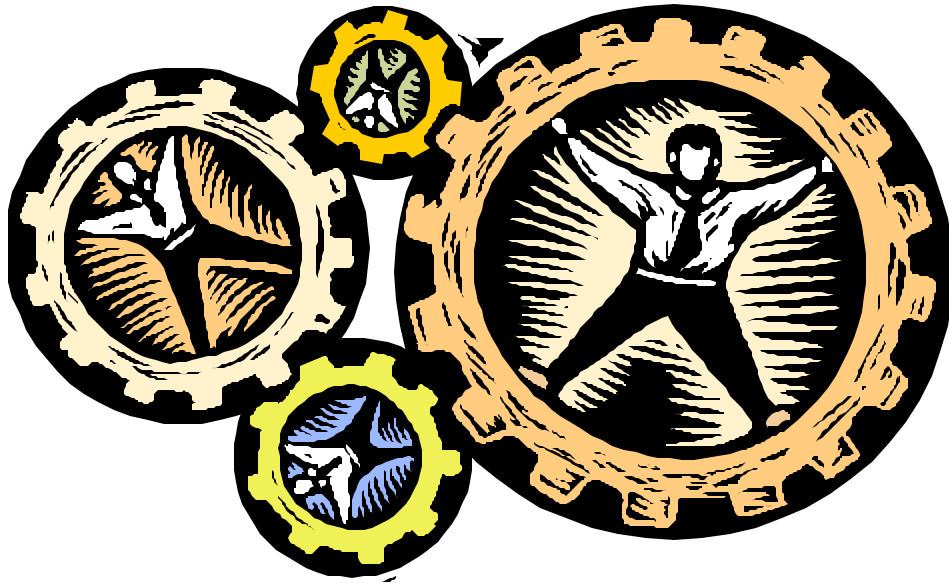


FOUNDATIONS OF PARTNERSHIP



Partnership South Carolina's Guide to Successful Collaboration

PREFACE

This document is a product of collaborative efforts between volunteers representing a variety of backgrounds and perspectives in state agencies, religious communities, and private nonprofit agencies. The partnership workgroup that produced it explored the history of partnerships and the present opportunities for effective community partnership in South Carolina.

Motivated by the recognition that one person alone, one social agency alone, or one religious group alone cannot do everything, our focus, from the start, has been upon providing resources by which these groups can form effective partnerships. We knew from the beginning what became even more evident as our work progressed – that each individual, each agency, each organization, and each community has much to offer and has an important role to play and that when these roles can be combined in partnerships, the result can be great strides forward in service to those in need.

As the partnership workgroup explored possibilities however, it became clear that the concept of partnership is not free from a set of challenges. An unfamiliarity with structure, administration, and process in each other's organization can lead to confusion. An absence of history in partnership with groups different from ourselves can make us wary of exploring this new arena. A lack of commitment to shared leadership and shared responsibility can slow the implementation of joint projects.

This document is designed to facilitate the partnership process, making the experience more productive and meaningful for all the partners, and optimizing the use of resources.

L. Wayne Bryan, Editor
March 2002

CHAPTER ONE

INTRODUCTION – “MANY HANDS MAKE SMALL THE WORK”

Partnership is a relatively new way for most groups, agencies, societies and organizations to think. Traditionally, they have said, "Our mission is *our* mission. We have to get it done on our own and get good marks for doing it. We really can't count on other groups to help and, when we have tried collaboration in the past, it didn't work very well."

But in this day when budgets are short and needs are great, working alone will not get the job done. This traditional viewpoint simply allows for overlapping of areas of responsibility, duplication of offered services, and a less-successful-than-desired use of funds. Even if there were abundant resources for the budgets of all the serving agencies, working independently is not an appropriate way to serve. Partnership is required.

It is from such urgency and with a vision of how to make resources more adequately fit the needs that representatives of religious communities, public agencies, and private nonprofit agencies in South Carolina came together. The goal was to create effective, efficient ways to serve the people of the state.

"New occasions teach new duties," wrote James Russell Lowell. It is, in fact, these new duties that we are trying to learn in the "new occasion" of starting a new century.

Historically, government in America had a very small role in assuring social welfare until the 1930's. This role, first set in place in the Great Depression, expanded in the 1960's and '70's. Most religious organizations, despite some notable successes in supporting schools and hospitals, generally assumed a rather narrow charitable role. Similarly, despite the historic high profile of groups such as the Salvation Army and the introduction of the "United Way" of funding these groups, nonprofit organizations had limited resources and were able to serve a few of the needs.

Thus, during most of the 20th century, the combined services of religious, nonprofit, and government organizations to the disadvantaged was quite modest despite a negative feeling in some quarters about "how much we are spending for welfare." Measured against real need, not even the economic boom of the late 1990's provided adequate resources.

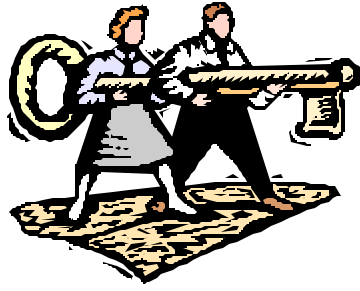
In the public arena, changes in welfare and other laws in the last decade required difficult transitions of vulnerable people in seeking personal independence. Those who failed to make these transitions under the guidelines of public agencies turned to the religious and nonprofit community organizations for help, bringing greater stress upon those agencies.

The consequence of these shifts has been that all helping organizations have been forced to assume new duties.

For public organizations, these new duties have included new job descriptions and mandates, and, in some cases, reduction in funding and staff. *For the private nonprofit organizations*, the new duties have included an increased client load and an urgency for fund-raising. *For the religious community*, at least in South Carolina, the new duties seem to be almost overwhelming when it appears that "let the church do it" has become the response to almost every described need.

Partnership South Carolina's organizational task force agreed to the following philosophical beliefs and has used these as the basis for this manual:

- 1. All human beings are made in God's image and thus possess a basic dignity which comes from God and which must be protected.*
- 2. Human dignity is protected when human rights are respected.*
- 3. People are not only sacred, but also social and called to be in a relationship with families and communities.*
- 4. Those who are poor and vulnerable must have a special place not only in our hearts and minds, but also in our policies and deeds.*
- 5. As a citizen, each person has a responsibility and a duty to be active in service to the community.*
- 6. We are called to be responsible stewards of our God-given limited resources and together we must use these resources for the good and benefit of all people.*
- 7. We are called to recognize and respect the roles and responsibilities of public and private organizations -- secular and religious.*
- 8. We have a duty to call and challenge one another to service in meeting the needs of the least of us.*



CHAPTER TWO

CHALLENGES

“We have met the enemy,” asserts Pogo, “and he is us!”

For most of Western history we have believed that “moving on” is the nature of being human. If you don’t like the neighbors, move on. If there is bad weather, move on. If someone pushes you around, move on! Whatever the unhappy, disgruntled, survival circumstance, move on.

This was well and good so long as there was open and available territory and that territory was isolated or fertile enough to protect you from whatever it was that you were moving on from. Cross the ocean and there’s a new world. Cross the mountains and there are the plains. Cross the plains and there is the West. If you keep on moving, you can leave all your troubles behind.

But then one day we looked at the picture of our earth, a globe hanging alone in black space in the photographs relayed back by cosmonauts and astronauts. Suddenly we were confronted with the truth: there is no place to move! We are one people on one planet.

It was then that Pogo’s insight became clear. The enemy is us. The rich are us. The poor are us. The mentally ill are us. The fighters, the lovers, the governors, the builders, the teachers, the adapters, the religious community, the lawmakers, the law-breakers - - all are us.

We still like to talk about “those people” as if doing so excused us and protected us. But, as we know from the pictures from space and from an admission about our own lives, there is nowhere to go. Whatever the human condition is, good or ill, it affects us all. All of us live with the results of research in medical science. All of us live with the results of crime. All of us live with the results of the moral choices made by everyone else in society.

THE CHALLENGES THAT FACE US

Almost every report and every candidate for public office has proposed a list of “challenges” to which we are supposed to pay attention. But let us here rehearse just a few of them. We do this because it is the search for solutions that draws us into the partnerships which this manual outlines.

Families

Both parents working. No parents working. Single parents responsible for children. Grandparents responsible for children. Nobody teaching values. TV, music videos, peers, advertisers, and celebrities teaching skewed values. Latchkey children. Sex, drugs, violence. Too few with parenting skills.

- *47% of families with children have both parents employed.*
- *10,000 families have no one employed.*
- *200,000 children live with only one parent.*
- *Half of females and two-thirds of males had sex by age 15.*
- *In 1997, 353,630 people participated in the Food Stamp program.*
- *10% of high school seniors have driven after using drugs.*

Poverty and Deprivation

Downsizing and re-training. Four generations of not making it, barely making it, making it only with the help of a welfare system. No family goals to pass along to the next generation. No dreams, few skills.

- *In 1996, 16.8% of all children born in South Carolina were to a teen-aged mother, 68% of whom were single.*
- *In 1996, 27.2% of all births (13,905) were to single women.*
- *In 1998, 21% of all children in South Carolina lived in poverty and 46.3% lived at or below 200% of poverty (the poverty level for 1998 was \$13,650 for a family of 3).*

Dependency

Alcohol as usual. Drugs in profusion. New drugs, designer drugs.

- *In 1993, 29.8% of seventh and eighth graders and 37.4% of high school students reported using alcohol in the past month.*
- *39% of teen in South Carolina smoke cigarettes.*
- *25% of teens, in 1997, reported binge drinking.*
- *4% of all high school students said they had used marijuana at home, 9.2% at a friend's house and 6.3% in a car. 10.5% of seniors reported they had driven a car after using drugs and 7.7% said they had attended school under the influence of drugs.*
- *The Department of Alcohol and Other Drug Abuse Services reports for 1997, 20,465 people admitted in treatment programs for alcohol abuse, 6,651 for cocaine abuse and 4,564 for marijuana abuse. A total of 53,621 people used the Department's services in 1997.*

Crime and Violence

Violent films and videos. Violent music. Acceptance of violence as a way to solve problems. Few coping skills. Fewer problem-solving skills. Guns, guns, guns.

- *In 1997, 35,652 domestic assaults were reported to law enforcement with many more going unreported.*
- *For 1996 there were a total of 227,977 offenses committed in South Carolina, including 332 murders; 1,833 rapes; 6,252 robberies; 28,234 aggravated assaults; 46,523 cases of breaking and entering; 129,128 larcenies and 15,675 motor vehicle thefts.*
- *50% of murders were committed with handguns and in 70% of cases, the murders were either family members or a person known by the victim.*
- *10,817 inmates were admitted to Department of Corrections facilities in 1996.*
- *The Department of Juvenile Justice admitted 27,690 juvenile offenders in 1997 with 10.4% of these cases involving violent or serious offenses.*

Health

Increasing costs. Access via insurance, welfare, or personal deep pockets. Litigation scaring caregivers and running up the costs. Emergency rooms as primary caregivers. Poor life style choices.

- *500,00 South Carolinians, including 147,000 children have no health insurance.*
- *In 1996, 10,405 (20.4%) pregnant women receive no prenatal care in the critical first trimester.*
- *The Department of Mental Health had 46,171 people admitted to community-based programs and an additional 14,056 in institutional care in 1997.*
- *One child in five grows up with a chronic condition that impairs his or her abilities. The major conditions are asthma, sickle cell, diabetes, spina bifida and cystic fibrosis.*
- *AIDS is the number one killer of black men between the ages of 25 and 44 in South Carolina and the second leading cause of death among white males. It is also the fourth leading cause of death of women in that age group.*
- *Lung cancer is the leading cause of cancer death in South Carolina.*
- *Heart disease is the leading cause of death in South Carolina among the 45-64 year old age group.*

Aging

Mixed blessings: living longer means more old people for the system to absorb and care for. Creating the response systems as we go along. Neither Social Security nor Medicare was meant for this.

- *In 1950 the number of people age 50 and older in South Carolina was 320,643; in 2000 it was 1,098,580.*
- *The fastest growing segment of the state's population is also the frailest. In 2000 the number of people age 85 and over topped 65,000.*
- *Twenty percent of those 65 and older and 26% of people 75 and older live below the*

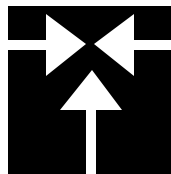
poverty level. For the black population, 41.8% that are 65+ and 46% of those 75+ are below poverty.

- *Over one fourth of retirees in South Carolina depend solely on Social Security for income.*
- *One out of three people over 75 lives alone.*
- *Alzheimer's and related dementia have struck over 31,000 South Carolinians. Up to 50% of those 85 and older are affected.*

Literacy

Mommy did not read *The Cat in the Hat*. Daddy did not know *Dick and Jane*. The ABCs did not make sense in the third grade. The unemployment pipeline fed me right into jail.

- *According to the 1998 Kid's Count Report, in South Carolina, 20.4% of children were assessed not ready for the first grade; 16.1% of third graders were overage; and 17.5% of eight and nine year-olds*
- *The results of the 4th grade reading, math and language skills test in 1998 showed 25% of all children at or below the 25th percentile (75% below all children assessed nationally) with 44% of black males falling at or below this level.*
- *By the 8th grade, 35% did not meet minimum math standards and 31.6% did not meet minimum reading standards. For black males, about 52% reached neither standard.*
- *About 12,970 students drop out of high school annually, an average of 27%.*
- *According to the 1990 U.S. Census, in South Carolina for people 25 years and older, 31.7% had less than a high school level education and 13.7% had less than a 9th grade education.*
- *Forty percent of people age 50 and over in the state have less than a high school education.*



THE REAL CHALLENGE

The list of challenges, though abbreviated, at least illustrates the nature of the problem we face and the difficulty in overcoming it. There are just too many people with too many problems asking for too much

help from too few resources.

But that is just part of the issue. The answers we give to the problems and the way we give answers often handicap us from really solving the problem. The issue is that we have created processes for dealing with the “problems” rather than with people.

For instance, if we find that “Louanne” can’t read in the third grade, we put “her” with a special teacher part-time, to “overcome that handicap.” But we seldom work at “helping Louanne.” To help her we would have to know that she comes to school hungry every morning because no one made her any breakfast. She naps during class because of that nutritional lack and because she isn’t getting enough sleep at home due to a lack of supervision and a noisy house and neighborhood.

We would also need to know that she was born a low birth-weight baby, child of a 15 year old single mother who never went back to school, can barely read, was herself a product of an abusive family, and struggles to support Louanne and her two sisters, leaving no time for reading books to any of them.

We should also know that a small army of “helpers” has been part of Louanne’s life. Her mother has had four different caseworkers from the Department of Social Services. The family gets food stamps. Local churches help with the light bill. The staff at the emergency room of the hospital provides what medical care Louanne gets.

The list could go on and on. There are indeed many people working on their piece of Louanne’s life. They work hard but Louanne is still destined to drop out of school, have a record with the Department of Juvenile Justice, become a mother at 15, and continue a cycle for another generation.

The purpose of this manual is to help that “small army of helpers” know about each other, plan together, and deliver complementary services, causing a more positive effect in Louanne’s life. Our resources will go further and be more effective by working in partnership.

CHAPTER THREE

PARTNERSHIP IS . . .

The purpose of this manual is to promote and facilitate partnerships. It is important that we begin with a definition so that everyone has the same concept of what we are talking about.

A partnership is an alliance of peers with strengths and limitations, working cooperatively and interdependently toward a shared purpose.

. . . A NETWORK OF PEERS

Peers have equal status. Peers get mutual recognition. Peers respect each other. Peers learn from each other.

This does not mean that each partner has the same amount of money, experience, staff, knowledge, or time to bring to any particular project. Rather it means that each partner brings the agreed-upon resources to the project.

. . . AN ALLIANCE OF STRENGTHS AND LIMITATIONS

All partners have strengths and limitations. That is what makes the partnership necessary and what makes it work.

Some partners are large with lots of money and staff. Some have public recognition. Some are able to lobby effectively. Some have moral persuasion. Some are geographically widespread. Some provide direct services. Some work on policy issues. Some have time for relationship-building.

The first step in your attempt to form a partnership on a particular project is to know the strengths of your intended partners. What positive attributes do they have which will be needed in the project but which you and your organization do not have? How much funding and staffing can they bring? How widespread are they? What is their history? Are they capable? Respected? Experienced?

The second step is to know the limits of your intended partners. Discover the factors that limit their abilities to be a partner or to receive you as a partner. Accept these limitations as realities not as shortcomings. Bylaws, mandates, staffing, boards of directors, present workloads - - all these factors and

more shape how an agency can work. We all have limitations.

But the limitations you may discover about one intended partner should not keep you from inviting others into the partnership you know is necessary in order to accomplish your project. Perhaps you only started with the wrong level of the organization. Maybe you asked a congregation to join the project when you should have asked the ministerial association. Or you inquired of the local office of the Department of Health and Environmental Control when you should have contacted a regional office. Or you approached a local agency when you need the state United Way.

... AN ALLIANCE WITH COOPERATIVE AND INTERDEPENDENT COMPONENTS

Each partner does the task for which it is best suited, supporting the other partners in their tasks, and leading all to the end that no partner would have been able to accomplish by itself. It is important that each partner:

- Define its own capabilities
- Recognize the capabilities of the others.
- Agree upon which task will be assigned to each partner.
- Accomplish the task it is assigned.
- Rely upon the other partners to accomplish their tasks.
- Rejoice in the accomplishment of the project.
- Give and receive proper praise and responsibility for the end result of the project.

... SHARES PURPOSE

Honesty is not only the best policy, it is the only policy under which these partnerships will succeed. Here are some standards of conduct to express this honesty:

- Involve partners as soon as possible in the project.
- Be direct and forthright with your partners.
- Use clear and precise language in your conversations and planning. Jargon does not communicate. Use full titles rather than abbreviations.
- When “professional” language is needed, be sure all partners know the language.
- Bring no hidden agendas to the partnership. Nothing destroys trust faster and precludes partnerships longer than dishonest, hidden agendas.
- Commit only to what you can perform.
- When you must make a change in commitment, staff, etc., inform all partners immediately.
- Be sure all partners have all the information all of the time. Plan regular group strategy and information sessions. Communication is vital.



BUT A PARTNERSHIP IS NOT

Sometimes negative examples make the point we are trying to make. This list, although it does not contain all of the things to avoid, is an attempt to be very direct about some of the pitfalls in establishing partnerships or being in partnerships.

- A partnership is not just getting some people or agencies together to do what you have already decided needs to be done and in the way you have decided to do it. Partners need to be in on the strategizing, the analysis, the design, and the accomplishment.
- A partnership is not a chance for you to evangelize.
- A partnership is not the opportunity to make other agencies and groups act like you think they should have been acting all along.
- A partnership is not where no one is in charge. In fact, quite the opposite. The management of a partnered project has to be very clear and precise.
- A partnership is not where no one gets the glory. All agencies need to be seen for their successes. Everyone in the partnership should be able to brag.
- A partnership is not just a mutual exchange of resources. In a partnership, resources of all partners

are used to change and improve the lives of recipients.

CHAPTER FOUR

PREPARING FOR PARTNERSHIP

Barriers

There are very few barriers that absolutely forbid partnerships. There are many situations that may look like barriers and that may deter the timid. However, careful research, openness, and mutual respect will make most of these disappear so that partnership becomes a possibility.

It is probably safe to say that you should expect some struggles each time you attempt a new partnership. But the same is true in building a friendship. First you need to know personalities, dreams, goals, and structure of your own organization as well as those of your intended partners. It's all in the process of getting acquainted so you can make the final decision, "Can we be partners?"

Here are some general comments about barriers and the checklists for partnering with specific groups. Following the checklists can help you walk around most barriers and arrive at successful partnerships.

Turf

The absolute most destructive barrier to partnership is "turf." When one group "owns" the territory, the mutuality and success of partnership becomes very difficult. You and your possible partners need to be very clear with each other about turf and very astute in observing "turfism" in each other. Successful partnership becomes very difficult to achieve when one partner believes "this is my turf; only I know how to do things here; since I have responsibility, I will call the shots and get the credit; I'm the trained professional and you're the novice; my goals are more important than your goals; I'll give the orders and you do the work." Coming to peace with turf issues is absolutely required for partnerships to be successful.

Motivation

Less dramatic but also very important is the need for clarity and honesty with yourself and your intended partners about matters of motivation – primarily because the motivation shapes work styles, persistence in the project, and expectation of outcome. "Professional responsibility", "mission" and "calling" may motivate groups for the tasks at hand, but they may not mean the same thing to potential partners and may not lead to the same operational styles. Understanding motivation must be part of the process of creating partnerships.

Communication

The three most important factors in the price of a home, according to real estate professionals, are location, location, location. It probably does not stretch the truth to say that the three most important factors in successful partnerships are communication, communication, communication. Speak the truth. Require the truth. Keep all partners aware of all circumstances all the time.

Organizational Structure

First Community Church and the County Office of the Department of Social Services are both organizations – but they are not the same organization. The same goes for the board of directors for The Children’s Shelter and the County School Board. How these structures affect each partner’s operating style, ability to commit, provision of resources, etc. must be understood so that the differences become enhancements rather than handicaps.

Evaluation

How will you know when a project has been successful? The answer to that question may depend upon what kind of organization you are. Some groups will respond: “We lead fifteen workshops in our town.” Others will say, “Twenty one families are now living in their own homes and have dependable incomes.” A third group will say, “We received a national award.” This question of measurement and evaluation needs to be addressed early in the process of creating partnerships.



CHECKLIST FOR PREPARING YOURSELF

- () 1. Be able to clearly articulate your organization's mission, goals and objectives and how the project fits with that mission.
(Hint: Gather materials from your organization to share with potential partners. This will facilitate establishing a common vision and ensure partners understand how your organization approaches the project.)
- () 2. Understand how administrative and financial decisions are made within your organization and who can commit resources. Be sure to know how to navigate your organization's system efficiently.
(Hint: Talk to administrators and financial officers before engaging partners. This avoids project delays in accessing resources).
- () 3. Explore your organization's scope of service.
a. Know how current project-related moneys are allocated and if changes can be made.
b. Know what special populations or concerns, if any, are currently emphasized by your organization.
c. Know your organization's strategic plan (annual plan) and budget cycle.
(Hint: This information will help you see how the project aligns with current organizational activities and will give you information you can use to advocate for the project within your organization. In addition, this will provide you with knowledge regarding the extent to which you can commit organizational resources.)
- () 4. Outline what your organization can contribute to the project.
a. Human resources (staff, volunteer base, consultation, training)
b. Fiscal resources
c. Materials (educational, supplies)
d. Facilities
e. Other
(Hint: Every partner has resources to contribute and it is easier to move the partnership into action when those resources are identified at the onset.)
- () 5. Have a clear understanding of what your organization expects from the project. Know your organization's time commitment.
- () 6. Identify your current partners in other projects. Review who your past partners have been.
(Hint: It is easier and more efficient to build upon existing relationships if they exist, or re-kindle past

partnerships (if possible) rather than establish new ones.)

- () 7. Inventory your organization's current activities.
(Hint: Even in the most efficient organization, few individuals know all of the activities and networks. By identifying your organization's activities you may establish new partnerships within your organization or identify existing programs your project can build upon.)

CHECKLIST FOR PARTNERING WITH A PRIVATE NON-PROFIT

- () 1. Identify private non-profit organizations in the area that are related in some way with your need or program idea. Be sure the nonprofit covers the geographic area your project will cover.
- () 2. Determine if more than one organization could be a potential partner in a collaborative effort.
- () 3. Acquire those organizations' annual reports.
- () 4. Research potential partner organizations so that you know:
 - () a. The organization's mission. (Is it compatible with your program?)
 - () b. Scope of the organization's work and services they provide.
 - () c. Geographic location(s) served by the organization.
 - () d. The organization's structure (local, local and state, or local, state, and national).
 - () e. Where decisions are made and by whom.
 - () f. If and how funding streams restrict program expansion.
 - () g. Names of the Executive Director and Board members. (If any of them are known to members of your organization, those members could make initial contacts.)
- () 5. Prepare a "case statement/concept paper," including:
 - () a. Needs statement and documentation. (Avoid "trade lingo.")
 - () b. Proposed program outline. (Not too prescriptive - - leave room for input from potential partners.)
 - () c. Feasibility study.
 - () d. Type and amount of community support needed.
 - () e. Extent of your organization's commitment to the proposal.
 - () f. Possible sources of funding for potential partners' participation.
- () 6. Contact the potential partner(s), requesting an appointment with the Executive Director(s) to explore initial responses to the concept paper.
- () 7. Inquire about meeting with the appropriate subcommittee of the Board and make a presentation if Executive Director supports it. (If the preparation phase identified more than one potential partner, decide if individual meetings or one group meeting would be most beneficial.)
- () 8. Present the proposal to the agency's Board of Directors after approval by appropriate subcommittee.

- () 9. Once partnership is established:
 - () a. Provide training and orientation about the need or program and any laws or regulations that affect the effort.
 - () b. Agree on program implementation steps and roles.
 - () c. Keep lines of communication open.

CHECKLIST FOR PARTNERING WITH THE FAITH COMMUNITY

- () 1. Identify religious organizations in the area that may be interested in your need or program idea by:
 - () a. Contacting ministerial association(s) or denomination associational offices.
 - () b. Contacting local hospitals for ministers registered there.
 - () c. Researching news stories about community projects involving congregations.
 - () d. Compiling mailing lists from the Yellow Pages.
 - () e. Identifying congregations known to your members or staff.
 - () f. Contacting the South Carolina Christian Action Council and the South Carolina Coalition of Black Church Leaders for suggestions on appropriate groups for partnership in specific projects.
- () 2. Determine if more than one congregation could be a potential partner in a collaborative effort.
- () 3. Research potential partner congregations so that you know:
 - () a. The congregation's mission(s) and previous community involvements. (Are they compatible with your program?)
 - () b. Geographic location(s) served by the congregation or denominational association.
 - () c. If and how funding streams restrict community involvement.
 - () d. Where decisions are made and by whom, i.e., one of the ministers, a ruling body of lay people, committee, Sunday school class, the church secretary or the regional office. (If any members of these are known to members of your organization, those members could make initial contacts.)
- () 4. Prepare and present to decision-makers a short "case statement/concept paper," including:
 - () a. Needs statement and documentation. (Avoid "trade lingo.")
 - () b. Proposed program outline. (Not too prescriptive - - leave room for input from potential partners.)
 - () c. Feasibility study.
 - () d. Type and amount of religious community support needed.
 - () e. Extent of your organization's commitment to the proposal and what you will offer for the collaboration.
 - () f. Possible funding sources for potential partners.

OR

Invite representatives of the decision-makers from the congregation(s) to explore initial responses to the concept and work with you to develop the program if they are receptive to partnership.

- () 5. Be flexible about meeting times and considerate of your potential partners' commitments and limitations; avoid telling them what they "need" to do.

- () 6. Once partnership is established:
 - () a. Provide training and orientation about the need or program and any laws or regulations that affect the effort.
 - () b. Agree on program implementation steps and roles.
 - () c. Keep lines of communication open.

CHECKLIST FOR PARTNERING WITH A PUBLIC AGENCY

- () 1. Identify public agencies in the area with missions related to your need or program idea. (This manual's appendix contains names, addresses, phone numbers, and contacts for state health and human services agencies. They can put you in touch with their local units.)
- () 2. Decide if your point of initial contact should be state or local level. Generally the local level is most appropriate, unless your proposal involves the whole state.
- () 3. Be prepared to provide information about your idea, including:
 - () a. Your organization's name, address, phone, and a contact person's name.
 - () b. The subject area you plan to address.
 - () c. A description and documentation of the need or problem.
 - () d. The proposed program and activities (such as a health fair, screening program, education effort, or family support) and estimated time the project will take.
 - () e. Funding and other resources you need and those your organization will provide.
- () 4. Contact the agency by phone, preferably between the hours of 8:30 a.m. and 5:00 p.m. on weekdays, or by mail.
 - () a. If you call, tell whoever answers you want to speak with someone about the subject area of your proposal, for instance, teen pregnancy. Be prepared to be transferred more than once or to get voice mail in order to reach exactly the right person. Once you reach that person, present information from step three above and discuss the proposed partnership.
 - () b. If your initial contact is by mail, include all information from step three. This will allow the agency to identify the most appropriate staff to be involved and prepared to discuss your proposed partnership when they contact you.
- () 5. After you reach an agreement about partnership, write a letter to the contact person confirming the details of the discussion and the commitments of each organization.
- () 6. Once partnership is established:
 - () a. Provide training and orientation about the need or program and any special circumstances affecting your organization's role.
 - () b. Agree on program implementation steps and roles.
 - () c. Keep lines of communication open.

SMART MOVES AND PITFALLS FOR PARTNERING



Smart Moves

1. Take time to learn, then show appreciation for viewpoints and circumstances of potential partners.
2. Recognize that poor planning on your part does not constitute an emergency on your partners'.
3. Expect to share the contributions and the credit.
4. Promise only what you can deliver, then deliver what you promised.
5. When approaching a religious community partner, be prepared to answer questions about your personal faith. (This is not always part of the conversation, but it may be.)
6. Be aware of the organizational culture of potential partners and act accordingly.
7. Learn the informal organizational structure of potential partners, as well as the formal; then seek support for your proposal from both formal and informal leaders.
8. Choose the "right" person from your organization to make contact with the "right" person in your potential partner's group.
9. Always keep in mind the missions, priorities, and directions of your partners.
10. Listen to your partners.
11. Before approaching potential partners, coordinate with your "peer" agencies to make sure you don't make requests that duplicate or contradict their efforts. This coordination is especially important for public agencies.
12. Remember all agencies have basic needs to meet and may be struggling for survival. You are not your partner's first priority.
13. Who gets the credit is not as important as getting the job done.
14. Be flexible and prepared to compromise to accomplish the task.



Pitfalls

1. Approaching partners because you have budget problems and you need them to “bail you out.”
2. Having your plans already developed for others to implement before approaching potential partners.
3. Misinterpreting responses of potential partners. Remember: declining to become a partner at a given point in time does not mean the potential partner(s) “don’t care and will not partner with you later.
4. Telling potential partners what they should do.
5. Ignoring the values of partners.
6. Over generalizing by assuming all organizations of the same type have the same values, culture, and priorities.
7. Assuming that public agencies don’t care.
8. Ignoring partners’ work schedules.
9. Ignoring partners’ funding cycles.
10. Trying to partner with the wrong group - - one that has an incompatible image or mission.
11. “Majoring in the minors,” and getting lost in the details.

APPENDIX 1

DESCRIPTION OF PARTNERS

“Let’s get the religious community in on this project” is commonly heard in state agency work groups. “Wonder if DSS can help with this?” is frequently asked by religious group committees who see the overwhelming magnitude of a task they are planning to undertake. “Maybe the United Way is interested in this” say all kinds of groups who see that their task is bigger than their resources.

Where do you go to initiate a conversation with “the religious community”? There are lots of congregations around. Can one of them be the partner we need? Or must we talk with the Bishop? How do you start talking with the Department of Health and Environmental Control? Can you start with a parishioner who works in a DHEC office? Or does everything have to be cleared by the State Director? And what about private nonprofit organizations? There are so many. Does the United Way speak for them all?

This section describes the structures of state organizations, private nonprofits, and the religious community so that you have some idea of where to start your partnership conversation. Knowing how the organizations work will help you choose the right partners for successful programs.

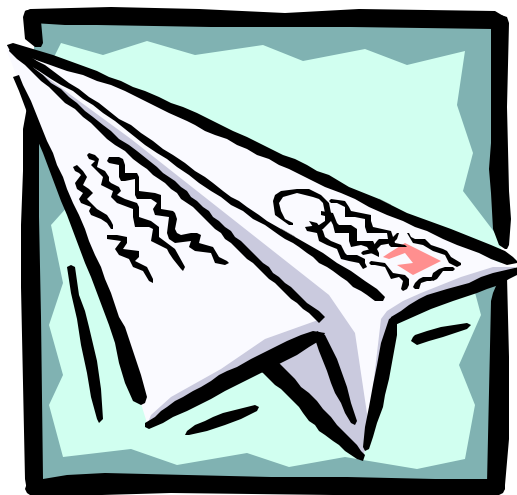
In order to create the partnerships we seek involving the religious, public, and private non-profit sectors, at least two levels of structure are important. Because there are a variety of names for these levels, this manual will use the generic terms of State Unit and Local Unit. In the few cases where it applies, such as some public organizations, Regional Unit or District may be used. All necessary levels must be understood, communicated with, and included in any partnership for it to be effective.

State Unit, within the religious community, refers to the state level judicatory, governance agency, or leadership organization. It may be called by such terms as synod, diocese, convention, or region. Among public health and human services agencies, State Unit refers to an entity created by the state’s General Assembly and assigned to administer specific aspects of state government supported functions. For private non-profit entities, State Unit refers to an organization which performs governance and/or leadership functions for affiliated organizations within the state, or it may be a single section 501(C)(3) organization whose charter specifies the entire state as its territory of operation.

Regional Unit or District means an area smaller than the state but covering more than a single

county. Some religious denominations may combine Local Units into groups so that they have several such groups within a state. Public agencies often group county or other Local Units into sub-state areas called regions or districts.

Local Unit refers to a recognizable neighborhood or community organization. Within the religious community it may be called congregation, parish, or some similar term. Among public agencies, a Local Unit might be a unit of local government, such as a school district, a county-level service provision unit of a state agency, or an independent or semi-autonomous service delivery entity like a Council on Aging. For the private non-profit sector, a Local Unit may be a local chapter of a state or national Section 501(C)(3) organization or a single, independent Section 501(C)(3) chartered corporation.



RELIGIOUS COMMUNITY

State Units

State Units with the religious community fall into three categories - - according to the style of governance used. For the purposes of this manual, these three categories are referred to as: Bureaucratic, Associational, and Independent. Even within each of these categories there are some differences.

Knowing about these styles and categories help explain how decisions and commitments are made for specific denominations or groups. This, in turn, will help you make contact and negotiate in order to establish partnerships.

Bureaucratic

“Bureaucratic” means that the state religious body is governed through a carefully organized structure with levels of responsibility. Such a structure could easily be graphed on an organizational chart, making clearly evident who is in charge, as well as who gives orders, and who reports to whom.

1. Bureaucratic Hierarchical - The most easily understood bureaucratic structure is one that is “hierarchical.” That means it looks like a pyramid and power flows from the top down. In religious bodies with hierarchical governance, the regional or local unites are responsible to and directed by the chief officer at the top of the bureaucracy.

In this hierarchical governance, decisions about such things as the partnerships we are talking about will be made by the person in charge at the top, who will then, in turn, direct those in the descending governance structure to operate in this style. While it may not be universally true that local units would need permission from the top to make decisions, it is generally true that decisions made at the top would be acted on by local units.

The most graphic examples of this style of governance are the Roman Catholic Church and the Episcopal Church. To a slightly smaller degree the African Methodist Episcopal Church and others with a “bishop” would fall into this category.

2. Bureaucratic Representative - Although it is bureaucratic, the “representative” form of governance lets power flow from the bottom up, even while giving upper levels a certain amount of authority over those levels below.

Visualize a pyramid with horizontal lines at one-quarter, half, and three-quarters of the way up. In this representative governance, the lowest level will elect “committees” to govern themselves and then elect representatives to govern the level just above it. That level in turn will elect representatives to govern the next highest level. And so on.

In an interactive way, each level then is given responsibility for overseeing and directing the life of the level below it. A good example of this style of governance is the Presbyterian Church. In that church, congregations (the local units) elect representatives who convene themselves as the Presbytery (regional body). That Presbytery acts as a “corporate bishop” with authority over the local units.

Associational

Many religious groups do not have a central governing structure; rather, they relate as “associations” of independent groups. The State Unit of such religious groups serves either as a coordinating or a communicative entity to facilitate the functioning of the denomination or religious organization. The State Unit has little, if any, governing power and authority, but working with and through them is often necessary in order to reach and develop partnership with local units.

1. Associational with Coordinating Central Offices - Coordinating Central Offices, where they exist, serve the role of helping local units pool their working efforts, providing resources to local units, creating educational and training programs for local units, and serving as a central treasury for programs in which the local units can be participants.

A primary example of this style of State Unit is the South Carolina Baptist Convention. While each local congregation is independent, the state convention provides the processes through which the local units work together on projects and programs.

2. Associational with Communicative Central Offices - Communicative Central Offices on the state level provide even fewer governing and guidance functions. Their primary roles are to care for a flow of information between local units and between local units and national organizations. Examples of this style include the Church of the Nazarene and the Columbia Jewish Federation.

Independent

Many religious groups exist with no central organization, at least none with any power or authority. They are individual local units, sometimes sharing a common name, who communicate with each other through informal networks. These networks may include an “elected officer” who helps information flow or newsletters from Bible colleges and other independent groups. But, since there is generally no State Unit for these independent religious groups, partnership with them depends almost entirely on relationships with local units (congregations).

Local Units

At the local level, a religious organization may take any of several approaches to leadership or governance. Establishing a successful partnership depends on knowing the leadership or governance style of the religious organization with which you want to work.

Governing Boards

Most local units of religious organizations have some sort of governing board. These are known by names like Deacons, Session, Vestry, Administrator, Board, etc. To a greater or lesser extent, these boards are responsible for the life of that local unit and must give approval to the formation of partnerships. Although your contact with the local unit may begin at another point, be aware that official approval by this board is important and may be required before the partnership can be actualized.

Committees

The day-to-day life of the local unit may be delegated by the board to a series of program units or committees. Initial proposals about new programs and new partnerships frequently begin in these committees. It is a good idea to think about making your initial contact in the local religious organization with such a committee. The church secretary may be a good person to ask for the name and phone number of the chairperson of the appropriate committee. Often the State Unit of the denomination will have a network of committees in local units with specific job descriptions. Contacting a committee in the local unit may provide access to a broader partnership.

Clergy/Leaders

“Nothing gets done unless the pastor says so” is a common description of local units of many religious groups. And it is more often true than not.

It is wise to recognize this power position in considering a partnership with a local religious organization. Having this leader on your side will greatly enhance the likelihood that your partnership will be established, that local resources will flow into the project, and that the partnership will endure. A word to the wise is sufficient!

PUBLIC AGENCIES

There are several ways in which State Units and Local Units of public health and human services agencies are organized. The organizational structure strongly affects how a particular agency relates to other agencies, both at its own level and between levels. The organization is also a major factor in how decisions are made within the agency.

Generally, State Units and Local Units of public agencies perform different aspects of program administration. The State Unit is usually responsible for development of policies, rules, and procedures. They disburse state and federal funds to Local Units and provide technical assistance and various support functions. Local Units have the day-to-day responsibility of administering the programs and working directly with clients.

State Units

A number of State Unit agencies are part of the executive branch and have their directors appointed by the Governor. These agencies are officially part of the Governor's Cabinet. The agency director, who serves at the pleasure of the Governor, is responsible for operation of the agency under policy direction provided by the Governor; specific policy changes involving budget or legislation require the Governor's approval. Other organizations are governed by Boards and Commissions whose members are chosen by the General Assembly and/or Governor. The following organizations have responsibilities in the board area of health and human services:

The **Department of Alcohol and Other Drug Abuse Services** specializes in public health and safety issues dealing with alcohol and other drug abuse. The Department uses a local system of private nonprofit Commissions to deliver prevention, intervention and treatment services in order to reduce the negative health, social and economic consequences resulting from the abuse of alcohol and other drugs. Specific services include community and school prevention programs, treatment clinics and detoxification centers, along with treatment and counseling services to all segments of society.

The **Commission for the Blind** is responsible for rehabilitation of the legally blind and those who have conditions that will lead to blindness, and operation of education and prevention programs. Education programs include public information, educational radio for the blind and the maintenance of a Braille and tape library. Vocational rehabilitation programs include job training and placement, business enterprise training and transportation.

The **Division for the Review of Foster Care for Children**, Governor's Office, coordinates the activities of local review boards that review the cases of children in foster care and recommend and facilitate permanent placement. Local Boards, under state guidance, review the cases of children in foster care on a regular basis. The Boards work closely with foster and adoptive parents to protect the interests of the child.

The Division also makes recommendations to the General Assembly regarding foster care policies, procedures and deficiencies of public and private organizations that arrange for foster care for children.

The **Continuum of Care for Emotionally Disturbed Children**, Governor's Office, provides programs and services for severely emotionally disturbed children and youth who are under the custody of their parents and whose needs cannot be met by existing services and programs. Staff conduct extensive evaluations of children and provide access to a wide range of community based services, group home care and clinical care. Support is also given to families under the respite care program and intensive case management is used to coordinate the many services available to children.

The **Department of Corrections** operates the state's prison system. The Department also offers programs designed to enhance community re-integration, emotional stability and economic self-sufficiency to inmates. Health services, education services, community services and social services are also provided.

The **Department of Health and Environmental Control** has the dual role of protecting the public's health and the environment. The Department provides a number of health services including preventive and primary care for pregnant women, mothers and infants; family planning services; supplemental nutrition services for women and children at or near poverty; and health screenings for newborns. A variety of children's services are offered, such as immunizations; rehabilitation services for the handicapped; screening and treatment of genetic diseases; community clinics and treatment of sexually transmitted diseases. The Department inspects food and other products for the prevention of diseases and environmental hazards. They also provide home health services for the aged and disabled. In the environmental area, the Department enforces air quality and emissions standards; monitors public drinking water systems; regulates the solid and hazardous waste industry; inspects waste water treatment facilities; and regulates the permitting of health care and long-term care facilities in the state.

The **Department of Probation, Parole and Pardon Services** investigates those persons eligible for parole or probation; grants or denies parole and supervises those on parole or probation. The Department operates restitution centers where offenders work in the community and wages are applied toward fines or victims' compensation. Many offenders are placed in structured residential programs, such as those operated by the Alston Wilkes society.

The **Department of Mental Health** provides treatment, counseling and education services to a variety of people, including those with mental illness, substance abuse problems, persons suffering from Alzheimer's Disease and other dementia-related diseases and helps families of persons who receive these services. This is done through a network of community mental health clinics and centers, hospitals and a growing number of home and community-based services.

The **Department of Disabilities and Special Needs** plans and provides services to meet the needs of people with mental retardation, related disabilities, head and spinal cord injuries, and autism. This is done through a system of county and multi-county Boards to provide these services and coordinate with other

organizations. Services include evaluation and counseling; support services for clients and their families; recreational and vocational services; community homes; and supervised living programs and regional centers that provide 24-hour care.

The **Department of Veterans' Affairs**, Governor's Office, provides representation to veterans of all wars and their dependents. This representation includes assisting veterans in filing and prosecuting claims to obtain benefits; providing educational information regarding benefits and technical rulings; assisting in admitting veterans to VA hospitals and other services. Each of the 46 counties has a local office.

The **John de la Howe School**, located in McCormick and originally established as an agriculture and mechanical training school, provides residential care to children. The School offers treatment services, schooling and recreational activities in a campus environment for up to 120 children at a time. The children at the School have a range of social, emotional and behavioral problems, thus necessitating this intensive approach.

The **Department of Social Services** is the agency responsible for a wide range of people, including adoptive parents, abused or neglected children and adults, single people and dependent children needing economic support, low-income individuals needing food stamps, and children in foster care who need a number of direct and economic services. The Department establishes standards for child care providers. It is also the administrator of the Interstate Compact on the Placement of Children for inter-country adoptions.

DSS has a child support enforcement program and is the main agency in determining eligibilities for Medicaid. With the passage of the 1995 South Carolina Family Independence Act, the Department greatly expanded its employment and training programs to aid its clients in becoming self-sufficient. DSS has offices in all counties of the state.

The **Wil Lou Gray Opportunity School**, located in West Columbia, provides educational and vocational training in a residential environment to people 15 years old or older who are at risk of not completing their high school education. Courses of study are offered leading to a G.E.D. or high school diploma.

The **Department of Juvenile Justice** provides statewide, community-based and institutional services related to juvenile delinquency. These include prevention activities, institutional facilities, probation and parole supervision and detention. Treatment services are offered both in the community and in institutions to serve the medical, psychological and emotional needs of young people. The Department is designated as a school district and operates a 12-month educational program for its institutional populations. Support services are also provided to family members of people in their programs.

The **Department of Health and Human Services** is the state's Medicaid agency. It pays for medical services for low-income pregnant women, infants, children, elderly and disabled. Medicaid also pays for a number of services offered by other state organizations. The Department also operates the Child Care Voucher system to pay for childcare services and Partners for Healthy Children to provide medical services for children who are low income but above the poverty line. The Department also operates the Community

Long Term Care program, which provides home and community-based services for people eligible for nursing home care. It also contracts with local nonprofit aging service providers to purchase meals, transportation, home care and other services.

The **State Housing, Finance and Development Authority** addresses the problem of substandard housing by increasing the supply of affordable rental housing and offering the opportunity for home ownership through low interest loans. The Authority's programs mainly benefit low to moderate income people. Qualified renters are provided rent subsidies and the Authority finances the building and renovation of multi-family residential units. The Authority operates locally through a network of independent organizations.

The **Department of Vocational Rehabilitation** provides an array of vocational rehabilitation services for people with mental or physical disabilities who have a substantial handicap to employment, if services can reasonably be expected to benefit the individual's chances of employment. Services are available statewide, including a network of rehabilitation centers providing evaluation and personal, social, vocational and work-adjustment programs. The Department operates two residential alcohol rehabilitation centers and a comprehensive center for people with severe disabilities.

The **School for the Deaf and Blind**, located in Spartanburg, provides educational, rehabilitative and professional services to sensory-disabled children and adults. Services are provided on-campus and in the form of community outreach programs.

The **Department of Education** is headed by an elected Superintendent of Education along with a policy-making State Board of Education. The Department administers state and federal funds and provides administrative leadership and supervision for public schools and the 86 school districts. The Department prescribes and enforces rules for the examination and certification of teachers; approves textbooks and other instructional material; and has responsibilities for school buses and school buildings.

Regional Units

Many state agencies find it easier to communicate and coordinate with Local Units if they group them into Regional Units. A regional director is generally appointed to communicate and interpret state policy directives to Local Units, to ensure that Local Units work together to accomplish joint goals and share resources, and to communicate local concerns to the State Unit. Regional Units usually have very limited authority for policy determination.

Local Units

Some Local Units are local counterparts of State Unit organizations and function under direction of that state agency. Many of these are organized on a county basis. An example is the Department of Social Services, where the County Director serves at the pleasure of the State Director. Policy or program initiatives or changes may be proposed at the local or state level; however, state level approval may be required. Major policy involving budget or legislative changes requires the Governor's approval and/or approval by the state level governing Commission.

Other State Unit agencies have Local Unit counterparts that are independent or semi-independent, such as the Department of Alcohol and Other Drug Abuse Commissions. These Local Units generally deliver services under contract or other funding arrangements with State Units. The Local Units, however, have their own governing boards and may be quasi-governmental entities or private non-profit chartered organizations. Policy or program initiatives or changes may be proposed at the local or state level, but local boards approve local policy. However, they must meet state or federal law, regulations, or funding requirements.

Another type of Local Unit may be found in larger cities. Some may have their own health or social services agencies under the authority of the Mayor or City Council. In addition, there are Local Units at the city level, such as the Columbia Housing Authority, which are independent or quasi-independent of city government. They have their own governing structure and director and receive funding directly from the federal government.

The other Local Units which may be involved in partnerships are the local school districts and individual schools. The state board adopts rules, regulations, and minimum standards governing local schools. Local school district boards and individual school principals adopt policies within those guidelines, having relatively wide authority to make decisions and establish local policies.

PRIVATE NON-PROFIT ENTITIES

The primary difference between nonprofit and commercial organizations is that they have different reasons for their existence. Whereas maximizing profit is the aim of a commercial organization, the objective of a non-profit is to meet some socially desirable need of the community or its members. A nonprofit organization must be designated as such when it is organized and no part of its income, profits, or assets may be distributed to its members, directors, or officers.

Nonprofit organizations that seek tax exemption must meet very strict requirements. They must be organized and operated exclusively for one or more exempt purposes. Most exempt organizations likely to be partners in efforts covered by this manual would be in the category of charitable organizations or Section 501(C)(3) organizations. Exempt purposes for a 501(C)(3) organization are religious, charitable, scientific, literary or educational, or fostering amateur sports. No substantial part of such an organization's activities can include propaganda, influencing legislation, or participation in any political campaign on behalf of any candidate.

Geographic areas covered by private, non-profit agencies differ considerably. Some nonprofits consist of only a single organization covering the entire nation, such as the American Social Health Association. More have a national organization combined with individual State Units or chapters; some of these also may have Local Units. A few, like Florence Crittenton Programs of South Carolina, have only a state level organization, and many more are local, independent entities.

A private nonprofit entity is generally organized under a charter which specifies the organization's mission, structure, and general operating procedures. The charter usually provides for a board of directors, which is responsible for broad policy determination and decisions. The board is also responsible for hiring a director, who runs the agency in conformance with the board's policies. With few exceptions, the best approach to a private non-profit entity is to contact the director.

State Units

State Units of private, nonprofit agencies vary in the amount of policy and operating independence they have in their relationship to national units. Generally the mission of an organization is defined at the broadest geographic level in its structure. That level often sets policy, as well. If the organization has a national unit, the State Unit's decision-making process and parameters may be limited. State Units also have different types and amounts of authority over Local Units. These differences help determine the best way to approach such an organization about being a partner.

In some organizations, decision-making is top-down and hierarchical. Policies are set at the top level and all lower levels must adhere to them. A State Unit in this situation is limited by policies of the

national unit regarding activities they may engage in and efforts in which they may be partners. An example of this type of organization is the American Red Cross.

Other State Unit organizations operating under national units have more freedom. The national unit may outline general guidelines, but give State Units latitude, within the overall mission and general guidelines, to establish their own policies. A State Unit under this arrangement may become involved in activities and efforts which it decides fit within its mission. Examples of such organizations are the Young Women's Christian Association and the United Black Fund.

Local Units

Some Local Units of private nonprofit entities, such as the American Cancer Society, function strictly under the authority and policies of a national and/or state unit. Others, like the Boy Scouts or the Young Men's Christian Association, follow broad guidelines from national and/or state units, but local boards have some flexibility in determining policies for themselves.

A few private nonprofit Local Units function fairly independently, with the state level providing only leadership and assistance. They have considerable flexibility to operate when what they do fits within their mission and charter. The Mental Health Associations in South Carolina operate this way.

Each community also has a significant portion of their private non-profit organizations that are locally organized with an independent governing board. They set their own policies and can modify activities when they are convinced the new efforts will accomplish their goals. They have no national or state level counterparts, though several such organizations in a state may come together around a common interest or purpose to form an association and coordinate their efforts. Examples of these entities in Columbia are the Friendship Center, Palmetto Place, and the Rape Crisis Network.

APPENDIX 2

FOUNDATIONS

A grant-making foundation is a private, nonprofit organization created for the purpose of supporting social, educational, charitable and other activities. It may be called a foundation, a fund or a trust, depending on the manner in which it was originally established. A foundation's assets are typically established by a single contributor such as a private company, estate of an individual or other institution. Additional funds may be received by other donors. Foundations are managed and grants distributed by a group of trustees or board members who are legally responsible for all foundation activities.



There are several types of foundations:

Independent Foundations are usually established by an initial contribution from a single source. These foundations are usually administered by a board of trustees which may include the donor, donor's family or other people representing the donor. These foundations often are oriented toward geographic locations and programs of interest to their donors.

Community Foundations are classified as public charities by the Internal Revenue Service. They receive tax-deductible contributions from multiple sources including individuals, corporations and other foundations. Their grant making is restricted to specific communities or local areas with decisions made by committees representing the local community.

Corporate Foundation or Company-Sponsored Foundations are separately-incorporated, tax exempt organizations established by corporations to administer all or part of their charitable contribution programs. The corporation may make an annual contribution to the foundation to be replenished annually or

it may build its assets and use the interest for grant-making purposes. Corporate grants usually support projects in communities where their facilities are located, major markets exist or their employees live.

There are more than 45,000 private foundations in the United States. Although their interests, grant award amounts and requirement may vary greatly, there are some commonalities.

Seeking Grants

The projects funded by foundations must be credible. The foundation will want evidence that the applicant is legitimate and known in the community. The applicant must provide proof of an existing need to be addressed. If there is a history of working with other funding sources, such as government, this information should be described. There needs to be proof of sound fiscal management, a dedicated governing body, qualified staff, a realistic budget and a well-designed evaluation component.

The core item is **the idea!** What are you going to do to accomplish specified goals and objectives? Careful attention must be paid to the stipulations of the foundation. They are going to fund programs and ideas that are of interest to them. Often, they will tell you what are NOT interested in. Success in finding funding for the idea you have in mind is generally related exactly to the amount of research you have done to find the foundation with similar ideas.

The Grant Application is of primary importance. **READ THE INSTRUCTIONS!** These instructions may include timetables, authorizing signatures, checklists and other requirements. Often, failure to follow these items to the letter will result in, at best, delay in consideration until the items are in proper order or, at worst, rejection without consideration. Remember, foundations receive many more applications for funding that they have money to fund. Submitting an incomplete application or one that does not give the specified items in the specified order means that you begin with at least one strike against you.

Small grants (under \$25,000) usually have an abbreviated application process that involves ten or fewer pages of original writing. In most cases a foundation will specify the maximum number of pages to be written. Larger grants may involve providing considerable information and also may be for multi-year periods. Foundations may review grants from year to year to see if they are performing as expected. They may also require regular progress reports. In general, foundation grants are much simpler and easier to obtain than federal government grants. Federal grants can be highly complex, are very competitive and have extensive reporting requirements. They are also for very specific purposes and may also limit the types of organizations that can apply.

APPENDIX 3

GETTING INFORMATION Contacts Via The Internet

The Internet is a fast and easy way to obtain information on a variety of topics. Listed below are several sites that may be of interest. Please be advised that the sites listed may change content at any time and, thus, cannot be officially sanctioned by this publication.

- www.mysc.gov is the official website of the state of South Carolina. This site has connections to comprehensive information on many aspects of the state including state agencies, the legislature, and Federal government sites.
- www.scstatehouse.net is the website for the South Carolina General Assembly. Here you will find information about current legislation, contacts with legislators, and calendars.
- www.SCIway.net is the ultimate guide to South Carolina. It features information on communities, businesses, events, weather, and links to almost everything you want to know about the state.
- www.refdesk.com is absolutely the most comprehensive entry point for information on topics of almost every conceivable nature.
- www.abacon.com/sociology/soclinks/index.html is a unique research tool in topics ranging from race to community to religion to medicine to social class and poverty to violence and abuse.
- www.bubl.ac.uk/link provides selected Internet resources covering all academic subject areas.
- <http://trochim.human.cornell.edu> is a website created by a professor at Cornell University. It deals with applied social science information and has a number of helpful features and links regarding research and statistics.
- www.acn.net is a tool for researching, evaluating and comparing America's communities. It offers profiles of every county and metro area in the U.S. Its focus is on community and economic development
- www.fdncenter.org is The Foundation Center. It provides information on many different foundations.

- <http://pnnonline.org> is an on-line newsletter covering nonprofit organizations. It has extensive information on foundations, fund-raising, the law, technology and volunteers.
- www.cof.org is the Council on Foundations. The purpose of this organization is to promote the knowledge, growth and actions of foundations and philanthropy. It contains a considerable list of resources and links.
- www.hhs.gov/grantsnet is the U. S. Department of Health and Human Services' entry to information on government grants.
- www.financenet.gov is the Internet's home for public financial management. It provides information on improving productivity and accountability for government resources. It is operated by the National Science Foundation.
- www.ericae.net is the Educational Resources Information Center. It provides information on education standards, assessing and evaluating education systems and links to related subjects. It is a project of the U. S. Department of Education.
- www.aphsa.org is the homepage for the American Public Human Services Association. This organization informs the public on events occurring in states concerning welfare, children's issues, health care and other issues involving families and the elderly. It has a substantial number of links to other similar sites.



APPENDIX 4

GETTING INFORMATION Resources at the Library

The following is a selected list of materials to assist users of this manual. All book and magazine articles are located at the South Carolina State Library. State employees may request items directly from the State Library. South Carolinians may request items through the local public library system.

Community-Business Partnerships

Abbott, Sue. Building Partnerships: A Process for Shaping the Future of Your Community. Seattle, WA: Rivers, Trails, and Conservation Assistance, National Park Service, 1997.

Community Partnerships in Action. Laurel, MD: American Correctional Association, 1993.

Dianda, Marcella R. A Pocket Guide to Building Partnerships for Student Learning. Washington, DC: National Educational Association, 1996.

Makower, Joel. Beyond the Bottom Line: Putting Social Responsibility to Work for Your Business and the World. New York: Simon & Schuster, 1994.

Steckel, Richard. Doing Best by Doing Good: How to Use Public Purpose Partnerships to Boost Corporate Profits and Benefit Your Community. New York: Dutton, 1992.

Nonprofit Boards

Hardy, James M. Developing Dynamic Boards: A Proactive Approach to Building Nonprofit Boards of Directors. Erwin, TN: Essex Press, 1990.

Light, Paul Charles. Sustaining Innovation: Creating Nonprofit and Government Organizations That Innovate Naturally. San Francisco, CA: Jossey-Bass, 1998.

The Board Team Planning Manual: A Complete Guide to Long-Range Planning for the Board Team of the '90's. Hawarden, IA: The Cain Consulting Group, 1994.

A Public Trust In Private Hands: Understanding the Work of Nonprofit Boards. Washington, DC: National Center for Nonprofit Boards, 1994. Videotape, 13 minutes.

Building Boards That Work: A Video Workshop. Washington, DC: National Center for Nonprofit Boards, 1996. Videotape, 68 minutes.

Community Partnerships That Work

Bazzoli, Gloria J. “Public-Private Collaboration in Health and Human Service Delivery: Evidence from Community Partnership.” The Milbank Quarterly, Winter 1997 v75 n4 p 533(30).

Fickes, Michael. “The Community-Use Trend.” (School district and community organization partnerships.) School Planning and Management, Jan 1998 v37 n1 p62(5).

Foxworth, Rodney. “NLC Begins Project to Facilitate Collaborations with Community-Based Organizations.” (National League of Cities partnerships for reducing poverty project.) Nation’s Cities Weekly, April 28, 1997 v20 n17 p2(1)

Mattessich, Paul W., Marta Murray-Close and Barbara R. Monsey; Collaboration: What Makes It Work. 2nd Edition, St. Paul, MN: Amherst H. Wilder Foundation. 2001.

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Grants Research

The Grants Research Collection at the South Carolina State Library contains specialized publications to assist nonprofit organizations seeking grant funding from private and corporate foundations and government organizations. As a cooperating collection of The Foundation Center, the Library receives copies of the federal income tax returns filed by South Carolina foundations. In conjunction with this collection, the Library periodically publishes the South Carolina Foundation Directory. For more information, contact the South Carolina State Library at (803) 734-8026 or fax to (803) 734-4757 or send messages online at www.state.sc.us/scsl/forms/refform.html

APPENDIX 5

THE PARTNERSHIP WORKGROUP

Many people, representing state agencies, private nonprofit agencies, and the religious community, contributed to this manual and the development of Partnership South Carolina. It is impossible to describe their contributions. Users of this manual will benefit from their work even without knowing the exact contribution each made and the group made together.

Listing them here is the editor's way of saying: "Thanks. It was wonderful working with you. Be proud of your work."

L. Wayne Bryan, Editor

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