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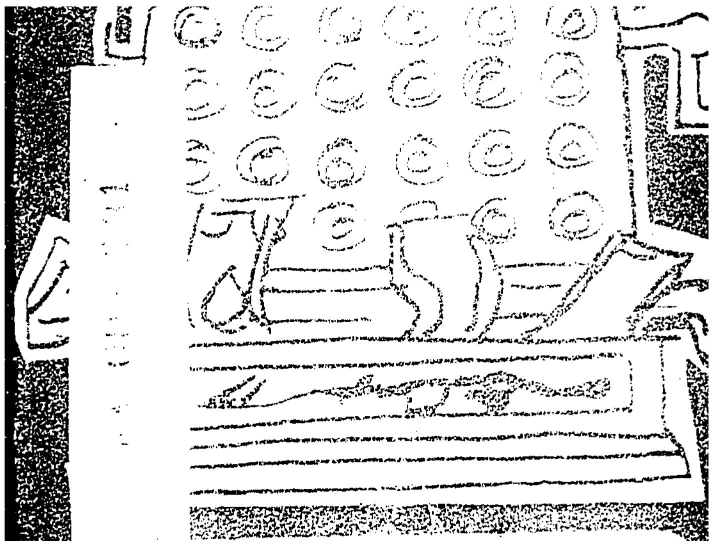
ABSTRACT

The purpose of this action brochure is to help parent/citizen groups raise money. Its focus is on the techniques necessary to raise significant sums from the three main parts of the private sector in the United States--individuals, foundations, and corporations. In 1975, these three groups gave over 26 billion dollars to nonprofit organizations. Chapters deal with why people give money, the techniques for successful fund raising, the basic steps in successful fund raising, proposal writing, the cultivating of donors, the things that can cause trouble in fund raising, sample proposals, the forming of tax-exempt organizations, the reporting on grants, fund raising for small amounts of money, and where to get help. (Author/IRT)



## NATIONAL COMMITTEE FOR CITIZENS IN EDUCATION

The National Committee for Citizens in Education is a non-profit, tax-exempt membership organization dedicated to increasing citizen involvement in the affairs of the nation's public schools. NCCE is a successor to the National Committee for Support of the Public Schools founded in 1962 by Agnes Meyer, Harry Truman and others. The original organization concentrated on increased federal assistance to public education. In 1973 the Committee was reorganized, took its new name and reconstituted its purpose. Since then NCCE:

- Published a major report, *Children. Parents and School Records.* which received national attention in Parade Magazine, Time Magazine, The New York Times and on ABC Television.
- Supplied necessary information upon request to Senator James Buckley, who sponsored the Family Educational Rights and Privacy Act of 1974, which became law November, 1974.
- Conducted hearings across the United States on who controls America's public schools, taking testimony from hundreds of individuals and organizations.
- Went to court to challenge the authority of the federal government to restrict non-profit, tax exempt organizations from attempting to influence legislation (lost) and to assert the due process rights of students (won in the United States Supreme Court).
- Joined with other national organizations to convene a National Conference of Title I Parents.
- Convened the first national meeting of active local parent groups held since 1910.
- Established the first public-interest, toll-free telephone hotline, 800-NET-WORK, to help parents get rapid information and help.
- Established *The Parents' Network*, to mobilize citizens for action to improve our nation's public schools, and to support existing local parent-citizen groups.
- Established NETWORK a newspaper for parents about schools.

## CONTENTS

## ACKNOWLEDGEMENTS

The National Committee for Citizens in Education is indebted to the individuals and organizations listed below for time, thought and wise counsel on ways to improve our early efforts in developing a parent-citizen handbook on fund raising.

Happy Fernandez—Philadelphia

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In addition to her senior editorial skills Nancy Gross provided encouragement to overcome our frustrations in what always seems to be a slow and painful process of producing a hand book designed to be of special value to parents and citizens.

The errors and omissions are the responsibility of The National Committee for Citizens in Education.

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# PREFACE

The basic text of this handbook was developed by Douglas Lawson. Dr. Lawson is President of the New York-based consulting firm, Douglas M. Lawson Associates, Inc.

Lawson Associates Workshops, conducted throughout the country, have been attended by thousands of individuals interested in learning his methods of achieving success in fund raising. Dr. Lawson has served as a trainer in a number of the Citizens' Training Institutes conducted by the NCCE.

Among his professional achievements is the Time-Life Award in 1969 for the best capital funds publications in the nation. He is the publisher of the FOUNDATION 500, which is published annually.

Materials in the appendix were gathered from individuals and organizations particularly sensitive to the unique information requirements of parent/citizen groups who might be making first efforts to raise money for support of their organizations.

## INTRODUCTION

Traditionally, parent-citizen groups have centered their fund raising efforts around such events as bake sales, car washes, talent shows and theater parties. All these events, and the many more described in this pamphlet, bring in some money. But they are not the only—nor, indeed, the most effective—ways to raise funds for your cause. In fact, their main value is as public relations and publicity devices. In this regard, they are important parts of your community relations program. But it is a mistake to think of them as the most important aspect of your fund raising efforts. At best, they bring in nickels and dimes. If your group is to have the treasury it needs to achieve greater involvement in public schools, you should be thinking in terms of larger sums.

That is the purpose of this action brochure—to help you raise more money. Its focus is on the techniques necessary to raise significant sums from the three main parts of the private sector in the United States—individuals, foundations and corporations. In 1975, these three groups gave over 26 billion dollars to non-profit organizations. Indeed, we Americans give away more money than any other group of people on earth: fund raising is the third largest business in our country.

There is money waiting for your group if you only know how to ask for it. By the time you have finished reading this brochure, you will have gained new insights into how you can be successful in the art of fund raising for larger gifts.

# 1.
## WHY DO PEOPLE GIVE?

The first step to solving the mystery of fund raising is *accepting the necessity for finding money*. That sounds simple, but the truth is that most people are appalled by the idea of asking for money. As a result, anything having to do with the subject often encounters suspicion and defensiveness, even in the individuals within an organization who accept the responsibility of raising money. All too often they approach their task as though it was somehow a dirty business.

Obviously, such an approach is self-defeating. Even more, it is unrealistic. No community organization, large or small, can survive without money. And, equally important, the people who are asked to give money expect that the request will be made. Foundation and corporate fund executives are in the business of giving away money. That is a big part of their professional responsibility. If no one asked, what would they do?

As for individuals who have large sums to contribute—these men and women, whatever their personal motivations for giving, do not usually make themselves available for a request unless they want to give. *People who give want to be asked.* That is a fact of human nature—a fact you should keep firmly in your mind.

Why, basically, do these people give their money? Knowing the answer to this question is one of the secrets of successful fund raising. There are at least four reasons, listed here in the order of their importance.

First and foremost, people give because of the person who asks them. *People give to people—not paper, or proposals, or even the best of purposes.* This point cannot be stressed too heavily. The right person raising money for the wrong cause will be more successful than the wrong person attempting to raise money for the right cause. Attention to this personal factor is essential to achieving success in fund raising.

Second, people often give out of a feeling of guilt—guilt for making too much money, too easily, too soon; guilt for making more money than others; guilt over being the beneficiary of a society that does not treat all its members with equal fairness. Guilt explains, at least partially, why some people *need* to give. If this sounds harsh, it is not meant to. It is meant only to state the facts. Our system *does* reward some people more than others. Those who are rewarded are often aware of this, and it bothers them.

A third reason people give large sums is because giving enables them to benefit from tax advantages granted by the federal government through the Internal Revenue Service code. As an example: a donor in the 40 percent tax bracket can give $10,000 to a charity, deduct the entire amount of the gift and save $4,000 on income taxes. The real cost of the gift is, therefore, only $6,000. Other tax advantages are granted to donors through the establishment of trusts, wills and pooled income funds, and through the giving of personal property, life insurance policies and appreciated securities. These and other "deferred" methods of giving are the means by which most large gifts are given, especially by the very wealthy.

The final reason people give is the cause itself. The most common error in fund raising is to place too much emphasis on this reason—to think that people give to causes rather than to people. If a person asks for a donation from a friend who believes in her or his integrity, the cause is almost always a secondary issue. Too many fund raisers spend too much of their time writing proposals and grinding out brochures, pamphlets and papers expounding the good of the cause. *Proposals do not raise money—people do.* Proposals and paper are needed after the personal contact has been established. But the persuasiveness of paper is no substitute for the persuasiveness of people. It is their knowledge of this fact that makes successful fund raisers and successful fund raising.

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*The National Committee for Citizens in Education has a telephone hot-line for Parents—call at no cost—1-800-638-9675.*

# 2.
## TECHNIQUES FOR SUCCESSFUL FUND RAISING

Actually, there is only one technique needed for successful fund raising, and it's neither magical nor secret. That technique should be obvious from what has already been said. It is to *put the right person in front of the right potential donor.*

Who is the right person? Someone with whom the potential donor will feel comfortable—someone who moves in the same social and professional circles as the prospective giver. Therefore, if you are to raise substantial sums, it is essential that you bring community leaders into your organization—men and women who give money and who have access to others who give, and who are prepared to be active in your group as volunteer fund raisers or as members of your Board, or both. These people are an absolute necessity, not only because they lend credibility to your cause and may even add expertise of a professional nature, but because, without them, it will be much more difficult for you to gain access to sources of substantial funding.

The cause *does* matter in attracting these people—the cause and its effective presentation by a persuasive spokesperson for your group. Asking people to give time and energy is very different from asking them to give money. They will only give time and energy to a cause in which they believe. And only if that cause is described in concrete terms—in terms not only of general goals but of specific plans for achieving them.

It takes time and shoe leather to find these people and to persuade them to join you. But once you have turned them into enthusiasts for your group, they will in turn sell it to others, because they believe in it. So your first task is to find these people and get them excited about your organization and its purposes. Thereafter, it is to use them well. They are doing a very important job for you—bringing in the money that will enable you to carry out your program. Remember to share the excitement of a recent donation with them. If they suggested the name of a potential donor, or accompanied you on a call, thank them. Keep them informed and they will stay involved.

# 3.

## BASIC STEPS IN SUCCESSFUL FUND RAISING

If you have a good cause, a group of volunteers willing to do your fund raising and the determination to find the money you need, there are only four basic steps left to successful fund raising:

1. Identify your potential sources of support —individuals, foundations and corporations.
2. Develop a plan for approaching each area of potential support.
3. Follow through on all phases of the plan.
4. Cultivate your donors once they have begun to support your program.

### 1. *Identifying Potential Sources Of Support*

This is the first step in successful fund raising. It is difficult, but well worth the time and effort it costs. As you look for these potential donors, bear in mind the fact that, on the average, *85 percent of all funds given each year come from individuals, 10 percent from foundations and five percent from corporations.* These percentages should be your guidelines both for allocating the time you spend on identifying potential sources and for allocating your fund raising time once the sources have been identified.

(A) *Individuals:* The process of locating the individuals who can make large contributions to your organization should start with your Board members and your fund raising volunteers. Find out who serves on the boards of the major banks, corporations, museums, colleges, universities, hospitals and clubs in your community. With the exception of the clubs, which are generally private organizations, the annual reports of these groups will provide the lists. As you look them over, you will notice that the same names appear again and again, and if you have chosen your Board and your fund raising volunteers carefully, they will know personally a substantial number of these men and women. Not only will they know how to contact each potential donor, they will also know which ones are unlikely to respond to your specific project.

An alphabetized and cross-referenced set of index cards containing the names of these people is the pool in which you will find your potential individual sources of support. Since the names on these cards also represent people who have access to the local foundations, you have also started the process of targeting potential local foundation support.

Direct mail (the sending of solicitation letters) and special events can also be used to identify potential individual supporters. Both, however, should be thought of partly as public relations activities. If you view them only in terms of the funds they generate, you are bound to be disappointed.

There are four things to keep in mind when considering the use of a direct mail appeal:

(1) Work only with reputable direct mail firms. Other community organizations that have successfully used direct mail can advise you on choosing a firm.

(2) Have all checks delivered directly to your organization and be absolutely certain your list belongs exclusively to you. (As your list grows, identify regularly the donors who give $50 or more, and having identified them, cultivate them through personal solicitation visits and personal correspondence. They will reward you by continuing their support and often increasing it.)

(3) Direct mail rarely does more than break even for the first year or two. It's a long term investment. For the first several years, it usually costs more than it brings in. Be sure you can afford it.

(4) The key to success is choosing the appropriate lists to which to mail. This is most important. The right direct mail package sent to the wrong person will not bring results.

As a method both of identifying potential donors and of raising money, fund raising events have created a legacy of horror stories that make Dracula seem tame. If you are to run a fund raising event successfully, you must give yourself adequate planning time. If there is one rule which is an absolute in the fund raising business, it is: Don't plan a special event on short lead time—that is, unless you're prepared to lose money and end up with ulcers. (For a list of fund raising event ideas, see Section 10 of this handbook.)

(B) *Foundations:* Identifying potential foundation funding sources for your organization is a technical task that takes much time and may also require an outlay of money. Some of the basic research tools may be available at your local public or university library; others may have to be purchased. But they are a necessary investment.

At a minimum, you should consult a copy of *The Foundation Directory* (5th edition, 1975) and a copy of The Foundation 500 (1977 edition) in your local library. The former, which is published every three years, gives most of the basic data on approximately 2,500 of the leading private and corporate foundations in the United States. *The Foundation 500*, which is updated annually, supplies much basic information not found in *The Foundation Directory*. Specifically, it points out where and in what areas of interest the leading 500 foundations in the country made their grants in the latest tax year of record. If you feel it would be particularly valuable for your organization to own these publications they may be purchased for approximately $30.00 each.

Complete information on 1,000 individual foundations is available through Foundation Research Service, 39 East 51st Street, New York, NY 10022, for $5.00 per foundation (11 or more foundations in one order, $4.00 each); on approximately 350 foundations through the Taft Information Service, Taft Products, Inc., 1000 Vermont Avenue NW, Washington, D.C. 20005 for an annual subscription fee of $275 for three editions; and on 200 major national and regional foundations from the *Source Book*, published by the Foundation Center, 888 Seventh Avenue, New York, NY 10019, at a cost of $65 per volume for a two volume set.

The Foundation Center, which is a non-profit organization, also has an Associates Program. An annual fee of $150 provides the following services to members:

(1) Telephone reference service—immediate answers to brief, "look up" questions about foundations, through private, unlisted phone lines.

(2) Mail service—prompt individual responses to written requests for general information on foundations.

(3) Copying services—photocopies from foundation annual reports, grants lists, news releases and clippings, as well as aperture cards containing forms 990-PF and 990-AR (information returns filed by private foundations with the Internal Revenue Service).

(4) Custom searches—from the Foundation Grants Index Data Bank, including the most recent available information on grants of $5,000 and up.

(5) Library research service—factual research relating to foundations.

(6) Custom computer searches—from The Foundation Directory, Edition 5 Data Bank, including detailed information on about 2500 foundations with assets of $1 million or more. The file is maintained as a permanent computer record and updated continuously.

You can obtain information on every foundation in the country from the Internal Revenue Service at 1111 Constitution Avenue, Room 1107, Washington, D.C. 20224. The information is available only by state, not by individual foundations. Charges for each state change constantly and obviously vary from state to state, depending upon how many foundations the state contains. (Other useful material on foundations will be found in Section 11.)

(C) *Corporations:* The one basic tool for identifying potential sources of corporate support is the *Biennial Survey of Company Contributions*, published by the Conference Board Information Service, 845 Third Avenue, New York, NY 10022. Its cost is $5.00.

*Developing A Plan*

This is the point at which several things about you, your organization and its program become crucial. In the first place, you *must* have a good idea to present to your potential donors. And "good" means appropriate, both to your organization and to the climate of the times. It also means original: innovative and unique or model programs are more appealing than trite ones to all funding sources, even though the degree of enthusiasm for any given plan will vary considerably from one potential source of support to the next.

In addition, "good" means measurable, in one way or another. You must be able to evaluate the project, preferably in a modest and realistic way, and the results you expect must make sense relative to the cost.

Finally, "good" means long range—three years, for example—*not* crisis oriented. Funding sources want to support stable, well-run organizations. They expect you to manage money well. Just like a business, your budget is expected to show good money management, a black bottom line—not a red one. They also expect you to have a competent and professional staff, whether paid or volunteer, able to carry out the program you are planning. In addition, they want to know how you are going to continue your program when their grants run out, whether in one year or three. "Is there any way you can become self-supporting?" is the question they will ask you sooner or later. Be prepared for it.

The following information should be helpful to you in developing your strategy for seeking funds from each area of the private sector. The material here is *not* a set of prescriptions, but generalizations which must be tailored to the individual situation. However, remember people give to people. You must find someone to open the door for you, and to arrange a person to person visit. You may want to have some written material with you during that visit, but this is *not* the time for a formal, written proposal. It is the time to outline your proposed program and your needs—clearly, briefly and realistically. Clarity, brevity and realism are greatly appreciated in the philanthropic world—primarily, because they're largely missing in so many proposals, both written and verbal.

(A) *Individuals:* Individuals who have large sums to contribute usually give out of interest in the person who asks. Occasionally they give out of a social conscience reflected in the cause for which the contribution is requested. More often, however, they give to lower their tax bills or to assuage their guilt. You should find out everything you can about a potential contributor before calling on him or her, and you must find a person to introduce you—ideally, a member of your Board.

Solicitation calls on individuals should be made as personal as possible. See a business or professional person in his or her office, but don't neglect the possibility of a more social setting—a luncheon or a drink after work. Above all, keep the business part of the visit short and to the point. Don't beat around the bush. Talk directly. You want this person to give you money. Ask. And state a dollar amount. A good rule is to ask for more than you will get. A prospective donor will not be embarrassed to offer less. *Never ask for less than you want.* That neither flatters the vanity of the donor nor gets you much money.

Once an individual makes a contribution, keep him or her informed. *Don't wait until you need money again to get in touch.* If the contributor wants visibility for supporting you, provide it. Above all, thank him or her personally and keep him informed on how you're spending his money.

(B) *Foundations:* There are several kinds of foundations. Knowing the differences among them will help you make your fund raising plans.

(1) *Community Foundations:* These usually fund only local programs and the grants they give vary considerably in size. Their range of interests is often broad, but the amount of discretionary money they have available may be limited, since donors often name specific beneficiaries to whom their funds are to go. Such foundations should be approached by all parent-citizen groups; potentially they are one of the best sources of support. Community leaders can be a great help in approaching community foundations. Use your Board members and volunteers in meeting with community foundation leadership.

(2) *Small Family Foundations:* This group includes foundations with large assets but no professional staff, usually Board of Trustees controlled; foundations with part time staff; and foundations with small assets, again mostly Board controlled. All these foundations should be treated almost as though they were individuals. A visit to the staff or a personal contact with a Board member is usually the most successful approach. Under no circumstances should a proposal requesting a large sum be sent cold. If a visit can't be arranged, a brief letter outlining your program and asking for a visit should be sent. This letter should include the budget for your proposed project. Keep in mind the size of these foundations when submitting a request to them. A small foundation cannot fund a $50,000 budget, but it could respond enthusiastically to the idea of giving you $5,000

of the $50,000 if you have other potential sources of support. Asking such a foundation for $50,000 will usually get you nothing. Asking for $1,000 to $5,000 will more than likely help get you a grant.

(3) *Large Foundations:* It is usually futile for a local parent-citizen group to apply to the large multi-million dollar foundations such as Ford, Rockefeller or Carnegie. *Think small,* not big, and you will usually get more money. With rare exceptions, the large foundations just do not fund small, community oriented groups. Don't waste your time on them.

(C) *Corporations:* Corporations give money through their public relations departments, their urban affairs departments and their own foundations. Legally, they can give up to 5 percent of their taxable income, but with rare exceptions the total given is usually less than one percent.

You should have no illusions as to the reasons a corporation gives money. Corporations give because it is in their own self interest. If you cannot interpret or translate your groups' needs in their terms, forget it. However, corporations have in recent years become increasingly concerned about the quality of life and the problems their employees face out of the office—if only because these issues affect their profits. Also, their image has an impact on their ability to attract creative and talented employees, especially younger people. And don't forget sales. That is the life blood of a corporation. If supporting your group will help sales, a grant is waiting for the asking.

You may find corporations easier to visit than any other group. They rarely have staff devoted entirely to their contributions program, however, so visits and letters must be brief. Nor is it necessary to visit the person directly responsible for the program. Anyone high enough in the company can refer your request to the corporate contributions officer or committee.

Corporations do not want proposals. They want letters describing the problem; your solution; the staff or personnel who will work on the project; the cost; the length of time it will take; and how the project is to be evaluated. All of this should be on one and a half to two pages, with a more detailed budget attached.

Corporations are not the leaders or innovators of the philanthropic world, so they are often more esponse. Once you know that date, be sure you call or send a note just before D-Day offering to answer any questions which may have arisen.

Sometimes there is a considerable period of time between the submission of a formal request and an answer to it. You should use that time to your advantage. If you publish a newsletter, if your organization or a Board or staff member receives an award, if your organization is in the news in some fashion, or if another group gives you a grant for some portion of the project, let the people or organizations you have solicited know about it. The point is: stay in touch. Don't besiege your potential contributors, but keep them aware of you. A little imagination will keep you on the top of their list.

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*The National Committee for Citizens in Education publishes a newspaper for parents and citizens. Interested? Call or write us.*



rformance of the students. One day a week is spent in e school working with the students, identifying needs, d developing ideas and techniques that can also be

# 4.
## PROPOSAL WRITING

The writing of a proposal is a skill that can be acquired only through the writing of many proposals over a long period of time. Some fundamentals to keep in mind, however, are listed below. Section 7 contains examples of well-written, effective proposals.

1. Be brief. Three to five double spaced pages plus a one page budget sheet are usually sufficient.

2. Type all proposals individually; never send a printed proposal.

3. Use plain proposal covers. Fancy and expensive covers impress no one.

4. The proposal itself should have these basic sections:

   a. Brief, one paragraph—if possible, one sentence—overview of the entire proposal.

   b. Statement of the problems to be solved.

   c. Outline of how the problems will be solved.

   d. Description of how the results will be evaluated.

   e. Brief resumes of the people who will be involved.

   f. Statement of the costs.

   g. Plan for making the project or program self sufficient in time.

   h. Paragraph asking the individual, foundation or corporation to make a grant.

5. Use short, declarative sentences—subject, verb, object; and six to ten words in length.

6. Keep in mind that potential funding sources will judge your proposal on the basis of the following factors:

a. Persons involved.

b. Realism of thinking.

c. Your attention to sound budgetary practices.

d. Your true need for money.

e. The assurance that your organization, program, or project will not need funding forever. The more you point to eventual independence, the more money you will receive.

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*The National Committee for Citizens in Education has a Citizen Training Institute which trains parents in ways that will enable them to work more effectively in schools.*

# 5.
## CULTIVATING DONORS

Once your group receives a grant, thank everyone immediately. Call the Board member or volunteer who helped you contact the donor: call the individual who gave the donation or the foundation or corporate staff person responsible for having it made to you. Write a brief, personal thank-you letter immediately.

Now you may feel that you can sit back and wait until you need money again before you start this exhausting and frustrating process once more. *Well, you can't.* If you sit back, it will remain just exactly that—exhausting and frustrating. What's more, you'll be constantly in the red.

Establish a regular system of reporting to all the individuals and groups that have made contributions to your organization. Quarterly is usually sufficient. Keep the report brief and simple, but don't hesitate to use it to discuss discreetly any really serious problems that have arisen in carrying out your program. This prevents the necessity of explaining at the end of the grant year how and why your program failed, if that should happen.

Some of these reports may best be sent from Board members with personal notes; the attention and individual care involved in this kind of follow-up is more than worth the time it takes. You may also want occasionally to talk personally with a donor, or have Board members lunch with him or her.

The best prospects for future gifts are past donors. Don't forget them—they are at the very heart of this whole business of fund raising.

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One final comment on all this. Learn from your mistakes. Instead of reacting personally to a negative answer, examine the reasons you did not receive a "Yes." Too often, volunteers involved in fund raising see mistakes as personal matters, justifying their failures and refusing to learn from their mistakes—clinging to their errors as though they were somehow precious. Contrast this with the behavior of the physical scientist who, having found something has gone wrong in his experiments, examines the process he used in hopes of learning something from it. He is doubtless frustrated, but his ego isn't under attack. Fund raising is an art, not a science, but the process leading to success can benefit from the lessons the disciplines of science have to teach.

There are, of course, no assurances that the fund raising techniques presented in this handbook are absolute necessities that must be used at all times and under all circumstances. Of all the techniques in this handbook, only one is an absolute essential and the key to all the others. *People give money to people—not proposals or paper.* Beyond that, the best technique for successful fund raising is a lot of hard work and a little bit of luck.

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*The National Committee for Citizens in Education publishes handbooks on other topics of priority concern to parents and citizens. See the publication list at the end of this handbook.*

# 6.
## THINGS THAT COULD CAUSE YOU TROUBLE

It is always possible to be your own worst enemy, sometimes without even realizing it. When you have received a grant from a foundation, organization or individual keep the following things in mind.

1. Ask how often the foundation, organization or individual would like to have reports. Don't assume anything. Don't accept what someone else says. Some foundations want only one end of the year report. Other foundations would like to have reports every three months or every six months. However, reports on a three or six month period might be the thing that causes an individual donor not to support you a second time. He doesn't want to be rude or unpleasant but, much as he or she is interested in your project, he just doesn't have the time to look at quarterly or semi-annual reports.

2. Be sure you have good record keeping systems. Establish the basics of an accounting system. Sloppy bookkeeping or inability to detail how the money was spent may cause those who gave you the money to conclude that you are careless or not very businesslike. They won't tolerate that characteristic too long.

3. Make arrangements to have an audit of your records. Build it into budget proposals. It is a legitimate cost item. It won't be seen as a frill by possible supporters—and it does give everyone the assurance that you plan to be entirely responsible on how the money is used.

4. Pay your bills on time. Don't get a reputation for being a shaky, unreliable group. Whether it's a bill for services, materials, taxes—pay it on a regular schedule.

5. Don't bluff or cover-up. People who make grants know that goals, activities, relationships change as the months roll on. Be forthright when you report. Tell them if things have changed, how and why. They will respect you and they will increasingly respect and trust what you tell them in the future.

# 7.

## SAMPLE PROPOSALS

### REMEMBER

Basically a proposal should answer these questions:

1. Why is the project being proposed? What is the need?
2. What are the objectives of your project in order to meet that need?
3. What action are you planning to take to achieve your objectives? Include your specific methods and techniques and estimated time frame.
4. Are you going to be able to evaluate your results?
5. What facilities and personnel will you need in accomplishing your objectives?
6. What are your plans for continuing your project at the end of the grant period?
7. What is your estimated budget?

*Some Comments on These Sample Proposals*

1. Proposal A is very brief and uncomplicated. Proposal B is longer and more complicated. Proposal A is from a local citizens' group which has been in existence for about two years, Proposal B is from a group which has been established longer, has formed more relationships and has some experience in fund-raising.
2. Letters of endorsement or intention to collaborate or cooperate from other organizations are sometimes helpful—sometimes critical—depending on the nature of your proposal.

## PROPOSAL A

### Covering Letter To Foundation

January 12, 1976

Dear Mr. Jones:

Enclosed you will find our two-year proposal designed to keep our citizens not only better informed about the School District budget, but to make them part of the School District budget making process.

School officials have greeted this project with enthusiasm and have suggested, in light of an anticipated 4-5 million dollar budget "deficit" for the next school year (1976-77 budget year) that we begin this project immediately, rather than waiting until preparations are being made for the 1977-78 budget.

Therefore, in addition to the two-year project, we are proposing an additional mini-project which will cost approximately $8,000 for secretarial work and printing and mailing, bringing the total cost to $43,000.

Our basic objective in this mini-project will be to channel information to parents/citizens so they are kept informed of budget proposals and decisions as they are being made, and at the same time, have the opportunity for meaningful participation in those decisions.

Because the 1976-77 School District budget is being formulated at the present time, we are requesting your immediate consideration for the mini-project. We would like to meet with you to review this proposal and we will be calling to make an appointment for that purpose.

Sincerely,
Citizens For Better Public
Education, Inc.

## PROPOSAL

In the last twelve years college board scores have declined steadily, reflecting lower high school achievement levels. At the same time, soaring educational costs are causing parents to become increasingly frustrated by their inability to participate in the budget making decisions which seriously affect their children's educations. The reasons they are unable to participate are a lack of understanding of the budget making process, and a lack of understandable budget information.

Citizens for Better Public Education, Inc. believes that parents have both the right and responsibility to have meaningful input into the budget process. and our objectives are directed at a means for that participation and are summarized as follows:

1. Develop and implement a method of citizen participation in the budget making process.
2. Develop a detailed description of current programs and expenditures.
3. Develop regular quarterly reports on changes in programs, funding, and staffing made during the current quarter.
4. Develop an easily understood summary of the proposed budget to be widely distributed early in the budget making process.
5. Develop and distribute an easy to read pamphlet about the budget, including how it is created and how to interpret it.
6. Develop an early warning system which will advise parents/citizens of significant changes in either expense or income categories.

We will be working with school board members, administrators, and parents/citizens to accomplish these objectives.

This study is a two-year project with the first year devoted to a study of the present budget process and dissemination of information about it. In the second year, we will initiate a program designed to encourage greater citizen participation in the budget making process.

*Proposed Budget*

| | |
|---|---|
| Secretarial Work | $ 4,000 |
| Postage | 6,000 |
| Travel & Mileage | 1,500 |
| Printing | 18,000 |
| Seminars & Speakers | 1,500 |
| Budget Study Coordinator | 4,000 |
| | $35,000 |

### Letter Of Support

January 8, 1976

President Citizens For Better Public Education

Dear Mr. Holmes:

The purpose of this letter is to inform you that the school district is in support of your application for funds to assist in community involvement in budget planning for 1976-77. The plan that we have discussed for giving the community an opportunity to be informed of and to have input into the budget planning is one which would cost more than the school district could afford. If outside funds are made available to implement an acceptable program of community involvement, the district will be happy to assist in the implementation of such a program. It is my feeling that this would be a great service to the community and an aid to the administration and to the Board of Education.

Sincerely,

Deputy Superintendent

### PROPOSAL B

*In the material below, some names have been altered or omitted to preserve anonymity.*

To:

Program Associate, Community Trust

January 8, 1976

Dear Mr. Smith:

Since December, 1974, the Schools Coalition has had a rare opportunity to develop what we feel is a viable new community-based organization. We would like to thank the Trust for making this opportunity possible through its grant which funded the Learning Resources Group of the Schools Coalition.

In the original grant request, the Coalition committed itself to establishing an educational resource center in the District 3 community. Through its own efforts, and through coordinating the efforts of many other community groups, this Center is now a reality. The Education Resource Center (ERC) opened its doors on November 18, 1975 and is now serving teachers, administrators, and parents regularly, both on a drop-in basis and through scheduled programs held at the Center.

While the ERC is an independent organization, both it and the Coalition will continue to work closely together to improve the quality of the classroom experience for both teachers and pupils. With the initial developmental tasks now done for the ERC, the Learning Resources Group will shift its primary emphasis back to working directly with public school teachers, introducing new classroom techniques and materials to idea-hungry teachers. Since the ERC is now a functioning reality, the Coalition will be able to draw on resources available there in its work with classroom enrichment concerns. At the same time, its work in the individual schools will introduce new groups of teachers to the ERC and thus increase the Center's impact in the classrooms of District 3.

While the ERC and the Coalition are two independent organizations engaged in distinct activities, their functions complement each other in their efforts to improve educational quality. For this reason, the Schools Coalition is submitting this proposal jointly with the Educational Resource Center.

We feel that the two organizations working together will complement each other's activities in the coming year, and will provide an opportunity to demonstrate that potential benefits which can come from cooperation between two community-based organizations. Therefore we are asking the Trust for $13,500 to continue support for the Schools Coalition activities directly within the public school setting; and for $20,000 towards general operating expenses of the Education Resource Center so that it may be able to sustain and further develop the resources for education in our community.

Sincerely,

## OVERVIEW OF A COORDINATED EFFORT TO IMPROVE THE PUBLIC SCHOOLS

### (year 2)

A Joint Proposal of Schools Coalition and the Education Resource Center

Submitted To: Community Trust

## INTRODUCTION

In December, 1974, the Schools Coalition received a grant of $16,000 from the Community Trust to work with teachers in District 3 public schools and to develop an Education Resource Center in the district. This effort was and still is part of the coordinated effort involving several other organizations in the community, described in a paper submitted to the Trust dated December 1974, "Overview of a Coordinated Effort to Improve the Public Schools." The organizations most directly involved in this effort are:

- Schools Coalition.
- Facilitation Team.
- Teacher Curriculum Work Center.
- Latin American Coalition.
- Citizens' Council.
- District 3 Superintendent's Office.

Joining these organizations is the Education Resource Center (ERC) itself, now functioning on a regular basis.

Most of the narrative in this proposal centers around the Learning Resources Group (LRG) component of the Schools Coalition and the ERC, since those are the projects for which we are seeking continued funding.

## LEARNING RESOURCES GROUP (Progress Report)

The purpose of the LRG is to develop a supportive network in the District 3 public schools to help teachers, administrators, and parents learn specifics of classroom enrichment. LRG activity has taken place within two general spheres: development of the Education Resource Center, and outreach classroom enrichment work in local public schools.

*ERC Development*

Ever since the LRG began, its greatest level of energy and creativity has gone into developing a program which the LRG can draw on in its outreach activity. While the guiding purpose of the LRG remains the enrichment of individual public school classroom environments, it was clear from the beginning that the development of a resource center for teachers and parents would have a wider impact than one or two individuals working in the schools with individual teachers, relying solely on their own bank of materials and ideas.

Therefore, much LRG staff time has gone into the groundwork needed to establish the Education Resource Center. Since the development of the ERC has been a joint effort on the part of the Coalition and other organizations and individuals in the community the following recounting of activities concerning ERC development will try to identify the tasks which were performed by the Coalition through LRG.

- A community meeting was organized by Coalition staff and volunteers. The District 3 Superintendent, District 3 teachers and principals, representatives from the Coalition, the Latin American Coalition, the Citizens' Council, the Facilitation Team, and a number of interested citizens attended and overwhelmingly agreed that an educational resource center was necessary for District 3. They also agreed that it was a viable concept and were willing to support the development of the ERC.
- An acting Governing Board was developed through the efforts of the LRG Coordinator; the VISTA Volunteer; the Facilitation Team and the Coalition. Since the ERC's incorporation in May, 1975, new members have been added.
- Coalition staff helped design a questionnaire to ascertain the level of teacher interest in an ERC and to find out what their principal concerns and needs were for resources. With the support of the District Superintendent, the Coalition was able to survey 220 teachers in 11 of the 21 schools in District 3, two private schools, and one parochial school. Teachers reacted to the idea of an ERC with enthusiasm, and 34 teachers became sufficiently interested to commit themselves to act as a core group willing to contribute curriculum ideas to the ERC and to other teachers.
- The Governing Board of the ERC developed job criteria for a director and elected a search committee, to recruit applicants and conduct interviews for the Director's position. With the help of the District Superintendent, the job description for the position was distributed through all the schools in District 3. The Teachers Union also advertised the position in its paper. Fourteen candidates were interviewed. Ms. Smith was selected.
- The Teacher Curriculum Work Center provided training for the director.
- The ERC was incorporated and its tax exempt status applied for through the legal services provided by Mr. Jones.

- With strong emphasis on becoming self-sustaining, the ERC Governing Board set as top priority the development of a "Recycle Center". Temporary space for the Recycle Center was donated. A garage for storing the materials was also donated and ERC members and volunteers began making contacts with local business and industry to gain their commitments of saving reusable discards.
- A schedule was developed, and volunteers recruited to pick up these discards.
- The LRG coordinator works with the Director of the ERC, in converting the discards into actual classroom material models, that can and will be introduced to teachers.
- A Learning Fair was sponsored by the ERC, with much staff and volunteer time contributed by the Coalition. The Fair emphasized the rich and varied scope of ideas and skills already present in the community, and demonstrated the potential of an environment or "space" devoted to learning. Rather than merely providing games and amusements, the Fair provided over 50 learning experiences to the public, at 25c per experience, and raised $1,500 towards the support of the ERC while generating publicity about the Center.
- Regular workshops are now being conducted at the ERC space to create new teaching ideas, and discover ways to convert the industrial discards into teaching materials. The LRG has served as a resource for some of these workshops, helped in planning them, and in the future will conduct workshops herself. Ideas generated during these workshops will be taken into the public school classrooms she works in.
- The ERC executive committee and Coalition staff have met with a number of (members of the) Board of Education staff, including the Superintendent, as well as staff of the Board of Education Resource Center to establish positive working relationships and to plan ways the public schools can work with and effectively use and support the activities of the ERC. The Superintendent expressed a keen interest in the Center and would like to meet with the people involved with the ERC again in the future.
- A recent "Workshop for Principals" was organized by the LRG, ERC and Facilitation Team at the request of the District 3 Superintendent. It was attended by 20 of the 21 principals in District 3. At the workshop the principals were introduced to the uses of industrial discards as teaching tools. Seventeen of the principals said they wanted to stay informed of ERC activities and asked that similar workshops be held for teachers in their schools. Two such workshops have taken place since.

Although ERC is an independent organization, the Coalition feels somewhat responsible for seeing that it does become a working success, since its functions complement the activity of the LRG. The Coalition as a whole has committed much time and resources towards its initial concept and development, and will continue to do so in the future.

*LRG Classroom Enrichment Work*

Outside of the work on the ERC, LRG activity assumes three basic forms: one-to-one intensive work with individual teachers, providing resources and ideas to a wider number of teachers, and conducting workshops.

The one-to-one work currently involves working with two teachers for several hours each week.

Work with these teachers includes:

- introducing enrichment materials into specific curriculum areas.
- finding solutions to classroom management problems.
- introducing the concept of and developing classroom interest centers.

Within the second category of activity, the LRG has set up a mini-resource center in one school in which are displayed a wide range of teaching materials and ideas, available at all times to teachers in the school. Many of the ideas and materials are brought in from the ERC. Space for a similar center has been provided at a second school, and the center will be developed there in January. Principals at both schools are also providing some supplies and materials for the creation of teaching aids for the teachers in their schools. It is our conviction that these types of centers will soon foster a cross fertilization of ideas among the teachers within these schools.

Workshops are conducted both independently and jointly with people from the Facilitation Team and the ERC.

The LRG is currently exploring, with a member of the Facilitation Team, the possible creation of a teacher support group for upper grade teachers (grade levels 6, 7 & 8). While much energy was going into developing learning materials and ideas for the early grades, it soon became apparent that there was a real gap of support for teachers in the upper grades. We hope to address this issue collaboratively.

As advisor to the Community School, the LRG Coordinator has been instrumental in the overall growth and positive development of the school's atmosphere this year. She gives basic input and ideas to the teacher and the teacher aide on curriculum and classroom management. Part of her responsibilities includes testing and evaluating the academic growth and performance of the students. One day a week is spent in the school working with the students, identifying needs, and developing ideas and techniques that can also be relayed to the teachers. This direct work with the students helps to keep her alert to the students and their needs, and sensitive to the frustrations experienced by teachers in their day-to-day involvement with their students. Thus, when she gives advice or ideas to teachers, she is not speaking from a book alone, but from actual experience.

*Future Activities of LRG* (During Grant Request Period)

During this grant request period, the LRG coordinator will focus intensively on two schools. The types of services she will provide include:

- working with one classroom at a time in each school on an intensive level, giving concentration and thought to the overall needs of those teachers in the areas of classroom management and curriculum. Recognizing that the needs of teachers vary, it is important to devote a substantial amount of time in developing the type of relationship that allows for open dialogue. This concentration with teachers will be done on a staggered basis during the year, focusing intensively on only one of three teachers from each school at any one time.
- continuing to give workshops in collaboration with the ERC and the Facilitation Team, at the same time seeking out and recruiting additional resources for teachers and the community.
- attaining wider exposure within each target school through closely focused sessions (mini-workshops on a bi-monthly basis): i.e., how to make a learning game, shape book ideas, or explore the newest idea in recyclable teaching tools. As teachers become more experienced with experiential education, these sessions will be used to gain ideas from the teachers themselves.
- continuing work with the ERC, including:
  - referral of interested teachers to the resources of the ERC, specifically those teachers being directly assisted by the LRG.
  - helping create and construct teaching aids for use in workshops and demonstrations.
  - introducing ERC developed materials to the teachers being assisted and supported by LRG.
  - continue as the direct liaison between the ERC and the Schools Coalition.
  - when interested parents have been identified by the School Action Center (SAC), the coordinator will introduce them to the services available in the ERC that will help them to become more

involved in the total learning process within the school.

*Evaluation*

The Schools Coalition believes that the best form of evaluation comes from people who are directly served by our programs. Therefore, we will solicit comments, observations, and criticisms in the course of our work. This year we will develop a systematic approach for recording this feedback. Made on the spot, these comments have proven to be more penetrating and perceptive than feedback gathered through a formal evaluation procedure at a later time.

To supplement this, periodic questionnaires and informal interviews with teachers, principals, and parents will be used to fill in information gaps. And, as has been the practice in the past, the director of the Coalition. staff and Board of Directors will continue to evaluate the progress of the LRG as well as the entire Coalition program.

## EDUCATION RESOURCE CENTER

The core function of the ERC is to serve as a "center," a place where teachers, administrators, and parents can exchange ideas, and equipped with facilities and equipment to make materials to be used with children both in and out of the classroom. To supplement the core "availability" of the center, the ERC is sponsoring and conducting workshops on a regular basis. Coupled with direct outreach work carried out by the Learning Resources Group, these workshops will serve to attract more teachers and community people to the Center, and help broaden its impact on the District 3 public schools.

The ERC is an independent. community based. tax-exempt, non-profit facility. The actual Center contains the following facilities:

- a library corner, providing resource books. ideas, and models of actual learning materials made by the teachers.
- a material making area with work counters and tables.
- an enclosed carpentry shop.
- a small store of hard-to-find material making accessories.
- a Recycle Center which sells industrial discards and by-products useful in making learning aids (staff and resource people are available to assist with ideas for use of these discards).
- equipment to make learning aids, including a laminator, thermofax copier, ditto machine, paper cutter, power and hand tools, sewing machine and electric typewriter.

The Center has workshop time scheduled regularly from Tuesday through Saturday, with other hours scheduled in for special needs and events.

During its first month of operation, the Center has been visited by teachers from private, public, and parochial schools, parents, staff, and volunteers working in after-school community programs, art institute students, university students, and a variety of community residents. Although the Center has been open less than two months, sometimes as many as 25 people us it during the course of the day. Many come initially to browse, others to purchase recyclables, to use equipment, look through resource books, attend workshops, or seek advice on special problems. Some examples:

- a teacher seeking advice on how to promote a mural project with her students.
- a parent looking for a way to share the shoebox science kits she has developed with parents and teachers.
- a teacher seeking help in introducing and following through on a video project with her students.
- a parent seeking information about local alternative schools.

The Center provides information and resources to meet these requests, and when they are not available, will attempt to develop them.

Staff and volunteer activity is presently being focused on developing and producing more actual learning aids, using the materials at hand. The first thing we learned when the Center started operating was that the teachers don't come to the Center with specific ideas in mind: they come seeking ideas that can be put to work in their classrooms. Although we felt the Center got off the ground with a multitude of ideas, we just can't get enough new ones. We are constantly seeking new creative ideas, with many of them coming from workshop participants.

*Recycle Component*

Our city's public schools are notoriously short on creative, inexpensive materials. Bare supply closets are an educational fact of life in many schools. In exploring other sources of materials during last spring and summer, the ERC found a wealth of industrial discards and by-products.

Use of these materials has become a full component of the Center, with one section of the store devoted to their display on bins and shelves. While the choice of materials varies from week to week, it usually includes buttons, styrofoam, mylar, fabric, quilting, plexiglass, piano parts, punch cards, window shades, and much, much more.

Materials are sold by the shopping bag, and their sale provides a supplementary source of income for the Center. They are procured free from local businesses and factories, which have been pleasantly surprised that their garbage can contribute to raising educational quality. Over the next year the Center will work to:

- increase collaboration with business and industry to provide a wider selection of industrial discards.
- provide models of learning materials constructed from discards.
- develop a booklet explaining and illustrating what can be done with discards (this could also become a source of revenue for the ERC).
- sponsor and provide regular workshops demonstrating the uses of recyclables.

Often, newcomers to the Center get into the act by suggesting new materials, hooking the Center up with other sources, and sometimes even picking up materials and delivering them to the Center.

*Program Planning and Workshops*

To effectively reach more than a few already interested teachers, it is necessary to reach out and provide concrete programs. Much of this outreach will be carried out by the Learning Resources Group. Another effort is coming through workshops and other programs, provided on a variety of levels of sophistication, aimed at different interest areas of need. Many workshops have already taken place.

All workshops are open to the public at large, although some appeal more to parents, and some more to teachers. During the next year, most of the workshop activity will address three areas of teacher concern. These areas were identified when the original survey was conducted, and have been reaffirmed with continued contact with teachers.

1. *Materials and methods*, designed for teachers seeking new ideas for curriculum materials which teach basic skill concepts.

2. *Classroom structures*, to provide ideas on how to arrange a classroom for various purposes, set up interest areas, effectively structure classroom time, and class management.

3. *Teacher/child interaction*, to help identify techniques in child observation, interpretation of behavior, and review of tools used in evaluating both student and teacher performance.

These spheres of interest clearly overlap, and are not meant to be rigid guidelines. For example, if a workshop is to focus on creating reading readiness materials, it is important also to discuss introducing the materials to the children, and observing their skills levels to decide which materials are most appropriate.

Workshops are being structured so that those attending are active participants and contributors. Some workshops are set up like classrooms. A printing workshop would introduce participants to the materials and equipment, and invite them to explore their possibilities. This situation puts adults in the shoes of the children, and can give them insight into the inquisitiveness and learning frustrations often experienced by children.

ERC staff and volunteers will actively recruit local people with identified talents and skills to conduct workshops. Organizing the Center's first big promotional benefit, the Learning Fair, ERC staff and others associated with the benefit, identified over 50 individuals with specific, teachable crafts and skills. These skills include print making, use of medical equipment, ethnic cooking, bicycle repair, and safe driving.

To supplement workshops run by staff and volunteers, ERC has also budgeted funds for professional workshop consultants.

The Center has also secured the involvement of the City Colleges for a special program aimed at involving Latino parents in the center, and encouraging them to develop learning aids for bilingual programs in the schools.

By seeking out college and university-run programs to be conducted at the ERC, we will be able to supplement non-accredited workshops with accredited workshop courses. This will likely encourage further involvement in the Center of District 3 teachers.

The Center will also focus on developing the teaching talents of the community. The City College contract is one such program. Other programs currently identified by parents and community include:

- programs involving parents with their children in learning situations.
- workshops for making learning materials for the home, coordinated with the individual child's classroom materials and program.
- programs teaching parents how to effectively tutor their own children (and other children).
- workshops designed to foster better communication between teachers, administrators, and parents.

To meet the needs as currently expressed by the teachers, community, administrators and parents, the ERC will seek to *increase the material resources* available in the Center itself. This will be done in collaboration with workshops whenever possible. A major emphasis will be placed on providing reading and math curriculum materials.

The organization of the materials is as important as the availability. Thus, curriculum materials will be organized within the Center into interest areas along with a variety of resource books. Much of these materials will be organized into "skill kits." One "kit" for example, might provide 15 different materials for teaching place value.

*Evaluation*

There will be ongoing evaluation of the Center through a number of means:

- workshop evaluation forms will be sent to participants on a regular basis in order to determine the effectiveness of the workshops.
- sign-in sheets will record Center users, their background and purpose for coming to the Center.
- continuous dialogue with other community agencies.
- self-evaluation by the staff and Board of Governors.

*Funding*

Initial funding efforts were hampered since the ERC lacked a tax-exempt status. This, however, did not deter the Center from seeking local funds to begin the operation. A local benefit (Learning Fair), a small grant from a local family foundation and income from the recyclables allowed the Center to lease a space and set up shop. Through the efforts of the ERC Governing Board and the community, the space was renovated with paint, varnish, lumber, electrical work, barrels and bins, shelving, and labor, all donated by the community.

During the coming years, the ERC will continue to draw upon the financial resources of the community to make the center a locally supported effort.

We will develop program monies through contracts with universities, colleges, and special groups. Currently two contracts have been secured for 1976, one from City Colleges and one from a parents group at a local day care center. Negotiations are currently underway with Northeastern University to run summer courses at the Center. We will continue to explore and identify all available sources of income through these types of programs, whenever appropriate.

Workshop and membership fees, book sales, the sale of recyclables, local business contributions and support will eventually provide for the bulk of the ERC budget income.

# 8.
## HOW TO FORM A TAX-EXEMPT ORGANIZATION†

*Since individuals and organizations that give money want to be able to deduct their contributions from taxes, it is important for you to obtain a tax-exempt status for your group. Here's how to go about it.*

### FORMATION OF TAX-EXEMPT ORGANIZATIONS

#### A Drag But Necessary

The purpose of this section is to describe the procedures followed by most organizations which want to obtain tax-exempt status and to allow donors tax deductions for contributions.*

1. **Purposes.** The first step, prior to the actual formation of the organization, is to determine whether the purposes and activities of the proposed organization satisfy the requirements for tax exemption. To qualify as tax-exempt so that donors can obtain tax deductions for their contributions, the organization must qualify under section 501(c)(3) of the Internal Revenue Code of 1954. That section exempts:

> . . . *Corporations, and any community chest, fund or foundation organized and operated exclusively for religious, charitable, scientific, testing for public safety, literary, or educational purposes, or for the prevention of cruelty to animals,* no part of the net earnings of which inures to the benefit of any private shareholder or individual, no substantial part of the activities of which is carrying on propaganda, or otherwise attempting to influence legislation, and which does not participate in (including the publishing or distributing of statements), any political campaign on behalf of any candidate for public office.

The language in that section has been interpreted by numerous court decisions and Internal Revenue Service regulations and rulings. Your lawyer or accountant must determine whether your organization's proposed purposes and activities satisfy those interpretations.

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* If your organization resides outside of the State of California you should check with a local attorney and/or the Secretary of State regarding local incorporation procedures and requirements.

2. **Formations.** The next step is to form your organization. Most tax-exempt organizations are formed as non-profit corporations. This entails: (1) selecting a name for the organization that is not held or used by any other corporation in your state: (2) drafting Articles of Incorporation, bylaws, and, if necessary (see below) an application for exemption from state income tax: (3) holding the first meeting of the board where ordinarily bylaws are adopted, officers are elected, a corporate seal is adopted, and an officer is authorized to do all acts necessary to obtain state and federal tax exemptions.

3. **State Filing.** If your state has an income tax, you may have to apply for a separate state tax exemption. In California, you file your application for state exemption (Form FTB 3500) with the California Franchise Tax Board, and the Articles of Incorporation with the Secretary of State. Once the Franchise Tax Board grants the California tax exemption, the Secretary of State will file the Article of Incorporation. At this point, your organization is, officially, a non-profit corporation exempt from California franchise tax, and you should file copies of the Articles of Incorporation with the Clerk of the county in which your organization works.

4. **Federal Filing.** The application for a federal tax exemption (Form 1023) should now be completed and filed on behalf of the organization. If the application is successful, you will receive a determination letter from the District Director of the Internal Revenue Service, granting your exemption and explaining your responsibilities under the law. Particular attention should be paid to the private formation/public charity questions on the form.

The amount of time these steps will take depends, in large part, on how knowledgeable and efficient you and your lawyer or accountant are. The first step is often the most time-consuming, because formulating your purposes and activities requires a lot of detailed thought about the precise nature of your organization. The timing for the second step depends almost entirely upon your lawyer or accountant; one month seems to be common. The third step, filings at the state and local levels, can usually be accomplished in California in a month or so, depending on the backlog of applications in the Franchise Tax Board. But the fourth and critical step, obtaining a federal tax exemption, can take incredibly long. If the organization's purposes and activities are straightforward and typical (in the eyes of the IRS), and if the local office of the IRS is not required to refer the application to Washington under its internal rules, a favorable IRS determination letter can be obtained in several weeks. More commonly, however, it takes about three months to obtain an exemption.

The cost of forming a tax-exempt organization can vary greatly depending on the fees charged by its lawyer or accountant. A few organizations exist which might provide free legal assistance to tax-exempt organizations, if their purposes are deemed worthwhile, but we are unaware of similar organizations that provide free accounting services. Apart from these fees, however, in California, the other costs of formation—corporate seal and filing fees to the Secretary of State and County Clerk—should be less than $50.00.

**Reporting to the Government: Private Foundation or Public Charity?** You will be required to report to various government agencies when your organization has been formed and is operating. Many of the reporting requirements differ, depending upon whether your organization qualifies under federal law as a favored "public charity" or a disfavored "private foundation." All Section 501(c)(3) organizations are classified as either public charities or private foundations, depending on their sources of financial support. Most of the public charity categories require that your organization obtain a certain percentage of its income from "the public"—i.e., small contributors or grants from the government or other public charities.

If your organization is a "private foundation" in the eyes of the IRS, it must meet the following reporting requirements to the Internal Revenue Service *within 4½ months after the close of its tax year:*

1. Form 990-PF
2. Form 990-AR (an annual report)
3. A copy of a newspaper ad advising the public that it may inspect your annual report at your office within six months.

Each state will have additional reporting requirements of its own. In California, these are:

1. *To the California Franchise Tax Board:* Form 199, due with a $5.00 fee within 4½ months after the close of the organization's tax year.
2. To the Registry of Charitable Trusts:
   - —Registration Form, due within 6 months from the date that the organization authorizes its first distribution. (This is a one-time requirement.)
   - —A copy of your IRS Form 199, due within 4½ months after the end of the organization's tax year.
3. *To the state attorney general:* A copy of Form 990-AR, due on the same date as above.

As a private foundation, your organization will also have extensive reporting requirements to all private foundation grants.

Finally, if your organization is an existing private foundation, you may want to consult your lawyer to make certain that it has complied with the new tax law requiring certain amendments to the organization's

Articles of Incorporation.

As you can see, the legal side of forming and operating a tax-exempt organization takes time and effort. It will test your dedication and seriousness of purpose, but it will also impress the hell out of contributors, grant-making foundations and, probably, yourself.

# 9.
# REPORTING ON A GRANT*

## The Paper Work

After you receive a foundation grant, you will be asked to submit a report to the foundation accounting for the use of the grant funds as soon as they are spent. This is important because the Internal Revenue Service requires that foundations have such reports from all their grantees. Don't make a lot of work for yourself; all you have to do is assure foundation people (who are a little paranoid by nature) that you did spend their money the way you said you would.

The following is a hypothetical project description and report we prepared that should be adequate. There are two parts: a written description and a listing of project expenditures. The hypothetical situation is as follows:

*On January 1, 1971, the (Name) Foundation made a grant to the San Francisco Tenants' Union. The grant was in the amount of $10,000 for the period of one year, for the purpose of operating an office and paying the salaries of the organizers of the project to enable them to educate tenants about their legal and civil rights in housing and to help indigent tenants bring about improvements in housing for low-income people.*

A copy of the Grant Agreement follows:

## HYPOTHETICAL GRANT AGREEMENT

On January 1, 1971, The (Name) Foundation (Grantor) granted to S. F. Tenants' Union (Grantee) the amount of $10,000.00, payable 1/1/71, for purposes stated in the cover letter accompanying this Agreement. Grantee agrees and consents to the following conditions of the grant:

1. Grantee shall use the grant solely for the purposes stated in the accompanying cover letter, and Grantee shall repay to Grantor any portion of the amount granted which is not used for the purposes of the grant.

2. Grantee shall submit a report to Grantor when it has spent all the granted funds or one year from this date, whichever occurs first. Such report shall describe the progress that Grantee has made toward achieving the purposes for which this grant was made and shall detail all expenditures made from the granted funds. If Grantee expends the granted funds over a period longer than one year from this date, Grantee shall submit such reports, as described above, annually upon the

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* *From Chapter 8 of THE BREAD GAME, Revised Edition: Herb Allen, editor; copyright 1974 by Glide Publications. Reprinted by permission of the publisher.*

anniversary date of this grant until the funds have been exhausted, at which time Grantee shall submit a final report.

3. Grantee shall show these grant funds separately on its books. All expenditures made in furtherance of the purposes of the grant shall be charged off against the grant and shall appear on those books. Grantee shall keep records to substantiate such expenditures. Grantee shall make such books and records available to the Grantor at reasonable times. Grantee shall keep copies of all books and records and all reports to Grantor for at least four years after completion of the use of the grant funds.

4. Grantee shall not use any portion of the funds granted herein to carry on propaganda or otherwise to attempt to influence specific legislation, either by direct or grassroots lobbying, nor to influence the outcome of any specific public election, nor to carry on directly or indirectly a voter registration drive, nor to make grants to individuals on a non-objective basis, nor to use the funds for any non-charitable or non-educational purposes.

5. If this grant is made for the purpose of capital equipment or for endowment, Grantee shall submit reports to Grantor for this taxable year and for Grantee's two succeeding taxable years describing the use of the principal and income (if any) derived from the granted funds.

IN WITNESS WHEREOF, this Grant Agreement is signed this ____ day of ________, ________.

San Francisco Tenants' Union

____________________
*(Grantee)*

By ____________________
*(director of Grantee)*

## HYPOTHETICAL GRANTEE REPORT

The San Francisco Tenants' Union opened an office at 1358 McAllister Street in the Western Addition district of the city on February 3, 1971.

Most of the residents of the Western Addition area are black people with low incomes derived from menial jobs or welfare assistance. Because of low income and racial discrimination in other neighborhoods, many Western Addition residents have been compelled to rent apartments in dilapidated and unsafe buildings, with no option of moving to apartments in better condition. When individual tenants made complaints to their landlords or city health and building authorities about housing conditions, they were either ignored or evicted in violation of their legal rights.

The two organizers paid by the grant from The (Name) Foundation enlisted the help of the

Neighborhood Legal Assistance office in preparing a handbook of the legal rights of tenants, and in handling individual tenants' legal cases on a referral basis from our office. With this support, we were able to provide individual counseling to an average of ten low-income tenants a day. Tenants' problems included: eviction due to non-payment of rent, threats of eviction without legal grounds, repairs required under health, fire and safety codes, and violations of leases or rent agreements. In some cases, such as evictions without legal grounds, the tenant was able to solve his own problem once we had informed him of his legal rights. Other cases were solved by having an attorney, who volunteered to represent the tenant, call the landlord; this frequently was enough to induce the landlord to withdraw the threat of eviction or correct the problem.

The individual counseling occupied much of the full-time organizers' and six neighborhood volunteers' time. However, our main interest was to convince tenants that their problems could only be solved in the long run by organizing themselves. As a group they would be able to put significant pressure on landlords to provide decent housing at a reasonable rent. We began organizing among tenants of single multi-unit apartment buildings. This was particularly easy to do with tenants of very dilapidated buildings, a number of whom had already come to the office with individuals complaints. Usually we prepared and distributed a leaflet to building residents pointing out the problems and setting a date, time and place for tenants to meet and discuss possible ways of solving the problems. We then met with the tenants and told them about their legal rights to take such actions as withholding rent money until legally required repairs were made, and assisting them in drawing up a list of their needs to negotiate with the landlord and to write into a mutually satisfactory and legally binding contract between tenants and landlord.

There were a number of significant obstacles to this kind of organizing. First, tenants usually waited until a crisis like a huge rent raise or physical malfunction before they sought any help. Before that time they had seen no need to organize, and once the crisis arose, it was more difficult to get the group to deal with it constructively. Secondly, tenants were reluctant to speak up about housing problems for fear of retaliatory eviction. The availability of volunteer attorneys helped this problem. Finally, because of poverty, unemployment and dilapidated housing, many tenants are transient. Ironically, one good way to stop the cycle of transience from one slum dwelling to another was organizing tenants, but a building whose tenants are changing every few months is difficult to organize.

We were successful in helping the tenants of three buildings form groups this year that negotiated rent and repair contracts with their landlords. In one building physical conditions were so bad, and the landlord so unconcerned, that it was necessary for the tenants to withhold their rent money, placing it in a trust fund until the landlord agreed to make necessary repairs and sign a contract with the tenants.

More recently, one of our organizers did a study of building ownership in the Western Addition. He identified several people with large slum property holdings in the neighborhood, and our more recent organizing effort has been among tenants of all the buildings owned by one of these "slumlords." We feel that this approach will have more leverage in improving housing conditions than counseling single tenants or organizing one building at a time.

The grant for the first year's expenses to the San Francisco Tenants' Union enabled us to do effective work improving housing conditions in the Western Addition, but there is still a lot left to do. This year we have sought and received enough small donations from neighborhood residents and churches to pay for office expenses and some supplies. The Neighborhood Legal Assistance office found funds to hire the two organizers paid formerly by grant funds to continue working with the Tenants' Union, and there are now about ten volunteers working with us regularly.

## HYPOTHETICAL REPORT OF GRANT EXPENDITURE

Grant No. 337 from The (Name Foundation to:
San Francisco Tenants' Union
200 Bush Street
San Francisco, California

Project period:
From January 1, 1972 to December 31, 1972

Reporting period:
From January 1, 1972 to December 31, 1972

Expenditures:
Personnel:

| | | |
|---|---|---|
| Salary | 6,000 | |
| Fringe Benefits | 356 | |
| | 6,356 | 6,356 |
| Rent | | 1,200 |
| Telephone & Answering Service | | 840 |
| Utilities | | 200 |
| Supplies | | 344 |
| Travel | | 190 |
| Secretarial Service | | 980 |
| TOTAL | | 10,110 |

# 10.

## THINGS TO DO UNTIL OTHER HELP ARRIVES OR SOME SMALL AT-HOME FUND RAISING EFFORTS

A

*Auction*—Merchants donate items for us to auction either over radio, TV or at any special gathering.

*Auto Rally*—Two persons in each automobile registered in the Auto Rally follow a prescribed route as best they can by interpreting clues to the proper course. Registration fees for entrance are contributions.

*Air Lift*—Commercial airlines or helicopter will give rides to participants desiring to take a flight for donation.

B

*Battle of the Bands*—Area bands and rock groups perform at central location with ample promotion for the bands and the establishment where the "Battle" is conducted.

*Bingo Extravaganza*—Sponsoring organization promotes and offers persons the opportunity to play bingo games on a specific night with proceeds donated to your organization.

*Bike-A-Thon*—Area bikers ride prescribed route for certain distance. In advance they get pledges at dollars per mile they ride.

*Bread Sale*—Bakery gives your organization break at wholesale cost on consignment and volunteers sell bread with profits going to your organization.

C

*Car Bash*—An old used junk car is donated and placed in a central location. Names of faculty or others are printed on the car for 25 cents a lick. persons may bash in the car with a sledge hammer, denting any name desired.

*Car Wash*—Sponsoring organization will wash your car. If you cannot come to us (at service station) we will come to you.

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* Sections from Material Prepared by: Mr. Andy Gilman, Director of Development, United Cerebral Palsy of North Carolina.

*Casino Night*—Las Vegas in your town—only legally. Imitation casino is set up, including turtle races, roulette, etc. Scrip (play money) is used and items auctioned at the conclusion.

*Coffee Day*—Restaurants in community charge customers nothing for their coffee. The customers instead leave any donation in coin canisters on restaurant tables to your organization.

*Coin Toss*—Volunteers announce at football game half-time that a blanket will be carried around the stands for the spectators to toss coins into for your organization.

*Country Club Dinner/Dance*—Dining and dancing sometimes combined with an auction held at exclusive country club.

D

*Dinner Theatre Performance*—A local dinner theatre produces its regular stage performance on "Your Organization Night" with your organization receiving proceeds.

*Drive-In Theatre Night*—Either a concert or a movie shown with proceeds donated to your organization at the drive-in theatre.

E

*Entrance Donation*—An establishment such as a restaurant or lounge allows your volunteers to take up a cover charge at entrance, which is also a tax deductible contribution to your organization.

*Exec-A-Trek*—Area executives "trek" a prescribed distance. Prior to the event they secure pledges from area businessmen.

F

*Faculty Roast*—School students execute a performance of faculty meetings, pep rallies, and classroom scenes, with emphasis upon the idiosyncrasies of the faculty of their school in an evening performance with preview at school assembly.

*Fair Booth*—A booth is set up at the county fair to distribute education materials about your organization and to accept contributions.

*Fashion Show*—Both men and women model the latest fashions. Fashions sometimes donated in exchange for promotion by a local store.

*Fifty-Fifty Day*—A hamburger stand (McDonalds, Burger Chef, or local franchise) will allow you to sell tickets for $1.00 each which entitle the bearer to $1.00 worth of food at the establishment on a given day. You give them promotion and they give you 50% of that day's proceeds.

*Fish Fry/Spaghetti Dinner*—Volunteers prepare a delicious meal and offer plates at reasonable cost.

*Fishing Rodeo*—Anglers' Association or other organization offers prizes to registrants who catch the most and largest fish during week-end under certain restrictions.

*Fun Day*—Soap box derbies, Sadie Hawkins Day, Sack Races, Three Leg Races, Tug-of-War, and other events make up a fun day and carnival as a benefit.

G

*Golf Tournament*—Golf course (or miniature golf course) offer prizes to competitors who achieve the best score over a prescribed period of time.

H

*Haunted House*—An old home is fixed up by a committee in the spookiest manner imaginable. Then sell tickets to admit persons into the home for the "scare of their life".

I

*Ice Show*—Where possible, an ice skating performance is presented as a benefit.

J

*Junk-A-Thon*—Organization sets up volunteers to collect coat hangers, aluminum cans, newspapers, scrap iron, and other items which can be recycled for sale to scrap processors. The event culminates with a benefit concert to which folks bring junk items not yet turned in.

M

*March-A-Thon*—Participants line up at the starting line and are allowed to take one giant step for each dollar contributed until they reach a prescribed finish line. The distance can be as short as a football field or as long as twenty miles. Their friends and other community citizens strive to raise money so that their favorite marcher can be first to cross the finish line.

N

*Newspaper Sales*—If your town has a newspaper which issues both a morning and an evening edition, perhaps they would allow you to utilize volunteers to telephone area residents to invite them to subscribe to the evening edition of the paper. The proceeds from the sale of the evening paper (a 3 month subscription) would go to your organization. After that 3 month subscription is up, they would negotiate continuing the subscription with the newspaper.

O

*Opening Night Benefit*—A movie theatre or other establishment, when bringing a big movie or production to town, allows your organization to benefit from the proceeds of the opening night. They receive promotion, you furnish volunteers and refreshments.

**P**

*Petting Zoo*—Children are invited to come to the Petting Zoo in a fenced in, centralized location. Animals are rounded up from the neighborhood, including rabbits, goats, Shetland ponies, ducks, geese, frogs, etc. Entrance is a donation to your organization.

*Ping Pong Tournament*—Who's the best in the community at Table Tennis? Have a tournament in a large rec room with plenty of ping pong tables to decide, with registration fee donated to your organization.

*Powder Puff Football Game*—The cheerleaders in this special game are the football players, while regular football players serve as the cheerleaders in this fine benefit event.

**Q**

*Quiz-A-Thon*—Set up a staged Quiz Show in large auditorium. It matches the "brains" of each school in town to see which school has the smartest students.

**R**

*Request Day*—A radio station advertises that on a certain day or week-end listeners may call in any request they wish and will hear it on that station as soon as possible. In return for hearing their special request, the listener makes a contribution of a dollar or more to your organization. Volunteers go out to that person's home, upon his request, to collect the donation. The radio station has a live performer who will sing requests that come in, in the event that the station does not have that record on hand.

*Rock-A-Thon*—The rock-a-thon usually involves competition among schools or civic clubs. Each organization has a representative at a given point (usually a shopping center mall) who rock in rocking chairs. A radio station participates and generates competition, announcing the organization which has collected the most money. Then the members of each organization are collecting money in their neighborhoods.

**S**

*Skeet Shoot*—A hunting lodge or other establishment charges registrants per number of shots fired at skeet (clay pigeons) and awards, prizes for best shot.

*Spook Insurance*—An insurance policy is sold at Halloween time providing the buyer with a guaranteed clean-up in the event his yard is rolled or his windows soaped.

*Student vs. Faculty Basketball Game*—Students play the faculty in a benefit basketball game.

**T**

*Tag Sales*—Do you desire a tag for the front of your vehicle—tags (Bicentennial or other Auto Tags) are sold by sponsoring organizations with assistance from news media.

*Talent Show*—Talented persons in the community perform and compete for prizes.

*Tennis Match*—Either round robin or straight tennis tournament is conducted at Racquet Club or other tennis courts.

*Turkey Shoot*—Participants pay entrance fee and best aim at a target wins turkey.

**W**

*Walk-A-Thon*—Participants walk a prescribed distance (usually 20 miles). Refreshment and entertainment is provided. Prior to the walk, participants secure sponsors who donate their pledges to your organization.

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*Over 160 local groups belong to our Parents' Network. This network of over 60,000 parents is growing rapidly. Join an expanding, effective group of parents working to improve the quality of education their children receive.* *See page 51.*

# 11.
## WHERE TO GET HELP

I. On Foundations:

*The 1977 Foundation 500.* Foundation Research Service, 39 East 51st Street, New York, New York 10022. $29.50. A comprehensive index to foundation giving patterns. Individual *Reports* on each of the 500 foundations are available for $5.00 each (11 or more $4.00 each).

*The 1972-73 Survey of Grant Making Foundations with Assets of Over $500,000.* Public Service Materials Center, 355 Lexington Avenue, New York, New York 10017. $7.95.

*The Grantsmanship Center News.* The Grantsmanship Center, 7815 S. Vermont Avenue, Los Angeles, California 90044. $10.00 per year—eight issues.

"Foundation Researching: Buy A Service Or Do It Yourself?" *Foundation News,* Vol. 14, No. 2, March/April, 1973. Foundation News, Box 468, West Haven, Connecticut 06516.

*Basic Techniques for Approaching Foundations.* Douglas M. Lawson. Foundation Research Service, 39 East 51st Street, New York, New York 10022. $5.00.

*The Bread Game.* Glide Publications, 330 Ellis Street, San Francisco, California 94102. $2.95.

The Foundation Center, 888 Seventh Avenue, New York, New York 10019 makes available the following reference works and services:

*The Foundation Directory, Edition 5.* Marianna O. Lewis, editor. Introduction by Thomas R. Buckman, 1975. 540 p. 15 tables. Four semiannual supplements. The standard reference guide to the field. (Distributed by Columbia University Press, 136 South Broadway, Irvington, New York 10533) $30.00.

*The Foundation Grants Index.* Bimonthly listing included as a separate section of *Foundation News.* Detailed information about currently reported foundation grants of $5,000 or more. Periodical published by the Council of Foundations, Inc., 888 Seventh Avenue, New York, New York 10019.

*The Foundation Grants Index.* Annual volume. Lee Noe, grants editor. Cumulation of bimonthly indexes published each year in July. Detailed summary of 10,000 grants made by about 300 major foundations. (Distributed by Columbia University Press, 136 South Broadway, Irvington, New York 10533).

*The Foundation Grants Index: Subjects* (microfiche). Annual. Detailed information about grants made during the year in broad fields of interest. Each microfiche card includes grant records in one field and an alphabetical index of foundation names. (Price list and order form available from The Foundation Center.)

*Foundation Annual Reports on Film: Cumulative, Alphabetical, and Numerical Listings of Foundation Annual Reports on Film from 1970 through 1974.* 32 p. Serves as an index to filmed reports. Gives foundation addresses. (Available from The Foundation Center.)

II. On Corporations:

*Biennial Survey of Company Contributions.* Conference Board Information Service, 845 Third Avenue, New York, New York 10022. $5.00.

Foundation Center, 888 Seventh Avenue, New York. New York 10019. For information on corporate foundations.

The Business Committee for the Arts, 1700 Broadway, New York, New York 10019. Publications are available on corporate giving to arts organizations.

III. On Individuals:

*Who's Who in America.* A. N. Marquis Company. 4300 West 62nd Street. Indianapolis. Indiana 46288 (1974). $69.50.

*Who's Who in Finance and Industry.* A. N. Marquis Company, 4300 West 62nd Street, Indianapolis. Indiana 46268 (1973-74). $44.50.

IV. On Direct Mail:

*KRC Portfolio of Fund Raising Letters.* Richard J. Crohn and Mitchell Keller, editors. KRC Development Council, 212 Elm Street, New Canaan, Connecticut 06840. $34.95.

*KRC Letter.* KRC Associates, 105 Wagner Avenue, Mamaroneck, New York 10543. $30.00 annual subscription—ten issues.

V. Literature:

*The Art of Winning Foundation Grants.* Howard Hillman and Karin Arabanel, Vanguard Press, 424 Madison Avenue, New York, New York 10022 (1975). $6.95.

*Bibliography of Fundraising and Philanthropy.* George T. Holloway, executive editor, National Catholic Development Conference, 130 East 40th Street, New York, New York 10016 (1975). $22.50.

*The Big Foundations.* Waldemar Nielsen. Columbia University Press, 136 South Broadway. Irvington, New York 10533 (1972). $10.95.

*The Damned Information: Acquiring and Using Public Information to Force Social Change.* Julius Hobston, Washington Institute for Quality Education, 300 M Street, N.W., Washington. D.C. 20024 (1971). $3.95.

*Giving in America: Toward A Stronger Voluntary Sector.* Report of the Commission on Private Philanthropy and Public Needs. Commission on Private Philanthropy and Public Needs, 1776 K Street, N.W., Washington, D.C. 20006 (1975). $1.50.

*The Management of American Foundations: Administration. Policies, and Social Role.* Arnold J. Zurcher. New York University Press, New York. New York (1972). $6.95.

*The Money Givers.* Joseph C. Goulden, Random House, 201 East 50th Street, New York, New York 10022 (1972). $8.95.

*The Rich and the Super Rich.* Ferdinand Lundberg, Lyle Stewart Inc., New York, New York (1968). $12.50.

*Understanding Foundations. Dimensions in Fundraising.* J. Richard Taft. McGraw Hill. 1221 Avenue of the Americas. New York. New York 10020 (1967). $2.95.

*Who Rules America?* G. William Domhoff, Prentice-Hall, Englewood Cliffs, New Jersey 07632 (1967). $4.95.

VI. On Choosing Fund Raising Counsel:

*How to Select Fund Raising Counsel.* The American Association of Fund Raising Counsel, 500 Fifth Avenue, New York, New York 10036. Free.

Direct Mail Advertising Association, 230 Park Avenue, New York, New York 10017. Write for information on how to choose counsel, types of service available and contracts.

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*One of the important things to know about trying to improve the quality of schools is that one parent trying it alone runs a high risk of failing. Frustration, uncertainty, confusion and exhaustion will soon set in. Find out who else is worried about your schools. Write a letter to the editor of your local paper. Meet with others. Think about forming a group. You will increase your chances of success if you do. If you want help or ideas call or write us.*

## THE PARENTS' NETWORK

Local and statewide citizen-parent groups can work with NCCE by joining *The Parents' Network*. *Membership*—Participating groups automatically receive all names of callers in their area from 800-NET-WORK, NCCE's nationwide toll-free telephone hotline. By dialing 800-NET-WORK parents and citizens anywhere in the continental United States (except in Maryland) can get information about *The Parents' Network*.

*Research*—With the help of *The Parents' Network*, NCCE prepares and distributes materials to help parents. NCCE's first handbook, *Children, Parents and School Records*, has already helped thousands of parents and citizens.

*Information*—NCCE is publishing a joint newspaper with *The Parents' Network*, featuring news of local groups and exchanging information.

The cost for group affiliation ranges from $15—$50 per year, depending upon the size of the local group and pro-rated at 10c per paying member.

## SERVICES OF NCCE AND THE PARENTS' NETWORK

- Referral: Concerned parents to legal counsel; organizations to other organizations; individuals to organizations; parent groups to appropriate educators; legislative inquiries to appropriate sources of information.
- Materials: Produce manuals, pamphlets and research documents useful to citizens in dealing with their schools and useful to parents in understanding the educational system.
- Research: Prepare background information for the press and for legislators who request it.
- Public information: Clarify school issues and provide information to the national press.
- Representation: Act as a national clearinghouse and when asked will on occasion act as spokesman for local parent organizations.
- Legal: Join as a "friend of the court" in lawsuits that have national consequences for the rights of students and parents.
- Service to individuals: Support services to groups and individuals to establish new organizations in cities where no parent-citizen voice currently is heard.

## NATIONAL COMMITTEE FOR CITIZENS IN EDUCATION