific information regarding grant requests. However, the organization has an office in Sacramento, and contacts through their website. • The Setzer foundation is a corporate foundation. Their family-owned business is forestry, with work concentrated in CA and OR.
Mary S. Roberts Private Foundation 4100 Newport Pl., Ste. 400 Newport Beach, CA 92660 Contact: Ronna Kadow, Secy.	• Areas of interest include, cancer, children/youth, services, diabetes, family services, domestic violence, hospitals (general), human services, YM/YWCAs & YM/YWHAs. • Application form not required. • Recent giving activities include $187,713 for 15 grants (high: $37,532, low: $2,500). • EIN: 330383370	
The R. C. Baker Foundation P.O. Box 6150 Orange, CA 92863-6150 Contact: Frank L. Scott, Chair.	• Emphasis on higher education, including scholarships administered by selected colleges and universities, some support for hospitals and health agencies, cultural programs, and social service and youth agencies. • Areas of interest include children/youth, services, disabilities, people with, education, food services, health care, higher education, hospitals (general), human services, leadership development, mental	• Application form not required. Applicants should submit the following: 1) copy of IRS Determination Letter 2) detailed description of project and amount of funding requested 3) Initial approach: Cover letter with proposal Copies of proposal: 1 4) Board meeting date(s): June and Nov. 5) Deadline(s): Submit proposal preferably in

Children or Youth Services		
	health/crisis services, youth development, services. • Has provided support for annual campaigns, building/renovation, capital campaigns, continuing support, emergency funds, equipment, general/operating support, and program development. • Giving focused on the western U.S. • Recent giving activities include $1,437,000 for 98 grants (high: $400,000, low: $250). • EIN: 951742283	Apr. or Sept., deadline May 1 and Oct. 1
Sweet Water Foundation 24811 Via Larga Laguna Niguel, CA 92677 Tel: (949) 249-5351 Contact: Gail B. Corsaro, Pres.	• Areas of interest include Religion, YM/YWCAs & YM/YWHAs. • Giving primarily in CA. • Recent giving activities include $100,000 for 1 grant.	• Application form required. Applicants should submit the following: 1) Name, address and phone number of organization 2) Copy of IRS Determination Letter 3) Brief history of organization and description of its mission 4) Copy of most recent annual report/audited financial statement/990 5) Listing of board of directors, trustees, officers and other key people and their affiliations 6) Detailed description of project and amount of funding requested 7) Copy of current year's organizational budget and/or project budget Initial approach: Letterhead Deadline(s): None
George B. Page Foundation P.O. Box 1299 Santa Barbara, CA 93102-1299	• Areas of interest include athletics/sports, Special Olympics, children/youth, services, disabilities, people with, education, human services, YM/YWCAs & YM/YWHAs, youth development, youth development,	

Children or Youth Services		
Contact: Sara Sorensen Kaufman, Tr ★	centers/clubs. • Types of support include annual campaigns, continuing support, debt reduction, emergency funds, general/operating support, program development and seed money. • No grants for endowment funds or matching gifts. • Application form required. • $235,653 for 13 grants (high: $50,000, low: $1,000). • EIN: 956121985	
The Cuatrecasas Family Foundation 6039 Lago Lindo P.O. Box 2249 Rancho Santa Fe, CA 92067 Tel: (858) 756-0908 Contact: Pedro M. Cuatrecasas, Treas.	• Areas of interest include children/youth, services, human services, YM/YWCAs & YM/YWHAs. • Types of support: General/operating support. • Limitations: Giving primarily in CA. • Application information: Initial approach: Letter Deadline(s): None • Recent giving activities include $75,000 for grants. • EIN: 330922488	
Banker Family Foundation 1 Sharon Ct. Piedmont, CA 94611 Application address: c/o William H. Banker, 555 Montgomery St., No. 1205, San Francisco, CA 94104, tel.: (415) 392-3558	• Areas of interest include Boy scouts, Christian agencies & churches, Salvation Army, YM/YWCAs & YM/YWHAs. • Giving primarily in CA. • Recent giving activities included $63,100 for grants. EIN: 943269347	• Applicants should submit the following: copy of IRS Determination Letter and initial approach letter Deadline(s): None

The following are examples of corporate giving programs that may be available to Kings County Organizations.

Examples of Local Corporate Funders

Contact Information	About the Foundation	Notes for Pursuing Funding
Waste Management Charitable Giving Waste Management Public Affairs 915 L Street, Suite 1430 Sacramento, CA 95814 http://www.wm.com/WM/community/Giving.asp ★	• Waste Management is committed to enhancing our communities through programs that help make them cleaner, and better places to live. Local Waste Management facilities are proactive in identifying charities located in the immediate community that they serve and in many cases may have predetermined which organizations they will be supporting that year.	• Access application here: http://www.wm.com/WM/community/CGapp.doc
Target Store Grants http://sites.target.com/site/en/corporate/page.jsp?contentId=PRD03-001818 ★	• Grants focus on arts, family violence prevention and reading; if your organization offers programs in these areas, it may be eligible for awards up to $3,000.	• Applications for Target Store Grants are available either at your local Target store or online. • Applications for 2007 will be accepted March through May.
Walmart Community Grants www.walmartfoundation.org ★	• In 2004, the Wal-Mart & SAM'S CLUB Foundation matched $61 million in grants for organizations in 3,500 communities, helping to support organizations large and small, from local schools, YMCA and other youth programs, fire departments, libraries and more.	• To learn more about receiving a grant from your local Wal-Mart see the Community Involvement Coordinator at the location closest to you.

Examples of Grant makers at the National Levels		
Contact Information	**About the Foundation**	**Notes for Pursuing Funding**
Federal Grants http://web.archive.org/web/20010405032607/www.cfda.gov/default.htm ★	• The largest source of funding education is provided by the federal government. Many federal grants must be administered by states, but others are allowable to non-profits or schools.	• This website is searchable and contains information about available grants and guidelines for successful grant writing.

Appendix H: Evaluating Financial Strategies for FRCs

The funding sources listed in the table below are being used around the country specifically to finance FRC activities. The "Implications for FRCs column provides additional information about how these funding sources might apply to FRCs in Kings County.

Funding Source	Implications for FRCs
Federal entitlement and grant funding:	
1. **Medicaid Early and Periodic Screening, Diagnosis, and Treatment Program (EPSDT)**. EPSDT is designed to improve primary health benefits for children with emphasis on preventive care. Regular and periodic exams are covered for all eligible children under the age of 21, along with any medically necessary services prescribed by the exams.	EPSDT funds are used for the Child Health and Disability Prevention (CHDP) program in California. Further discussion may be worthwhile to determine if CHDP is being billed for all health assessment and referral services being provided by the FRCs.
2. **LEA Medicaid Billing.** In California, the Local Education Authority (LEA) Medi-Cal billing program allows local education agencies to receive reimbursement for direct health and mental health assessment and treatment procedures, along with case management services provided to children age 0-21 enrolled in Medi-Cal. Reimbursable services include psychosocial status assessments, developmental assessments, health education, and child/family counseling. Service delivery can be contracted out if a similar service is provided within the LEA.	LEA billing to Medi-Cal can provide funding but it does not appear that this funding source is being tapped to provide income for FRCs. Close coordination with the school district and rigid procedures are required to ensure that reimbursement claims are properly prepared only for eligible services.
3. **Medicaid Targeted Case Management (TCM)**. TCM is designed to assist specified Medi-Cal recipients – which includes children at risk of abuse or neglect and unfavorable developmental, behavioral, psychological and social outcomes – with access to necessary medical, social, educational and other services. TCM can cover creating individualized service plans, provide linkage and referral services, assist with transportation, arrange translation services, assist with crises, and monitor progress. Eligible services can receive 50% Federal reimbursement, with the other 50% covered locally.	MAA claims must be processed by Local Governmental Agencies or Local Educational Consortia and are locally handled by the County Health Department. Substantial setup and administrative requirements apply to claiming TCM dollars.

Funding Source	Implications for FRCs
4. **Medi-Cal Administrative Activities (MAA)**. MAA offers a way to obtain federal reimbursement for the cost of certain administrative activities necessary for the proper and efficient administration of the Medi-Cal program, including outreach, enrollment assistance and non-emergency / non-medical transportation to Medi-Cal services. Eligible activities can receive 50% Federal reimbursement, with the other 50% covered locally.	MAA claims must be processed by Local Governmental Agencies or Local Educational Consortia and are locally handled by the County Health Department. Costs to coordinate CHDP/EPSDT screenings, assure access to Medi-Cal, and follow up on CHDP/EPSDT service provision can be reimbursable under MAA.
5. **Title V- Maternal and Child Health**. Title V is a block grant that targets a broad range of health issues affecting income-eligible pregnant mothers and children to age 21, including children with special health care needs. States must apply annually to receive Title V funds.	These funds are used in California for the Maternal, Child and Adolescent Health (MCAH) program, which is largely operated through the county Public Health departments. MCAH services can include assessment, referral and case management. A potential opportunity to explore is whether MCAH services can be coordinated further with the Family Resource Centers to increase the degree of leveraging of these funds.
6. **Title IV-E Foster Care and Adoption Assistance**. Federal reimbursement can be obtained for 50% of administrative costs related to services to help prevent placement of young children in foster care where the children are “reasonable candidates” for removal from their homes.	While not many counties have pursued this strategy (Santa Barbara County was the first and, for many months, only county to receive Title IV-E administrative cost reimbursements), this source may be explored further for family support activities.
7. **Child Abuse Prevention and Treatment Act (CAPTA)**. CAPTA seeks to identify and address issues of child abuse and neglect, and to support effective methods of prevention and treatment. Funds are provided through a block grant to states, which in turn can release funds to community-based organizations, mainly under Title II, Community-Based Family Resource and Support Programs.	These are administered through the state Office of Child Abuse Prevention (OCAP) in California and are allocated to the counties by OCAP. Some CAPTA funds are currently being tapped by counties in CA for family counseling and Family Support Centers.
8. **Department of Justice grants**. Annually, the federal Department of Justice (DoJ) provides various grants to community-based organizations working to reduce domestic violence and child victimization.	Grants for federal fiscal year ending 9/30/07 are closed but new grant programs should be announced by the end of the year.

Funding Source	Implications for FRCs
9. **Library Services Technology Act (LSTA)**. The LSTA provides support for projects in the areas of services for special populations, technology, resource sharing and inter-agency cooperation. Early literacy programs, bookmobiles, reading services for non-English speakers and many other types of services can be funded with LSTA dollars. This federal funding is issued through grants to each state.	LSTA grants in California are administered by the California State Library through a competitive grant process. These funds are being accessed to some degree for the Reach Out and Read program in some counties.
10. **Early Reading First**. This is a program administered by the U.S. Department of Education that was created by the No Child Left Behind Act. Its purpose is to support local efforts to enhance the early language, literacy, and pre-reading development of preschool-age children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research. It is a competitive national grant process.	Two grants were awarded to California for fiscal year 2004-05, each about $2.5 million in size. Local education authorities (LEAs), i.e. school districts, are the primary lead applicants but successful applicants were almost entirely broad-based partnerships linking school districts with early care and education providers, libraries and other partners.
11. **Even Start**. Even Start funds local educational agencies (LEAs) and community-based organizations to plan and coordinate services to help parents gain the skills needed to become full partners in the education of their young children. Even Start integrates early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. Projects are funded for four years.	Even Start funding in California is administered by the California Department of Education. See www.cde.ca.gov/sp/cd/op/evenstart.asp for more information.
12. **Early Head Start**. Early Head Start provides competitive grants to promote positive child development from birth to age three. Family support services and early literacy are components of the broader collection of services funded under Early Head Start.	
State governmental funding:	
1. **Child welfare system**. Here also, many federal and state funding sources are brought together to support the state Child Welfare System (CWS) administered by the California Department of Social Services. The redesign of the CWS currently being implemented calls for greater utilization of community-based	It is still too early to confidently predict how CWS funding to local entities will change over the next few years, but implementation of the CWS redesign must obviously be monitored closely as it could potentially have a significant effect on plans for the long-term

Funding Source	Implications for FRCs
organizations, particularly for early intervention services to families who are at risk of becoming involved in the child welfare system, and has Family Support as a core strategy for improving child and family outcomes.	sustainability of the Family Support initiative.
2. **California School Age Family Education (Cal-SAFE)**. This program is designed to increase the availability of support services necessary for enrolled expectant and parenting students to improve academic achievement and parenting skills, and to provide a quality child care/development program for their children.	Evaluating the degree to which this source is being utilized in Kings County might be of value.
3. **Tobacco settlement funds**. Payments from the master settlement agreement from the joint state lawsuit against tobacco companies can be used in any way desired by the governmental entity receiving the funds. Some states have allocated a portion of their tobacco settlement dollars to family support services.	This is one of the few funding sources that is projected to increase over time. Payments to the California state government are projected to be rise from $400 million in 2005, to $460 million in 2009.
Public special initiatives:	
1. **Special early childhood initiatives**. The two most prominent examples are First 5 in California and Smart Start in North Carolina, providing a long-term funding stream outside of traditional federal/state systems that is specifically earmarked for early childhood development.	CAIRS is already being utilized.
2. **Children's Trust Fund**. Many states, including California, have set up a Children's Trust Fund to collect public contributions, voluntary donations submitted on state tax returns, revenue from sale of specialized license plates and other income.	The California Children's Trust Fund is administered by the state Office of Child Abuse Prevention (OCAP). Since OCAP already sees Family Support as a primary strategy to reduce child abuse and neglect, there may be potential to expand the collection and distribution of money from the Children's Trust Fund to specifically assist FRCs.
Private funding sources:	
1. **Charitable foundation grants**. Some foundations have shown a substantial interest	Foundation grants are usually not recommended as a primary source of

Funding Source	Implications for FRCs
in funding Family Support, early literacy and/or 2-1-1 programs in particular, while many other foundations have priority areas for grant making related to children and family well-being that can be addressed by Family Support programs.	annual funding but can be very effective in obtaining “bridge” funding for a limited time period or funding for special projects and program expansions.
2. **Community Reinvestment Act**. The Community Reinvestment Act (CRA) is a federal law designed to encourage banks and thrifts to meet the financial credit and service needs of low- and moderate-income neighborhoods. Financial institutions provide grants and/or loans to community-based organizations that enable the institution to meet their federal CRA requirements. As one example, Chicago area banks gave grants to provide financial training and services to families to promote family economic success.	This is a financing strategy that appears to be largely untapped by the First 5-funded initiatives. Banks and other financial institutions have shown varying levels of interest in supporting children and family services. Understanding of the CRA requirements can be an important way for the First 5-funded FRCs to collaborate and get substantive support from local financial institutions.
3. **Reach Out and Read National Center**. The Reach Out and Read National Center is a nonprofit organization promoting early literacy. Children’s books and other resources are made available by the Center to state and local Reach Out and Read programs.	This resource is already being utilized.
4. **Corporate foundation grants**. Corporate foundations, and particularly those based in California are a potential funding source.	See Foundation Center research results.

OTHER REVENUE STRATEGIES TO CONSIDER

The following additional income-producing strategies have been used effectively by nonprofit organizations around the country to help finance children and family services.

Public (governmental) funding:

1. **Local fees and special taxes**. There are numerous examples of local ballot initiatives creating on-going funding streams for children’s services. Pinellas County and Palm Beach County in Florida adopted a children’s special taxing district to create new funding for children’s services (albeit using property taxes, which could not work in California under Prop 13). The Cities of San Francisco and West Sacramento each adopted developer’s fees that are earmarked for child care services. Measure K in Oakland, California set aside 2.5% of annual City general fund revenues specifically for children and youth services. In the State of Washington, counties are authorized to increase marriage license fees in order to raise money for family courts and other family services.

2. **State user fees and special programs**. Alaska, Washington and other states have special programs designed specifically to raise money for family support services. One approach that has been used effectively is to sell heirloom birth certificates and channel the proceeds to family services.

3. **Local distribution of federal grants**. Some cities and counties have been creative in using federal Community Development Block Grant (CDBG) and Community Service Block Grant (CSBG) funds, together with other local funds, to fund a broad range of human services. An example from Nevada is a consortium comprised of Washoe County and the Cities of Reno and Sparks that pools CDBG, CSBG and a portion of hotel room tax dollars to issue annual grants to local organizations for health and human services.

Service fees:

1. **Sliding fee scales**. A common approach across many types of services is charge a fee for services based on the client's ability to pay. This can also be structured as a voluntary donation rather than a mandatory fee.

2. **Service fees based on level of service**. A different approach is to link service fees to some aspect of the level of service. An example would be to provide free screening and assessment services, but include a fee component for case management services on an ability to pay basis. Another variation is to provide free services for a defined time period and then charge fees on an ability to pay basis for longer service periods.

Community giving:

1. **General public solicitations**. Community giving campaigns, when conducted effectively, can be an excellent annual source of unrestricted income while also serving to promote the organization and its services. As one example, the Food Bank of Northern Nevada raised almost $600,000 last year solely from contributions from private individuals, representing over 25% of their total revenues. Campaigns may be broad in nature, or may focus on sub-groups within the community (e.g. business sponsorships, being "adopted" by civic groups, etc.).

2. **Special events**. Special events are another way to simultaneously raise awareness about a program while raising money. Events can take several years to build up to the point of producing significant income but, once established, can be valuable annual sources of additional unrestricted income. Numerous examples exist of nonprofits generating $50,000 or more – after deducting event costs and staff time expenses – from annual events.

3. **Public/private partnerships**. As an example of what can occur through public/private partnerships, the Homework, Enrichment, Acceleration, Recreation and Teamwork (HEART) Literacy Enrichment After School program in Tulare County, CA, raised $400,000 in new revenue in two years through a collaborative effort involving the local newspaper, a hospital, the county health department, businesses and local family foundations.

4. **Donor advised funds**. Many community foundations are willing to work with local

nonprofit organizations to market donor advised funds, where potential donors are given information about specific programs to consider supporting. As evidence of their increasing popularity, donor-advised fund assets nationally jumped from $2.4 billion in 1995 to $12.3 billion in 2001, according to the Chronicle of Philanthropy.

Other sources of income:

1. **Training/consulting fees**. Organizations that have been successful in establishing model programs can consider marketing those programs to other communities, charging fees to provide a curriculum, training, materials and consulting services to assist other communities with implementation of the model. As one example, Oregon's Birth to Three family resource center put together a curriculum on parenting teenagers and marketed it to other family resource programs, generating over $50,000 in income. Another form of this approach is to provide fee-based training for other service providers on topics where the organization has specialized expertise of interest to other providers.

2. **Sales of products and services**. This approach involves resale of third-party goods at a profit. Variations on this theme include selling products of special interest to the clients served by an organization, obtaining and reselling excess corporate inventories, serving as a broker for selected goods (such as insurance), and conducting online auctions to resell donated or discounted goods.

3. **Social entrepreneurship**. There are numerous models for generating income for nonprofit services by operating for-profit businesses. The most successful examples have been where a nonprofit can build a viable business that is highly synergistic with its nonprofit mission and operations. Three models that have worked most frequently are:
    - Direct service social enterprise – taking the same services delivered to nonprofit clients (or adapted forms of these services) and marketing them on a fee-basis to different audiences. Examples: nonprofit substance abuse treatment and counseling programs that re-package their services as Employee Assistance Programs to market to businesses, nonprofit senior service agencies providing in-home support services that contract with for-profit home health care agencies to provide fee-based services.
    - Affirmative social enterprise – creating a business that trains, employs and otherwise assists the nonprofit's clientele while also generating earned income for the nonprofit. Examples: UDAC Mailing trains and employs at-home moms to provide direct mailing services to other nonprofits plus for-profit businesses; multitudes of businesses (cafés, landscaping, temporary staffing, computer services, building maintenance, retail operations, etc.) train and employ homeless, low-income or disabled individuals.
    - Leveraging core competencies – applying a strong internal capability of the organization in new ways to create a competitive for-profit business. Example: Redwood Community Action Agency in Eureka, CA had a strong business capability in low-cost, highly efficient building repair and weatherization gained from assisting low-income families with their housing needs and turned this into a successful for-profit building remodeling business.

    Conversely, many nonprofits have spent considerable time and money to establish businesses that failed, draining rather than adding to their resources; this is most common when the business was not well conceived or did not directly leverage the strengths of the nonprofit.

APPROACH AND CRITERIA FOR CHOOSING REVENUE STRATEGIES

It is important to be strategic about choosing from among the many different options for generating revenue. Recommended criteria to use in selecting revenue generation strategies are:

1. **Alignment**. Focus on strategies that fit the mission and values of the organization, rather than changing the mission to fit the revenue generating strategies.

2. **Sustainability**. Objectively evaluate whether there is sufficient market potential to support the strategy over the long term, i.e., whether the strategy can continue to produce income in future years. Avoid getting caught up in a series of “big bang” opportunities that fizzle out, thereby forcing the organization to come up with new strategies each year in order to maintain a steady revenue base. The caveat here is that short-term strategies can be effective if it is understood upfront that the strategy will only be pursued for a limited time period and for specific reasons.

3. **Cost/benefit**. The level of investment required to implement each strategy should be considered. The key is to maximize potential <u>net</u> profits after taking into account all applicable costs, including staff time to carry out the strategy, monitor results and respond to member questions and problems. Tax implications should also be considered, since some income earned by nonprofit organizations may be subject to unrelated business income tax (UBIT) and taxed at corporate rates.

4. **Risk**. “Downside” risks such as potential loss of money, damage to reputation of the organization and loss of members must be weighed against the potential rewards. Strategies with a high level of perceived risk should not necessarily be avoided, but they should carry a correspondingly high level of potential gain in the way of profits and other benefits.

5. **Access to necessary expertise**. Consideration should be given to whether organization has or can acquire the level of skills (including any specialized expertise) to succeed with a strategy.

6. **Politics and partnership**. It is also worth reflecting on the extent to which each strategy helps the organization gain allies and partners. A very important related point is that pursuing different financing strategies may mean fostering effective partnerships that can help the agency or conversely produce ill will that can haunt the organization for a long time. Look for financing strategies that help build a supportive political environment, rather than one that is hampered by turf issues and conflict.

7. **Degree of control**. When other factors are relatively even, consider giving priority to approaches where the organization has a higher level of direct control or influence over the success of the strategy (as opposed to approaches that depend on the decision-making or actions of outside parties that the organization is not able to significantly influence).