

DOCUMENT RESUME

ED 340 875

CE 060 008

AUTHOR Popp, Robert  
 TITLE A Guide to Funding Sources for Family Literacy.  
 INSTITUTION National Center for Family Literacy, Louisville, KY.  
 SPONS AGENCY William R. Kenan, Jr. Charitable Trust, Chapel Hill, NC.  
 PUB DATE 11 Nov 91  
 NOTE 46p.  
 AVAILABLE FROM National Center for Family Literacy, 401 South 4th Avenue, Suite 610, Louisville, KY 40202-3449 (\$5.00).  
 PUB TYPE Reference Materials - Directories/Catalogs (132)  
 EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.  
 DESCRIPTORS Adult Basic Education; Adult Literacy; \*Family Programs; \*Financial Support; \*Grantsmanship; \*Literacy Education; \*Program Development; \*Program Proposals; Proposal Writing; Resources  
 IDENTIFIERS \*Family Literacy

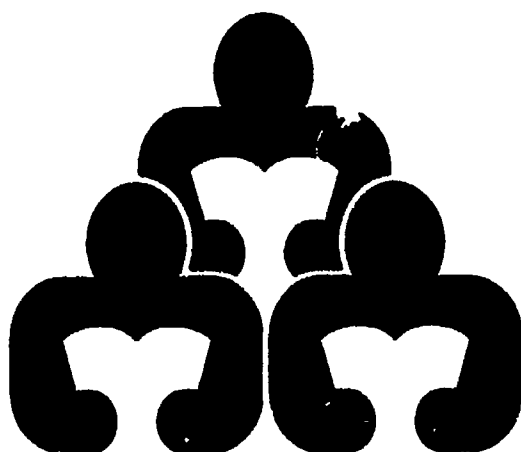
ABSTRACT

This guide provides help in locating and securing funds for family literacy programs and illustrates how family literacy programs may be organized and implemented by explaining important legislation and presenting examples of collaborative family literacy efforts that use a variety of resources. The booklet is organized in four parts. Part I describes the major sources of funding for family literacy programs, including federal, state, and local funds and services, as well as support from private foundations and corporations. Part II presents examples of funding packages, showing how different family literacy programs draw upon different funding sources. Suggestions for maintaining positive relationships with funders are also presented. Part III gives suggestions for writing funding proposals. A description of the types of information requested in proposals is presented, with examples of funding budgets. A checklist is provided for evaluating proposals before submitting them to funders. Part IV provides additional information about funding family literacy programs. Four resource books, which expand upon the information presented in this guide, are cited, and resource centers with information on grants are noted. (KC)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ED340875

# A Guide to Funding Sources for Family Literacy

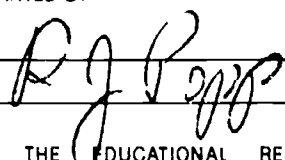


U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.  
✗ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL  
IN OTHER THAN PAPER COPY HAS BEEN  
GRANTED BY

  
\_\_\_\_\_  
TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)"

**National Center for Family Literacy**  
**401 South 4th Avenue, Suite 610**  
**Louisville, KY 40202-3449**

November 11, 1991

**BEST COPY AVAILABLE**

CE060008

## FOREWORD

The National Center for Family Literacy is a private nonprofit corporation dedicated to the development and expansion of family literacy initiatives nationwide. The Center was founded with, and continues to be supported by, a grant from the William R. Kenan, Jr. Charitable Trust. The Center's activities of providing planning assistance to program administrators and implementation training for teachers have been enthusiastically received across the country. Policymakers and local program providers have recognized the value of family literacy programs and are searching for funds to begin initiatives in their respective communities, states, and regions.

This booklet was developed to respond to the needs of those seeking financial support and to answer the many requests we receive at the Center for funding assistance and information. We hope this guide will help you in locating and securing funds for family literacy programs as well as illustrate how such initiatives may be organized and implemented by explaining important legislation and presenting examples of collaborative family literacy efforts that use a variety of resources.

Prepared by Robert Popp, the Center's Director of Research, the booklet is intended to be a working draft and we would appreciate your comments, suggestions, and additions. Please let us hear from you about any other funding sources you have discovered or family literacy models that present innovative combinations of funding and assistance.

Sharon Darling  
President  
National Center for Family Literacy  
401 South Fourth Street Suite 610  
Louisville, KY 40202  
502-584-1133 (office)  
502-584-0172 (fax)

## TABLE OF CONTENTS

INTRODUCTION .....	1
PART I: SOURCES OF FUNDING .....	3
Family Literacy Funds.....	3
Community-Related Literacy Funds .....	9
Other Public Funds.....	13
Private Sector Funds.....	15
PART II: PUTTING TOGETHER A FUNDING PACKAGE.....	24
What To Do First.....	24
Examples of Funding Packages .....	24
Kenan Trust Family Literacy Program.....	25
Toyota Families for Learning Program .....	26
Avance.....	28
Parent Readers Program.....	28
Waianae Family Literacy Program .....	29
Family Tree Project .....	29
Funding Package Summary Sheet.....	30
PART III: WRITING FUNDING PROPOSALS.....	31
Information To Include .....	31
Checklist for Evaluating Proposals.....	34
Examples of Budgets .....	37
After You Receive Funding .....	40
PART IV: ADDITIONAL INFORMATION.....	41

# INTRODUCTION

The key to seeking funds for family literacy programs is to match your program's mission with a funder who shares the same mission. The first step is to be able to state clearly your mission. Identify a need within your community, such as improving the levels of literacy in low literate families. Define the target population. Be able to describe the needs of this population, and be able to demonstrate that existing services in the community are not currently serving that need. Be able to clearly describe how your program will be able to deliver the services, and to have an effect, in your community.

The next step is to demonstrate to potential funders how your program's mission matches theirs, and how your program will complement their efforts. For example, schools will benefit from your program through improved readiness skills of kindergarten children and higher retention rates. Fewer students will require remedial classes. There will be less need for dropout prevention campaigns. Businesses will benefit because family literacy programs help build a larger pool of qualified workers within a community. Local and state governments benefit because of reduced need for welfare and human services within the community. Breaking the cycle of undereducation and disadvantage will ensure that these changes persist in the future.

Funding for family literacy programs can come from sources at the local, state, and federal levels. Local funding, for example, can be found with business and corporations, community groups, and/or social service agencies. Contributions from these groups can take the form of direct grants, in-kind donations, provision of services, and access to volunteer workers.

State funding can also support family literacy programs. Monies allocated for early childhood education, adult literacy, community education, dropout prevention, welfare reform, and/or parent education may be available to support family literacy efforts. In the state of Kentucky, 34 Parent and Child Education (PACE) programs are supported entirely through state funds.

At the federal level, Even Start funds are specifically designed to serve family literacy programs. Other federal programs can provide funding for specific program components. A report released by the U.S. Department of Education in 1985 identified 79 applicable federal programs, administered by 14 different agencies, ranging from the Air Force to the Bureau of Indian Affairs.

Most of these federal programs treat literacy training as an allowable activity. Access to funds, however, may be subject to decisions made at the state level. Each state develops a state plan for utilization of federal funds. These plans are subject to the approval of the federal funding agencies and contain guidelines and restrictions on the use of funds within a state. For example, Chapter I funds can be used to provide the total support for family literacy programs in some states, but not in others.

**Part I of this guide describes the major sources of funding for family literacy programs. These sources include federal, state, and local funds and services, as well as support from private foundations and corporations.**

**Part II presents examples of funding packages, showing how different family literacy programs draw upon different funding sources. Suggestions for maintaining positive relationships with funders are also presented.**

**Part III gives suggestions for writing funding proposals. A description of the types of information requested in proposals is presented, with examples of funding budgets. A checklist is provided for evaluating proposals before submitting them to funders.**

**Part IV provides additional information about funding family literacy programs. Several resource books, which expand upon the information presented here, are cited.**

# **PART I**

## **SOURCES OF FUNDING**

Funds to support family literacy programs are available from a variety of public and private sources. These funding sources will be described in this section, grouped under four broad headings: family literacy, community-related funds, other forms of public funding, and private funding sources. Section II in this guide will describe how to draw upon these resources to provide funding for a family literacy program.

### **Family Literacy Funds**

#### **National Literacy Act**

The National Literacy Act was signed into law on July 25, 1991. A congressional committee report described the act's intent: "The National Literacy Act of 1991 is a comprehensive approach for improving the literacy and basic skill levels of adults by coordinating, integrating, and investing in adult and family literacy programs at the federal, state, and local levels."

Literacy was defined in the act as "an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential."

A National Institute for Literacy will be established to coordinate implementation of the act. The duties of the National Institute include:

- assist government agencies in setting literacy goals and measuring progress toward those goals;
- conduct basic and applied research and demonstrations on literacy;
- assist federal, state, and local agencies in the development, implementation, and evaluation of policy with respect to literacy;
- provide program assistance, training, and technical assistance for literacy programs throughout the United States in order to improve the effectiveness of such programs and to increase the number of such programs;
- collect and disseminate information to federal, state, and local entities with respect to literacy methods that show great promise (including effective methods of assessment, effective literacy programs, and other information obtained through research or practice relating to adult and family learning that would increase the capacity and quality of literacy programs in the United States);

- review and make recommendations regarding ways to achieve uniformity among reporting requirements, the development of performance measures, and the development of standards for program effectiveness of literacy-related federal programs;
- provide a toll-free long-distance telephone line for literacy providers and volunteers.

State literacy resource centers are a new type of program funded under the act. Funding for the centers will be through competitive grants to states. The purpose of a resource center is to:

- improve and promote the diffusion and adoption of state-of-the-art teaching methods, technologies, and program evaluations;
- develop innovative approaches to the coordination of literacy services within and among states and with the federal government;
- assist public and private agencies in coordinating the delivery of literacy services;
- encourage government and industry partnerships, including partnerships with small businesses, private nonprofit organizations, and community-based organizations;
- encourage innovation and experimentation in literacy activities that will enhance the delivery of literacy services and address emerging problems;
- provide technical and policy assistance to state and local governments and service providers to improve literacy policy and programs as well as access to such programs;
- provide training and technical assistance to literacy instructors.

The act also includes amendments to the existing Adult Education Act (see A.L.L. Points Bulletin, volume 3, number 5) which:

- authorize grants for literacy programs in public housing projects;
- require states to develop by July 25, 1993 a system for evaluating the success of funded programs;
- increase Section 353 set-aside funds for special demonstration projects and teacher training;
- provide additional criteria for states to use in allocating federal funds to local programs;
- require states to provide direct and equitable access to federal funds;
- require states to evaluate 20% of grant recipients each year.

For more information, contact:

Joan Seamon, Director  
 Division of Adult Education and Literacy/ED  
 400 Maryland Ave., SW  
 Washington, DC 20202-7240  
 202-732-2270



## **The Adult Education Act**

Under the terms of the federal Adult Education Act, adults who are out of school, who are sixteen or older, or who have passed the age of state compulsory attendance, are eligible to obtain basic skills equivalent to high school completion. The purposes of the act are to enable all adults to acquire basic literacy skills necessary to function in society, enable all adults who so desire to continue their education to at least the level of high school completion, and to make available to adults the means to secure training and education that will enable them to become more employable, productive, and responsible citizens. The program authorized by this act is administered by the state on a matching-grant basis. The federal government pays up to 90% of the cost; this will be reduced to 75% in 1992. Grants to the states permit 20% of the funds to be used to prepare adults to take the GED or to complete high school. Another 10% can be used to teach basic skills to adults who are institutionalized. At least 10% must be used for experimental or demonstration projects and training of teachers. States must submit a plan every three years to describe how the funds allocated under the terms of this act will be used.

The Adult Education Act can be the core around which many types of projects and activities can be grouped to provide literacy services to adults. It is often linked, for example, with preschool programs to provide literacy training for parents of three- and four-year-olds.

Funding for 1991 was \$201 million. \$235 million is the level of funding for 1992.

Joan Seamon, Director  
Division of Adult Education and Literacy/ED  
400 Maryland Ave., SW  
Washington, DC 20202-7240  
202-732-2270

## **Job Training Partnership Act**

Providing remedial education to prepare adults to enter the labor force is an allowable activity under the Job Training Partnership Act. Since 40% of the funds must be used for services to youth, and since many states are seeking eligible individuals in youthful age categories, the program may be tapped to pay for basic literacy training of younger adults. Important programs of the Job Training Partnership Act are:

### **Title IIA**

This program is directed toward placing disadvantaged youths and adults in jobs at a relatively low cost per placement. Remedial education, job counseling, job search training, and other services are provided to remove barriers to employment. Local service delivery areas (SDA's) administer funds allocated by the states. Funds from this program may be used to assist graduates of family literacy programs.

### **Title IIB**

The Summer Youth Employment Program serves youths between the ages of 14 and 21, and who have incomes below the federal poverty level (100% of Lower Living Standard). This group may include parents involved in family literacy programs. The program is restricted to vacation periods (summer, at least one month break between semesters), however, suggesting that a summertime project may be an attractive option for parents. Employment and educational services are provided through this program. Full and part-time jobs are located in public institutions. Remedial and literacy education can be designed to supplement employment skills or to provide training in basic skills. Local SDA's administer funds allocated by the states.

### **Title III**

The Economic Dislocation and Worker Adjustment Assistance Program. This program provides funds for reemployment assistance, which can cover literacy and remedial activities. Block grants are made to states, and the money is passed through to SDA's. SDA's design and implement the services, or contract with public or private organizations for service delivery.

### **The Governor's Eight Percent Discretionary Fund**

This amount is a 50% match on 80% of a total of 8% of the state's JTPA allocation. Of this portion, all must be used for disadvantaged persons. The funds must be channeled through an education agency. Fifteen percent may be used for administration. Covered services can include day care, transportation, and training for certain jobs, e.g., day care operators and aides. These funds can be used as a match to attract private funds.

### **State Education Coordination and Grants under Section 123**

Literacy training is an allowable activity under Section 123. These funds can be used as seed money to enforce reforms needed in literacy instruction for youths and adults and to leverage education and local JTPA delivery systems.

Governors, with advice from their Job Training and Coordinating Council, manage the dislocated worker program and control the education and older worker and incentive set-aside programs. They can influence how the JTPA system will work to solve literacy problems. The Title IIA and IIB programs are administered by the state but are managed through local service delivery areas or private industry councils (PIC's). These councils, which are locally constituted, guide and monitor the local job training programs. Within the confines of the law, PIC's can decide who will be served, what services they will receive and who will be charged to deliver the services. PIC's are, thus, the point at which gubernatorial influence can be utilized and local requests for funds can be submitted.

Contact the local employment services office for information about services available to parents in family literacy programs.

## **The Elementary and Secondary Education Act**

### **Chapter I**

Compensatory education offered under Chapter I of the federal Elementary and Secondary Education Act provides remedial education for disadvantaged children, grades K-12. Children of migrant workers and neglected and delinquent children in institutions are also covered. Funding for fiscal year 1991 is \$5.6 billion. Funding for 1992 is \$6.1 billion.

The largest percentage of these funds is directed to local school districts which determine how they are to be spent. Working through the local districts, however, the program can be used to teach parenting skills for parents of eligible children. Chapter I can also be coordinated closely with JTPA to provide remedial training to young people eligible for JTPA, some of whom might be parents of three- or four-year-olds.

### **Even Start**

A new part of Chapter I, which was authorized in H.R. 5 and passed in 1988, is called Even Start. It provides educational services to low literate parents and their children ages birth to seven. Proposed funding for 1991 is \$49 million. Proposed funding for 1992 is \$70 million.

The funds support demonstration programs in urban and rural sites across the country. The grants are allocated for "family-centered education programs which involve parents and children in a cooperative effort to help parents become full partners in the education of their children, to assist

children in reaching their full potential as learners, and to provide literacy training for their parents" (Public Law 100-297). Programs can be funded for four years with the federal share being 90% the first year, decreasing to 60% in the fourth year. Since the demonstration programs must combine adult education and early childhood education, these funds can be used to finance intensive family literacy programs.

The Parents in Education Center, RMC Research Corporation, has prepared a document to assist in the preparation of Even Start grant applications. The document, "Even Start Questions and Answers," is available from local education agencies (LEA's). Grant application packages and further information about program eligibility are available from:

Thomas W. Fagan  
Compensatory Education Programs  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202-6132  
202-401-1682

## **Chapter II**

School improvement is the focus of this block-grant program. Eighty percent of the money passes to local school districts which have a substantial number of children who are from low-income families, or who live in depressed rural/urban areas or in sparsely populated rural areas. Funds must be used to improve the schools these children attend. States are prohibited from interfering in a district's use of this money, other than to render technical assistance or to monitor compliance. Local presentations to the school system staff about the benefits of family literacy programs may result in a redirection of Chapter II resources.

The remaining 20% of the Chapter II block-grant is reserved for use at the discretion of the state. One of the permissible uses is for preschool programs in which the school works with parents of preschool children in cooperation with Head Start and local Chapter II programs. The teaching of employment skills in conjunction with JTPA programs is also allowed.

A separate preschool program is authorized to provide educational services to children aged three to five who are handicapped. The early childhood education program is discretionary and can be used to support the teaching of basic skills to handicapped preschool-aged children. Authorized funds may be used to support certain components of a family literacy model.

The state of Kentucky has identified areas in which Congress says Chapter II funds should be used:

- provide initial funding for implementing promising educational programs;
- provide continuing support for library and instructional materials;
- meet the needs of at risk students;
- enhance the quality of teaching and learning through expansion of effective school programs;
- enable state and local educational agencies to meet their educational needs and priorities.

## **Head Start**

**Head Start is a direct grant from the US Department of Health and Human Services to local and private nonprofit organizations. Federal funds pay for a percentage of the local programs. Head Start has provided comprehensive services to economically disadvantaged preschool children and their parents for the past 26 years. The services include health, education, special needs, nutrition, and social areas. Parental involvement has always been a focus of Head Start and, as of 1991-92 fiscal year, this focus has broadened to include family literacy initiatives.**

**Coordination and collaboration efforts with other agencies, such as social service and local educational agencies, has become an important focus of Head Start. Grants have been awarded to 13 Head Start projects for the purpose of demonstrating how Head Start can collaborate with other educational and social service agencies. These three-year demonstration grants will fund efforts of community agencies to address the problems of substance abuse, illiteracy, and unemployment among Head Start families. Grants ranging from \$125,000 to \$225,000 have funded the 13 Head Start Family Service Center Demonstration Projects:**

- Central Vermont Community Action Council; Barre, Vermont
- Hall Neighborhood House; Bridgeport, Connecticut
- Aspira of Puerto Rico, Inc.; Rio Piedras, Puerto Rico
- Community Action Council of Lexington-Fayette County, Inc.; Lexington, Kentucky
- Parents in Community Action, Inc.; Minneapolis, Minnesota
- Lorain County Community Action Agency; Lorain, Ohio
- Hoosier Valley Economic Opportunity Council; Jeffersonville, Kentucky
- Hawkeye Area Community Action Program, Inc.; Cedar Rapids, Iowa
- Blackfeet Tribal Business Council; Browning, Montana
- Santa Clara County Office of Education; San Jose, California
- Contra Costa County Board of Supervisors; Concord, California
- Southwestern Oregon Community Action, Inc.; Coos Bay, Oregon
- Community Action Agency; Somerville, Massachusetts

**Head Start funds are currently being used in family literacy programs to pay the salary of preschool teachers. A description of one of those programs, located in Tucson, will be presented in Section II of this guide. Funding for 1991 is \$1.952 billion.**

**Jim O'Brien  
Special Assistant to Associate Commissioner  
Head Start Bureau  
PO Box 1182  
Washington, DC 20213  
202-245-7813**



## **Family Support Act**

The Family Support Act of 1988 states that AFDC recipients must participate in a jobs program or, if non-high school, an education program. A parent is exempt if over 20 years of age and has a child younger than three years old. AFDC parents under the age of 20 without a high school diploma must participate in an educational activity regardless of the age of the child. These reforms will drastically change the welfare system and will mandate that many AFDC parents participate in an education program. An intensive family literacy program can provide these services as well as provide quality child care, parenting education, and vocational education. By fiscal 1995, at least 20% of the eligible parents must be enrolled in such programs. Until that time, requirements for AFDC parents will be in a state of flux. The programs will be administered through the state's welfare agency, or through state and local education agencies and the Job Training Partnership Act.

The Family Support Act component with the greatest significance for family literacy programs is the Job Opportunities and Basic Skills Training Program (JOBS). JOBS makes provisions for educational services to include high school or studies leading to an equivalency diploma (GED), remedial education to achieve a basic literacy level, and education for individuals with limited English proficiency. The JOBS program also makes provisions for the support services that are critical for clients, including child care, transportation, and transitional services when moving from welfare to employment.

One billion dollars was the requested level of funding for 1991. Since JOBS funds are allocated to state departments of social services, questions about funding of family literacy programs in your community should be directed to those departments.

**Title XX Social Services Block Grants.** States have wide discretion in how this money, which is 100% federal, is used. Day care, educational services, and transportation are all allowable and can be used to support parenting, day care, and transportation components for persons attending family literacy programs.

## **Education of the Handicapped**

This act provides states and local school districts with assistance in educating handicapped children from the ages of three to 21. Seventy-five percent of the money must be passed through to the local districts.

## **The Rehabilitation Act**

Like the Education of the Handicapped Act, the Rehabilitation Act can be used to defray the costs of educational services for physically disabled individuals, including support for additional tutoring and transportation. These funds may be used for eligible individuals in family literacy programs.

## **Community-Related Literacy Funds**

Since many family literacy programs solicit encouragement and support from local communities, federal programs available for community-related literacy efforts may be able to provide financial support for certain aspects of the programs. The following federal programs may assist in funding some of the components of family literacy models.

## **Community-Related Literacy Funds (con't)**

### **Child Care and Development Block Grants**

The purpose of Child Care and Development Block grants is "to increase availability, affordability, and quality of child care." The June 6, 1991 Federal Register lists the rules and regulations for the grants. Federal funds are designated for child care for low income parents who are working, attending a vocational training program, or enrolled in educational programs. Funding for 1991 is \$731.9 million. For further information:

Mark Ragan  
Administration for Children and Families  
Child Care Task Force  
5th Floor, 370 L'Enfant Promenade, SE  
Washington, DC 20447  
202-401-9362

The July, 1991 issue of Young Children outlined outcomes specified by the block grant legislation:

- maximizing parental choice among care options, including center care, family child care, in-home care, relative care, and care provided by sectarian organizations;
- coordinating planning and delivery of services at federal, state, and local levels;
- providing flexible program design to meet recipient needs;
- ensuring that the preponderance of funds are used to provide child care services;
- increasing the availability of services, including early childhood development and before- and after-school care;
- assuring responsible program administration;
- assuring that funding supplements do not supplant existing funds.

The Public Affairs Division of the National Association for the Education of Young Children can provide additional information by telephone at 202-328-2605 or 800-424-2460.

### **Adult Training, Retraining, and Employment Development**

Unemployed adults and adults wanting to upgrade their skills can receive training under Title II of JTPA, as described earlier in this guide.

### **Carl D. Perkins Vocational Education Act**

This act provides federal funds to the states to give vocational education training, including basic skills development activities. In the plans that states must prepare and submit to the U.S. Department of Education regarding expenditure of these funds, they must describe how the programs covered under this act will be coordinated with the Adult Education Act.

Basic state grants under this act include Title IIA which provides vocational education opportunities for eligible groups, including the disadvantaged, who are in need of training and retraining in order to get employment. Problems of unequal access and single parenthood are also covered. Title IIB

allows funds to be used to improve post-secondary and adult vocational education programs and services for basic skills for adults, especially for the unemployed and those with limited English proficiency.

One portion of the Carl Perkins Act provides assistance to enable states to give prevocational education preparation and basic skills development training in conjunction with business organizations and concerns. These programs can be targeted to inner-city youth, non-English speaking youth, and young people in areas of serious poverty.

The consumer and homemakers provision of the Perkins Act can be used to teach parenting and child development skills and basic academic skills to adults through the consumer and homemaker education programs. At least one state, Alaska, has utilized funds from this portion of the Perkins Act to fund model sites that are providing family literacy programs for teenage parents. Funds have also been used to provide staff development workshops for vocational teachers, adult education staff, and school guidance counselors who are working toward development of family literacy programs.

The Perkins Act allows the states to use funding for three important components of intensive family literacy models: basic academic skills; parent education skills; and pre-employment or vocational instruction.

Contact the local employment services office for information about services available to parents in family literacy programs.

### **Bilingual Education Act**

Several provisions of the Bilingual Education Act can be used to assist youths and adults who have limited proficiency in English. Adult education programs for parents are permitted when they supplement programs for children whose English is limited. Sums are comparatively small, however, and are routed directly from the federal government to local school districts through a process of competitive applications. Literacy projects, therefore, must work closely with local school districts to tailor their programs to the needs of the population if they are to qualify for funds available to the school through this act.

### **Domestic Volunteer Service Act**

The Domestic Volunteer Service Act of 1973 authorized the creation of Volunteers in Service to America (VISTA). VISTA's mandate was to "eliminate and alleviate poverty and its related problems in the United States (Federal Register, 56(53)." VISTA enlists volunteers for year-long service in a variety of projects.

Amendments to the Domestic Volunteer Service Act in 1986 (PL 99-551) directed VISTA to address the area of literacy through creation of the VISTA Literacy Corps. Literacy Corps grants awarded in 1991 targeted the following areas:

- literacy projects which provide comprehensive services to curb the intergenerational transfer of illiteracy within low-income families by instructing parents and children together;
- literacy projects which focus on overcoming employment barriers by providing the unemployed and marginally employed with occupational literacy skills which make them more competitive within the labor force;

- literacy projects which provide English as a Second Language (ESL) to legalized aliens as well as those seeking amnesty under the Immigration Reform and Control Act of 1986;
- literacy projects which concentrate on preventive educational training for potential school dropouts and other low-income young adults who may be "educationally at risk;"
- literacy projects which focus on the rehabilitation of offenders and ex-offenders by providing literacy training to incarcerated and formerly incarcerated adults with low-level reading skills.

### **Wagner Peyser Discretionary Program 7(b)**

This is the governor's 10% set-aside to cover services for groups with special needs. It is administered by the employment services agency, which is outside the realm of social services staff, and so is often an available source of funds for serving teen-aged fathers and teaching parental responsibility, i.e., parenting. Other types of services addressed by this program include occupational assessment, job search training, and job referral.

### **Targeted Jobs Tax Credit**

The Targeted Jobs Tax Credit is a federal tax credit available to employers who hire an individual from an eligible population. Persons 18 to 22 years of age, general assistance recipients, disadvantaged youth participating in cooperative education programs, AFDC recipients, and summer youth are included. The program is very flexible and when combined with an appropriation of state money for administration has potential for becoming a very important part of a state's campaign for adult literacy.

### **Library Services and Construction Act (Titles I and VI)**

The Library Literacy Program awards grants to state and local public libraries. Funds are used to develop, coordinate, and carry out library programs that work to raise the literacy level of low literate adults. Funds are also used for the development of literacy materials. Funding for 1991 and 1992 will remain constant at \$8 million for each of the two years.

Grants are awarded up to a maximum amount of \$35,000. For information about applying for library literacy grants, contact:

Ray Fry, Director  
 Library Literacy Programs  
 Office of Educational Research and Improvement  
 555 New Jersey Ave., NW  
 Washington, DC 20206

The US Department of Education has published a report describing library literacy programs that received funding through Title VI of this act. Copies of the report, Library Literacy Programs: Analysis of Funded Projects, 1989 (stock no. 065-000-00421-6), are available for \$2.25 from:

Superintendent of Documents  
 US Government Printing Office  
 Washington, DC 20402-9325



The US Department of Education has awarded a grant to study the development of family literacy programs in public libraries. The study began on September 1, 1991 and is expected to be completed August 31, 1992. For more information, contact:

Debra Wilcox Johnson  
School of Library and Information Studies  
University of Wisconsin-Madison  
600 North Park Street  
Madison, WI 53706  
608-263-9404

Library literacy funding was one of the topics of the 1991 White House Conference on Library and Information Services, held in July of 1991. A description of the 97 recommendations adopted at the conference is presented in the conference's August, 1991 newsletter, Discovery. Also included in that newsletter is information about ordering video and audio tapes of the conference. For more information, contact:

Jean M. Curtis, Executive Director  
The White House Conference on Library and Information Services  
1111 18th Street, NW Suite 302  
Washington, DC 20036  
202-254-5100

### Other Public Funds

Numerous other funds may be made available through arrangements with the agencies charged with their administration. It is important to understand how eligibility and service requirements are worded and structured by particular agencies when applying for funding. Such funds may come from the following sources:

#### **Department of Employment Services**

The U.S. Department of Labor supports a national network of employment services offices. These local offices offer services to both employers and unemployed persons. Employers submit job orders to the employment services office specifying the types of jobs they want to fill and qualifications required of applicants. Job applicants, on the other hand, can obtain job counseling and other services, usually on a walk-in basis at the local office. The employment services office helps fill the employment needs of the community by matching applicants with available jobs.

#### **Food Stamp Programs**

The Food Stamp Employment Program was established to address clients' needs for education, training, and job placement. Design and implementation of the program vary from state to state. In Kentucky, for example, the program serves as a referral center. Clients with education needs are referred to local adult education providers. Those with training and vocational needs are referred to local employment services offices.

The food stamp office is a good place to recruit new students for family literacy programs. For families already enrolled in a program, funds are available to provide breakfast and lunch for parents and children while they are at school. Eligibility requirements include: gross household

income below 130% of poverty level and liquid assets less than \$3000. Local welfare agencies certify eligible families and control the issuing of food stamps.

### **Medical Assistance - Medicaid**

All AFDC and SSI recipients are eligible for medical care under this program. States have the discretion to cover other groups.

### **Medical Assistance Program - Medicaid Waivers**

There are no definite guidelines for this program. Each state can design its own demonstration project and apply for a waiver of its state Medicaid plan in order to carry out the demonstration in one or more pilot sites. "Programs for disabled children of teens up to three years old," was one waiver that was approved.

### **Community Services Block Grants**

The purpose of these grants is to provide services for families with incomes below the federally defined poverty level. Employment, education, and nutrition are among the services that can be funded under this program. Funds are distributed in the form of block grants to states, and are allocated to by the states to local agencies. At least 90% of these funds must be distributed to community action agencies. Other programs include:

**Juvenile Justice and Delinquency Prevention**

**Foster Grandparents**

**Child Welfare**

**Child Support Enforcement Grant**

**Foster Care and Protective Services**

**Native American Programs**

**Special Supplemental Food Program for Women, Infants and Children (WIC)**

**Community Health Care Centers and Local Health Departments**

**Family Planning (Title X)**

**Maternal and Child Health Services Block Grant**

**Alcohol and Drug Abuse and Mental Health Services Block Grant**

## **Private Sector Grants**

Private foundations and corporations can be important sources of funding for family literacy programs. Funding decisions are typically based upon the funders' interests in the programs. Find out if this is the type of activity they normally fund. Funders also make decisions based on the location of the programs. It helps if the program will be located in geographic areas foundations serve or is near one of the corporate sponsor's facilities.

In this section, foundation support for literacy will be described. Information about how to locate and contact foundations will be presented. Corporate contributions to literacy programs will be discussed. Later in this handbook, strategies for securing private funds for family literacy programs will be presented.

### **The Barbara Bush Foundation for Family Literacy**

The Barbara Bush Foundation for Family Literacy was established in March, 1989. Its stated mission is: to establish literacy as a value in every family in America by helping parents understand that the home is the child's first school, the parent is the child's first teacher, and reading is the child's first subject; and to break intergenerational cycle of illiteracy by supporting the development of literacy programs that build families of readers.

The foundation pursues its mission through: identification of successful family literacy programs; awarding grants to establish family literacy programs; providing seed money for community planning of interagency family literacy programs; supporting training and professional development for teachers; encouraging recognition of volunteers, educators, students, and effective programs; and publishing materials that document effective programs.

The foundation awarded its first group of family literacy grants in the fall of 1990. Thirteen new programs are being funded in 1991. It is anticipated that approximately ten new programs will be funded in succeeding years. To receive information about funding, and to be placed on the mailing list to receive requests for proposals (RFP's) from the foundation, write to:

Elizabeth McManis  
The Barbara Bush Foundation for Family Literacy  
1002 Wisconsin Ave., NW  
Washington, DC 20007  
202-338-2006

### **Other Foundations**

There are over 24,000 grantmaking foundations in the United States. Information about these foundations is organized and disseminated by the Foundation Center. The center publishes this information in several forms:

**National Data Book**. This book contains the names and addresses for all grantmaking foundations in the United States. It can be used to locate foundations in a particular state or city. Employer Identification Numbers for foundations are also listed, which can be used to obtain fiscal information about foundations in the form of IRS reports. This book is published annually.

**Foundation Directory**. This directory lists foundations that have assets of \$1 million or more, and whose grants total at least \$100,000. Detailed information is provided about the foundations'

purpose, resources, and restrictions on grants. The directory is useful for identifying large foundations whose interests match your particular program and for obtaining information about application procedures and deadlines.

**Source Book Profiles.** This book lists the 1,000 foundations who have awarded the largest amounts in grants in the United States. In addition to information about foundations' assets, interests, and funding restrictions, the book provides analyses of the foundations' funding patterns. A list of sample grants is also included. This book provides the most detailed information about the grant application process with identified large foundations. This book is published biannually, in odd years, with a supplement published in even years.

**Grants Index.** This index lists grants of \$5000 or more. Information about funder, recipient, grant amount and duration, and any restrictions on the grant is provided. The index is useful for locating grantmaking foundations with a particular area of interest and for identifying recipients of grants in a particular locality. It is published annually and is updated bimonthly with supplements.

These materials are available in reference collections maintained by community colleges, universities, and many large city public libraries. The reference collections frequently contain sets of IRS returns (Form 990-PF) for foundations found in the local region. Reference collections in New York and Washington, DC, contain a complete set of this information for foundations nationally.

The following pages describe in more detail the resource guides published by the Foundation Center, and present a listing of information centers that maintain collections with this information. Those pages are reprinted with permission from the Foundation Center, New York, NY, 1990.

The Foundation Center  
79 5th Avenue  
New York, New York  
800-424-9836

## Corporate Donors

*Fortune* magazine surveyed the Fortune 500 and Service 500 companies concerning their contributions to education. Results of the survey were reported in a special issue of *Fortune* (Spring, 1990). Of the 305 companies responding to the survey, 78% contributed money to public schools. These contributions ranged from \$1 million or more (18% of the contributors) to those giving less than \$100,000 (41% of the contributors). Where most of the money in the past was given to high schools and colleges, there is now a growing trend to contribute more to elementary and middle school programs.

Corporations are involved in a variety of projects that could complement a family literacy program. Time Warner's "Time to Read" program, for example, provides free subscriptions to current magazines and reading tutors from local cooperating companies. The magazines could be used as materials for reading lessons in adult education classrooms and could be taken home to share with other family members. Tutors could supplement instruction being provided by adult educators.

Toyota Motor Corporation provided direct funding to the National Center for Family Literacy to support the establishment of Toyota Families for Learning programs in five selected cities. This grant served as a catalyst for the commitment of local funding through collaborative efforts in each of the five cities selected to participate in the project. The Minolta Corporation sponsored a national ad campaign to raise money for Center initiatives. On the specified day Minolta contributed \$2 to the National Center for Family Literacy for every cold call made by a sales

representative of an authorized Minolta dealer. (A cold call is a sales visit made to a potential customer who has not been previously qualified by direct mail, telemarketing, advertising coupons or other means.) In turn dealers were encouraged to match funds. This campaign raised approximately \$34,000.

Other companies are involved in dropout prevention programs. While their current efforts are targeted toward middle and high school students, these companies may be open to proposals from family literacy programs who can demonstrate that their efforts help prevent children from later dropping out of school.

The Business Council for Effective Literacy (BCEL) publishes a newsletter that tracks literacy activities in the business community. The July, 1990, issue, for example, describes over 20 companies' financial and in-kind contributions in the area of literacy. Basic skills programs for employees at 11 companies are also described in that issue.

BCEL has also developed a 54 page resource, "Make It Your Business: A Corporate Fundraising Guide for Literacy Programs." It provides an introduction to the corporate giving environment and guidelines to raising corporate funds for literacy programs. The guide contains instructions for completing corporate grant proposals.

Business Council for Effective Literacy  
1221 Avenue of the Americas--35th Floor  
New York, NY 10020  
212-512-2415/2412

Information about current corporate giving can be obtained through several sources. The Directory of Corporate Philanthropy describes funding provided by the top 500 corporations in the United States:

The Directory of Corporate Philanthropy  
Public Management Institute  
358 Brannan NW  
San Francisco, CA 94107  
415-896-1900

Corporate Foundation Profiles provides detailed information about the 234 largest corporate givers as well as brief descriptions of 701 corporations whose foundations provide major sources of funding:

Corporate Foundation Profiles  
The Foundation Center  
79 Fifth Avenue  
New York, NY 10003  
800-424-9836

The Taft Giving Directory also tracks corporations who are major funders of grants. Addresses for these three information guides are given below.

The Taft Corporate Giving Directory  
The Taft Group  
5130 Marathon Boulevard  
Washington, DC 20016  
202-966-7086



## Helpful Hints on Using Key Foundation Center Reference Books

Title	National Data Book	Foundation Directory	Source Book Profiles
<b>Covers</b>	All currently active U.S. grantmaking private foundations (approx. 30,000) community foundations (approx. 250) & private operating non-grantmaking foundations (approx. 1,500)	Foundations with assets of \$1 million or more or whose total grants are at least \$100,000 (approx. 6,600)	The 1,000 largest U.S. foundations by total grants awarded
<b>Entries Include</b>	<p>Foundation name &amp; address</p> <p>Principal officer</p> <p>Fiscal data, total assets, gifts received, grants paid &amp; expenditures</p> <p>Indicates foundation type, availability of annual report &amp; in what other Center publication entries appear</p>	<p>Foundation name, address &amp; phone number</p> <p>All officers &amp; directors &amp; number of staff</p> <p>Establishment date, donors, &amp; purpose statement; limitation statement noting program &amp; geographic restrictions, &amp; types of support awarded</p> <p>Total assets, gifts received, expenditures, grants paid, high &amp; low grant amount, matching gifts, scholarships, loans &amp; operating programs</p> <p>Brief grant application information, including board meeting dates, deadlines &amp; contact person</p> <p>Publications list</p>	<p>Foundation name, address, phone number &amp; contact person</p> <p>All officers, directors, key program staff &amp; number of staff</p> <p>Establishment date, donors, historical &amp; general background</p> <p>Detailed purpose &amp; limitations statement</p> <p>Total assets, gifts received, expenditures, grants paid, high &amp; low grant amount, matching gifts, scholarships, loans, operating programs &amp; total grants approved for future payment</p> <p>In-depth analysis of current grants &amp; grantmaking patterns &amp; list of sample grants</p> <p>Foundation publications</p> <p>Full application policies &amp; procedures including funding cycle, board meeting dates &amp; deadlines</p>
<b>Arrangement</b>	State, then in descending order by grants paid	State, then alphabetical by name	Alphabetical by name
<b>Indexes</b>	Foundation name (alphabetical)	<p>Foundation name</p> <p>Subject (noting local &amp; national focus)</p> <p>City &amp; state location (with cross-reference to focus of giving)</p> <p>Donor &amp; trustee names</p> <p>Type of support</p>	<p>Foundation name</p> <p>Subject (noting local &amp; national focus)</p> <p>City &amp; state location &amp; focus of giving</p> <p>Type of support</p>
<b>Frequency &amp; Format</b>	Annual in 2 vols.	Annual	Quarterly cumulated vols.; each annual cumulation covers 500 foundations
<b>Primary Uses</b>	<p>To locate foundations in particular state or city</p> <p>To obtain address, key officer, or brief fiscal data on smaller foundations</p> <p>To obtain Employer Identification Number of a foundation to order copies of its IRS return (Form 990-PF)</p>	<p>To identify larger foundations by state, subject interest, or geographic focus</p> <p>To obtain more detailed information on giving interests &amp; restrictions, application guidelines, or names of officers &amp; directors</p>	<p>To identify large foundations by subject or geographical focus of giving</p> <p>To obtain most detailed information on giving interest, restrictions, background &amp; application procedures for largest foundations</p>

## Helpful Hints (cont.)

Title	Foundation Grants Index	Foundation Grants to Individuals	National Directory of Corporate Giving
<b>Covers</b>	Grants of \$5,000 or more awarded by major U.S. foundations (approx. 450 foundations)	Foundations making grants to individuals of at least \$2,000 a year; the foundation itself must select recipients of the awards	Corporate charitable activity, including corporate/direct (nonfoundation) giving programs (approx. 475) and company-sponsored or corporate foundations (approx. 1,300)
<b>Entries Include</b>	<p>Foundation name (address in appendix)</p> <p>Brief limitation statement noting program or geographic restrictions</p> <p>Complete list of grants of \$5,000 &amp; over noting recipient name &amp; location, grant amount, duration &amp; purpose</p> <p>Indicates availability of annual report</p>	<p>Foundation name, address, telephone number</p> <p>Name &amp; title of contact person</p> <p>Limitations and restrictions</p> <p>Financial information, including assets, total amount of giving, subtotal for gifts to individuals, number of gifts to individuals</p> <p>Application information, including deadlines, whether or not interviews or completion of application forms required</p> <p>Publications list</p> <p>When available, detailed descriptions of awards, including purpose, duration &amp; conditions under which they are awarded</p>	<p>Name of sponsoring company, city &amp; state headquarters, description of business activities</p> <p>Financial profile</p> <p>Principal corporate officers, subsidiaries, divisions, plants</p> <p>Name of foundation or corporate/direct giving program, address &amp; telephone number</p> <p>Officers, directors, or administrators</p> <p>Purpose statement, limitations statement noting program &amp; geographic restrictions, types of support awarded</p> <p>Grants paid, high &amp; low amounts, matching gifts, gifts to individuals, loans, operating programs &amp; in-kind gifts</p> <p>Grant application information</p> <p>Publications list</p>
<b>Arrangement</b>	State, then alphabetical by foundation name	By type of award, categories include educational, general welfare, arts & culture awards, grants to foreign individuals, awards by nomination, company employee grants for education & for general welfare	Alphabetical by name of sponsoring company
<b>Indexes</b>	<p>Subject (detailed key words)</p> <p>Broad subject divided by recipient state location</p> <p>Recipient names</p> <p>Recipient category/type of support</p>	Index of foundations, subject index, types of support index, geographic focus index, company name index for employees of specific companies, index of specific educational institutions for grants to individuals who must attend specific institutions	Indexes of officers, donors & trustees; geographic index by state & city, listing locations of corporate headquarters, subsidiaries, plants, foundations & corporate giving programs; type of business index; corporation, corporate giving program & foundation index; type of support index; subject index.
<b>Frequency &amp; Format</b>	Annual supplemented by quarterly listings; listings of grants in special subject areas or geographic location also available through COMSEARCH print outs	Biennial	Biennial
<b>Primary Uses</b>	<p>To identify foundations by specific subject areas, types of recipients &amp; geographic areas where they have made grants</p> <p>To examine the current funding interests of particular foundations</p> <p>To identify nonprofit organizations receiving grants in a particular subject or geographic area</p>	To identify foundations that award grants to individuals by state, funding interest; to obtain more detailed information on foundation programs for individuals	<p>To identify company-sponsored foundations &amp; direct corporate giving programs by location, funding interests &amp; business activity of sponsoring company</p> <p>To obtain more detailed information on giving interests &amp; restrictions, application guidelines, or names of program administrators</p>

## THE FOUNDATION CENTER COOPERATING COLLECTIONS NETWORK

### Free Funding Information Centers

The Foundation Center is an independent national service organization established by foundations to provide an authoritative source of information on private philanthropic giving. The New York, Washington, DC, Cleveland and San Francisco reference collections operated by the Foundation Center offer a wide variety of services and comprehensive collections of information on foundations and grants. Cooperating Collections are libraries, community foundations and other nonprofit agencies that provide a core collection of Foundation Center publications and a variety of supplementary materials and services in areas useful to grantseekers. The core collection consists of:

Foundation Directory  
Foundation Fundamentals  
Foundation Grants Index

Foundation Grants to Individuals  
Literature of the Nonprofit Sector  
National Data Book of Foundations

National Directory of Corporate Giving  
Source Book Profiles

Many of the network members have sets of private foundation information returns (IRS 990-PF) for their state or region which are available for public use. A complete set of U.S. foundation returns can be found at the New York and Washington, DC offices of the Foundation Center. The Cleveland and San Francisco offices contain IRS 990-PF returns for the midwestern and western states, respectively. Those Cooperating Collections marked with a bullet (●) have sets of private foundation information returns for their state or region.

Because the collections vary in their hours, materials and services, IT IS RECOMMENDED THAT YOU CALL EACH COLLECTION IN ADVANCE. To check on new locations or more current information, call 1-800-424-9836.

### Reference Collections Operated by the Foundation Center

The Foundation Center  
8th Floor  
79 Fifth Avenue  
New York, NY 10003  
212-620-4230

The Foundation Center  
Room 312  
312 Sutter Street  
San Francisco, CA 94108  
415-397-0902

The Foundation Center  
1001 Connecticut Avenue, NW  
Washington, DC 20036  
202-331-1400

The Foundation Center  
Kent H. Smith Library  
1442 Hanna Building  
Cleveland, OH 44115

#### ALABAMA

- Birmingham Public Library  
Government Documents  
2100 Park Place  
Birmingham 35203  
205-226-3600

Huntsville Public Library  
915 Monroe St.  
Huntsville 35801  
205-532-5940

University of South Alabama  
Library Reference Dept.  
Mobile 36688  
205-460-7025

- Auburn University at  
Montgomery Library  
1-85 at Taylor Rd.  
Montgomery 36193-0401  
205-271-9649

#### ALASKA

- University of Alaska  
Anchorage Library  
3211 Providence Drive  
Anchorage 99508  
907-786-1848

Juneau Public Library  
292 Marine Way  
Juneau 99801  
907-586-5249

#### ARIZONA

- Phoenix Public Library  
Business & Sciences Dept.  
12 East McDowell Road  
Phoenix 85257  
602-262-4636

- Tucson Public Library  
101 N. Stone Ave.  
Tucson 85726-7470  
602-791-4393

#### ARKANSAS

- Westark Community College  
Library  
5210 Grand Avenue  
Fort Smith 72913  
501-785-7000

- Central Arkansas Library System  
Reference Services  
700 Louisiana Street  
Little Rock 72201  
501-370-5950

#### CALIFORNIA

- Peninsula Community  
Foundation  
1204 Burlingame Avenue  
Burlingame 94011-0627  
415-342-2505

- Orange County Community  
Developmental Council  
1695 W. MacArthur Blvd.  
Costa Mesa 92626  
714-540-9293

- California Community Foundation  
Funding Information Center  
3580 Wilshire Blvd., Suite 1660  
Los Angeles 90010  
213-413-4042

- Community Foundation for  
Monterey County  
420 Pacific Street  
Monterey 93942  
408-375-9712

Riverside Public Library  
3581 7th Street  
Riverside 92501  
714-782-5201

California State Library  
Reference Services, Rm. 301  
914 Capitol Mall  
Sacramento 95814  
916-322-4570

- San Diego Community  
Foundation  
525 "B" Street, Suite 410  
San Diego 92101  
619-239-8815

- Nonprofit Development  
1762 Technology Dr., Suite 225  
San Jose 95110  
408-452-8181

California Community  
Foundation  
Volunteer Center of Orange  
County  
1000 E. Santa Ana Blvd.  
Santa Ana, CA 92701  
714-953-1655

- Santa Barbara Public Library  
40 East Anapamu  
Santa Barbara 93101-1603  
805-962-7653

Santa Monica Public Library  
1343 Sixth Street  
Santa Monica 90401-1603  
213-458-8859

#### COLORADO

Pikes Peak Library District  
20 North Cascade Avenue  
Colorado Springs 80901  
719-473-2080

- Denver Public Library  
Sociology Division  
1357 Broadway  
Denver 80203  
303-571-2190

#### CONNECTICUT

Danbury Public Library  
170 Main Street  
Danbury 06810  
203-797-4527

- Hartford Public Library  
Reference Department  
500 Main Street  
Hartford 06103  
203-293-6000

D.A.T.A.  
25 Science Park  
Suite 502  
New Haven 06511  
203-786-5225

#### DELAWARE

- University of Delaware  
Hugh Morris Library  
Newark 19717-5267  
302-451-2965

#### FLORIDA

Volusia County Library Center  
City Island  
Daytona Beach 32014-4484  
904-255-3765

Nova University  
Einstein Library—Foundation  
Resource Collection  
3301 College Avenue  
Fort Lauderdale 33314  
305-475-7497

Indian River Community College  
Learning Resources Center  
3209 Virginia Avenue  
Fort Pierce 34981-5599  
407-468-4757

- Jacksonville Public Libraries  
Business, Science & Documents  
122 North Ocean Street  
Jacksonville 32206  
904-630-2665

- Miami-Dade Public Library  
Humanities Department  
101 W. Flagler St.  
Miami 33130  
305-375-2665



- Kansas City Public Library  
311 East 12th Street  
Kansas City 64106  
816-221-9650

- Metropolitan Association for Philanthropy, Inc.  
5585 Pershing Avenue  
Suite 150  
St. Louis 63112  
314-361-3900

- Springfield-Greene County Library  
397 East Central Street  
Springfield 65801  
417-866-4636

#### MONTANA

- Eastern Montana College Library  
1500 N. 30th Street  
Billings 59101-0298  
406-657-1662

- Montana State Library  
Reference Department  
1515 E. 6th Avenue  
Helena 59620  
406-444-3004

#### NEBRASKA

- University of Nebraska  
106 Love Library  
14th & R Streets  
Lincoln 68588-0410  
402-472-2848

- W. Dale Clark Library  
Social Sciences Department  
215 South 15th Street  
Omaha 68102  
402-444-4826

#### NEVADA

- Las Vegas-Clark County Library District  
1401 East Flamingo Road  
Las Vegas 89119-6160  
702-733-7810

- Washoe County Library  
301 South Center Street  
Reno 89501  
702-785-4012

#### NEW HAMPSHIRE

- New Hampshire Charitable Fund  
One South Street  
Concord 03302-1335  
603-225-6641

#### NEW JERSEY

- Cumberland County Library  
800 E. Commerce Street  
Bridgeton 08302-2295  
609-453-2210

- The Support Center  
17 Academy Street, Suite 1101  
Newark 07102  
201-643-5774

- County College of Morris  
Masten Learning Resource Center  
Route 10 and Center Grove Rd.  
Randolph 07869  
201-361-5000 ext. 470

- New Jersey State Library  
Governmental Reference  
185 West State Street  
Trenton 08625-0520  
609-292-6220

#### NEW MEXICO

- Albuquerque Community Foundation  
6400 Uptown Boulevard N.E.  
Suite 500-W  
Albuquerque 87105  
505-883-6240

- New Mexico State Library  
325 Don Gaspar Street  
Santa Fe 87503  
505-827-3827

#### NEW YORK

- New York State Library  
Cultural Education Center  
Humanities Section  
Empire State Plaza  
Albany 12230  
518-473-4636

- Suffolk Cooperative Library System  
627 North Sunrise Service Road  
Belpoint 11713  
516-286-1600

- New York Public Library  
Bronx Reference Center  
2556 Bainbridge Avenue  
Bronx 10458  
212-220-6575

- Brooklyn in Touch  
One Hanson Place  
Room 2504  
Brooklyn 11243  
718-230-3200

- Buffalo and Erie County Public Library  
Lafayette Square  
Buffalo 14202  
716-858-7103

- Huntington Public Library  
338 Main Street  
Huntington 11743  
516-427-5165

- Queens Borough Public Library  
89-11 Merrick Boulevard  
Jamaica 11432  
718-990-0700

- Levittown Public Library  
One Bluegrass Lane  
Levittown 11756  
516-731-5728

- SUNY/College at Old Westbury  
Library  
223 Store Hill Road  
Old Westbury 11568  
516-876-3156

- Plattsburgh Public Library  
15 Oak Street  
Plattsburgh 12901  
518-563-0921

- Adrance Memorial Library  
93 Market Street  
Poughkeepsie 12601  
914-485-3445

- Rochester Public Library  
Business Division  
115 South Avenue  
Rochester 14604  
716-428-7328

- Staten Island Council on the Arts  
One Edgewater Plaza, Rm. 311  
Staten Island 10305  
718-447-4485

- Onondaga County Public Library  
at the Galleries  
447 S. Salina Street  
Syracuse 13202-2494  
315-448-4636

- White Plains Public Library  
100 Martine Avenue  
White Plains 10601  
914-682-4480

#### NORTH CAROLINA

- Asheville-Buncomb Technical Community College  
Learning Resources Center  
340 Victoria Rd.  
Asheville 28802  
704-254-1921 x300

- The Duke Endowment  
200 S. Tryon Street, Ste. 1100  
Charlotte 28202  
704-376-0291

- Durham County Library  
300 N. Roxboro Street  
Durham 27702  
919-560-0100

- North Carolina State Library  
109 East Jones Street  
Raleigh 27611  
919-733-3270

- The Winston-Salem Foundation  
229 First Union Bank Building  
Winston-Salem 27101  
919-725-2382

#### NORTH DAKOTA

- North Dakota State University  
The Library  
 Fargo 58105  
701-237-8886

#### OHIO

- Stark County District Library  
715 Market Avenue North  
Canton 44702-1080  
216-452-0665

- Public Library of Cincinnati and Hamilton County  
Education Department  
800 Vine Street  
Cincinnati 45202-2071  
513-369-6940

- Columbus Metropolitan Library  
96 S. Grant Avenue  
Columbus 43215  
614-645-2590

- Dayton and Montgomery County  
Public Library  
Grants Information Center  
215 E. Third Street  
Dayton 45402-2103  
513-227-9500 ext. 211

- Toledo-Lucas County Public Library  
Social Science Department  
325 Michigan Street  
Toledo 43623  
419-259-5245

- Ohio University-Zanesville  
Community Education and Development  
1425 Newark Road  
Zanesville 43701  
614-453-0762

#### OKLAHOMA

- Oklahoma City University Library  
2501 North Blackwelder  
Oklahoma City 73106  
405-521-5072

- Tulsa City-County Library System  
400 Civic Center  
Tulsa 74103  
918-596-7944

#### OREGON

- Pacific Non-Profit Network  
Grantsmanship Resource Library  
33 N. Central, Ste. 211  
Medford 97501  
503-779-6044

- Multnomah County Library  
Government Documents Room  
801 S.W. Tenth Avenue  
Portland 97205-2597  
503-223-7201

- Oregon State Library  
State Library Building  
Salem 97310  
503-378-4274

#### PENNSYLVANIA

- Northampton Community College  
Learning Resources Center  
3835 Green Pond Road  
Bethlehem 18017  
215-861-5360

- Erie County Public Library  
3 South Perry Square  
Erie 16501  
814-451-6927

- Dauphin County Library System  
101 Walnut Street  
Harrisburg 17101  
717-234-4961

- Lancaster County Public Library  
125 North Duke Street  
Lancaster 17602  
717-394-2651

- The Free Library of Philadelphia  
Logan Square  
Philadelphia 19103  
215-686-5423

- University of Pittsburgh  
Hillman Library  
Pittsburgh 15260  
412-648-7722

- Economic Development Council  
of Northeastern Pennsylvania  
1151 Oak Street  
Pittston 18640  
717-655-5581

- Orlando Public Library  
Orange County Library System  
101 E. Central Blvd.  
Orlando 32801  
407-425-4694

Selby Public Library  
1001 Boulevard of the Arts  
Sarasota 34236  
813-951-5501

- Leon County Public Library  
Funding Resource Center  
1940 North Monroe Street  
Tallahassee 32303  
904-487-2665

Palm Beach County Community  
Foundation  
324 Datura Street, Suite 340  
West Palm Beach 33401  
407-659-6800

#### GEORGIA

- Atlanta-Fulton Public Library  
Foundation Collection—Ivan  
Allen Department  
1 Margaret Mitchell Square  
Atlanta 30303-1089  
404-730-1900

#### HAWAII

- Hawaii Community Foundation  
Hawaii Resource Room  
212 Merchant Street  
Suite 330  
Honolulu 96813  
808-599-5767

University of Hawaii  
Thomas Hale Hamilton Library  
2550 The Mall  
Honolulu 96822  
808-948-7214

#### IDAHO

- Boise Public Library  
715 S. Capitol Blvd.  
Boise 83702  
208-384-4024
- Caldwell Public Library  
1010 Dearborn Street  
Caldwell 83605  
208-459-3242

#### ILLINOIS

- Belleville Public Library  
121 East Washington Street  
Belleville 62220  
618-234-0441
- Donors Forum of Chicago  
53 W. Jackson Blvd., Rm. 430  
Chicago 60604  
312-431-0265
- Evanston Public Library  
1703 Orrington Avenue  
Evanston 60201  
312-866-0305
- Sangamon State University  
Library  
Shepherd Road  
Springfield 62794-9243  
217-786-6633

#### INDIANA

- Allen County Public Library  
900 Webster Street  
Fort Wayne 46802  
219-424-7241
- Indiana University Northwest  
Library  
3400 Broadway  
Gary 46408  
219-980-6582
- Indianapolis-Marion County  
Public Library  
40 East St. Clair Street  
Indianapolis 46206  
317-269-1733

#### IOWA

- Cedar Rapids Public Library  
Funding Information Center  
500 First Street, SE  
Cedar Rapids 52401  
319-398-5145
- Southwestern Community  
College  
Learning Resource Center  
1501 W. Townline Rd.  
Creston 50801  
515-782-7081, ext. 262
- Public Library of Des Moines  
100 Locust Street  
Des Moines 50308  
515-283-4152

#### KANSAS

- Topeka Public Library  
1515 West Tenth Street  
Topeka 66604  
913-233-2040
- Wichita Public Library  
223 South Main  
Wichita 67202  
316-262-0611

#### KENTUCKY

- Western Kentucky University  
Helm-Cravens Library  
Bowling Green 42101  
502-745-6122
- Louisville Free Public Library  
Fourth and York Streets  
Louisville 40203  
502-561-8617

#### LOUISIANA

- East Baton Rouge Parish Library  
Centroplex Branch  
120 St. Louis Street  
Baton Rouge 70802  
504-389-4960
- New Orleans Public Library  
Business and Science Division  
219 Loyola Avenue  
New Orleans 70140  
504-596-2580
- Shreve Memorial Library  
424 Texas Street  
Shreveport 71120-1523  
318-226-5894

#### MAINE

- University of Southern Maine  
Office of Sponsored Research  
246 Deering Ave., Rm. 628  
Portland 04103  
207-780-4871

#### MARYLAND

- Enoch Pratt Free Library  
Social Science and History  
Department  
400 Cathedral Street  
Baltimore 21201  
301-396-5320
- Carroll County Public Library  
Government and Funding  
Information Center  
50 E. Main St.  
Westminster 21157  
301-848-4250

#### MASSACHUSETTS

- Associated Grantmakers of  
Massachusetts  
294 Washington Street  
Suite 840  
Boston 02108  
617-426-2608
- Boston Public Library  
666 Boylston St.  
Boston 02117  
617-536-5400
- Western Massachusetts Funding  
Resource Center  
Campaign for Human  
Development  
73 Chestnut Street  
Springfield 01103  
413-732-3175
- Worcester Public Library  
Grants Resource Center  
Salem Square  
Worcester 01608  
508-771-1655

#### MICHIGAN

- Alpena County Library  
211 North First Avenue  
Alpena 49707  
517-356-6188
- University of Michigan-Ann  
Arbor  
209 Hatcher Graduate Library  
Ann Arbor 48109-1205  
313-764-1149
- Battle Creek Community  
Foundation  
One Riverwalk Centre  
53 W. Jackson St.  
Battle Creek 49017  
616-962-2181
- Henry Ford Centennial Library  
16301 Michigan Avenue  
Dearborn 48126  
313-943-2330
- Wayne State University  
Purdy-Kresge Library  
5265 Cass Avenue  
Detroit 48202  
313-577-6424

- Michigan State University  
Libraries  
Reference Library  
East Lansing 48824-1048  
517-353-8818
- Farmington Community Library  
32737 West 12 Mile Road  
Farmington Hills 48018  
313-553-0300
- University of Michigan-Flint  
Library  
Reference Department  
Flint 48502-2186  
313-762-3408
- Grand Rapids Public Library  
Business Dept.  
60 Library Plaza NE  
Grand Rapids 49503-3093  
616-456-3600
- Michigan Technological  
University Library  
Highway U.S. 41  
Houghton 49931  
906-487-2507
- Sault Ste. Marie Area  
Public Schools  
Office of Compensatory  
Education  
460 W. Spruce St.  
Sault Ste. Marie 49783-1874  
906-635-6619

#### MINNESOTA

- Duluth Public Library  
520 W. Superior Street  
Duluth 55802  
218-723-3802
- Southwest State University  
Library  
Marshall 56258  
507-537-7278
- Minneapolis Public Library  
Sociology Department  
300 Nicollet Mall  
Minneapolis 55401  
612-372-6555

Rochester Public Library  
11 First Street, SE  
Rochester 55902-3743  
507-285-8002

St. Paul Public Library  
90 West Fourth Street  
Saint Paul 55102  
612-292-6307

#### MISSISSIPPI

Jackson/Hinds Library System  
300 North State Street  
Jackson 39201  
601-968-5803

#### MISSOURI

- Clearinghouse for Midcontinent  
Foundations  
Univ. of Missouri  
Law School, Suite 1-300  
52nd Street and Oak  
Kansas City 64113-0680  
816-276-1176

**RHODE ISLAND**

- Providence Public Library  
Reference Department  
150 Empire Street  
Providence 02903  
401-521-7722

**SOUTH CAROLINA**

- Charleston County Library  
404 King Street  
Charleston 29403  
803-723-1645
- South Carolina State Library  
Reference Department  
1500 Senate Street  
Columbia 29211  
803-734-8666

**SOUTH DAKOTA**

- South Dakota State Library  
800 Governors Drive  
Pierre 57501-2294  
605-773-5070  
800-592-1841 (SD residents)
- Sioux Falls Area Foundation  
141 N. Main Ave., Suite 500  
Sioux Falls 57102-1134  
605-336-7055

**TENNESSEE**

- Knoxville-Knox County Public  
Library  
500 West Church Avenue  
Knoxville 37902  
615-544-5750
- Memphis & Shelby County  
Public Library  
1850 Peabody Avenue  
Memphis 38104  
901-725-8877
- Public Library of Nashville and  
Davidson County  
8th Ave. N. and Union St.  
Nashville 37203  
615-259-6256

**TEXAS**

- Community Foundation of Abilene  
Funding Information Library  
708 NCNB Bldg.  
402 Cypress  
Abilene 79601  
915-676-3883
- Amarillo Area Foundation  
70 1st National Place  
800 S. Fillmore  
Amarillo 79101  
806-376-4521

- Hogg Foundation for Mental Health  
University of Texas  
Austin 78713  
512-471-5041

- Corpus Christi State University  
Library  
6300 Ocean Drive  
Corpus Christi 78412  
512-994-2608

- Dallas Public Library  
Grants Information Service  
1515 Young Street  
Dallas 75201  
214-670-1487

- Pan American University  
Learning Resource Center  
1201 W. University Drive  
Edinburg 78539  
512-381-3304

- El Paso Community Foundation  
1616 Texas Commerce Building  
El Paso 79901  
915-533-4020

- Texas Christian University Library  
Funding Information Center  
Ft. Worth 76129  
817-921-7664

- Houston Public Library  
Bibliographic Information Center  
500 McKinney Avenue  
Houston 77002  
713-236-1313

- Lubbock Area Foundation  
502 Texas Commerce Bank  
Building  
Lubbock 79401  
806-762-8061

- Funding Information Center  
507 Brooklyn  
San Antonio 78215  
512-227-4333

**UTAH**

- Salt Lake City Public Library  
Business and Science Dept.  
209 East Fifth South  
Salt Lake City 84111  
801-363-5733

**VERMONT**

- Vermont Dept. of Libraries  
Reference Services  
109 State Street  
Montpelier 05602  
802-828-3268

**VIRGINIA**

- Hampton Public Library  
Grants Resources Collection  
4207 Victoria Blvd.  
Hampton 23669  
804-727-1154

- Richmond Public Library  
Business, Science, & Technology  
101 East Franklin Street  
Richmond 23219  
804-780-8223

- Roanoke City Public Library  
System  
Central Library  
706 S. Jefferson Street  
Roanoke 24014  
703-981-2477

**WASHINGTON**

- Seattle Public Library  
1000 Fourth Avenue  
Seattle 98104  
206-386-4620
- Spokane Public Library  
Funding Information Center  
West 906 Main Avenue  
Spokane 99201  
509-838-3364

**WEST VIRGINIA**

- Kanawha County Public Library  
123 Capital Street  
Charleston 25304  
304-343-4646

**WISCONSIN**

- University of Wisconsin-Madison  
Memorial Library  
728 State Street  
Madison 53706  
608-262-3242

- Marquette University  
Memorial Library  
1415 West Wisconsin Avenue  
Milwaukee 53233  
414-288-1515

**WYOMING**

- Laramie County Community  
College Library  
1400 East College Drive  
Cheyenne 82007-3299  
307-778-1205

**AUSTRALIA**

- ANZ Executors & Trustees Co.  
Ltd.  
91 William St., 7th floor  
Melbourne VIC 3000  
03-648-5764

**CANADA**

- Canadian Centre for Philanthropy  
74 Victoria Street, Suite 920  
Toronto, Ontario M5C 2A5  
416-368-1138

**ENGLAND**

- Charities Aid Foundation  
18 Doughty Street  
London WC1N 2PL  
01-831-7798

**JAPAN**

- Foundation Center Library  
of Japan  
Elements Shinjuku Bldg. 3F  
2-1-14 Shinjuku, Shinjuku-ku  
Tokyo 160  
03-350-1857

**MEXICO**

- Biblioteca Benjamin Franklin  
American Embassy, USICA  
Londres 16  
Mexico City 6, D.F. 06600  
905-211-0042

**PUERTO RICO**

- University of Puerto Rico  
Ponce Technological College  
Library  
Box 7186  
Ponce 00732  
809-844-4150

- Universidad Del Sagrado  
Corazon  
M.M.T. Guevarra Library  
Correo Calle Loiza  
Santurce 00914  
809-728-1515 ext. 357

**U.S. VIRGIN ISLANDS**

- University of the Virgin Islands  
Paiewonsky Library  
Charlotte Amalie  
St. Thomas 00802  
809-828-3261

**THE FOUNDATION CENTER AFFILIATES PROGRAM**

As participants in the Cooperating Collections Network, affiliates are libraries or nonprofit agencies that provide fundraising information or other funding-related technical assistance in their communities. Affiliates agree to provide free public access to a basic collection of Foundation Center publications during a regular schedule of hours, offering free funding research guidance to all visitors. Many also provide a variety of special services for local nonprofit organizations using staff or volunteers to prepare special materials, organize workshops, or conduct library orientations.

The Foundation Center welcomes inquiries from agencies interested in providing this type of public information service. If you are interested in establishing a funding information library for the use of nonprofit agencies in your area or in learning more about the program, we would like to hear from you. For more information, please write to: Anne J. Borland, The Foundation Center, 79 Fifth Avenue, New York, NY 10003.

## **PART II**

### **PUTTING TOGETHER A FUNDING PACKAGE**

The previous section described a variety of funding sources. This section will describe ways to combine those funds to support family literacy programs. Examples of different types of funding packages will be presented. Following the description of funding packages, and advice on maintaining positive relationships with funding agents, Section III will present specific suggestions for writing funding proposals.

#### **What To Do First**

A good place to start is with your state adult education department. They can tell you how federal monies are allocated in your state according to the state plan. They can put you on their request for proposal (RFP) list, so you receive notification of new grants to be awarded. Finally, they can tell you the contact persons in other areas of interest, such as early childhood, vocational, and community-based programs.

When developing your program model and goals, investigate the needs of your community. Target a need that is not being addressed by existing programs. Document the extent of the need and define the target group for your program.

Do a thorough job of investigating public funding before contacting private foundations. Foundations will want to know if your program can be funded through existing public programs so be prepared to demonstrate how foundation funding can complement public funding already in place.

Also, when talking with representatives of private foundations, articulate the need that your program addresses and be able to describe the scope of that need within your particular community. Don't assume that foundations already know the literacy needs of the community or how best to address them.

The same is true of corporate donors. Be able to articulate the need within your community, show that you have drawn upon available public resources, and then target the area of funding or services that corporate donations could provide.

#### **Examples of Funding Packages**

There are various ways to fund family literacy programs. Rarely is a program able to provide all of its funding from a single source. Six family literacy programs will be described below. The descriptions show how they have combined funding sources to support their programs. Further examples of how family literacy funding packages have been developed can be obtained by contacting the National Center for Family Literacy.

Sharon Darling, President  
National Center for Family Literacy  
401 South Fourth Avenue, Suite 610  
Louisville, KY 40202  
502-584-1133



## **Kenan Trust Family Literacy Project**

The Kenan Charitable Trust funded seven family literacy programs in North Carolina and Kentucky as model sites from 1988-91. Based on the success of the initial three years, the sites continue to operate with partial funding from the Kenan Trust and major funding commitments from local school systems and an Even Start grant to one site in Louisville. These model sites offer an intensive program for parents and their preschool children. Parents and children attend school together three days a week. During the mornings, parents receive instruction in basic educational skills and parenting. The children attend a High/Scope preschool class nearby. Parents and children eat lunch together and participate in joint activities in the afternoons. This is followed by rest time for the children while the parents participate in a parent support group. The day usually ends with the parents volunteering in the school to establish a comfortable connection between parents and the school community.

While the Kenan Trust provided the bulk of the funding at the sites during the first three years, each program has drawn upon a variety of other sources of funding and services to expand their programs. Three of the programs are located in Louisville, KY, and are operated by the Jefferson County Public Schools. These programs have been able to expand their programs by using funds from Social Services and Social Insurance in the following ways:

- AFDC recipients can receive a child care allowance 'or child care for children in the program. In the case of the Kenan Trust Family Literacy Program, the payment is made to offset the cost of the preschool program. This payment enables money for expansion.
- Social Services pays child care costs for all children under the age of three so that their parents can attend the program with their three- or four-year-old youngsters. All participants in the program are eligible for this payment since any adult without a high school education and more than one child under the age of four falls into the high risk category. This funding aids greatly in recruitment, attendance, and program expansion.
- A special grant from the Department for Social Services has provided \$27,500 to pay for the parent education part of the Kenan Trust Family Literacy Program thus enabling more sites to be established with the savings realized.
- The Department for Employment Services provides assessment, job counseling, and placement services for parents in the program as requested.
- Food stamp recipients enrolled in the program receive a \$30.00 per month additional allowance as an incentive to participate in adult literacy/G.E.D. training.

Sharon Darling, President  
National Center for Family Literacy  
401 South 4th Avenue, Suite 610  
Louisville, KY 40202

## **Toyota Families for Learning Program**

The Toyota Families for Learning Program, funded through a \$2 million grant from Toyota Motor Corporation, has given the National Center for Family Literacy an opportunity to increase the availability of family literacy programs to needy families across the country. The goals of this project reach well beyond the initial step of establishing three literacy programs based on the Kenan Trust Family Literacy Model in each of the five cities. Over a three-year period, each of the five selected cities selected will receive \$225,000 in grant monies but need to secure additional funding to support this comprehensive program. By encouraging the participating cities to involve a variety of community agencies and organizations not only in the planning stages but throughout the project, the Toyota Families for Learning Program seeks to provide models of collaboration and cooperation that can be utilized by other communities using their existing resources. Each city offers an individual approach to collaboration which reflects the business personality of the sponsoring agency.

### *Atlanta, GA*

In Atlanta the Toyota Families for Learning Program is sponsored by the Junior League of Atlanta, Inc., a charitable organization of women who are committed to improving their community through effective volunteer activities. The Junior League provides the leadership that has connected the program's collaborative partners who bring a wide variety of valuable resources and linkages to the project. Over the course of three years the Toyota Families for Learning program in Atlanta has over \$1,170,000 pledged by community and state agencies to guarantee its financial stability. Partners in the program include the following agencies: Atlanta Public School System (providing facilities, two adult education teachers and partial salaries for principals, early childhood coordinator, and support staff); First Union National Bank of Georgia (funding), the Mayor's Office (community support), the State Department of Health and Human Resources (provides a social worker to serve family needs and annual physicals for the children enrolled); the Atlanta Urban League (recruitment support), the Georgia State University Center for the Study of Adult Literacy (research support), the Atlanta Housing Authority (recruitment), and the Exodus Cities in Schools program (facilities and partial salaries for personnel).

### *Pittsburgh, PA*

Pittsburgh Public Schools is the sponsoring agency of the Toyota Families for Learning Program in that city. The Director of Early Childhood Education has provided the leadership in planning, program coordination, and community collaboration. Public and private partnership contributions totaling over \$500,000 will be added to the Toyota funding to provide the means to accomplish the goals of the Pittsburgh program. Partners in the family literacy effort include: Adult Basic Education (providing adult education teachers); the Pittsburgh Partnership (JTPA-providing employment placement, job training and transportation); Title XX Child Care; Beginning with Books (instructional materials and training); Family Foundations; Literacy Consortium of Allegheny County (adult screening and testing, curriculum sharing, staff development, and technical assistance); Institute for Practice and Research of the University of Pittsburgh (research assistants); Department of Public Welfare/County Board of Assistance (job skills training and transportation); and the Public Housing Authority (space).

### *Richmond, VA*

Coordinated by the Virginia Literacy Foundation, a not-for-profit endowment established in 1987 to coordinate and facilitate private literacy efforts throughout the state, Richmond's Toyota Families for Learning project will expand the city's existing efforts to meet the educational and socioeconomic needs of disadvantaged families. This program is building upon current services and resources and also establishing new partnerships among a variety of public and private organizations. The specific role of each collaborating organization has been integrated into the program as a whole, and the group of partners will be expanded as others are identified as

having something to contribute to the program. Additional financial resources totaling over \$480,000 have been contributed to this project thus far. Participating organizations and agencies include, among others: the Richmond Public Library (serving as neighborhood resources centers); the Virginia State Library and Archives (providing training for program staff); the Junior League of Richmond (providing volunteers to serve as teacher assistants); the Literacy Council of Metro Richmond (providing volunteers and technical assistance); the Greater Richmond Community Foundation (exploring additional funding proposals for the project); the United Way (agency coordination); Parents Anonymous (providing workshops and seminars related to parenting issues); the Virginia Family Literacy Task Force (assisting in results dissemination); and the Virginia Museum of Fine Arts, Richmond Parks and Recreation, and the Virginia Science Museum (providing family enrichment activities planned for six Saturdays).

#### *Rochester, NY*

Rochester's Toyota Families for Learning program represents another effort on the part of the Rochester City School District to expand and strengthen its leadership role in the education reform movement, the accomplishments of which have been recognized by the national education community and the national media. In coordinating the Toyota Families for Learning program, the District continues with the partnerships it has established and is developing additional resources to support the education of parents as well as children. More than \$1.6 million has been committed by community and state agencies to support the program. The participating agencies include the following: the Department of Social Services (recruitment, meals, early childhood funding); Inter-Church Council (support for immigrants enrolled in this program); Mayor's Committee on Early Childhood Education (community network); American Association for Adult and Continuing Education (staff development); EPIC (Effective Parenting Information for Children will provide staff development); Western New York Child Care Council (staff development and consultation on licensing regulations); New York State Education Department of Life Management Bureau (curriculum support); Industrial Management Council (career planning); and Action for a Better Community (future expansion).

#### *Tucson, AZ*

Even though the Pima County Adult Education, a division of the Office of Pima County School Superintendent, submitted the application for Tucson's Toyota Families for Learning Program, a collaborative effort has been evident in this project from the beginning. Three separate educational organizations have come together for the first time to connect funding, services, and resources to serve the needs of families in a largely Hispanic population: Sunnyside Unified School District #12, Pima County Adult Education, a division of the Pima County Superintendent of Schools Office, and Child-Parent Centers which is the grantee for southeastern Arizona's Head Start Programs. To secure their partnership, a letter of agreement was signed by representatives of the three organization who meet regularly to discuss the program successes and respond to concerns. The letter states the understandings, commitments, and responsibilities of each of the partners to the SUNNYSIDE UP (Sunnyside School District United with Parents), the local title of the program. It also states what the program responsibilities are to each partner. Sunnyside Unified School District provides classroom space, part-time early childhood liaison, staff development, meals, local site personnel support. Pima County Adult Education is the fiscal agent and provides partial funding for salaries, classroom materials, and instructional and assessment materials. Child-Parent Centers supports salaries for early childhood teachers and co-teachers, meals, transportation, medical evaluations for children, classroom and playground equipment, and modular classrooms at two sites. Other contributing to the program include JTPA, DES, Pima County Economic Development Council, Tucson Community Foundation, and the Metropolitan Education Commission. This collaboration has generated more than \$750,00 in contributions to insure the financial stability of the Sunnyside UP program.

Further information about the Toyota Families for Learning Program is available through the National Center for Family Literacy.

## **Avance**

The Avance Parent-Child Education Program was begun in San Antonio, Texas, in 1973. Avance provides comprehensive community-based program services to high risk, predominantly Hispanic families. A parenting program provides community-based workshops as well as homebound programs. Basic and advanced literacy training is available for adults.

Funding for Avance comes from a variety of public and private sources: the city of San Antonio, United Way, the Texas Department of Human Services, private foundations, and individual contributions.

Mrs. Gloria G. Rodriguez, President  
Avance Family Support and Education Program  
301 South Frio Road  
San Antonio, TX  
512-270-4630

## **Parent Readers Program**

The Parent Readers Program involves a series of workshops where parents learn strategies for reading books to their children. Read-aloud strategies, such as asking questions and asking the child to predict outcomes of stories, are demonstrated and modeled during the workshops.

The program relied on a variety of funding sources for its development. Foundation grants provided support for initial program development and development of curriculum. A combination of foundation grants, corporate grants, and a research grant from a local technical college have supported the delivery of services. Publishing companies have donated books that are used in the workshops and given to the participating families.

Ellen Goldsmith  
Parent Readers Program  
New York City Technical College  
300 Jay Street  
Brooklyn, NY 11201  
718-260-5000

The information about Avance and the Parent Readers Program was drawn from a book published by The Barbara Bush Foundation for Family Literacy, First Readers. That book contains more detailed information about those and other family literacy programs:

Elizabeth McManis  
The Barbara Bush Foundation for Family Literacy  
1002 Wisconsin Ave., NW  
Washington, DC 20007  
202-338-2006



## **Waianae Family Literacy Program**

The Waianae program is an adaptation of the Kenan Trust Family Literacy Project. Parents and children attend school together four days a week. Adults receive 10 hours of literacy instruction and children spend the same amount of time weekly in a Head Start classroom. Parents and children eat breakfast and lunch together, and participate in joint activities each school day.

A grant from The Barbara Bush Foundation for Family Literacy provides funding for an adult education teacher, partial funding for an early childhood assistant teacher, and for purchase of instructional materials and supplies. Funding for the early childhood program comes from Head Start. JTPA funding will provide pre-employment, vocational, and job training. Other in-kind donations are being made by local agencies.

Ms. Chris Jackson  
Community Action Program  
828 S. Beretania St. #202  
Honolulu, HI 96813  
808-832-2522

## **Family Tree Project**

The Family Tree Project in the Mesa, AZ, Unified School District began in January of 1991. The project will establish intensive family literacy programs in 10 schools. The programs will include literacy classes for adults, preschool classes for children, and a parenting education component.

Funding for the Family Tree Project came from several sources. Five of the early childhood teacher positions were funded through Head Start and five were funded through Chapter I. School-based Chapter I funds were allocated for the early childhood assistant teachers' positions. Community education funds supported the adult teacher positions. Parent liaison positions were supported through state funds. The school district donated classroom space. Private foundation and local grants are being sought to extend the services offered by the project.

Marilyn Box  
Family Tree Project  
549 N. Stapley Dr.  
Mesa, AZ 85203  
602-898-7888

## **Funding Package Summary Sheet**

Summarized below are the typical items included in a program budget and possible sources of funding for those items. In the following section of this guide, examples of program budgets will be presented. Those examples will show in more detail the items to include in a family literacy budget.

### **Personnel**

**Adult Basic Education Teacher**

(State or local ABE programs; state literacy funds; JTPA; JOBS)

**Early Childhood Teacher**

(Social insurance; social services programs; dropout prevention programs; Chapter I; Chapter II; Head Start)

**Early Childhood Teaching Assistant**

(JOBS; Head Start)

### **Transportation**

(Existing school buses; public transportation allowance paid by JTPA and/or human resources agencies)

**Classroom space**

(In-kind donations from schools, corporations and community agencies)

**Food Costs**

(Federal school lunch program, administered through the Department of Agriculture)

**GED Testing Fee**

(Human resources agencies; JTPA)

**Recruiting Costs**

(Volunteer groups; social service agencies; JTPA; Adult Basic Education and/or literacy funds)

**Materials**

(May be purchased by the above sources as part of a program; community agencies; local business and corporate donations)

# PART III

## WRITING FUNDING PROPOSALS

The format for a funding proposal will be specified by the funding agency's request for proposals (RFP). While formats may vary for different requests, there is a core of information that is typically included in funding proposals. This section offers suggestions for presenting that information, provide a checklist for evaluating your funding proposal before submitting it, and give examples of budgets for family literacy programs.

### Information to Include

The following information is typically requested for proposed projects: a one page summary of what the project is about; a description of the need for the services provided by the project; goals, objectives, and operational plan; description of staff, site, and resources; evaluation plan and procedures; and a budget. Some RFP's also ask for a plan for future funding of the project. Suggestions for addressing these topics are presented below.

#### **Project Summary**

Sometimes called the abstract, this is the first thing the funder reads. Decisions about whether to read the rest of the proposal may be made based on reading the abstract, so it must catch the reader's attention as well as inform. This section should provide summaries of the main points presented in the proposal. It should tell the reader what the project is about, why it is important, how it will be implemented, and with whom. Don't assume that readers will be familiar with specialized vocabulary or concepts. Present the summary in language that is easy to understand.

#### **Introduction**

This section provides a description of your organization. The focus here is to show how your organization has the personnel, experience, and capability to address problems that the funder thinks are important. To identify the interests of funders, review the proposals that they have funded in the past. The language and point of view presented in RFP's are other indicators of funders' interests.

#### **Statement of Problem/Need for Services**

What is the problem to be addressed by your proposed project? Be able to state the problem in a way that establishes the need for the type of project you are proposing. A proposal for a family literacy program, for example, would state the problem in terms of intergenerational cycles of disadvantage and undereducation.

After establishing the need for your type of program, focus on the geographic area that will be served by your program. How extensive is the problem there? Describe the services already in place that address the problem and how your program will serve needs not currently met by existing services. Also describe how your program will coordinate its efforts with existing services and document evidence of community support for your project.

## **Objectives**

Objectives are the intended outcomes of the program. They should emerge from the needs you identified and should be the basis for developing the operational plan for the program. The objectives tell the funder what you intend to accomplish through the program and the plan tells how the program will achieve those outcomes.

Program objectives are also the basis for planning the budget and evaluation. Funders will examine the relationship between program objectives and the money requested to achieve those objectives. They will also look for consistency between the stated objectives and the proposed measures for evaluating program outcomes.

## **Operational Plan**

The program's plan, or procedures for operation, should be stated separately from the program objectives. The plan specifies how the program will achieve the intended outcomes. It includes a list of personnel, resources, and program activities. Activities can be described by function or presented chronologically.

In a family literacy proposal, the plan would include the project director, teachers, coordinators, site location, geographic area to be served, and required resources. A listing of program activities might include: recruitment of families; induction process; types of services and how they will be provided; and how families will be prepared for exit from the program. Dates when the program starts and terminates will also be included in this section. Time frames are sometimes requested as a separate area in proposals. If not, then presenting one here helps convince the funder that you have a clear vision of how to achieve the program's objectives.

## **Staff**

The program staff positions were listed as part of the operational plan. Use this section to help the funder picture a staff qualified to carry out the program plan. Briefly describe the experience and training of different staff members. Also include descriptions of in-kind services and expertise available from cooperating agencies in the community and consultants who will be involved with the program.

## **Site and Resources**

The physical site and resources were also introduced in the operational plan. In this section, help the funder picture the setting for program implementation. In addition to budgeted items, describe resources and services that may be available without cost to the program. For example, family literacy programs are often housed in school buildings. Describe the library, computer lab, and other facilities that may be available to families who participate in the program. Also describe the services of physical education and art teachers who may be available to work with the program.

## **Evaluation**

The evaluation plan outlines procedures for measuring the extent to which the program reached its intended outcome. The connection between program objectives and the evaluation plan should be apparent to the reader of the proposal. There should be procedures for evaluating each of the objectives. Individuals who read the proposals may or may not be familiar with research terminology, so avoid technical terms. The important points here are to be consistent with program objectives, and convince the funder that the evaluation will provide the information with which to judge how well the program met its objectives.

In addition to describing the types of data that will be produced, the evaluation plan should also describe procedures for data analysis and the format for the evaluation report. The format for the report is determined by its target audience. Reports to policymakers, for example, would require a different level of specificity and focus than reports to grant administrators.

## **Budget**

It was mentioned earlier that the program summary is the first thing a funder reads in a funding proposal. The second section they read is often the budget. The budget should appear reasonable when compared to the proposed outcomes for the program. There should be sufficient funding, and other in-kind services, to accomplish the program objectives. Administrative costs should be reasonable.

The program budget must conform to the guidelines set out by the funder. There may be limits on how large or how small the grants can be. There may be restrictions on the types of resources the grant money can be used for. For example, spending on equipment and furniture may be limited to a set percentage of the total grant amount. Finally, the funder may have restrictions that impact program implementation. For example, funders of family literacy programs may stipulate that the program be offered at no charge to participants.

The budget should be sufficiently detailed so that the funder can picture how different program components, described in the program plan, will be funded. Documentation of in-kind services should also be noted. For example, some form of transportation is required for many parents and children to attend family literacy programs. If they will ride public school buses, or receive free tickets to ride public transportation, note this in the budget. If it is something that will not be paid for by the family literacy program, the funder will expect documentation of this expense to be addressed in the budget.

Examples of budgets for family literacy programs will be presented later in this section. These budgets show two attributes that funders look for: they are presented within one or two pages, and they specify the origin of aggregate costs. For example, when describing the cost of an adult education teacher position, specify how much of the cost is salary, how much goes to pay for benefits, sick leave, etc. This allows the funder to determine whether the allocation for that position is reasonable.

## **Plan for Future Funding**

Outline a long-range plan explaining how the project will continue operation after the proposed grant expires. Describe the proposed sources of funding and how several sources will be coordinated.

## Checklist for Evaluating Proposals

This checklist addresses the areas typically included in proposals. It is worded in terms of a proposal for funding a family literacy program. Funders use similar checklists to evaluate proposals that are submitted to them.

### **Project Summary**

1. Tells what the project is about \_\_\_\_\_
2. Tells why the project is important \_\_\_\_\_
3. Describes where the program will be implemented \_\_\_\_\_
4. Describes the target population \_\_\_\_\_

### **Introduction**

1. Addresses funder's interests \_\_\_\_\_
2. Describes organization's qualifications, attributes \_\_\_\_\_

### **Statement of Problem/Need for Services**

1. Clearly states the need for the proposed program \_\_\_\_\_
2. Describes geographic area to be served \_\_\_\_\_
3. Describes the target population \_\_\_\_\_
4. Projects the number of participants/families to be served \_\_\_\_\_
5. Lists other agencies, grants associated with this program \_\_\_\_\_

### **Objectives**

1. Specifies the outcomes for the program \_\_\_\_\_
2. Are related to the need for the program \_\_\_\_\_
3. Address all components of the program \_\_\_\_\_
4. Are measurable \_\_\_\_\_
5. Indicate reasonable outcomes for this program \_\_\_\_\_

**Operational Plan**

- 1. Clearly related to the program objectives \_\_\_\_\_
- 2. Addresses all components of the program \_\_\_\_\_
- 3. General overview of site, staff, and resources \_\_\_\_\_
- 4. Describes plan for recruitment and selection of families \_\_\_\_\_
- 5. Describes an induction process \_\_\_\_\_
- 6. Describes strategies for retention of enrolled families \_\_\_\_\_
- 7. Describes a process for planning exit from program \_\_\_\_\_
- 8. Describes instructional methods for adults and children \_\_\_\_\_
- 9. Provides start-up, termination dates for grant \_\_\_\_\_

**Staff**

- 1. Describes staff positions \_\_\_\_\_
- 2. Staff have adequate training and experience \_\_\_\_\_
- 3. Consultants, volunteers have adequate training, experience \_\_\_\_\_

**Site and Resources**

- 1. Description of program site \_\_\_\_\_
- 2. Physical site is adequate \_\_\_\_\_
- 3. Site is available by start-up date for grants \_\_\_\_\_
- 4. Full description of resources provided by grant(s) \_\_\_\_\_
- 5. Full description of in-kind services, resources \_\_\_\_\_
- 6. Sufficient resources to carry out the project plan \_\_\_\_\_

**Evaluation**

- 1. Addresses all of the program objectives \_\_\_\_\_
- 2. Uses appropriate measures \_\_\_\_\_
- 3. Collects sufficient data to measure each outcome \_\_\_\_\_
- 4. Specifies format, target audience(s) for reports \_\_\_\_\_



**Budget**

- 1. Conforms to guidelines for funding \_\_\_\_\_
- 2. Costs are reasonable in relation to program objectives \_\_\_\_\_
- 3. Appropriate level of administrative costs \_\_\_\_\_
- 4. Documentation of in-kind contributions \_\_\_\_\_
- 5. Presents a full financial picture of the program \_\_\_\_\_

**Plan for Future Funding**

- 1. Specifies a plan for securing funding after grant terminates \_\_\_\_\_
- 2. Projected sources are potential funders of this program \_\_\_\_\_
- 3. Coordination among multiple funders is described (if applicable) \_\_\_\_\_



## Budget Example #1

### Personnel

Adult Education Teacher (4 days a week) 7.5 hrs per day @ \$14 per hr x 36 wks	15,120.00
Early Childhood Teacher (4 days a week) 7.5 hrs per day @ \$14 per hr x 36 wks	15,120.00
Teacher Assistant (3.5 days a week) 7.5 hrs per day @ \$7 per hr x 36 wks	6,615.00

### Materials

Adult Basic Education Materials	500.00
Children's Classroom Materials	500.00
Parent/Child Education Materials	500.00
Materials for Home Use (20 families @ \$50.00 each)	1,000.00

### Equipment (Start-Up Cost)

Adult Education (furniture and equipment)	3,000.00
Early Childhood (furniture and equipment)	5,500.00

### Transportation

108 days @ \$2.00 per day x 30 (15 parents, 15 children)	6,480.00
--	----------

### Space Costs

2 Standard Classrooms	Provided by School District
-----------------------	-----------------------------

### Food Costs

108 days @ \$3.25 per day x 15 adults Children receive free breakfast and lunch	5,265.00
--	----------

### GED Testing

\$10 per student x 7 students	70.00
-------------------------------	-------

### Recruiting Cost

One Teacher (for one month) 7.5 hrs per day @ \$14 per hour x 21 days	<u>2,205.00</u>
--	-----------------

Total            \$61,875.00

## Budget Example #2

### Personnel

Adult Education Teacher (4 days a week) 7 hrs per day @ \$10 per hr x 36 wks	10,080.00
Early Childhood Teacher (full time)	30,000.00

### Materials

Adult Basic Education Materials	Provided by School District
Children's Classroom Materials	500.00
Parent/Child Education Materials	500.00
Materials for Home Use (20 families @ \$40 each)	800.00

### Equipment (Start-Up Cost)

Furniture and equipment supplied at no cost	Provided by School District
---	-----------------------------

### Transportation

Parents and children ride school buses	Provided by School District
--	-----------------------------

### Space Costs

2 Standard Classrooms	Provided by School District
-----------------------	-----------------------------

### Food Costs

15 adults @ \$2.00 per day x 108 days	3,240.00
15 children @ \$1.50 per day x 108 days	2,430.00

### GED Testing

\$10 per student x 7 students	70.00
-------------------------------	-------

### Recruiting Cost

One Teacher (one month) 7.5 hrs per day @ \$14 per hr x 21 days	<u>2,205.00</u>
--	-----------------

Total      \$49,825.00

## Budget Example #3

### Personnel

Adult Education Teacher (4 days a week) 7.5 hrs per day @ \$14 per hr x 36 wks	15,120.00
Early Childhood Teacher (4 days a week) 7.5 hrs per day @ \$14 per hr x 36 wks	15,120.00
Teacher Assistant (3.5 days a week) 7.5 hrs per day @ \$7 per hr x 36 wks	6,615.00

### Materials

Parent Basic Education Materials	500.00
Children's Classroom Materials	500.00
Parent/Child Education Materials	500.00
Materials for Home Use (20 families @ \$50.00 each)	1,000.00

### Equipment (Start-Up Cost)

Furniture and equipment supplied at no cost                      Provided by School District

### Transportation

Children ride the school bus at no cost to program  
15 Adults @ \$2.00 per day x 108 days                                      3,240.00

### Space Costs

2 Standard Classrooms    Provided by School District

### Food Costs

108 days @ \$3.25 per day x 15 adults                                      5,265.00  
Children receive free breakfast and lunch

### GED Testing

\$10 per student x 7 students    70.00

### Recruiting Cost

One Teacher (one month)  
7.5 hrs per day @ \$14 per hr x 21 days                                      2,205.00

Total                      \$50,135.00

## **After You've Received Funding**

**Maintain contact with the funding director or project officer who is responsible for supervising your grant. Be proactive in your relationship. Demonstrate that you are competently administering the funds and that the funds are being used effectively to achieve program goals. Periodically brief your contact on your program's progress toward its goals, and be able to show growth since the last briefing.**

**Develop and maintain a detailed fiscal recording system. All expenditures should be documented with an invoice showing the amount of the expense, to whom it was paid, and the amount of the payment. Fiscal audits will disallow expenditures that are not documented properly. An article in the July-August, 1990, issue of *Nonprofit World* (v. 8, no. 4) by John Paul Dalsimer addresses how small organizations can maintain fiscal records. The article provides a checklist to evaluate whether your organization's records are "in order."**

**In addition to saving you auditing headaches, an efficient fiscal recording system is another way to communicate to your grant supervisor that you are competently managing the grant. A positive relationship with this person can make life much easier during the course of the grant and will establish a positive image for your organization for the next funding cycle.**

## PART IV

### FOR ADDITIONAL INFORMATION

Project PLUS has developed an excellent half-hour videotape entitled, "Literacy: A Fund-Raising Primer." The tape presents a discussion by four experts on the funding of literacy programs, with two representatives from the public sector and two from the private sector: Karl Haigler, former director of the Adult Literacy Initiative, U.S. Department of Education; Garrett Murphy, director of Adult and Continuing Education Programs for the New York State Education Department; Christy Bulkeley, vice president of the Gannett Foundation; and Joe Dominic, program officer for the Pittsburgh Foundation.

Copies of the tape have been sent to PLUS task forces and ABE directors in each state. A copy of the tape can be obtained free of charge from these sources, or purchased at the address shown below:

Margot B. Woodwell, Director  
PBS Project PLUS  
WQED  
4802 Fifth Ave.  
Pittsburgh, PA 15213  
412-622-1320

The Society for Nonprofit Organizations' publication, *Nonprofit World*, contains articles of interest to programs operating family literacy programs. An article on maintaining fiscal records, mentioned earlier in this guide, is an example. Included in issues of *Nonprofit World* is a catalog of service and product providers, ranging from consultants and market specialists to lawyers who work with nonprofit organizations. The society also maintains a resource center that publishes books on management of nonprofit organizations. A complimentary copy of *Nonprofit World* is available from:

Linda Preysz  
Society for Nonprofit Organizations  
6314 Odana Road Suite 1  
Madison, Wisconsin 53719  
800-424-7367

The International Reading Association tracks governmental activities related to family literacy and literacy in general. IRA's Washington office maintains up-to-date information about government policies and legislation that impact literacy programs. For further information, contact:

Richard Long  
International Reading Association  
Washington Office Suite 321  
444 North Capitol St. NW  
Washington, DC 20001  
202-624-8800



Books are available that provide guidance in writing funding proposals. These books address such areas as: developing a conceptual model; writing program goals; identifying potential funders; and how to organize and write the funding proposal. Below is a list of some of the books that are available:

<u>Total Proposal Building</u> Richard Steiner (1987, 1988) Trestletree Publications	<u>Serving Your Organization's Future</u> Michael Seltzer (1987) The Foundation Center	<u>A Guide to Proposal Writing</u> Gary Green (1988) Amer.Assoc. for Ad. and Continuing Ed.	<u>Grantsmanship</u>  A. Lauffer (1983) Stage Publications
---	---	---	--

Other publications are available from the Foundation Center and the Society for Nonprofit Organizations, mentioned earlier.