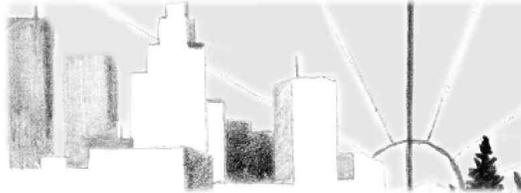


Sufficient Means

In Section 9

Tool 16: Identifying
Funding Resources and
Options



The Vision

The collaborative effort is adequately staffed and has the financial or in-kind resources necessary to complete all the tasks essential for the collaboration to achieve its vision. Partners know how to access human, financial, and in-kind resources if there is a need for additional resources.

Sufficient Means

*Just because something doesn't do
what you planned it to do doesn't
mean it is useless.*

—Thomas Edison



Action Steps to Success

A successful collaboration must have sufficient means to conduct required tasks. Often, sufficient means are defined as financial resources. However, this toolkit also addresses human resources, time, in-kind contributions, and financial resources—all of which are necessary for a successful collaborative initiative. Every partner should contribute resources to the collaboration. Ideally, the contributions of one partner will not be vastly disproportionate to other partners, so as to avoid a sense of unequal ownership of the collaborative initiative.

Step 1

Build and Strengthen the Collaboration's Human Resources.

If trust is the heart of a collaboration, then the persons involved are both its spirit and its hands. Strategies for building and strengthening human resources include:

- Sharing leadership.
- Encouraging diversity.

- Leveraging power and influence.
- Engaging youth.
- Organizing the team.

Sharing Leadership. Successful collaborations most often operate by sharing leadership. One of the many benefits of working collaboratively is that sharing the responsibility of leadership utilizes the diverse leadership skills of partners and vests the success of the collaborative initiative in more than a single individual. Leadership requirements will vary as the collaboration progresses. Leaders know when they are not the best choice for a particular role or task. Leaders recognize their personal strengths as well as weaknesses and can gracefully decline opportunities (e.g., conducting meetings, public speaking, contact with media, or recruiting youth) that may be better suited to other partners.

Shared leadership also helps the partnership avoid the pitfall of an initiative that is controlled or monopolized by one person. Collaborative leaders have:

- The ability to be a team builder.
- Time to devote to the task.
- Skill in the art of compromise.
- Commitment to the effort.

Section 9: Sufficient Means

- Ability to assemble a team that can gather, analyze, and use data to address a community problem.
- Capacity to recruit and energize others for the collaborative effort.
- Understanding of the organizations involved and their roles in the community.
- Capacity to recognize a leadership position as a responsibility, not power.

Encouraging Diversity. Intentionally addressing issues of diversity will increase the richness of the community policing effort. For purposes of this discussion, diversity includes age, basis of involvement/interest in the problem, occupation, role in the community, gender, race, culture, and ethnicity.

While engaging a diverse group of partners may lead to heated discussions, different agendas, and moments of conflict, diversity also brings new perspectives, increased energy, creative possibilities, and enriched

experiences for the collaboration. Differences of opinion can be a source of creativity, and the outcomes of the collaboration can be more powerful and longer lasting when the team involves individuals representing different professions, interests, ethnic groups, and ages. Thus, it is important to cast a wide net when attracting stakeholders to the collaboration (see Section 2, Tool 2: Identifying Stakeholders).

When recruiting traditionally “hard-to-reach” individuals or organizations, take the time to assess the following:

- What preconceptions exist among current partners about these individuals/organizations?
- Have collaboration leaders and current partners clearly communicated the various opportunities for involvement?
- Is involvement in the collaboration a new experience for the individual or organization?

Example 11 Leadership Roles

When a law enforcement agency receives a grant to partner with a school or a community-based organization, usually one officer is assigned to the project. Initially, this officer has a leadership role. How the officer shares this leadership often determines the fate of the project. The project’s partner will also have an important leadership role. As the relationship between the primary partners is built, leadership responsibility should be negotiated. The original partners may work together as the project “shepherds”—they are knowledgeable about the overall vision and goals of the project; they actively participate; and they motivate others to take a meaningful part in the effort. In law enforcement, this person is generally a line-level officer, deputy, or detective. S/he may be the person organizing meetings or events, disseminating meeting minutes or task timelines, and drumming up support for the project.

Another important leadership role is that of “project champion.” This individual holds a policymaking position and can garner support for the collaborative initiative from the community or at an organizational level. Project champions may be the school principal, chief of police, president of the chamber of commerce, members of the school board, city managers, mayors, and leaders within faith communities. While project champions may not always be available to attend project meetings, it is critical to keep these individuals informed about and engaged in collaboration decisions and activities. Project champions can be valuable resources for developing and conducting information campaigns, gaining human and financial resources, providing public recognition or serving as a public liaison, and motivating participating partners.

- What have been the previous partnership experiences of the hard-to-reach individuals or organizations? For example, have previous community policing projects ignored or treated these individuals or organizations as token participants?

The benefits of diversity are worth the time spent in reaching out and engaging previously uninvolved stakeholders.

Engaging Youth. The art of involving youth in a partnership is primarily a matter of attitude. In 1989, William Lofquist challenged adults to move beyond seeing youth as “objects” or “recipients” of services and begin to work with them as “resources” available to contribute to planning and problem-solving efforts. More recently, the National 4-H Council has encouraged adults to work with youth as “partners.” Utilizing youth partners reflects the principle of mutuality in teaching and learning and acknowledges the power of youth in decision making.

While youth are often identified as partners in school-based partnerships, every community collaborative effort should consider the value of involving youth partners. Young individuals often bring enthusiasm and available time to a partnership. Additionally, when youth participate in developing solutions to youth issues or problems, the likelihood of success is increased. (The last document in this toolkit is a case study of a successful collaboration to address disorder involving youth in Danvers, MA).

Once the collaboration agrees that young people are an important resource and equal partners, the following tips can support youth involvement in the collaborative initiative:

- **Involve youth early.** When youth are involved in creating the vision, they are more likely to be involved in implementing the steps to reach the vision.
- **Share leadership with youth while also clarifying levels of authority.**
- **Provide meaningful roles for youth.** Identify many age-appropriate ways in which youth can be involved in the initiative. Hold focus groups to solicit ideas from youth about their potential levels of involvement.
- **Empower youth by providing information.** Also, thoroughly discuss with youth (and all partners) any confidentiality issues and consequences.
- **Build relationships with youth.** Personally speak with youth about the community policing effort and the purpose of the collaboration. Get to know youth as individuals. Encourage opportunities for young people to be personally satisfied through their participation in the collaboration.
- **Let youth partners know that their ideas and participation are needed for the project to be successful.** Outline why their help is so important.
- **Plan meetings at a time when youth participation is possible.** Consider rotating meeting times to accommodate different constituencies. Elicit the support of school officials. Ask youth for input in determining the best meeting times.

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- **Avoid tokenism.** Having one young person participate in the collaboration is not meaningful youth involvement. Just as one adult community member is not representative of all adults in the community, neither is one young person representative of all youth. Young persons are quick to realize when they are being used to promote a message, but are not really valued as a partner in decision making. Broader youth representation and involvement in decision making, power, and responsibility emphasizes that the collaboration truly values youth partners—rather than just trying to appear inclusive.
- **Diversify youth involvement.** Solicit participation from a broad sector of young persons—honor roll students, those with disciplinary problems, students from minority organizations, and from faith-based organizations.
- **Solicit youth partners’ opinions.** One of the best ways to demonstrate respect for youth is to ask for and listen to their concerns, suggested solutions, and ideas. If the collaboration is having difficulty recruiting and sustaining youth involvement, ask youth what the collaboration could do to more effectively recruit and keep them involved.
- **Maintain high expectations.** Adults with predetermined low expectations for youth involvement can create a self-fulfilling prophecy.
- **Be consistent and fair.** Adult partners should serve as role models by demonstrating consistent and fair behavior to all collaboration partners.
- **Develop a memorandum of understanding** (see Section 8, Tool 13: Memorandum of Understanding Development Guidelines) that includes youth involvement in the community policing initiative.
- **Provide ongoing incentives.** As with adult members of the collaboration, partners need to develop specific strategies to sustain youth involvement.

Many of these suggestions for involvement also can be applied to “hard-to-reach” constituencies other than youth. The ideas can be modified to address involving any group of people affected by the problem, namely the stakeholders.

Step 2

Leverage Power and Influence.

A collaborative initiative will often reach a point when additional financial resources, publicity, or support from a certain constituency would make a significant difference in the project’s success. This is the time to canvas partners for assistance in identifying elected officials, media personalities, business executives, or respected community leaders who could leverage their resources and influence to assist the collaboration. Too often, collaborations hesitate to ask for assistance, perhaps assuming that powerful or influential community leaders may be overextended and will not commit to yet another effort. However, supporting a well-planned problem-

solving project or other community policing partnership may be of great interest and benefit for these persons, resulting in a valuable win-win situation.

Step 3

Seek In-Kind Contributions.

Although not difficult for organizations or individuals to donate, in-kind contributions can be an invaluable resource for the collaboration. Utilizing in-kind contributions (e.g., meeting space, postage, supplies, copying, telephone, food, etc.) will help maximize the collaboration's financial resources.

Step 4

Identify the Collaboration's Financial Needs; Develop and Implement Strategies to Secure Those Resources.

The financial resources needed to implement collaborative projects will depend on the size and scope of the initiative. However, collaborations should identify sources of funding, both short- and long-term. Developing a shared vision and collaborating with a diverse group of partners can open a substantial network of potential financial support. While each community is unique, there tends to be several options that are most likely to help finance problem-solving and other community policing initiatives. These options include private foundations, local and regional corporate support, small business sponsorship, city and county budget allocations for law enforcement and school programs, fundraisers, and local and regional service organizations (e.g., Junior League, Lions Clubs, Rotary,

Kiwanis). Use Tool 16: Identifying Funding Resources and Options to help structure your review of the collaboration's current financial resources as well as future funding possibilities.

Step 5

Develop Realistic Estimates of How Much Time Partners Will Need to Contribute; Obtain Commitments from Every Partner.

Time is a scarce resource to be utilized wisely. Collaborative efforts invariably require significant time from the partners (both law enforcement and community). Whether volunteered or paid for, time is a collaboration's most valuable resource. Consequently, partnerships must:

- Clearly define expectations of all partners (whether paid or volunteer).
- Develop a timeline of milestones for each task in the action plan.
- Develop mechanisms for using meeting time wisely (see *Conducting Effective Meetings*, in Section 5).
- Carefully allocate tasks among all partners to utilize available human resources most effectively and equitably.
- Respect each individual's time and personal circumstances.

Tool 7: Expertise and Resources—What Does the Collaborative Effort Need? and Tool 8: Expertise and Resources Inventory (see Section 5) will help guide collaborations in planning for and dealing with time issues.



Avoiding the Pitfalls

When seeking and establishing sufficient means to perform the tasks in a community policing collaboration, avoid the following pitfalls. Consider implementing some of the suggested strategies if you have already encountered these challenges. Also, to help diagnose a struggling partnership, please refer to Section 1, Tool 1: Unsticking Stuck Groups/ Reassessing the Collaboration, in particular items 29–32, to assess the means.

Pitfall:

Partners are frustrated and discouraged and begin to doubt that the collaboration’s goals and vision can be achieved. When a collaborative effort lacks the time, financial, in-kind, or human resources necessary to implement its action plan, partners will become discouraged. Subsequently, they will be less motivated to participate and contribute—creating a cyclical problem.

Solutions:

This may be an appropriate time to reconsider the shared vision. The partners may have been overly ambitious in their vision and may need to narrow the scope of the effort. Partners may decide that they will agree to set another, more ambitious goal, once the newly revised goal has been reached.

In addition to redefining the vision, consider reassessing who needs to be involved in the collaboration. As the collaboration progresses and tasks become more clearly defined, conserve existing resources (or

provide some relief for overcommitted resources) by adding partners (including youth). Do not hesitate to ask current and new partners whether additional in-kind resources may be available to support the collaboration.

Pitfall:

Some partners may feel—“burned out.”

If there are too few individuals involved in the collaboration to accomplish the amount of work to be done, partners may feel drained and “burned out.”

Solutions:

If only one or two individuals are “burned out,” this may be because they have assumed too much responsibility. Review Section 6, Teamwork Strategies, which emphasizes that partners take equal ownership of the initiative.

Reassess the time commitments necessary to complete the tasks. Perhaps during the planning phase, the partners underestimated what would be required or the time available to work on partnership activities. Some organizational partners may be able to assign a replacement representative who has more time, or they may assign tasks across more staff. When establishing task timelines for the initiative, partners should account for other personal and professional commitments, thereby minimizing over commitment from some partners.

It is good practice to always be amenable to new partners. Expand the stakeholder list (see Section 2, Tool 2: Identifying Stakeholders).

Pitfall:

The project requires resources that are unavailable. If the collaboration failed to outline a strategy for achieving collaboration goals and subsequently did not brainstorm about resources required, partners may find themselves without the skills, people, expertise, time, or funding required to continue.

Solutions:

Partners must develop, record, and refer to an action plan that not only includes resource requirements and sources, but also strategies for acquiring these resources. The action plan should be revised as project tasks are modified or partner membership changes.

Use Tool 7: Expertise and Resources—What Does the Collaborative Effort Need? (Section 5) to organize discussions or brainstorming about resources. Use Tool 8: the Expertise and Resource Inventory (Section 5) to determine what partner resources or expertise may be available and underutilized.

Host a fundraising event, approach new stakeholders who have access to needed resources, request in-kind contributions, or research other funding sources (e.g., foundations).



Tool 16



Tools to Plan and Chart Your Progress

Tool 16 Identifying Funding Resources and Options

Directions:

1. Identify the tasks to be completed.
2. For each task, identify:
 - Amount and source of available funding.
 - Amount of funding shortfalls and gaps in resources.
 - Potential sources from which to obtain additional resources.
 - Contact information for potential sources of funding.

Identifying Funding Resources and Options

Task	Amount of Available Funding/Source	Funding Gaps	Funding Resources and Options	Contact for Funding Source

Learn More About It

Youth and Collaboration

Innovation Center for Community and Youth Development. *At the Table: Resource Catalog*. Chevy Chase, MD: National 4-H Council, 2000.

This resource includes a list of workshops, videos, books, curricula, and other resources from organizations that are forerunners in youth governance. Included are organizations such as the Points of Light Foundation and Innovation Center for Community and Youth Development, a division of the National 4-H Council. Available at: www.fourhcouncil.edu/cyd.

Innovation Center for Community and Youth Development. *Building Community: A Toolkit for Youth and Adults in Charting Assets and Creating Change*. Chevy Chase, MD: National 4-H Council, 2000.

This guide for facilitators includes information on youth-adult partnerships and creating a community vision. It provides a practical discussion of developing and carrying out a plan. Available for purchase at: www.fourhcouncil.edu/cyd.

Innovation Center for Community and Youth Development. *Creating Youth/Adult Partnerships*. Chevy Chase, MD: National 4-H Council, 2000.

This training curriculum targets youth-only groups, adult-only groups, and youth/adult groups. It also includes activities. Available for purchase at: www.fourhcouncil.edu/cyd.

Dryfoos, J. *Evaluation of Community Schools: An Early Look*. Washington, DC: Coalition for Community Schools, n.d.

This program brief provides testament to school-based partnerships. It discusses how such partnerships have reduced teen pregnancy, substance abuse, and disruptive classroom behavior. Also discussed are gains in math and reading scores. This document is free-of-charge. Available at: www.communityschools.org.

Hammiller, R. E. and Capper, C.A. "The Principal's Role in Neighborhood-Based Interagency Collaboration: A Peripheral and Flexible Link," (ED 378637), 1994.

This professional paper is based on a research study of a collaborative effort among police, social services, schools, and public health in a large Midwestern city. The results show that principals were receptive and supportive of the project even though they were excluded from the formative process. The authors discuss the principal's role in interagency collaboration. This Education Resources Information Center (ERIC) document is available at university and regional libraries housing ERIC documents.

Posner, M. "Working Together for Youth: A Guide to Collaboration Between Law Enforcement Agencies and Programs that Serve Runaway and Homeless Youth," (ED388915), 1994.

This paper discusses the collaborative process between law enforcement and social service agencies targeting runaway and homeless youth. Appendices serve as a useful reference guide for other literature regarding interagency collaboration, organizations, and evaluation resources. This ERIC document is available at university and regional libraries housing ERIC documents.

Zeldin, S., McDaniel, A. K., Topitzes, D., and Calvert, M.. *Youth in Decision-Making: A Study of the Impacts of Youth on Adults and Organizations*. Madison, WI: University of Wisconsin, 2000.

This publication describes the findings from interviews with 15 organizations and communities within which youth have decision-making roles. Available at: www.fourhcouncil.edu/cyd.

Zimmer, J. "Police-School Partnerships." (ED344793), 1988.

This publication discusses the validity of law enforcement and police officers in the classroom and the unique dynamic that they bring to the curriculum. This resource provides guidelines for field trips and role-playing. It also includes examples of other resources available to those interested in involving law enforcement professionals in the classroom. This ERIC document is available at university and regional libraries housing ERIC documents.

Relevant Organizations

Center for Youth as Resources (CYAR)
National Headquarters
1000 Connecticut Avenue, N.W.
12th Floor
Washington, DC 20036
(202) 785-0698
E-mail: yar@ncpc.org
www.yar.org

CYAR provides training and program information to organizations involved with youth-led community service efforts and youth-adult partnerships in governance.

Coalition for Community Schools
1001 Connecticut Ave., N.W.
Suite 310
Washington, DC 20036
(202) 822-8405
www.communityschools.org

This organization is dedicated to improving education and helping students by building partnerships. Community schools bring together many partners to offer opportunities to children, youth, families, and communities.

Communities In Schools, Inc.
National Office
277 S. Washington Street
Suite 210
Alexandria, VA 22314
(703) 519-8999
(800) CIS-4KID (800-247-4543)
www.cisnet.org

This organization's mission focuses on connecting community resources with schools to help young people learn, stay in school, and prepare for life.

Learn More About It (continued)

The Heartland Center for Leadership Development
Work Group on Health Promotion and Community Development
University of Kansas
4082 Dole Center
1000 Sunnyside Avenue
Lawrence, KS 66045-7555
(785) 864-0533
(785) 864-5281 fax
ToolBox@ukans.edu
<http://ctb.ukans.edu>

The University of Kansas Community Toolbox includes information and resources relevant to community development in Lawrence (KS) and Amherst (MA). Several “how to” sections provide information on community health and development. It also includes sections on leadership, strategic planning, community assessment, advocacy, grant writing, and evaluation.

Innovation Center for Community and Youth Development
National 4-H Council
7100 Connecticut Ave
Chevy Chase, MD 20815
(301) 961-2837
(301) 961-2831 fax
E-mail: info@theinnovationcenter.org
www.fourhcouncil.edu/cyd

This is an excellent site for resources and publications related to youth/adult partnerships. They offer publications and training and technical assistance. The Web site provides contact information for other youth advocate organizations, as well as links to E-mail discussion groups.

National Civic League
(formerly Program for Community Problem-Solving)
1301 Pennsylvania Avenue, N.W.
Suite 600
Washington, DC 20004
(202) 626-3183
www.ncl.org

This organization is dedicated to helping community leaders get things done. This organization offers support through training in facilitation, training, coaching and lectures, multi-stakeholder collaboratives, community driven decision-making processes, and analytical research.

National Crime Prevention Council (NCPC)
1000 Connecticut Avenue, N.W.
13th Floor
Washington, DC 20036
(202) 466-6272
(202) 296-1356 fax
www.ncpc.org

NCPC’s mission is to enable individuals to create safer and more caring communities by addressing the causes of crime and violence and reducing opportunities for crime to occur. The NCPC Web site posts helpful links and publications.

National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815
(301) 961-2961
(800) Four-H-DC (800-368-7432)
www.fourhcouncil.edu

National 4-H Council’s mission is to advance the 4-H youth development movement to build a world in which youth and adults learn, grow, and work together as catalysts for positive change.

**National Youth Development Information
Center (NYDIC)**

National Collaboration for Youth

1319 F Street N.W.

Suite 601

Washington, DC 20004

(877) NYDIC-4-U

(202) 393-4517 fax

E-mail: info@nydic.org

www.nydic.org

NYDIC supports community programs designed to employ a youth development approach to delivering services. These programs strive to build the competencies necessary for young people to become successful adults. The Web site provides links to youth organizations and publications.

National Youth Network

National Crime Prevention Council

1000 Connecticut Ave., N.W.

13th Floor

Washington, DC 20036

(202) 466-6272

www.usdoj.gov/kidspage/getinvolved

The National Youth Network focuses on bringing together youth and adults to promote nonviolent community activism and youth-adult partnerships.

Points of Light Foundation

1400 Eye Street, N.W.

Suite 800

Washington, DC 20005

(202) 729-8000

(202) 729-8100 fax

E-mail: youth@pointsoflight.org

www.pointsoflight.org

This foundation focuses on raising awareness and advocating for the engagement of youth in community problem-solving through training, technical assistance, publications, and programs.

