

# Section 7

## ✓ Objectives:

- Understand How to Increase Collaborative Commitment
- Understand Methods to Increase Strategic Funding
- Understand Ways to Market The Success of Your Community School Partnership



## Activities:

- Destination Sustainability Power Point



## Tools:

- Business Partnerships: A Piece of the Staying Power Puzzle
- Steps to Build Relationships with Business Partners
- Reviewing Your Current Resources
- Rolling in Resources Sample Chart
- Rolling in Resources Wall Chart
- Tracking and Matching of Funding and Results
- Building A Justification For Long Term Funding
- Steps to Creating Your Brochure and Sample Brochure
- When and How to Write a Press Release and Sample Release
- What Is a Marketing Kit and How Do You Use It?

# Sustainability and Marketing

## Sustainability

Long-term partnerships sustain a group over time. Sustainability does not only mean continuing service components when short-term grants end or public coffers are low. The collaborative shares responsibility for sustainability, not just the coordinator.

Short-term collaborative grants work as “glue” money. These dollars can help plan and build an initiative that brings together a variety of services, supports, and other resources. At the end of the three-to-five year operational grant, funding agencies expect that you group will have documented positive results. These results should convince partners not only to sustain, but to increase their commitment of resources. In California, examples of these types of grants include Healthy Start, 21st Century Community Learning Center grants, First 5, and foundation grants. In addition, public monies ebb and flow with the state and federal economies.

## Evaluation is the center of the three-step sustainability cycle

1. The collaborative must identify what results its members and other stakeholders need.
2. Design both the initiative and the evaluation around those results.
3. The collaborative must market its results to its partners and stakeholders to secure longer-term funding.

## Sustainability work group

*The group should include:*

- A diverse and well represented mix of the organizations and groups on your collaborative
- Parents and children
- Business office representatives from the school district, city or county; school site representatives.

## Marketing your successes

A brochure should provide enough information to get the phone to ring – not enough to answer any and all questions about your program’s operations! Brochures have two main goals – getting folks to use your services and getting folks to support your services. Most community serving organizations will need two brochures – one for clients and one for donors.





## Destination Sustainability:

*A Guide to Funding Community School Partnerships*

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## Learning Objectives



Participants will:

- Define Sustainability for their initiatives;
- Describe how Sustainability fits into the Strategy for Collective Success
- Understand and use the three steps to Sustainability;
- Guide the work of a Sustainability Work Group; and
- Work with tools that will help them prepare for Sustainability.

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## Sustainability is nothing less than...

- An evolving system of needed learning and family support for children, youth and families,
- Created by long-term partnerships,
- Resulting in systemic changes in the agencies that provide integrated services.

NOT just Dollars

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The road will be different for every collaborative,  
**BUT**  
there are some common milestones everyone will pass.



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## To complete the journey you will need to:

1. Know where you are going;
2. Know your partners' incentives;
3. Have access to decision makers;
4. Establish the importance of what you are doing;
5. Advocate for resources;
6. Have technical knowledge about resources.



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## What Elements are Needed?



Supports and services to children, youth and families are provided in a facility that has adequate space, is comfortable and is accessible by children and families.



An initiative coordinator (at least one FTE recommended) builds communication between policy makers and those providing supports and services to improve and sustain services and supports for children and families.

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## What Else?



Combined resources of families, communities, counties, cities, nonprofits, businesses, schools and districts are committed for long term support of children, youth and families.



Continuous efforts to measure and demonstrate the results of a successful Healthy Start initiative are evident and being shared with collaborative partners, including families.

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## A Model Collaborative

Whether ad hoc or ongoing, committees:

- Allow issues to be researched and fleshed out in small groups before presentation to the full collaborative;
- Ensure the participation that builds long-term commitment; and
- Lead to a better use of collaborative partners' time.

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## Strategic Approaches to Funding

1. Optimize the efficiency of existing resources
  - Redeployment
  - Co-location
  - Streamline administration and management

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## Strategic Approaches to Funding, cont.

2. Maximize public revenue
  - Leveraging
  - Administrative Claiming
  - Utilize subsidies and reimbursements
  - Grant writing to access public funds

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## Strategic Approaches to Funding, cont.

3. Increase flexibility in categorical funding
  - Coordination
  - Pooling
  - Decategorization
  - Master contracting

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## Strategic Approaches to Funding, cont.

4. Building public-private partnerships
  - Partner to leverage funds
  - Maximize non-monetary resources
  - Foster leadership and champions

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## Where is your collaborative on the road to Sustainability?



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## Three signposts on the road...

1. Evidence of strong, valuable results,
2. More committed collaboration,
3. Increased collaborative investment.

These break down into several essential steps:



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## Know where you are going

- Are mission and vision statements in place?
- Do you have a shared plan for integration?
- What are your resources? Where are the gaps?

## Know your partners' incentives

- What results do partners need to see?
- Does your evaluation reflect those needs?
- Are your partners getting what they need?

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## Have access to decision makers

- Who has the power to commit resources?
- How can your collaborative connect with them?

## Advocate for resources

- Do decision makers understand how THEY benefit from your collaborative?
- Can they contribute more to get even better results?



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## Establish the importance of what you do.

- Can you show how and why collaboration and integration are a priority to your partners?
- Are the delivery of supports and services and collaborative leadership shared by all partners?

## Know the resource\$ available

- How is funding funneled to your partners?
- Is your collaborative included in any integrated service models (e.g., Mental Health reform)?
- Where are the gaps? Missing partners?

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## A Sustainability Work Group

will move your collaborative through the three steps to sustainability and report their findings and recommendations to the full collaborative.

## The Group should include:

- a diverse and well represented mix of the organizations and groups on your collaborative; especially,
- parents and children;
- business office representatives from the school district, city or county;
- school site representatives.



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## The Work Group's Functions include:

- Ensuring the community assessment, and its updates, draw a complete picture of the available resources, gaps, partners' needed results, funding mechanisms and funding cycles of those resources;
- Understanding the nuts and bolts of a variety of public and private funding and communicating needed information to the collaborative;
- Reviewing and revising MOUs



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## As well as...

- Monitoring the fiscal health of Healthy Start or other lead grant: the expenditure of those grant funds as well as the commitment of all the resources integrated through the initiative;
- Researching potential new partnerships and funding resources.



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## Planning Grantees will want to focus on some of the following questions:

- What community resources are available to integrate through our initiative?
- How are those resources funded? What are their funding cycles?
- Who controls each resource, and what is their commitment to our initiative?
- What results will each of the collaborative partners need to see from our initiative? What evidence will prove these results so partners will maintain and increase their commitments?

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## Operational Grantees will want to:

- Closely monitor all supports and services that are paid with short-term funds and work to move them to longer-term funding;
- Research new collaborative partners and resources which, if integrated, would increase benefits to families and to the potential partner;
- Research changes to existing resources, blended funding opportunities and new funding from federal, state, local and private resources to sustain or expand the initiative.

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## Critical Components of MOUs

- Collaborative letterhead
- Agreement between the collaborative and \_\_\_\_\_
- Vision and goals
- Resources provided by the partner

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## Critical Components of MOUs

- Supports provided by the collaborative
- Timeline
- Results the partner needs to see
- Signatures

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## Step 1 for the Work Group: Review Current Resources

- Design a "template" MOU for your collaborative;
- Confirm REAL commitments for all resources that are part of your initiative;
- Gain better understanding about the current resources;
- Record commitments on Chart 1: Rolling in Resources to clarify ALL the resources of the collaborative and identify the gaps.



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## Step 2 for the Work Group: Know Funding Mechanisms & Opportunities

- Review Chart 1: Rolling in Resources;
- Examine all existing funding mechanisms;
- Explore new funding opportunities;
- Explore how best to reinvest current reimbursements to support future integrated services
- Modify your MOUs as needed to reflect decisions made about new funding and reinvestment.

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## Step 3 for the Work Group: Tracking & Matching Funding & Results

- Review program design to ensure that there are clear linkages between all elements;
- Develop a process to track and report the dollar value of services and results delivered;

( Chart 2 will help you do it)



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## Business Partnerships: A Piece of the Staying Power Puzzle

By Lois Coleman Lang

### Finding Business Partners

In order to enter into the world of business partnerships, you must know about corporate interests, contribution requirements, and the corporate history of giving. Businesses almost always give gifts in the self-interest of the corporation. A business profits from giving by creating a positive public image, building community relationships, and attracting prospective employees. Businesses also receive a tax write-off that offsets some of the cost of giving.

#### How Businesses Can Assist Your Site

- Donate services such as taxicab rides to parent meetings, and donate furniture, play equipment, infant care equipment, and office equipment for family centers.
- Donate space for parent meetings, childcare, and family support programs.
- Donate administrative aid and support for program administration. Provide secretarial, bookkeeping, and publishing assistance.
- Donate public relations and fund-raising expertise.
- Recruit volunteers to help with special projects and events.
- Provide funding to help a community-based agency start a new family center in an underserved neighborhood
- Advocate for comprehensive school-linked services at the local and state levels.

#### What Religious and Civic Groups Can Do

- Donate space.
- Collect used baby equipment and children's clothing.
- Organize fundraising events.
- Assist a long-term family support program
- Organize volunteers to help with building renovation and maintenance.
- Recruit volunteers to help with special projects and events.
- Sponsor a parent education course at a local school or church.
- Advocate for comprehensive school-linked services at the local and state levels

### What's in it for Businesses

- A better motivated, educated, and trained workforce
- Opportunities to recruit student and adult employees
- Opportunities to influence the development and implementation of the curriculum in ways that will support students as future employees
- Opportunities to build a positive image by making a contribution to the local community
- Social and economic investment in a strong community and a thriving economy
- Opportunities for business employees to develop new skills and a broader understanding through partnership activity.



## Steps to Build Relationships with Business Partners

### 1. Research businesses and how companies give.

#### Local

- Chamber of commerce
- Economic developer on city staff
- Local business associations
- Manufacturers association directories
- Join Rotary, Kiwanis, etc.
- Search Internet for local company names and Web Sites.

#### National

- Directory of Corporate Giving
- Chronicle of Philanthropy
- Fund Raising Management
- Corporate Philanthropy Report

### 2. Contact someone from a business you've chosen.

Begin with the highest-level person in the business, generally the CEO (chief executive officer), president, plant manager or chief operating officer.

### 3. Schedule a meeting.

If possible, have a face-to-face, 15 to 30 minute meeting with the CEO. If you cannot meet, make a telephone call about your programs and the proposal you wish to have funded. A CEO might hand you off to a 'lesser' manager after the initial contact, but you at least have made a link to the top.

## The Do's and Don'ts of Business Partnerships

#### Do

- Know your mission and programs
- Have up-to-date business cards and professional handouts
- Dress professionally and appropriately
- Listen to the business partner more than you talk
- Determine how the partnership will benefit the business
- Acknowledge every contact and every contribution
- Publicize and celebrate partnership successes
- Get business employees personally involved by offering volunteer experiences
- Write a personal note every 4 months, and call every 6 months, about the status of the program the company supports
- Invite corporate contacts to come see the programs in action

#### Don't

- Assume the partner is interested in a specific program
- Talk continuously about the needs of the children, families, and schools
- Be inaccessible, return calls days later
- Be late for appointments or go without professionally prepared handouts
- Ask for financial assistance early in the relationship



## Reviewing Your Current Resources: Step 1 for a Sustainability Work Group

### Goals

- Review existing resources by reviewing and refining Memoranda of Understanding (MOUs).
- Gain better understanding of the current resources.
- Confirm “real” commitments for all resources that are part of the proposal.
- Begin to complete your Chart 1: Rolling in Resources.

### Tip

Accomplish Step 1 during the Planning Grant period or early in the Operational Phase.

### To Guide Discussion

1. Collect and share sample MOUs to enable your collaborative to develop an MOU template for your initiative.
2. Use the following questions to develop your MOU template. Remember, planning and operational grants differ.
  - What level of staffing are partners willing to commit to collaborative planning? How will they report back?
  - Which agency, group, or individuals will provide which services? To whom? Where? Service hours? The staff’s language capacities? Supervised by whom? Under what eligibility requirements?
  - What is the cost for services provided? Who bears the costs?
  - What kind of reimbursement does the service provider receive for services? What kind of funding sources?
  - What kinds of results will partners need to see in order to maintain and increase their resource commitment to the initiative? What data will the service providers collect and report to illustrate results? How often?
  - How can income earned by a service provider be reinvested back into maintaining or expanding services?
3. Use the answer to these questions to complete Chart 1: Rolling in Resources. Post that chart at every meeting so everyone remembers every commitment every time you meet. Update it with partners regularly and review it annually.



# COMMUNITY SCHOOLS TOOL KIT • SECTION 7

Healthy Start Field Office - 5/00

**SAMPLE Rolling In Resources - Chart 1**

(Amounts will vary by site and county)

FUNDING SOURCES ⇒ ↓ SERVICES/SUPPORTS	Healthy Start \$\$	Other Grant \$\$	Community Resources; Parents, Kids, etc.	District/School Resources	Blended/Pooled/ Split Funding	County Resources	City Resources	CBO/Non-Profit Resources	Individual Service Providers/ Businesses	University Resources	LEA Medi-Cal Billing Option Reimbursement	Other
Facilities & Equipment	Start-up dollars \$89,000	XYZ Foundation - Renovation = \$40K		Donated Building = \$35,000				Family Health Center donation			Computers - \$8548	
Site Support - management, collaborative coordination, clerical/reception	Clerical - 1FTE= \$20,000		Parent Volunteers (4) - \$2670	2 Coordinators - Title I \$15000 Staff Supervisor In-kind \$35K		2 Site Coordinators - Family Pres/ Family Support \$ 20,930	2 Site Coordinators - Housing Authrty \$10,000	Collab. Coord/ Clerical - Family Health Cntr .5FTE=\$7K			2 Coordinators - LEA Medi-Cal \$47801	
Basic Operations - supplies, hospitality, utilities, indirect/overhead			Hospitality - PTA; Site Commission Fundraisers = \$15,000	Supplies - Title I = \$2K Utilities - general fund= \$3,000				Phone Bills - Family Health Center = \$4K			Operating Expenses - Supplies, phone, maintenance, mileage, etc. - \$12K	
Community Outreach/Liaison						Block House Parents (14) - FPFS - \$18432	Block House Parents (14)- CDBG - \$20230					
Case Management/Family Advocacy				3 liasons - Title I - \$58695	SIP funds match for Co. DSS Social Worker=\$20K	Drug & Alcohol Staff In Kind- 1FTE= \$35K	3 Liasons - CD Block Grant - \$25K					
Basic Needs Services - food, clothing, shelter/housing assistance, legal assistance			Donates Food & Clothing = \$2K	Staff donates Clothing= \$3K			Housing assistance -Housing Authority = \$13K	Legal Assistance referrals - CA Rural Legal Asst. = \$20K				
Community Infrastructure/Peer Support/School Support - transportation, child care/ latchkey, ESL, parent ed/ support, job prep/job development, recreation, youth development, tutoring	Parent Ed - Training for Parent Leaders =\$5K Parent Stipends = \$12K			Child Care - State preschool=\$30K; ESL- Adult Ed=\$10K; Parent Ed-Adult Ed =\$14K; Recreation - SIP, Title II=\$9K		Job Prep - GAIN= \$23K	Recreation - Police Dept =\$23K & Housing Auth= \$8K; Child care - Housing Authority=\$4K & Head Start;= \$22K	Parent Support - Women's Shelter = \$2,000		Tutoring - CSU; Junior College = \$9,000		
Screening - medical, dental, vision				Medical - Co. Office of Ed.= \$15K		CHDP - Public Health=\$15K; Co. Hospital= \$15K		All screenings - Family Health Center=\$15K				
Direct Service to TANF/Medi-Cal ineligible clients (not reimbursable) - medical, dental, mental health - on-site or off-site					Mental Health - SIP matches DMH Short-Doyle Medi-Cal=\$25K	2 DSS Soc. Workers - Co, State & Fed DSS - \$178,706		Medical, dental staff - Family Health Center=\$878142		CSU Criminal Justice. & Sociology Interns - \$38400		
Direct Service to TANF/Medi-Cal eligible clients (reimbursable) - medical, dental, mental health, social service, income support, probation - on-site or off-site				Drug Free Schools=\$10K	Mental Hlth - SIP matches DMH S-D Medi-Cal=\$30K	CPS/ Income Suprt - Eligibility Worker=\$35K; GAIN=\$29K		Medical, dental - Family Health Center = \$110,000		CSU Criminal Justice. & Sociology Interns - \$38400	LEA matches DSS Soc. Worker=\$8800	Prob Officer School/Law Enforcement Partnership=\$9K
Support for Change - release time, trainings/conferences, facilitation, consultation	Conferences=\$2K Consultants=\$12K	Consultants=\$6K		Release time - SIP=\$20K Trngs - Spec. Ed; Gen.Fund=\$10K	Training - Partner Agencies General Funds - 100 trng hours=\$2,000							
Other												



**SAMPLE Rolling In Resources - Chart 1**

(Amounts will vary by site and county)

FUNDING SOURCES ⇒ ↓ SERVICES/SUPPORTS	Healthy Start \$\$	Other Grant \$\$	Community Resources; Parents, Kids, etc.	District/School Resources	Blended/Pooled/ Split Funding	County Resources	City Resources	CBO/Non-Profit Resources	Individual Service Providers/ Businesses	University Resources	LEA Medi-Cal Billing Option Reimbursement	Other
Facilities & Equipment												
Site Support - management, collaborative coordination, clerical/reception												
Basic Operations - supplies, hospitality, utilities, indirect/overhead												
Community Outreach/Liaison												
Case Management/Family Advocacy												
Basic Needs Services - food, clothing, shelter/housing assistance, legal assistance												
Community Infrastructure/Peer Support/School Support - transportation, child care/ latchkey, ESL, parent ed/ support, job prep/job development, recreation, youth development, tutoring												
Screening - medical, dental, vision												
Direct Service to TANF/Medi-Cal ineligible clients (not reimbursable) - medical, dental, mental health - on-site or off-site												
Direct Service to TANF/Medi-Cal eligible clients (reimbursable) - medical, dental, mental health, social service, income support, probation - on-site or off-site												
Support for Change - release time, trainings/conferences, facilitation, consultation												
Other												





## Tracking and Matching of Funding and Results

### Goals

1. Review the overall program design to ensure that there are clear and distinct linkages between all the elements of the program:
  - Community assessment results
  - Priority outcomes of the initiative and their measurable indicators
  - Services and strategies affecting the indicators
  - Resources supporting the services and strategies
2. Develop a process to track and report quarterly to the collaborative the dollar value of actual services being delivered, including the coordinator. With your evaluation work group complete Chart 2: Tracking Funding and Results.
3. Identify how new resources or expansion of existing commitments could improve needed results. Work with your marketing committee to complete Chart 3: Long-Term Resources.

### Tip

Complete this step at least one year before any short-term operational funding ends.

### To Guide Discussion

- How strongly is our overall program designed to ensure that there are clear and distinct linkages between community assessment results, priority outcomes, measurable indicators, services and strategies plus resources to support all?
- What is the process for reporting quarterly linkages between dollars, services delivered and outcomes and indicators affected by each member's contributions to the initiative? What data do we already collect? What additional data do we need to collect? Who will gather what data? Who will bring it together? When will it be regularly reported? What is the nearest, most powerful way to report it?
- Are our partners getting the results they need to see to continue their support and possibly increase it?
- How can we most improve our long-term outcomes most cost effectively?
- How can we increase or generate our own income? Policy changes?



## Chart 2: Tracking Funding and Results

Reporting Period \_\_\_\_\_

The Sustainability Work Group can complete the first three columns using Chart 1 data. The community assessment data should complete column 4. With regular updates on results the chart can be used to promote your initiative.

What type of services?	From which Agency?	What \$\$ value?	Impacting which outcome indicators?	What results during the reporting period?



**Chart 3 - Long Term Resources**  
**Building a Justification for Long Term Funding**

Essential Functions		Funding Justification		Possible Funding Sources
(1) In order of priority, list the site functions that are essential to continue and amounts of funding needed.	(2) What results have you achieved that justify continuing this function?	(3) What cost effectiveness can you document for this function?	(4) To whom is this function important and do you have their commitment to finding funds for this function?	(5) List the possible sources of funding for sustaining this function and identify strategies for future funding stability.



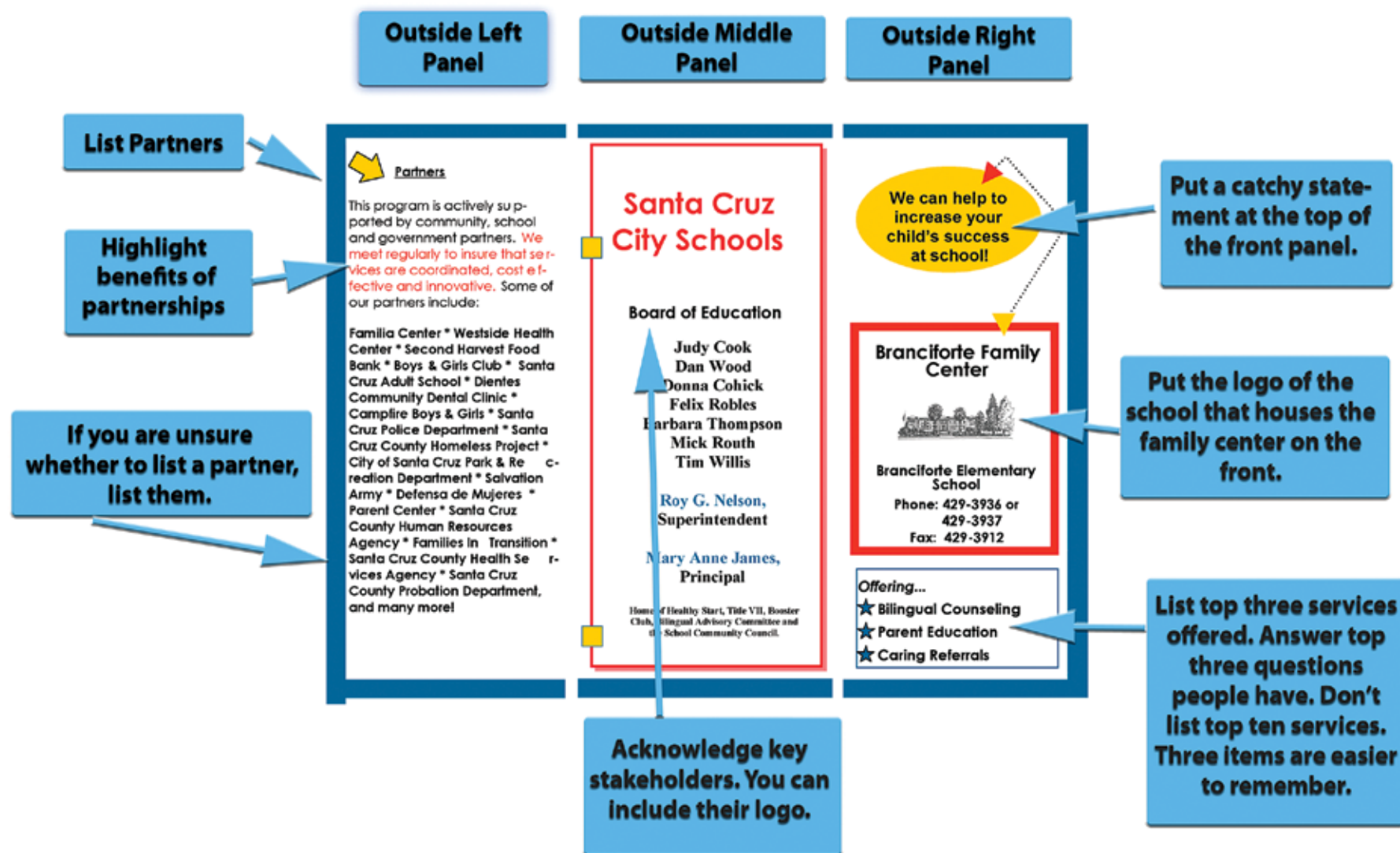
## Steps to Create Your Brochure

1. **Define your audience.** Identify who will receive and have access to your brochure.
2. **What marketing goals do you have for the brochure?** Your marketing goals, combined with the information about your audience, will determine the overall theme of the brochure, as well as help you choose between the standard brochure sizes (business letter fold-up; 5X8" pamphlet; 8.5X11" folder)
3. **Decide on the layout.** Once you know your audience and your goals, you can begin laying out a mock-up of the paper brochure, based on the size of your paper.
4. **Design the graphics.** Your graphics are basically style decisions, influenced by your audience and your marketing goals. You also need to make a basic choice between how much color and what print resolution you will use in the final piece, since these both affect the graphics design.
5. **Write the copy.** Utilize the skills of a very good writer, have members of your targeted audience review the copy and rewrite, rewrite, rewrite!
6. **Finalize the layout.** Trim here, stretch there - put all the pieces together. You may decide on different header styles or move some graphics around. Eventually you get the look you like
7. **Publish!** How many copies? What kind of paper? Do you want a full color version and another in black and white?
8. **Distribute.** The printer has just delivered 100, 500, or 5,000 paper brochures. How will you get them to your readers? Will you deliver them? Will you do a targeted mailing? Are they available in public places?

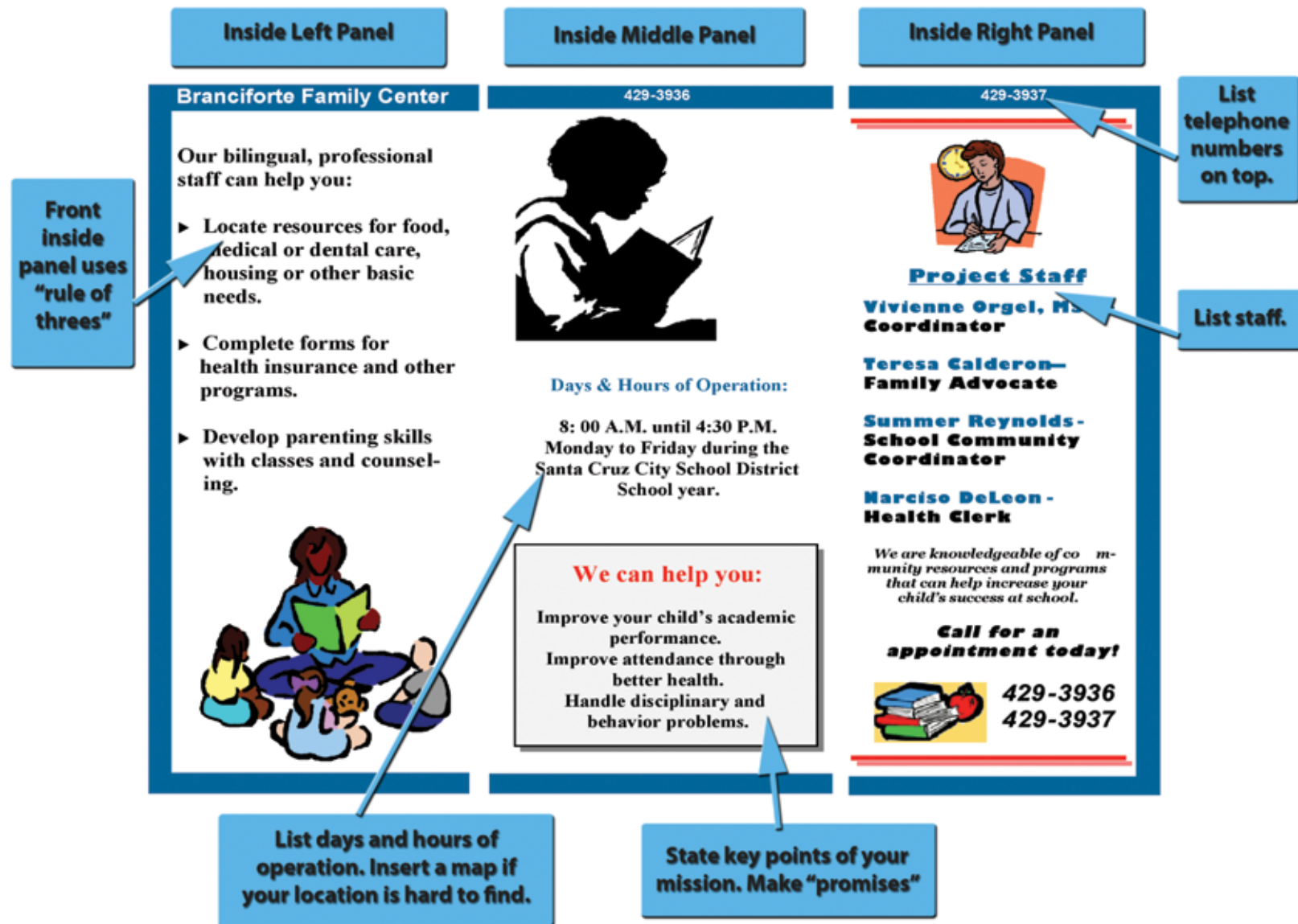
## Other Brochure ideas

- Use colors in your brochures that are meaningful to your community, e.g., school colors, cultural colors.
- If you use pictures of clients or kids, make sure you get releases!
- Don't wait for your content to be perfect – but it does need to be accurate! In order for those in the community to refer to you and to use your services, they need to understand what you do!
- A dropped off brochure is a waste of time. Consider making one-on-one visits – especially to new teachers, businesses or partners – to review your services and then leave the brochure as a reminder. Quality, Quality, Quality. It is better to make 50 colorful brochures than 500 copies of a poorly produced piece.









## When and How To Write a Press Release

### Press Release “Rules”

1. The press release should be **only one page**, one side of the paper. Only use standard 8 ½" X 11" paper only. Refine your story until you have it down to one page.
2. Never single-space your release. Double space the release.
3. Only send the most newsworthy information.

### Crucial Parts of Your Press Release

A press release is a mini-article that you prepare and send to the media for their use. The press release must include the following parts:

- **Contact Information:** Name of your program, name of the individual the editor should contact for more information, and the phone number of that person. Two contact persons are helpful if one is away from the phone most of the day.
- **Release date:** A specific date the information can be released. If timing is not critical, just type the words “For Immediate Release.”
- **Headline:** Designed to get the editor’s attention and to entice him/her to read it!
- **Body:** What you want the media to know about your program or service.
- **Response Information:** How the reader can get in touch with you for more information about your product or service.

### Newsworthy or Not – Some Tips

Being newsworthy means you meet one of the media’s three goals. **You inform, educate or entertain.** Your story must also be timely. When you approach media professionals, their first concern is, “Why would our readers, viewers or listeners be interested in this now?”

1. Is it timely?
2. Is it innovative?
3. Is it different or distinctive?
4. Will it instigate a change that will affect people in the community?
5. Could it impact the public’s health and safety?
6. Does it relate to a current item in the news
7. Does it have emotional appeal?

### Writing Your Release

Always remember that your release may be edited or cut for space reasons. Put all the crucial information in the first paragraph. Even though you hope that someone will contact you for more information, it may not happen! Write your release so that it tells enough of the story – in the first paragraph! Be sure to indicate the end of your release. Usual formats are to center the word “end” or 3 # symbols (# # #) at the end of your release.



## What Is A Marketing Kit and When do You Use It?

A marketing kit gives background information regarding you (professionally) and your program. Mail or provide it to anyone you want to understand your goals. A marketing kit needs to contain at least:

- A cover letter
- Your brochure
- A biography of key staff members or program representatives
- A fact sheet.
- A press release (if you have one).

### Cover Letter

1. Step back and really decide on the most interesting aspect of what you are promoting. Start your letter with the most innovative and interesting details of your programs. Cover the subject in two or three sentences.
2. Avoid the "hard sell." Don't say, "You'll want to give us money," or "This would make an excellent piece for the evening news." Describe what you are promoting in an enthusiastic and professional way.
3. Follow your beginning paragraph with a reference to the information you've included in your marketing kit.
4. Less is more! A short, punchy cover letter is more effective than repeating what you say in your Fact Sheet and brochure!

### Biography

Detail the basics of the key staff people operating your site or program. Include education, length of experience, credentials and any awards or honors earned. Include a black and white head and torso digital photograph with the background information.

### Fact Sheet

- Logo of School District (if school-based)
- Contact Information (Name of Operating Agency or School District)
- Mission Statement
- Name of Program
- Who Is Eligible? What do services cost?
- Where are Services Offered?
- What are the Hours of Operation?
- How are the Services Funded?
- Wish List
- Name/Address/Telephone and E-mail of contact person



## Sample press release

FOR IMMEDIATE RELEASE

Publicity Contact: Gina GoGetter

(888) 555-4444 or [ggogetter@ourtown.k12.ca.us](mailto:ggogetter@ourtown.k12.ca.us)

### **JUNIPER MIDDLE SCHOOL TO OPEN NEW FAMILY RESOURCE CENTER ON SATURDAY, AUGUST 11, 2003**

June 18, 2003, Juniper Middle School, part of the Our Town Unified High School District, will be holding a Grand Opening Ceremony on Saturday, August 11, 2001 from 10:00 A.M. until 2:00 P.M. to celebrate the opening of the new Juniper Middle School Family Resource Center.

The ceremony will begin at 10:00 A.M. with live music in the center courtyard of Juniper Middle School, located at 1561 Main Street, Our Town, California 93901 (888-555-7300). From 10:30 A.M. until 11:00 A.M. Master of Ceremonies Carlos Ramos from KSMS-TV will introduce local dignitaries who will officially dedicate the Juniper Middle School Family Resource Center and make brief remarks. Principal Vincente Fox will introduce the Family Resource Center staff. From 11:30 A.M. until 2:00 P.M., a complimentary lunch will be served by Juniper Middle School staff, and parents, and local community agencies that partnered to open the Center.

According to Alonzo Villa Brown, Superintendent of the Our Town Unified High School District, "We are very excited about the terrific community and staff involvement that resulted in the opening of this very needed resource for the students and their families at Juniper Middle School."

For more information or to schedule an interview, call Vincente Fox, Principal at (888) 555-7300 or Gina GoGetter at (888) 555-4444.

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