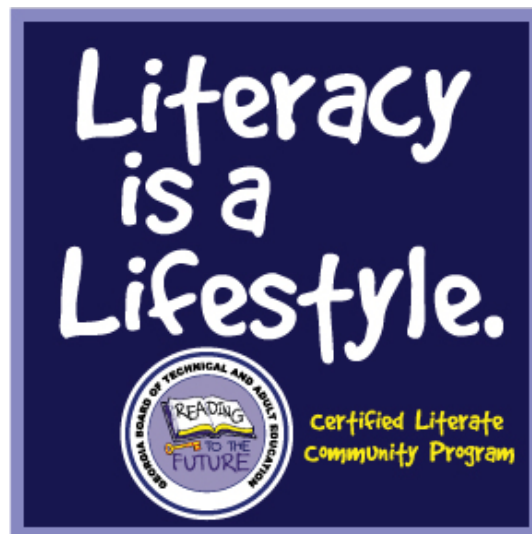


CLCP Directors' Handbook and Resource Manual



**A handbook for executive directors
of Georgia's Certified Literate
Community Programs.**

**Prepared by the Board of Directors
of the Georgia CLCP
Professional Association.**

Handbook for Georgia CLCP Directors

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Introduction

One question new directors frequently ask is, "What exactly does a CLCP director do?" The answer often is, "Whatever is needed to address the literacy needs in your community." Though the literacy needs of each community are different and how the director and his/her board respond are different in each community, it is not a helpful answer.

The next question is usually, "Is there a handbook?" Well, yes, there is and there are several other resources as well. Each new director receives a handbook and a fund raising book from the state executive director. There are also internet resources and websites specifically for the CLCP programs, and the list serve is a constant source of information.

This handbook attempts to compile all these resources in one place. Directors can download and print the entire book, or they may choose to print only the parts needed at a particular time. It is filled with information directors have requested over the years and contains links to helpful websites.

Of course, there is no way to make this a comprehensive tool. Thankfully, we have the Internet and search engines to assist you in finding anything you cannot find here.

Directors should note the following. The links provided here are relevant and working at the time of this publication. The Georgia CLCP Directors Professional Association and board of directors can take no credit for the information provided in the links, nor are they responsible for the accuracy of that content. If you cannot click to follow a link, simply copy and paste it into your browser. Always consult an attorney or accounting professional about legal and financial matters you find contained in this handbook or in the Internet links provided. Please notify the board if you find broken links or inaccurate data so that they may address them.

In addition to this handbook and the other resources noted earlier, do not overlook the valuable experience and insights of other directors in the state and of our own state executive director. Be sure to attend the quarterly meetings to network with them and to benefit from their expertise and insights.

Thank you for all you do for your community and for the state as you make literacy a lifestyle.

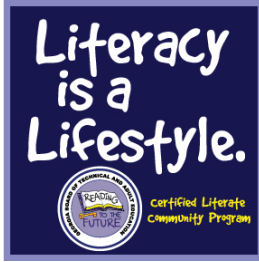
Chapter 1: Getting Started



Here you will find information about participation as a CLCP, expectations of boards of directors, contact information for CLCP directors, and annual report forms.

In this chapter:

- State CLCP criteria for participation in the Certified Literate Community Program
- The Board
- The Role of an Active CLCP Board
- Professional Association Contacts
- Annual reports and report forms
 - Format for CLCP annual reports
 - Annual Report Form
 - Student Progress Report



Certified Literate Community Program of Georgia

**CRITERIA FOR PARTICIPATION IN THE
CERTIFIED LITERATE COMMUNITY PROGRAM**

CRITERION ONE

An existing or newly created organized community group has established appropriate plans and objectives dedicated to the accomplishment of the mission and goals of the Certified Literate Community Program, as evidenced by written documents.

CRITERION TWO

A multi-culturally diverse representation of all major sectors of the community is actively involved in the Certified Literate Community Program organization. The active participation of adult students should be sought.

CRITERION THREE

Boundaries of the community for the purpose of this program have been specified.

CRITERION FOUR

Census data have been consulted to determine the estimated number of adults targeted for participation in this program. A needs analysis has been conducted to project their literacy needs resulting in the formulation of a recruiting plan.

CRITERION FIVE

Appropriate goals and plans for achieving them have been established so that the community can attain literate status within ten years.

CRITERION SIX

A method has been formulated for the tabulation and evaluation of progress toward the program's goals.

CRITERION SEVEN

The Certified Literate Community Program concept and its goals have received the written endorsement of all governing bodies, Boards of Education, Chambers of Commerce, or equivalent entities.

CRITERION EIGHT

A budget plan for three years has been developed. Sufficient funds and other resources have been committed to accommodate the program for the first year, including the support of a full- or half-time community program administrator.

Adopted by Georgia Council on Adult Literacy May 19, 1993

THE BOARD OF DIRECTORS

1. What is a board of directors?

A **board of directors** is a body of appointed persons who jointly oversee the activities of the organization. This group may also be called board of governors, board of managers, or executive board. It is often simply referred to as "the board."

A board's activities are determined by the powers, duties, and responsibilities delegated to it or conferred on it by an authority outside itself. These matters are typically detailed in the organization's bylaws. The bylaws commonly also specify the number of members of the board, how they are to be chosen, and when they are to meet.

Typical duties of boards of directors include:

- Governing the organization by establishing broad policies and objectives
- Selecting, appointing, supporting and reviewing the performance of the executive director
- Ensuring the availability of adequate financial resources
- Approving annual budgets
- Accounting to the stakeholders (the community and benefactors) for the organization's performance.

The legal responsibilities of your board of directors may include. The board:

- Ensures that your organization is fulfilling its vision/mission.
- Guarantees that your organization complies with its bylaws and other rules.
- Reviews your financial performance.
- Hires and evaluates the CEO.

Beyond this you want a board with a wide variety of personalities, experiences and talents. Most of all you want board members who want to serve and have time or talents to give.

Strongly discourage any heated negative discussions at board meetings. Problems should be addressed with the Executive Committee and then brought to the boards' attention if needed. Board meetings full of bickering, complaints and problems will bring down an organization fast.

The **executive team** is defined in the bylaws and is usually the elected officers and committee chairs. They should meet regularly and deliver a well organized board meeting to you directors.

2. What makes a truly effective board?

- **An effective board looks at the big picture.** It is alert to signs of trouble before a crisis erupts and is always asking questions such as: "How are we doing in meeting our mission?" "Are we working the hardest on the most important tasks?" "Could we do things better and more efficiently?" "Where are we in meeting our long-range goals?"
- **A good board has a keen sense of priorities.** It works from an agenda so that it does not waste time on frivolous issues. It encourages planning and the use of planning tools, freely endorsing time and money spent on anticipating future problems and preparing for them.
- **The caring board provides growth opportunities for the staff.** Staff stability is crucial and the best way to achieve that is by providing employees with the means to develop professionally and personally. Staff retreats are encouraged and good personnel policies are constantly evolving.
- **A judicious board thinks before it acts.** When staff and board members disagree, every effort is made to understand the opposing side's position in order to come to a fair resolution. The board makes sure that the staff operates in a fear-free environment and feels confident that if they express their opinions, they will not be punished.
- **An efficient board values teamwork.** The board elects members that have skills in legal matters, accounting principles, and programmatic areas, and then fosters teamwork among them. The goal is to achieve the organization's objectives by utilizing board intelligence through teamwork. Staff should not have to act as referees among directors.
- **The outstanding board constantly evaluates itself and keeps improving.** It reviews the organization's mission annually and re-energizes itself through retreats and other activities. It invites outside expertise and educates itself in best practices.

If your board exhibits these signs of health, you will be able to attend to your service mission fully confident that your board will back you up.

<http://nonprofit.about.com/od/nonprofitmanagement/a/goodboard.htm>

3. What makes a ‘good’ board member?

- A good board member is one who wants to be part of your mission and feels that they are able to contribute to the organization. They have time to give and talents to share.
- It is especially helpful when their employer supports their outside efforts.
- They feel appreciated for what they give.
- They also need clear guidance as to what their role is.

One idea is to start each new business year with each member signing a “Board Expectations” form. This is drafted by the Executive Director and approved by the executive team, see the sample ____

4. Where do you find good board members?

- Start with your volunteers. Volunteers who have become leaders and that other volunteers look up to are prime candidates for board membership.
- Ask local business leaders for a recommendation from within their organization. The top people are often very interested but their schedule is full. If they believe in your mission, they may very well want someone representing their business on your board.
- Scroll through your donor base. Loyal donors have already exhibited their commitment to you. They obviously are interested in your success. Let them help with it by considering them for your board.
- Ask your current board and your staff for suggestions. Have board members and staff suggest people they think would be a good fit for your organization.
- Reach beyond your organization and consider outstanding young people; and active volunteers at other organizations such as the local PTA.
- Let the general public know that you are looking for new board members. Use your newsletter, send a news release, unleash a word-of-mouth campaign. You may be surprised when good people surface.

5. D & O / Directors and Officers Insurance

The board and staff must be protected from personal lawsuits.

Management liability coverage for non-profit entities is specifically tailored to protect the officers and directors from claims against harassment, waste of assets, failure to deliver services and acts beyond granted authority to name a few. Officers and Directors of Non Profit entities should be volunteering their *services*, not their money or personal assets.

Some officers and directors might feel they are protected by state enacted volunteer statutes; these statutes do offer some protection but are far from adequate in today's litigious environment.

Policies should be evaluated in the boardroom, rather than the courtroom. Some specific coverage's are employment practice liability coverage, duty to defend, personal injury, entity coverage and all past, present and future directors, officers, trustees and employees.

These coverages can fill the exposures left by state statutes and allow the non-profit business to proceed without the possible financial hardship caused by claims.

<http://www.financialspecialty.com/executive/nonprofit.html>



THE ROLE OF AN ACTIVE CLCP BOARD



**CERTIFIED LITERATE
COMMUNITY PROGRAM**

Technical College System of Georgia

**Billie Izard
Executive Director**

THE ROLE OF AN ACTIVE CLCP BOARD

WHAT?

The CLCP Board should be an active, involved board with standing committees who annually set and accomplish specific goals and tasks which contribute to the progress of the program.

Suggested standing committees to include:

Assessment and Evaluation	Government Relations	Resources
Business/Industry/Labor	Public Relations	
Finance	Recruitment and Retention	

WHY?

An active, involved CLCP Board is as crucial to the success of a CLCP as a director or administrator of the program. A board can and should accomplish goals, provide direction, offer insight and contribute resources a director cannot.

WHO?

The concept central to the CLCP is that it be a **community** effort which is a multi-culturally diverse representation of all sectors of the community who will be actively involved in program implementation.

Sectors of the community to include:

business/industry	chamber of commerce	military
religious leaders	education	law enforcement
literacy providers	elected officials	public library
human service agencies	civic organizations	
professional groups	judicial system	
media	volunteers	

WHEN?

An active, involved CLCP Board and standing committees must remain in place throughout the 10 year Participant status with regularly scheduled meetings, planning sessions, activities, and opportunities to evaluate progress which will ensure the success of the CLCP.

HOW?

By-laws should formally organize a board to be served by a chair, vice chair, treasurer, secretary, parliamentarian, and chairs of standing committees. Details of membership should include members appointed on an interval schedule to ensure continuity and should also provide a method for replacing members in order to ensure an active membership. Minutes of meetings (board and committees) should be maintained and reports from committees should be made to the Board on a regular basis.

ASSESSMENT AND EVALUATION COMMITTEE

Goals

- Determine the CLCP target group and evaluate student progress.
- Develop recognition programs for students, volunteers, donors and CLCP.
- Compile CLCP annual report.
- Review and evaluate the CLCP progress toward the ten year goal.

Tasks

Assess community needs to determine recruitment/retention/marketing strategies:

- conduct community needs analysis as needed through surveys and collaboration with literacy providers and social service agencies to update information on target population and compile for adjustment of recruitment/retention/marketing strategies.

Evaluate student performance and progress:

- review student performance and progress to evaluate responsiveness/progress of CLCP and determine any need for redirection/adjustments.

Design methods of recognition:

- develop methods of student recognition to acknowledge/celebrate their accomplishments, encourage them to continue and encourage others to participate;
- develop methods of volunteer recognition to acknowledge/celebrate their contributions;
- develop methods of donor recognition acknowledging their contribution, create an understanding of what their involvement means to the program and create positive exposure for the CLCP;
- develop suggestions for methods of recognition for the CLCP to sustain momentum for the ten year period, for recognition of CLCP Board and committee members acknowledging/celebrating their contributions/accomplishments and ensuring an understanding of why their continued, active participation is important;
- solicit input from and coordinate efforts with other standing committees.

Compile CLCP annual report:

- act as collection point for annual reports from each standing committee and compile annual report for CLCP.

Evaluate overall progress of CLCP:

- review annual reports from standing committees and evaluate progress made towards 10 year goal of CLCP;
- review goals for upcoming year in annual reports from standing committees;
- recommend to standing committees possible adjustments/additions to plans/goals.

Set annual goals and tasks and report periodically to CLCP Board:

- establish short term goals and tasks in the immediate best interest of accomplishing the long term goals of the CLCP and report periodically to the CLCP Board on progress;
- participate in annual planning sessions of CLCP Board.

BUSINESS/INDUSTRY/LABOR COMMITTEE

Goal

- Develop and maintain the involvement and support of business, industry and labor.

Tasks

Maintain awareness among all employers of the need for and benefits of a literate community:

- contact personnel managers and small business owners to solicit their support and active involvement, to assess their needs, and to explore ways of assisting them;
- urge employers to encourage their employees to take advantage of adult literacy services and assist them with ways of doing so.

Provide resources as needed to employers:

- work with Public Relations Committee to provide speakers to attend meetings/meet with employees;
- work with Public Relations Committee to provide promotional materials such as flyers, notices, brochures, schedules, posters, t-shirts;
- work with Public Relations and Assessment and Evaluation Committees and with employers to design/develop/organize recognition programs and arrange for publicity.

Encourage employers to provide incentives to their employees and provide assistance in development as requested.

Solicit and secure financial support and in-kind contributions:

- work with Finance Committee in preparing and presenting clear, well defined requests;
- define the benefits to employers becoming directly involved in working to achieve improved literacy rates;
- work with Public Relations Committee to arrange public acknowledgement of support.

Set annual goals and tasks and report periodically to CLCP Board:

- establish short term goals and tasks in the immediate best interest of accomplishing the long term goals of the CLCP and report periodically to the CLCP Board on progress;
- participate in annual planning sessions of CLCP Board.

FINANCE COMMITTEE

Goals

- Secure adequate funding for the operation of the CLCP.
- Manage funds and resources of the CLCP.
- Set specific, short term goals and tasks on an annual basis and periodically report to CLCP Board on progress/achievements.

Tasks

Plan and implement fundraisers:

- personal calls and letters to involve appropriate people;
- attend business, government, board of education, civic meetings to get the word out/solicit support;
- coordinate with Public Relations Committee to solicit support.

Develop all funding possibilities:

- explore grant possibilities through:
 - contacting local organizations such as United Way, Chamber of Commerce, Rotary, Junior League and other civic/social/volunteer/business/professional groups;
 - research for availability through the public library, literacy periodicals, Web Sites, Foundation Center, Non-Profit Resource Center;
 - collaborate with all local social service providers, government(s), and board(s) of education to assure all options are uncovered;
- seek out in-kind contributions from individuals, local government(s), board(s) of education, Chamber of Commerce, and local civic/social/volunteer/business/professional organizations;
- work with all standing committees to identify sources/methods in their areas.

Coordinate with Public Relations Committee:

- to plan/promote events and to get the word out on what the purpose/needs/goals are;
- to contact the media when donations are received to assure recognition of the donation and also advertise achievements of the CLCP, thereby encouraging more.

Manage financial affairs of the CLCP:

- develop annual budget in collaboration with director and other standing committees;
- establish and monitor bank account for CLCP;
- establish and maintain appropriate record keeping system:
 - treasurer should prepare annual financial reports;
 - treasurer should oversee financial record keeping and disbursements;
- audit financial records.

Set annual goals and tasks and report periodically to CLCP Board:

- establish short term goals and tasks in the immediate best interest of accomplishing the long term goals of the CLCP and report periodically to the CLCP Board on progress;
- participate in annual planning sessions of CLCP Board.

GOVERNMENT RELATIONS COMMITTEE

Goal

- Generate and maintain support for CLCP from governing bodies, representatives and agencies.

Tasks

Develop and maintain an up-to-date list of governmental entities and officials:

- conduct periodic review of and update the listing of governmental entities and officials to include: congressional representatives, state representatives, state officials, county commissioners, city council members, board of education members, county and city and board of education officials, judges, constitutional officers and other elected or appointed officials.

Develop and maintain interest and involvement of governmental entities and officials:

- keep governing bodies, representatives, and agencies involved through:
 - invitations to events, fundraisers, activities, graduations and opening of new centers asking them to attend as speakers, supporters, participants, or guests of honor and recognize them in the program and at the event;
 - ask for resolutions or proclamations (provide suggested drafts) recognizing events or milestones of the CLCP;
 - provide CLCP presentations, updates, and highlight successes/accomplishments/progress at every opportunity;
 - provide updated literacy statistics and information on a regular basis;
 - work with Public Relations Committee to make the most of every opportunity.
- working with the Finance Committee, solicit monetary and in-kind contributions.

Set annual goals and tasks and report periodically to CLCP Board:

- establish short term goals and tasks in the immediate best interest of accomplishing the long term goals of the CLCP and report periodically to the CLCP Board on progress;
- participate in annual planning sessions of CLCP Board.

PUBLIC RELATIONS COMMITTEE

Goal

- Promote and maintain long-term community awareness of and involvement in the CLCP.

Tasks

Publicize the efforts and goals of the CLCP:

- work with the media to publicize through newspaper articles and advertisements, local television and radio interviews, PSAs;

- design and coordinate distribution of promotional material such as brochures, flyers, fast food tray liners, posters, billboards, t-shirts, stickers, buttons, etc.;
- work with business and industry, schools, churches, civic/social/professional organizations to publish information in newsletters and bulletins;
- sponsor essay contests;
- develop local logo and slogan;
- attend special events and distribute material;
- identify and publicize individual success stories.

Coordinate with program director and standing committees:

- provide assistance in planning/developing their promotional plans and materials and securing media coverage;
- assist with planning/development of events, celebrations, receptions, graduations, activities, fundraisers;
- assist with planning/development of recognition programs/methods for students, teachers, tutors, volunteers, donors, CLCP Board, and committee members.

Design/develop certificates of recognition, awards, prizes for special achievements for students, teachers, tutors, volunteers, donors, CLCP Board, and committee members.

Develop and maintain speakers bureau:

- maintain a roster of active speakers;
- encourage and recruit CLCP Board and committee members to participate;
- provide training, materials, and preparation assistance to speakers;
- seek out and arrange opportunities for speakers.

Set annual goals and tasks and report periodically to CLCP Board:

- establish short term goals and tasks in the immediate best interest of accomplishing the long term goals of the CLCP and report periodically to the CLCP Board on progress;
- participate in annual planning sessions of CLCP Board.

RECRUITMENT AND RETENTION COMMITTEE

Goals

- Develop and implement recruitment strategies which will recruit/enroll students in need of literacy services.
- Develop and implement retention strategies which encourage students to remain with the program until their goals are achieved.
- Recruit, enroll, and maintain students in adult education classes in sufficient numbers to attain the ten year numerical goal of the CLCP.

Tasks

Identify individuals and groups in need of literacy services:

- periodically reassess and identify individuals and groups in need through surveys (i.e. through parents, churches, social service agencies, judicial/criminal justice system, business and industry - surveys can be conducted by telephone, paper or interviews) and through working with other standing committees, the program director, and literacy providers.

Assure adequate public exposure of available adult literacy services:

- working with other standing committees (Public Relations, Business and Industry and Government Relations Committees), implement a system of aggressive public exposure of available services through:
 - speakers bureau, PSAs, local talk shows, announcements through churches, civic and professional organizations, Chamber of Commerce, businesses and schools, distribution of posters/flyers throughout the community, fast food tray liners and media coverage of events, activities, successes (of individual students and of the CLCP), and graduations;
- work with social service agencies, local government(s), schools, business and industry, libraries and the judicial/criminal justice system to maintain availability and distribution of information on services available; encourage their participation in CLCP forums and activities.

Identify organizations who will actively support and participate in recruitment:

- recruit the participation of business and industry, social service agencies, local government(s), board(s) of education, judicial and criminal justice system, civic, social, and professional organizations, and churches in the development and implementation of recruitment strategies.

Review records on student participation and progress and adjust recruitment strategies to improve retention:

- survey non-returning students, teachers, and tutors for insight into necessary adjustments;
- promote in-service training for instructors;

- work with Assessment and Evaluation Committee on recognition programs.

Periodically review recruitment and retention efforts as they relate to the progress of the CLCP in reaching the ten year numerical goal:

- work with the director and literacy providers in reviewing the quality of programs offered;
- annually establish a realistic numerical percentage goal to increase enrollment by.

Set annual goals and tasks and report periodically to CLCP Board:

- establish short term goals and tasks in the immediate best interest of accomplishing the long term goals of the CLCP and report periodically to the CLCP Board on progress;
- participate in annual planning sessions of CLCP Board

RESOURCES COMMITTEE

Goals

- Develop volunteer, educational, and physical resources to support the CLCP.
- Develop and maintain a resource directory of available adult educational services.

Tasks

Develop methods of recruitment/retention of volunteers:

- working with the director, literacy providers, and the Public Relations and Assessment and Evaluation Committees, design and implement an aggressive, visible volunteer teacher/tutor recruitment effort;
- working with feedback from volunteers, make adjustments to methods to improve ability to recruit and retain volunteers;
- assist the director with recruitment of volunteers to support the director and administrative work of the CLCP.

Develop educational resources essential to the success of the CLCP:

- work with the director and literacy providers to periodically review/inventory (and possibly survey) educational services available to determine if expanded/additional services are needed;
- develop or expand services as needed.

Develop physical resources to support the CLCP:

- conduct periodic review of facilities used for educational services as well as the administrative support of the program and determine if expansion/adjustments are needed;
- work with director, literacy providers, other standing committees, ministers, social service agencies, civic leaders, Chambers of Commerce, professional groups, local government(s) and board(s) of education to secure facilities, educational and teaching materials and equipment as needed.

Develop and maintain a resource directory:

- develop and maintain a current resource directory of all educational services within the community and work with the Public Relations Committee to make available on as broad a basis as possible.

Set annual goals and tasks and report periodically to CLCP Board:

- establish short term goals and tasks in the immediate best interest of accomplishing the long term goals of the CLCP and report periodically to the CLCP Board on progress;
- participate in annual planning sessions of CLCP Board.

Professional Association Resources

Certified Literate Communities

And

Certified Literate Community Participants

When you need advise or guidance, you have access to many individuals in the state who can offer their experience and expertise on just about any topic related to literacy or running a successful CLCP.

Billie Izard, Executive Director

Technical College System of Georgia

Certified Literate Community Program

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Atlanta, Georgia 30345

404-679-5256

bizard@tcsge.edu

Online Professional Learning Center for CLCP Directors

<http://literacy.myweb.uga.edu/clcp.shtml>

Certified Literate Communities (Programs which have met the criteria necessary to achieve this designation within 10 years)

<http://adultrlit.myweb.uga.edu/manual/4-1attach1.pdf>

Certified Literate Community Programs (Programs which have demonstrated a commitment to and are working toward the designation Certified Literate Community)
<http://adultrlit.myweb.uga.edu/manual/4-1attach2.pdf>

FORMAT FOR CLCP ANNUAL REPORTS

Your FY09 Annual CLCP Report will include:

- Completion of the attached annual report form including budget information (11 pages, attach additional pages as desired);
- A listing of CLCP board members as requested on page 11 of the attached report;
- Student Progress Reports as requested on page 11 of the attached report;
- Press coverage/newspaper clippings/brochures/promotional materials.

Student Progress Report (spr)

- There are two (2) spr forms – one (1) for ABE/ASE and one (1) for ESL
- On each form, state the annual numbers for each of the following categories/columns:

ABE/ASE form

- total number of students enrolled in literacy classes during the year (column 2);
- number of students who have completed ABE 1 Beginning Literacy (grade level 0 – 1.9) (column 3);
- number of students who have completed ABE 2 Beginning Basic (grade level 2.0 - 3.9) (column 4);
- number of students who have completed ABE 3 Intermediate (grade level 4.0 - 5.9) (column 5);
- number of students who have completed ABE 4 Intermediate (grade level 6.0 - 8.9) (column 6);
- number of students who have completed ASE 1 Low (grade level 9.0 - 10.9) (column 7);
- number of students who have completed ASE 2 High (grade level 11.0 - 12.9) (column 8);
- number of students who have completed a Goal as established (***these students are NOT counted/included in any other category/column***) (column 9);
- number of students who have attained the GED (***these students are NOT counted/included in any other category/column***) (column 10);
- total number of students served (columns 3 through 10 added together = # of students served during year).

ESL form

- total number of students enrolled in literacy classes during the year (column 2);
- number of students who have completed ESL 1 Beginning Literacy (column 3);
- number of students who have completed ESL 2 Beginning Basic (column 4);
- number of students who have completed ESL 3 Intermediate (column 5);
- number of students who have completed ESL 4 Intermediate (column 6);
- number of students who have completed ESL 5 Low Advanced (column 7);
- number of students who have completed ESL 6 High Advanced (column 8);
- number of students who have completed a Goal as established (***these students are NOT counted/included in any other category/column***) (column 9);
- number of students who have attained the GED (***these students are NOT counted/included***) (column 10);

in any other category/column) (column 10);

- total number of students served (columns 3 through 10 added together = # of students served during year).

- Additional Info for Completing the spr:
 - The numbers should be broken down according to program. Examples of programs which might be included in your report are correctional institutions, Salvation Army, church-run or other literacy organizations such as ProLiteracy America as well as workplace learning programs.

 - The "Student Progress Report" (SPR) form is used to report your annual numbers. All of the numbers given for having completed a level or a goal or attained a GED should be totaled together in the last column titled "Total students served." The numbers listed in the "enrolled" column should NOT be added into this total.

 - Please note that the number of students, for any program, listed as served during the year should not exceed the number enrolled. If you have individuals who are "walk-ins" who attain the GED but do not enroll, please list those as a separate category.

 - The "CLCP Numerical Goal" noted at the bottom of the SPR should be the 10 year numerical goal your CLCP must achieve and the "CLCP Cumulative Total" should be the total number served so far since your approval as a Participant. (This will give you a "progress report" on where you stand with your overall numerical goal.)

20 CLCP Annual Report

(Name of CLCP)

Scholarships

of GED scholarships awarded _____ Funds raised/donated for GED scholarships \$ _____

of post-secondary scholarships awarded _____ Funds raised/donated for p/s scholarships \$ _____

Other scholarships awarded and/or funds raised/donated for (please identify scholarship and amount)

Volunteers

of volunteers _____

of volunteer hours _____

of volunteers trainings conducted _____ # of volunteers trained _____

Other or details/comments on any of above _____

Tutoring

of tutors _____

of tutor hours _____

of tutor trainings conducted _____ # of tutors trained _____

Other or details/comments on any of

above _____

Services (check all that apply and provide number of and funds expended)

_____ Adult Education attendance incentive program, # of _____, funds expended \$ _____

value of donations received (i.e. gift cards, pizza parties, etc.) \$ _____

_____ Stay in school high school initiative, # of _____, funds expended \$ _____

value of donations received (i.e. gift cards, pizza parties, vehicles, etc.) \$ _____

_____ Child care programs, # of _____ # of children served _____

_____ Grants/funds raised/donated to provide child care services \$ _____

_____ Transportation, type _____

_____ Grants/funds raised/donated to provide transportation \$ _____

_____ Computer classes # of _____ # of students served _____

_____ Parenting classes # of _____ # of students served _____

_____ Adult Education class space provided, funds provided for class space \$ _____

_____ Adult Education teacher salaries, funds provided \$ _____

_____ Other training/staff development sponsored (please identify) _____

Other or details/comments on any of above _____

Dictionary/Thesaurus Projects

of dictionaries distributed to 3rd graders (The Dictionary Project) _____

of dictionaries distributed to adult education students _____

of thesauruses distributed to 9th graders _____

Funds raised/donated for Dictionary and/or Thesaurus Project(s) \$ _____

Other or details/comments on any of above _____

Marketing/Advertising/Media coverage

of print articles literacy/clcp _____

ads relating to literacy/clcp _____

letters to the editor or guest columns re: literacy/clcp _____

PSAs produced _____

number of PSA spots - radio _____

number of PSA spots - television _____

billboards sponsored _____

of fliers/brochures/bookmarks printed and distributed _____

Funds raised/spent on advertising \$ _____

Other or details/comments on any of above _____

Materials

of GED testing kits purchased _____

Funds raised/donated to purchase GED testing kits \$ _____

of computer software/programs purchased _____

Funds raised/donated to purchase computer software/programs \$ _____

books/materials purchased for students/classes (excluding Dictionary Project) _____

Funds raised/donated to purchase books/materials (excluding Dictionary Project) \$ _____

Other or details/comments on any of

above _____

Events Participated In (check all that apply and provide # of events)

_____ Forums, # of _____

_____ Fairs, # of _____

_____ Presentations/speeches given (Rotary, Chamber, Lions Club, Civitan, etc.), # of _____

Other or details/comments on any of

above _____

Events Sponsored (check all that apply and provide # of events)

_____ GED graduation

_____ Level Completer recognitions, # of _____

_____ Other student recognition (please

explain) _____

_____ Health Literacy, # of _____

_____ Literacy Awareness, #of _____

_____ Volunteer Recognition, # of _____

_____ Fundraisers, # of _____ type _____

Other or details/comments on any of above _____

Funds Secured

Through fundraisers \$ _____

Grants \$ _____

Donations/contributions \$ _____

Other or details/comments on any of

above _____

This section is for in-kind support/resources PROVIDED by your CLCP to literacy providers/ partners.

Equipment/furniture provided by CLCP to literacy providers/partners (check all that apply and provide funds expended or source of donation)

_____ computers, # of _____ funds expended \$ _____

_____ copy machines, # of _____ funds expended \$ _____

_____ Furniture, type _____ funds expended \$ _____

Other or details/comments on any of above _____

This section is for in-kind support/resources RECEIVED by your CLCP from partners in the CLCP

In-kind support/services/resources received by CLCP (check all that apply and provide estimated value)

_____ Office space, \$ value _____

_____ Telephone service, \$ value _____

_____ Postage, \$ value _____

_____ Copying privileges, \$ value _____

_____ Equipment/furniture/computer(s), \$ value _____

Other or details/comments on any of above _____

Projects/programs participated in (check all that apply and provide additional information where needed)

_____ Georgia Work Ready Initiative, type of participation _____

_____ Workplace programs, # of _____ # of students served _____

_____ Ferst Foundation for Childhood Literacy, funds raised \$_____, # children receiving books ____

_____ Thrift Recycling/Reading Tree, # or lbs. of books collected _____ funds raised \$_____

Other or details/comments on any of above _____

Please list partners (local governments, school systems, post secondary institutions, business, industry, chamber, libraries, civic groups, correctional facilities, judicial systems, volunteer organizations, faith community, Family Connection, Communities in Schools, Ferst Foundation, media, military, human service agencies, etc.)

Budget
FY

Revenue

Contributions/donations	\$ _____
Grants	\$ _____
Fundraisers	\$ _____
_____	\$ _____
(additional category)	
Miscellaneous	\$ _____
Interest	\$ _____
Total Revenue	\$ _____

Expenses

Salaries and Benefits	\$ _____
Rent	\$ _____
Telephone	\$ _____
Office Supplies	\$ _____
Postage	\$ _____
Advertising/Promotional	\$ _____
Professional development/travel	\$ _____
_____	\$ _____
(additional category)	
_____	\$ _____
(additional category)	
Miscellaneous	\$ _____
Total Expenses	\$ _____
Revenue in Excess of Expenses	\$ _____
Value of In-Kind Resources	\$ _____
(salary, space, postage, printing, equipment, utilities, etc.)	

Budget
Projected FY10

Revenue

Contributions/donations	\$ _____
Grants	\$ _____
Fundraisers	\$ _____
_____	\$ _____
(additional category)	
Miscellaneous	\$ _____
Interest	\$ _____

Total Revenue \$ _____

Expenses

Salaries and Benefits	\$ _____
Rent	\$ _____
Telephone	\$ _____
Office Supplies	\$ _____
Postage	\$ _____
Advertising/Promotional	\$ _____
Professional development/travel	\$ _____
_____	\$ _____
(additional category)	
_____	\$ _____
(additional category)	

Miscellaneous \$ _____

Total Expenses \$ _____

Revenue in Excess of Expenses \$ _____

Value of In-Kind Resources \$ _____
(salary, space, postage, printing, equipment, utilities, etc.)

- **Attach a listing of CLCP Board Members**
- **Attach Student Progress Reports**
- **Attach press coverage/newspaper clippings brochures/promotional materials**

Chapter 2 -- Financial Matters



There are many laws governing payment and collection of taxes. As the Professional Association does not claim to have expert knowledge of these laws, you are advised to consult your CPA or board attorney to incorporate as a non-profit entity, how to file for income tax exemption, and to determine whether you are eligible for sales tax exemptions and/or how to collect and remit these taxes.

In this chapter:

- How to become incorporated as a 501(c)(3) organization
- Tax exempt status: Definition and how to file for exemption
- State sales tax exemption

How to Become Incorporated

One of the first steps in becoming a CLCP and a requirement for becoming a 501(c)(3) organization is to become incorporated. The professional association recommends that a board member with expertise conduct this filing as an in kind contribution. The following information is from the Georgia Secretary of State website.

FILING PROCEDURES FOR GEORGIA PROFIT AND NONPROFIT CORPORATIONS

Corporations are formed by filing articles of incorporation with the Secretary of State. The question of whether or not a person or entity should incorporate is complex. The Corporations Division strongly recommends that filers obtain professional legal, tax and/or business advice to assure the filer's goals and intentions are met, and that requirements of the law are satisfied, both before and after incorporation.

The **minimum** filing requirements of Georgia law are outlined at the following website <http://sos.georgia.gov> Click on the "Corporations" tab, then choose the "Online Services and Registrations" tab. Scroll down to "File Your Corporation On-line". Included is a sample Articles of Incorporation for a non-profit organization.

The form for transmitting your application is found at <http://sos.georgia.gov/acrobat/Corporations/form227.pdf> In addition to this form you will have to include an original and one copy of your Articles of Incorporation and the filing fee.

Once you have incorporated, you will have to pay an annual registration fee. You will receive annual notice to pay this registration fee by mail and/or email. This link will take you to the page of FAQ's regarding annual registration. http://www.sos.ga.gov/Corporations/AR_FAQ.pdf

Tax Exempt Status: Definition and How to File for Income Tax Exemption

Organizations that meet the requirements of the IRS code 501(c)(3) are **exempt from federal income tax (not sales tax)** as charitable organizations. In addition, contributions to the charitable organization by individuals and corporations are deductible under Code section 170.

CLCP directors will want to obtain 501(c)(3) status in order to receive donations and to conduct fund raising activities that allow donors to receive tax credit for contributions and to be exempt from paying income tax on the donations and funds raised. The professional association recommends that a board member with expertise conduct this filing as an in kind contribution.

<http://www.irs.gov/charities/charitable/index.html>

The above link will take you to a page on the Internal Revenue Service website which offers tax information for charitable organizations. Executive directors and board members need to be familiar with this information.

Below are a few of the links found on this website. Be sure to take time to explore the entire website in order to avoid any uncomfortable conversations with the IRS. Ignorance does not exempt you or your organization from penalties or jail.

Life Cycle of a Public Charity/ Private Foundation

<http://www.irs.gov/charities/charitable/article/0,,id=136459,00.html>

This section describes the difference between a public charity and a private foundation.

Exemption Requirements

<http://www.irs.gov/charities/charitable/article/0,,id=96099,00.html>

A description of requirements for designation as a 501(c)(3) organization. Describes what it is (a charitable organization) and what it isn't (operated for private benefit).

Application for Recognition of Exemption

<http://www.irs.gov/charities/article/0,,id=96109,00.html>

How to apply for exemption under IRS section 501(c)(3)

Filing Requirements

<http://www.irs.gov/charities/article/0,,id=96103,00.html>

Annual filing requirements for tax-exempt organizations.

Definition and How to File for Sales Tax Exemption

In Georgia, there is no blanket exemption for sales taxes for non-profits. There are exemptions for some organizations, generally churches, nonprofit health care centers and schools. Most 501(c)3 are not exempt so they must pay sales taxes when making purchases and will have to remit taxes on retail sales tax of tangible perceptible property and services that the non-profit sells. Be aware that tickets to fundraising events, raffles, etc. are subject to sales tax. You must collect and remit to the state.

There are many laws governing payment and collection of taxes. As the Professional Association does not claim to have expert knowledge of these laws, you are cautioned to consult your CPA or attorney to determine whether you are eligible for sales tax exemptions and/or how to collect and remit these taxes.

Internet resources:

State tax registration application (Form CRF-2002):

https://etax.dor.ga.gov/ctr/TSD_State_Tax_Registration_Application_CRF002.pdf; Georgia

Department of Revenue Sales tax forms:

https://etax.dor.ga.gov/salestax/st3forms/st3_indx.aspx; Georgia sales tax return (Form ST-3):

https://etax.dor.ga.gov/salestax/st3forms/TSD_Sales_Tax_Master_Filer_Form_ST3c.pdf; Sale

for resale/Misc. exemption certificate (Form ST-5):

https://etax.dor.ga.gov/salestax/st3forms/tsd_sales_tax_dealer_or_purchaser_exemption_certificate_st5.pdf; Out of state delivery exemption certificate:

https://etax.dor.ga.gov/salestax/st3forms/tsd_sales_tax_out_of_state_delivery_exemption_certificate_st6.pdf; Georgia Department of Revenue (General Tax Information):

https://etax.dor.ga.gov/Business_Taxes.aspx; Georgia Department of Revenue (Sales Tax Information): https://etax.dor.ga.gov/BusTax_SalesTax.aspx

Chapter 3: Fundraising



Raising money can be a primary responsibility of any nonprofit organization. Fund raising activities can include events, soliciting donations, grant writing or just about any activity that would bring money to your organization. Please review chapter 2 regarding sales taxes as they relate to your fund raising activity.

In this chapter:

- Finding the Fun in Fundraising
- FUNdraising Across Georgia

Finding the Fun in Fundraising

Fundraising is an integral part of running a Certified Literate Community Program. In this section of the handbook, you will find a list of fundraisers used by experienced CLCP Directors. Fundraising runs the gamut from full-scale events to letters to face-to-face solicitation of donations. The purpose of this section is to keep new directors from having to re-invent the wheel. Most directors will gladly share their fundraising ideas. New directors can contact veteran directors and ask for copies of their plans. These ideas are also shared at our quarterly directors' meetings. Be certain that you attend these meetings.

The main thing to remember about fundraising is that you are giving the participants in an event or the donors of money a chance to make a difference in someone's life. A good phrase to use is, "Change a life. Help someone earn a GED." Events run the gamut from collecting change in cans on convenience store counters to full-scale events like "Leaping for Literacy" or "Lobbing for Literacy" to spelling bees and fancy dress balls. You may find a creative way to raise funds in an event that is best suited to your individual county. Remember that fundraising is not a "One Size Fits All" adventure. You will come to know your county and your constituency better than anyone else knows them. Do what works for you locally and be prepared to share with the rest of us.

For the purposes of this handbook, the following events are listed by county. New directors can find the county's contact information on the [UGA website](#) or click on the county name to email that director. Directors will gladly share their plans for any event. You can then adapt the plans as needed for your community.

FUNdraising across Georgia

Follow the hyperlinks to send an email to ask questions about these fundraising activities.

<p>Spelling Bees Troop County Gainesville/Hall County Gordon County Haralson County Townes County Upson County Athens/Clarke County Forsyth County Lumpkin County Monroe County Stephens County</p>	<p>Playhouse Raffle Dougherty County Haralson County</p>
<p>Fun Run Troop County</p>	<p>Blue Jeans for Literacy Townes County</p>
<p>Big Band Concert Houston County</p>	<p>Trivia Bee Muscogee County</p>
<p>Belks Charity Day Sale Monroe County</p>	<p>Favorite Word Campaign Muscogee County</p>
<p>Don't Forget the Lyrics Gordon County</p>	<p>Coin Drive in Schools Coweta County</p>
<p>Scrabble Tournament Newton County</p>	<p>Barnes and Noble Book Fair Coweta County</p>
<p>Leap for Literacy Stephens County</p>	<p>No Show Christmas Party Tift County</p>
<p>Bike Ride Coweta County</p>	<p>Read-a-thon Gainesville/Hall County</p>
<p>Pie-squared Event Lumpkin County</p>	<p>Literacy Ball Winder/Barrow County</p>
<p>Designer Holiday Cards Coweta County</p>	<p>Tennis Tournament Troup County</p>
<p>Goodsearch Haralson County</p>	<p>Benevolence Fair Athens/Clarke County</p>
	<p>Golf Tournament Athens/Clarke County</p>
	<p>Board Contributions Athens/Clarke County</p>

Chapter 4: Getting the word out about your CLCP How to Achieve Public Awareness



Achieving and maintaining a public presence is imperative to gaining and sustaining community support and for making sure potential clients know what you have to offer. This chapter is full of information to help you create a public awareness campaign. You can also access a prepared Public Information Kit designed to promote CLCP to the community at http://literacy.myweb.uga.edu/clcp_kit.shtml

In this chapter:

- Public Relations/Media Tools
- Media Contacts: What They Want
- Preparing Press Releases, Media Alerts, PSA's, Media/Information Kits
 - Newspapers
 - Radio
 - Television
 - Preparing Press Releases, Media Alerts, PSAs, Media/PR Kits
- Public Awareness Events – Before, During, After
- Marketing Strategies
- CLCP Public Information Kit
- Media Public Relations Plan for CLCP and Media Plan Outline
- Form for Crafting a Public Relations Media Plan

Getting the Word Out: How to Achieve Public Awareness

Here's what we'll cover in this section:

- Public Relations/Media Tools
- Media Contacts: What They Want
- Newspapers
- Radio
- Television
- Preparing Press Releases, Media Alerts, PSAs, Media/PR Kits
- Public Awareness Events – Before, During, After
- Marketing Strategies
- Billie's Power Point
- CLCP Information Kit

PUBLIC RELATIONS/MEDIA TOOLS

- **Mainstream Media – Print, Broadcast**
(Your hometown newspaper, radio, and TV outlets are your main information outlets. Get to know the people who write and talk about your CLCP. Then pitch them with stories, interview opportunities, etc.)
- **Miscellaneous – Posters, Flyers, Newsletters**
(Print and distribute via your own creativity. The computer is your best friend in production of these items; you can distribute via attachments on e-mail and produce for physical distribution. Consider newsletters at industry levels, churches, schools, etc. Make sure your story fits.)
- **Speakers Bureau – Civic Clubs, Churches, Schools, Other Public Venues**
(This usually is a one-man gang – you! Board members would in some cases. Be aggressive in bookings and be prepared to toot your own horn in speeches.)
- **Public Service Announcements**
(Examples of PSAs are presented elsewhere in this part of your handbook.)
- **Press Conferences**
(Your event should be big enough and important enough to call the media together. A “state of the CLCP” event done early in the year is a good event if well-planned and presented.)
- **Public Awareness Events**
(Fundraising events, dictionary, book distributions, etc. Be sure to offer at least a photo opportunity.)

- **VIP/Sponsor Gatherings – Wine & Cheese Events**
(Invite interested parties vital to your cause, with emphasis on potential sponsors, volunteers. An Open House is a good venue. Wine & Cheese is catch-all phrases; it could just as well be milk & cookies)

- **Board of Directors, Word of Mouth**
(Urge your board members to talk up your chapter’s accomplishments, goals, and success stories. You, too.)

- **Telephone**
(Use for follow-up causes, after you have sent out press releases or pitch letters, etc.)

- **E-Mail**
(Everybody checks e-mail. Develop a “blast” list to send out media alerts, news, advances of scheduled events, teasers, reminders, etc.)

- **Snail Mail**
(Still good for thank-you notes, congratulatory cards, etc.)

MEDIA CONTACTS – WHAT THEY WANT

This section of the handbook regards the pro-active side of the media and how to react when they call you.

Newspapers

Daily, weekly, suburban and minority newspapers offer endless opportunities for outreach to readers in the general public. As the recognized literacy spokesperson in your area, you may be approached by the staff of one of these newspapers for comment on a wide range of subjects.

The following are a few tips for various types of stories newspapers pursue:

Hard News: For day-to-day news, comments, reactions, and other responses, “hard news” refers to breaking stories, such as “Hard Rock County CLCP Gets New Building.” The city editor most likely would be the editor in charge. Get to know him, for a lot of reasons.

Feature Stories	Many of the larger papers have feature editors who concentrate solely on vignette-type stories of local interest. Usually, making contact for a writer to cover such a story depends on you. However, if your event is so good, so colorful that word gets out, the newspaper may be in touch. Your job is to be prepared with interesting information.
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Editorials	Meet the editorial page editor; make sure he or she knows that you're the one to call you for information on literacy issues.
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**Events
Stories** **Plan to start early, long before the day of the event. There may be coverage before the event announcing that it will happen, during and after the event, analyzing potential impact.**

Radio. When the local news person, talk show, or other radio representatives call for an interview, have your message points ready. Your information is being sought, and it is your job to guide the interview in your direction.

TV. Same as radio, except your time on air is unpredictable, especially when taped. Be ready to get your point across in 25 or fewer seconds. Assume the camera is always on you. Don't try to be funny.

PREPARING PRESS RELEASES, MEDIA ALERTS, PSAs, MEDIA/PR KITS

The Press Release

The standard press release remains the best way to get your news distributed to newspaper and print media. It should follow a news-format with answers to who, what, when, where, and, often, why. It should be professional and distributed on formal press release paper, usually some form of your letterhead with the words **PRESS OR MEDIA RELEASE** at the top and a contact name and number either at top of release, or at the end.

There should be a “for release” line that tells an editor when it may be used, a headline and a “30” or ### at the end. **BE PROFESSIONAL!!** A suggested form:

(Your letterhead)

CONTACT: Fred Flack
fflack@toothorn.edu
678-848-6410

MEDIA RELEASE

FOR IMMEDIATE RELEASE

HEADLINE (IN CAPS, BOLD TYPE AND CENTERED).

Release information should follow, with inclusions of who, what, when, where and why. Quotes, with attribution, can be used and with supportive statistics or other valid information.

It should be as brief as possible but at least a page in length.

Study the form and writing style of newspapers. Read stories with the idea that you will be writing your own in a press release such as this one.

“That’s a pretty interesting yarn you sent us,” said the editor of *The Times*. “We’ll use it in tomorrow’s edition.”

Remember to make a follow-up call to the newspaper no more than two or three days after it is sent. Be polite and hopeful. The paper is under no obligation to use your release. Your radio-TV release should be even briefer and more succinct. Listen and learn.

So, that's a sample press release

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MEDIA ALERT

This serves as a reminder to the media that you have something about to happen. Distribute no more than two days prior to your event. The best way is via e-mail. Here's a sample form:

MEDIA ALERT!!!

(HEADLINE CENTERED, BOLD CAPS)

There should be a short lead paragraph here: They'll be leaping for literacy at Lake Catchacold on Saturday. It's an event you'll want to cover and one your readers will appreciate.

WHAT: A leap into Lake Catchacold in frigid weather.

WHO: Supporters and sponsors of literacy causes in Our County.

WHERE: The lake is located 4 miles east from downtown Cohutta.

WHEN: First jumpers will leap in at 6 a.m.

WHY: To raise funds for our CLCP as we seek to make everybody in Our County literate.

Photo, Interview Ops: Before, during and after event.

CONTACT: Lisa Leapstoo
Phone Number, e-mail address

--30--

PUBLIC SERVICE ANNOUNCEMENTS (PSAs)

**The Public Service Announcement is an excellent supportive, public awareness method of getting the word out. The FCC requires that all stations provide time for non-profit and other qualified announcements. Work with your station, which can do the PSAs one of two ways: 1.) Provide the PSA and have it recorded by radio personnel, or 2.) Provide the recording. The most used are 30-second spots (normally eight lines of type).
Sample PSA:**

HAVE YOU THOUGHT OF WAYS TO IMPROVE OUR COUNTY IMAGE?

LET US SPELL IT OUT FOR YOU: L I T E R A C Y!! . . . LITERACY!

SPEAKING OF SPELLING, THERE'S A WAY YOU CAN PITCH IN TO IMPROVE OUR IMAGE AND LITERACY RATE.

ATTEND OUR SPELLING AT (SITE, DAY, DATE, TIME)

PROCEEDS GO TOWARD _____

CALL (TEL. NUMBER) FOR COMPLETE INFORMATION.

MEDIA/INFORMATION KITS

A media/information kit should include the following:

- **Backgrounder (The story, told in one page, of your CLCP, how it started, when, why, etc.)**
- **Fact Sheet (pertinent, interesting factoids presented in short paragraphs)**
- **Q&A with director and/or board president**
- **Bios (director, other out-front types)**
- **Listing of board members, officers**
- **Misc. (whatever is considered interesting and pertinent. Too many inclusions, however, make the kit unwieldy and less interesting to read.)**

The media/information kit is best utilized in a two-sided folder with inclusions on each side. Media kits would include a current press release, placed out front on the right side, and would obviously be distributed to print and broadcast media. An information kit would go to potential sponsors and other VIPs vital to your cause. A sponsor's kit would include a letter of proposal instead of a press release.

PUBLIC AWARENESS EVENTS – BEFORE, DURING, AFTER

Most CLCP chapters do public awareness events, many for fundraising purposes. Most are great vehicles for publicity or public awareness. Adult spelling bees, entertainment events and other similar happenings raise funds, while dictionary distribution, book events, author appearances, GED graduations and other related programs stir public awareness.

Before:

Find a sponsor. Pursue funds to sponsor an event in a professional manner, with the presentation of an information kit that includes a letter of proposal. The letter would begin: "The following is a letter of proposal to (company name) to sponsor the (CLCP chapter) adult spelling bee, March 3, 2009." Included in the letter would be a listing of benefits to potential sponsor, as follows:

- Identification as sponsor in all publicity, including quotes from company official
- Spokesperson at the event
- Identification as sponsor in all speeches, interviews
- Press Release

- ID as sponsor on program cover
- Etc. etc. etc.

Utilize methods previously covered to create publicity for your event, to wit:

- E-Mail
- Speakers Bureau (radio/tv)
- Posters, Flyers, Newsletters
- Media Alert
- Media List (list of print, broadcast, other media personnel with e-mail addresses, phone numbers for fast distribution)

Plan your event early; have volunteers in place; a sub-committee should be named to provide public awareness information and distribution of publicity materials. Most events are detail-oriented, so make a checklist to have on-hand a day prior to and the day of to include:

- ___Media follow-up
- ___Special table for media
- ___Speaker contacted, with directions provided
- ___Volunteers contacted and placed
- ___and so forth and so on

During:

Make sure volunteers are in place; the stage is set, prompting devices ready . . . You are the director; you'll get too much of the credit and too much of the blame, but it's up to you to see that things happen the way they should.

After:

Call a committee meeting within a week following your event to review what went right and what went wrong; start to talk about next year's event.

MARKETING STRATEGIES

- Develop a marketing committee using board members, volunteers
- Craft strategic plan for entire year, distribute to board members, important volunteers so that they can share and, perhaps, make suggestions
- Set reachable goals
- Develop a calendar of events, including board meetings, fundraisers
- Develop sub-committees for each, with each member a "fit"
- Craft a timeline for each event and other calendar listings
- Develop a public relations/media plan for the year
- Be creative!
- Know the demographics of your town, community, county
- Tell your success stories

CLCP PUBLIC INFORMATION KIT

The kit is an excellent hand-out to explain what CLCP is all about. If you do not have one, go to http://literacy.myweb.uga.edu/clcp_kit.shtml or pick one up at quarterly meetings. The kit includes Q&A with Billie Izard; profile of CLCP program; CLCP backgrounder; Fact Sheet; CLCP Makes a Difference; criteria for participation. biographical information of important persons, and statistics and success stories, among other entries. We do updates as required and present in a two-sided, two packet holder.

The information kit can be localized by insertion of a timely press release and/or other pertinent information regarding your chapter.

DVD - Literacy is a Lifestyle – CLCP DVD – put explanation back and tell them to get it from Billie.

OTHER ADVICE

- Attend quarterly meetings in order to network – hear what others are doing to promote their CLCPs and share your ideas.
- Keep pitching
- Toot your own horn
- Be proud
- Share information
- Attend quarterly meetings

**MEDIA PUBLIC RELATIONS PLAN
FOR CERTIFIED LITERATE COMMUNITY PROGRAM**

The following is a suggested media-public relations plan for the Certified Literate Community Program (CLCP). It is strongly suggested that such a plan precede major events and media placements by CLCP.

DEVELOP COMPLETE PLAN

- **Name Event. Example: The CLCP Statewide Spell-Off Spectacle. Attain a title sponsor to cover expenses of the event which would then become The Acme Company CLCP Statewide Spell-Off Spectacle. It could also be a presenting sponsor: The CLCP Statewide Spell-Off Spectacle Presented by The Acme Company. (Another thought we once had was a celebrity spell-off)**
- **Select Spokesperson. If celebrity status, develop PSA with celebrity as spokesperson. Also, select secondary spokesperson to represent event in interview, civic club appearances, etc.**
- **Prepare media tools, to include:**
 - Press release, news and feature
 - Brief—2 or 3 paragraphs -- targeting newspaper, newsletter calendar sections
 - Information/media kit
 - Photos
 - PSA
 - Media Plan
 - Develop when-where schedule of radio, print, TV interviews
 - E-Mail
 - Websites
- **Media List**
 - Local
 - Regional
 - News, Features, Entertainment, Columnists
 - Contacts ancillary media

EVENT

- **Prepare media invitations, alerts**
- **Select Venue**
 - Reserve seats for media, sponsors, someone to greet media, sponsors
- **Programs**
 - Editorial
 - Ads

TOOLS AVAILABLE

- **Media/Information Kits**
- **Releases**
- **Press Conferences**
- **Website**
- **Wine & Cheese Events w/Media, VIPs, Sponsors**
- **Radio-TV**
- **Civic Clubs**
- **Newsletters**
- **Posters/Signage**
- **Chambers of Commerce (newsletter, website, etc.)**
- **Other**

**CERTIFIED LITERATE COMMUNITY PROGRAM
GENERAL PUBLIC RELATIONS/MEDIA PLAN OUTLINE**

- I Develop Media List
 - Major Georgia newspapers
 - Education Editors
 - Education Writers
 - Appropriate Columnists
 - Radio
 - Appropriate contacts
 - PSAs
 - Television
 - Feature-Type Shows
 - News Editors

- II Selected Spokesperson
 - Billie Izard
 - CLCP Leaders

- III Message Points
 - What CLCP Does
 - A Look Ahead

- IV Media/Information Kits
 - Selected Distribution
 - Follow-Up

- V Placement of Stories/Interviews/Appearances
 - Print
 - Radio
 - TV

Crafting a Public Relations Media Plan

Event: _____

Targeted Media	Print	Broadcast	Other
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Media Plan
Print _____

Broadcast – Include sample PSA

Other _____

Public Relations/Marketing Plan: (VIPs? Sponsor? Proclamation? Celebrities? Slogan?)

Chapter 5: It's all about relationships



Each community is similar in some ways to other communities, but each has its own unique challenges and resources. Bringing the community together to address literacy issues is imperative to your success. This chapter will give suggestions for which organizations might become partners in your work. Some may provide similar services. Others may fill a gap in service. Some may become financial resources or can promote your program in areas where you have limited access. This section deals primarily with a description of the relationship between the CLCP and the technical college service delivery area (SDA) as that will be one of the most significant relationships you encounter.

In this chapter:

- How to partner with your SDA and SDA Director
- Potential Community Partners for CLCP Organizations

The SDA/CLCP Relationship

For nearly 20 years, CLCPs directors and Service Delivery Areas (SDA) directors have worked together to increase literacy in the state of Georgia. Both CLCPs and SDAs are committed to improving literacy in the community; however, their structures and finances are different. If the relationships between CLCPs and SDAs are collaboratively developed, they can strengthen literacy programs and increase literacy rates throughout Georgia. Conversely, when these relationships are tension-filled and troubled, they can cause competition for scarce resources and confusion for potential literacy supporters. The following strategies have been used by CLCP directors and SDA directors to establish and maintain strong collaborative relationships.

Strategy #1: CLCP directors establish good communication with SDA directors.

In successful relationships, CLCP directors emphasize the importance of keeping communication lines open with their SDA directors. In these relationships, CLCP directors keep talking with their SDA director to understand how, collectively, the community needs can best be served. These specific strategies have assisted CLCP directors to develop and maintain regular and consistent communication with their SDA directors. To establish strong communication, CLCP directors:

- Meet often and regularly with their SDA director — in person, through e-mail, and on the phone.
- Meet with their SDA director at the beginning of each year to review the mission and goals of both the SDA and the CLCP and to discuss the particular needs of the SDA with which the CLCP could assist.
- Share information and data with their SDA director regularly.
- Communicate the CLCP mission to the SDA director with whom they work.
- Ask their SDA director how they could assist in their efforts and how the SDA could assist the CLCP in its efforts.
- Put aside their personal agendas and identified the intersection of the SDAs and CLCPs mission.

When reporting good communication patterns, these CLCP and SDA directors note that it is important that CLCP directors “get the word out” to potential funders and supporters in the community, as well as to potential students. These CLCP directors serve as advisors to their SDA directors, recognizing that CLCPs and SDAs operate in different arenas. These CLCP directors work to link their SDA directors to the community.

Strategy #2: CLCP directors work to build trusting relationships with SDA directors.

All of these strategies start with communication. CLCP directors report that open, regular and clear communication has been the key to building trust. We find that in positive and collaborative relationships, CLCP directors and SDA directors have been able to share their successes as well as their failures, their disagreements as well as their agreements. They have worked as a team – attending one another’s meetings and planning together for the year. They have established a relationship in which they could disagree strongly and yet continue to

communicate with and respect each other. The development of a common positive voice for literacy by both the CLCP director and SDA director has been a critical factor in the maintenance of trust and collaboration.

Strategy #3: CLCP directors work to clarify their roles and responsibilities and clearly communicate their missions.

Within successful relationships, CLCP directors understand the function of the SDA in their areas and clearly communicate their view of the CLCP mission to their SDA directors. CLCP directors have developed regular and open communication with their SDA directors to share their mission, goals, accomplishments and struggles. CLCP directors have used these strategies to develop clear roles and responsibilities. They have:

- Assisted the SDA directors in identifying important trends in the community which impacted literacy programs and together developed plans for addressing them.
- Worked to understand the differences between the CLCP mission and the mission of the SDA. When missions conflicted, CLCP directors spoke directly and openly to the SDA director about the conflict.
- Worked with local SDA directors and the executive director of CLCP to present consistent messages regarding the distinct roles and responsibilities of CLCPs and SDAs.

Strategy #4: CLCP directors operate in the spirit of collaboration and avoid competition.

In collaborative relationships, the CLCP directors and SDA directors have created a shared common mission within the community. These CLCP directors work with their SDA directors to identify agencies in the community with whom they may both collaborate such as Family Connections and the city or county planning board. CLCP directors and SDA directors attend one another's meetings as well as meetings of possible collaborative partners with missions similar to both CLCPs and SDAs. CLCP directors have used these strategies to build collaborative relationships. They have

- Kept SDA directors on their team – for planning, collaborating, and communicating.
- Utilized the Regional Development Council and became involved in the 20-year planning process for their counties. Worked with the SDA directors to bring literacy and literacy programs to the planning table and made them a part of the 20- year plan.
- Utilized the Georgia Planning Association and Regional Development websites to learn about the planning process and how to include literacy in the community agenda.
- Used online resources to learn about the comprehensive plan for their county. Determined if it was complete, when it was due, and then shared this information with their SDA director.
- Developed their board to serve multiple counties as well as the local SDAs. In some areas, separate boards for the SDAs and for each county strained limited resources. In these areas, one CLCP advisory board was formed for multiple counties and SDAs to facilitate the process of becoming a CLCP for these counties. With this arrangement, the CLCP Board also serves as the SDA Advisory Board. This has allowed for the sharing of resources and planning efforts across counties and SDAs.

Strategy #5: CLCP directors avoid replication of services and work with their SDA director to coordinate services.

In successful relationships, CLCP directors have not duplicated services provided by the local SDA. To facilitate coordination of all community literacy services, the SDA directors have provided their CLCP directors with up-to-date information about the services they offer so that the CLCPs can assist with referrals and can communicate with the public about literacy and the literacy programs in the area. CLCPs directors are responsible for knowing all literacy programs and projects in their area, both those sponsored by the SDA and by other agencies in the community.

CLCP directors meet with their SDA directors to discuss the ways in which their missions support one another. CLCP directors evaluate all their community's literacy services periodically as literacy needs change. The CLCP directors keep informed about the literacy classes in their area in order to assist with referrals and the sharing of resources among various literacy groups. The CLCP directors identify ways in which their mission supports the SDAs mission. CLCP directors focus upon their role as advocate, coordinator, public relations supporter, and partnership builder and seek to find ways in which the CLCP and the SDA can work together to fulfill their common missions. Some CLCP and SDA directors suggest that it is helpful if each group works to understand the structure of their technical college system.

Summary: To improve their working relationship with their SDA directors, CLCP directors can

1. Work to improve communication with their SDA directors.
2. Work to build trusting relationships with their SDA directors.
3. Work to clarify their roles and responsibilities and clearly communicate their mission.
4. Operate in the spirit of collaboration and avoid competition.
5. Work with their SDA directors to assist in the coordination of all community literacy efforts.

Visit the UGA website http://literacy.myweb.uga.edu/documents/clcp_directors.pdf to read the article *WORKING TOGETHER TO BUILD LITERATE COMMUNITIES: Proven Strategies for Certified Literate Community Program Directors to Maximize Interagency Collaboration with Service Delivery Areas*

POTENTIAL COMMUNITY PARTNERS **FOR CLCP'S**

The work of community literacy overlaps nearly every other public and nonprofit institution in your community. Working together on short-term fundraising projects or long-range community development makes good sense. There are few precise definitions for "partnering" in the nonprofit field. It may mean a sharing of funds -- or proceeds of an event -- or it may mean sharing in-kind resources and putting the names of more than one organization on the task at hand. It's a bit of work and "connecting," but it reflects what community literacy programs are all about.

In any case, all parties should understand who is doing what, perhaps through an outline in a Memorandum of Understanding.

**Boys and Girls Clubs
Chamber of Commerce
Churches
Civic Organizations
Community Foundations
County Commissioners**

**Development Authority
Even Start
Fatherhood Program
First Steps
Food Banks
Health Department
Hispanic/Latino Organizations/Ministries
Housing Authority
Libraries
Mom's Clubs
Newspapers / Newspapers in Education
Private School Systems
Rehabilitation Centers
Sororities/Fraternities
Senior Citizens Centers
Technical Colleges
Universities
Woman's /Children's /Men's Emergency Shelters
YMCA's / YWCA's**

**Business and Industries
Child Support Recovery Services
City Council (Local Government)
Communities In Schools (CIS)
Correctional Institutes/Boot Camps
Department of Labor
Department of Family and
Children's Services (DFACS)
Employer's Committees
Family Connections
Ferst Foundation Childhood Lit.
Goodwill Industries/Salvation Arm
Head Start
High School Key Clubs, Beta, etc.
Hospitals
Job Corp Centers
Literacy Volunteers of America
National Guard Youth Challenge
Performance Learning Center
Radio Stations
Retired Teachers Associations
School Boards
Sheriff / Police Departments
United Way
Utility Companies (EMC, Georgia)
Workforce Investment Board
Hands On Georgia**

Chapter 6: The Georgia CLCP Professional Association



As a CLCP director, you are a member of the Georgia CLCP Directors Professional Association. In this section you will find information about the role of the Professional Association, the benefits of membership, and the association bylaws.

In this chapter:

- Georgia CLCP Professional Association Mission Statement
- Georgia CLCP Professional Association Bylaws
- Georgia CLCP director job description

Georgia CLCP Professional Association

The Georgia CLCP Professional Association is a statewide collaborative of Certified Literate Community Programs working together to promote community literacy in Georgia. Each local CLCP is represented in this association. The CLCP state executive director serves as executive director. The association is governed by an executive committee according to by-laws adopted by association members.

Mission Statement:

The Georgia Certified Literate Community Program Professional Association is an association of non-profits dedicated to promoting a professional atmosphere by offering professional assistance, standards, and peer-to-peer mentoring resulting in improved statewide efforts to advance community literacy.

Benefits to each local CLCP:

1. By uniting the local CLCPs, the Professional Association will allow us to present a unified front to promote community literacy in Georgia;
2. The Professional Association will serve as a vehicle for sharing ideas, talents, and expertise among the individual CLCPs;
3. The Professional Association will allow local CLCPs to become recognized statewide and thus increase the credibility that comes from a professional organization;
4. The Professional Association will support each CLCP's complete autonomy to meet the needs of their local population;
5. The Professional Association will enhance the status of each director by establishing uniform professional standards.

BY-LAWS

Georgia CLCP Professional Association

ARTICLE I. GENERAL

Section 1. Name. The name of the organization is the Georgia CLCP Professional Association.

Section 2. Applicability. These by-laws provide for the governance of the Georgia CLCP Professional Association.

Section 3. Purpose. The purpose of this organization shall be to serve as an association of non-profits dedicated to promoting a professional atmosphere by offering professional assistance, standards and peer to peer mentoring resulting in improved state-wide efforts to advance community literacy in the following ways:

- a. uniting local CLCPs to present a unified front to promote community literacy;
- b. serving as a vehicle for sharing ideas, talents, and expertise among individual CLCPs;
- c. serving as a conduit for all CLCPs to achieve recognition statewide, and thus increase the credibility that comes from being a part of a professional organization;
- d. supporting each CLCP's complete autonomy to meet the needs of its local population;
- e. enhancing the status of each program director by establishing uniform professional standards.

Section 4. Office. The principal office for the transaction of the business of the organization shall be located in the CLCP state executive director's office or at such place as may be fixed from time to time by the Board of Directors.

ARTICLE II. BOARD OF DIRECTORS

Section 1. Functions and Definitions. The affairs of the organization shall be managed by the governing board, which is herein referred to as the "Board of Directors" or "Board."

Section 2. Qualification and Number. Each director shall be a board member or executive director from a CLCP in good standing determined by completed annual reports submitted to the state executive director according to due dates (extension of time may be granted by the state executive director) and each director shall attend 75% of the executive committee meetings called (i.e. 3 of 4); attend the annual convention/retreat; attend 2 of 3 remaining quarterly meetings; serve as mentors to other CLCPs; make at least a one year commitment to the board; have been a director or board member for at least six months; assist in at least one state project each year; adhere to commitments the board sets each year for itself, and follow these standards as established by the board. The number of directors shall not be less than 6 nor more than 12, with the exact number to be set annually by resolution of the existing board.

Section 3. Election and Tenure. Initially, each director shall hold office until his or her term expires, until his or her successor is elected and qualified, or until his or her earlier resignation, removal from office, or death. Thereafter, a nominating committee appointed by the board chair at a regular business meeting shall nominate a slate of directors to be voted on by the board at an annual meeting.

Section 4. Seating of Directors. All newly-elected directors shall commence official duty as of the date of appointment and serve until their term expires. There shall be three terms of office for the initial directors, one-year, two-year and three-year. Terms of office for the initial board shall be determined by random draw. Thereafter, the board shall elect new members for three-year terms.

Section 5. Powers. The Board of Directors shall have the authority to manage the affairs and exercise the powers and privileges as they may deem expedient for the interests of the organization, subject to limitations and requirements of the law.

Section 6. Meetings. The Board of Directors shall meet quarterly at such time and place as will be determined by them. An annual meeting shall serve as the time when new board members shall be elected. Special meetings of the board may be called at any time by the chair or by any two or more directors. Notice of a special meeting, including the purpose of the meeting shall be given to each director at least two days prior to said meeting.

Section 7. Quorum. A majority of the membership of the Board of Directors shall constitute a quorum for the transaction of business at any meeting, but less than a quorum may adjourn the meeting. Unless otherwise required by law, the act of a majority of the directors present and voting at any properly convened meeting at which there is a quorum shall be deemed the act of the board.

Section 8. Removal. At any regular or special meeting of the board duly called, any one or more members of the board may be removed by the affirmative vote of a majority of the directors then in office.

Section 9. Vacancies. All vacancies on the Board of Directors shall be filled by the remaining directors at any regular or special meeting by the vote of the majority of the directors present and voting. The director thus elected to fill any vacancy shall hold office until the next annual meeting and until his/her successor is elected and qualified.

Section 10. Compensation of Directors. Directors shall receive no stated salary for their services, but shall serve as volunteers without pay.

ARTICLE III. OFFICERS

Section 1. Selection. Officers of the organization shall be chair, vice-chair, secretary and treasurer. All officers must be members of the Board of Directors. Terms of office shall be for one (1) year.

Section 2. Removal, Vacancies. Any officer of the organization may be removed from office at any time by the Board of Directors. Any vacancy occurring in any office of the organization may be filled by the board.

Section 3. Chair. The chair shall be the chief officer of the organization and shall preside at all meetings of the board. The chair shall have in his or her discretion power and authority to supervise all the affairs of the organization and the acts and conduct of all the officers of the organization, and shall have such other duties as may be conferred upon the chair by the Board of Directors.

Section 4. Vice-Chair. The vice-chair shall act in the absence of the chair and shall have all powers, duties, and responsibilities provided for the chair of the board when so acting. The vice-chair shall have such other duties as may be required of or assigned to him or her by the board or by the chair.

Section 5. Secretary. It shall be the duty of the secretary to keep a record of the proceedings of all meetings of the Board of Directors; to notify the directors of meetings as provided by these by-laws; and to perform such other duties as may be prescribed by the chair, vice-chair, or board.

Section 6. Treasurer. The treasurer shall keep or cause to be kept the financial books and records of the organization and shall faithfully account for its funds by keeping full and accurate records of all receipts and disbursements. He or she shall present written financial statements of receipts and expenditures at the regular meetings of the Board of Directors and shall prepare a yearly financial statement of receipts and expenditures recapping the activities during the year.

ARTICLE IV. STAFF

Section 1. Executive Director. The CLCP state executive director shall serve as executive director of this organization.

ARTICLE V. FINANCES

Section 1. Fiscal Year. The fiscal year of the organization shall begin July 1 and end June 30.

Section 2. Funds. All money paid to the organization shall be received and administered by the Board of Directors and placed in a fund at a financial institution approved by the board.

Section 3. Disbursements. Upon approval of the general operating budget, the treasurer is authorized to make disbursements on accounts and expenses provided for in the budget without further approval of the Board of Directors. Disbursements shall be by check with co-signatures as the board may determine.

Section 4. Budget. The executive director shall prepare the budget in detail with assistance from the executive committee. The budget shall be approved by the Board of Directors.

ARTICLE VI. COMMITTEES

Section 1. Appointment of Committees. At the discretion of the Board of Directors, said board from time to time may elect or appoint a committee or committees including standing and ad hoc committees. Each such committee shall have and may exercise such authority and perform such functions as the board may prescribe within the limitations imposed by law.

Section 2. Standing Committees. There may be the following standing committees which shall be directly responsible to the Board of Directors:

- a. Public Relations Committee
- b. Finance Committee
- c. Annual Conference Committee
- d. Special Projects Committee

The standing committee chairs shall be members of the Board of Directors.

Section 3. Executive Committee. The executive committee shall consist of the chairs of the standing committees and the Officers of the Board of Directors. In the event the board creates other standing committees, the chairs of said committees shall also serve on the executive committee.

ARTICLE VII. PROCEDURES

Section 1. Use of Funds. The organization shall use its funds only to accomplish the purpose and objectives specified in these by-laws.

Section 2. Notice of Meetings. Notice of regular meetings of the Board of Directors and executive committee shall be sent to members at least seven (7) days prior to the meeting.

Section 3. Parliamentary Authority. Roberts Rules of Order. Newly Revised shall be the final source of authority in all questions of parliamentary procedures when such rules are not inconsistent with the by-laws of the organization.

ARTICLE VIII. AMENDMENTS

Section 1. Amendments. These by-laws may be amended or altered by the Board of Directors with two-thirds (2/3) vote at any regular or special meeting with a quorum present, provided the proposed amendment has been submitted in writing to the members at least seven (7) days prior to said meeting.

ARTICLE IX. DISSOLUTION

Section 1. Dissolution. In the event of dissolution of the Georgia CLCP Professional Association, any residual assets or remaining funds will be turned over to one or more regularly organized qualified charitable, educational, scientific, or philanthropic organizations, which themselves are exempt as organizations described in Section 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1954 or corresponding sections of any prior or future law. Dissolution and distribution of assets will be by majority vote of the Board of Directors.

JOB DESCRIPTION

Executive Director

The primary function of the executive director is to manage the day-to-day operations of the Certified Literate Community Program organization; promote literacy with high ethical and professional standards; develop support for and assist with implementation of the Certified Literate Community Program; direct activities to meet the goals of the local board of directors.

Performance Responsibilities:

Administrative:

Report directly to the CLCP board of directors.

Coordinate with the board chairperson to carry out CLCP activities.

Promote literacy in the community.

Prepare annual reports as required by TCSG.

Prepare summaries, fact sheets, and other data as needed for promotion of literacy programs and issues.

Assist in planning, developing and implementing a plan to reach and serve potential students.

Recruit students for and support retention efforts of all literacy providers.

Support board committees.

Recruit volunteers and secure volunteer training.

Carry out all other duties as assigned by the board.

Resource Management:

Seek funding sources for CLCP activities.

With treasurer and/or finance committee, prepare budget.

Maintain financial records.

Provide fiscal management of grants when CLCP serves as fiscal agent.

Public Relations/Marketing/Community Outreach:

Market CLCP to business and industry, civic groups, and others.

Promote community awareness of the social, economic, and cultural benefits of literacy.

Promote literacy from preschool to adult through creative, event-oriented promotions and programs that bring public awareness and media attention and that involve the whole community.

Establish and maintain media-support for the program.

Offer resource referral to students as needed.

Professional Development:

Attend conferences and seminars appropriate to the work of the CLCP.

Maintain professional certification.

Attend CLCP quarterly state meetings and CLCP annual retreat.

Interagency Collaborations:

Act as liaison to TCSG, GA CLCP Professional Association, local agencies, and local government.

Serve as CLCP representative to advisory committees, community boards, and civic organizations.

Participate with other agencies to identify common needs and to develop community programs to meet those needs.

Chapter 7: Useful references and websites



As directors, we are always looking for resource information. One tremendous resource that we often seek are volunteers. There is much information here about recruiting, training and retaining them. There are also a number of website links to help you find information about training opportunities, grants, teacher resources for ABE, GED and ELP instruction, board training, and employment information.

In this chapter:

- Managing Volunteer Staff:: Recruitment, training, retention
- A Sampling of Useful Literacy Websites

VOLUNTEERS: Recruit, Train, Retain

Six Steps to a Successful Volunteer Program



STEP 1: Assess Volunteer Needs

- Volunteer coordinators should meet with the organization's director to plan ahead for the needs of the organization, determine priorities, and set target dates for recruitment.
- Volunteer coordinators need to meet regularly and work with community agencies that may need to utilize the organization's volunteer resources.
- Once it has been determined what is needed, potential volunteers should be recruited and surveyed to learn about their talents, interests, and skills.

STEP 2: Set Goals and Objectives for Volunteer Assignments

It is important that assignments are carefully selected and are productive, meaningful, and closely matched to the volunteers' interests, skills, and motivation for volunteering, in order to ensure long-term involvement on the volunteers' part and a successful program. Volunteers want to feel they are making a real contribution and that their jobs are valued and important.

A job description gives a volunteer a clear definition of the job, as well as expectations.

STEP 3: Recruit Volunteers

Recruitment is one of the most challenging steps in the process. Everyone is a potential volunteer regardless of race, creed, religion, experience, education, income, age, or disposition and will most often volunteer in some way if asked. **Promotion of the need for one's service is the key to recruitment.** Recruitment should be creative and far-reaching. It should take place throughout the year to replace volunteers as well as to enlist additional assistance for new programs.

Identify Your Resources

Friends & Family

High school students

Women's clubs

Fraternal organizations

College students

Civic groups

Neighborhood residents

Retired teachers

Shift workers

Large Employers

General public

Senior citizens

How to Recruit Volunteers

Be creative in arranging recruitment meetings. Consider holding them:

In the evenings

At senior citizen centers

At retirement communities

At the student union building of the local college

Ask to speak at the retired teachers' association meeting

Set up a recruitment display at a Chamber of Commerce luncheon

Talk to a high school class, club, or organization

Free online volunteers services, such as volunteermatch.com

STEP 4: Train and Orient Volunteers

Once you have new volunteers, training and orientation are crucial. They can ease anxiety and confusion, alleviate fears, and increase the chances that volunteers will have a long-term relationship with the organization. Orientation and training sessions set a welcoming tone and create support for volunteers. Orientation sessions should familiarize volunteers with

- Facilities
- Staff of the organization as well as with community, school, or agency they will work with
- Philosophy and mission of the volunteer program
- Operating policies and procedures of the organization
- Security measures and need for confidentiality
- Overall plan, purpose, and vision of the volunteer program

STEP 5: Retain and Recognize Volunteers

While volunteers may choose to become involved for many reasons, their continued commitment and motivation does not come from a paycheck, but from a deeper kind of gratification. To develop a feeling of belonging and satisfaction among volunteers, it is important to do the following:

- Provide training for volunteers
- Treat volunteers as colleagues
- Provide regular activities that show appreciation of volunteer efforts

STEP 6: Evaluate Volunteer Performance and Program Success

As with any successful program, there needs to be continual evaluation that results in improvements. Through surveys, questionnaires, observations, and personal interviews, the program's general success at meeting the needs of students, tutors, teachers, staff, and volunteers can be assessed. These methods also can be used to assess the individual performance of each volunteer, the effectiveness of orientation and training sessions, and the volunteer program's procedures and recruitment strategies.

The Role of the Volunteer Coordinator

The volunteer coordinator works with the organization's executive director, the board of directors, community agencies, and the volunteers. This role includes

- Promoting good relations between the organization and community
- Attending volunteer workshops or training sessions
- Determining and implementing the best methods for recruiting volunteers
- Surveying potential volunteers in order to meet the needs of the organization
- Arranging for general orientation of all volunteers and routines for record keeping
- Helping the volunteer become familiar with the policies, people, programs, and the environments where they will be volunteering
- Explaining the volunteer program to community agencies
- Surveying the organization to determine their need for volunteer help
- Matching the needs of the organization with the interests and abilities of volunteers
- Keeping volunteer files current and in order (including sign-in sheets)
- Evaluating the ongoing program

Retaining Volunteers

Understanding the Needs of Volunteers

Remember that it is important that you establish and maintain a good relationship with your volunteers. To do this, it is necessary to understand the needs of the volunteer and how these needs can be met.

1. **Volunteers need encouragement.** They often feel very insecure in their new role. They may have doubts about their abilities. Encourage them to relax. Try to put them at ease.
2. **Volunteers need to be treated with respect.** They are giving their time because they are interested in the value of literacy and the educational process. They need to be respected for their willingness to help and for their special abilities.
3. **Volunteers need to feel wanted and needed.** You need to let volunteers know they are wanted because of the assistance they give with certain tasks.
4. **Volunteers need help and direction.** Even if there is orientation training, volunteers often need additional help. Some will require more help than others. Volunteers need to know what is expected of them. If you intend to help your volunteers a great deal in the beginning and then expect them to carry on alone, that should be clear from the beginning. Don't let volunteers wonder whether to wait for further direction or to use their own initiative.
5. **Volunteers need praise.** When the volunteers' efforts are successful, let them know. Praise is often the only rewards a volunteer receives.
6. **Volunteers need meaningful assignments.** Volunteers who feel their time and talents are being well used are dependable and reliable.

2007 U.S. Average Hourly Value of Volunteer Time = \$19.51

The **Independent Sector** organization develops the national **average hourly value** of volunteer time, derived from the annual President's Economic Report. This figure is based on the average hourly earnings of all production and nonsupervisory workers on private nonfarm payrolls (as determined by the Bureau of Labor Statistics). Independent Sector takes this figure and increases it by 12 percent to estimate for fringe benefits

This represents an average value of volunteer roles and activities. It ranges from basic, simple tasks that might be valued at minimum wage, up to professional services that would be valued very highly.

A SAMPLING OF USEFUL WEBSITES FOR CLCPs

While there are thousands of web resources available to you, here are a few that have been recommended for this publication.

<http://literacy.myweb.uga.edu/clcp.shtml> Learning site for the CLCP. A comprehensive listing of websites can be found there and below.

<http://literacy.myweb.uga.edu/index.htm> CLCP & OAE Learning Website

<http://georgiaalregions.tripod.com> OAE Regional Education Coordinators website

www.nifl.gov National Institute for Literacy

www.gafacts.net UGA website

www.census.gov US Census

www.nces.ed.gov or www.nces.ed.gov/NAAL Center for Education Statistics/NAAL Report

www.uschamber.com/cwp US Chamber of Commerce

www.famlit.org National Center for Family Literacy

<http://literacynetwork.verizon.org> Verizon Literacy Site

www.literacycampus.org Verizon Literacy Campus

www.gafcp.org Georgia Family Connection Partnership (Kids County survey)

www.gpee.org Georgia Partnership for Excellence in Education

www.ed.gov/inits/americanreads - America Reads information

www.nald.ca – National Adult Literacy Database

www.acenet.edu American Council of Adult Education – GED Testing Services

www.cof.org Council on Foundations

www.fdncenter.org Foundation Center

www.philanthropy.com Chronicle of Philanthropy

www.barbarabushfoundation.com Barbara Bush Foundation

www.norrisconsultinggroup.com Norris Consulting Group (grant info)

www.unitedwaycgc.com/ United Way of Central Georgia

www.community.ups.com UPS Foundation

www.minerandassociates.com Miner & Assoc. (info on grant seeking/fundraising)

www.cal.org/caela Center for Adult English Language Acquisition

www.literacydirectory.org Literacy Directory Site

www.gatesfoundation.org/ Bill & Melinda Gates Foundation

www.medlineplus.gov/ MedlinePlus

www.wkkf.org/ W.K. Kellogg Foundation

www.proliteracy.org ProLiteracy Worldwide

www.dtae.org Georgia Department of Technical and Adult Education

www.gcn.org Georgia Center for Nonprofits

www.dollargeneral.com Dollar General Literacy Foundation

www.foundation.verizon.com Verizon Foundation

www.phpartners.org Partners in Information Access for the Public Health Workforce

www.statehealthfacts.org Kaiser Family Foundation State Health Facts

www.ctb.ku.edu Community Tool Box (clearinghouse of resources for promoting community health and development)

www.gih.org Grantmakers in Health

www.homesafetycouncil.org Home Safety Literacy Project – free home safety materials for literacy students

www.rif.org Reading Is Fundamental

<http://www.khake.com/page3.html> Vocational Information Center (links to workplace skills, personal skills, life skills, math skills and study skills. Communication skills including resume writing, report writing, grammar, interviewing, speaking and presenting are found on the [Communication Skills page](#). Online learning and free tutorial resources are found on [Online Tutorial Resources](#).)

Some additional recommended websites are below.

www.boardsource.org/ BoardSource: Building Effective Non-profit Boards

www.tcsg.edu Official website for the Technical College System of Georgia.

www.gaworkready.org Governor's Certified Work Ready Program.

<http://www.censusscope.org> CensusScope: Your Portal to Census 2000 Data

<http://www.dol.state.ga.us/> Official website for the Georgia Department of Labor.