Achieving Sustainability at a Youthbuild Program

Identifying, securing, and renewing financial support

Produced by YouthBuild USA under a Technical Assistance Cooperative Agreement with the U.S. Department of Housing and Urban Development
Achieving Sustainability at a YouthBuild Program 

Identifying, securing, and renewing financial support
About YouthBuild USA

Founded in 1990, YouthBuild USA is a national nonprofit organization that works to unleash the positive energy of low-income youth to rebuild their communities and lives. It supports an expanding nationwide network of 226 local Youthbuild programs. In this role, YouthBuild USA orchestrates advocacy for public funding, guidance and quality assurance in program implementation, leadership opportunities for youth and staff, research to understand impact and best practices, and grants and loans to YouthBuild USA affiliates. YouthBuild USA leads the national Youthbuild movement and contributes to the broader youth and community development fields in order to diminish poverty in the United States and internationally. For more information, visit www.YouthBuild.org.

Produced in 2008 by YouthBuild USA under a Technical Assistance Cooperative Agreement with the U.S. Department of Housing and Urban Development.

The work that provided the basis for this publication was supported by funding under an award with the U.S. Department of Housing and Urban Development. The substance and findings of the work are dedicated to the public. The author and publisher are solely responsible for the accuracy of the statements and interpretations contained in this publication. Such interpretations do not necessarily reflect the view of the Government.

Printed in the United States of America.
Achieving Sustainability at a Youthbuild Program

Acknowledgements vii
Preface ix
Introduction x

Section I
The Basics of Sustainability  x

1. Identify Your Partners  
2. Organize Your Message and Your Team  
3. Plan for Sustainability  
4. The Cycle of Partnership  

Section II
From the Field: Sustainability Case Studies  

Introduction – Section II  

5. Getting and Managing Multiple Funding Sources  
   Case Study: Operation Fresh Start  
6. Working with CDBG and HOME Funding  
   Case Study: YouthBuild Lake County  
7. Diversified Funding Through a Community Housing and Development Organization  
   Case Study: YouthBuild Columbus  
8. Corporate Giving, Phase One  
   Case Study: Young Detroit Builders  
9. Sustainability Through State Coalitions  
   Case Study: Massachusetts YouthBuild Coalition  

continued
Contents continued

Section III
Partnering with Larger Systems for Sustainability

Introduction – Section III

10. The Workforce Investment Act
11. The Criminal Justice System
12. Diploma-Granting Schools
13. AmeriCorps

Section IV
Resources for Rural Programs

Introduction – Section IV

14. Resource Development and Sustainability for Rural Youthbuild Programs

Appendix

Items

1. Sustainability Staff Training
2. Tips for Planning a State Coalition Advocacy Day
3. Allocating, Tracking, and Reporting Multiple Funding Sources
4. CHDO Checklist
5. Sample Bylaws with CHDO Provisions
6. Sample Corporate Breakfast Workplan
7. Advocacy Principles of YouthBuild USA
# Tables, Figures, and Exercises

## Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1-1</td>
<td>Potential Youthbuild funding sources, purposes, and restrictions</td>
<td></td>
</tr>
<tr>
<td>Table 7-1</td>
<td>Allowable activities under CHDO grants</td>
<td></td>
</tr>
<tr>
<td>Table 10-1</td>
<td>Comparison of Workforce Investment Act and Youthbuild components</td>
<td></td>
</tr>
<tr>
<td>Table 10-2</td>
<td>Determining Youthbuild student success in exit requirements</td>
<td></td>
</tr>
<tr>
<td>Table 11-1</td>
<td>Key contacts in the criminal justice system</td>
<td></td>
</tr>
<tr>
<td>Table A-1</td>
<td>Sample allocation of funds across budget, part 1</td>
<td></td>
</tr>
<tr>
<td>Table A-2</td>
<td>Sample allocation of funds across budget, part 2</td>
<td></td>
</tr>
<tr>
<td>Table A-3</td>
<td>Sample allocation of funds across fiscal years</td>
<td></td>
</tr>
</tbody>
</table>

## Figures

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 3-1</td>
<td>Four-level support hierarchy</td>
<td></td>
</tr>
<tr>
<td>Figure 4-1</td>
<td>The cycle of partnership</td>
<td></td>
</tr>
</tbody>
</table>

## Exercises

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise 1-A</td>
<td>Set the Benchmark—Your Initial Expectations</td>
<td></td>
</tr>
<tr>
<td>Exercise 1-B</td>
<td>Sustainability Percentages: Current Funding and Resources</td>
<td></td>
</tr>
<tr>
<td>Exercise 1-C</td>
<td>Define Your Partners</td>
<td></td>
</tr>
<tr>
<td>Exercise 1-D</td>
<td>Starting with Outcomes</td>
<td></td>
</tr>
<tr>
<td>Exercise 1-E</td>
<td>Who Gives What?</td>
<td></td>
</tr>
<tr>
<td>Exercise 1-F</td>
<td>A Special Look at Community-Based Partners</td>
<td></td>
</tr>
<tr>
<td>Exercise 1-G</td>
<td>Looking Ahead</td>
<td></td>
</tr>
<tr>
<td>Exercise 2-A</td>
<td>Community Needs</td>
<td></td>
</tr>
<tr>
<td>Exercise 2-B</td>
<td>Program Outcomes</td>
<td></td>
</tr>
<tr>
<td>Exercise 2-C</td>
<td>Program Activities</td>
<td></td>
</tr>
<tr>
<td>Exercise 2-D</td>
<td>Your Organizational Reliability</td>
<td></td>
</tr>
<tr>
<td>Exercise 2-E</td>
<td>Making Team Member Assignments</td>
<td></td>
</tr>
<tr>
<td>Exercise 2-F</td>
<td>Identifying Champions</td>
<td></td>
</tr>
<tr>
<td>Exercise 3-A</td>
<td>Your Sustainability Plan and Action Plan</td>
<td></td>
</tr>
<tr>
<td>Exercise 3-B</td>
<td>Creating Funder Reports and Events Schedules</td>
<td></td>
</tr>
</tbody>
</table>
Acknowledgements

YouthBuild USA created this handbook under a cooperative agreement with the U.S. Department of Housing and Urban Development (HUD) to provide support to organizations operating Youthbuild programs with HUD Youthbuild grants. From 1993 through 2006, the HUD Youthbuild grant program and the accompanying technical assistance services built an impressive network of Youthbuild programs in 226 urban, rural, and tribal communities across the United States. These programs have engaged 84,000 young people in building more than 18,000 units of affordable housing.

The development of this publication represents the collective efforts of many people. Many ideas, edits, and suggestions came directly from directors at several local Youthbuild programs who toil each day to run solid, well-managed, sustainable programs. The development committee of the YouthBuild USA Affiliated Network reviewed the draft table of contents and made comments. The committee chair, Andy Delgado of CCEO in Gardenia, California, reviewed initial drafts of the handbook. Lauren Tustison of YouthBuild Lake County in North Chicago, Illinois, and Gil Barno of Buckeye Community Hope Foundation in Columbus, Ohio, contributed to the sections on community housing development. Gil Barno also wrote the chapter on national service and served as a key editor of the final draft of the handbook. Bev Manick and Cathy Talifer of Young Detroit Builders in Detroit, Michigan, contributed to the section on corporate fundraising.

There were also members of the Massachusetts YouthBuild Coalition who shared their insights about accessing funding at the state level. Terry Moran, director of the Fall River YouthBuild program; Susan Rabbit, former director of the Youthbuild program in Springfield, Massachusetts; and Rebecca Rethore, former Massachusetts YouthBuild Coalition organizer, all commented on the chapter on state advocacy. Taylor Frome, former director of YouthBuild Philadelphia Charter School, contributed to the chapter on charter schools. Connie Ferris-Bailey and her staff at Operation Fresh Start in Madison, Wisconsin, invited us to visit their organization to get a deeper understanding of how they access and manage support from multiple funding sources.

A number of consultants also helped with writing and research. Judy Karasick wrote an initial draft of the handbook. Sally Turner contributed to the development of the final draft. Jeff Lischin assisted with refining an early chapter on charter schools. Bethany Chaney wrote the chapter on sustainability resources for rural programs.
Acknowledgements

The following YouthBuild USA staff also supported, reviewed, made substantive comments and added resources to various portions of the draft: Sharistan Melkonian, Sangeeta Tyagi, Helen Whitcher, Kim Phinney, Jennifer Clammer, and Lissette Rodriguez. Daryl Wright served as the overall writer and project coordinator, and Dorothy Stoneman served as editor in chief. Marcia Gray designed, substantively edited, copyedited, and oversaw the production of this handbook.

We are grateful to officials at the U.S. Department of Housing and Urban Development for supporting the concept, approving the resources, and providing important support and guidance during the writing and production process.
Preface

The Funding Context for Youthbuild Programs

The comprehensive Youthbuild program is designed to diminish poverty by directly addressing five key issues affecting low-income communities: education, housing, jobs, crime prevention, and leadership development. In addition, since some of these issues can be addressed by services that youth are able to provide to their communities, a sixth key issue should be added: the development of an ethic of service.

All public and private sources of funds designed to address any of these six key issues are potentially available to support local Youthbuild programs. The extent to which these funds are accessed depends largely on how well each local program does what it promises, manages its resources, and builds public awareness of its successes in order to develop relationships with potential funders.

By encompassing the six key issue areas, Youthbuild programs can also address an array of sub-issues. A Youthbuild program that focuses attention on any of the following items will expand its potential sources of support to include public and private funders that seek to address these sub-issues:
Sub-issues for Youthbuild students
- Managing finances
- Increasing access to health care
- Getting off welfare
- Re-entering the community from prison
- Reducing drug use
- Increasing access to college
- Increasing the likelihood of healthy marriages
- Improving parenting
- Developing a construction company to hire graduates
- Supporting graduates’ efforts toward community leadership
- Developing career pathways into high-demand areas such as construction, social services, and health care

Sub-issues for the community
- Providing housing and support systems for homeless people
- Increasing homeownership for low-income people
- Building community facilities
- Utilizing green building practices
- Responding to disasters
- Organizing for voter registration and voter engagement
- Providing leadership development opportunities for neighborhood youth
- Providing additional community service such as delivering food to the hungry and offering crime prevention workshops to schools

Various local Youthbuild programs have received targeted funding from a wide range of sources to focus on these sub-issues. These issues are also consistent with the authorizing statutes for Youthbuild and are therefore acceptable to federal funding agencies. New funding possibilities arise constantly from activities that are natural analogues to Youthbuild programming.

The largest single source of funding for Youthbuild programs to date has been the U.S. Department of Housing and Urban Development (HUD), authorized under Title D: “Hope for Youth: Youthbuild” in the Cranston-Gonzalez Housing Act of 1992. A total of $650 million has been appropriated and delivered to local communities through HUD under this act. The federal Youthbuild program was originally placed in HUD because HUD is dedicated to not only providing affordable housing, but also diminishing poverty. Though HUD provided a good home for Youthbuild’s first fifteen years as a federally supported program, other federal agencies have also provided support for Youthbuild. The Departments of Labor, Education, Justice, Agriculture, and Health and Human Services, as well as the
Corporation for National and Community Service, all have goals consistent with Youthbuild’s goals. Over the years they have provided substantial funds to Youthbuild programs directly or through intermediaries.

Nonetheless, the bulk of federal support has historically come through HUD, funded between FY93 and FY06 at $20 million to $65 million annually, which has directly provided as many as 120 local Youthbuild programs with substantial grants ranging from $300,000 to $1 million annually, with the most recent grants set at $700,000.

These funds have been central to the sustainability of local Youthbuild programs. However, they are not automatically appropriated. It takes constant work to make sure that legislators are aware of the successes of their local Youthbuild programs and will support Youthbuild’s annual appropriation. More than half of both the U.S. Senate and House have consistently supported substantial increases in funding for Youthbuild because local programs have been effective in communicating their successes and because the National YouthBuild Coalition has been effective in coordinating this communication. This outreach activity is fundamental in fostering the sustainability of Youthbuild both locally and nationally.

In 2003, the White House Task Force for Disadvantaged Youth recommended that the federal Youthbuild program be transferred from HUD to the U.S. Department of Labor (DOL) because Youthbuild fits so well with DOL’s goals of enhancing access to high-demand jobs and higher education for disadvantaged youth. After two years of negotiation among the National YouthBuild Coalition, DOL, HUD, the U.S. Office of Management and Budget, and key legislators in the House and Senate working together to develop a bill that insured that the broad purposes and specific strengths of Youthbuild would remain intact in the transfer to DOL, the YouthBuild Transfer Act was unanimously passed in 2006. Thus, in FY07 the federal Youthbuild program was placed in DOL with its fundamental purposes intact and its focus on affordable housing preserved.

Despite the fact that there is a federal Youthbuild program dispensing dedicated funds, the demand from local communities has outstripped the available federal funding, resulting in the need for local Youthbuild programs to seek or develop other sources of support.
outstripped the available federal funding, resulting in the need for local Youthbuild programs to seek or develop other sources of support. Furthermore, since federal funding protocols have given an advantage to programs that have leveraged other funds or have created strong community partnerships, there has been a competitive advantage in developing diversified and expanded sources of funding. Since HUD had a ceiling of $700,000 for each of its grants, even programs receiving HUD funds that have grown to serve larger numbers of youth and have needed to find other sources to support their expansion.

At least 28 Youthbuild programs have been awarded one federal grant, opened for business, and have then been forced to close when a second grant was not received. A smaller number have received more than one federal grant but have then closed when they were not awarded federal funding for two or more consecutive years.

The goal of this handbook is to give Youthbuild program directors a perspective on how to diversify their programs’ funding in order to continue operations when an individual funding source becomes unavailable. Developing a diversified funding base takes a great deal of time and effort and results in a program that is much more complex to administer than is one operating with sole-source funding. But diversification puts a local organization in the position of defining its own long-term ability to serve its community, independent of any single funder. Sources of funding come and go, but each local organization can be structured to survive the fickleness of funding, in a position to serve its community for as long as needed.

This handbook provides guidance intended to help strengthen individual Youthbuild programs’ abilities to sustain themselves, as well as information on how the interdependent network of Youthbuild programs, operating both state by state and nationally, can foster each other’s sustainability through excellence in performance, careful reporting of outcomes, and coordinated communication about the success Youthbuild has had in helping students achieve productive lives and become valuable resources for their communities.
Introduction

Youthbuild programs provide training, opportunities, stability, high standards, encouragement, and support for young people so that they can become strong, skilled, engaged adults. Programs do this most effectively when they are deeply rooted in their communities, nourished and growing over time. Too often, however, Youthbuild programs have floundered or failed when they lost funding, undermining the trust they had created with young people and with their community. **Youthbuild programs need to be sustainable.**

This handbook is directed toward Youthbuild programs that have historically depended largely on one or two major funding sources. Just one or two funding sources does not provide a sufficient level of diversification to sustain a Youthbuild program for the long haul because this limited base of support is not broad enough to connect a program effectively to its community. **Diversifying funding sources requires work and attention, but it can strengthen everything else that a Youthbuild program does.**

What Is Sustainability?

To be successful and sustainable, your Youthbuild program must establish solid and well-grounded relationships with people and organizations that are also working to provide opportunities for low-income youth in your area. Through these partnerships, your Youthbuild program becomes an integral part of the local community, successfully networked and supported towards the fundamental goal of improving outcomes for youth in the following areas:

- Secondary degree attainment
- Job placement
- Wage gains
- Literacy and numeracy gains
- Leadership development
- Postsecondary credentials and career development
Solid program outcomes are the linchpin of a sustainable Youthbuild program. They provide concrete evidence of the program’s ability to deliver results on promises made, attracting young people who witness the success of their peers in achieving concrete goals. Evidencing good program outcomes allows you to tell a compelling story and make the case for additional funding. Because most funders require Youthbuild programs to track outcomes, much of this evidence may already be at your fingertips.

**What Does a Sustainable Youthbuild Program Look Like?**

A sustainable Youthbuild program:

- Has diverse, enduring partnerships that offer a broad range of sources of support
- Remains true to its mission and constantly tries to find new ways to better carry out that mission
- Is visible in its community
- Allows itself to be helped by others
- Can grow in size and quality to meet the needs of its community and supporters

**What Is Required to Make a Youthbuild Program Sustainable?**

To effectively align potential resources with established or intended program outcomes, organization and planning are essential. Preparation for tapping these potential resources requires:

- Short- and long-term goals and timelines
- Time for planning, execution, and follow-through
- Strong articulation of assets, outcomes, and needs
- Desire and opportunities to acquire skills and information (using self-assessment, community and resource assessment and exploration, and fundraising tools)
- Committed and mobilized staff, board, and champions
Where Is the Funding?

Youthbuild programs vary widely in size and type. They can operate in urban or rural settings, or in small towns; they can have hundreds of members or fewer than twenty. But even if another Youthbuild program doesn’t look much like yours, it is likely that you can learn something from how it has tapped into other funding sources. Not all of these sources will work for all programs, but many of them can be molded to fit your situation, given a little imagination and ingenuity. The table below outlines some potential funding sources for Youthbuild programs, their purposes, and initial guidance on whether they tend to be restricted or unrestricted funds.

Table I-1. Potential Youthbuild funding sources, purposes, and restrictions

<table>
<thead>
<tr>
<th>Source</th>
<th>Purpose</th>
<th>Restricted or unrestricted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Department of Housing and Urban Development (HUD), U.S. Department of Labor (DOL)</td>
<td>Core operational funding for administration, staff, facilities, stipends, and program operations</td>
<td>Flexible within large categories; grantees must be knowledgeable of specific restrictions</td>
</tr>
<tr>
<td>AmeriCorps</td>
<td>Core operational funding for administration, staff, facilities, and program operations; scholarships</td>
<td>Flexible within large categories; grantees must be knowledgeable of specific restrictions</td>
</tr>
<tr>
<td>Community development block grants (CDBG) from local HUD consolidated plans</td>
<td>Program funding: staff salaries, rent, vehicles; construction costs</td>
<td>Flexible within large categories; grantees must be knowledgeable of specific restrictions</td>
</tr>
<tr>
<td>HOME funds from HUD consolidated plans. Includes Community housing and development organization (CHDO) set-asides</td>
<td>Construction costs, operating funding for CHDOs</td>
<td>Restricted</td>
</tr>
<tr>
<td>Charter schools or other diploma-granting schools</td>
<td>Support for student education and activities</td>
<td>Unrestricted, but requires shift in expectations and compliance with district or state guidelines</td>
</tr>
<tr>
<td>State or federal criminal justice funding</td>
<td>Support for educational, life skills, and career or vocational outcomes</td>
<td>Unrestricted, but requires coordination with criminal justice professionals (e.g., parole officers)</td>
</tr>
<tr>
<td>Workforce investment boards (WIB)</td>
<td>Support for educational, life skills, and career or vocational outcomes</td>
<td>Some restrictions as determined by local WIBs</td>
</tr>
<tr>
<td>Federal or state departments of human services</td>
<td>Support for a range of participant outcomes</td>
<td>May be restricted or unrestricted</td>
</tr>
<tr>
<td>Parks and recreation departments</td>
<td>Fee payment for conservation projects</td>
<td>Unrestricted</td>
</tr>
<tr>
<td>Other income projects</td>
<td>Fee payments</td>
<td>Unrestricted</td>
</tr>
<tr>
<td>Foundation grants and grants from civic nonprofits</td>
<td>May support your mission, specific outcomes, or special projects</td>
<td>May be restricted or unrestricted</td>
</tr>
<tr>
<td>Corporate grants</td>
<td>May support your mission, specific outcomes, or special projects</td>
<td>May be restricted or unrestricted</td>
</tr>
<tr>
<td>Individual donors</td>
<td>May support your mission, specific outcomes, or special projects</td>
<td>May be restricted or unrestricted</td>
</tr>
<tr>
<td>Providers of in-kind support, which can come from any source</td>
<td>May support your mission, specific outcomes, or special projects</td>
<td>Unrestricted</td>
</tr>
</tbody>
</table>
How To Use This Handbook

Sustainability work is not complicated. This handbook tries to keep the process of developing diversified funding streams as simple and straightforward as possible by helping Youthbuild programs become well-organized, build the best funding teams possible, and remain persistent but flexible.

Section I, The Basics of Sustainability, provides ways to help Youthbuild programs organize their thinking and their work into basic principles and practices of sustainability, and offers guidance on identifying partners, organizing the program's message and team, understanding the cycle of partnerships, and developing a sustainability action plan. Section I includes exercises designed to get programs actively thinking and working on making their programs sustainable. The exercises are for individual use and for use with the program team—including program staff, champions, board, or advisory board. These exercises will get your program organized and keep your plan moving.

Section II, From the Field: Sustainability Case Studies, provides examples of specific sources and strategies through an examination of five case studies of successful and sustainable programs:

- Operation Fresh Start (Madison, Wisconsin), which manages over fifty funding sources
- YouthBuild Lake County (North Chicago, Illinois), which benefits from Community Development Block Grant (CDBG) and Home Investment Partnerships (HOME) funds
- YouthBuild Columbus (Ohio), which has long incorporated a Community Housing and Development Organization (CHDO) into its program design to help meet construction costs
- Young Detroit Builders (Michigan), which has created a strategy for establishing corporate partnerships
- Massachusetts YouthBuild Coalition, which has built sustainability into a statewide network
Section III, Partnering with Larger Systems for Sustainability, looks at how Youthbuild programs can work closely with larger youth-serving systems. This section features resources and strategies for becoming a diploma-granting school and working within charter-school systems that exist in some states, working with the criminal justice system for the benefit of adjudicated youth, and participating in the national workforce development system established under the Workforce Investment Act and administered by the U.S. Department of Labor (DOL). The federal funding line for Youthbuild programs now operates under DOL, making Youthbuild part of this national system. Youthbuild has also been proven to work well within the Corporation for National and Community Service system; chapter 13 is devoted to accessing AmeriCorps funding through this system.

Section IV, Resources for Rural Programs, focuses on resource development and sustainability for rural Youthbuild programs.

The appendix offers additional resources, including suggestions for further reading, and samples of some of the most important documents and protocols.

This handbook also provides specific examples of local Youthbuild programs that have tested the waters that lead to sustainable programs. These examples are designed to help you get a sense of how these programs have made inroads and established relationships. Resource listings are provided to help you investigate the sources in your own locality and determine whether or not these sources are right for you.
Section I

The Basics of Sustainability
Partners of local Youthbuild programs can and should represent numerous interests and sectors of each program’s local and state community. Among these interests are other community and faith-based organizations, foundations, and funders such as the United Way; local and state policy leaders; local, state, and federal government agencies; local colleges; businesses; and business-related groups and individuals. As partners, these organizations can support your program in a variety of ways: through funding, through in-kind resources and expertise, by championing your cause, and by building public awareness.

Partnerships are symbiotic relationships. Achieving strong Youthbuild outcomes strengthens your community by reducing poverty and building a new generation of leaders. Youthbuild helps other organizations achieve their missions, provides a strong and able workforce for businesses, and helps local and state leadership advocate for stronger youth programming. But the bottom-line reality is that your program is only as strong and sustainable as its partnerships.
Developing Partnerships

Where do you start to develop partnerships? Sustainability begins locally. Take a self-assessment of your program, its achievements, and its place in the community. Many organizations and agencies are willing to provide support because the work that Youthbuild does aligns with their own missions. For example, a foundation that wants to improve the lives of young people is likely to care about Youthbuild’s work and want to contribute to it.

Often an entity may be looking for another organization targeted at a specific population to do a part of the work that its mission charges it to do. For example, school districts may want another organization to focus effectively on the needs of young people who have dropped out of school. Criminal justice agencies may want to partner with an organization to work intensively with adjudicated youth in order to build their skills and abilities so they can be self-supportive without resorting to crime. Community development agencies are likely to welcome organizations that build affordable housing. Some organizations also look for viable programs to which they can refer their own young people.

In this chapter are several self-assessment exercises that you can do with your staff, your board, an advisory board, or any combination thereof—with or without the assistance of a facilitator.

**Ask yourself:**
- What does your program do that others are likely to support?
- What partners do you already have?
- Who knows your program, admires it, and champions it?

**Types of partners**

Youthbuild programs can have four kinds of partners: operational, resource, recruitment, and supportive. These partner types are described below.

**Operational partners** collaborate with your program in program delivery. For example, school districts can provide teachers. These arrangements are often detailed in memoranda of understanding (MOU). Generally, if you choose to end or substantially alter a relationship with an operational partner, you will need to inform, and sometimes secure approval from, your primary funding source.
Resource partners provide resources but do not carry out core program operations. For example, a bank may provide bimonthly financial literacy training. If you end the relationship, you generally won’t need to inform your funders because the services that the bank provided were not a central element of your program.

Recruitment partners help identify young people for the program. They may be churches, social service agencies, public schools, or the court system.

Supportive partners have no direct involvement with the program, but are enthusiastic about the work of Youthbuild and can support you both directly and indirectly. They can be organizations or individuals. If such partners are foundations, corporations, public agencies, or other organizations, their missions probably align with that of Youthbuild. If individuals, they might support your program for a number of reasons. They may give money because others in their social circle do so, it is a family tradition, they think your approach is effective, someone they know was once a young person who could have benefited from Youthbuild, or they are thankful that nobody they know is in that position. Some people give because giving reinforces a positive image of themselves as caring people. An individual donor program can reach out to people who donate for all of these reasons and more.¹

Exercise 1-A
Set the Benchmark—Your Initial Expectations

Paint a picture of the sustainability elements you already have in place by answering the questions below.

1. **Existing elements of sustainability**

2. **Expectations**
   What do you want from the process of improving your sustainability?

3. **Identification of program sustainability needs**
   What are your needs?

4. **Targets**
   Who might help you meet those needs?

5. **Follow-up**
   What are your immediate next steps?
Exercise 1-B

Sustainability Percentages: Current Funding and Resources

The more diverse your funding and resources are, the more sustainable your program is. Your program can more easily weather the loss of a source of funding if you have other partners with an interest in ensuring the success of your program.

To see how diverse your program’s funding sources presently are, use the circle below to create a pie chart showing the percentages of your current funding and in-kind support that come from different sources, such as government (including federal, state, county, and local), corporate, philanthropic, individual, and generated income.
Exercise 1-C
Define Your Partners

On pages 10 and 11 we discussed the four types of partnerships your Youthbuild program might experience: operational, resource, recruitment, and supportive.

Make a list of your current partners as they fall under these categories. Then brainstorm a list of local people and organizations that could become your partners by thinking through where your Youthbuild program is alike and aligned, or can provide benefits. For example:

<table>
<thead>
<tr>
<th>Partner status</th>
<th>Operational partners</th>
<th>Resource partners</th>
<th>Recruitment partners</th>
<th>Supportive partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
<td>Community college</td>
<td>Hardware store</td>
<td>Drug treatment program</td>
<td>A church down the street</td>
</tr>
<tr>
<td>Potential</td>
<td>Habitat for Humanity</td>
<td>Rotary Club</td>
<td>Community health clinic serving young mothers</td>
<td>City council members</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partner status</th>
<th>Operational partners</th>
<th>Resource partners</th>
<th>Recruitment partners</th>
<th>Supportive partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 1-D
Starting with Outcomes

Because it is likely that your program already tracks outcomes for funders, a major part of your sustainability work might have already been accomplished. Good outcomes are the best foundation for sustainability because they provide tangible evidence of the effectiveness of your program.

Sit down with your staff, your board, or an advisory board and explore the following:

Youthbuild programs track outcomes in a number of areas. What are your most important and impressive outcomes?

Once you have looked closely and analytically at your program outcomes, you can move quickly to identify who should support you and what you should ask from them.

The YouthBuild Program Design and Performance Standards\(^2\) provides a list of outcomes to track during a Youthbuild program cycle. These outcomes fall under the following general areas:

- Attendance
- Retention
- Job or college placement
- Educational attainment, including GEDs, high school diplomas, or literacy and numeracy gains
- Certifications earned
- Wages earned at placement and over time
- Leadership development
- Housing units produced

In the table at the end of this exercise (page 19), list your outcomes—all of the data you track as a Youthbuild program. For example:

<table>
<thead>
<tr>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants obtaining GED/HSD</td>
</tr>
<tr>
<td>Affordable housing constructed or rehabilitated</td>
</tr>
<tr>
<td>Participants receiving industry-recognized credential</td>
</tr>
</tbody>
</table>

Now think about the organizations and agencies in your area that might value and support those outcomes. Do you get students from the school district? Do you work with social workers in municipal agencies? Do you report back to parole officers?

---

2. The YouthBuild Program Design and Performance Standards were established by the YouthBuild USA Affiliated Network. Visit www.YouthBuild.org for more information.
Go back to your list of partners from exercise 1-C and see how they might fit into a matrix. For example:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Participants obtaining GED/HSD</th>
<th>Participants acquiring life- and work-skill competencies</th>
<th>Affordable housing constructed or rehabilitated</th>
<th>Participants obtaining employment or moving to higher education</th>
<th>Participants receiving industry-recognized credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizations and individuals that ALREADY value these outcomes</td>
<td>School district, state department of education, parents</td>
<td>State department of human services</td>
<td>HUD</td>
<td>Colleges</td>
<td>Construction companies</td>
</tr>
</tbody>
</table>

Think about other local organizations and agencies that may not already be aware of the work that you do, but who might very well support Youthbuild if they were introduced to the young people and were made aware of the transformations that they go through as the result of your program.

See how they might be added to your matrix. For example:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Participants obtaining GED or high school diploma</th>
<th>Participants acquiring life- and work-skill competencies</th>
<th>Affordable housing constructed or rehabilitated</th>
<th>Participants obtaining employment or moving to higher education</th>
<th>Participants receiving industry-recognized credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizations and individuals that ALREADY value these outcomes</td>
<td>School district, state department of education, parents</td>
<td>State department of human services</td>
<td>HUD</td>
<td>Colleges</td>
<td>Construction companies</td>
</tr>
<tr>
<td>Organizations and individuals that MIGHT value these outcomes</td>
<td>Workforce Investment Boards; former teachers</td>
<td>Criminal justice system, WIB, foundations, chamber of commerce</td>
<td>State or city departments of development, housing advocates</td>
<td>Employers, banks</td>
<td>Unions, vendors of construction materials</td>
</tr>
</tbody>
</table>

Think about the various activities that you undertake in order to achieve solid program outcomes. For example, your teachers help students earn their secondary degrees. Building materials, tools, and construction sites make it possible to rehabilitate or build affordable housing and to earn vocational credentials. Providing training in financial management prepares your students to budget and save. Training in anger management improves placement rates and job retention.
Break down the various activities that your program carries out into their component parts for which you might seek support. For example:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Organizations and individuals that ALREADY value these outcomes</th>
<th>Organizations and individuals that MIGHT value these outcomes</th>
<th>Fundable activities and resources leading to these outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants obtaining GED or high school diploma</td>
<td>School district, state department of education, parents</td>
<td>Workforce investment boards; former teachers</td>
<td>Teacher’s salary, classroom expenses</td>
</tr>
<tr>
<td>Participants acquiring life- and work-skill competencies</td>
<td>State department of human services</td>
<td>Criminal justice system, WIB, foundations, chamber of commerce</td>
<td>Counselor’s salary, community service activities</td>
</tr>
<tr>
<td>Affordable housing constructed or rehabilitated</td>
<td>HUD</td>
<td>State or city departments of development, housing advocates</td>
<td>Bricks and mortar costs, site supervisor’s salary</td>
</tr>
<tr>
<td>Participants obtaining employment or moving to higher education</td>
<td>Colleges</td>
<td>Employers, banks</td>
<td>Placement coordinator’s salary</td>
</tr>
<tr>
<td>Participants receiving industry-recognized credential</td>
<td>Construction companies</td>
<td>Unions, vendors of construction materials</td>
<td>Construction trainer’s salary, credentialing costs</td>
</tr>
</tbody>
</table>

Strengthen your matrix of outcomes and audiences by looking at it from a different point of view. Step back from the above chart and create a gap analysis. What are your program’s current outcomes? What outcomes do you want to have? What are the missing elements or barriers to reaching those outcomes? What steps could help the program overcome those barriers? For example:

<table>
<thead>
<tr>
<th>Current outcomes</th>
<th>Desired outcomes</th>
<th>Barriers to reaching outcomes</th>
<th>Steps to overcoming barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>25% GEDs</td>
<td>Under DOL, 34% GED/HSD</td>
<td>Uninvolved students</td>
<td>Try a more experiential curriculum (e.g., coordinate with construction site)</td>
</tr>
<tr>
<td>52% retention</td>
<td>55–69% retention</td>
<td>Distractions from family and street life</td>
<td>Develop better case management practices</td>
</tr>
</tbody>
</table>

In the chart that follows, include the activities that could improve the outcomes with which your program is struggling. Also include activities that could make your strong outcomes even better: If you had computers and software tailored to the needs of your students, would learning accelerate? If you could provide professional development to your teachers and counselors, would they be able to work
more effectively with your young people? If you had a health clinic on site, would your young people have better attendance rates, stronger life skills, and fewer unwanted pregnancies? If your students had a chance to spend time on a college campus, might they feel more comfortable about continuing on to postsecondary education?

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Organizations and individuals that ALREADY value these outcomes</th>
<th>Organizations and individuals that MIGHT value these outcomes</th>
<th>Fundable activities and resources leading to these outcomes</th>
<th>Activities to improve outcomes and enhance program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants obtaining GED or high school diploma</td>
<td>School district, state department of education, parents</td>
<td>Workforce investment boards; former teachers</td>
<td>Teacher’s salary, classroom expenses</td>
<td>More experiential learning</td>
</tr>
<tr>
<td>Participants acquiring life- and work-skill competencies</td>
<td>State department of human services</td>
<td>Criminal justice system, WIB, foundations, chamber of commerce</td>
<td>Counselor’s salary, community service activities</td>
<td>Professional dev. for counselors</td>
</tr>
<tr>
<td>Affordable housing constructed or rehabilitated</td>
<td>HUD</td>
<td>State or city departments of development, housing advocates</td>
<td>Bricks and mortar costs, site supervisor’s salary</td>
<td>Increase your number of students</td>
</tr>
<tr>
<td>Participants obtaining employment or moving to higher education</td>
<td>Colleges</td>
<td>Employers, banks</td>
<td>Placement coordinator’s salary</td>
<td>Job shadowing; college tours</td>
</tr>
<tr>
<td>Participants receiving industry-recognized credential</td>
<td>Construction companies</td>
<td>Unions, vendors of construction materials</td>
<td>Construction trainer’s salary, credentialing costs</td>
<td>Involve builders in training activities</td>
</tr>
</tbody>
</table>

YOUR TURN . . .

<table>
<thead>
<tr>
<th>Current outcomes</th>
<th>Desired outcomes</th>
<th>Barriers to reaching outcomes</th>
<th>Steps to overcoming barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizations and individuals that ALREADY value these outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizations and individuals that MIGHT value these outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fundable activities and resources leading to these outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities to improve outcomes and enhance program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Exercise 1-E

Who Gives What?

Exercise 1-D suggested that different donors care about different outcomes and are more likely to support activities that lead to the outcomes that they care about. It is wonderful when you can find a funding source that realizes that program outcomes are often created as the result of a number of different factors and will support your general operating funds as long as your outcomes continue to be good. Unfortunately, such a happy circumstance is relatively rare. More often, funders are interested in supporting some specific activity or component of the program.

To look at funding prospects from a different point of view, fill in the following table. Who in your local area or nationally is likely to provide support in each of these categories? To jump-start your thinking, this table has some possible categories already filled in, but the pre-filled entries may not be right for you. Empty the chart as appropriate and then attempt to identify potential partners within each category.

<table>
<thead>
<tr>
<th>Funding use</th>
<th>Government</th>
<th>Foundations</th>
<th>Partnerships</th>
<th>Donors</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>General operations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large project</td>
<td>Charter school—school district</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small project, perhaps community service</td>
<td></td>
<td>One hundred handicapped ramps—local foundation with interest in disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fundraiser for new building</td>
</tr>
<tr>
<td>Research project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding use</td>
<td>Government</td>
<td>Foundations</td>
<td>Partnerships</td>
<td>Donors</td>
<td>Events</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------</td>
<td>-------------</td>
<td>-------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>New component</td>
<td></td>
<td></td>
<td></td>
<td>Wealthy local plumbing contractor supports specialized skills training</td>
<td></td>
</tr>
<tr>
<td>Education component</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction component</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stipends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni and graduate activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 1-F
A Special Look at Community-Based Partners

Community-based programs need local relationships. Sometimes these partners can be especially valuable in contributions of in-kind support, collaborative programming, community service, and building strong career tracks through both graduate placement and graduate support. Sometimes the value of a community-based partnership is not what it can provide but to whom it can provide access. A partner that can set up a meeting with your mayor can be every bit as valuable as one that can donate money.

Generally, community-based partners can offer resources that are directly tied to the sort of group that each partner is. For example:

<table>
<thead>
<tr>
<th>Types of groups</th>
<th>Examples</th>
<th>Resources available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic and membership organizations</td>
<td>Rotary clubs, Kiwanis clubs, veterans’ groups, social clubs</td>
<td>Funds (can be small but reliable over time), job placements, speakers on careers and work skills, contacts with well-placed parties</td>
</tr>
<tr>
<td>Faith-based organizations</td>
<td>Houses of worship, faith-based community improvement groups (e.g., Habitat for Humanity)</td>
<td>Funds (can be small but very reliable over time—some churches hold “second collections” for specific causes), community service opportunities, speakers on careers and work skills, contacts with well-placed parties</td>
</tr>
<tr>
<td>Economic development associations and agencies</td>
<td>Chambers of commerce, community action programs</td>
<td>Funds, housing sites, job development, speakers, contacts with well-placed parties</td>
</tr>
<tr>
<td>Programs working with young people</td>
<td>Boys &amp; Girls Clubs, after-school programs</td>
<td>Shared facilities, community service activities, providing leadership and tutoring opportunities, contacts with well-placed parties</td>
</tr>
</tbody>
</table>
Using the grid below, identify local groups in your community, resources they might provide, and the outcomes they are likely in which they are most likely to be interested:

<table>
<thead>
<tr>
<th>Types of groups</th>
<th>Examples in your community</th>
<th>Resources available</th>
<th>Outcomes of interest to them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic and membership organizations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faith-based organizations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic development associations and agencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programs working with young people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 1-G
Looking Ahead

Now that you’ve completed exercises 1-A through 1-F and have taken a closer look at your program outcomes, the activities that create and improve those outcomes, and the individuals and organizations that are likely to support this work, you have created the foundation of a plan for sustainability.

With this beginning plan in hand, revisit the pie chart that you filled in earlier showing the sources of funding that the program has now, and design a projection of percentages for the future. In the circle below, draw a pie chart showing different sources of funding you would like your program to have three years from now.
Through the exercises in chapter 1, you identified current and potential funding sources and matched them to program outcomes. The next step is to decide how to present your program to potential funders. To accomplish this, you need two things: a message and a team.

Your message should be formed from a basic template-based explanation of the community needs your program meets, the outcomes it generates, the activities it undertakes, and the qualities that make your organization stable and reliable. The template can be modified as necessary to create documents such as grant proposals, information sheets, and press releases.

Your team should consist of members responsible for drafting, revising, and maintaining the various sections of the template; programming events; managing champions; and supporting requests for resources. You also need champions to carry your message and identify opportunities and prospects, introduce you to potential partners, host potential partners at events and get-togethers, and make personal contacts, take the lead in making requests, and participate in follow-up.  

Your Message

Youthbuild is a national movement with a national reputation that carries with it brand recognition. This brand is tied to YouthBuild USA’s national network and state coalitions nationwide. Be sure to communicate that your program is part of this reputable national network as part of your message because it will help to bring credibility to your efforts.

But your own Youthbuild program must build on, not lean on, the reputation of the Youthbuild brand. Developing strong outcomes and successful partnerships will reinforce and strengthen this credibility. Championing your program’s good performance will increase your opportunities to leverage more support and will gain recognition for your program and its partners.

Your program’s message should start with a statement of the needs that your program addresses. Express these needs directly and straightforwardly, using as few words as possible. Support what you say with statistics. For example, you can describe trends in drop-out rates, juvenile involvement with the criminal justice system, teen pregnancy, drug and alcohol abuse, homelessness among teens and young adults, numbers of young people who fail to either graduate high school or earn a GED, and waiting lists for affordable housing.

Do not talk about things that your program does not affect or affects only marginally. For example, many young people lack health insurance, but if your program does not focus on getting your young people appropriate health care, don’t include it in your statement of needs—it would just be a diversion from your main points.

Avoid talking about things that may be important but cannot be supported by data. For example, many young people are unemployed. In your community, this may be because they lack the skills for employment, or it may be because a large employer recently went out of business and there are no jobs in your community. Unless your community has somehow documented the reasons for local youth unemployment, don’t speculate. Instead, talk about young people who are unemployed. Your message can support a description of that situation with verifiable facts.

Keep your administrative and support documents current

In addition to your message template, your program should also maintain up-to-date versions of the following items, which are often requested as part of proposal appendices:

- IRS determination letter: evidence of federal tax-exemption or 501(c)(3) status
- Proof of nonprofit corporation status
- List of your board of directors or advisory board, with job titles and affiliations as appropriate
- Current audited or board-approved financial statement
- Organizational budget (may be requested in addition to the program budget)
- Organizational chart
- Letters of support from key partners and champions
Exercise 2-A

Community Needs

As discussed earlier in this chapter, your message should start with a statement of community needs that your Youthbuild program addresses. In this exercise, you will compose your catalog of needs in sections so you can easily extract one or two needs that concern particular prospective partners.

Schools care about dropouts, not about affordable housing. Corrections departments don’t care about teen pregnancies as much as they care about the need for youth diversion or re-entry. You can organize by audience the various needs that your program helps to address, plus supporting data sources, using a matrix. For example:

<table>
<thead>
<tr>
<th>Need or problem</th>
<th>Data source</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rise in dropout rate</td>
<td>School district</td>
<td>School district</td>
</tr>
<tr>
<td>Increase in youth unemployment</td>
<td>Labor department</td>
<td>Department of Health and Human Services</td>
</tr>
<tr>
<td>Rising need for affordable housing</td>
<td>Housing advocates</td>
<td>Department of Housing and Urban Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Need or problem</th>
<th>Data source</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Exercise 2-B**  
**Program Outcomes**

In this exercise, you will add your program’s outcomes to the matrix you started in exercise 2-A. Which outcomes meet which needs? When you describe each need, try to refer to reliable data, linking it to your successful outcomes. For example:

<table>
<thead>
<tr>
<th>Need or problem</th>
<th>Data source</th>
<th>Audience</th>
<th>Your outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rise in dropout rate</td>
<td>School district</td>
<td>School district</td>
<td>[Percentage of] degree attainment</td>
</tr>
<tr>
<td>Increase in youth</td>
<td>Labor department</td>
<td>Department of Health and Human Services</td>
<td>[Percentage of ] participants attaining life skills and work competencies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Need or problem</th>
<th>Data source</th>
<th>Audience</th>
<th>Your outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 2-C

Program Activities

Think about which of your program’s activities support your outcomes. You may be asking your audience to support those specific outcomes, or you may be asking the audience to support your program in general, but you need to make it clear that the activities you engage in contribute to the achievement of those desired outcomes.

Once you select the appropriate program activities to include in your message, you can describe them in greater or lesser detail, depending on whether you are writing a letter of introduction, a one-page leave-behind, a press release, or a full-blown grant proposal. If you need to make a substantial argument, support the picture of your progress with data that demonstrates the efficacy of your activities.

Add the activities to the matrix you’ve been working on. For example:

<table>
<thead>
<tr>
<th>Need or problem</th>
<th>Data source</th>
<th>Audience</th>
<th>Your outcomes</th>
<th>Activities that contribute to outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rise in dropout rate</td>
<td>School district</td>
<td>School district</td>
<td>[% of] degree attainment</td>
<td>[# of hours of] instruction by qualified teacher supporting [number of] students attaining secondary degrees</td>
</tr>
<tr>
<td>Increase in youth unemployment</td>
<td>Labor department</td>
<td>Department of Health and Human Services</td>
<td>[% of ] participants attaining life skills and work competencies</td>
<td>[# of hours of] instruction in these skills: [name them]</td>
</tr>
</tbody>
</table>
Exercise 2-D

Your Organizational Reliability

The final piece of essential information in your message is a demonstration to potential partners that your program is a stable, reliable organization with proven accomplishments and solid systems. You must show that your program has the ability to manage a grant or other donated resource, the ability to wisely use and maximize resources, and the commitment and expertise to keep your promises to your partners, your young people, and your community.

The reliability section of your template should answer the following questions. You can start jotting down your thoughts below:

1. How long has your organization been in operation?
   
2. What have been your program’s outcomes to date?
   
3. What other grants and donations has your program received?
   
4. Who are your key staff—including key administrators, program staff, and fiscal staff—and what are their credentials and experience? You may want to include résumés of your executive director and program director and brief biographies of key program staff.
   
5. What are your program’s achievements to date? These achievements can include awards and recognitions, media coverage, participation in community coalitions, and successful projects.
Your Team

While fundraising for sustainability requires teamwork at many levels, there are different ways of staffing and managing responsibilities. Larger programs may have a salaried person on staff to coordinate efforts. Smaller programs may allocate a portion of staff hours towards fundraising, with the bulk of responsibility landing with the director. In the end, it always costs money to raise money, whether in allocated staff time, a salary for dedicated staff, or the hiring of an outside professional.

If your program is fortunate enough to have a dedicated fundraising staff-person, it is still the responsibility of the director to not only manage that work, but to continually be building relationships and increasing your program’s visibility. Program directors must always be on the lookout for new opportunities, scanning every situation they encounter with an eye towards the question “How can we make use of this?”

Whether you fundraise by utilizing the skills of many staff or enjoy a single dedicated staff member, your overall strategy should be team-oriented. Each well-informed person at the table brings unique connections to different networks, enriching the process and adding to your program’s galaxy of potential partners. Finding, contacting, cultivating, informing, soliciting, managing, and continuing to develop new partners is a labor-intensive process. Because today’s society is so diverse, one of the paradoxes of modern life is that it takes a team to build a team.

Your team should begin with your staff, which knows your program better than anyone else. Add your young people, especially the leadership of your policy committee, who are intimately connected to their community. Your team can also include your existing partners—operational partners, resource partners, recruitment partners, and supportive partners.

You can’t raise resources without organization and teamwork.
Exercise 2-E
Making Team Member Assignments

All of the exercises in this handbook are most effective when addressed by a team. Together, the group can bring to bear insights and information that no single person can muster alone.

However, some tasks are best handled by one person. Divide up your program’s message template and assign responsibilities—a team member who loves computers can keep current the demographics describing community needs; the staff person responsible for updating the data management system can update the template at the same time. Dividing up the work means that your program will always have current information at its fingertips, and that no one person will have to do it all.

Below is an example of a chart that you can expand upon to track responsibilities for your template:

<table>
<thead>
<tr>
<th>Template section</th>
<th>Data source</th>
<th>Person responsible for data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Below is an example of a chart that you can use to assign and track other sustainability work. You will be shown how to develop this chart more thoroughly in chapter 3. Appendix item 1, Sustainability Staff Training (page 163), provides additional guidance on making your staff function as a sustainability team.

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Process or activity</th>
<th>Person responsible for data</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 4</td>
<td>Outline for proposal</td>
<td>Executive director</td>
<td>Yes</td>
</tr>
<tr>
<td>September 7</td>
<td>List and addresses of invitees to ribbon-cutting of rehabbed school</td>
<td>Team leaders, job developer</td>
<td></td>
</tr>
<tr>
<td>September 15</td>
<td>Agenda for visit to legislature</td>
<td>Executive director, policy committee</td>
<td></td>
</tr>
</tbody>
</table>
Your team should also include champions—outside volunteers who believe in your program.

What should you look for in a champion? Champions can be used in many different ways. Gary J. Stern, in his workbook for nonprofit organizations, *Mobilize People for Marketing Success*, divides champions into four categories. Look for people with the potential to take on the following roles:

- **Ambassadors** who identify opportunities and prospects, and pass on names for follow-up
- **Door-openers** who introduce you to potential partners or let you use their name when you cold-call potential partners
- **Cultivators** who host potential partners at events and get-togethers where they can learn more about your work
- **Solicitors** who make personal contacts, take the lead in making requests, and participate in follow-up

In chapter 4 we outline how to engage champions and donors in the cycle of partnership.
Exercise 2-F

Identifying Champions

Your team should also include champions—outside volunteers who believe in your program. Who are your program’s champions and potential champions? How can you widen the circle? How can your team identify, approach, and cultivate more champions?

Programs that build strong sustainability are continuously enlarging their group of partners, allies, and champions. The news and enthusiasm about good work spreads.

Start with the people and organizations that already know about your work. With your team, look at your list of partners and see who is on that list, who is connected to that list, or who could be approached to become a champion. For example:

<table>
<thead>
<tr>
<th>Champion status</th>
<th>Operational partners</th>
<th>Resource partners</th>
<th>Recruitment partners</th>
<th>Sympathizers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
<td>Community college</td>
<td>Hardware store</td>
<td>Drug treatment program</td>
<td>The church down the street</td>
</tr>
<tr>
<td>Potential</td>
<td>Habitat for Humanity</td>
<td>Rotary Club</td>
<td>Community health clinic serving young mothers</td>
<td>City council members</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Champion status</th>
<th>Operational partners</th>
<th>Resource partners</th>
<th>Recruitment partners</th>
<th>Sympathizers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Developing and implementing a successful sustainability process depends on several elements: organization, planning, assigning tasks, following up, staying on schedule, assessing progress, and adjusting, improving, and protecting the time and effort that it takes to keep the plan constantly moving ahead. Creating and executing a sustainability plan usually requires a commitment to spend a specified amount of time—at least eight hours per month—to regularly work on assessing, refining, and implementing the plan.

Bear in mind that many Youthbuild programs embarking on sustainability planning are already well-established in their communities. For these programs, it is important that existing partnerships be integrated into their sustainability plans and that new partnerships continue to be developed. While these partners may be well ahead of the curve in the cycle of partnership process (described in chapter 4), they constitute a program’s existing foundation and should not be placed into a lower tier while the Youthbuild program is in pursuit of other resources.
The Hierarchy of Support

Support for your program, whether monetary or in-kind, can be broken down into a four-level hierarchy, as shown in figure 3-1:

Figure 3-1. Four-level support hierarchy

Support that follows the student

Multiyear support

Annual support

One-and-only-time support

The four types of support delineated in figure 3-1 are shown in descending order of value to a Youthbuild program.

Support that follows the student

Support that follows the student, at the top of the hierarchy, is the most valuable type of support that you can secure. This funding is the most valuable because if you can enroll a young person who qualifies for this type of support, the money will usually automatically follow and remain available to you for as long as that young person remains eligible. An example of support that follows the student is support provided by state educational agencies to charter schools. If a charter school enrolls an eligible young person, it receives state educational funding for that student. Another example involves criminal justice re-entry or court diversion support. If you can enroll an eligible youth, you can automatically receive re-entry funding.
The Hierarchy of Support

Multiyear support

The second most valuable type of support is awarded for more than a single year under a single application. This type of funding is extremely valuable to your organization for a number of reasons:

- It allows you to initiate activities that take longer than a single year to carry out.
- It allows you to offer staff more than one year’s job security.
- It frees up organizational time that would have gone towards preparing lengthy grant applications annually.

An example of multiyear support is the YouthBuild grant competition that is held annually by the U.S. Department of Labor. Each year, DOL holds a funding competition to award three-year grants (two-year operational grants). Your organization need only apply once for this multiyear funding.

Annual support

The third most valuable type of support is awarded annually. Support awarded annually is available every year, and you can count on being able to compete for it. HUD grants for Youthbuild programs were awarded annually. Each year, organizations competed for this HUD funding, which could be expended over 12 to 30 months. Most Youthbuild programs with a large student body would need to compete for this funding every year.

Before you decide where to spend your organizational resources, weigh the value of your efforts against the value and probability of the reward.

One-and-only-time support

The least valuable type of support is awarded one time and one time only. When seeking corporate or philanthropic support, you might discover that such support is available for a special project such as buying a van to shuttle your students to and from the construction training site, but it is not likely to be available more than once, or at least not on a regular or annual basis.

Before you decide where to spend your organizational resources, weigh the value of your efforts against the value and probability of the reward. As you think through the development of your sustainability plan, allocate your resources and efforts towards obtaining funding that reflects this hierarchy of support. Securing support that follows the client or student (the most valuable type) is worth the large amounts of time and effort it requires.
Support that is minimal and will only be available to you one time is worth considerably less time and resources.

**Developing a Sustainability Plan**

Sooner or later, preferably sooner, you must create a sustainability plan. While there are many ways to organize such a plan, we recommend that you take some time to clarify your thoughts by using the format presented in exercise 3-A.

The sustainability plan starts with a program vision—the sustainability team’s vision of long-term sustainability. The plan should include your goals and desired time frames. Consider the following questions:

- In three to five years, how do you want your program to be sustainable?
- Do you have a vision of diversified funding that includes foundation grants and awards from three additional public agencies?
- Do you think that individual donors should be part of your sustainability system?
- Do you want regular public events and regular opportunities for your young people to visit and inform their state legislators?
- Do you want to have a program that could survive the loss of a major federal award?
- Do you want to have a working board or an advisory board that includes business, government, and religious leaders?
- What is your vision of how your program will look down the road?
Exercise 3-A

Your Sustainability Plan and Action Plan

Start your program’s sustainability planning by discussing and filling out the sustainability plan form below. Ask yourself the questions on page 38 as you consider your plan. The filled-in items are examples only and may not fit your situation or goals.

On the next two pages is a blank action plan grid where you can start filling in your sustainability goals and how and when you plan to achieve them.

Sustainability Plan

**Program Vision** (our vision of long-term sustainability)

_______________________________________________________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________________________________________________

**Over the next 12 months, our program is taking these steps towards sustainability:**

1. *[Applying for additional federal grants]*

2. *[Building a donor list]*

3. *[Working with community center on event for children]*

4. 

5. 

6. 

7. 

8. 
## Action plan for quarter one

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Steps or action</th>
<th>Timelines</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Action plan for quarter two

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Steps or action</th>
<th>Timelines</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Action plan for quarter three

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Steps or action</th>
<th>Timelines</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Developing a Sustainability Plan

### Action plan for quarter four

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Steps or action</th>
<th>Timelines</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action plan for quarter five

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Steps or action</th>
<th>Timelines</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action plan for quarter six

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Steps or action</th>
<th>Timelines</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 3-B

Creating Funder Reports and Events Schedules

Ensure that you will keep track of how you are cultivating all of your supporters by developing two kinds of calendars: one that tracks the due dates of your funder reports, and one that tracks all the other ways you are cultivating your partners. Tracking these activities will help you spread out events and reporting over the year, avoiding work overload and bottlenecks.

Your funder-report tracking chart might look like the one directly below. Use the blank chart at the bottom of this page to start tracking your own funder deadlines.

<table>
<thead>
<tr>
<th>FUNDER REPORTS</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUD/DOL</td>
<td>MR</td>
<td>MR</td>
<td>MR</td>
<td>MR</td>
<td></td>
<td>MR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDBG/HOME</td>
<td>IR</td>
<td>IR</td>
<td>IR</td>
<td>IR</td>
<td>MR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WIB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criminal Justice</td>
<td></td>
<td>IR</td>
<td>MR</td>
<td>IR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School District</td>
<td>M</td>
<td>MR</td>
<td>MR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Legislature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Municipal Leaders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Legend:**
- MR = Major report
- S = Site visit
- M = Meeting or conference call
- IR = Interim report
- E = Event
Track events and reporting commitments, and all involved parties, using a table like the one directly below. Tracking events and commitments will ensure that you balance events with reporting to meet your obligations and keep your program in the minds of your community and your partners. Start tracking your events and commitments using the blank table at the bottom of the page.

<table>
<thead>
<tr>
<th>EVENTS</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Visit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report</td>
<td>YB</td>
<td>CJ</td>
<td>CJ</td>
<td>CJ</td>
<td>CJ</td>
<td>CJ</td>
<td>CJ</td>
<td>CJ</td>
<td>CJ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting</td>
<td>B</td>
<td>B, CJ</td>
<td>B</td>
<td>B</td>
<td>B, CJ</td>
<td>B</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Press Release</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Newsletter</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>App. Guidelines Released</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Due Date</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* YB = Youthbuild  
  CJ = Criminal Justice (report every six weeks)  
  B = Board
To further divide up and track progress on your sustainability work, use a responsibility chart. For example:

<table>
<thead>
<tr>
<th>Date due</th>
<th>Process or activity</th>
<th>Person responsible</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 4</td>
<td>Outline for proposal</td>
<td>Executive Director</td>
<td>Yes</td>
</tr>
<tr>
<td>September 7</td>
<td>List and addresses of invitees to ribbon-cutting on rehabbed school</td>
<td>Team Leaders, Job Developer</td>
<td></td>
</tr>
<tr>
<td>September 15</td>
<td>Agenda for visit to legislature</td>
<td>Executive Director, Policy Committee</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date due</th>
<th>Process or activity</th>
<th>Person responsible</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program sustainability depends on strong partnerships. Partnerships are developed and sustained through a three-part cycle of cultivation, requesting support, and stewardship, as illustrated in figure 4-1. Incorporating this cycle into your sustainability plan is one of the keys to your program’s success.

Figure 4-1. The cycle of partnership

**Cultivation**
Introducing partners to your program, keeping them informed about your program, and involving them in program operations

**Requesting support**
Securing support through proposals, letters, and personal appeals

**Stewardship**
Maintaining relationships with donors through disclosing where donated dollars went, what the outcomes were, and fostering continued support
Cultivation

Youthbuild programs must not only cultivate partners, champions, and donors, they must also regularly re-evaluate the nature of these relationships, which can change over time. Donors can become partners; champions can become donors. As the nature of relationships can change, so too can a relationship’s importance and potential to grow. Ranking and keeping track of these relationships can help your program organize and clarify the status and goals of each relationship.

The following questions can help you determine where each relationship stands:

- Who are the potential champions (or partners or donors) of each aspect of your program?
- What interests does each champion share with your program?
- How involved are they now?
- How can your team get the champion more involved; what should be your first step; and who should take responsibility for this cultivation?

Using a chart to track this information by “tier of importance” may help to organize and clarify your thinking. See the sidebar below for an example.

Tiers of importance

<table>
<thead>
<tr>
<th>Champion or partner</th>
<th>Tier of importance</th>
<th>Contact</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Tier 1**  
  Strong involvement, continuous commitment, significant donation of funds or in-kind support. Requires ongoing relationship building.

- **Tier 2**  
  Solid support, but continuous commitment is not certain. Requires increased cultivation efforts and ongoing relationship building.

- **Tier 3**  
  Losing touch, or some connection already lost. Requires increase in cultivation efforts.

- **Tier 4**  
  Minimal involvement. Requires analysis of best approach.
The role of your program’s young people

Your program’s young people are your best spokespeople. They can provide first-hand evidence of your program’s successful outcomes. They can also help in the cultivation of partners by participating in events and talking about their work and achievements. The young people are the face of Youthbuild, and their impact on your program’s sustainability can be broad. They are ambassadors in the community, raising awareness of Youthbuild’s work and recruiting new young people into the program. Make sure that they are prominent speakers at any partner event. This is also a wonderful leadership development opportunity for the students, as they will get the opportunity to speak publicly, make connections with influential community people, and facilitate the sustainability of the program.

When you invite champions and donors to a celebration of a finished house, ask them to speak to the students about their careers and about what it takes to do the work that they do. By doing so, potential partners will get to know both the program and its young people. Make sure your students can explain the work they do and the progress they’re making. During cultivation, ask your guests what they observe and listen carefully to what they say. Positive comments can lead to suggestions for greater involvement; negative reactions may reveal that the relationship may not be a good fit.

Cultivation strategies

Youthbuild programs can cultivate potential partners using several strategies. Hosting events, inviting potential partners to visit your site, and visiting elected officials are a few such strategies.

Hosting events

Every Youthbuild program is marked by major events such as the completion of a new house or rehab project or the graduation of a class. Youthbuild programs also participate in larger community events such as holiday toy drives, block festivals, and community service events. Though events can be held primarily to raise money, they often offer the greatest benefits in terms of publicity and cultivating relationships. Each event is an opportunity to create a sense of community, celebrate your program, and let others know about the accomplishments of Youthbuild’s young people. At events, you can welcome and include everyone from local, state, and federal officials, to philanthropic and corporate personnel, to key neighborhood leaders.
Checklist for event success

- At least one team member has experience working on similar events.
- Any necessary contracts for fixed costs (e.g., facilities and food) are in place months before the event.
- The event takes place annually and the program is known for holding it.
- Name and addresses of potential donors and champions are collected at the event.
- Programmatic or other measurable goals (aside from funding) have been set.
- The event chair for the next year is decided before the current year’s event is over.
- The event is evaluated.
- The event and organization are publicized to have high visibility.

**If you are using the event as a fundraiser:**

- The fundraising team has established a clear financial goal.
- Board members and leaders commit to purchasing a minimum number of tickets.
- Tickets are sold before the event—any sales that take place at the event are icing on the cake.
- The fundraising team is led by a very enthusiastic person.

For each event, invite your program’s partners, potential champions, and supportive partners. For your most important targets, create specific strategies, as appropriate, to:

- Approach them (assign to someone—board member, staff person, or student—the job of watching out for them and welcoming them)
- Inform them (assign to someone the job of giving them a house tour or making sure they talk with a new graduate)
- Involve them (ask them to address the audience)
- Thank them (by sending a handwritten thank-you note)

**Types of events**

- **Open houses.** After Youthbuild students complete a house, they can design their own event to celebrate and share their accomplishment. At the event, the students can speak to the crowd and act as tour guides, showing the house and explaining the work before or after a formal presentation. Some programs invite to open houses hundreds of guests, including contractors and subcontractors, social workers, school district leadership, probation officers, potential employers, as well as the press, families, and local, state, and federal officials.

- **Graduations.** Programs can hold formal graduations with music, guest speakers, presentations by young people, and great food.

- **Site visits.** A site visit is an opportunity to target your efforts toward a single partner or a small group. The goal is for each partner (or champion or donor) to become more familiar with your program and its day-to-day operation. Site visits are particularly useful for cultivating the support of elected officials or private funders. It is always a good idea to invite partners to visit your program at least annually so they don’t feel as if you are taking them for granted.

- **Visits to partners.** Visiting elected officials has several benefits: It builds civic engagement and leadership among the young people in addition to cultivating legislative support. Your program would benefit from visiting other types of partners as well.

**Events with elected officials in attendance**

Visits by politicians should be a formal and meticulously planned site visit. To help your program manage this type of site visit, consult the checklist on page 50. This checklist can be adjusted for site visits by other partners, or adapted as needed to include other needs.
Checklist for site visits with elected officials

Getting started

- Send a letter to your elected official’s office (if a member of Congress, this will be the district office) introducing your program and asking to set up a date and time for the official to visit the program.
- Follow up by calling the office four working days after you send the letter. Ask to speak with the scheduler. Establish meeting date, time, and place.

Preparing for the visit

- Decide who will attend: choose from graduates, the press, parents, other local officials.
- Prepare students and staff. Rehearse how to talk about the program. Each person should add something new. Try role playing to help everyone feel comfortable.
- Remember that Youthbuild students should be the focus of the conversation.
- Invite the press.
- Prepare a packet of materials.
- Do your homework—research the elected official’s background and record of support for Youthbuild.
- Confirm the visit by calling the local office the day before the meeting.

At the visit

- Get to the meeting place early.
- Remember to take a camera.
- Thank the elected official and shake hands.
- Ask for the name of a contact person in the local office (and one in Washington, if appropriate) to whom you can send additional information (and a thank-you note).

After the meeting

- Follow up with the press with a press release and photo.
- Never underestimate the power of a thank-you note.
Requesting Support

Once you have successfully cultivated partners, it’s time to make specific requests for support. There are several ways to request support, depending on the nature of the partnership and how each partner goes about providing its support. Below we discuss soliciting support at meetings, writing grant applications, and running an individual giving program.

Soliciting support at meetings

Whether you are approaching a contractor to partner with you in building new houses or asking someone to join your advisory board, the process and priorities are similar. While some meetings are used for cultivation, usually both parties know that in addition to informing and exchanging ideas, at some point during a meeting, usually towards the end, you will ask for an increased level of involvement.

To prepare for a meeting where you plan to solicit support, be sure to do the following:

- **Do your homework.** Get to know the person with whom you’ll be meeting and learn his or her personal and organizational interests in Youthbuild. During your discussion, you should refer to specific outcomes that might be of interest to that person. This can help you focus your message.

- **Decide who should be on your meeting team.** Who would be the most beneficial to have at the meeting—The staff most knowledgeable about the program or activity for which you are seeking support? Young people who have benefited from the program or a specific activity? A board member or volunteer who is known to the potential funder?

- **Prepare written materials.** Bring and leave behind printed materials tailored to what you know about the potential funder’s interests.

- **Prepare your team.** Decide what your program wants to say and how you want to say it:
  - Provide the entire team with all the information readily available.
  - Be sure all team members can talk knowledgeably about the program and activities that you are asking the potential funder to support.
  - Decide what points to include in your pitch.
When writing grant proposals, keep your arguments direct, your language plain, and your sentences short.

- Decide who can best make each point and divide up the presentation accordingly.
- Brainstorm questions you might be asked and think about their answers.
- Do a role-play of the presentation.
- If you are going to ask for support, decide who is going to “make the ask.” Specifically assign that role to someone.
- Reassure the team that rejection is a possibility and that rejection is okay—but also that if the team doesn’t ask, it is the same as a rejection.

Gary Stern, who often writes about marketing champions, provides solid advice for any person making a solicitation:

- Always keep the mission in mind. In this case, the important work that Youthbuild does.
- Learn as much as you can about your program, reflect on what touches you deeply, and describe the program accurately, fully, and from the heart.
- Expect the most out of your prospects, but have the ability to graciously take no for an answer (with the understanding that the next time the answer might be yes).
- Say “thank you” sincerely and often for all those who have expressed interest, or who have helped in small or large ways.

**Writing Grant Applications**

Grants come from public funds—federal, state, county, or municipal—or from private funds—foundations, corporations, or businesses.

Many grant-providing organizations offer detailed instructions on how to apply. Follow any such instructions to the letter. With larger organizations, and always with federal grants, grantmaking follows a formal structure that runs from the request for proposal straight through to the scoring sheets. If the instructions ask for a specific section such as a description of your program’s impact on the community’s economic health, provide it and support it with data if you can. Grant reviewers will score your application

---

Generic grant proposal outline

**Summary.** Provide a two- or three-sentence summary of the proposal. What are you asking for?

**Organizational information.** Introduce your program—it’s history, its mission, its achievements. In a few paragraphs, write a self-portrait that is solid and credible.

**The need.** What is the problem that your program will address? Again, keep it brief.

**Your plan.** What activities will the program perform to create its outcomes? Who is going to do the work and what are their credentials? When and where will the project run?

**Outcomes.** Describe your expected outcomes.

**Evaluation.** How will you assess whether you have succeeded (and, if you are not fully successful, how will you modify the program based on what you have learned)?

**Other funding sources.** Have other funders supported you? How long will their support last? What is the relationship between this donation and the overall picture of support? How will you support the program past the period of funding that you are requesting?

**Budget.** Absent any instructions, divide the budget into two sections: expenses and income. Expenses include personnel expenses, direct project expenses, and administrative or overhead expenses. Income includes earned income, contributed cash income, and in-kind income.

**Appendices.** Items you add to the end of your grant proposal may include:

- IRS determination letter: evidence of federal tax-exemption or 501(c)(3) status.
- Proof of corporation status.
- List of your board of directors or advisory board, with job titles and affiliations as appropriate.
- Most recent audited financial statement (such as an A-133 audit)
- Organizational budget (may be requested in addition to the program budget)
- Organizational chart
- Letters of support from key partners and champions

*Adapted from Barbara Davis, Writing a Successful Grant Proposal, MCF Reprint Series (Minneapolis: Minnesota Council on Foundations), http://www.mcf.org/mcf/grant/writingagrantproposal.pdf*
Running an Individual Giving Program

While few Youthbuild programs have built individual giving programs, the fact remains that individuals provide the vast bulk of support to nonprofits. Starting an individual donor program can tap into that funding stream and provide another network for attracting champions and support. Individual donor solicitations can be made at meetings, during house parties, through large mailings, or by some combination thereof, such as following up a meeting, site visit, or event with a tailored letter.

Every donor is equally important, because each gift is a gesture of belief. In addition, speaking more pragmatically, each donor is important because you never know how that person’s support will develop. Often the donor doesn’t know either. Every relationship builds its own path with its own momentum. An individual can start with a small monetary donation, learn more by being invited to events or regularly receiving a one-page local Youthbuild newsletter. A year later that individual may donate supplies from a business or provide a job for a Youthbuild graduate. A small donor’s support may turn into a major bequest when the donor dies.

Why do individual donors give?

- You ask them to.
- They are a board member and it is expected of them.
- They want to improve the quality of life in the community.
- They believe in the goals of your organization.
- They want themselves or their families to be recognized.
- It is good publicity for them.
- They admire the executive director or another leader in the program.
- Other people they know, like, socialize with, or are involved in business with do so.
- Their families have always done it.
- Someone they know asked them to.
- They know of someone who benefited from the program.
- They get a tax deduction.

The Giving USA Foundation, which publishes an annual report on charitable giving in the United States, reports that that charitable contributions from individuals accounted for 75 percent of the total of all giving in 2008 (the latest year for which figures are available), and, if you count bequests as gifts from individuals, the number reaches 82 percent. Foundations gave away 13 percent of the charitable giving total, and corporations dispensed a mere 5 percent.

In addition, Kim Klein, the founder and publisher of The Grassroots Fundraising Journal, reminds us that “many studies have also shown that poor and working-class people tend to give away more money as a percentage of income than upper-middle-class or wealthy people, probably because the need is so much clearer to them.” If you have a house of worship in a low-income community as a partner, you may see how its members often give generously despite modest household means.

**Stewardship**

Stewardship—letting your donors know what you did with their donation and what the outcomes have been—is one of the most important moments in sustainability. Each act of stewardship provides an opportunity to:

- Express your thanks
- Report on outcome
- Provide other good news about the program
- Invite the donor to become more involved by attending an event or making a site visit
- Begin the process of asking for another gift

---

Great stewardship makes the difference between programs where donors keep on giving and programs where donors make one gift, feel underappreciated and ignored, and never give again. Over time, great stewardship can transform a minor in-kind donor into a key source of supplies and jobs, and make a casual acquaintance into a long-term loyal friend and valuable program champion.

**Interim reporting and building the partnership**

Because of their case management approach to young people, where staff members collaborate to view the entire student, assess progress, and identify needs and resources, Youthbuild programs offer a special opportunity for stewardship: interim reporting.

Sometimes, partners take an interest in particular youth they met at a site visit. In such cases programs often report back to those partners at regular intervals with information about the progress of those young people. They follow up written reports of outcomes with phone calls or meetings, especially when a particular young person is struggling and not succeeding, and where the partner might be in a position to provide additional support to help that young person to succeed.

In some cases, problem-solving sessions with partners might actually build the relationship. Some Youthbuild programs report success from making calls and meetings with parole officers and social workers to brainstorm possible solutions to the challenges that particular young people face. These conversations include the funding source in a spirit of partnership, as people and organizations who have long-term interests in the same problems that Youthbuild addresses. The funding source may provide insights, and may also come up with additional cash and material resources for the program.

The closer the grant source is to you, and the stronger the fit between your missions, the greater the opportunity to transform a single grant into a long-term relationship where you and the granting organization work together to solve problems.
Section II

From the Field: Sustainability Case Studies
Section II
From the Field: Sustainability Case Studies

The chapters in this section (chapters 5 through 9) provide details about how individual Youthbuild sites are looking at and implementing sets of strategies for sustainability. These case studies are examples of best practices and are organized under specific themes or topics, including:

- Getting and managing multiple funding sources
- Working with community development block grant (CDBG) and HOME funding
- Diversified funding through community housing development organizations (CHDO).
- Corporate giving
- Sustainability through state Youthbuild coalitions

These chapters provide information about the hands-on work and experiences several Youthbuild programs have engaged in to build sustainability. These examples demonstrate how Youthbuild programs build on their existing strengths and resources to create programs that are strongly invested in their communities and have strategies in place to ensure that they have the ability to provide ongoing service to their students and their communities.
Operation Fresh Start (OFS), in Madison, Wisconsin, has 51 different funding sources. But for executive director Connie Ferris-Bailey and her staff and board, it’s not just the money that makes a difference. At this high-achieving Youthbuild program, sustainability means becoming part of the fabric of the community.

“A sustainable program is one that meets the needs of the community so that, in turn, the community supports it for meeting those needs,” says Ferris-Bailey. “A sustainable program gets funding, but it also gets partners. For that to happen, program leadership has to be excited about the concept of sustainability.”

Operation Fresh Start’s approach to sustainability can be summed up in two sets of questions that will be discussed in this chapter: *What do we do that the community needs and how do we connect to those needs?* and *What do we want to do better and where can we find the resources to support these improvements?*
Ensuring That Your Outcomes Help Your Funders

Operation Fresh Start’s premise is a basic fundraising principle: A grant seeker does not beg for money; a grant seeker gives people opportunities to contribute to success. “Sustainability is founded on the understanding that you are helping funders meet their goals,” says Judy Olson, Operation Fresh Start’s grant writer.

“We look at what we're doing. What are our outcomes?” says Connie Ferris-Bailey:

We're helping our young people stay off drugs. That furthers the goals of people in mental health working on substance abuse prevention. We're helping them stay out of trouble. That helps our courts and police. We're helping them pass their GEDs. That's good for our school district. We're helping them get qualified for good jobs, find those jobs, and keep those jobs. That advances the goals of our workforce investment board. And I haven't even started talking about the affordable housing the young people build.

Applying this core concept has resulted in grants to Operation Fresh Start from:

- **The local workforce development board**, for a range of support services and follow-up activities to ensure young people get diplomas or GEDs, acquire work-readiness skills, and are placed and retained in unsubsidized employment
- **The United Way**, for goals in their Agenda for Change, supporting employment and training for high-risk youth
- **The local department of corrections**, for providing adjudicated youth with access to a range of services aimed at reducing recidivism, including finding employment, housing, and health care
- **The Riverland Conservancy**, for environmental stewardship and renovation of an environmental education center

---

**Operation Fresh Start’s Core Concept**

*Operation Fresh Start identifies its outcomes, determines who benefits from those outcomes, then asks those organizations and institutions for support.*
Building the Relationship: Communicating and Solving Problems Together

Building relationships with potential donors doesn’t happen overnight. “You have to believe in this approach and then work on it, sometimes for years, before you can see solid results,” says Ferris-Bailey. But the time spent creates reliable momentum.

And how can such momentum be sustained? “By being honest about the glitches. By talking about what’s working—and what’s not working.”

The program asks for help with its young people

Every six weeks, Operation Fresh Start sends parole and probation officers a progress report on each client they have referred to OFS. If progress is slow or negative behaviors have started to surface, OFS staff will often sit down with the parole officer to troubleshoot the situation, to think together about approaches that could help. “We don’t cover for the young people,” says Ferris-Bailey. “We let the parole officer know the truth. This is a partnership to help the young people succeed and to that end, we have to be honest.” Honesty often results in even more resources. In the case of Operation Fresh Start, it has produced full funding for all of its court-involved youth.

The program asks for help with its housing projects

In the middle of rehabbing a house, the OFS crew may uncover asbestos or lead paint. Suddenly the project becomes much more expensive. “We went to our Community Development Block Grant office” says Ferris-Bailey. “We said, ‘Here’s the problem.’ Because we’ve worked together, they know us, and they found ways to help us with special funding. Our partners don’t want to see us lose money on a rehab. They want to find ways to help us succeed.” When program partners share credit for successes, all partners find ways to help overcome challenges.
Funding partners ask the program for help

Because the workforce investment board knows that OFS continues to track and support their young people after they’ve completed the program, the board recently approached Ferris-Bailey to discuss how they could work together to keep program graduates employed and on the right track. The workforce investment board may provide additional funding to support staff so they can keep in touch and help solve some of the problems common to independent living.

Honest troubleshooting conversations . . .

- Increase coordination of services and resources for the young people
- Improve progress on outcomes
- Cement the belief that the progress and future of the young people is a shared concern
- Make the program an active partner in the work of other agencies and an essential part of the larger community

Diversification Breeds Success

Operation Fresh Start has a strategy of not overly relying on a single funder or small group of funders. The program believes that funding diversification is key to sustainability.

Small funding requests are more competitive than big ones

The greater the number of partners, the smaller the amount a program needs from any single source. If you have a lot of funders, you can ask each funder for less money than other programs ask for. If you have acquired more partners since your last appeal, you can ask for less money than you did the previous time around. From the funder’s point of view, you are asking them to part with less of their total cash, and you’re still delivering the same high-quality outcomes. Their investment is going a lot further, leveraging more money. Operation Fresh Start applies for considerably less federal money than it once did—they sought a $260,000 award last year to support two years of operations, instead of asking for $400,000 to cover a briefer cycle. All of this made it easier for the funders to decide to approve grants to OFS.
Funders like grantees that other funders have approved

Each additional funder demonstrates that outsiders believe in the value of your program. There is no endorsement more convincing than one that comes with cash or in-kind support attached. The more grants you gain, the more credible and appealing you become to others.

Funders talk to other funders

Foundations talk to other foundations, and public officials talk to each other. A state assemblywoman wants to know how the department of corrections has improved recidivism rates in Dane County. She finds out that Operation Fresh Start made the difference. Her interest in the program and leadership on a key committee may lead to a new source of state funds.

Improving Program Quality Builds Sustainability

Operation Fresh Start is a mature, sophisticated program. The staff and board are proud of their achievements, but they don’t think their sustainability efforts are perfect. OFS believes that a sustainable program should always be trying to find ways to make its offerings more effective for young people and find resources to fund those ideas.

At OFS, relationships begin with communication—but trust is built through program quality. Improving the program is an essential part of sustainability.

What you need to build sustainability through quality

- Staff who assess outcomes honestly and seek to improve them
- An executive director and board who listen to staff and are not afraid of change
- Advocates who are connected to both the program and resources in the community
Whether your Youthbuild program builds new affordable housing or rehabs old homes, it is likely that funds made available by or through your local, county, regional, or state government can support your work.

YouthBuild Lake County, in North Chicago, Illinois, has benefited greatly by two types of government funding: Community Development Block Grants and HOME grants. This chapter details how YouthBuild Lake County applied for, secured, and used these funds.
Two Major Kinds of Government Grants and How to Win Them

Community Development Block Grants and HOME grants are two important federal block-grant programs. Both are run by the U.S. Department of Housing and Urban Development.

Community Development Block Grants

The Community Development Block Grant (CDBG) program is a flexible program that provides communities with resources to address a wide range of unique community development needs. The CDBG program provides annual grants on a formula basis to 1180 general units of local government and all 50 states. Youthbuild programs can use subgranted CDBG funding to meet both operational and construction costs.

The annual CDBG appropriation is allocated between local jurisdictions and states—“entitlement” and “non-entitlement” communities, respectively. Entitlement communities directly distribute CDBG funds and comprise central cities of metropolitan statistical areas (MSAs), metropolitan cities with populations of at least 50,000, and qualified urban counties with a population of 200,000 or more (excluding the populations of entitlement cities). States distribute CDBG funds to non-entitlement localities that are not qualified as entitlement communities.

The amount of each CDBG grant is determined through a formula that measures community need as described in consolidated plans, including the extent of poverty, housing overcrowding, age of housing, and population growth lag in relationship to other metropolitan areas. Because the HUD funds are allocated on the basis of the formula, it is likely that grants made under consolidated plans will require considerable demographic detail.

HOME grants

HOME is the largest federal block grant to state and local governments (called “participating jurisdictions,” or “PJs”). HOME grants were designed exclusively to create affordable housing for low-income households. Each year, HOME allocates approximately $2 billion among the states and hundreds of localities nationwide. HOME is largely a source of bricks-and-mortar dollars,
but these funds can also be used towards architectural services, land, building materials, and closing costs.

The HOME program reinforces several important values and principles of community development:

- HOME’s flexibility empowers people and communities to design and implement strategies tailored to their own needs and priorities.
- HOME’s emphasis on consolidated planning expands and strengthens partnerships among all levels of government and the private sector in the development of affordable housing.
- HOME’s technical assistance activities and set-asides for qualified community-based nonprofit housing groups build the capacity of these partners.
- HOME’s requirement that PJs match 25 cents of every dollar in program funds mobilizes community resources in support of affordable housing.

Winning CDBG and HOME funds

Laurel Tustison, executive director at YouthBuild Lake County, suggests that CDBG and HOME grants are the first two sources of funding YouthBuild programs should try to tap. After a program has successfully obtained a HOME grant, it should apply to be a Community and Housing Development Organization (CHDO). (CHDOs are discussed in chapter 7).

Below is YouthBuild Lake County’s suggested method of securing CDBG and HOME grants.

Step 1: Get a copy of your community’s consolidated plan.
Governments are required to develop consolidated plans in order to receive and distribute CDBG and HOME funds. In some communities, the county draws up a consolidated plan. In other locales, you may need to look at the city’s or state’s plan. The plan will be accompanied by application instructions for CDBG, HOME, and other funding sources. Each consolidated plan sets forth its own goals. Your proposal needs to address those priorities.

Step 2: Meet with a planner from the community development agency that has issued the consolidated plan.
At the meeting, find out what they are seeking to accomplish in the consolidated plan. They will want to fund certain things. Explore how your program’s outcomes will help them to meet their goals, both through your young people and your construction work.

For more information on HOME grants, visit the HUD Web site, www.hud.gov, and search for “HOME”, or go directly to:
www.hud.gov/offices/cpd/affordablehousing/programs/home/
We have one application workshop for HOME grants and one for CDBG. Workshops are in September and the applications are due in October or November. The county funds CDBG projects and so do the cities of North Chicago and Waukegan. We apply to all three. You have to demonstrate that you have clients in each area in order to be funded.

Laurel Tustison

Chapter 6 — Working with CDBG and HOME Funding (Case Study: YouthBuild Lake County)

View this meeting as the beginning of an important ongoing relationship. If all goes well, you should be working with this agency for some time to come. The more you can understand about what they are doing, the better you can connect to their work and the work of other organizations they fund. The checklist below will help you prepare for the meeting.

**Checklist for Meeting with a Community Development Agency**

- **Focus on the big picture.** What are the agency’s goals? What do its leaders see as the needs in the area? What is their strategy for meeting those needs? What outcomes are they aiming for? Have an open conversation about Youthbuild and ask how your program can help them meet their goals.

- **Include young people.** Bring some of your young people with you. Prepare them to join you in asking questions and providing answers.

- **Determine your funding level.** Find out the range, average amount, and maximum amount of funding you can ask for.

- **Learn the general procedures.** Ask for information on how to apply for CDBG grants, HOME grants, and how to become a CHDO.

- **Learn about the categories of support.** Ask what they are looking to fund. Salaries? Tools? Vehicles?

- **Request sample applications.** Ask for a copy of the previous year’s grant application (or where you can find it online).

- **Get on the mailing list.** Ask to be put on the list to receive information about grant applications.

**Step 3: Start work on the application, no matter how distant the deadline**

The CDBG and HOME applications are lengthy—the HOME instructions can be over twenty-five pages long; the CDBG instructions over fifty pages. And the process of gathering all of the information and evidence of supporting partnerships takes a long time (this is especially true for the HOME grant). Start pulling together your information well in advance of the application deadline. By the time the application is announced and posted, you should have your project timetable, budget, and partners already lined up.
Step 4: Go to any pre-application information workshops.

While pre-application workshops are mandatory in some areas (i.e., if you don’t go, you can’t apply), for other reasons it is always a good idea to attend. These workshops often present an opportunity for you to talk with the funders themselves and to network with other organizations and agencies. At the workshops, they often hand out the applications and explain the application process.

Step 5: When you write the application, make it clear and support it with quantifiable outcomes.

The applications should be written for a novice audience. Keep them simple and free of jargon. Include specific outcomes, such as the number of young people you graduate or the number of students you place, that tie in as directly as possible to the consolidated plan.

If you don’t meet the outcomes that are specified in your area’s consolidated plan, write a letter to your planning commission and present your case. Ask your planners for advice on the best way to make the case. (Once again, you are building the relationship with your planning department.) Perhaps the planning commission can be induced to include the needs and outcomes that your program addresses when the commission updates its consolidated plan.

CDBG awards are not foundation grants, the kind of thing where you are expected to improve your program. CDBG grants support your basic operation. I use the same outcomes as I do with my DOL YouthBuild grant, but using the language and outcomes that fit with the consolidated plan—and ask for funds supporting those specific outcomes.

Laurel Tustison
Step 6: Present your case.

Your application will be rated by a staff member, a committee, or both. You may be asked to present your proposal in a public hearing.

- Bring your young people, and work with them so that they feel confident and well-prepared. They can sell the program better than you can.

- Bring visual representations such as pictures of the houses being built—including any detail work of which your students are especially proud—and photos of celebrations including local residents, the families who will live in the new or renovated homes, and elected officials who have visited your program.

HOME grant advice from YouthBuild Lake County’s executive director

- HOME grants are very restricted—the planning agency tracks how you use them—but for us that has worked well. It might not work for everyone, though. You have to track every penny you spend for nails, and you have to plan around that.

- Our grants—we’ve had three HOME grants so far—are $85,000 each. We use them like revolving loans: we put the $85,000 into the house, and upon sale we move the $85,000 back into a new project.

- You have to let the agency know where the money goes after the project’s done and they have to approve that use.

- $85,000 won’t cover all our needs, so we work hard to raise in-kind support. We’ve received land, Realtor fees, architectural services, legal fees, carpentry—and one of our board members finished the electricity and the husband of one of our staff members installed the air conditioning and heating system for free. Of course this is only possible if you’re doing one or two houses a year.

- The HOME grant requires a 25 percent nonfederal match. We had much more than that of matching in-kind contributions.

- You can also get a loan at market rates from places like the Chicago Community Loan Fund, a nonprofit that takes money from banks that need community development or reinvestment credit to invest the money in certain areas—generally riskier areas than normal banks are working in. If you get a smaller HOME grant, say one for $15,000, you can use that as equity against a construction loan from a community loan fund.
YouthBuild Columbus, in Columbus, Ohio, is supported by diversified funding. Its support comes from charter school funds, AmeriCorps, the Bill & Melinda Gates Foundation, local corporations, and grants made to its Community Housing and Development Organization (CHDO, pronounced cho’do).

“CHDOs are a natural source of funding for Youthbuild programs,” says Gil Barno, executive director of the Buckeye Hope Community Foundation, the sponsoring organization of YouthBuild Columbus. Buckeye also runs Youthbuild programs in West Columbus and Hamilton, Ohio.

Buckeye’s CHDO was established in 1999, after YouthBuild Columbus had temporarily lost HUD funding and had gone to the City of Columbus for support. Officials there suggested that a CHDO might be a partial solution to the program’s funding needs.

This chapter discusses the advantages of CHDOs in regards to funding and how your YouthBuild program can become a CHDO.
Operating Support Through CHDO and Contractor Partners

When YouthBuild Columbus lost its HUD funding in 1999, it also needed up-front program support. Because there is a set-aside within the HOME program for the provision of operating support to Community Housing Development Corporations, it appeared that securing CHDO status might be the answer. Gil Barno, executive director of Buckeye Hope Foundation, the sponsoring organization of YouthBuild Columbus, sought support from the Community Development Collaborative of Columbus, which combines HOME CHDO operating dollars and private funds to support low-income housing.

There was an obstacle to obtaining funding from the CDC: The collaborative was looking to support organizations that produced significant quantities of affordable housing, and YouthBuild Columbus students were able to construct only two houses per year.

The CHDO solved the problem by increasing the number of homes that they were able to build each year. They hired subcontractors to build ten additional houses with minimal student involvement. To support this expansion, additional HOME funds were secured from the city, which provided a $20,000 subsidy per house. Because the CHDO had turned itself into a major nonprofit developer of affordable housing, The Community Development Collaborative of Columbus began providing $50,000 of annual operating (administrative) funding to the YouthBuild Columbus CHDO.

Benefits and Requirements of CHDO Status

CHDOs are community-based nonprofits that develop decent, affordable housing within specific neighborhoods, with strong local citizen involvement ensured by formal processes for input by low-income residents, including substantial representation on the CHDO board.

The funding-related benefits of a CHDO

CHDOs are eligible for HOME funds (a HUD block grant), under which each participating jurisdiction sets aside 15 percent of its awards for CHDOs. CHDOs can also apply for funding under the remaining 85 percent of HOME allocations.
Becoming a CHDO

Becoming a CHDO requires preparation, as outlined in the steps below:

1. Review the CHDO Checklist (see appendix item 4) to determine if your organization can qualify for CHDO certification.

2. Ask your local, regional, or state housing office to determine your participating jurisdiction and whether it receives HOME funds. Find out what your local grants process entails.

3. Work with your housing office to establish articles of incorporation for your CHDO. You may also need to revise your organization’s bylaws.

As an alternative, you can establish a subsidiary that qualifies as a CHDO.

What can a CHDO do?

A CHDO acting as an owner, sponsor, or developer may undertake any of the following:

- Acquisition and/or rehabilitation of rental housing
- New construction of rental housing
- Acquisition and/or rehabilitation of homebuyer properties
- New construction of homebuyer properties
- Direct financial assistance to purchasers of HOME-assisted housing sponsored or developed by a CHDO with HOME funds

Activities that a CHDO may not undertake using the 15 percent CHDO set-aside include rehabilitation of existing homeowners’ properties, tenant-based rental assistance, and down-payment assistance unless the project was developed using CHDO set-aside funds.

CHDOs may also act as subrecipients with non-set-aside funds by undertaking all other HOME-eligible activities including tenant-based rental assistance, homeowner rehabilitation, providing down payment or closing assistance, and brokering or other real estate transactions that are not counted towards the set-aside. A CHDO may also serve as a subrecipient when it is selected by the participating jurisdiction to administer specific aspects of its HOME program or the entire program. When acting as a sub-recipient, a CHDO may not fund its own projects (when it is acting as owner, sponsor, or developer) from the funds it has been charged to administer by the participating jurisdiction.
Table 7-1 summarizes what activities can and cannot be funded by CHDO grants.

Table 7-1. Allowable activities under CHDO grants

<table>
<thead>
<tr>
<th>Eligible CHDO Activities</th>
<th>Eligible CHDO Set-Aside Activities</th>
<th>Eligible CHDO Subrecipient Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible Activity</td>
<td>CHDO Developer</td>
<td>CHDO Sponsor</td>
</tr>
<tr>
<td>Acquisition/rehabilitation of rental housing</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>New construction of rental housing</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Acquisition/rehabilitation of homebuyer properties</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>New construction of homebuyer properties</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Direct financial assistance (i.e., down payment and closing costs) to purchasers of HOME-assisted homebuyer housing owned, sponsored, or developed by a CHDO with HOME funds</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Tenant-based rental assistance (TBRA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeowner rehabilitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of down payment or closing cost assistance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brokering or other real estate transaction when CHDO acts as a conduit for HOME funds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Construction funding that becomes operational funding

The HOME funds that YouthBuild Columbus has received through its CHDO help pay for bricks and mortar, but when the houses are sold, the sales proceeds support Youthbuild program operations. For each trainee-built house constructed, HOME funds from the City of Columbus provide eighty-thousand dollars, which, when the house is sold, together with any profit from the sale, become part of the following year’s Youthbuild program operating dollars.
Cultivating Funders and Building Relationships

YouthBuild Columbus can maintain its diverse funding sources because it has the organizational sophistication to identify, pursue, and build relationships with a wide range of funders. Barno emphasizes that without the relationships, nothing could happen:

It is reputation and relationships, and the responsibility that goes with maintaining those things that matter. I stay in regular touch. They can hear the good news about the program from anybody—and I hope they do; I hope they hear it from a lot of different sources—but I want them to hear the bad news from me. I don't want them to think that I'm trying to hide the truth from them.

These are hard problems we're dealing with—problems that, by the time they get to us, numerous other entities have not been able to resolve—so there's no shame in failure. When someone is a partner—whether it's HUD, the city, the county, the state, or a corporation or foundation—I tell them the honest truth, which lends itself to greater trust; and greater trust breeds greater support.

I ask them for advice. And more often than not they come up with ideas, or by trying, they at least feel invested in our work, which is exactly what I want them to be. Some of their ideas are good, some don't work, but we're clearly both trying to make the program successful.
Corporate Giving: Phase One

Since philanthropy is based on mutual self-interest, corporations and businesses are excellent sources of fundraising for Youthbuild programs. But few Youthbuild programs concentrate on this potentially rich source of sustainability.

Fortunately, Young Detroit Builders, the sponsoring organization of YouthBuild Detroit, forged ahead and completed phase one of a strong corporate initiative.

This chapter details the steps taken by Young Detroit Builders as they successfully identified, cultivated, and won corporate support.
Corporations and Youthbuild: A Good Fit

Before embarking on the Young Detroit Builders (YDB) corporate-giving campaign, executive director Bev Manick worked closely with consultant Cathy Talifer, who had worked with the program as Home Depot's regional division manager for community affairs. At Home Depot, Talifer had overseen awards to nonprofits and managed employee volunteerism. Because Talifer knew corporate giving from the inside and had worked with Manick and YDB, when she became a consultant she was in a good position to create greater impact for the people and programs that she cared about. She and Manick have raised $35,000 in cash and in-kind contributions per year.

Fundraising from corporate and business interests, like any other sustainability effort, depends on organization, focus, persistence, coordination, and teamwork. During phase one of its corporate initiative, Young Detroit Builders went through the following six steps, all of which are detailed on the following pages.

1. Identify your program’s needs through a strategic planning process
2. Remember who your friends are: identify current and past corporate supporters
3. Identify and rank potential new partners through records and personal contacts
4. Create an event for informing and cultivating prospects
5. Hold the event and assess its outcomes
6. Plan phase two based on revised rankings and the results of cultivation efforts

The Match: Youthbuild and Corporations

<table>
<thead>
<tr>
<th>Youthbuild programs</th>
<th>Corporations and businesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build safe, attractive, affordable housing</td>
<td>Sell building materials, appliances, etc.</td>
</tr>
<tr>
<td>Stabilize neighborhoods and enhance property values</td>
<td>Invest in neighborhoods and want to see them prosper</td>
</tr>
<tr>
<td>Create capital-intensive projects</td>
<td>Sell building materials or make loans</td>
</tr>
<tr>
<td>Seek financing for new housing and rehab projects</td>
<td>Provide financing (banks and loan funds)</td>
</tr>
<tr>
<td>Provide opportunities for architects, electricians, etc.</td>
<td>May donate services in-kind to enhance public image</td>
</tr>
<tr>
<td>Prepare young people for work</td>
<td>Provide jobs for Youthbuild graduates</td>
</tr>
</tbody>
</table>
Embarking on a Corporate-Funding Initiative

Below are the detailed steps taken by YDB as they pinpointed and met their corporate-giving goals, plus advice on how your Youthbuild program can experience similar success.

**Step 1. Identify your program’s needs**

To ensure that your Youthbuild program stays true to its mission and focused on what your young people need, start by clearly defining the program’s needs. Through a strategic planning process, Young Detroit Builders identified these priority needs for its program: job placement, strengthening of education and curriculum, and securing building materials. Each was a good fit with corporate interests: businesses want well-educated, ready-to-work employees and human resources; businesses are the source for building materials.

In making sure that each pitch for support was tailored to its particular audience, YDB always had a strong core message that allowed it to establish an individualized connection with every potential partner.

**Step 2. Remember who your friends are**

Young Detroit Builders did not overlook its existing relationships. It wanted to give its established partners credit and the opportunity to take leadership roles in this revitalized initiative. To accomplish this, Talifer manually pulled corporate files and reviewed all of the available information from the YDB database in order to create a history of corporate support. This information was used to analyze partners’ past history of support and project what future support might be developed.
Step 3. Identify and rank potential new partners

Outside of past and existing support, new corporate-funding opportunities await. Here are two ways to find what’s out there:

- **Paper and online research.** Talifer researched new and current companies through the Internet, Crain’s *Detroit Business Book of Lists*, Crain’s *Detroit Business Weekly*, and local newspapers.

- **Personal network research.** Board members, key staff, and volunteers were tapped for company information and relationship contacts.

After researching future funders, the team compiled and organized its research in a corporate partnership matrix, ranking potential partners according to four tiers indicating the level of involvement and commitment.

Step 4. Create an event for informing and cultivation

To focus the corporate-funding effort, YDB held a corporate-initiative breakfast that:

- Provided an entry point for new corporations
- Re-established and continued the cultivation of past partners
- Provided an opportunity to thank supporters
- Informed and updated partners on the progress of YDB students, including an opportunity to hear from the students about their personal experiences in the program

Building an Inclusive Team

“In these campaigns, you need to take a holistic approach,” says Cathy Talifer. “Engage your staff, and engage your key volunteers so that everyone is brought into the process.”

YDB staff began its involvement at a staff retreat, where Talifer and executive director Bev Manick outlined the process. Now, at each staff meeting, an update on the corporate initiative and requests for input on strategy and approach are on the agenda. By keeping staff informed regularly, the corporate initiative never becomes overwhelming.

“Staff have contacts. We are all part of the same community, and that includes businesses,” Talifer says. “We need to keep staff and volunteers informed about what’s going on so that we can benefit from their networks, so that we don’t collide with their efforts.” For example, when YDB engages its young people in community activities, they dovetail with and make the most of corporate and business connections.
Make a workplan
The YDB team created a plan that divided up all of the tasks, set deadlines, assigned responsibility for completing the task and for approving the results. To see a sample corporate-initiative breakfast workplan, see appendix item 6.

Create new materials
The corporate-initiative breakfast provided an opportunity to create marketing materials that can also be used in donor cultivation and publicity. YDB created materials including a professional brochure, a YDB logo and organizational identity, and a series of stock photos of its young people that can be used in materials and accompany press releases.

Step 5. Hold the event and assess its outcomes
Talifer and Manick set clear goals, objectives, and outcomes for the corporate initiative breakfast, as listed below. When the event was over, they had solid benchmarks to help them understand what next steps would be realistic and how they might best take advantage of the interest demonstrated by the event.

Overall goal
Greater connection with Young Detroit Builders mission, translating into action and involvement.

Objectives
- Increase number of corporate partnerships
- Recognize and show appreciation among existing supporters
- Connect with three corporations at the lowest (fourth) tier

Desired outcomes
- 10 or more corporations attend breakfast
- 15 or more individuals attend breakfast (including YDB representatives)
- 80 percent in attendance commit to some level of involvement
**Actual outcomes**

The event’s outcomes as divided into funder tiers:

<table>
<thead>
<tr>
<th>Tier</th>
<th>Corps. invited</th>
<th>Corps. responding, attending</th>
<th>Corps. responding, not attending</th>
<th>Corps. attending</th>
<th>Signed commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>32</td>
<td>12</td>
<td>5</td>
<td>7</td>
<td>7 (100%)</td>
</tr>
<tr>
<td>2nd</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>13</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Commitments**

One-hundred percent of attendees committed to further involvement. The involvement options they chose included:

* One-day rehabilitation projects with company volunteers
* In-kind donations
* Funding support
* Corporate hosting of get-to-know-YDB meetings
* Media exposure in local newspaper
* Volunteers for working group on job opportunities
* Volunteers for working on musical “Showdown in Motown” event (see sidebar on page 83)
* Volunteers to speak with youth about life, career paths, and business
Assessment
While the attendance numbers did not meet attendance goals, the overall goal was exceeded as 100 percent of corporate attendees identified and committed to a variety of volunteer and support opportunities.

Step 6. Plan phase two
The success and momentum created by the corporate initiative breakfast resulted in these next steps:

- Schedule meetings with corporations that were unable to attend the breakfast, as well as with fourth-tier corporations that made commitments.
- Develop marketing and public relations plan with new YDB materials.
- Discuss and plan future corporate volunteer on-site projects with community partnership specialist and YDB staff.
- Plan and schedule other YDB events to engage corporations.
- Plan and schedule job opportunity advisory or subgroup meetings.
- Continue to identify and cultivate potential YDB ambassadors.
- Identify and cultivate new board volunteers.
- Develop process and procedures for the new community partnership specialist to work in concert with the corporate initiative.

Detroit Fundraising Event: “The Showdown in Motown”
The Young Detroit Builders’s corporate initiative was preceded by the “Showdown in Motown,” an innovative fundraising event involving policy committee members and current students, alumni, YDB’s board of directors, community leaders, and several corporate sponsors.

YDB had decided that it was time to do a large-scale fundraiser—not just another dinner, but an event that came out of the spirit of the program. The policy committee suggested a hip-hop concert, and resource development specialist Ginny Hiber ran with the idea. She started organizing the event in February and the curtain rose in June. “Showdown in Motown” grossed about $52,000 to net $39,000, impressive for a first-time event. But the money raised is only part of the story. This event built community and was the foundation for the corporate initiative that followed.

Lessons Learned:
- Diversity of talent and performers is essential.
- High-end performance venues can attract sponsorship.
- Enlist Youthbuild graduates and students to perform and organize.
- Set high fundraising goals.
- Plan early.
- You don’t need to be an expert.
- Establish an influential honorary committee to enlist corporate sponsors.
- Spend money on public relations.
- Say thank you with a dinner.

For more details, see Youthbuild Innovations, no 13, Sept. 2004: “Wildly Successful 'Showdown in Motown' Fundraiser Organized by Young Detroit Builders.” Available at www.youthbuild.org/knowledgebank.
A Youthbuild program is more sustainable when it gains public support, increases awareness, and develops programmatic strength. In Massachusetts, a state coalition contributes directly to this self-perpetuating triad of positive outcomes.

In 1995, the members of the Massachusetts YouthBuild Coalition petitioned for a Youthbuild line item in the state budget. Since then, the line item has grown, been erased, and returned. In the process, the coalition became a force that:

- Lobbies for the line item and other state funds
- Convenes directors monthly to share problems, successes, and news
- Runs an annual statehouse day, where hundreds of Youthbuild students rally and speak to their legislators
- Hosts annual events that celebrate young people and improve program quality
Securing State Funding

In January 1995, the six existing Massachusetts Youthbuild programs hired an experienced and capable lobbyist with the aim of securing funding from the state. In May of that year they were awarded $500,000—not the four million dollars they had asked for, but a satisfying sum that was awarded in record time. Over time, the appropriation rose to a high of $2.3 million. In 2002, however, when the Commonwealth was in fiscal crisis, the Youthbuild line item was zeroed out by the governor. State legislators put it back into the budget and overrode the governor’s veto with votes of 127 to 14 in the House and 45 to 5 in the Senate. As of this writing the line item is back up to over $2 million annually.

Lobbying

Why did the state legislators override the governor’s veto by such wide margins? The reason is this: shortly after the first terrific win, the Massachusetts YouthBuild Coalition figured out that hiring even a highly effective consultant was not a sufficient strategy. They realized that, as a coalition, they could make many more relationships with community and elected officials than could any individual consultant. While the coalition used its consultant wisely from 1995 to 2008—as a coach, adviser, and political guide—as a group they matured over that time to become a highly effective lobbying force in their own right.

An effective state Youthbuild coalition:

- Builds relationships with their state legislators
- Trains their young people to speak effectively
- Shares information and works together to cultivate elected officials
- As Youthbuild programs, help each other increase outcomes and program quality—the most important factors in any legitimate lobbying campaign

Note: State Youthbuild coalitions must be licensed by YouthBuild USA. Contact YouthBuild USA or visit the advocacy section at www.YouthBuild.org for details.
Building Statewide Networks at Different Levels for Information and Improvement

Beyond establishing communications with state officials, state Youthbuild coalitions must foster strong connections among program directors, staff, and students.

Monthly directors’ meetings

Director members of the Massachusetts YouthBuild Coalition don’t miss the coalition’s monthly meetings, where members bring valued sources of information about elected officials, share ideas for raising public awareness, and initiate honest discussion of challenges. The result is a strong network of Youthbuild program directors.

Peer reviews and technical assistance

“The coalition reports its members’ outcomes collectively in the annual report on the state funds,” says Terry Moran, who worked with the coalition for six years and now is a director of the Youthbuild in Fall River. “And, as they say, you’re only as strong as your weakest link: In addition to the problem solving and troubleshooting that happens at the monthly meetings, the coalition is starting a process where each program will be reviewed by another program every two years with peer technical assistance to follow. There are great resources in these programs.”

Annual events that link youth and staff across programs

The Massachusetts YouthBuild Coalition holds five annual events: statehouse day, carpentry challenge, orienteering challenge, chess tournament, and academic challenge. On statehouse day, young people share pride and enjoy the adrenaline rush of presenting their accomplishments and values to elected officials in solidarity with young people from Youthbuild programs across the state. “This is a day of unity, enabling young people to be successful, active citizens in a larger world,” says Moran.

For ideas and tips on holding a statehouse day and helping young people speak effectively to elected officials, see appendix item 2, “Tips for Planning a State Coalition Advocacy Day.”
Challenges inspire and instruct, increasing program quality

During the “challenge” events, young people compete and very different networks form. Each Youthbuild program sees what the others can do. As they observe, both staff and students discuss methods, techniques, and improvements, both within teams and across programs. Staff connect to their counterparts, creating invaluable peer networks.

“Solid program improvement comes out of these events,” says Rebecca Rethore, who worked with the coalition from 2002 to 2005:

They push sites and staff to see where they can grow and how they’re doing compared to other programs. They talk about how they can adjust the curriculum to be more competitive the next year. This kind of improvement comes out of an integrated network that understands challenges on the ground. This is one of many ways in which it is clear that the coalition is not just about getting the money. It’s about commitment to the young people and helping them to succeed in the real world.

Seven Lessons for State Youthbuild Coalitions

Terry Moran offers the following lessons for building sustainability through state-wide coalitions:

1. Learn how to build relationships

State legislators are busy people. Give them a good reason to visit your Youthbuild program. Give them a photo-op or tie it to an impressive, hard-won outcome that other programs can’t achieve but that the Youthbuild model can. Answer the question: what will Youthbuild do for their district?

2. Working together means working together

Sometimes your individual needs will have to go on the back burner. What you get in the long run is well worth postponing a few immediate gains. YouthBuild USA has developed a set of advocacy principles that have been helpful to state Youthbuild coalitions.

3. Remember to add up your list of supporters

Any Youthbuild program that has applied for HUD funding is likely to have at least 20 community partners. If 10 programs go to meet the legislature
together, that’s a total of 200 partners. The legislature responds to numbers, and your numbers—whether they are young people with their GEDs or families living in affordable Youthbuild housing—are better when united with other programs.

4. **Be encouraging to one another**

Don’t view your coalition partners as “the competition.” You are allies.

5. **Keep your eyes open for political opportunities**

If your state legislator loves the Boys & Girls Clubs, do projects with the Boys & Girls Clubs to show that you value what he or she values, and that you work successfully in those communities.

6. **Make sure that your young people are well-trained**

Your young people must be able to speak effectively on behalf of the program, whether at the statehouse or, more important, on the job site. “My program is a block-and-a-half from city hall,” says Moran. “You never know when someone is going to show up.”
Locate meetings as close to all members as possible

Establish a schedule of regular meetings, preferably monthly meetings. Massachusetts YouthBuild program directors attend the meetings faithfully, but that may only be possible in a small state. Larger states may need to rely on conference calls or less-frequent meetings. Try not to have meetings in places that are more than a one- to two-hours’ drive for members.
Section III

Partnering with Larger Systems for Sustainability
Beyond partnering with local and state agencies and organizations, Youthbuild programs are often well-aligned to partner with larger systems. Chapters 10–13 discuss the funding opportunities related to the Workforce Investment Act and workforce investment boards, the criminal justice system, diploma-granting schools, and AmeriCorps and community service.

Please note that the opportunities and the ensuing requirements that these systems encompass often vary by state, region, or municipality. Research your local state, county, or municipality to obtain information about the exact structure of courts, hearings, and adjudication processes in your area.

Chapter 10  
**The Workforce Investment Act**

The Workforce Investment Act (WIA) is one of the most widely accessed funding pools for Youthbuild programs—WIA funds are a resource for sustaining a Youthbuild program as well as accessing existing workforce-system programs and services. WIA created local workforce investment areas with the management of local workforce development services invested in local workforce investment boards (WIBs). Many WIBs subcontract services to outside organizations to work with these populations because their needs have not been met by One-Stop Centers. Youthbuild programs can help with this by aligning with One-Stop Centers and helping youth access their services.

Chapter 11  
**The Criminal Justice System**

For Youthbuild programs, collaboration with the world of criminal justice is a potentially significant revenue stream. The criminal justice system stands to save money by investing in effective and reliable partners and programs; Youthbuild is one of those solutions.
Chapter 12  
Diploma-Granting Schools

By 2006, over 40 Youthbuild programs had incorporated some form of diploma-granting school. But becoming a diploma-granting school is an ambitious move that requires substantial shifts in culture and organizational capacity. This chapter covers the challenges of becoming a diploma-granting school, especially a charter school—a public school granted a specific amount of autonomy (determined by state law) to make decisions concerning the school’s structure, curriculum, and educational focus.

Chapter 13  
AmeriCorps

AmeriCorps is a community-service program that provides operational funding and scholarships to young people engaging in community service activities. Many Youthbuild programs have been able to tap into AmeriCorps funding by undertaking additional community service projects on top of Youthbuild’s customary housing construction and rehabilitation activities, through either YouthBuild USA’s AmeriCorps National Direct program or state AmeriCorps programs.

If you are considering tapping into any of these systems to support and sustain your Youthbuild program, the key lies in alignment. It is important that your program have an existing track record of working with the populations that these systems target, and that you maintain strong tracking and accountability systems for reporting required outcomes.
This chapter provides an overview of the funding available through the Workforce Investment Act (WIA) and discusses some of the complexities of running a WIA-compliant Youthbuild program. Programs already receiving WIA support will find information on how to make better use of this resource and Youthbuild programs seeking to tap into WIA funding will learn how these monies can support their youth-development efforts.
Youthbuild and the Workforce Investment Act

The Workforce Investment Act of 1998 (WIA) created one of the most widely accessed funding pools for Youthbuild programs. WIA funding offers access to related services and resources that will enhance the Youthbuild model and provide additional benefits for youth.

Transfer of federal Youthbuild authority

In 2006, the YouthBuild Transfer Act officially moved authority over the federal Youthbuild program from the Department of Housing and Urban Development (HUD) to the Department of Labor (DOL). The passage of YouthBuild Transfer Act resulted from a December 2003 recommendation by the White House Task Force for Disadvantaged Youth to link the federal Youthbuild program more closely to the national workforce development system that was established by WIA. In addition to transferring the authority over the Youthbuild program from HUD to DOL, the YouthBuild Transfer Act incorporated modifications to the existing Youthbuild statute to more easily align it with WIA’s job training, education, and employment goals, as well as with the operations of the greater workforce development system.

Even though WIA funds are managed and distributed separately from DOL’s Youthbuild funding, and Youthbuild is not part of the standard WIA youth-development system, Youthbuild programs must understand WIA and how the body of services that are available under WIA guides the integration and operation of all of the youth workforce-development activities funded by DOL.

Understanding the Workforce Investment Act

The goal of WIA is to improve the quality of the workforce in order to sustain economic growth, enhance productivity and competitiveness, and reduce welfare dependency through increasing employment, retention, and earnings of participants.

The key principles of WIA are:

- **Streamlined services through better integration of the One-Stop delivery system.** Providers are co-located in One-Stop Centers to coordinate and integrate activities and information, making the system as a whole more coherent and accessible for individuals and businesses alike.
Empowered individuals through:

- Giving eligible adults the financial power to use individual training accounts (ITAs) at qualified institutions. These ITAs supplement financial aid already available through other sources, or, if no other financial aid is available, these funds may be used for all training costs.
- Providing greater levels of information and guidance through a system of consumer reports that offer key information on the performance outcomes of training and education providers.
- Offering advice, guidance, and support through the One-Stop system and the activities of One-Stop partners.

Universal access to employment-related services. Information about job vacancies, career options, student financial aid, relevant employment trends, and instruction on how to conduct a job search, write a résumé, or interview with an employer is available to any job seeker or career-minded individual in the United States.

Increased accountability. WIA identifies core indicators of performance that state and local entities managing the workforce investment system must meet. Training providers and their programs also have to demonstrate successful performance to remain eligible for WIA funding. Participants, with their ITAs, have the opportunity to make training choices based on program outcomes. To survive in the market, training providers must make accountability for performance and customer satisfaction a top priority.

Strong roles for local workforce investment boards and the private sector. With local, business-led boards acting as boards of directors, workforce investment boards (WIB) focus on strategic planning, policy development, and oversight of the local workforce investment system.

State and local flexibility. WIA created local workforce investment areas, with the management of local workforce-development services vested in local WIBs. WIBs are not allowed to operate programs—WIA funding and services is overseen by the WIB, but a separate organization must be responsible for the contracting and oversight of employment and training programs.

Improved youth programs. Activities are linked more closely to local labor market needs and community youth programs and services, with strong connections between academic and occupational learning.
Key elements of WIA

WIA offers an abundance of programs and services towards developing viable workforces, as well as requirements for service providers. Key services and requirements are listed below.

- **One-Stop Centers.** One-Stop Centers target primarily dislocated workers. Many WIBs have subcontracted services to outside organizations to work with these populations because their needs had not been met by the One-Stop Centers. Additionally, the One-Stop Centers have experienced difficulties in attracting some populations to use their services. Youthbuild programs can help resolve this situation by aligning with One-Stop Centers and helping youth to access their services.

A dislocated worker, for WIA purposes, is an individual who is in one or more of the following situations:

- Has been terminated or laid off, or has received a notice of termination or layoff from employment
- Is eligible for or has exhausted unemployment insurance
- Has demonstrated an appropriate attachment to the workforce, but not eligible for unemployment insurance and unlikely to return to a previous industry or occupation
- Is employed at a facility where the employer has made the general announcement that the facility will close within 180 days
- Has been terminated or laid off or received notification of termination or layoff from employment as a result of a permanent closure or substantial layoff
- Was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community or a natural disaster
- Is a displaced homemaker who is no longer supported by another family member

Source: WIA, Adults and Dislocated Workers Program, www.doleta.gov/programs/general_info.cfm

- **Services.** Services offered through WIA include core services, intensive services, and training.
- Core services, which are available to anyone, include outreach, intake and orientation, initial assessment, determination of eligibility for additional services, job search and placement assistance, career counseling, information on the availability of supportive services such as child care and transportation, labor market information, and follow-up services.
Intensive services, which are available to eligible individuals, include comprehensive assessment of skill levels and service needs, development of individual employment plans, individual counseling and career planning, group counseling, case management, short-term pre-vocational services such as development learning and communication, and personal maintenance skills. *Most Youthbuild programs will receive WIA funding at the local level for intensive services.*

Training services, available to eligible individuals, includes occupational skills training, on-the-job training programs operated by the private sector, skill upgrading and retraining, entrepreneurial training, job-readiness training, adult education and literacy activities, and customized training.

**Individual training accounts.** Individual training accounts drive training services. With consultation from WIA case managers, eligible customers can purchase training services through an individual training account.

**Exit strategies.** WIA extends performance measures beyond participant job placement to measure success in the quarters after a customer is exited from the system. It allows the use of WIA funds to provide supports after program exit.

**Labor market data.** WIA emphasizes that the labor market drives workforce development. Services must be provided to meet the needs of employers and prepare customers for occupations in demand. For providers, including Youthbuild, timely and accurate labor market information is a necessity for program design and planning.
Managing a Youthbuild program funded through WIA

Even though the Youthbuild Transfer Act shifted the authority for the federal YouthBuild program to DOL, the purpose and core components of the Youthbuild program essentially remain the same as they were under HUD. These goals are:

- To enable disadvantaged youth to obtain the education and employment skills necessary to achieve economic self-sufficiency in occupations that are in demand and postsecondary education and training opportunities
- To provide disadvantaged youth opportunities for meaningful work and service to communities
- To expand the supply of permanent affordable housing for homeless persons and low-income families by utilizing the energies and talents of disadvantaged youth

The Youthbuild model of services is a great match for DOL and WIA funding. The key components of Youthbuild—educational and job training services, leadership development, counseling, support, and on-site training through actual housing rehabilitation or construction work—are central to DOL. This is why many Youthbuild programs have been able to tap into what has become the nation’s most reliably funded initiative for workforce development.

Aligning your Youthbuild program to the WIA youth model

Many of the components of the Youthbuild model already reflect the main components of WIA youth models. To assess whether your program is a good fit for WIA funding, see table 10-1, which compares Youthbuild components and activities to the ten youth elements required of WIA-funded programs.

As should be evident from the comparisons presented in table 10-1, Youthbuild programs seeking WIA funds may need to develop new procedures or modify their existing procedures to be fully compliant with WIA requirements.
### Table 10-1. Comparison of Workforce Investment Act and Youthbuild components

<table>
<thead>
<tr>
<th>WIA youth element</th>
<th>Corresponding Youthbuild activities and services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring, study-skills training, and instruction that lead to completion of secondary school. Includes dropout prevention strategies</td>
<td>Academic instruction that leads to a GED or high school diploma</td>
</tr>
<tr>
<td>Alternative secondary school services as appropriate</td>
<td>GED preparation and high school services work, which is considered an alternative education</td>
</tr>
<tr>
<td>Summer employment opportunities that are directly linked to academic and occupational learning</td>
<td>Year-round work-based learning for which youth are expected to participate at least six months. <em>Many WIBs have phased out the concept of summer youth employment; those that still provide these services often integrate the summer model into a year-round strategy.</em></td>
</tr>
<tr>
<td>Paid and unpaid work experiences, including internships and job shadowing</td>
<td>Work-based learning on the construction site</td>
</tr>
<tr>
<td>Occupational skills training, including on-the-job training</td>
<td>Connection to postsecondary education and skills-training programs, including NCCER, OSHA, Home Builders Institute Pre-apprenticeship Construction Training certification (PACT), and other credentialing services. <em>WIA funds open up access to on-the-job training to programs and youth.</em></td>
</tr>
<tr>
<td>Leadership development</td>
<td>Leadership development—the foundation of the Youthbuild model</td>
</tr>
<tr>
<td>Supportive services</td>
<td>Counseling component and youth support services (either through the program’s own budget or other funding sources) <em>For WIA, supportive services are counted as separate activities (bus fare, referrals to counseling, childcare vouchers) with each counted as a discrete supportive service.</em></td>
</tr>
<tr>
<td>Adult mentoring</td>
<td>Mentoring component. <em>But implementation of an effective and structured mentoring program has been a challenge to many YouthBuild programs. WIA requirements may add additional resources and expectations to fully implement a mentoring program.</em></td>
</tr>
<tr>
<td>Follow-up services for not less than 12 months after the completion of participation</td>
<td>Postgraduation follow-up. <em>But on a less structured basis than is required by WIA</em></td>
</tr>
<tr>
<td>Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral</td>
<td>Counseling component and youth support services (either through the program’s own budget or other funding sources)</td>
</tr>
</tbody>
</table>
WIA has requirements for eligibility and target populations, program measurements and tracking systems, and program exiting. Below is a summary of these requirements and what Youthbuild programs need to do to meet them.

**WIA eligibility guidelines and target populations**

Under WIA, the eligibility criteria are basically the same for WIA as for Youthbuild. The only difference is that under WIA, a youth may be a member of a low-income family, while under Youthbuild the requirement is that the family be *very* low-income. This change benefits Youthbuild by expanding the pool of youth from which it can recruit.

Targeted populations for WIA include:

- High school dropouts
- Youth in foster care
- Homeless or runaway youth
- Youth who are deficient in basic skills
- Youth who are pregnant or parenting
- Youth with disabilities including learning disabilities
- Youthful offenders

To ensure that other at-risk youth may benefit from Youthbuild, 25 percent of WIA-enrolled youth may be exempt from the above eligibility requirements. This includes high school graduates who are deficient in basic skills (lower than ninth-grade basic skill level) and youth referred by a secondary school to a Youthbuild program and leading to the attainment of a secondary school diploma.
Program measurements and tracking systems
Striving to achieve the WIA common performance measures set forth below can greatly affect the services that Youthbuild programs must provide, the data that needs to be maintained, and how Youthbuild students are exited from the program. With WIA funding, Youthbuild programs are responsible for meeting the common measures for youth, even for Youthbuild students older than 21. All Youthbuild students are considered out-of-school youth.

The common performance measures for youth are:
- Placement into employment or education
- Attainment of a degree or certificate
- Literacy and numeracy gains

While older youth in other WIA programs are required to meet adult measures, older youth enrolled in Youthbuild programs are exempt from this requirement.

Program exiting
One of the characteristics of WIA funding that differentiates it from other funding sources is its policy on determining when a service actually ends. That policy states that services to disadvantaged youth and adults do not necessarily end when a participant completes program services and achieves a program outcome (i.e., a job, certificate, or acceptance into a college or training program). In WIA programs, a student is exited from the program, not terminated. In contrast, there are two exit points for Youthbuild—first, when a student graduates or completes the program, and second, when a student does not receive services for 90 consecutive days. If a student has not received any services for 90 consecutive days, a program must exit the youth.

As noted above, there are three performance measures that guide the determination of program exit, each of which Youthbuild programs already track to measure outcomes. Table 10-2 outlines when success in the first two measures (placement and degree or certificate attainment) can be claimed, based on the quarter in which the student is exited. For literacy or numeracy gains, a pre-test taken less than six months before or two weeks after entry must be used to document a two-grade-level improvement as demonstrated in a post-test that is administered at any time within one year of entry.
Table 10-2 Determining Youthbuild student success in exit requirements

<table>
<thead>
<tr>
<th>Quarter Exited</th>
<th>JAN–MAR</th>
<th>APR–JUN</th>
<th>JUL–SEP</th>
<th>OCT–DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APR–JUN</strong></td>
<td>Employed if working or in education by APR 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>JUL–SEP</strong></td>
<td></td>
<td>Employed if working or in education by JUL 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OCT–DEC</strong></td>
<td></td>
<td></td>
<td>Employed if working or in education by OCT 1</td>
<td></td>
</tr>
<tr>
<td><strong>JAN–MAR</strong></td>
<td>Attained credential if youth earns a diploma, GED or certificate by MAR 31</td>
<td></td>
<td>Employed if working or in education by JAN 1</td>
<td></td>
</tr>
<tr>
<td><strong>APR–JUN</strong></td>
<td>Attained credential if youth earns a diploma, GED or certificate by JUN 30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>JUL–AUG</strong></td>
<td></td>
<td>Attained credential if youth earns a diploma, GED or certificate by SEP 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Attained credential if youth earns a diploma, GED or certificate by DEC 31</td>
<td></td>
</tr>
</tbody>
</table>

Establishing an effective one-year post-exit program

Keeping track of graduates has always been a part of the Youthbuild model, but tracking becomes even more important when a Youthbuild program receives WIA funding. With the achievement of performance measures coming into play at the first and third quarters following program exit, programs must not only keep in touch with their graduates, they must also continue to provide meaningful services to ensure that graduates reach their milestones. In addition, Youthbuild programs must contact nongraduates as well as graduates as part of the post-exit activity.

Some best practices to provide effective post-exit follow-up include building a relationship with your One-Stop Center and keeping graduates informed and in touch.
Establish a working relationship with the local One-Stop Center
Your community’s One-Stop Center offers resources in career advancement and development, GED tutoring, and other services that youth can access as they continue their career development. You should establish a strong relationship with it. Depending on the services offered by your organization, there may also be services to which the One-Stop Center can refer its clients, thus further strengthening the bond between your program and the One-Stop Center. Remember that one of the strengths of WIA is that it allows participants to co-enroll in different programs, so working out a mutually beneficial relationship with the One-Stop Center or other WIA-funded program may help increase both the tracking and level of services that are available to graduates. Publicize One-Stop services by sending copies of the One-Stop calendar and other relevant information to post-exit participants in a monthly mailing.

Keep graduates informed
Every month, send newsletters to your post-exit participants. The newsletters can feature activities at your program, events at the One-Stop Center, job opportunities, and other relevant information such as the status of exited youth and how they are doing in their jobs or education. Keep your program fresh in the minds of youth after they have exited. Youth like to keep up with each other’s progress. Make sure all exited youth receive copies of your newsletter.

Keep graduates in touch with your program
Contact any graduates with whom you have not communicated during the month to touch base, find out how they are doing, and offer assistance if obstacles have appeared. Remember to contact noncompleters as well as completers since they may have achieved a success measure after leaving the program. Also remember to document all communications with and attempts to contact exited youth.

Develop an incentive program that offers post-exit participants rewards for maintaining contact with your program, achieving benchmarks, and, most importantly, providing documentation that they have met benchmarks. Examples of incentives include gift cards and movie tickets. Your program should provide an incentive for obtaining employment, increasing literacy levels, or obtaining a certificate. Depending on when you exit a graduate for employment, you might provide an incentive for obtaining the job and then a second incentive if the graduate is still working on the first day of the first quarter following exit.
Keep graduates in touch with each other
Develop an alumni association and schedule association meetings at least quarterly. Make the meetings fun and attractive, but also use the interaction to review graduates’ status and offer assistance where needed.

Tracking and reporting
There is an old saying that “If you didn’t write it down, you didn’t do it.” A modification of this saying is “If you can’t document it, you didn’t do it.” Documenting that you did what you say you did is a significant requirement of the WIA system.

Youthbuild has a tradition of collecting data through WebSTA and other data tracking systems, and of reporting to HUD on both program services and program outcomes. Involvement with WIA imposes additional reporting and tracking requirements on Youthbuild programs and intensifies the need to track performance and document both services and outcomes.

In addition to tracking information that will be required for submitting DOL reports, WIA-funded Youthbuild programs need to develop systems for keeping track of exited youth to determine when they are eligible to claim achievement of the common measure benchmarks and document that the benchmarks have been achieved.

Use spreadsheets to develop a tracking system that supplements WebSTA and allows for quick identification of the information required by WIA. You will need to develop a tickler system that alerts you when an exited youth has reached a point where you can claim a performance measure, and when you hit the one-year mark from the date the youth was initially assessed for basic skills so that you can reassess that youth.

Alignment of Youthbuild to local workforce investment areas
When Youthbuild was funded under HUD, it was the only major youth program service and had little competition from other youth-serving organizations. While this remains true to some extent under DOL, the fact remains that Youthbuild is in a more competitive situation now and needs to maximize its performance and ties to local WIBs and other WIA-funded youth programs. With any reduction in WIA funding, WIBs may pay closer attention to the performance of Youthbuild to advocate for additional WIA funds to support other local youth initiatives if those programs are performing better than the local Youthbuild program.
Strategies for developing a stronger relationship with the local WIB and workforce development community include:

- Attending or presenting at WIB and youth council meetings
- Utilizing the services at the local One-Stop Center
- Coordinating services with the One-Stop Center and other youth programs through co-enrollments
- Developing return on investment (ROI) information to document the effectiveness and efficiency of your Youthbuild program
- Using WIA funds to develop internships or job-shadowing opportunities with local employers
- Establishing strong partnerships with other youth- and community-serving organizations
- Inviting WIB members to graduations and other program celebrations
- Sending your newsletter to the WIB and other youth programs

Case Studies—Advice from the Field

The case studies below describe how two Youthbuild programs—Portland YouthBuilders and YouthBuild Marysville—connected with their local WIB systems, provided services under WIA funding, and met the challenges of tracking, measuring outcomes, and reporting. Both programs share their strategies and tips on ensuring successful post-exit follow-up and tracking.

Performance tracking and successful post-exit contact

Portland Youthbuilders — Portland, Oregon

Portland Youthbuilders serves 60 to 80 youth each year and offers a computer technology program and a construction training program. In operation for thirteen years, Portland Youthbuilders is a recipient of High Growth/High Demand Youth Offender funds and a Youth Opportunity Grant, both of which are funded by the U.S. Department of Labor and administered by the local WIB. In 2005, using High Growth/High Demand Youth Offender funds, Portland Youthbuilders became a state-certified construction pre-apprenticeship training site that offers
students opportunities to acquire pre-apprenticeship certification and direct entry to local area apprenticeships.

Portland Youthbuilders holds a contract with its local WIB to provide training and services to youth participants. Christina Chapman, public contract manager, describes the required WIA and local WIB performance tracking and Portland Youthbuilders approach to successful post-exit strategies:

Along with required WIA measures, our local WIB has performance measures that must be tracked. Our contract with our local WIB sets out different outcomes for younger youth and older youth. Younger youth are 16 to 18 years old; older youth are 19 to 21 years old. All of the outcomes target employment or postsecondary placement, specifically placement and retention. For younger youth participants, our WIB is interested in youth attaining basic skills and soft skills along with workplace-readiness skills. We also need to track credentials such as GED and high school diploma attainment. For older youth it is more specific to employment.

Chapman shares her experiences on required WIA post-exit tracking:

From the first day that we enroll youth in a WIA-funded service, we are required to track and provide outcomes for one year of follow-up after youth exit the program. Because of this, we wait a month after they start our program to enroll them. We do this to make sure we have a good relationship with the youth, and that we will be able to track them for that length of time. We also want to assess if they are able to be placed in an area where retention will be guaranteed.

The Portland program is large and tracking can be a challenge. Chapman handles it all. She explains:

I do most of the tracking and data entry because it is so directly connected with the WIA definitions that DOL has outlined. In our program, we don't differentiate WIA-funded youth from other youth, and our program delivery people are not involved in collecting data. This work really requires a comprehensive understanding of the WIA contract and its definitions. It really is labor-intensive.
Operating under an MOU with the local WIB

YouthBuild Marysville — Marysville, California

YouthBuild Marysville, a regional occupational program, is an eligible and certified training contractor in the state of California. The program is part of a network of state-accredited schools that offer vocational training in construction, GED and high school diploma attainment, technology skills, Home Builders Institute certification, and employment skills.

Unlike Portland Youthbuilders, which operates under a contract with its local WIB, YouthBuild Marysville operates under a memorandum of understanding (MOU). This arrangement provides multiple benefits, including experienced WIB staff that are cost-shared who become members of the Youthbuild team, and the responsibility of those staff for WIA performance outcome reporting and post-exit follow-up.

David Shirah, formerly of YouthBuild Marysville, describes the staffing structure and benefits:

WIB staff are commingled with Youthbuild staff and supervised by me. For instance, one of our counselors provides case management and management plans for our youth. We pay half of this counselor’s salary as part of our MOU for Youthbuild funds, and WIA pays the other half.

Other services that WIA cost-share staff provide include outreach and recruitment. They also handle all the eligibility, work-readiness skills training, mentoring, leadership and citizenship training, and job placement assistance. In addition, they provide post-exit follow-up, which generally involves two staff members. This approach to WIA provides us a seamless integration of their staff into our program.

Crediting the successful relationship between YouthBuild Marysville and WIA with their positive outcomes in enrollment, retention, and post-exit follow-up, Shirah explains:

One of the reasons that I believe our relationship with WIA has worked so well is that we provide them with success. Our strategy for ensuring a high probability of success is contingent on enrollment. We don’t immediately enroll youth into our WIA-funded programs. Instead, we wait for five to six weeks after a youth joins us, and then sit down as a staff to look at these Youthbuilders to determine who are most probable to fit WIA’s criteria of success (which places emphasis on post-exit follow-up). Thus, we have turned out over the last five years some very good numbers for our WIA provider, which supports this 50–50 staff funding strategy.

Shirah points out that, as a sustainability strategy, the 50–50 staff cost sharing structure is one that could well be appealing and apply nationally:
I think this kind of approach is probably something that WIAs nationwide would be very open to. This is an opportunity to pick up part of the salary of WIB staff and place them with a Youthbuild program. A case manager is not a DOL employee; they work for the WIB provider. WIA funding is block granted to the state. The state then allocates the money to a local workforce investment board, and that board actually subcontracts out to providers. In our case, each county has a WIA provider, so we are actually talking about a subcontractor at the local level. This means that this person is an employee on their payroll, and I am picking up fifty percent of their salary.

Shirah emphasizes the importance of the supervisory structure that this 50–50 funding strategy offers. “We, as Youthbuild, have the ability to coordinate, direct, and work as a team without a lot of roadblocks.”

As a final note on operating with an MOU, Shirah talks about data collection and WIA reporting. “I run this program the way Youthbuild runs a program in that I take care of our data collection for WebSTA and the like. The WIA-funded staff take care of the data collection and tracking that are WIA requirements. I don’t have to do any of that.”

Additional Resources

To access a case management resource tool from the Department of Labor

For a resource on mentoring as a strategy for pre-employment preparation
www.doleta.gov/Seniors/other_docs/mentoring.pdf

For operational definitions for the common measures

For other information and resources regarding the national workforce investment system
www.doleta.gov
Youthbuild offers tremendous opportunities to young people who have been involved with the criminal justice system. For those young people, most of whom are nonviolent offenders, criminal records can severely limit their career opportunities and choices for many years.

When Youthbuild re-introduces young people to community, family, career, and education through structured experience, guidance, and the genuine concern of staff and others, young people can make the informed decisions that enable them to become and remain independent, safe, and free.

This chapter provides guidance on how to work and partner with the criminal justice system and its representatives. A case study illustrates YouthBuild Newark’s successful relationship with its criminal justice system.
Opportunities for Youthful Offenders, Benefits for Youthbuild Programs

During the time between the arrest of a suspected young offender and his or her release after serving a sentence, criminal justice officials decide at numerous points whether to assign the young person to a more or a less restrictive setting.

At each decision point, criminal justice personnel take into account the circumstances of the young person’s life and the nature of the offense to determine the level of risk that the offender poses to society: How strong are the youth’s ties to the community? What is the risk of gang involvement? Does the young person have a stable home? A youthful offender’s involvement with Youthbuild or the possibility he or she can be enrolled in Youthbuild could play a significant role in this risk assessment and result in freeing a young person to benefit from the resources, structure, and opportunities of Youthbuild.

Note: The juvenile justice system offers many more opportunities for discretionary decisions by officials than does the adult system. Because the adult criminal justice system is more prohibitive, this chapter focuses primarily on the juvenile system.

For Youthbuild programs, collaboration with the world of criminal justice may yield a potentially significant revenue stream. And the financial benefits go both ways: the criminal justice system can save money by not
investing in less-effective strategies—confrontational models, boot camps, or programs that offer only vocational training; Youthbuild programs benefit from diversified funding, which builds sustainability.

**Working with criminal justice professionals**

A Youthbuild program is a strong option for criminal justice professionals who are looking for reliable and effective partners to help young people successfully reintegrate into their communities. Youthbuild programs already include many of the elements that have been identified by criminal justice professionals as keys to success in youth re-entry programs, such as:

- A phased program that assesses risk factors, needs, and strengths; and relaxes control as a student's competencies grow
- Training and support that enable young people to develop competencies in the areas of life skills, education, and employment; and the social and interpersonal skills necessary to maintain positive involvement with family, school, work, prosocial peers, and community
- Wraparound services that address risk factors for each young person through a continuously monitored case management plan
- Systematic approaches that result in a constellation of relationships between the young person and community, family, and employers, and that provide alternative role models, external rewards and sanctions, a network of community support, and a vehicle for disengaging from delinquent peer groups
- Pathways to education and employment, with continued tracking and counseling to ensure that young people remain successful after graduation

Youthbuild offers other appealing solutions, including:

- Lessening overcrowding in detention facilities and jails
- Lowering recidivism
- Reducing the length of incarceration
- Lowering the numbers of young people appearing in court
- Raising the numbers of youth on their way to positive careers, lives, and families

---

Identifying key contacts in the criminal justice system

Key contacts within the criminal justice system include law enforcement officers, court officials, and parole officers. Table 11–1 lists some key criminal justice personnel and when and why you would be most likely to contact them.

Table 11–1. Key contacts in the criminal justice system

<table>
<thead>
<tr>
<th>Contact</th>
<th>When they made referral</th>
<th>How Youthbuild meets their programmatic need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law enforcement</td>
<td>At time of arrest</td>
<td>Diversion program</td>
</tr>
<tr>
<td>officers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prosecutor</td>
<td>When charges are filed, during arraignment</td>
<td>Diversion program (probation)</td>
</tr>
<tr>
<td>Court officials</td>
<td>Before initial appearance</td>
<td>Diversion program</td>
</tr>
<tr>
<td>Judge</td>
<td>Initial appearance, preliminary hearing, arraignment, at sentencing, at probation hearings</td>
<td>Alternative sentencing</td>
</tr>
<tr>
<td>Correctional</td>
<td>During incarceration</td>
<td>Considering to award privileges and recommend parole or probation</td>
</tr>
<tr>
<td>officials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parole officer</td>
<td>During parole</td>
<td>Youthbuild involvement as a condition of parole</td>
</tr>
<tr>
<td>Probation officer</td>
<td>During probation</td>
<td>Youthbuild involvement as a condition of probation</td>
</tr>
</tbody>
</table>

Locating key contacts within your state

To work effectively with the criminal justice system, your program will need to do more than identify the right people in the right agencies in your state. For each point of contact you will need to determine its relationships and the authority, and uncover where its funding comes from and who controls its funding levels and allocations. There is no single formula for this mix; responsibility is assigned in different ways at different times to different agencies in different states.

To understand your own state’s network—how responsibilities are assigned throughout the system, who the key contacts are, what the relationships and funding patterns are—explore the various agencies that are involved with youthful offenders at the state level at the same time that you are working with your existing contacts at the local county or municipal level.
The criminal justice system process

The criminal justice system varies from jurisdiction to jurisdiction. Your state, county, or municipality Web site can provide information about the structure of courts, hearings, and adjudication in your area.

Juvenile courts and processes, which in most states are used to adjudicate youth up to seventeen years of age, and their adult counterparts have some crucial differences. In addition to trying felonies and misdemeanors, juvenile courts handle “status offenses” such as truancy, running away from home, and curfew violations that would not be crimes if committed by adults.

Juvenile court judges have more discretion than do adult court judges. They may order removal of children from their homes for placement into foster homes or treatment facilities, or they may order participation in special programs dealing with matters such as shoplifting prevention, drug counseling, or driver education. Under some circumstances, juvenile courts may request that certain cases be transferred to adult courts.

The juvenile justice process often uses probation or diversion into alternative programs as alternatives to incarceration. This can happen at any time during the cycle, by prosecutors or judges, to shorten the term of incarceration or provide aftercare. Youthful offenders who violate the conditions of their aftercare may have their release revoked and be sent back to a facility.

Juvenile probation

“Juvenile probation has been termed the ‘workhorse of the juvenile justice system.’ Probation is a mechanism used by juvenile justice agencies at many different points in the system. It serves as a sanction for juveniles adjudicated in court, and in many cases as a way of diverting status offenders or first-time juvenile offenders from the court system. Some communities may even use probation as a way of informally monitoring at-risk youth and preventing their progression into more serious problem behavior. With such varied uses, there is no doubt that probation touches large numbers of juveniles. For example, probation was ordered in 58 percent of the more than 1.1 million delinquency cases that received a juvenile court sanction in 2000, compared with 14 percent that received placement in an out-of-home facility."

—U.S. Dept. of Justice, Office of Juvenile Justice and Delinquency Prevention
http://ojjdp.ncjrs.org/ojstatbb/probation/overview.html
Chapter 11 — The Criminal Justice System

Strong aftercare programs provide less expensive alternatives to incarceration. This is where your Youthbuild program comes in.

The role of Youthbuild

Youthbuild plays several roles within the criminal justice system:

- Diversion program for young people who have been arrested or who have moved further into the criminal justice system and have been put on probation
- Re-entry program that is a condition of parole
- Aftercare program for youthful offenders following incarceration

In many of these situations, young people are assigned to greater levels of freedom because criminal justice professionals believe that they will mature more rapidly with fewer constraints. These professionals also believe that in order to make positive changes, these young people need what Youthbuild provides.

When adjudicated young people enter your Youthbuild program, start fostering a successful relationship with the criminal justice system. Find out from the probation officer, judge, or prosecutor as much as possible about these young men and women.
Maintaining a Good Relationship with the State Criminal Justice Systems

YouthBuild Newark, New Jersey

YouthBuild Newark established a deep relationship with the criminal justice system in New Jersey. This success is the product of partnerships designed to meet the needs of youthful offenders, produce good outcomes, and build ongoing relationships with criminal justice officials at the local and state levels.

Partnering with organizations that work on re-entry issues

YouthBuild Newark executive director Robert Clark says that one of their strategies for partnering with organizations involved with re-entry work is to provide a set of comprehensive services that help youthful offenders successfully re-enter the community. Over 70 percent of YouthBuild Newark’s students are eligible for re-entry services. In light of this, YouthBuild Newark has established and maintained relationships with key agencies within the criminal justice system.

YouthBuild Newark provides successful diversion, re-entry, and aftercare services in Essex County, New Jersey. The program maintains strong relationships with all levels of the state’s criminal justice system: municipal judges, prosecutors, public defenders, and secure care personnel, each of whom views YouthBuild Newark as a productive option for youthful offenders.

YouthBuild Newark values and nurtures its relationships with the New Jersey Juvenile Justice Commission and the New Jersey Department of Corrections. As a result, Essex County judges have frequently included youthful offenders’ completion of the YouthBuild Newark program in court-ordered plans for continuance of probation or parole. YouthBuild Newark is a re-entry outlet for youth returning to Newark from Juvenile Justice Commission facilities.

---

2. Adapted from YouthBuild USA, “YouthBuild Newark establishes connections with New Jersey Juvenile Justice Commission to support career development efforts and reduce recidivism,” Youthbuild Innovations, issue 31. Available at www>Youthbuild.org/knowledgebank

---

“Out-of-home placement results in a great burden both on the youth who receive this sanction and on the juvenile justice system itself. The youth experience a disruption in their normal routines, schooling, and family and social relationships. The juvenile justice system must bear the responsibility for mental health care, substance abuse treatment, and education, among other requirements.”

—U.S. Dept. of Justice, Office of Juvenile Justice and Delinquency Prevention
http://ojjdp.ncjrs.org/ojstatbb/corrections/overview.html
Clark explained the scope of the partnerships maintained by YouthBuild Newark:

We work with Project SEARCH, a division of Rutgers University’s Cook College of Continuing and Professional Education. It is a partnership between the University and the State of New Jersey Juvenile Justice Aftercare and Parole Services. Project SEARCH offers support, substance abuse counseling, computer training, and health-awareness classes for students who are on probation or parole. Covenant House of New Jersey provides shelters and meals for homeless YouthBuild Newark participants. They also provide substance abuse counseling and intervention, supplemental case management, and job readiness and job development skills training. The Juvenile Intensive Supervision Program (JISP) is operated by the Administrative Courts of the State of New Jersey and an arm of the New Jersey Juvenile Justice Commission. JISP supports individuals by linking them to positive environments like Youthbuild.

Here Clark mentioned just a few examples of the types of linkages established by YouthBuild Newark. These partnerships augment what the program can do in terms of meeting the needs of youth who have been involved with the system, including needs for substance abuse counseling and treatment, shelter, and supplemental case management services.

YouthBuild Newark also collaborates with probation officers who can refer youthful offenders and circulate program literature to staff involved with adjudicated youth. In addition, YouthBuild Newark collaborates with the following agencies that can also provide referrals:

- The New Jersey Juvenile Justice Commission, which refers youth from its Essex County facilities.
- The Mayor’s Office of Employment and Training and the Newark Workforce Investment Board’s One-Stop Center, which refers applicants through its youth (ages 16–21) and adult (ages 22–24) program offices.
- Covenant House of New Jersey, which helps recruit students by referring youth from its residential facility as well as outreaching to Newark emergency shelters serving youth and young adults, and transitional housing and group homes.

**Good outcomes build the case for deeper engagement with the state juvenile justice commission**

YouthBuild Newark’s effectiveness as a part of the criminal justice system is reflected in its low recidivism rate. In its first four years, YouthBuild Newark engaged 169 youthful offenders—73 percent of its 231 student total. Only six of those youthful offenders were re-arrested during their program involvement. This represents a recidivism rate of four percent.
Building relationships with the criminal justice system

YouthBuild Newark interfaces with the juvenile justice system as appropriate as part of each student’s case management plan. Key program staff members are versed in probation issues and serve as advocates for students who have to appear in court or interact with court officers, probation and parole officers, and others.

Clark attributes YouthBuild Newark’s success to constant relationship building. He tries to help decision makers understand how YouthBuild Newark fits into the larger picture of re-entry:

YouthBuild Newark focuses on long-term results, whereas the traditional parole model addresses the issue of immediate re-integration into society. YouthBuild Newark provides young adults an alternative to the lifestyles they are accustomed to. Our students choose to be a part of the organization. They make a conscious decision to complete their respective transformation processes versus being enrolled into Youthbuild as an extension of their sentence. YouthBuild Newark is far from an extension of the traditional justice system—the basic model of adult parole is to monitor, whereas YouthBuild Newark provides an opportunity for students to complete their personal transformations, inclusive of providing tangible resources to make them obtainable.

Clark says the comprehensive nature of Youthbuild’s programming helps to better equip graduates to deal with personal and family issues so that they don’t subsequently end up back in jail, or worse.

Advice to other Youthbuild programs

Clark suggests that other Youthbuild programs research funding streams that are available at the state level. “Pertinent funding sources are traditionally found in the attorney general’s office. Programs should research funding for re-entry, education, aftercare, substance abuse, and similar areas of service.” He adds that programs should look into resources for both youthful and adult offenders, as they are separate sources of funding. “It’s a very complicated picture, one that took me a few years to understand in New Jersey.”

In order to ensure that youthful offenders are properly served, Clark strongly recommends that programs establish broad-based support. This includes judges, probation and parole officers, and other juvenile justice personnel with whom youthful offenders have contact. He asserts that it is imperative to let stakeholders know who you are and what your organization does. A simple letter to a judge informing her of how the youth diverted to your program are progressing is tremendous.
YouthBuild Newark proactively engages in communication with probation officers. An introductory letter, which explains that their client is a student at YouthBuild Newark, suggests probation officers use YouthBuild as a resource to facilitate a student’s transition. YouthBuild Newark continues to communicate with the probation officer regarding a student’s overall progress.

**Additional resources**

For a listing of state administering agencies from the U.S. Department of Justice, Office of Justice Programs

▶ [www.ojp.usdoj.gov/saa/index.htm](http://www.ojp.usdoj.gov/saa/index.htm)

For information from the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention

▶ [www.ojjdp.ncjrs.org](http://www.ojjdp.ncjrs.org)

To read more about YouthBuild Newark’s relationship with the criminal justice system in New Jersey, see “YouthBuild Newark establishes connections with New Jersey Juvenile Justice Commission to support career development efforts and reduce recidivism.” *Youthbuild Innovations*, Issue 31. Available through the YouthBuild USA Knowledge Bank.

▶ [www.Youthbuild.org/knowledgebank](http://www.Youthbuild.org/knowledgebank)
Becoming a school is an ambitious move that requires substantial shifts in culture, capacity, and sophistication for your Youthbuild program. Developing an effective school that meets all state and local requirements is a highly involved and comprehensive process that should be carefully researched by any organization interested in pursuing this path. This chapter provides an overview of this process.
Youthbuild schools are by nature alternative schools, since they offer special curriculums or more flexible programs than traditional schools. Though they are not mainstream schools, Youthbuild programs can benefit from the same funding streams that traditional public schools receive if they meet certain criteria and operate under the rules and regulations of the state and the school district.

In part due to the promise of guaranteed public funding, more and more Youthbuild programs are becoming diploma-granting schools or charter schools—public schools that receive public-school funds but are granted some degree of autonomy. But these programs must sacrifice or compromise some ideals of the Youthbuild model as they adapt to the requirements and expectations of the school district. This chapter discusses the organizational, administrative, and programmatic challenges of a Youthbuild program seeking to become a publicly funded diploma-granting school or alternative school, with a focus on the pros and cons of becoming a charter school.

What is a Charter School?

A charter school is a public school that is granted a specific amount of autonomy (determined by state law and local charter) to make decisions concerning the structure, curriculum, and educational emphasis of the school. In return for this autonomy, charter schools are held accountable for the academic achievement of their students—the schools face suspension or closure if accepted performance standards are not met. For each student enrolled, a charter school typically receives public funding at a level that is 85 to 95 percent of that awarded to traditional public schools.¹

Becoming a Charter School

Charter school developers must assemble and submit an application, the breadth and depth of which is essentially a strategic plan for the design and implementation of a new public school. The application is frequently 100–300 pages in length with several attachments and letters of support, including a school calendar, curricula in different subject areas, student and staff handbooks that comply with state law, and staff professional development plans. As with everything related to becoming a charter school, the application is both a great challenge and a great opportunity.

Is Becoming a Charter or Alternative School Right for Your Program?

To start thinking about whether a school is the right way for you to diversify funding and improve your program, consider these issues:

- If you were to develop a charter or alternative school, what would you be obliged to provide?
- What would you expect in return?
- Would a school provide you with stable funding?
- Would it raise your program’s level of academic achievement?
- Would it serve your students better in today’s postsecondary education and employment environment?

Running a school demands a high level of programmatic sophistication and organizational capacity. You need:

---

Youthbuild School Models

In 2008, at least 50 Youthbuild programs were diploma-granting schools. Each program offers diplomas under different arrangements and constraints, as the following Youthbuild school models demonstrate.

**Youthbuild programs or sponsoring organizations that opened a charter school as a dedicated program.** Examples include YouthBuild Philadelphia Charter School and ISUS YouthBuild (Dayton, Ohio).

**Youthbuild programs that created and spun off an independent charter school as a partner.** Examples include Project REBUILD (Canton, Ohio) and YouthBuild Columbus (Ohio)—both programs created charter schools as separate entities that are closely partnered with an existing Youthbuild program.

**Youthbuild programs that are housed in a larger parent organization—where the parent organization receives a charter and includes Youthbuild students and others.** Examples include Casa Verde YouthBuild (Austin, Texas) and MAAC Project YouthBuild (San Diego, California).

**A multisite charter school that serves multiple YouthBuild programs.** Organizations such as YouthBuild Charter School of California serve as educational partners to Youthbuild programs, enabling them to provide a state-recognized education program and offer diplomas without having to go through the complications of becoming a charter school themselves.

**Youthbuild programs that formed partnerships with their school districts as alternative schools granting diplomas.** Examples include Operation Fresh Start (Madison, Wisconsin) and Chester YouthBuild (Pennsylvania).

The “three-legged stool” of sustainability

According to Taylor Frome, former executive director of YouthBuild Philadelphia, Youthbuild funding should be a “three-legged stool,” with three “legs,” or funding sources, that are of equal importance, albeit unequal in dollar amount.

HUD funding was the first of YouthBuild Philadelphia’s three legs of funding. While Youthbuild Philadelphia could not have run the program without HUD funding, the program was not entirely dependent on it. HUD support alone did not dictate the quality or nature of the program. The other two legs of Youthbuild Philadelphia’s funding were a major partnership with its local school district and ongoing relationships with other area institutions that wanted to be a part of something positive for young dropouts. The program’s central strategy was to identify which local organizations or institutions were already mandated to do this work—help young people who have dropped out of school—and who needed success. Youthbuild could be their success.

Support from the school district

Before becoming a charter school, YouthBuild Philadelphia received in-kind support from the school district. Later, they also received cash. The partnership was a logical marriage: the district needed to help dropouts and Youthbuild became an effective way of doing so. In-kind support from the school district came in the form of teachers—eventually four full-time teachers each year, a contribution valued at $60,000 for each teacher. The program was large enough to need four teachers, and that size meant they could build an extremely effective GED program, with high-quality teachers in English, math, history, and science. Costs that would have been heavy line items in a smaller program were spread over the entire program.

Having the capacity to offer such a strong GED program helped build YouthBuild Philadelphia’s relationship with the district and strengthened their charter school application. When the program became a charter school, opening with 120 students, the school district supported it further, providing $6,000 for each student. Today, YouthBuild Philadelphia Charter School has over 200 students and a range of funding sources that allow it to offer a comprehensive educational program.
- A strong education program led by a competent instructor who has experience in developing curriculum and providing teacher supervision and support as well as ensuring that teachers are content-area certified
- Fiscal and management systems to provide reporting and accountability to the state and district
- A range of funding sources

When you create a school, the trade-offs include:

- A higher level of credibility ↔ A higher level of accountability
- Funding for more students ↔ Responsibility for more students
- The ability to award diplomas ↔ Requirement to deliver a more rigorous curriculum

**Preliminary assessment of your program**

Does your state allow charter schools? Since 1991, 40 states, along with the District of Columbia and Puerto Rico, have enacted charter school legislation. Ten states have not passed a charter school law. (See sidebar for a list of states in each category.) Conversely, is your school district open to a partnership with your organization as an alternative school?

If your state has enacted charter school legislation or you are considering alternative-school status, consider whether your program has or can develop the capacity to address the following issues:

- **Numbers.** A student body of 60 will likely provide only enough funding to enable the hiring of two to three teachers, through whom you would need to be able to offer accredited instruction across the required curriculum (generally at least four subjects: math, science, English, and social studies). A larger student body would be needed to provide sufficient resources to start building a staff with the capacity to deliver the kind of high-quality education that your students need and deserve.

- **Need.** Does the school district have gaps in its educational services? Does it have dropouts or other definable subgroups of at-risk young people in numbers that can feed your enrollment? Does the district have room for additional charter schools? (A Youthbuild program may focus on enrolling young people who may not necessarily be dropouts, such as adjudicated youth re-entering the community from a juvenile justice facility. Such students may have been enrolled in school while incarcerated but might not be welcomed by the district.)
- **Linking academics to other areas.** To become an effective school, a Youthbuild program needs to make education a part of everything its young people do. This requires resources and may require a shift in organizational culture.

- **Data gathering and use.** To prove your program’s effectiveness as a school, you will need to identify, analyze, and track your students’ achievements in a variety of ways. If Youthbuild schools set high expectations for civic engagement, involvement with families and the community, and construction work of the highest quality, the value of those core elements needs to be evident through data. Likewise, the deficits that students carry from the schools that previously failed them need to be honestly described and their subsequent progress clearly tracked.

- **Teacher professional development.** Youthbuild schools need to identify resources and make time for teachers to be trained and have common planning time.

- **Federally mandated requirements and standards.** The No Child Left Behind Act (NCLB) of 2001 requires each state to implement a “single, statewide state accountability system” applicable to all its public schools, including charter schools. This means that all schools must achieve “adequate yearly progress” by educating all students to proficiency in at least reading/language arts and mathematics.

- **State-mandated requirements and standards.** In the current era of enhanced educational accountability, and as mandated by NCLB, states have created core curriculum content standards that all public schools must meet. Generally this includes a statement of which subject areas are needed for a diploma. Two examples of subject areas that a GED program does not need but which a school may be required to include are a foreign language and a laboratory science. Some states make exceptions to these rules for schools that serve certain categories of at-risk youth.

Before you choose to create a school you must learn how your state has structured these requirements and how they will be applied to your school. Then determine whether your program can develop a school program that meets the adequate yearly progress (AYP) requirements under NCLB.

In most states, the state department of education (or state education agency (SEA)—titles will vary) has the role of determining whether individual schools have satisfactorily achieved AYP, based on student assessment results, the student participation rate on assessments, and the other
academic indicators that are included in the state's AYP definition. In some states, charter schools are considered part of the local district for NCLB purposes; in other states they are truly autonomous entities answerable only to the state education agency.

Assessment of your chartering entity and local district

In some states the school charter is granted by the SEA; in others it is granted by the local district. In yet other states the charter is granted by a designated entity or entities. To further complicate this picture, some states offer multiple options. For example, New York allows a school to apply to all three types of chartering entities.

It is absolutely critical that your program studies and evaluates how charter schools are authorized and how schools are held accountable in your state before making a decision to proceed with the development of a school.

The most basic yet most critical issues to consider are:

- Do your state and district welcome charter schools? If not, can this resistance be overcome?
- What are the provisions for setting up an alternative school?
- How much real autonomy do charter schools or alternative schools have in your state?
- What is the relationship between charter schools and their authorizers in your state?

Your SEA's Web site will have some of this information. In addition to researching online, you should meet with the state designated authorizer(s). Most states have one or more statewide entities that provide guidance, technical assistance, or advocacy for charter schools. Finally, there is no substitute for the shared knowledge of other schools—it would be a big mistake to ignore this resource. Visit charter and alternative schools in your district and your state. If possible, visit other Youthbuild schools of different kinds.

2. A few examples concerning state resistance to charter-school proposals: In New Jersey, the district may comment to the state on a charter application, yet it has no authority to turn down or intervene in the operation of a charter school. By contrast, in Illinois, the law says the district is the authorizer and there is a state appeals process. YouthBuild Rockford was turned down by the district and won its appeal to the state. The state board of education then ignored the appeal ruling and upheld the district. Years of court battles led to a holding that the board of education can rule against a charter school without regard to the charter school act. The lesson learned is that you need to learn not merely what the regulations are, but rather what the reality is.
Charter and Alternative School Requirements and Policies

The various federal, state, and local mandates for school operations and outcomes delineate graduation requirements, required services, student intake expectations, and personnel policies.

Graduation requirements

Does your state mandate that schools award diplomas on the basis of competencies, or on the basis of credit hours, Carnegie Units, or “seat time”? Some Youthbuild participants who have been out of school for a period of time may find it hard to complete credit-hour requirements. In addition, a Youthbuild program’s need for time on the construction site can make “seat time” requirements difficult to achieve. It is very important to investigate what alternative provisions, if any, your state has made for granting diplomas to identified at-risk students. Finally, it is very likely that a large number of your students will be identified as having learning disabilities. Under the Americans with Disabilities Act and many related federal statutes, your state has to define how it accommodates students with disabilities in granting diplomas.

Required services

If your program develops a school, you may be required to provide certain services such as transportation, meals, and special education. How will you pay for these services?

Student intake expectations

Youthbuild programs often screen participants based on motivation. Under federal law, public schools are forbidden to have any enrollment criteria other than age and place of residence. Schools must accept all students who apply and must hold an impartial lottery to determine admission if more students apply than the number of available slots. As with everything else about schools, there are state-by-state variations in how this rule is applied. Many states allow enrollment to be limited to certain high-risk student groups such as dropouts, those with disabilities, and adjudicated youth. In addition, a Youthbuild charter or alternative school cannot succeed if the district sees it as a “dumping ground,” a place to put students who have not
The Advantages and Challenges for a Youthbuild Program Becoming a Charter School

To clarify the advantages and complications of incorporating a charter school into your Youthbuild program, the following table presents an overview for those considering taking this big step.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy: charter schools usually hire and fire teachers, define and design curricula, and control their own budgets.</td>
<td>Imperfect fit with Youthbuild model:</td>
</tr>
<tr>
<td></td>
<td>1. Programs must accept all qualified students, though screening issues may be mitigated through design.</td>
</tr>
<tr>
<td></td>
<td>2. Discipline follows student rights in education law. Discharge is limited—e.g., suspension and expulsion are legally limited and cannot be ordered merely for poor attendance. Students have due process requirements.</td>
</tr>
<tr>
<td></td>
<td>3. Program will need to define and follow a clear code of consequences that reflects both legal rights and Youthbuild program design standards.</td>
</tr>
<tr>
<td>Eligibility as a public school for other funding opportunities and partnerships, e.g., with community colleges</td>
<td>Federal requirements for special needs students: teachers with special education certificates, consultants to evaluate and do IEPs. (Federal requirements are accompanied by federal funding that will help you better serve the many targeted students with learning differences.)</td>
</tr>
<tr>
<td>Growth is encouraged because funding is dependent on the number of students.</td>
<td>A formal curriculum may be required, but this allows for creativity, interdisciplinary learning, and high expectations in developing a career- and college-ready curriculum.</td>
</tr>
<tr>
<td>The higher level of accountability can improve program quality.</td>
<td>The risk that higher levels of accountability and reporting can lead to failure if your program is not ready to meet them.</td>
</tr>
<tr>
<td>Prestige: your program may be perceived as a more professional, credible educational provider because you offer a diploma instead of a GED.</td>
<td>The ability to confer diplomas triggers state-mandated standards and testing that limit design flexibility and may not be achievable for targeted young people.</td>
</tr>
<tr>
<td>May be able to offer competency-based diploma.</td>
<td>May require credit hours rather than attainment of competency.</td>
</tr>
<tr>
<td>Requires professional development of staff to achieve higher standards. You will be required to use highly qualified teachers.</td>
<td>You might strongly disagree with your state on how highly qualified teachers are defined.</td>
</tr>
<tr>
<td>May be able to provide staff with enhanced medical and retirement benefits.</td>
<td>Requires more sophisticated management and a larger scale, and is subject to multiple rules and restrictions, including a much higher level of reporting that requires a bigger data and reporting infrastructure.</td>
</tr>
</tbody>
</table>

succeeded in school and who are so demoralized that they do not see Youthbuild as an important opportunity.

Occasionally, where a charter school is not truly autonomous and is considered part of a school district, the district will approve screening through sequences like Mental Toughness training. The issue then becomes how you will be permitted to separate Youthbuild-ready young people—however you choose to define this—from students whose lack of motivation might destroy your program. Generally, you can’t exclude any legal applicant. However, through honest pre-enrollment counseling, well-designed tracking (such as having a pre-Youthbuild track for those who can not pass mental toughness), and some behavior-specific graduation requirements (attendance, for example, generally is a robust indicator of attitude and a legally-permitted graduation requirement), you can legally maintain program standards. The critical factors are knowing the regulations in your state and creating a school design that successfully integrates these regulations with the Youthbuild program standards.

**Personnel policies**

A charter or alternative school’s autonomy varies widely from state to state. In Maryland, for example, a charter school teacher is legally an employee of the school district and a member of the local teachers’ union. As a result, personnel policies are set by the district and the union in their local collective bargaining agreement. In Ohio, for example, a charter school can set its own personnel policies with very few restrictions. In New York and New Jersey, the policies are somewhat in between these two extremes: teachers may join a union and are eligible for tenure.

One common advantage for charter school personnel in most states is that they are eligible or mandated to be part of the statewide medical and retirement benefit systems. The benefits under these systems are almost always less costly for the school and more generous for the staff.

In the case of alternative schools, the school may or may not have the autonomy to hire and fire their own teachers since teachers may be assigned to the school by the school district. Similarly, some Youthbuild alternative schools control their own student recruitment calendars while others have to enroll students as they are assigned by the district.
Charter or Alternative School Funding

You should research how school funding works in your state. The overarching principle of school funding is that the money follows the student. In theory, a charter school student is a public school student entitled to the same funding as any other public school student. The reality varies widely. Two very different examples are discussed in the sidebar on page 131. Alternative schools may receive more in-kind support in the form of teachers, books and supplies, educational materials—but less per-pupil funds. Policies vary by state and district.

The lesson on funding is: You must learn the reality of funding in your state.

Entitlement grants

A Youthbuild school may be eligible for entitlement grant funding. Entitlement grants can include both federal funds passed through the state education department and state funds. Only LEAs (local educational agencies) are eligible to receive entitlement grants and, depending on both your state and the funder, a charter school may or may not be considered an LEA. If a

Charter school money follows the student, but details vary by state. Two examples

1. In New Jersey, a charter school receives approximately 90 percent of all federal, state, and local levy funding per student, as compared to the local school district. The other 10 percent is supposed to cover the greater administrative responsibilities of a multischool district. The reality, however, is that the 90 percent reflects operational resources and does not include any facility-specific resources, effectively reducing the true level. A Youthbuild charter school in New Jersey might receive about $10,000 per pupil depending on the district in which it is located and how many special needs students are enrolled.

Students in all states are entitled to supplemental federal funding based on factors such as qualifying as low-income, having learning or physical disabilities, or being English Language learners. As with all charter school funding, the determination of who receives and controls this funding is defined by the state. In New Jersey, responsibility over most special education dollars is directly vested in the charter school.

2. In Ohio, charter schools only receive state and federal funding, making their resources much more modest than in New Jersey. Youthbuild charter schools in Ohio have significantly closed this gap by becoming designated as vocational charter schools, which receive about 50 percent more funds per student than a nonvocational charter high school. As a result, funding for Youthbuild charter schools in New Jersey and Ohio are roughly equivalent, given local cost differences.
charter school is not considered an LEA for a particular funding stream, it doesn’t mean that it is excluded from receiving funding—it means that such funding must be first received by the district, and may then either be included in the computation of the basic funding that the school receives or may fund services that are directly provided to school students by the district.

Entitlement grant funds are guaranteed under statute as long as the school:
- Meets the funding requirements
- Maintains correct current reporting status in terms of enrollment characteristics
- Applies correctly and on time
- Proposes to use the funds for approved purposes and in an allowable manner

**Federally funded start-up grants**

States are eligible to apply for, and routinely receive, federal funds to assist charter schools in their initial implementation. While details vary by state, it is common to receive federally funded state grants of $100,000–$200,000 per year for up to three years. Funds are generally used to purchase books, furniture, and technology; and to purchase technical assistance, legal and accounting services, professional development training, and other soft-cost services.

**Competitive grants**

You may be familiar with competitive grants such as those that are awarded by DOL for Youthbuild. What you may not know is that there are also grants that are only available to public schools, and other grants that are only available to community-based nonprofits. If you have a charter school that is separate from and strongly partnered with your Youthbuild program, you may be able to tap into opportunities for which your program alone is not eligible. An example of a competitive grant for a charter school serving at-risk youth is the Twenty-first Century Community Learning Center Program, which funds after-school enrichment programs at public schools.
Student Entitlements

Regardless of what funds your program is eligible for or how your state implements the distribution of fiscal resources, your students are public school students and are legally entitled to some or all of the following programs, services, and benefits.

- **No Child Left Behind/Elementary and Secondary Education Act.** Funding available through this act—Title IA, ID, IIA, IID, III, IV, and VA funding—can include many valuable supplemental resources, such as reading specialists and tutors to meet students’ remedial needs.

- **Textbook, technology, library, or other funding streams** for all public schools in some states.

- **E-rate.** All public schools and libraries are eligible for this federally-sponsored resource for telephone bills, Internet access, and technology infrastructure. Some adult education centers may also be eligible based on state eligibility standards. Different levels of reimbursement exist based on the level for which your organization qualifies.

- **Special education (state, IDEA, and related services).** Financial support to schools for special education services are provided either directly or indirectly.

- **School meals.** Charter and alternative schools may either receive funding for school meals or receive meals for their students that are provided directly by the school district or its vendor(s). If the school is allowed to administer its own food program, there is an opportunity to train young people in food-service careers and life skills such as shopping, meal planning, and nutrition. Because student eligibility for free or reduced-cost meals is based on family income, virtually all of your students would qualify.

- **School nurse.** School nurses may be paid through specific state funding, as part of your per-pupil allocation, or be provided as a zero-cost district service.

- **Transportation.** Generally, charter school students are entitled to transportation to and from school following the same criteria applicable to other public school students. In some areas, that means they are eligible for free or reduced-cost passes for public transportation, or school buses if they live beyond a designated distance from the school. Sometimes this right is poorly enforced. Some districts pay charter schools a modest fee (such as the cost of bus passes) in lieu of providing other legally mandated transportation.
Additional Resources

There is a wealth of resources that focus specifically on charter schools and innovative educational models. The following resources provide information, resources, and links through their own online materials and Web sites.

- **Annenberg Institute for School Reform**
  Tool kits, worksheets, and guides on standards of practice, building successful partnerships, school capacity, teacher performance, and literacy benchmarks.
  > www.annenberginstitute.org

- **Center for Education Reform**
  Research, technical assistance, and advocacy for school choice and local charter school campaigns through publications, charter school statistics, calendars, state contacts, and legislative resources.
  > www.edreform.com

- **Center on Reinventing Public Education**
  Models, tools, and design guides for implementing school incubators, and charter school start-up, accountability, curriculum, and strategic planning.
  > www.crpe.org

- **Charter Friends National Network**
  Support alliance with a Web site that includes directories of support organizations, No Child Left Behind Tool Kit, and guides on accountability, special education, contract management, and facilities management.
  > www.charterfriends.org

- **Charter School Leadership Council**
  Web site that includes a directory of state charter school resource centers, state associations, state conference calendars, and up-to-date news.
  > www.charterschoolleadershipcouncil.org

- **Educational Excellence Network**
  Support to the charter school movement through research, publications, and projects of national scope. The Web site highlights charter school research reports and information on accountability, teacher quality, and other initiatives.
  > www.edexcellence.net

- **National Charter School Clearinghouse**
  Research-based technical support, grant-writing and funding information, plus abstracts of updated charter school research and charter school news.
  > www.ncsc.info

- **Northwest Regional Education Laboratory**
  Research-based strategies for starting and operating a charter school.
  > www.nwrel.org/charter

- **U.S. Charter Schools**
  Resources for charter school research, planning guides, funding information, charter applications, and other useful documents for charter school developers and operators; includes a comprehensive section on starting and running a charter school. Offers information on subjects such as accountability, curriculum, and special education, along with state-specific discussions.
  > www.uscharterschools.org
Since 1994, AmeriCorps has provided opportunities for Americans to make a difference in their communities through a nationwide program that promotes volunteer service to address unmet community needs. A network of local, state, and national AmeriCorps programs engages more than 75,000 Americans in formal community service activities each year.

AmeriCorps members serve through more than 3,000 nonprofits, public agencies, and community organizations, helping meet critical needs in education, public safety, health, and the environment. Members may mentor youth, build affordable housing, teach computer skills, clean up parks, help communities respond to disasters, or carry out many other activities of benefit to their communities.

Because Youthbuild is built around the eligible community-service activity of affordable housing development, becoming an AmeriCorps program is a natural step that many Youthbuild programs have taken as a means of increasing program sustainability. Simply by undertaking the housing construction or rehabilitation that is a normal part of Youthbuild, while also undertaking a few other community service activities that serve as leadership development opportunities, Youthbuild programs can secure operating support for themselves, postsecondary scholarships for their students, and recognition within their communities.

This chapter discusses the state and national AmeriCorps systems and how to design and propose your own Youthbuild AmeriCorps program.
AmeriCorps: Funding for Youthbuild Programs and Youthbuild Students

AmeriCorps not only awards operating funds to eligible Youthbuild programs, it offers “education awards” that AmeriCorps members earn by successfully completing their terms of service. Segal AmeriCorps Education Awards can be used to pay for postsecondary education at Title IV schools, or to repay qualified student loans. Full-time AmeriCorps members also receive a modest living allowance, health-care benefits, and child care.

AmeriCorps is carried out through two different systems, both of which are administered by the Corporation for National and Community Service (CNCS). Under the first system, AmeriCorps National, CNCS provides direct support to organizations that carry out community service activities of national or regional scope. YouthBuild USA is the largest AmeriCorps National Direct Program. Under the second system, AmeriCorps State, CNCS allocates funding to state commissions, which then provide awards to community service programs operating within their respective states.

Under both systems, funding is awarded under three-year renewable grants that are used to promote service activities that address critical community needs in education, public safety, health, and the environment. Under both systems, local organizations use their AmeriCorps funding to recruit, place, and supervise AmeriCorps members.

AmeriCorps National

AmeriCorps National supports large-scale regional and national programs that, acting through local affiliates, engage AmeriCorps members in direct service and capacity building to address unmet community needs. Local programs design service activities for a team of members serving full- or part-time for a maximum of one year. Activities include tutoring and mentoring youth, assisting crime victims, building homes, and restoring parks. AmeriCorps members can also mobilize other community volunteers and strengthen the capacity of the organizations where they serve. The local organizations that receive AmeriCorps subgrants are responsible for recruiting, selecting, and supervising AmeriCorps members to serve in their programs.
AmeriCorps National only accepts applications from:
- National nonprofit organizations that operate in two or more states (e.g., YouthBuild USA)
- Indian tribes
- Consortia, formed across two or more states, consisting of colleges or nonprofits

**AmeriCorps State**

AmeriCorps State works through governor-appointed state service commissions to provide grants to public and nonprofit organizations that sponsor service programs within each state, including hundreds of faith-based and community organizations, higher education institutions, and public agencies. Grants assist these groups in recruiting, training, and placing AmeriCorps members to undertake the same sort of community-building service activities carried out by AmeriCorps National members.

The state service commissions accept applications from:
- State and local nonprofit organizations
- Community and faith-based organizations
- State, local, and higher education institutions
- State and local governments
- U.S. territories

**AmeriCorps eligibility and benefits**

The AmeriCorps State and National programs are open to U.S. citizens, nationals, or lawful permanent resident aliens age 17 and older. Members serve full- or part-time for up to a twelve-month period. AmeriCorps members can receive a modest living allowance, student-loan forbearance, health coverage, and child care if they qualify for these funds. After successfully completing their terms of service, members receive an AmeriCorps Education Award of up to $4,725. This award can be used to pay off qualified student loans or to finance college, graduate school, or vocational training at eligible institutions. In addition to these benefits, AmeriCorps members learn new skills, become leaders, and gain a sense of satisfaction from taking on responsibilities that benefit other people’s lives.
Becoming a Youthbuild AmeriCorps Program

If you are looking for AmeriCorps funds as a means of promoting sustainability for your Youthbuild program while providing valuable resources for your participants, you should consider your state AmeriCorps program or the YouthBuild USA AmeriCorps National Direct program.

Since 1994, YouthBuild USA has served as an intermediary for AmeriCorps National funds and education awards, making these additional resources available to local Youthbuild programs. In 2007–2008 there were 45 YouthBuild AmeriCorps programs in 22 states, engaging more than 1,700 YouthBuild AmeriCorps members.

Competition for participation in YouthBuild USA’s AmeriCorps National Direct program is intense. All of the local Youthbuild programs receiving this support are experienced and successful operators of both Youthbuild and AmeriCorps.

Each state carries out its own application process. If you are interested in becoming involved with the AmeriCorps State program, contact your state service commission to learn about the application process that is applicable in your state. You should set up a face-to-face meeting so that you have the opportunity to introduce your program at the same time that you are learning about how your state administers its AmeriCorps program.

Both the national and state AmeriCorps programs are subject to important requirements, regulations, and other details far too numerous to address in this handbook. If you are fortunate enough to receive an AmeriCorps award, you will receive training and materials on how to comply with the various requirements. However, there are a few things you should know and consider before you approach your state service commission: The AmeriCorps focus on community service, the difference between full- and part-time membership, and what’s involved in proposing a Youthbuild AmeriCorps program.

Focus on community service

AmeriCorps is a community service initiative. While member development activities such as academic training and counseling are permissible activities (for up to 20 percent of program time), AmeriCorps members must spend at least 80 percent of their time engaged in community service activities.
Full-time vs. part-time membership

While a Youthbuild program may have one or more full-time AmeriCorps members whose community service activities benefit the Youthbuild program, any Youthbuild program looking to also become an AmeriCorps program must realize that its Youthbuild participants cannot be full-time AmeriCorps members. Youthbuild requires a roughly even split between time spent receiving classroom instruction (classified as member development time in AmeriCorps) and time spent at the construction training site (classified as community service time in AmeriCorps). As a result, the AmeriCorps 80–20 allocation of community service–member development time for a full-time member can not be made to comport with Youthbuild's roughly 50–50 allocation of classroom–construction training time.

The consequence of this dichotomy is that you must structure your initiative as a part-time AmeriCorps program. Under AmeriCorps regulations, part-time members are not required to receive the living allowance and health-care benefits that are mandatory benefits for full-time members.

For part-time members, all that is required is that they provide the requisite number of community service hours attendant to their particular category of membership (discussed below).

In order to receive the full $4,725 AmeriCorps scholarship, a full-time member is required to provide 1,700 hours of community service and member development time over the course of a twelve-month membership. Part-time members can be separated into different categories and earn pro-
rated scholarships by providing 300 to 900 hours of community service over the same membership period.

**Designing and proposing a Youthbuild AmeriCorps program**

In designing your part-time Youthbuild AmeriCorps program and establishing the membership category(ies) under which it will operate, it is important to consider how many hours of community service your participants will actually be able to provide over their twelve-month AmeriCorps membership. Overestimating the number of community service hours your young people will provide will set you and your members up for failure by raising the bar higher than any of you can reach. On the other hand, underestimating the number of hours that your members will provide means that they will not be able to earn as large an education award as they would have had they been properly categorized.

Accordingly, it is crucial that you analyze your program’s hours of operation, the number of hours your participants will be involved in community service activities, and what your expected attendance rate is so that you appropriately style your membership categories when you submit your application. You will need to calculate the number of hours that an average participant will spend in actual community service activities over a nine-month enrollment. This number will determine the membership category that you should utilize in your application, as well as the size of the education award that your participants will be eligible to receive.

Though your program may offer a sufficient number of hours at the construction training site to qualify your participants for education awards, your proposal for AmeriCorps funding would be stronger, and your students’ learning greater, if you also include nonconstruction activities in the design of your community service program. Most Youthbuild AmeriCorps programs also undertake neighborhood clean-ups, offer fix-it services to elderly and disabled persons, or provide services such as tutoring and mentoring to elementary schoolchildren. In short, your proposal will be strengthened and your participants’ experiences broadened by developing community service options that go beyond Youthbuild’s customary development of affordable housing.
Further Responsibilities of a Youthbuild AmeriCorps Program

Becoming an AmeriCorps grantee imposes significant reporting requirements. Data relating to your participants’ community service and member development activities will need to be entered regularly into an online database known as the My AmeriCorps portal. This is a tedious task that requires staff training and time.

Participation in AmeriCorps also requires the submission of periodic written reports that summarize your program’s achievements. You must be meticulous in maintaining financial records that are accurate and up-to-date. You must document your members’ eligibility and community service time in dedicated files. You must work to create an AmeriCorps identity for your program that is as visible as your Youthbuild identity, thereby creating a community service culture that breeds a spirit of volunteerism.

All in all, the benefits of participation in AmeriCorps clearly outweigh its costs. However, it is always important to remember that even though AmeriCorps and Youthbuild are complementary programs that work well together, they are different programs with different goals.

When thinking about AmeriCorps, always look at it through a prism where community needs are at the forefront and benefits are provided to those who give their time and effort to meet those needs.
Section IV

Resources for Rural Programs
The final section of this handbook focuses on resource development and sustainability for rural Youthbuild programs, which face extra challenges in finding government and corporate funding, and individual donations, due to their location and size.

Despite these challenges, rural Youthbuild programs can position themselves to attract funding with thoughtful, inclusive planning and deliberate, reciprocal relationship building. When rural programs add to these tactics persistent prospect research, cultivation, and stewardship, they can build a lasting foundation for successful resource development and sustainability.
Operators of rural Youthbuild programs face unique difficulties in finding and retaining adequate funding. Private and corporate foundations are concentrated in the nation’s cities, and few offer support for the specific issues that rural areas face. Federal and state funding opportunities are generally geared towards large-scale success, which may not be possible in rural communities. Individual donors in rural areas often give the vast proportion of their charitable dollars to religious institutions, colleges, or schools.

Rural Youthbuild programs thus find themselves competing with their urban counterparts or local institutions for limited funding opportunities. In addition, meeting the matching funds requirements that are mandatory under many federal and state grant opportunities can seem a near-impossible task to a rural organization.

This chapter lists and describes some resources that can give rural Youthbuild program directors an edge when planning and implementing sustainability strategies. A case study of one successful rural Youthbuild program and tips for cultivating individuals and small business owners are included as well.
Clearinghouses

Several information clearinghouses provide easy access to comprehensive demographic, programmatic, policymaking, and funding information and trends that are relevant to rural communities. Each clearinghouse has something unique to offer to Youthbuild program directors seeking to expand their knowledge, networks, and resource-development capacities.

Catalogue of Federal Domestic Assistance
» www.cfda.gov
Many federal agencies have funding available for rural communities in narrowly defined areas, some of which may be relevant to your program’s educational or job training components. However, there are also a few agencies with larger, general set-aside programs for rural communities, generally around housing and economic development.

Rural Information Center
» http://ric.nal.usda.gov
The U.S. Department of Agriculture’s National Agricultural Library maintains the Rural Information Center, an extensive clearinghouse that also provides referral services. Its Web site contains over 3,000 links to a wide variety of rural resources and potential funding sources, including the center’s comprehensive Federal Funding Sources for Rural Areas Database (accessible via the main page under the link for Funding Resources or at http://ric.nal.usda.gov/nal_web/ric/ffd.php).

Office of the Comptroller of the Currency
» www.occ.treas.gov
The Office of the Comptroller of the Currency (OCC), the federal administrator of banks, oversees compliance with the Community Reinvestment Act (CRA), which requires banks and thrifts to reinvest a portion of their deposits in underserved communities where they operate. CRA-qualified activities include loans, grants, and in-kind donations to nonprofit organizations or public-purpose projects. The OCC can help you learn about CRA and what banks in your area are doing to meet their obligations.

There are two specific OCC resource directories that are relevant to the rural banking community:

- Rural Community Development Banking Resource Directory (www.occ.treas.gov/cdd/rural.htm)
- Native American Banking Resource Directory (www.occ.treas.gov/cdd/Nativeam.htm)

U.S. Department of Housing and Urban Development’s Rural Housing and Economic Development Gateway
» www.hud.gov/offices/cpd/economicdevelopment/programs/rhed/gateway/index.cfm
The gateway offers information relevant to rural community economic development organizations like Youthbuild. Nonprofit capacity building, funding, technical assistance, and training are among the many subjects covered. You can also sign up to be included in listservs in order to stay abreast of rural housing and economic development topics and recent funding announcements.

Rural Assistance Center
» www.raconline.org
Managed by the Health Resources and Services Administration’s Office of Rural Health Policy, the Rural Assistance Center offers information guides about a variety of health and human services issues relevant to Youthbuild programs, ranging from substance abuse and teen pregnancy to health-care delivery and community development.
Targeted Federal Resources for Rural Community Development

The U.S. Department of Agriculture (USDA) and the U.S. Department of Housing and Urban Development (HUD) maintain annual or ongoing programs that are particularly suited for rural Youthbuild programs, while other federal agencies offer narrower, occasional opportunities.

U.S. Department of Agriculture’s Rural Development

While USDA’s chief mission is supporting agricultural and food production, the agency’s oversight, services, and resources reach deeply into rural communities. The rural development agency within USDA administers a number of loan, loan guarantee, grant, and technical assistance programs in support of housing and economic development activities, some of which have been utilized successfully by local Youthbuild programs (sponsored by both nonprofits and public agencies) and by YouthBuild USA.

It is important to note that USDA defines a rural area as any area other than a city or town that has a population of greater than 50,000 or the urbanized areas that are contiguous and adjacent to such a city or town, according to the latest decennial census.

Whether or not you are qualified or ready to apply for USDA funding, make sure that your program is known to your USDA state office. Often, this is the first point of contact for funding applications and training or other programmatic opportunities that could benefit your young people. Many rural Youthbuild programs are located in counties that have local USDA offices that can help connect young people to employment training, speakers, mentors, and educational opportunities if they know your program’s needs and goals.

Three specific rural development offices and their funding opportunities are described below.

Community Development Programs

Enacted through national empowerment legislation in 1993, these initiatives encourage locally based strategic planning and decision making to promote sustainable economic and community development in rural areas. Implementation is supported by public-private partnerships that include the nonprofit sector.

There are 57 rural EZs and ECs, 120 rural Champion Communities, and five rural REAP Zones. To find out if your community is included in any of these special designations, visit www.ezec.gov. If your Youthbuild program resides in or serves any portion of an EZ/EC, Champion Community, or REAP Zone, it is important to know who the key partners and decision makers are and learn as much as you can about the goals, objectives, and resources available.

Each designated community has its own strategic plan and goals from which your Youthbuild program or your education or career-development partners might benefit. Generally, these strategic plans are supported by special federal resources that include flexible pass-through grant dollars, tax credits such as the Work Opportunity Tax Credit and Section 179 tax deductions (EZs only), and preferential consideration under many federal and state funding programs.

USDA also sponsors training programs and technical assistance in each of these designated areas. Be sure to sign up to learn about these resources for your staff, board, and young people.
Housing and Community Facilities Programs (HCFP)

www.rurdev.usda.gov/rhs

Formerly known as the Rural Housing Service, Housing Community Facilities Programs supports public and nonprofit organizations that build, renovate, or extend access to affordable housing. Public entities, nonprofit groups, and federally recognized Indian groups are among those eligible to apply for its loan and grant programs to support acquisition, development, and other costs associated with building affordable housing.

Your Youthbuild program or parent organization may not be in the best position to apply for these funds if the program is relatively inexperienced or if you rely on a housing partner (such as a community development corporation) to deliver the bulk of your construction component. While your housing partners should know about the special resources that may be available to them, they may not have utilized them before or they may need help in understanding how these resources can benefit your shared efforts. Youthbuild directors should be aware of what these resources can provide and what constitutes a successful application. Directors should also know the deadlines associated with such applications so they can be both encouraging and helpful to whatever partner ultimately submits an application for their areas.

HCFP programs are subject to change, but here are a few worth investigating:

- **Rural Housing Site Loans** (sections 523 and 524) can be used to finance the purchase and development of sites that will be used for affordable housing.

- **Farm Labor Housing loans and grants** can be used towards buying, building, improving, or repairing housing for farm laborers and those engaged in on-farm processing. Funds can be used for site acquisition, new construction, repair or improvement, durable household furnishings, and construction loan interest. Contractors can also apply for Farm Labor Housing Technical Assistance Grants to help nonprofit agencies meet the special needs of farm laborers.

- **Housing Preservation Grants** (section 533) can be used to renovate existing low-income multifamily rental units or to help low-income homeowners make repairs to their homes. Housing Preservation Grants funding often helps recipients attract other private and public financing private sources when multiple units are involved.

- **Home Repair Loan and Grant Program** (Section 504), targets very low-income homeowners who need major repairs or necessary upgrades such as roof replacements, new heating systems, or indoor plumbing. Funding can also be used to build ramps and other accessible features for people with disabilities. Since the recipient of the funding is the homeowner, this program can be a useful tool for Youthbuild programs seeking to develop earned income streams through contracting opportunities. Check with your state USDA office to see if your program can be an eligible contractor under this program.

- **Rural Community Development Initiative** (RCDI), available only to intermediaries (including YouthBuild USA), provides technical assistance to recipients seeking to develop or increase their capacity to undertake projects in the areas of housing, community facilities, and community and economic development in rural areas.
USDA Rural Business Cooperative Service

Nonprofits, businesses, public entities, and Indian tribes are among those eligible for grant and loan programs offered by the Rural Business Cooperative Service (RBS). These programs promote economic development in rural areas through activities such as job creation and preservation so they may be most useful to career development partners, including employers or technical colleges. RBS expects to see its funds leveraged with matching grants, investments, or loans from private and public entities.

In some cases, RBS programs are designed for intermediary organizations like YouthBuild USA. As long as your Youthbuild program is a member of the YouthBuild USA Affiliated Network, you are eligible to apply for RBS pass-through funding if or when YouthBuild USA receives it. Examples of possible RBS support are:

- **Rural Business Enterprise Grants**, which provide support to employment-related adult education programs, projects that finance and facilitate development of small and emerging rural businesses, or distance-learning networks. Smaller projects are given higher priority, which bodes well for Youthbuild programs that are implementing innovative job training programs or developing entrepreneurial ventures for both educational and earned income value. Funds can be used for a variety of purposes including acquisition, predevelopment and construction, distance adult learning for job training, and project planning.

- **Rural Business Opportunity Grants**, which target rural communities with exceptional needs, such as those with persistent poverty or long-term population decline. Grants can be used to provide training and technical assistance for business development, entrepreneurs, and local economic development staff, or to assist with community economic development planning. Recipients must prove that they have sufficient financial strength and capacity to carry out their proposed activities.

The Rural Business Opportunity Grants program is not well-suited for local Youthbuild programs. However, recipients of this funding, such as intermediaries like YouthBuild USA or regional economic development agencies, may be able to provide training and technical assistance to Youthbuild programs that are integrating entrepreneurial components into their education and career development plans. It is always good to know who has sought or received past RBOG funding in your area. Youthbuild programs may also want to ensure they are integrated into local or regional planning efforts funded through this program.

U.S. Department of Housing and Urban Development

In addition to the HUD resources described in other parts of this handbook, there are two funding sources that rural Youthbuild programs can leverage for either operations or construction components, both of which are tied to low-income housing production goals. Bear in mind that HUD’s definition of rural is different than USDA’s definition. To be eligible for rural set-aside funding from HUD, your community must fit one of the following five criteria:

1. A place having fewer than 2,500 inhabitants
2. A county or parish with an urban population of 20,000 or fewer inhabitants
3. Territory, persons, and housing units in the rural portion of “extended cities”
4. Open country that is not a part of or associated with an urban area
5. Any place with a population not in excess of 20,000 inhabitants and not located in a Metropolitan Statistical Area
Rural Housing and Economic Development Program

Nonprofit organizations, federally recognized Indian tribes, state housing finance agencies, and state community or economic development agencies are eligible to apply for Rural Housing and Economic Development (RHED) funding. Rating factors include the capacity and experience of the applicant, its ability to leverage resources, and results and evaluation. Funding is available in two categories: capacity building and support for innovative housing economic development.

- **Capacity building.** Funding in this category is intended to enhance an established organization’s capacity to be more effective or take on new activities. Funding can be used for various program needs such as hiring and training staff, purchasing software, consulting and technical assistance services, developing asset inventories and strategic plans, and purchasing or leasing office space.

- **Support for innovative housing and economic development.** Funding in this category can pay for other costs of housing or economic development projects, including acquisition and predevelopment, materials and construction, job training and counseling for beneficiaries, and administering financial services such as individual development accounts.

At least three rural programs in Appalachia and the Mississippi Delta have directly applied for and received RHED funding to operate their Youthbuild programs. Two of these programs accessed RHED funds when they did not receive a DOL grant in 2008—the RHED grants had sustained these programs when they otherwise would have closed.

State Community Development Block Grants

Rural communities are not entitled to direct annual community development block grant (CDBG) allocations like many of their larger counterparts; they must instead compete for funds. This is why the CDBG program is called a nonentitlement program. Rural communities apply for CDBG funding through their states, which design and administer programs based on their priority community-development needs. The exceptions are Hawaiian localities and applicants to the Indian CDBG program, both of which apply through their HUD field offices.

The State Community Development Block Grants program (aka the Small Cities CDBG) is designed to help smaller communities provide low- or moderate-income residents with decent housing and economic development opportunities. Texas, Arizona, California, and New Mexico have special set-asides for Colonias areas.

Youthbuild programs and other community organizations cannot apply for Small Cities CDBG funds directly—only local units of government can do so. This can pose challenges for programs that are relatively new or are not well known, in areas where the needs of young people are not a strategic or budgetary priority, or in places that are reluctant or do not have the staff or capacity to apply for block grant funding. To be included in funding proposals, Youthbuild program directors, board members, and other stakeholders must be willing to approach local officials well before the annual CDBG deadline in order to discuss their needs and desires, and to offer assistance and support where appropriate.

Health Resources and Services Administration: Federal Office of Rural Health Policy

The Health Resources and Services Administration (HRSA) has ongoing grant programs with rural set-asides for rural health-care centers, health services providers, research, and the like through the Office of Rural Health Policy (ORHP).
Established in 1987, ORHP functions as an information clearinghouse and advisor to the U.S. Department of Health and Human Services on matters affecting rural hospitals and health care, coordinating activities within the departments that relate to rural health care and maintaining the Rural Assistance Center (RAC), described earlier in this chapter.

While it is unlikely that Youthbuild programs would find appropriate funding through ORHP, keep an eye out for potential opportunities that could help your community address health and human services issues that affect your young people.

**Special Regional Initiatives**

There are three quasi-governmental organizations that serve persistently poor counties in Appalachia and the southeast United States: Appalachian Regional Commission, Tennessee Valley Authority, and Delta Regional Authority. All offer funding or other resources that may be useful to Youthbuild programs operating in their market areas.

---

**Appalachian Regional Commission**

- [www.arc.gov](http://www.arc.gov)

The Appalachian Regional Commission (ARC) is a federal–state partnership serving the 13-state, 200,000 square mile area that comprises Appalachia. Each state governor is a member of the commission, along with a federal co-chair appointed by the President and confirmed by the Senate. An alternate appointed by each governor oversees their state's ARC program and serves as the point of contact for that state. ARC’s main office is in Washington, D.C. ARC offers limited program grants to nonprofits, local governing boards, and other public entities to support the goals of its strategic plan. These grants usually originate at the state level with the completion of a preapplication package. The local development district serving the county in which the project is located may provide guidance on a project's eligibility for funding and assistance in preparing a grant application. Matching funds are often required.

Youthbuild programs seeking to tap into ARC resources should be sure to network with their state ARC program manager and also contact their local development district personnel, who should be able to discuss eligibility or assist in the application process.
process. Even if you do not plan to apply for funding now, keep the state office well-informed of your program, its challenges, and its needs.

Finally, ARC’s Online Resource Center offers insight into public and private resources in such categories as leadership, housing, education, and business development. The center also lists links to other public and private funders that serve Appalachia.

**Tennessee Valley Authority**

- [www.tva.gov](http://www.tva.gov)
- [www.tvaed.com](http://www.tvaed.com)

The Tennessee Valley Authority (TVA), a self-sufficient organization, is overseen by the federal government though it receives no tax revenue. The TVA board is appointed by the President and confirmed by the Senate. TVA's mission is to promote energy, the environment, and economic development for all of Tennessee and portions of Kentucky, North Carolina, Georgia, Mississippi, and Virginia. TVA offers a corporate contribution program that includes cash, equipment, supplies, and in-kind donations to nonprofit organizations. There is also a speakers' bureau that is a great resource for the Youthbuild classroom, and volunteers from “Team TVA” can be called on to help with community service projects like house raisings and town clean-up.

TVA's Web site has information about economic development and factories entering or relocating to rural markets, helping to keep you ahead of the curve when cultivating job opportunities or participating in economic development incentive packages (such as advocating for set-asides for jobs for Youthbuild graduates).

If your Youthbuild program is located in a TVA county, make sure the TVA board members and the staff members of the office nearest you know about your program and its needs and goals.

**Delta Regional Authority**

- [www.dra.gov](http://www.dra.gov)

The Delta Regional Authority (DRA), the newest regional federal–state partnership, was established by Congress in 2000. It covers 240 counties and parishes in the eight-state Mississippi Delta Region: Alabama, Arkansas, Illinois, Kentucky, Louisiana, Mississippi, Missouri, and Tennessee. DRA uses its federal funding to leverage and invest other public

### Tips for Accessing Public Resources

- **Get a Dun & Bradstreet D-U-N-S number.** If your program is part of a nonprofit organization, make sure you have a D-U-N-S number, a prerequisite for applying for any federal funding. Visit [www.dnb.com](http://www.dnb.com) to request a number or to find out if you already have one.

- **Network early and often.** Get to know the staff at the local and state offices of federal and quasi-governmental agencies. Start local and move up the ladder if you are new to the agency.

- **Get involved in local issues.** Pay attention to local activity around federal and state block grant funding. Know whether and why your local government has accessed this funding in the past so you are prepared to advocate effectively for the needs of your young people.

- **Realize that every private dollar counts.** Federal and state funding applications often require matching funds. Ramp up your fundraising efforts with local businesses, civic clubs, individuals, banks, and foundations to maximize the public dollars you can request.

- **Take grant contracts seriously.** Nothing can hurt a program or nonprofit organization more than failing to meet financial accountability requirements under a federal grant contract. Make sure that you have the capacity to manage funds in the manner expected by the agency before you even apply.
and private funds to create jobs, provide drinking water and sewer services, and promote job training. According to federal law, DRA must invest 75 percent of its funds in economically distressed counties or parishes, and 50 percent of its funds must be earmarked for transportation and infrastructure. Like the Appalachian Regional Commission, DRA partners closely with local development districts, state economic development departments, and USDA’s rural development offices in the region.

DRA operates an annual grant program and works closely with the local development districts to provide technical assistance to grant applicants. States and public and nonprofit entities are eligible to apply. Areas of emphasis for funding are basic public infrastructure in distressed counties, transportation infrastructure for the purpose of facilitating economic development, business development with an emphasis on entrepreneurship, and job training. Youthbuild programs and their partners within DRA’s jurisdiction would do well to network with both DRA and their local development districts prior to applying for grant funding.

Rural Intermediaries and Partnerships

A number of national community economic development intermediaries, like YouthBuild USA, leverage private and public dollars and re-grant or re-lend these resources at the local level, acting as middlemen. Below is information on a few such intermediaries that are most likely to have open funding or technical assistance and training opportunities suitable to rural Youthbuild programs or their partners.

Housing Assistance Council
› www.ruralhome.org

The Housing Assistance Council (HAC) offers information on technical assistance, training, and funding resources specific to rural housing development efforts. While some of its direct funding streams are restricted to special initiatives (such as housing for the homeless, greenbuilding, or self-help housing), its portfolio changes based on needs and available funds. HAC also offers data and information about economic trends in rural areas, which can be useful to Youthbuild programs developing strategic plans or making a case for funding applications. HAC is also an excellent funding advocate and source for information about federal and state budget allocations.

First Nations Development Institute
› www.firstnations.org

The First Nations Development Institute targets tribes and Native nonprofit organizations with grants, loans, technical assistance, information, and training that supports asset-based development efforts. First Nations also manages donor-advised and donor-designated funds, and sponsors policy and research efforts that encourage sustainable, systemic change to benefit Native communities.

Corporation for Enterprise Development
› www.cfed.org

The Corporation for Enterprise Development is devoted to expanding economic opportunity. It has been a consultant to the Appalachian Regional Commission’s entrepreneurship initiative and has experience around individual development account programs. The corporation sponsors the multiyear Saving for Education, Entrepreneurship, and Downpayment (SEED) Initiative, a financial education and savings program for youth.

Rural Community Assistance Partnership
› www.rcap.org

The Rural Community Assistance Partnership’s chief mission is to help rural communities meet water supply, wastewater management, and solid-waste needs. Through its network of six regional partners, the partnership offers applied research, policy development, public education, advocacy on rural issues, and financial support for community infrastructure.
Securing Scarce Public and Private Funding

Chadron YouthBuild, Chadron, Nebraska

Chadron YouthBuild, a program of High Plains Community Development Corporation, received its first operating grant from HUD in 1997 and opened shortly thereafter. Since then, the program has experienced the familiar bumpy funding ride that many rural programs face.

Maintaining a steady stream of students has been a key to the program’s funding strategy, not to mention its effectiveness within the community. The program recruits year-round and offers rolling enrollment. This strategy helps keep empty slots filled, which is important to both public and private funders who want to see that their funds are making a difference throughout the year.1

Rolling enrollment also enables the program to attract students when they are ready, rather than making them wait for a start date months away. “In rural areas,” says Chadron YouthBuild coordinator Dana Haug, “If you wait too long, they’ll be gone.”

Funding successes and challenges

Rolling enrollment has been one reason that Chadron YouthBuild has been successful leveraging funds from a variety of sources. In addition to HUD funding, Chadron has received pass-through funding from YouthBuild USA’s USDA–Rural Community Development Initiative to increase its job placement outcomes.

On the foundation side, Chadron YouthBuild has benefited from the Kellogg Foundation’s Rural People, Rural Policy Initiative. Through this initiative, primarily a training and capacity-building program rather than a source of operating support, Chadron gained opportunities to engage with other rural organizations, enhance their own policy-advocacy skills, and gain exposure from a national foundation and its partners. Their hope is that their work and networking will pay off later on with new and greater access to funding.

Like many rural programs, Chadron YouthBuild has been unsure how best to raise funds from businesses and individuals. Larger retailers that are natural fits like big-box home improvement stores are not located in or near their community—usually a requirement to access corporate giving programs.

1. Open or rolling enrollment is not to be instituted lightly. Such a practice gives rise to significant challenges involving group cohesion, distinctions among peers, data management, and program continuity.
Nonetheless, the program has leveraged Wal-Mart funding through YouthBuild USA’s pass-through grant opportunities, and has applied for a few additional opportunities through retailers that operate nearby.

Chadron YouthBuild has limited staff time to devote to private cultivation efforts, and the financial return relative to staff time can be minimal. For example, while Chadron can count on a $1,000 contribution from the local cable company once yearly, most small businesses in town will give a lot less than that. When the program conducted a mail solicitation campaign, the average check was less than $100; the cost of the campaign was simply more than it was bringing in. Staff look for the most efficient path for funding first, examining the size and duration of each opportunity carefully before submitting a request.

In-kind contributions support a big part of Chadron YouthBuild’s budget—about 20 percent annually. The connections and program components offered by the local school district, area community and four-year colleges, Goodwill, Job Corps, and the local One Stop program have been essential to keeping the doors open and the young people engaged.

For its housing construction needs, Chadron YouthBuild has used funds from the state’s Housing Trust Fund and the HOME program to help meet development or closing costs. The proceeds from the homes it sells revolve into a Re-use Fund that supports future projects.

---

continued
Securing scarce public and private funding, continued

**Difficult times, difficult decisions**

The Re-use Fund also served as a critical cash reserve during a particularly hard time for Chadron YouthBuild. About five years into its history, the program experienced a lull in funding as one federal allocation ended before the program was able to secure a replacement source. Program staff had to make some tough choices. Instead of laying off individual staff or suspending operations, both staff and students “powered down” to part-time, working and participating on a three-day schedule. They reduced rent costs by consolidating their space needs, and cut corners where they could in other ways. In addition to the Re-use Fund, Chadron YouthBuild tapped into the YouthBuild USA Loan Fund program to help keep the program afloat. Within six months, a new major grant was secured and the program resumed operations at full speed.

Of course, no one at Chadron YouthBuild wants to go through that again. As the program was unsuccessful in its first application to the U.S. Department of Labor’s Youthbuild grant program, staff are redoubling efforts to diversify funding, digging deeper for new in-kind and cash funding sources. They’ve tapped into their network at the Kellogg Foundation to develop a detailed sustainability plan and have also used YouthBuild USA technical assistance resources to map their community assets and core strategic goals. Key management staff and board members are involved in this process, which may take up to two years to complete.

---

**Chadron YouthBuild’s advice to other rural Youthbuild programs**

“Sustainability isn’t just about raising money,” says Dana Haug. “It’s about managing it wisely.” With lots of lessons learned at Chadron YouthBuild, here’s Haug’s advice to other rural programs:

- Plan far in advance for your funding needs and strategies. Once you have the money, use it sparingly. Stretch every dollar as far as you can.

- Federal resources are the most available and are worth the greater effort given the grant sizes and length. Position your program to meet the high standards required for this funding.

- Become part of the YouthBuild USA Affiliated Network. Affiliation opens the doors to private and intermediary funding resources that you would not be able to access directly, and to gaining the support of other rural organizations. The lessons you will learn will be invaluable. Everyone in the network is always willing to support you and share their experiences.
Foundation for Rural Education and Development

Founded in 1989 by a consortium of small telecommunications firms, the Foundation for Rural Education and Development focuses on the educational and developmental needs of rural areas. The foundation receives funds from its members and uses these funds to sponsor activities that improve educational, social, and economic conditions.

Philanthropic Funding in Rural Communities

One of the biggest challenges to rural community organizations is the lack of large private and corporate philanthropic organizations. While the philanthropic landscape is not likely to change quickly, there are some signs that more communities are seeking to increase the amount of charitable dollars cultivated from and dedicated to rural causes.

One such sign is the rise of rural community foundations, stimulated in part by a notable initiative funded by the Kellogg Foundation. Community foundations raise funds from residents and businesses for general giving, and also manage donor-advised or special family funds, targeting a specific geographic region.

To see if there is a community foundation near you, check out www.communityfoundations.net.

Bear in mind that even if your community foundation is relatively small or new, getting your Youthbuild program on the local radar can pay off as the community foundation grows.

Long-term sustainability goes hand-in-hand with a long-term approach to fundraising. Below are three suggestions that rural Youthbuild program directors might consider if they want to increase their chances of attracting private philanthropic dollars.

Conduct sound prospect research

The Foundation Center (www.foundationcenter.org) offers an online database as well as a number of collections at cooperating university libraries that can help you research known and relatively unknown philanthropic opportunities in your area. Family foundations, for example, can be hidden resources because they often seek not to publicize their giving.

With few staffing resources to devote to fundraising, rural Youthbuild program directors should target their time wisely. It is important that you know your prospects’ missions, goals, processes, and decision makers before submitting funding requests.

Map your community’s assets

Mapping local assets can be an educational exercise for your young people. Draw a reasonable radius around your Youthbuild program office and set out on foot or by car to map each small business, nonprofit, religious institution, or public facility within that radius. You might be surprised to find that there are more potential resources around you than you had thought. Whether doctor’s offices, garages, diners, or retail outlets, sometimes we don’t see what’s right under our noses, even in small places. Once you have your asset map, you can work with your young people to develop a plan to gradually reach out to each resource.

Stay abreast of local philanthropic development efforts

Like the Kellogg Foundation’s community foundation efforts, several additional efforts to increase rural philanthropy are underway. It is worth taking a little time to learn whether any of these efforts have stakeholders in your state or community:

- Aspen Institute’s Rural Development Philanthropy Learning Network  www.aspencsg.org/rdp
- National Rural Funders Collaborative  www.nrfc.org

www.fred.org

` `
Tips for Cultivating Individuals and Small-Business Donors

Your rural Youthbuild program has to efficiently go after funding resources. Nonetheless, all long-term sustainability plans should include at least modest efforts to cultivate local individual support and develop support from small businesses. Local support is always high on the list of what funders and partners look for in determining whether they should also be on board with you. Below are some tips to think about as you consider the most appropriate way to cultivate smaller-level giving in your community.

Register on GuideStar
www.guidestar.org
If you are affiliated with a nonprofit organization, you should have a presence on this free database, which is used by institutional and individual donors to identify charities that they want to support.

Cultivate board funding
Fundraising is part of any board’s fiduciary responsibility. Board members need not be wealthy, just able and willing to “get or give” even small donations to support your mission. Every dollar counts.

Advisory boards can help
Often the wealthiest, most connected people in rural communities already serve on too many boards. One strategy for including influential but busy people in your fundraising efforts is to create an advisory board, which enables passionate but busy people to lend their name and credibility to your cause even if they have limited time to give.

Network with the local chamber of commerce
Member businesses may not give cash, but they may provide in-kind donations or volunteers, and eventually offer cash.

Start small and build a loyal base
Especially in rural areas, it’s important to set modest goals and build a loyal base before casting nets too broadly. Small investment in limited individual or small-business giving campaigns can yield big results over time.

Find and use your champions
Who better to champion your cause than a Youthbuild graduate, Youthbuild employer, or a Youthbuild homeowner? Know who your champions are—celebrate and stay in touch with them and they will likely be happy to lend a hand to your fundraising efforts when you need them most.

Understand the Community Reinvestment Act (CRA)
Once you understand the CRA, learn what even small banks and thrifts in your county or parish do to comply. The Housing Assistance Council and the Office of the Comptroller of the Currency are excellent resources for CRA information.

Explore workplace-giving campaigns
Your Youthbuild program or its sponsoring organization can be included in these annual opportunities, including the Combined Federal Campaign. Look into this option if you have state or federal agency offices in your county, or if your community has an active United Way chapter.

Approach faith-based institutions
Most individual donations in rural areas are directed to churches. Be sure to network with people who are involved in countywide ministerial and interfaith alliances, as well as church deacons and other decision makers.

Offer a reciprocal relationship
Sure, your Youthbuild program has lots of needs. But it also has lots to give. Whether offering high-profile volunteer opportunities, news publicity, or a public community “thank you” for donors, be sure you communicate “what’s in it” for donors.
Other Valuable Resources for Rural Sustainability Planning

**Foundation Center**
- [www.foundationcenter.org](http://www.foundationcenter.org)
  General resource and database for foundation giving, including grantwriting tips

**Our Giving Community**
- [www.ourgivingcommunity.org/welcome.htm](http://www.ourgivingcommunity.org/welcome.htm)
  All about workplace giving

**Combined Federal Campaign**
  Information about how to tap into the federal government’s annual workplace giving campaign

**National Rural Development Partnership**
- [www.rurdev.usda.gov/nrdp](http://www.rurdev.usda.gov/nrdp)
  USDA’s “nonpartisan forum for identifying, discussing, and acting on issues affecting rural America”

**National Rural Housing Coalition**
- [www.nrhcweb.org](http://www.nrhcweb.org)
  Coalition of community economic developers focused on advocating for the needs of rural areas, particularly around housing issues
# Appendix

## Plans, protocols, forms, and documents

<table>
<thead>
<tr>
<th>Items</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sustainability Staff Training</td>
<td>163</td>
</tr>
<tr>
<td>2. Tips for Planning a State Coalition Advocacy Day</td>
<td>166</td>
</tr>
<tr>
<td>3. Allocating, Tracking, and Reporting Multiple Funding Sources</td>
<td>176</td>
</tr>
<tr>
<td>4. CHDO Checklist</td>
<td>181</td>
</tr>
<tr>
<td>5. Sample Bylaws with CHDO Provisions</td>
<td>184</td>
</tr>
<tr>
<td>6. Sample Corporate Breakfast Workplan</td>
<td>191</td>
</tr>
<tr>
<td>7. Advocacy Principles of YouthBuild USA</td>
<td>192</td>
</tr>
</tbody>
</table>
**Item 1 – Sustainability Staff Training**

**Sustainability Staff Training—Step-One Agenda: Part One**

A strong plan for sustainability has strong outcomes at its core. A program that wants to start a sustainability plan can bring together its staff for a half-day or full-day meeting and training.

A half-day step-one agenda, part one of the initial training, might look like this:

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
</tr>
</thead>
</table>
| 9:00–9:30 a.m. | **Philosophy of Sustainability: Our Program Helps Funders Meet Their Goals**  
Presentation by executive director                                  |
| 9:30–10:00 a.m.| **What Are Our Outcomes?** (Competencies, GED, drug-free, work skills, life skills, placement)  
*Brainstorm by group*                                               |
| 10:00–10:30 a.m.| **Who Do We Help?**  
Align outcomes with possible partners (schools, criminal justice system, police, employers, WIB, human services, housing authority, city and county council)  
*Brainstorm by group*                                               |
| 10:30–11:00 a.m.| Break                                                                                           |
| 11:00–11:30 a.m.| **Approaching and Cultivating Agencies and Organizations**  
*Presentation by executive director and others (board and staff)*  
If you can hold a full-day meeting, a substantive training on this topic can take the afternoon. See below for Step-One Agenda: Part Two. Topics would include proposing a partnership by describing outcomes and asking for support, model contracts from other YouthBuild programs, building the partnership through frequent reporting and shared troubleshooting, restricted and unrestricted funds. |
| 11:30 a.m.–12:00 p.m.| Identify initial contacts at agencies, assign staff and board for initial meetings                |
At the end of the meeting, you may have a chart like the one below. You may add rows and columns for other information as you see fit:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Partner</th>
<th>Agency contacts</th>
<th>Lead person</th>
<th>Report due in</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED</td>
<td>School district</td>
<td>Assistant superintendent, director of special education</td>
<td>Executive director and teacher</td>
<td>21 days</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful re-entry</td>
<td>Department of corrections</td>
<td>Parole officer, judge</td>
<td>Board member, counselor</td>
<td>30 days</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational training and readiness-to-work skills</td>
<td>Workforce investment board</td>
<td>Executive director and site supervisor</td>
<td>14 days</td>
<td></td>
</tr>
</tbody>
</table>
Sustainability Staff Training—Step-One Agenda: Part Two

Soon after the step-one meeting described above, the staff and board will need to understand more about the process. Ideally, the part-two session should be held on the afternoon of the part-one meeting.

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00–1:30 p.m.</td>
<td><strong>Overview: The Partnership Cycle</strong>&lt;br&gt;Mtg, proposal, ongoing reporting and troubleshooting, final report of outcomes and funds, reapplication. Special attention will be given to the ongoing reporting and troubleshooting section to enable participants to envision how the relationship deepens with sharing information.</td>
</tr>
<tr>
<td>1:30–2:00 p.m.</td>
<td><strong>Sample Awards: Breakout and Reporting Back</strong>&lt;br&gt;Each small group takes a sample contract and identifies the organization, outcomes, and funds awarded.</td>
</tr>
<tr>
<td>2:00–2:15 p.m.</td>
<td><strong>Restricted and Unrestricted Funds</strong>&lt;br&gt;Introduction, budgeting concerns, and how outcomes-driven applications can fairly ask for unrestricted funds.</td>
</tr>
<tr>
<td>2:15–2:45 p.m.</td>
<td><strong>How to Describe Outcomes and Ask for Support</strong>&lt;br&gt;Using the chart generated during the part-one session, group identifies outcomes and brainstorms questions that the organization is likely to ask and possible answers to the questions. The initial meeting is structured into introductions, presentation, questions and discussion, proposal of next steps, and follow-up.</td>
</tr>
<tr>
<td>2:45–3:00 p.m.</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>3:00–3:45 p.m.</td>
<td><strong>Small Group Role Playing</strong>&lt;br&gt;In small groups, participants pair up as applicant and granting organization staff and walk through the stages of the meeting.</td>
</tr>
<tr>
<td>3:45–4:15 p.m.</td>
<td><strong>Questions and Discussion</strong></td>
</tr>
</tbody>
</table>
Item 2 — Tips for Advocacy Day Planning

Tips for Planning a State Coalition Advocacy Day
Adapted from the Advocacy Day Planning Guide by the Massachusetts State YouthBuild Coalition

Overview

Using this guide
This planning guide, developed by the Massachusetts YouthBuild Coalition, a group that has been holding advocacy day events since 1996, will help you prepare your students for an advocacy day visit.

Advocacy days should be 95 percent leadership development and five percent advocacy. Students need to take the lead, ensuring that their voices will be heard.

Why an advocacy day?
During an advocacy day:

- **Young people engage in the legislative process**, find and apply new leadership skills, and gain a broader understanding of the statewide and national Youthbuild movement.
- Programs **remind legislators of the value of YouthBuild**—for economic development and for human service.
- Coalitions **honor key legislative supporters**, publicly and among their peers.
- Young people, staff, legislators, and other guests reflect on and draw attention to the fact that **Youthbuild programs can impact generations** of young people and the communities in which they reside **so long as support remains strong**.

Is our coalition ready to organize an advocacy day event?
Advocacy day is a very public event, drawing a far-reaching audience. The day goes beyond an individual program and sends a message about an entire movement. Therefore, it is important to assess whether or not your coalition has the know-how and resources to plan and execute a successful advocacy visit.
Remember that it is always better to make no splash than a very messy one.

Do we have staff and funding available at each local program to coordinate and implement the locally driven components of planning?

- Each program is responsible for getting to advocacy day. Transportation must be arranged and paid for by the local program.
- Each program is often responsible for making their own appointments to visit legislators. Program directors typically are most successful with making these arrangements as they have developed relationships with their community’s representatives and senators.
- Program staff and students should also participate in the planning and implementation process, as teams of students visit legislators with one staff person accompanying them.

Do we have support from YouthBuild USA, an outside consultant or lobbyist or a YouthBuild program staff person who has the time to coordinate the event?

A single coalition representative should coordinate the efforts of local programs, YouthBuild USA staff, and the lobbyist or consultant. (The director of state policy and associated staff at YouthBuild USA have successfully planned and executed numerous events, lending support to a state-driven planning committee. But they are not always available or have the funding to help you out.) The consultant is often the person best positioned to organize arrangements.

Tasks include working with the advocacy logistics staff, caterer, security, AV, and others to:

- Secure the physical staging space
- Provide lunch
- Secure parking for buses
- Be ready for a group arriving and going through security

In addition, a lobbyist makes arrangements with legislators to attend the event or speak to the group.
Are there available (unrestricted) funds to cover additional costs related to advocacy day planning and execution?

A typical coalition event costs approximately $2,000–3,000. You will spend money on:

- The cost of the room and lunch
- Developing and producing materials
- Awards to recognize legislators who are supporters

Planning the Day

Below is an example of the planning agenda for the Massachusetts YouthBuild Coalition Advocacy Day held in February 2004.

Staff

Form a planning committee, including the coalition chairperson. If possible, dedicate a staff member to coordinate larger initiatives and work with the lobbyist or consultant. (For example, in Massachusetts, the coalition specialist worked in a coordinated effort with the lobbyist, coalition chairperson, coalition clerk, and the YouthBuild USA director of state policy development and regional field services director to direct planning, roles, and timelines.)

Individual program directors and staff need to:

- Make arrangements to attend the event
- Compile supplemental information about their program for inclusion in the legislative packets
- Set up meetings with legislators for the afternoon visits
- Respond to the requests of the larger planning committee

Date

Hold the event when the state budgetary process begins, usually late winter or early spring. That’s when legislators need to be updated on funding across the state and reminded which programs need funding. It is also a good time to cultivate new supporters. Tuesday, Wednesday, and Thursday are days when legislators are most likely to be in their offices.
Location
The location must be able to host the required number of young people, staff and guests. It should be central enough to facilitate visits, and have high visibility to facilitate public awareness.

Program agenda
The planning committee sets the agenda for the morning meeting and rally, which provides young people:
- An opportunity to lead and speak out
- Recognition of the larger Youthbuild community in the state
- A historical perspective on the value of voting and the legislative process
- An opportunity to honor legislators
- An opportunity for students to listen to key legislators
- A chance to hear from successful peers or other inspiring leaders
- The ability and occasion to represent themselves, their program, and their community by speaking directly with their representatives and senators

Training for the Day

Objectives
- Give students an understanding that they can have a voice in a public arena
- Prepare them to understand the game of politics and how to get “in the game”
- Prepare them to have their voice heard

Questioning discussion overview—What is advocacy?
- Why are we going to visit legislators?
- Do you feel it will make a difference?
- What is advocacy?
We advocate to persuade our elected officials to support the issues that are important to us. Provide historical background on Youthbuild’s success in this area. We are going to the offices of elected officials—local, state, or federal—to speak to our representatives about supporting our ideas.

It is unusual for young adults to be advocating for their issues with legislators. Leave them with a reason to support you.

What do you need to know and do to be an advocate?

- You must be registered to vote. Discuss why this is important. Ask how many are 18 or older and registered, and ask who voted in the last election.
- You need to know your issues and why they are important. Where do you get the answers?
- You need to know what the game is that is being played and understand the rules to be a player.
- You need to be enthusiastic about the issue you’re advocating for, and able to demonstrate your knowledge.
- You need to know who your representatives are. Have the students use the Internet to find their representatives by searching on the board of elections Web site for their state or county.
- Behavior and body language are extremely important for getting the message across—both during meetings and other times, in all parts of the building. Likewise, firm handshakes are important at the beginning and end.
- Language is important. It is part of your presentation and needs to be professional at all times.
- You need to be appropriately dressed when visiting elected officials. Image sends a message. You want their respect and their support.

What is the history of Youthbuild support in the state?

- Outline what has happened in your state.
- Provide perspective on what has been accomplished in others.
- Give biographies on legislators who have demonstrated particular support.
What you need to do before an advocacy visit is scheduled

- Know the names of the legislators that you will be visiting and whether or not they have supported Youthbuild in the past.
- If not already registered to vote, those who are eligible must be by then and get proof from the board of elections (have voter registration forms available for those who are eligible but not yet registered).
- Know what you will be talking about, such as why Youthbuild is important to you as a young person. Everyone in the group should speak. Each person can speak on an individual aspect of the program.
- You don’t have to dwell on your past; where you are going with your life is far more important to legislators.

Review the process: Here’s what you will do in meetings

- **Identify your group.** One individual, acting as spokesperson, introduces herself and the group she is representing [program name or city]. The spokesperson also thanks the legislator or aide for making time in his or her schedule.
- **State the reason for the visit.** The spokesperson states the reason for the visit and presents the legislator or aide with any printed materials.
- **Each young person speaks.** Each student speaks on their assigned topic and also on the reasons that Youthbuild is important in their life. Balance the amount of time that is given to the topic with the time to speak from the heart.
- **Asking for support and thank you.** Ask the legislator or aide to support Youthbuild. Thank the person for past and continued support. Students should not ask for financial support.
- **Invite the representative or senator** to come for a site visit. Ask what time would be good for the legislator.

Helpful attitudes

- Give firm handshakes and maintain eye contact.
- Dress neatly. No hats or dark glasses. Uniform dress can be very impressive.
- Do not chew gum.
- Do not use cell phones or pagers.
- Be polite and respectful in the offices and in hallways.
- Pay very close attention to each other and to the legislator or aide.
- Speak only about what you know. Don’t make up information.
- Write down any questions that you need to get answers for and follow up.
- Be clear and straightforward about what you think.
- Speak from your heart and be prepared.

**Practice, practice, practice!**

- Provide an overview of presentation and interview speaking (make eye contact, have your ideas ready, listen to questions carefully, respond with the same respect you’d want for yourself).
- Break into small groups where each person will write a small paragraph about what the issue means to them and their community and what they think should be done to address it.
- Use the paragraphs to role play presentations; give constructive and encouraging critiques.

**Running the Day**

**Morning event**

Choose a master of ceremonies who will keep the program flowing and students engaged.

**Guest speakers**

Guest speakers can include successful alumni, key supporters, inspirational staff members, homeowners, and inspirational leaders. A dynamic, engaging legislator who is familiar with the program can provide a larger framework for the day’s objectives and activities.

**Program representation and speakers**

Having a young person from each program give a brief address to fellow students—describing what the Youthbuild program has meant to them—is a powerful way to bring an authentic Youthbuild presence to the advocacy arena.
Having the entire group recite their Youthbuild pledge demonstrates solidarity and commitment to the Youthbuild peer network present, and gives guests a glimpse into the Youthbuild experience.

Prepare your young people so they have an awareness of the purpose of the day and they know what to anticipate and what is expected of them.

**Lunch**

Students should have an opportunity to network with peers during lunch. The value of networking should be covered during the student preparation trainings.

**Legislative visits**

Legislative visits follow lunch. Program directors should make arrangements for groups of five or six people to visit with their legislators to discuss issues related to young people and articulate the value of the program. One staff person per group is recommended, though students should take the lead during the interaction with legislators.

Legislative packets, as well as certificates of thanks, should be brought to these meetings and left with legislators.
Handout

Does Your One Vote Really Matter?

Yes! In fact, one vote has played a key role in the course of history in many elections. Here is proof:

- In May 1765, Patrick Henry introduced his famous anti-stamp tax resolution to the Virginia House of Burgesses. One of the greatest patriots of the American Revolution, Patrick Henry denounced England’s policy of taxation without representation. His resolution was the first step toward America’s independence, and the Virginia Assembly adopted the resolution that day—by just one vote!

- In the presidential race of 1824, there were three major candidates, but none gained the electoral college majority needed to win. The final decision had to be made in the U.S. House of Representatives. The House, voting by states, required a clear majority (13 of the then 24 states) to win. John Quincy Adams received 12 votes, seven for Andrew Jackson, and four voted for Robert Crawford. New York held the key vote but had to delay casting its ballot because its delegates were evenly divided between Adams and Jackson. In the end, one vote was switched to Adams, which gave him the one state vote he needed to become the sixth President of the United States.

- The purchase of Alaska from Russia was ratified in 1867 by just one vote.

- Texas was annexed to the Union in 1845 by just one vote in the U.S. Congress. That same vote also resulted in the United States’ acquisition of Arizona, New Mexico, Nevada, Utah, California, and part of Colorado.

- One of the most important—and least cited—one-vote decisions took place shortly after the American Revolution. In 1776, one vote gave America the English language instead of German.

- In 1645, one vote gave Oliver Cromwell control of England.

- In 1868, Andrew Johnson was impeached by the House of Representatives for abusing his executive powers. He was tried in the U.S. Senate, which found him not guilty—by one vote.

- In 1875, one vote changed France from a monarch to a republic.

- In 1876, one vote in the Electoral College gave Rutherford B. Hayes the Presidency of the United States.
In 1923, one vote gave Adolf Hitler leadership of the Nazi party.

In 1960, Richard Nixon lost the presidential election and John F. Kennedy won it by a margin of less than one vote per precinct.

In 1968, Hubert Humphrey lost—and Richard Nixon won—the presidential election by a margin of fewer than three votes per precinct.

In 2000, the U.S. Presidential election was decided by an extremely narrow margin. George W. Bush won the state of Florida by just 537 votes, making him the next President of the United States. Close to 6 million voters went to the polls in Florida.

In 2001, the Mayor of Melrose, Massachusetts, won by one vote.

Source: Unknown
Item 3
Allocating, Tracking, and Reporting Multiple Funding Sources

Youthbuild programs need to create and utilize accounting systems that enable them to accurately distribute funds. To manage multiple funding streams, programs have to develop a system that tracks these streams while accounting separately for both restricted funds, which support particular line items such as salaries and equipment, and unrestricted funds, which support the overall program.

Three processes are especially important:

- **Allocation across the budget.** Restricted funds should only be used to cover appropriately designated line items. Unrestricted funds should be allocated proportionately across line items according to a pre-set system. Tables A-1 and A-2 illustrate such a distribution system.

- **Allocation across fiscal years.** Funds do not necessarily arrive at the start of the fiscal year. Table A-3 demonstrates how to spread restricted and unrestricted funds proportionately over the fiscal years they cover, regardless of when they actually arrive in your program’s hands.

- **Reporting on outcomes.** Increasingly, funders, whether providing restricted or unrestricted funds, want detailed information on what progress the program is making towards its outcomes. Tracking outcomes for different funding sources is demonstrated on page 179.

Because of the complexity of funding these allocations, and because programs may not be certain that all applications for funding will be successful or that access to awarded grants will be timely, projections are not always fixed or predictable. Therefore:

- The executive director has to be fully informed and aware of the financials at all times.

- The executive director needs to work closely with the finance committee to ensure compliance with applicable rules and regulations.

- The finance committee of the board, especially the chair of the finance committee, needs to be aware of the organization’s current and upcoming financial situation.
Allocation Across the Budget

Subtract restricted funds from your total costs to determine what unrestricted money you will need for various line items, for example:

Table A-1. Sample allocation of funds across budget, part 1

<table>
<thead>
<tr>
<th>Line item</th>
<th>Total cost</th>
<th>Restricted funds e.g.: AmeriCorps</th>
<th>Semi-restricted funds e.g.: HUD—Funds can be moved without permission if you move less than 10% in a category</th>
<th>Unrestricted funds e.g.: school district, human services, criminal justice system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fringes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participant wages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Divide unrestricted money across all line items in proportion to its percentage of the total. In other words, if one unrestricted fund is 20 percent of your total unrestricted needs, make it cover 20 percent of each line item funded with unrestricted funds.

Table A-2. Sample allocation of funds across budget, part 2

<table>
<thead>
<tr>
<th>Amount of unrestricted funding</th>
<th>Total budget excluding items covered with restricted funding</th>
<th>Proportional charge to each line item from each fund</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School District=X</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>See Table A-3—For FY 06, X = ¾J For FY 07, X = ¾J</td>
<td>A</td>
<td>X/A</td>
</tr>
<tr>
<td><strong>Human Services=Y</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>See Table A-3—For FY 06, Y = ¾K For FY 07, Y = ¾K</td>
<td>A</td>
<td>Y/A</td>
</tr>
<tr>
<td><strong>Criminal Justice=Z</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>See Table A-3—For FY 06, Z = L For FY 07, Z = 0</td>
<td>A</td>
<td>Z/A</td>
</tr>
</tbody>
</table>
Item 3 – Allocating, Tracking, and Reporting Multiple Funding Sources

Allocation Across Fiscal Years

Funds may not arrive in coordination with your fiscal year. Distribute them evenly over the term of the award, which may mean dividing them up between fiscal years.

<table>
<thead>
<tr>
<th>Funding source</th>
<th>Date of receipt</th>
<th>Annual amount</th>
<th>Amount for FY06</th>
<th>Amount for FY07</th>
</tr>
</thead>
<tbody>
<tr>
<td>School District</td>
<td>January 2006</td>
<td>J</td>
<td>9 months (¾J)</td>
<td>3 months (¼J)</td>
</tr>
<tr>
<td>Human Services</td>
<td>April 2006</td>
<td>K</td>
<td>6 months (½K)</td>
<td>6 months (½K)</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>October 2005</td>
<td>L</td>
<td>12 months (L)</td>
<td>0 months</td>
</tr>
</tbody>
</table>

Reporting Outcomes

Many of your young people will be supported by most of your funding sources: the school district provides educational support that they all benefit from; the housing authority supports construction. Some of the young people will be supported by one or two additional specific funding sources. For example, young people involved in the criminal justice system can be supported by Department of Labor and Department of Corrections funds.

Track progress systematically

The progress the young people make in terms of outcomes—increased levels of reading and math, completion of competencies—are reported back to the funders who support the outcomes. To extract the right outcomes for each report, maintain a spreadsheet like the sample below.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Supervisor</th>
<th>Funding source</th>
<th>Competency: work maturity</th>
<th>Competency: basic skills</th>
<th>Literacy gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barnes, Jake</td>
<td>EH</td>
<td>AC</td>
<td>10/15/05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawkins, Jim</td>
<td>RLS</td>
<td>WIA</td>
<td>12/31/04</td>
<td>11/5/04</td>
<td></td>
</tr>
<tr>
<td>Nanapush, Gerry</td>
<td>LE</td>
<td>Re-Entry</td>
<td></td>
<td>3/7/05</td>
<td></td>
</tr>
<tr>
<td>Pillager, Fleur</td>
<td>LE</td>
<td>AC</td>
<td>6/7/04</td>
<td>10/8/04</td>
<td></td>
</tr>
<tr>
<td>Silver, John</td>
<td>RLS</td>
<td>Re-Entry</td>
<td>5/2/06</td>
<td>12/22/05</td>
<td></td>
</tr>
</tbody>
</table>
Some programs have wide spreadsheets that track many categories, such as:

- Entry date and exit date
- Term of service (number of hours)
- Competencies (e.g., work maturity, job skills, basic skills, independent living)
- Literacy and numeracy (skills deficiency, reading pre/post, math pre/post, GED or diploma)
- AmeriCorps requirements (career development and citizenship)
- Job, wage, employer
- Further training
- Return to high school
- Comments

Maintain a reporting calendar

To be sure you report back to your funders by their deadlines, create a reporting calendar for in-house use. Some organize it according to funding source:

**Reporting calendar by funding source**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Reporting Calendar</th>
</tr>
</thead>
</table>
| **AmeriCorps** | January 20–21 (for the period ending December 31)  
July 20–21 (for the period ending June 30)  
October 20/21 (for the period ending 9/30 or the end of the award)  
And a “final” January 20/21 if an extension is awarded. |
| **Youthbuild-HUD** | Quarterly progress reports  
(For January 1 on March 31, for April 1 on June 30, for July 1 on September 30, for October 1 on December 31.) |
| **United Way** | Annual report: January  
Combined campaign: January  
Year-end report: January–February |
| **DCHS** | Monthly by MJ with input from BS and SG  
Annual report addressing progress toward goals. |
| **Workforce development** | Quarterly progress |
| **CDBG** | Monthly by RG with participant figures provided by BS and SG |
Others organize it by month:

**Reporting calendar by month**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>10 CDBG, December outcomes to RG</td>
</tr>
<tr>
<td></td>
<td>10 Work permit report</td>
</tr>
<tr>
<td></td>
<td>20 AmeriCorps, first quarter progress report</td>
</tr>
<tr>
<td></td>
<td>31 WIA, second quarter performance report</td>
</tr>
<tr>
<td></td>
<td>31 United Way, year-end report</td>
</tr>
<tr>
<td>February</td>
<td>10 CDBG, January outcomes to RG</td>
</tr>
</tbody>
</table>
Item 4 – CHDO Checklist

The information contained in this checklist refers to the definition of Community Housing Development Organizations (CHDOs) in Subpart A, §92.2 of the HOME Rule. The checklist is a tool for participating jurisdictions concerning the documents they must receive from a nonprofit before it may be certified or recertified as a CHDO. For monitoring purposes, participating jurisdictions should be asked to maintain the completed checklist on file to document compliance with the regulations.

This checklist is from the HUD guide "Guidance on Community Housing Development Organizations (CHDOs) under the HOME Program."

I. Legal Status

A. The nonprofit organization is organized under State or local laws, as evidenced by:
   ✅ a Charter, OR
   ✅ Articles of Incorporation.

B. No part of its net earnings inure to the benefit of any member, founder, contributor, or individual, as evidenced by:
   ✅ a Charter, OR
   ✅ Articles of Incorporation.

C. Has a tax exemption ruling from the Internal Revenue Service (IRS) under Section 501(c)(3) or (4) of the Internal Revenue Code of 1986, as evidenced by:
   ✅ a 501(c)(3) or (4) Certificate from the IRS, OR
   Is classified as a subordinate of a central organization non-profit under section 905 of the Internal Revenue code, as evidenced by:
   ✅ a group exemption letter from the IRS that includes the CHDO.

D. Has among its purposes the provision of decent housing that is affordable to low- and moderate-income people, as evidenced by a statement in the organization's:
   ✅ Charter,
   ✅ Articles of Incorporation,
   ✅ By-laws, OR
   ✅ Resolutions.

II. Capacity

A. Conforms to the financial accountability standards of 24 CFR 84.21, “Standards for Financial Management Systems”, as evidenced by:
   ✅ a notarized statement by the president or chief financial officer of the organization;
   ✅ a certification from a Certified Public Accountant, OR
   ✅ a HUD approved audit summary.
B. Has a demonstrated capacity for carrying out activities assisted with HOME funds, as evidenced by:

- resumes and/or statements that describe the experience of key staff members who have successfully completed projects similar to those to be assisted with HOME funds, OR
- contract(s) with consultant firms or individuals who have housing experience similar to projects to be assisted with HOME funds, to train appropriate key staff of the organization.

C. Has a history of serving the community within which housing to be assisted with HOME funds is to be located, as evidenced by:

- a statement that documents at least one year of experience in serving the community, OR
- for newly created organizations formed by local churches, service or community organizations, a statement that documents that its parent organization has at least one year of experience in serving the community.

The CHDO or its parent organization must be able to show one year of serving the community prior to the date the participating jurisdiction provides HOME funds to the organization. In the statement, the organization must describe its history (or its parent organization’s history) of serving the community by describing activities which it provided (or its parent organization provided), such as, developing new housing, rehabilitating existing stock and managing housing stock, or delivering non-housing services that have had lasting benefits for the community, such as counseling, food relief, or childcare facilities. The statement must be signed by the president or other official of the organization.

III. Organizational Structure

A. Maintains at least one-third of its governing board’s membership for residents of low-income neighborhoods, other low-income community residents, or elected representatives of low-income neighborhood organizations as evidenced by the organization’s:

- By-Laws,
- Charter, OR
- Articles of Incorporation.

Under the HOME program, for urban areas, the term “community” is defined as one or several neighborhoods, a city, county, or metropolitan area. For rural areas, “community” is defined as one or several neighborhoods, a town, village, county, or multi-county area (but not the whole state).

B. Provides a formal process for low-income, program beneficiaries to advise the organization in all of its decisions regarding the design, siting, development, and management of affordable housing projects, as evidenced by:

- the organization’s By-laws,
- Resolutions, OR
- a written statement of operating procedures approved by the governing body.
C. A CHDO may be chartered by a State or local government, but the following restrictions apply: (1) the State or local government may not appoint more than one-third of the membership of the organization’s governing body; (2) the board members appointed by the State or local government may not, in turn, appoint the remaining two-thirds of the board members; and (3) no more than one-third of the governing board members are public officials (including any employees of the participating jurisdiction), as evidenced by the organization’s:

- By-laws,
- Charter, OR
- Articles of Incorporation.

D. If the CHDO is sponsored or created by a for-profit entity the for-profit entity may not appoint more than one-third of the membership of the CHDO’s governing body, and the board members appointed by the for-profit entity may not, in turn, appoint the remaining two-thirds of the board members, as evidenced by the CHDO’s:

- By-laws,
- Charter, OR
- Articles of Incorporation.

IV. Relationship with For-Profit Entities

A. The CHDO is not controlled, nor receives directions from individuals, or entities seeking profit from the organization, as evidenced by:

- the organization’s By-laws, OR
- a Memorandum of Understanding (MOU).

B. A Community Housing Development Organization may be sponsored or created by a for-profit entity, however:

1) the for-profit entity’s primary purpose does not include the development or management of housing, as evidenced:

- in the for-profit organization’s By-laws AND;

2) the CHDO is free to contract for goods and services from vendor(s) of its own choosing, as evidenced in the CHDO’s:

- By-laws,
- Charter, OR
- Articles of Incorporation.
Item 5
Sample Bylaws with CHDO Provisions

By-Laws of [Name of CHDO],
a Not-for-Profit Organization

Article I: Organization

The name of the organization shall be [name of CHDO].

Article II: Purposes

The following are the purposes for which this organization has been organized:
   To operate exclusively for charitable and educational purposes: specifically
   including as primary areas of operation: (a) the development and/or facilitation
   of decent, safe, affordable housing; (b) the improvement of the physical, social,
   and economic environment by addressing the housing needs of low and moderate
   income persons; and (c) to promote, assist, and facilitate, through fundraising and
   other efforts, academic and vocational job training and related services. All of the
   above activities shall be conducted for the benefit of the area defined from time to
   time as ______________________.
   This organization may do any act allowed to be done by [state] non-profit corpo-
   rations. However, notwithstanding any other part or provision of these by-laws, this
   organization shall not carry on any activity or activities not permitted to be carried
   on by any corporation exempt from federal income tax in section 501(c)(3) of the
   Internal Revenue Code, or the corresponding section of any future federal tax code,
   or by a corporation, to which contributions are deductible under section 170(c)(2)
   of the Internal Revenue Code or the corresponding section of any future federal tax
   code. Further, this organization shall not carry on the activities of a private foundation
   under Internal Revenue Code section 509(a).
Appendix

Item 5 — Sample Bylaws with CHDO Provisions

Article III: Membership

This organization shall have no members. All powers, obligations and rights of members provided by law shall reside in the Board of Trustees and [sponsoring organization’s name, if any].

Article IV: Meetings

Regular meetings of this organization shall be held at sites to be determined from time to time by the Board of Trustees.

The presence of not less than thirty-three (33%) percent of the Trustees shall constitute a quorum and shall be necessary to conduct the business of this organization; but a lesser percentage may adjourn the meeting for a period of not more than two (2) weeks from the date scheduled by these By-Laws and the Secretary/Treasurer shall cause a notice of this scheduled meeting to be sent to all those members who were not present at the meeting originally called. A quorum as herein before set forth shall be required at any adjourned meeting.

Special meetings of this organization may be called by the Chair when he or she deems it for the best interest of the organization. Notices of any meeting shall be mailed, faxed, e-mailed or telephoned to all Trustees at their addresses as they appear in the records of this organization at least ten (10) days before the scheduled date set for such meeting. Such notice may state the reasons that such meeting has been called, the business to be transacted at such meeting and by whom it was called. At the request of twenty-five (25%) percent of the members of the Board of Trustees, the Chair shall cause a special meeting to be called but such request must be made in writing at least ten (10) days before the requested scheduled date. No other business but that specified in the notice may be transacted at any special meeting without the unanimous consent of all present at such meeting.

Regular meetings of the Board of Trustees shall occur at least quarterly, at such times and places as the Board of Trustees shall designate from time to time. Initially, the Board of Trustees will meet on the third Tuesday of each month.

Special meetings of the Board of Trustees may be called by the Chair at such times as the Chair shall deem necessary.
**Article V: Voting**

At all meetings, except for the election of officers, all votes shall be by voice. For election of officers, ballots shall be provided and there shall not appear any place on such ballot that might tend to indicate the person who cast such ballot.

At any regular or special meeting, if a majority so requires, any question may be voted upon in the manner and style provided for election of officers. At all votes by ballot the chairman of such meeting shall, prior to the commencement of balloting, appoint a committee of three who shall act as “Inspectors of Election” and who shall, at the conclusion of such balloting, certify in writing to the Chairman the results and the certified copy shall be physically affixed in the minute book to the minutes of that meeting.

No inspector of election shall be a candidate for office or shall be personally interested in the question voted upon.

**Article VI: Order of Business**

Unless a majority of Trustees present and voting shall decide otherwise, the order of business at meetings of the Board of Trustees shall be as follows:

1. Roll Call.
2. Reading and Adoption of the Minutes of the Preceding Meeting.
3. Reports of Committees.
4. Reports of Officers.
5. Report of the Executive Director
6. Old and Unfinished Business.
8. Adjournments.

**Article VII: Board of Trustees**

The business of this organization shall be managed by a Board of Trustees consisting of not less than three (3) nor more than thirty (30) members, together with the officers of this organization. All of the Trustees shall be appointed and serve at the pleasure of [sponsoring organization, if any], a non-profit [state] corporation,
which is exempt from federal income tax under Internal Revenue Code section 501(c)(3) and is not a private foundation under Internal Revenue Code section 509(a). In general, Board of Trustees terms shall be two years, however the Board of [sponsoring organization, if any] shall have the right to set alternative lengths of specific terms on the Board.

The Board of Trustees shall at all times include: (a) at least one-third (⅓) of its membership who are either low-income residents or residents of low-income neighborhoods of the [target area] or are elected representatives of low income neighborhood organizations serving the [target area]; and (b) a minimum of 51% of its members who are (1) low or moderate income residents of the [target area]; and/or (2) owners or senior officers of private establishments and other institutions located in and serving the [target area]; and/or (3) are representatives of low and moderate-income neighborhood organizations located in the [target area]. So long as the minimum proportional board memberships for both part “(a)” and “(b)” hereunder are maintained, the above categories of sources of eligibility may be combined in any manner, except that in no case shall more than one-third (⅓) of the Board consist of elected or appointed public officials or of employees of this organization.

The Board of Trustees shall have the control and management of the affairs and business of this organization. Such Board of Trustees shall only act in the name of the organization when it shall be regularly convened by its Chair after due notice to all the Trustees of such meeting.

Each member of the Board of Trustees shall have one vote and such voting may not be done by proxy.

The Board of Trustees may make such rules and regulations covering its meetings as it may in its discretion determine necessary.

As with initial Board appointments, all vacancies in the Board of Trustees shall be filled by appointment by [sponsoring organization, if any].

The Board of Trustees shall elect from one of their members a Chair, a Vice Chair, and a Secretary/Treasurer.

A Trustee may be removed when sufficient cause exists for such removal. The [sponsoring organization, if any] may entertain charges against any Trustee. A Trustee may be represented by counsel upon any removal hearing. The [sponsoring organization, if any] shall adopt such rules for this hearing as it may in its discretion consider necessary for the best interests of the organization.
Article VIII: Officers

The officers of the organization shall be as follows: a Chair, a Vice Chair, and a Secretary/Treasurer, plus any other officerships the Board of Trustees shall choose to create. Vacancies among offices may be filled or left vacant in the Board of Trustees’ discretion.

The Chair shall preside at all membership meetings.

The Chair shall present at each annual meeting of the organization an annual report of the work of the organization.

The Chair shall appoint all committees, temporary or permanent.

The Chair shall see all books, reports and certificates required by law are properly kept or filed.

The Chair shall be one of the officers who may sign the checks or drafts of the organization.

The Chair shall have such powers as may be reasonably construed as belonging to the chief executive of any organization.

The Vice Chair shall in the event of the absence or inability of the Chair to exercise his or her office become acting Chair of the organization with all the rights, privileges and powers as if he or she had been the duly elected Chair.

The Secretary/Treasurer shall keep the minutes and records of the organization in appropriate books.

It shall be his or her duty to file any certificate required by any statute, federal or state.

He or she shall give and serve all notices to members of this organization.

He or she shall be the official custodian of the records and seal of this organization.

He or she may be one of the officers required to sign the checks and drafts of the organization.

He or she shall present to the Board of Trustees any communication addressed to him as Secretary of the organization.

He or she shall attend to all correspondence of the organization and shall exercise all duties incident to the office of Secretary.

He or she shall have the care and custody of all monies belonging to the organization and shall be solely responsible for such monies or securities of the organization. He or she shall cause to be deposited in a regular business bank or trust

Appendix
company a sum not exceeding $1,000 and the balance of the funds of the organization shall be deposited in a savings bank except that the Board of Trustees may cause such funds to be invested in such investments as shall be legal for a non-profit corporation in this state.

He or she may be one of the officers who shall sign checks or drafts of the organization.

He or she shall render at stated periods as the Board of Trustees shall determine a written account of the finances of the organization and such report shall be physically affixed to the minutes of the Board of Trustees of such meeting.

He or she shall exercise all duties incident to the office of Treasurer.

Any and all financial responsibilities hereunder will be delegated to the financial management department of [sponsoring organization, if any], without recourse to any officer of [name of CHDO].

No officer shall for reason of his office be entitled to receive any salary or compensation, but nothing herein shall be construed to prevent an officer or director for receiving any compensation from the organization for duties other than as a director or officer.

**Article IX: Salaries**

Although it is not contemplated that [name of CHDO] will have any employees, relying instead on sharing staff with its parent organization, [name of sponsoring organization, if any], the [name of sponsoring organization, if any] shall hire and fix the compensation of any and all employees which they in their discretion may determine to be necessary for the conduct of the business of the organization.

**Article X: Committees**

All committees of this organization shall be appointed by the Chair and their term of office shall be for a period of two years, or less if sooner terminated by the action of the Board of Trustees.
Article XI: Amendments

These By-Laws may be altered, amended, repealed or added to by an affirmative vote of not less than two-thirds (66.67 percent) of the Board of Trustees attending a duly called meeting, with the approval of the [name of sponsoring organization, if any]. No by-law inconsistent with the Articles of Incorporation shall be effective.

Adopted [date]
## Sample Corporate Breakfast Workplan

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
<th>Task leader</th>
<th>Approval</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define goals and objectives</td>
<td>Feb. 16</td>
<td>Bev, Cathy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student photo shoot</td>
<td>Feb. 22</td>
<td>Cathy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create invitations</td>
<td>Feb. 23</td>
<td>Cathy</td>
<td>Bev</td>
<td></td>
</tr>
<tr>
<td>Complete guest/mailing list</td>
<td>Feb. 24</td>
<td>Duane</td>
<td>Bev, Cathy</td>
<td></td>
</tr>
<tr>
<td>Mail pre-invite letters w/ info folders</td>
<td>Feb. 27</td>
<td>Duane</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Order invitation stock</td>
<td>Feb. 23</td>
<td>Duane</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print invitations</td>
<td>Mar. 1</td>
<td>Cathy</td>
<td></td>
<td>In-house printing</td>
</tr>
<tr>
<td>Mail invitations</td>
<td>Mar. 3</td>
<td>Duane</td>
<td>Cathy</td>
<td></td>
</tr>
<tr>
<td>Identify speakers and key participants</td>
<td>Mar. 9</td>
<td>Bev, Cathy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up phone calls</td>
<td>Mar. 13</td>
<td>Various</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft breakfast program</td>
<td>Mar. 13</td>
<td>Cathy</td>
<td>Bev</td>
<td></td>
</tr>
<tr>
<td>Follow-up on individual donor funding</td>
<td></td>
<td>Cathy</td>
<td></td>
<td>Donation needed early if covering printing costs.</td>
</tr>
<tr>
<td>Breakfast menu and ordering</td>
<td>Mar. 13</td>
<td>Duane</td>
<td>Cathy</td>
<td></td>
</tr>
<tr>
<td>PowerPoint presentation</td>
<td>Mar. 16</td>
<td>Cathy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review speaking points with speakers</td>
<td>Mar. 20</td>
<td>Cathy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical run-through at host location</td>
<td>Mar. 21</td>
<td>Cathy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final preparations</td>
<td>Mar. 22</td>
<td></td>
<td></td>
<td>Name tags, programs and commitment forms printed, etc.</td>
</tr>
<tr>
<td>Send thank you letters</td>
<td>Mar. 24</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Item 7 — Advocacy Principles of YouthBuild USA

The set of attitudes and principles that have thus far made YouthBuild’s approach to community organizing effective are as follows:

- We have organized people on the basis of vision, caring, and responsibility, not on the basis of anger.
- We have motivated people toward the common good, not for self interest.
- We have encouraged people to propose solutions, not to protest wrongs.
- Our objective has been to win, not just to be morally right.
- Our approach has been consistently to persuade and win over ever more allies, never to identify so-called “enemies” or to attack or embarrass the opposition.
- Our advocacy work has had people who benefit from the campaign, such as youth in low income communities, in the forefront of speaking and lobbying, as well as participating in planning and policy making.
- We have organized for broad diversity, bringing as many relevant perspectives into the thinking as possible.

The result has been that we have produced no enemies. We have attracted extremely responsible people who are able to sustain their energy over time, and we have achieved many of our objectives so far.