Affiliate **Funding Guide**

parents as teachers®

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Introduction to Parents as Teachers

Parents as Teachers is an evidence-based home visiting model that promotes the optimal early development, learning, and health of children by supporting and engaging their parents and caregivers. The program model can be offered prenatally thorough kindergarten, and is replicated by various types of organizations including health departments, non-profit organizations, hospitals, and school districts.

The Parents as Teachers model offers a cohesive package of services for families with young children and is formed around four dynamic components: Personal Visits, Group Connections, Child Screenings, and Resource Network. These components are guided by explicit fidelity and quality standards that inform program service delivery and successful replication of the program. Rigorous training, a robust curriculum, and ongoing implementation support guide our home visiting professionals who work with families.

Research

An increasing number of funders now incorporate evidence-based standards into their decision-making process for selection and funding of prevention strategies. Because of this emphasis, it is critical that organizations offering Parents as Teachers services highlight our strong research base to make the case for funding.

Parents as Teachers evidence-based home visiting model is backed by more than 36 years of research, and is recognized by multiple evidence-based clearinghouses including the:

- California Evidence-Based Clearinghouse (CEBC) for Child Welfare: www.cebc4cw.org, 2018.
- Child Trends What Works Programs Database: www.childtrends.org/programs, 2010.
- Community-based Child Abuse Prevention's (CBCAP) Matrix of Evidence-Based Programs: www.friendsnrc.org/evidence-based-practice-in-cbcap/evidence-basedpractice-directory, 2015.
- Educational Program That Works by the National Diffusion Network: https://eric.ed.gov/?id=ED381535, 1995.
- Home Visiting Evidence of Effectiveness for Maternal, Infant, Early Childhood Home Visiting program (MIECHV): http://homvee.acf.hhs.gov, 2013.
- Proven and Promising Practices website: www.promisingpractices.net, 2014.
- Title IV-E Prevention Services Clearinghouse: https://preventionservices.abtsites.com, 2019

For more information and details on research and evidence, see *Parents as Teachers Body of Evidence to Support Funding Opportunities* in the "Resources and Additional Guidance" section.

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Funding Overview

Quality home visitation affiliate programs such as Parents as Teachers have been found to have positive outcomes for children and families, including school readiness, prevention of child abuse, improved health, and many others. Because of these outcomes, affiliates offering Parents as Teachers services are supported by a wide range of funding sources including state, local and federal government agencies, private foundations, and corporate supporters. Historically, affiliates offering Parents as Teachers services receive the majority of their support from public funds. While Parents as Teachers is committed to working to establish new federal funding opportunities for home visitation programs, it is incumbent upon programs to aggressively pursue existing public and private funding to ensure long-term program sustainability.

This resource guide offers helpful explanations and links for finding state-level funding opportunities, and includes information on additional potential funding opportunities that can be used to support home visitation programs. It also provides information on how to prepare competitive grant proposals. Finally this resource provides information for developing and sustaining funding.

Regardless of the source of funding, competition for public funds can be fierce. State, local and federal governments face ongoing fiscal pressure that can limit the availability of funds for home visiting programs. Now more than ever, policy makers are insisting that public resources fund evidence-based programs that show documented results for children and families. This gives Parents as Teachers model affiliates an edge because Parents as Teachers is an evidence-based program. Our model has been shown to produce positive outcomes for children and families in a wide range of domains through rigorous scientific research methodologies.

The Parents as Teachers website (https://parentsasteachers.org/research-and-results/) provides up-to-date information about our research findings and evidence-based listings, as well as a comprehensive guide to understanding what makes Parents as Teachers an evidence-based home visiting model (https://parentsasteachers.org/evidence-based-home-visiting/).

Running a successful Parents as Teachers program depends on securing stable and diverse funding that can grow and expand to reflect the needs of the families served. It is important to carefully examine potential funding sources and pursue only those funds that are appropriate for your Parents as Teachers affiliate and local community.

There are two main categories of funding that support Parents as Teachers programs: public and private funds. Each of these sources has benefits and drawbacks, which necessitates a mixture of funding that provides for stability and growth. Parents as Teachers affiliates should continuously allocate both personnel time and resources to securing a mix of funding.

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Public Funding

Public funding is financial support from government sources. The source of the dollars is taxpayer contributions.

The specific funding opportunities included in this section are made up of federal dollars, although some require a state or local match. Some of the funds are distributed directly by the federal agency to community-based agencies. Other funds are distributed through a state formula grant which typically is awarded in sub-grants to local government entities or community agencies who deliver services to families. Still other funding is available directly from the federal agency to local education agencies (LEAs) such as the Title I program. Many important funding opportunities and decisions for allocating federal dollars exist at the state and local levels.

Federal Funding

The information provided in this section provides an overview of numerous federal funding opportunities for which Parents as Teachers activities are allowable. The descriptions of the federal funding opportunities provide an overview of the program, contact information, types of activities funded, eligibility, the connection to Parents as Teachers, and other useful information.

U.S. Department of Education Funding

1. Individuals with Disabilities Education Act (IDEA) Part C

Program Purpose

The Individuals With Disabilities Education Act (IDEA) Part C – Early Intervention Program for Infants and Toddlers with Disabilities was created to: enhance the development of infants and toddlers with disabilities; reduce educational costs by minimizing the need for special education through early intervention; increase the capacity of families to meet their child's needs; and increase the capacity of state and local agencies and providers to identify, evaluate and meet the needs of all children, especially minority and low-income children and those in foster care.

Funding Details

IDEA Part C funds are distributed to states based on the number of children in the state from birth through age two, as a percentage of the total number of children in this age cohort nationally. While each state has discretion to set specific criteria for child eligibility for IDEA Part C services, federally mandated eligibility includes a child who is experiencing developmental delays in one or more of the following areas: cognitive development, physical development, communication development, social or emotional development, and adaptive development. Part C also covers children who have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. States have the discretion to continue service delivery to kindergarten entry.

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Allowable Activities/Alignment with Parents as Teachers

IDEA Part C funding requires states to establish a statewide system that includes the following components: early intervention services to be based on scientifically-based research; timely, comprehensive evaluation of each infant/toddler with disability; and an individualized family service plan. Home visits are an allowable use of funds.

Learn More:

- Parents as Teachers' Interactions Across Abilities curriculum: https://parentsasteachers.org/interactions-across-abilities?rq=special%20needs.
- Early Childhood Technical Assistance Center: www.ectacenter.org/partc/partc.asp

2. Every Student Succeeds Acts (ESSA)

Program Purpose

The Every Student Succeeds Act (ESSA) reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

Funding Details

The new Every Student Succeeds Act (ESSA) continues provisions in existing law that allow school districts to use Title I and Title III funds to support home visiting initiatives that promote school readiness. In addition, home visiting programs are eligible applicants for the early literacy grants, assuming that these are funded in the future. As State Education Agencies and Local Education Agencies assess how they may want to use education funds to expand home visiting initiatives that are focused on school readiness, it may be helpful to consider examples of existing school partnerships.

ESSA maintains early childhood home visiting programs as an allowable use of Title I and Title III funds. (Sections 1116 and 3115)

- The 1% set-aside in Title I for family engagement activities can be used to support home visiting programs. (Section 1116)
- States with Pay for Success initiatives that benefit preschool-age or K-12 students can use funds to support home visiting programs. (Section 4108)
- Title II establishes the Literacy Education for All, Results for the Nation grant program open to applications from SEAs which can be sub-granted to early childhood education programs, LEAs or public-private partnerships . (Section 2221).

24 affiliates in Arkansas, Arizona, Kansas, North Carolina, New York, Oklahoma, Rhode Island, South Carolina, South Dakota, Texas, and Washington reported receiving funding from Title I funds to supplement their PAT programs. 267 school systems in 27 states, and 39 Bureau of Indian Education schools implement the PAT model with federal, state, or local funds.

Learn More:

- U.S. Department of Education page: https://www.ed.gov/essa

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3. Statewide Family Engagement Centers

Program Purpose

Statewide Family Engagement Centers (SFECs) support parental involvement policies, programs, and activities with the goal of improving children's academic achievement. To further increase parental involvement, SFECs work to strengthen partnerships between parents, teachers, principals, and school administrators from "cradle to career." Authorized activities fall into two categories: direct services and comprehensive training and technical assistance to State Education Agencies (SEAs) and Local Education Agencies (LEAs).

Funding Details

- SFEC grants are awarded through the U.S. Department of Education for a five-year duration subject to an annual appropriation of funds.
- Eligible grantees include statewide (public or private) organizations or consortia of organizations, in conjunction with at least one SEA. Eligible organizations must provide family engagement supports or services and have the capacity to provide such supports and services statewide.

Learn more:

- U.S. Department of Education page: https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/statewide-family-engagement-centers-program/

U.S. Department of Health and Human Services

1. Child Abuse Prevention and Treatment Act (CAPTA)

Program Purpose

The Child Abuse Prevention and Treatment Act (CAPTA) is the key federal law addressing child abuse and neglect. CAPTA provides states with federal funding and guidance to support the prevention of child abuse and neglect, as well as research, technical assistance, and data collection. Prevention of child abuse and neglect is one of the four primary goals of Parents as Teachers.

Funding Details

CAPTA's Community-Based Child Abuse Prevention (CBCAP) Grants support community-based efforts to prevent child abuse and neglect and strengthen families. CBCAP emphasizes promoting parent leadership and utilizing evidence-based programs. CBCAP funding is allocated to states based on a formula that takes into account the proportion of children residing in each state and the amount of additional funding that can be leveraged to support prevention programs. One of the core features of the program is that funds are used to support voluntary home visiting programs. Each state has a lead agency that administers the grants. CAPTA also includes Discretionary Child Abuse Prevention Grants. While these grants may fund home visitation programs, interested programs should carefully review the Request For Proposal (RFP) to determine applicability.

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Tip

- The Office of Child Abuse and Neglect stresses the importance of a program's "theory of change." The Parents as Teachers logic model is a pictorial representation of our research-based theory of change available to support your efforts in seeking funding.

Learn More:

- State contact information for CBCAP grants: https://friendsnrc.org/contacts-and-assignments/state-contacts

2. Head Start

Program Purpose

Head Start is a federal program that promotes the school readiness for children ages birth to five from low-income families by enhancing their cognitive, social, and emotional development. Head Start programs provide a learning environment that supports children's growth in the following domains: language and literacy; cognition and general knowledge; physical development and health; social and emotional development; and approaches to learning. Head Start emphasizes the role of parents as their child's first and most important teacher. Head Start programs build relationships with families that support family well-being and positive parent-child relationships; families as learners and lifelong educators; family engagement in transitions; family connections to peers and community; and families as advocates and leaders.

Funding Details

The Office of Head Start (OHS) is within the Administration of Children and Families and awards grants to public and private agencies on a competitive basis to provide these comprehensive services to specific communities. In addition, some cities, states, and federal programs offer funding to expand Head Start and Early Head Start to additional children within their jurisdictions.

Parents as Teachers Alignment with Early Head Start Performance Standards

- Support for family goal setting consistent with Early Head Start Performance Standard § 1302.50(b)3.
- Provides parent-child activities that support parents' ability to make a positive impact on their child's development consistent with Performance Standard § 1302.51.

Parents as Teachers Partnership with Head Start

Early Head Start and Head Start programs using Parents as Teachers curricula have the option of becoming a Curriculum Partner. Establishing the Curriculum Partner opportunity is evidence that Parents as Teachers National Center is committed to assuring that programs meet the expectations stated in the Head Start Performance Standards. The Office of Head Start requires grantees to demonstrate implementation fidelity to a research-based evidence-informed curriculum.

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Learn More:

- To find a grantee, program, or center, use the Office of Head Start's Center Locator. https://eclkc.ohs.acf.hhs.gov/center-locator
- Additional information can be found on the National Head Start Association's website: www.nhsa.org
- More about the PAT Curriculum Partner pathway: https://parentsasteachers.org/curriculum-partners/

3. Healthy Start

Program Purpose

Under Healthy Start, grants are awarded to enhance a community's service system to address significant disparities in perinatal health indicators focusing on Hispanics, American Indians, African Americans, Alaska Natives, Asian Pacific Islanders, immigrant populations, or differences occurring by education, income, disability, or residency in rural or isolated areas. Communities must provide a scope of project services that cover pregnancy and interconceptional phases for women and infants residing in the proposed project area. Services are to be given to both mother and infant for two years following delivery to promote longer interconception periods and prevent relapses of unhealthy risk behaviors. Based on the premise that community-driven strategies are needed to address factors contributing to infant mortality, low birth weight and other adverse perinatal outcomes in high-risk populations, Healthy Start programs focus on improving maternal and child health outcomes by increasing access to and use of health services for women and their families while strengthening local health systems and increasing consumer input to those systems of care.

Funding Details

Any public or private entity, including an Indian tribe or tribal organization, is eligible to apply. Funding also is made available to community-based (and faith-based) projects that have: 1) significant disparities in perinatal indicators which contribute to high infant mortality rates among one or more subpopulations; 2) an existing active consortia of stakeholders that have a perinatal disparity reduction initiative underway or a plan to establish one, and 3) a feasible plan to reduce barriers, improve the local perinatal system of care and work towards eliminating existing disparities in perinatal health. These sites must have or plan to implement and adapt Healthy Start strategies of consortium, case management, and outreach services in a culturally and linguistically sensitive manner. In addition, they must submit documentation of collaboration with the State Title V agency. Applicants must demonstrate existing/planned collaborations with other key state and local services and resources systems including Title X, Title XIX, Title XXI, WIC, federally funded Community and Migrant Health Centers, federally funded Health Care for the Homeless projects, and Indian/Tribal Health Services.

Parents as Teachers Alignment with Healthy Start

- Healthy Start grantees utilize services such as home visiting that play a role in the development of a consortium of care for families and the community.

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Learn More:

- To view the list of current awardees by state, go to: https://mchb.hrsa.gov/maternal-child-health-initiatives/healthy-start/awards

4. Maternal, Infant and Early Childhood Home Visiting Program (MIECHV)

Program purpose

The Maternal, Infant and Early Childhood Home Visiting (MIECHV) program is a home visiting program designed to strengthen and improve the programs and activities carried out under Title V of the Social Security Act; improve coordination of services for at-risk communities; and identify and provide comprehensive services to improve outcomes for families who reside in at-risk communities. MIECHV includes the requirement of measurable improvements for the populations participating in the program. Grantees must demonstrate improvement in the following benchmark areas: improved maternal and newborn health; prevention of child injuries, child abuse, neglect, or maltreatment, and reduction of emergency department visits; improvement in school readiness and achievement; reduction in crime or domestic violence; improvements in family economic self-sufficiency; improvement in the coordination of referrals and other community resources and supports.

Funding Details

MIECHV is authorized and funded annually at a base of $500 million with a six percent set-aside each year for Tribal grantees, and a three percent set-aside for research and evaluation. The federal government distributes formula-based grants to states and organizations electing to receive program funding through base funding, and will provide additional funding to states starting in Fiscal Year 2024 through a 75/25 federal to state matching program. Increases to Tribal MIECHV are not subject to a matching requirement.

Parents as Teachers Eligibility Based on Evidence

Authorizing legislation requires that at least 75 percent of grant funds be spent on evidence-based home visiting models. The Department of Health and Human Services launched Home Visiting Evidence of Effectiveness (HomVEE) to conduct a thorough and transparent review of the home visiting research literature and provide an assessment of evidence of effectiveness for home visiting models that target families with pregnant women and children from birth to age five. You can find the review here: http://homvee.acf.hhs.gov. Based on this review, HHS determined which home visiting models qualified as evidence-based. Parents as Teachers qualified.

Parents as Teachers Alignment with MIECHV

- Recognized as one of the evidence-based models, Parents as Teachers is included in a list of home visiting models that states may choose from when selecting home visiting models for implementation.
- As an approved national model developer, the Parents as Teachers national office is responsible for approving and overseeing the proper implementation of the Parents as Teachers evidence-based home visiting model through this initiative.

Learn More:

- https://mchb.hrsa.gov/maternal-child-health-initiatives/home-visiting-overview

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5. Medicaid

Program purpose

Medicaid is the country's publicly-funded health and long-term care entitlement program for low-income individuals and families, as well as individuals with disabilities. Along with the Children's Health Insurance Program (CHIP), it serves nearly 73 million Americans. To qualify for Medicaid, individuals must meet certain income eligibility requirements. Pregnant women and children up to age 6 must have an annual income of no more than 133 percent of the federal poverty guideline, and most states have opted to expand that eligibility to all individuals. States have considerable flexibility to broaden Medicaid eligibility or to provide additional benefits to recipients, thus there is variability from state to state.

Funding Details

States have considerable flexibility in designing their approaches for covering home visiting, either in whole or in terms of different services or procedures provided during a home visit. Payment approaches and structures for Medicaid-financed home visiting are determined by each state. In terms of billing and payment mechanisms, states use different approaches, including fee-for-service, global/capitated, among others. Currently, most state Medicaid agencies cover virtually all enrolled pregnant women and young children under Medicaid managed care arrangements. For more about state Medicaid financing, review the State of States' Approaches brief (below).

Allowable Activities/Alignment with Parents as Teachers

Most children or pregnant women served by home visiting programs are enrolled in Medicaid or CHIP—an important reason to explore ways Medicaid can support specific services. Home visiting (similar to mental health services) is not a named service in federal Medicaid statute; however, Medicaid does reimburse—based on state design—services that are part of a home visit (e.g. screenings, case management).

States that fund home visiting services through Medicaid typically use one of three program components: Early and Periodic Screening, Diagnostic and Treatment (EPSDT) services, Medicaid Targeted Case Management (TCM), or Medicaid Administrative Case Management. Typically, Parents as Teachers programs receiving Medicaid funds rely on additional funding streams to support their operations, as Medicaid funds only a portion of services.

Learn More:

- Centers for Medicare and Medicaid Services: www.cms.hhs.gov/home/medicaid.asp
- Johnson K. Medicaid Financing for Home Visiting: The State of States' Approaches. Johnson Group Consulting, Inc. 2019: https://ccf.georgetown.edu/wp-content/uploads/2019/01/Medicaid-and-Home-Visiting.pdf

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6. Promoting Safe and Stable Families (PSSF)

Program purpose

The Promoting Safe and Stable Families (PSSF) program, formerly known as the Family Preservation and Support Services Program, was precipitated by the crisis in the nation's child welfare system in the early 1990s. It was established with the following purposes: family preservation, community-based family support, time-limited family reunification, and adoption promotion and support. PSSF includes opportunities for regional partnerships to fund efforts serving children affected by substance abuse, as well as state court improvements, and programs mentoring children of prisoners.

Funding Details

PSSF provides formula-based grants to states based on the number of children receiving Supplemental Nutrition Assistance Program (SNAP) benefits. Funds are also allocated to tribal organizations. At the state level, the state child welfare agency administers the program and allocates the funds. To receive funds, states must submit a five-year plan for impacting PSSF purposes. PSSF provides critical funding to support a range of prevention and intervention services for families and children. Within these parameters, states have considerable flexibility in designing PSSF-funded services and programs.

Activities Supported by the Promoting Safe and Stable Families Program

Each state has considerable discretion to outline specific services to be provided to families in its five-year Child and Family Service Plan. Home visiting, parent education, and other parent supports are often part of a state plan. While neither home visiting services nor Parents as Teachers is explicitly cited in PSSF, their definition of family support services makes a strong link to the objectives of home visiting, especially Parents as Teachers. PSSF, according the Children's Bureau, (https://library.childwelfare.gov/cwig/ws/library/docs/capacity/Blob/105742.pdf?r=1&rpp=10&upp=0&w=+NATIVE%28%27recno%3D105742%27%29&m=1) defines family support services as community-based services designed to: promote the safety and well-being of children and families; increase the strength and stability of families (including adoptive, foster and extended families); increase parents' confidence and competence in their parenting abilities; afford children a safe, stable and supportive family environment; strengthen parental relationships and promote healthy marriages; and otherwise to enhance child development.

Learn More:

- Review the Child and Family Service Plan for your state to see if home visiting is an allowable service. The following website provides a list of state agencies implementing PSSF: https://www.childwelfare.gov/organizations/?CWIGFunctionsaction=rols:main.dspList&rolType=Custom&RS_ID=16&rList=ROL

7. Temporary Assistance for Needy Families (TANF)

Program Purpose

Established in 1996 as part of a major federal welfare reform legislative overhaul, the Temporary Assistance for Needy Families program (TANF) replaced the Aid to Families with Dependent Children program (AFDC). Whereas AFDC was primarily an individual cash assistance entitlement program, TANF is a state-administered block grant program with the

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goal of moving families from welfare to work. TANF objectives include: assisting families so that children may be cared for in their homes or in the homes of relatives; reducing the dependence of parents on government benefits by promoting job preparation, work, and marriage; preventing out-of-wedlock pregnancies; and encouraging the formation and maintenance of two-parent families.

Funding Details

As a state block grant, the federal government funds TANF through a complex allocation formula based on a state's spending in the AFDC program. States are required to fund a portion of the TANF program – an amount unique to each state – through the Maintenance of Effort (MOE) funds. States implement a range of programs and services to support families as they work toward economic self-sufficiency, including means-tested cash assistance directly to families. TANF dollars can be used for home visiting in the following ways:

- Parent education and home visiting services to care for children in their homes.
- Home visits for teen parents to reduce instances of additional teen pregnancies.
- Programs offering Parents as Teachers services that emphasize father involvement in their home visits may be able to utilize TANF funds to achieve the objective of maintaining two-parent families.

Learn More:

- Center for Law and Social Policy overview of TANF: https://www.clasp.org/tanf-101-policy-briefs-temporary-assistance-needy-families/

8. Family First Prevention Services Act (FFPSA)

Program Purpose:

The Family First Prevention Services Act (FFPSA), enacted as part of Public Law (P.L.) 115—123, authorized new optional title IV-E funding for time-limited prevention services for in-home parent skill-based, mental health, and substance abuse programs for children or youth who are candidates for foster care, pregnant or parenting youth in foster care, and the parents or kin caregivers of those children and youth. This legislation aims to prevent foster care placement by allowing jurisdictions to use federal funding to implement an array of evidence-based practices specific to the needs of their jurisdiction.

Funding Details:

Funding is available to states, tribes, and territories. Each state is responsible for establishing criteria to define "candidates for foster care" as well as identify the specific array of prevention service options best suited to meet the needs of those defined as eligible to receive services. State agencies are also responsible for designing mechanisms for funding dissemination. Some states, for example, might use a multi-pronged approach to braiding multiple funding sources to maximize prevention funds. This assures that prevention efforts are collaborative across sectors serving the same population.

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Activities/Alignment:

PAT is designed to work across the spectrum of family needs, currently reaching more than 200k families experiencing stressors including teen parenting, high poverty, chronic stress, other “high-risk” indicators.

The law requires that prevention services are evidence-based. Parents as Teachers is rated as a “well-supported” model by the Title IV Prevention Services Clearinghouse.

The law also indicates that services provided under the act be delivered in accordance with the principles of a trauma-informed approach. PAT explicitly uses a trauma-informed approach, not only helping jurisdictions to meet the legislative requirements but also ensuring that families experience strengths-based consistently across all program model components. Use of reflective practices, activating the theory of empowerment, along with embedding the strengths-based approach, enables those working with families to consider lived experiences of families as they partner to facilitate reflective experiences that keep the whole family in mind. Embedded within the Parents as Teachers model is the Strengthening Family™ Protective Factors Framework. The five protective factors have been shown to more likely increase positive outcomes for families with young children, and to decrease the likelihood of child abuse and neglect.

Embedded in the model is the completion of family well-being assessments and child health and developmental screenings.

It provides access to the array of referrals to the community, and group meetings to support the efforts of families to build social capital.

Learn More:

- https://familyfirstact.org/
- https://aspe.hhs.gov/topics/policy-regulation/planning-title-iv-e-prevention-services-toolkit-states
- https://www.aecf.org/resources/family-first-prevention-services-act-fiscal-analysis

State Funding

In addition to the federal funds that flow to states, funding opportunities are present in many states that can be used to support home visitation programs. These funding opportunities reflect the unique priorities of the state’s stakeholders, the budget situation and the needs of families and children.

While it is impossible to list all the funding opportunities in each state, there are a few opportunities that seem to be present in most states. Educate yourself about these opportunities and stay abreast of emerging trends in your state that could lead to new funding opportunities. Later in this guide, you will find some websites to help you navigate your state’s system, budget, and funding process.

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1. State Early Childhood Initiatives

Many states have their own early childhood and/or community-based initiatives. These initiatives may have specific goals around school readiness, or may have broader goals around support for families and children. In many cases, these funds can support affiliates offering Parents as Teachers services at the local level. A few examples of state early childhood initiatives are:

- The North Carolina Partnership for Children, Smart Start's state agency, is designed to help ensure young children enter school healthy and ready to succeed. The funds are administered through local partnerships that determine services based on local needs. Smart Start funds programs offering Parents as Teachers services throughout the state of North Carolina (http://www.smartstart.org).
- Early Childhood Iowa (ECI) consists of local boards that are responsible for designing and funding services to meet local needs. The state acts as a partner and provides funding to the local boards for early childhood programs, including home visits and parent education (https://earlychildhood.iowa.gov/about/eci).
- State Children's Trust Funds operate in 50 states, the District of Columbia, and Puerto Rico. They serve as a catalyst for the development of community-based child abuse and neglect prevention programs in their states. They are also incubators for programs and services related to strengthening families to prevent child abuse and neglect. State trust funds receive revenue from a variety of sources, such as surcharge fees on marriage licenses or other vital records, individual and corporate fundraising, and state and federal resources. The National Alliance of Children's Trust and Prevention Funds provides additional information and contacts (www.ctfalliance.org).
- Some states devote state funds to support a range of early childhood home visitation programs or a specific home visitation program model. For example, programs offering Parents as Teachers services in Kansas, Missouri, and Oklahoma are funded through designated state funds. In other states, funds have been allocated to other home visitation programs, such as Healthy Families America, Nurse Family Partnership, or HIPPY. In 2010 the state of Washington passed legislation to fund a range of home visiting programs through a home visiting services account. These state-funded initiatives are an exciting trend in the home visiting field. Parents as Teachers advocates should work to "get a seat at the table" to be involved in early discussions and planning for state legislation. Reach out to other early childhood education and home visiting organizations in your state to foster meaningful collaborations both in terms of advocacy efforts and enhanced service delivery to children and families.

2. Tobacco Settlement Money and Tobacco Taxes

Forty states received tobacco settlement funds from the 2000 Tobacco Master Settlement Agreement. States have great flexibility in how the funds are used. Money is often designated to children's trust funds or the state's general fund through the legislative or appropriations process. Many states, including Alabama, Colorado, Kansas, Maine, and New Mexico, use tobacco settlement funds to support home visiting. In California, voters passed a cigarette tax to create First 5 California to establish county level commissions and fund early childhood programs. In Arizona, a similar tobacco tax created First Things First, to fund education and health programs for children birth to age five.

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3. Individual State Directory/Guide (Alphabetical)

Authorizing legislation

Organizations in all states should cultivate relationships with their state legislators, keep informed about potential funding opportunities, and encourage their legislators to support these opportunities. Look at the proposed state budget for the coming fiscal year to know whether your PAT affiliate will experience any cuts or gains. Your state departments of education and health can be invaluable resources when searching for funding. Also, join your state's advocacy partners who make home visiting a priority.

Alabama

- Look at the proposed budget for the coming fiscal year: www.budget.alabama.gov
- Cultivate relationships with your state legislators: www.legislature.state.al.us
- Alabama Department of Early Childhood Education; First Teacher Home Visiting: www.children.alabama.gov
- Grant information: www.children.alabama.gov

Alaska

- Look at the proposed budget for the coming fiscal year: http://omb.alaska.gov
- Cultivate relationships with your state legislators: w3.legis.state.ak.us
- Alaska Department of Education & Early Development: www.eed.state.ak.us
- Alaska Department of Health and Social Services: http://dhss.alaska.gov/Pages/default.aspx
- Check for possible funding or grants: www.eed.state.ak.us/forms/home.cfm
- Alaska System for Early Education Development: https://www.threadalaska.org/seed-home
- Early Learning resources: www.eed.state.ak.us/earlylearning

Arizona

- Look at the proposed budget for the coming fiscal year: http://azgovernor.gov/Priorities/BudgetInfo.asp
- Cultivate relationships with your state legislators: www.azleg.gov
- Arizona Department of Education: http://www.azed.gov
- Early Childhood Education, Department of Education: http://www.azed.gov/ece
- Grants Management Enterprise: www.ade.az.gov/GME
- Apply for First Things First funding: www.azftf.gov

Arkansas

- Look at the proposed budget for the coming fiscal year: https://www.dfa.arkansas.gov/budget
- Cultivate relationships with your state legislators: http://www.arkleg.state.ar.us/assembly/2019/2019R/Pages/Home.aspx
- Arkansas Department of Education: http://arkansased.org
- Check for possible funding or grants: http://www.arkansased.gov/divisions/communications/grant-opportunities

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California

- Look at the proposed budget for the coming fiscal year: www.dof.ca.gov
- Cultivate relationships with your state legislators: http://leginfo.legislature.ca.gov
- California Department of Public Health, California Home Visiting Program: https://www.cdph.ca.gov/Programs/CFH/DMCAH/CHVP/Pages/default.aspx
- California Department of Social Services CalWORKS Home Visiting Program: https://www.cdss.ca.gov/inforesources/calworkshomevisitinginitiative
- First 5 California: www.ccfc.ca.gov
- Check for possible funding and grants: www.cde.ca.gov/fg/fo/af

Colorado

- Look at the proposed budget for the coming fiscal year: www.colorado.gov/ospb
- Cultivate relationships with your state legislators: http://leg.colorado.gov
- Colorado Department of Early Childhood: https://cdec.colorado.gov/

Connecticut

- Look at the proposed budget for the coming fiscal year: https://portal.ct.gov/OPM
- Cultivate relationships with your state legislators: www.cga.ct.gov
- Office of Early Childhood Education: www.ct.gov/oec

Delaware

- Look at the proposed budget for the coming fiscal year: http://omb.delaware.gov
- Cultivate relationships with your state legislators: http://legis.delaware.gov
- Delaware State Department of Education: https://www.doe.k12.de.us
- Delaware Office of Early Learning: https://www.doe.k12.de.us/domain/534

District of Columbia

- Look at the proposed budget for the coming fiscal year: https://mayor.dc.gov/2020budget
- Cultivate relationships with your council member: www.dccouncil.us/council
- Office of the Deputy Mayor for Education: www.dme.dc.gov
- Division of Early Childhood Education: http://osse.dc.gov/service/early-learning
- D.C. Early Learning Funding opportunities: https://osse.dc.gov/page/grants-and-funding-0

Florida

- Look at the proposed budget for the coming fiscal year: https://www.flgov.com/opb
- Cultivate relationships with your state legislators: www.leg.state.fl.us
- Florida Department of Education: www.fldoe.org
- Contracts, Grants & Procurement: www.fldoe.org/grants

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Georgia

- Look at the proposed budget for the coming fiscal year: http://opb.georgia.gov
- Cultivate relationships with your state legislators: www.legis.ga.gov
- Georgia Department of Education: http://public.doe.k12.ga.us
- Georgia Department of Early Care and Learning: http://decal.ga.gov
- Department for Children and Family Services: https://dfcs.georgia.gov/services/prevention-and-community-support-section/funding-opportunity
- Georgia Department of Public Health: https://dph.georgia.gov/homevisiting

Hawaii

- Look at the proposed budget for the coming fiscal year: http://hawaii.gov/budget
- Cultivate relationships with your state legislators: www.capitol.hawaii.gov
- Hawaii Department of Education: http://doe.k12.hi.us
- Department of Health, Early Intervention: https://health.hawaii.gov/eis
- Family First Funding: https://preventchildabuse.org/wp-content/uploads/2020/08/FFPSA-Q1-2.pdf
- Department of Human Services Child Welfare Services Branch: https://humanservices.hawaii.gov/ssd/home/child-welfare-services/

Idaho

- Look at the proposed budget for the coming fiscal year: https://dfm.idaho.gov
- Cultivate relationships with your state legislators: https://legislature.idaho.gov
- Idaho Department of Health and Welfare: https://healthandwelfare.idaho.gov/
- Early Childhood Information Clearinghouse (ECIC): https://healthandwelfare.idaho.gov/Children/EarlyChildhoodInfo/tabid/80/Default.aspx

Illinois

- Look at the proposed budget for the coming fiscal year: https://www2.illinois.gov/sites/budget/Pages/default.aspx
- Cultivate relationships with your state legislators: www.ilga.gov
- Stay up to date. Sign up for alerts from Start Early: https://startearly.org/
- Illinois State Board of Education, Early Childhood: https://www.isbe.net/Pages/Early-Childhood.aspx
- Illinois Governor's Office of Early Childhood Development: Welcome - Office of Early Childhood Development (illinois.gov)
- Illinois Department of Human Services – Illinois Home Visiting: iGrow – Early Start, Bright Future (igrowillinois.org)
- Illinois Department of Human Services Early Childhood Division: IDHS: Early Childhood

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Indiana

- Look at the proposed budget for the coming fiscal year: www.in.gov/sba
- Cultivate relationships with your state legislators: www.iga.in.gov
- Indiana Department of Education: www.doe.in.gov
- Division of Early Learning and Literacy: www.doe.in.gov/earlylearning

Iowa

- Look at the proposed budget for the coming fiscal year: www.dom.state.ia.us
- Cultivate relationships with your state legislators: www.legis.iowa.gov/Legislators/find.aspx
- Iowa Department of Education: www.educateiowa.gov
- Early Childhood Iowa: https://earlychildhood.iowa.gov
- Iowa Department of Public Health: https://idph.iowa.gov/family-health/family-support
- Iowa Department of Management: https://dom.iowa.gov

Kansas

- Look at the proposed budget for the coming fiscal year: https://budget.kansas.gov
- Cultivate relationships with your state legislators: www.kslegislature.org
- Kansas Children's Cabinet and Trust Fund: https://kschildrenscabinet.org/
- Kansas State Department of Education: www.ksde.org
- Kansas Department of Health and Environment: www.kdheks.gov/bfh/home_visiting.htm
- Join the Kansas Parents As Teachers Association advocacy group: www.kpata.org

Kentucky

- Look at the proposed budget for the coming fiscal year: http://osbd.ky.gov
- Cultivate relationships with your state legislators: http://lrc.ky.gov/Legislators.htm
- Cabinet for Health and Family Services: https://chfs.ky.gov/Pages/index.aspx
- Governor's Office of Early Childhood: www.kidsnow.ky.gov

Louisiana

- Look at the proposed budget for the coming fiscal year: https://www.doa.la.gov/Pages/opb/Index.aspx
- Cultivate relationships with your state legislators: http://legis.state.la.us
- Louisiana Bureau of Family Health: http://ldh.la.gov/index.cfm/subhome/45
- Louisiana eGrants Portal: https://wwwcfprd.doa.louisiana.gov/LAeGrants/PublicPages/index.cfm

Maine

- Look at the proposed budget for the coming fiscal year: www.maine.gov/budget
- Cultivate relationships with your state legislators: www.legislature.maine.gov
- Maine Department of Education: www.maine.gov/education

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- Department of Health and Human Services–request for proposals: https://www.maine.gov/dafs/bbm/procurementservices/vendors/rfps
- Department of Health and Human Services: https://www.maine.gov/dhhs/ocfs/support-for-families/child-welfare/preventing-child-abuse

Maryland

- Look at the proposed budget for the coming fiscal year: https://dbm.maryland.gov/pages/default.aspx
- Cultivate relationships with your state legislators: http://mdelect.net
- Maryland State Department of Education: http://marylandpublicschools.org/Pages/default.aspx
- Check for possible funding or grants: www.grants.maryland.gov

Massachusetts

- Look at the proposed budget for the coming fiscal year: www.malegislature.gov/Budget
- Cultivate relationships with your state legislators: https://malegislature.gov
- Department of Early Education and Care: https://www.mass.gov/orgs/department-of-early-education-and-care
- DOH, Massachusetts Home Visiting Initiative: www.mass.gov/dph/homevisiting
- Massachusetts Children's Trust Fund partnership opportunities: www.childrenstrustma.org/about-us/ partnership-and-collaboration/partnership-opportunities

Michigan

- Look at the proposed budget for the coming fiscal year: www.michigan.gov/budget
- Cultivate relationships with your state legislators: www.legislature.mi.gov
- Children Trust Michigan: https://www.michigan.gov/ctf/
- Michigan Department of Education: www.michigan.gov/mde
- Michigan Home Visiting Initiative: www.michigan.gov/homevisiting

Minnesota

- Look at the proposed budget for the coming fiscal year: www.mn.gov/mmb
- Cultivate relationships with your state legislators: www.leg.state.mn.us
- Minnesota Department of Education, Early Childhood Family Education: https://education.mn.gov/MDE/fam/elsprog/ECFE
- Check for possible funding or grants: https://education.mn.gov/mde/dse/grants
- Join the MinneMinds Coalition: www.minneminds.com
- Minnesota Department of Health: https://www.health.state.mn.us

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Mississippi

- Look at the proposed budget for the coming fiscal year: www.dfa.state.ms.us
- Cultivate relationships with your state legislators: http://billstatus.ls.state.ms.us
- Attend the Governor's State Early Childhood Advisory Council meetings: https://secac.ms.gov/upcoming-meetings
- Mississippi Department of Education: https://www.mdek12.org
- Division of Early Childhood Care and Development: https://www.mdhs.ms.gov/early-childhood-care-development

Missouri

- Look at the proposed budget for the coming fiscal year: http://oa.mo.gov/budget-planning
- Cultivate relationships with your state legislators: www.mo.gov/government/legislative-branch
- Missouri Department of Elementary and Secondary Education: https://dese.mo.gov/quality-schools/early-learning/parents-teachers
- Missouri Department of Health and Senior Services, Bureau of Healthy Childhood: www.health.mo.gov/living/families/ homevisiting/index.php

Montana

- Look at the proposed budget for the coming fiscal year: http://budget.mt.gov
- Cultivate relationships with your state legislators: http://leg.mt.gov
- Join your local regional Best Beginnings Council Early Childhood Services Bureau: www.dphhs.mt.gov/ hcsd/childcare/BestBeginningsAdvisoryCouncil.aspx

Nebraska

- Look at the proposed budget for the coming fiscal year: www.budget.ne.gov
- Cultivate relationships with your state senator: https://nebraskalegislature.gov
- Nebraska Department of Education: www.education.ne.gov
- Nebraska Early Development Network: http://edn.ne.gov
- Office of Early Childhood: www.education.ne.gov/OEC
- Check for possible funding or grants at the Department of Education: www.education.ne.gov/gms2/ index.html#

Nevada

- Look at the proposed budget for the coming fiscal year: www.budget.nv.gov
- Cultivate relationships with your state legislators: www.leg.state.nv.us
- Nevada Department of Education: http://nde.doe.nv.gov
- Nevada Department of Health and Human Services: http://dpbh.nv.gov/Programs/MIECHV/Nevada_Home_Visiting_(MIECHV)_-_Home

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New Jersey

- Look at the proposed budget for the coming fiscal year: www.state.nj.us/treasury/omb
- Cultivate relationships with your state legislators: www.njleg.state.nj.us/members/legsearch.asp
- New Jersey Department of Children and Families: https://www.state.nj.us/dcf
- Division of Early Childhood Education: www.state.nj.us/education/ece
- Check for possible funding or grants: www.nj.gov/education/grants
- Join the Department of Education's Council For Young Children, Infant and Child Health Committee: www.nj.gov/education/ece/njcyc

New Mexico

- Look at the proposed budget for the coming fiscal year: http://www.nmdfa.state.nm.us/Budget_Division.aspx
- Cultivate relationships with your state legislators: www.nmlegis.gov/lcs/legislator_search.aspx
- Early Childhood Education: www.ped.state.nm.us/EarlyChildhood/index.html
- New Mexico Early Childhood Education & Care Department: https://www.nmececd.org/

New York

- Look at the proposed budget for the coming fiscal year: www.budget.ny.gov
- Cultivate relationships with your state legislators: www.nysenate.gov and http://assembly.state.ny.us/mem
- New York State Education Department: www.nysed.gov
- P-12 Program Offices (including Early Learning and Grants Management): www.p12.nysed.gov/funding
- Office of Children & Family Services: www.ocfs.state.ny.us/main

North Carolina

- Look at the proposed budget for the coming fiscal year: www.osbm.state.nc.us
- Cultivate relationships with your state legislators: www.ncleg.net
- Check for possible funding or grants: www.ncdhhs.gov/grantopportunities
- Smart Start & The North Carolina Partnership for Children, Inc.: www.ncsmartstart.org

North Dakota

- Look at the proposed budget for the coming fiscal year: www.nd.gov/omb
- Cultivate relationships with your state legislators: www.legis.nd.gov
- Children and Family Services: www.nd.gov/dhs/services/childfamily
- Join the North Dakota Home Visiting Initiative: https://www.pcand.org/nd-miechv-maternal-infant-and-early-childhood-home-visiting/miechv-project-description.html

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Ohio

- Look at the proposed budget for the coming fiscal year: https://obm.ohio.gov/wps/portal/gov/obm/reports-and-budgets
- Cultivate relationships with your state legislators: www.legislature.state.oh.us
- Ohio Department of Education Grants: http://education.ohio.gov/topics/finance-and-funding/grants
- Become a Help Me Grow Home Visiting Contractor: www.helpmegrow.ohio.gov/Home Visiting/Become a Home Visiting Provider.aspx
- United Way of Greater Cincinnati Grants: https://www.uwgc.org/for-nonprofits/nonprofits

Oklahoma

- Look at the proposed budget for the coming fiscal year: https://oklahoma.gov/content/dam/ok/en/omes/documents/bud23.pdf
- Cultivate relationships with your state legislators: https://oklahoma.gov/
- Oklahoma State Department of Health: https://oklahoma.gov/health.html
- Oklahoma Parents as Teachers: https://oklahoma.gov/health/health-education/children---family-health/family-support-and-prevention-service/office-of-child-abuse-prevention/services.html
- ParentPRO: http://www.parentpro.org/

Oregon

- Look at the proposed budget for the coming fiscal year: www.oregon.gov
- Cultivate relationships with your state legislators: https://www.oregonlegislature.gov
- Oregon Department of Education: https://www.oregon.gov/ode/Pages/default.aspx
- Join your regional Early Learning Hub: www.oregonearlylearning.com

Pennsylvania

- Look at the proposed budget for the coming fiscal year: www.budget.state.pa.us
- Cultivate relationships with your state legislators: www.legis.state.pa.us
- Pennsylvania Department of Education: www.education.state.pa.us
- Office of Child Development and Early Learning: https://www.education.pa.gov/Early%20Learning/Family%20Support%20Programs/Pages/default.aspx
- Childhood Begins at Home: https://www.childhoodbeginsathome.org

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Rhode Island

- Bidding Opportunities | Rhode Island Division of Purchases (ri.gov). Family Visiting Request for Proposal happens every five years: https://ridop.ri.gov/vendors/bidding-opportunities
- Look at the proposed budget for the coming fiscal year: http://www.omb.ri.gov/budget
- Cultivate relationships with your state legislators: www.rilin.state.ri.us
- Rhode Island Department of Elementary and Secondary Education: www.ride.ri.gov
- Rhode Island Department of Children, Youth & Families: www.dcyf.ri.gov
- Rhode Island Department of Health: www.health.ri.gov/homevisiting

South Carolina

- Look at the proposed budget for the coming fiscal year: https://www.admin.sc.gov/budget
- Cultivate relationships with your state legislators: www.scstatehouse.gov
- South Carolina State Department of Education: http://ed.sc.gov
- South Carolina First Steps: www.scfirststeps.org
- Join the Children's Trust of South Carolina Advocacy Network: www.scchildren.org

South Dakota

- Look at the proposed budget for the coming fiscal year: http://bfm.sd.gov/budget
- Cultivate relationships with your state legislators: http://legis.state.sd.us
- South Dakota Department of Education: http://doe.sd.gov
- South Dakota Department of Health Office of Family and Community Health: https://doh.sd.gov/family

Tennessee

- Look at the proposed budget for the coming fiscal year: www.tennessee.gov/finance
- Cultivate relationships with your state legislators: www.capitol.tn.gov/legislators
- Tennessee Department of Education: www.tennessee.gov/education
- Tennessee Office of Early Learning: https://www.tn.gov/education/early-learning.html
- Tennessee Children's Trust Fund: https://ctfalliance.org/childrens-trust-funds/
- Join your regional Commission on Children and Youth: https://www.tn.gov/tccy.html

Texas

- Look at the proposed budget for the coming fiscal year: https://gov.texas.gov/organization/bpp
- Cultivate relationships with your state legislators: https://capitol.texas.gov
- Get involved with home visiting advocacy and join the Texas Home Visiting Consortium: https://www.texprotects.org/roundtables/HVC/
- Texas Department of Family and Protective Services, Prevention and Early Intervention (PEI) Programs: http://www.dfps.state.tx.us/prevention_and_early_intervention/about_prevention_and_early_intervention/programs.asp

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Utah

- Look at the proposed budget for the coming fiscal year: https://gomb.utah.gov
- Cultivate relationships with your state legislators: http://le.utah.gov
- Utah Office of Education: www.schools.utah.gov
- Utah Department of Health: www.health.utah.gov/officeofhomevisiting

Vermont

- Look at the proposed budget for the coming fiscal year: https://finance.vermont.gov/budget
- Cultivate relationships with your state legislators: www.leg.state.vt.us
- Vermont Department of Education: http://education.vermont.gov
- Early Education: https://education.vermont.gov/student-support/early-education
- Child Development Division: http://dcf.vermont.gov/cdd
- Vermont Department of Public Health: www.healthvermont.gov

Virginia

- Look at the proposed budget for the coming fiscal year: www.dpb.virginia.gov
- Cultivate relationships with your state legislators: https://virginiageneralassembly.gov
- Virginia Department of Education: www.doe.virginia.gov
- Virginia Department of Social Services: http://www.dss.virginia.gov
- Virginia Department of Health: http://www.vdh.virginia.gov
- Smart Beginnings: www.smartbeginnings.org
- Get involved with Virginia's Alliance for Home Visiting: www.earlyimpactva.org
- Become part of Virginia's Unified Early Childhood Policy Agenda through Voices for Virginia's Children: www.vakids.org

Washington

- Look at the proposed budget for the coming fiscal year: www.ofm.wa.gov/budget/default.asp
- Cultivate relationships with your state legislators: www.leg.wa.gov
- Washington Department of Children, Youth, and Families: https://www.dcyf.wa.gov/
- Join your Regional Early Learning Coalition: https://www.washingtoncfc.org/
- Best Starts for Kids: Programs and opportunities - King County: https://kingcounty.gov/depts/community-human-services/initiatives/best-starts-for-kids/programs.aspx

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West Virginia

- Look at the proposed budget for the coming fiscal year: www.budget.wv.gov
- Cultivate relationships with your state legislators: www.legis.state.wv.us
- West Virginia Department of Education: http://wvde.state.wv.us
- West Virginia Bureau for Children and Families: www.wvdhhr.org/bcf
- Join the WV Home Visiting Coalition: www.wvpartners.org
- Join the WV Healthy Kids and Families Coalition: www.wvhealthykids.org

Wisconsin

- Look at the proposed budget for the coming fiscal year: http://doa.wi.gov
- Cultivate relationships with your state legislators: https://legis.wisconsin.gov
- Wisconsin Department of Public Instruction: http://dpi.wi.gov
- Wisconsin Department of Health: www.dhs.wisconsin.gov/health/mch/homevisiting/index.htm
- Wisconsin Department of Children and Families: https://dcf.wisconsin.gov/cwportal/homevisiting
- Wisconsin Philanthropy Network: https://wiphilanthropy.org/learn/for-nonprofits-grantseekers/common-grant-application
- Wisconsin Partnership Program, University of Wisconsin: https://www.med.wisc.edu/wisconsin-partnership-program/community-grant-programs
- USA Grant Applications: https://usagrantapplications.org/v9/?tc=ya&campaignid=267707439&adgroupid=1184174715269931&targetid=kwd-74011007650352%3Aloc-190&matchtype=p&network=o&keyword=%2Bapply%20%2Bfor%2-0%2Bgrants&device=c&devicemodel&placement&msclkid=155bad352e721bdd8a3ef0cc26be8977
- U.S. Venture/Schmidt Family Foundation: https://www.usventure.com/giving-back/us-venture-schmidt-family-foundation

Wyoming

- Look at the proposed budget for the coming fiscal year: http://ai.state.wy.us/budget
- Cultivate relationships with your state legislators: http://legisweb.state.wy.us/lsoweb
- Wyoming Department of Education: https://edu.wyoming.gov
- Wyoming Department of Family Services: http://dfsweb.wyo.gov
- Wyoming Kids First Grants: www.wyokidsfirst.org

Some resources that can be used in all states:

- National Head Start Association: www.nhsa.org
- W.K. Kellogg Foundation: www.wkkf.org

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Local Government Funding

Regardless of which source of funding you pursue, it is essential to build a strong base of support in your own local community. Some grants are funded by city or county governments or local school districts. As previously mentioned, some federal funds are passed through to local government entities where decisions are made about the use and recipients of the funds. Don't wait until these funds become available in your community to build these important relationships and collaborations – start now! You might begin to build relationships with the following organizations that may be direct funding decision-makers or influential stakeholders in your community:

- County health department
- Local school district
- Local children and family agencies and nonprofits
- Local mental health associations
- United Way
- Faith-based organizations
- Community early childhood initiatives
- Law enforcement officials

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Private Funding

Even more so than with government or public funding, private fundraising gives you the opportunity to spread the message about the work of your Parents as Teachers (PAT) affiliate. Even if you don't receive the funding, you have an opportunity to broaden community awareness of PAT and expand the circle of interest in your work. Private fundraising engages you with a wider group of people – volunteers, friends, families, neighbors and relatives – who also can spread the message about PAT's impact in your community.

Private funding can come from many different sources: private foundations, corporations or corporate foundations, unions, religious groups, local agencies (e.g., United Way or Variety Club), service organizations (e.g., PTAs, Kiwanis, Junior League, sororities or fraternities), special events, and individuals.

In the beginning, keep it simple. Ask a local business or union hall to underwrite group meetings by providing space and refreshments. Seek out in-kind donations of office space, supplies, printing, equipment, accounting services, or legal assistance. Enlist the local Kiwanis clubs or churches to provide volunteer help; some corporations encourage their employees to volunteer for local nonprofits.

Service groups, such as the Junior League, United Way, or Association of Fundraising Professionals, often provide basic courses in how to do fundraising. Other resources to help you get started can be found on the websites listed in this guide.

Develop a checklist of requirements you'll need for your fund raising. Include:

- Documentation of nonprofit status.
- State or local charitable registration requirements.
- Development of a board of directors.
- Audited financial statements.
- System to account for how grant funds are spent.

It is important to follow all legal guidelines to be eligible for funding. Without the proper nonprofit legal documentation, most foundations and corporations won't fund your PAT affiliate. Nonprofit status also ensures donations are tax-deductible for the donor—an important consideration for most of them.

Identifying Potential Funding Sources

By far, the single largest source of private funding in the U.S. is individuals. In 2018, 68% of all charitable dollars came from individuals, more than $292 billion! In other words, remember to ask your friends, neighbors, coworkers and the community to support your PAT affiliate.

There are dozens of ways to do this, ranging from selling candy or food, to walk-a-thons or gala dinners.

Start small, engage your community committee and involve volunteers. Get more ideas by talking with others in your community about successful grassroots fundraising programs.

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When identifying companies and corporations as potential donors, don't overlook neighborhood fast food chains, pharmacies, and discount stores. Almost all national corporations have local giving programs to support community programs, and decision-making is usually left to the local store's manager. Visit the corporate website for more information or talk with the store manager.

Where to Look For Private Funding Dollars

State Children's Trust Fund

Local stores of national chains

- Target
- Walgreens
- Dollar General
- Hardee's
- McDonald's
- Wal-Mart
- Starbucks
- Barnes & Noble

Service clubs

- Kiwanis
- Rotary
- Chamber of Commerce
- American Association of University Women (AAUW)
- National Council of Jewish Women (NCJW)
- Junior League
- Knights of Columbus

Sororities and fraternities

- Example – Delta Gamma

Community foundations

- They often control many donor-directed funds.

Churches

Local banks or branches

- They usually have locally-controlled funds for neighborhood giving.

Professional sports teams

TV and radio stations, cable companies and newspapers

- As part of national chains, they have local giving programs: i.e., Gannett, Pulitzer, Clear Channel Communications, Charter, Comcast, Belo.

Assisted living facilities

- Residents often support community groups.

Utilities

- These public service companies have funds to support local groups: Electric, telephone, or waste management companies.

Corporate employee matching gift programs

- Hundreds of companies will match contributions made by their employees.

Other nonprofits

- March of Dimes
- United Way
- Variety, The Children's Charity

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Writing Grants

For either public or private funds, you will likely need to submit a grant proposal. There are two critical things to do when writing a proposal: read the grantmaker's guidelines thoroughly, and then follow them carefully. Answer questions directly, and use statistics and data from reliable sources. Many free, online resources take you step-by-step through the process of developing a competitive proposal. One of the most comprehensive is offered by the Minnesota Council of Foundations (https://mcf.org), which provides a detailed guide, "Writing a Successful Grant Proposal."

More and more, programs seek grants for technology funding. Techsoup's website (https://www.techsoup.org) offers numerous articles and guidelines on writing grants for technology, as well as access its library of articles on writing technology grants.

Finally, ask for advice and help from an experienced grant writer. Most are happy to review your proposal and make helpful suggestions.

Preparation

You likely will find the preliminary grant writing steps to be the most time consuming, yet they are the most vital aspect of the process. If done well, your preparatory work will simplify the writing stage.

Define your project

- Clarify your project's purpose.
- Define the scope of work to focus your funding search.
- Determine the broad project goals, then identify specific objectives that define how you will focus the work to accomplish those goals. Learn how to write goals and objectives that are Specific, Measurable, Achievable (or Attainable), Reasonable (or Relevant), and Time Bound (or Timely), otherwise known as SMART Goals and Objectives. Increasingly, funders are asking for these. There are many online resources to support you in developing SMART goals.
- Decide who will benefit. Benefits may extend beyond the direct beneficiary to include the audience, other institutions, or other groups.
- Draft expected project outcomes in measurable terms. Consider whether outcomes are short-term, intermediate-term or long term. Funders often ask you to describe longer-term outcomes that will be realized well after the grant period is over.
- Draft a timeline that includes the planning phase, time to search for funds, time for proposal writing, and intended project start date. Periodically update the timeline as you learn more about submission deadlines and award timetables.
- Identify required personnel both by function and, if possible, by name. Contact project consultants, trainers, and other auxiliary personnel to seek availability, acquire permission to include them in the project, and negotiate compensation. Personnel compensation is important budget information.

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Research: Identifying the right funding sources

One of the best online research resources for identifying prospective donors is Candid, formerly known as Foundation Center (https://candid.org). To find a list of the top foundation and corporate funders in your community or state, under the section "Find Funders," select from a range of lists about grantmakers. Another valuable website for researching prospective funders is Grantsmanship Center (https://www.tgci.com). This site also has valuable information on a wide range of nonprofit and funding issues, including a list of the regional directories of corporate and foundation funders by state (https://www.tgci.com/funding-sources).

Other resources include your local library and other non-profit organizations. Libraries often have volumes about local corporate funding programs and private foundations. The local United Way may have a list of funding sources and area grantmakers. Finally, don't forget to look at other nonprofits' annual reports; most list their funders, which gives you a starting point to identify possible new prospects. Narrow your prospect search by areas of interest, geographic giving area, or grant limitations.

Each foundation has a brief description of the types of programs it funds, the grant size ranges, application guidelines, and geographic areas of giving. Read carefully. Further narrow your search by reviewing the funder's most recently filed IRS Form 990. Often funders will list their giving guidelines and Form 990 on their website. You also can find this information online at the Candid website.

- Foundation centers, computerized databases, development offices, publications, and public libraries are some of the resources available to assist your funding search.
- Do not limit your funding search to one source.
- Look for a match between your project and the grants you seek by looking for consistency between your project's purpose and goals and the funder. Also pinpoint specific funding priorities and preferences.

Acquire proposal guidelines

Guidelines usually tell you about:

- Submission deadlines
- Eligibility (find out whether the funder has grant sources for which your project is eligible.)
- Proposal format: award levels, forms, margins, spacing, evaluation process and restrictions such as maximum numbers of pages, words or characters that can be submitted, etc. (Pay particular attention to whether it's words or characters!).
- Review timetable
- Budgets
- Funding goals and priorities
- Award levels
- Evaluation process and criteria
- Who to contact
- Other submission requirements

In addition to acquiring proposal guidelines, also research projects that have previously received funding. Perhaps an annual report is available. Read the guidelines carefully, then read them again.

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Contact the funders

- First verify that the funder is open to being contacted. Often they are not.
- Think of the funder as a resource.
- Identify a project officer who will address your questions.
- Some funders offer technical assistance, but others do not. If it is available, ask for technical assistance, including a review of proposal drafts. Understand that some funders, particularly federal agencies, provide you with the name and contact information of a program officer, but they are very limited in the questions they can answer. Local funders may have more flexibility regarding advising you about your proposed project.
- Inquire about how proposals are reviewed and decisions are made.
- Inquire about budgetary requirements and preferences. Are matching funds required? Is in-kind acceptable as a portion of applicants' share? What may be counted as in-kind and how might it be applied? Learn about payment processes, including cash flow.
- Look for 'meet the funder' opportunities.
- Remember, the contacts you make may prove invaluable, even if not right away.
- If possible, make direct contact with funders that support projects like yours. But be aware that increasingly funders ask specifically that you NOT contact them via email or phone.
- Inquire about the maximum amount available. Find out the average size and funding range of awards.
- If possible, determine whether the funder prefers to partially fund projects vs. fully fund them. (Some funders prefer to see that there are other funders involved in supporting the organization; others prefer to be the sole funder of a project. It can be helpful to know this in advance.)
- Determine if funding levels of the grants you select are appropriate for your project. Note whether there is a funding floor or ceiling. Recognize that you may have to ask multiple funders for funding for the same project.

Update your timeline

- Now that you know about submission deadlines and review timetables, it's a good time to update your timeline. Factor into your schedule enough time to write multiple drafts, gather relevant and permissible materials, and prepare an impartial critique of your proposal for clarity, substance and form.

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Writing the Proposal

The critical elements in the writing stage are: structure, attention to specifications, concise, persuasive writing, and a reasonable budget.

There are many ways to organize proposals. Read the guidelines for specifications about required information and how it should be arranged. Standard proposal components are: the **narrative, budget, appendix of support material,** and **authorized signature**. Sometimes proposal applications require abstracts or summaries, an explanation of budget items (budget narrative) and certifications.

Narrative

- Statement of need – purpose, goals, measurable objectives, and a compelling, logical reason why the proposal should be supported. Background provides perspective and is often a welcome component.
- Approach – method and process of accomplishing goals and objectives, description of intended scope of work with expected outcomes, outline of activities, description of personnel functions with names of key staff and consultants, if possible. Sometimes a logic model is either required or would be a welcome addition. There is a logic model for Parents as Teachers on the Parents as Teachers website.
- Method of evaluation – some require very technical measurements of results. Ask about expectations.
- Project timeline – paints a picture of project flow, including start and end dates, schedule of activities, and projected outcomes. This should be detailed enough to include staff selection and start dates.
- Credentials – information about the applicant that certifies ability to successfully undertake the proposed effort. Typically it includes institutional or individual track record, and resumes.

Tips on writing the narrative

The narrative typically must satisfy the following questions:

- What do we want?
- What concern will be addressed and why?
- Who will benefit and how?
- What specific objectives can be accomplished and how?
- How will results be measured?
- How does this funding request relate to the funder's purpose, objectives, and priorities?
- Who are we (organization, independent producer) and how do we qualify to meet this need?

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The hook

There are many ways to represent the same idea. However, the **hook** tailors the description of the idea to the particular interest of a funder. The **hook** aligns the project with the purpose and goals of the funding source. This is a critical aspect of any proposal narrative because it determines how compelling your proposal is to reviewers.

Budget

Budgets are cost projections, and a window into how projects will be implemented and managed. Well-planned budgets reflect carefully thought out projects. Funders use these factors to assess budgets:

- Can the job be accomplished with this budget?
- Are costs reasonable for the market – or too high or low?
- Is the budget consistent with proposed activities?
- Is there sufficient budget detail and explanation?

Many funders provide mandatory budget forms that must be submitted with the proposal. Don't forget to list in-kind and matching revenue, where appropriate. Be flexible about your budget in case the funder chooses to provide less than full funding.

Supporting materials

Policies about including supporting materials differ widely among funders. Often it depends on how materials contribute to a proposal's evaluation. Funders' restrictions often are based on excess volume, the element of bias and relevance. Find out if supporting materials are desired or even allowed.

Supporting materials are often arranged in an appendix. These materials may endorse the project and the applicant, provide certifications, or add information about project personnel and consultants, exhibit tables and charts, etc.

Be prepared to invest the time to collect resources, produce a video, document capability, update a resume, and collect letters, reference reports or whatever is needed.

Authorized signatures

Authorized signatures typically are required. Without the signatures, proposals may be rejected. Be sure to allow time to acquire needed signatures.

Specifications

Tailor proposal writing to the funder's guideline specifications. Include only the number of pages allowed. Observe the format. Is there a form to complete? Must the proposal be typed, double-spaced and on 8½x11 inch paper? Are cover pages allowed or desired? Caution: the beautifully bound proposal is not always appreciated or allowed.

Most funders have moved to electronic submission only; comply with all character and count limits, and prepare attachments (e.g., 501(c)3 letter, budget, board lists) in electronic (usually .pdf) formats. Be concise. Elaborations should add depth and scope, not fill pages. Be prepared to write one or more drafts.

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Submission checklist

- The proposal must be NEAT, COMPLETE and ON TIME, with the requested number of copies and original authorized signatures.
- Address the proposal as directed in the guidelines.
- Be sure to include required documentation.

Follow-up

Many funders will give you an approximate timeline of when you can expect to hear their decision. If not, feel free to follow up after 4-6 weeks to inquire about the process, unless the funder has specifically instructed you not to. Once you've been notified, you may request feedback about a proposal's strengths and weaknesses although this information is often times unavailable, especially with a large volume of submissions.

This information is also a good reference if you choose to approach the same or different funder again with your idea.

Helpful hints

- Allow plenty of time for careful and thoughtful preparation. Do not rush through the process. Take the time to completely read the application guidelines before writing.
- Define your purpose and establish goals. Decide who will benefit from the grant money and come up with some measurable, expected outcomes.
- Identify the right funding sources. Do not limit your search to one source.
- Carefully consider the time and effort involved in preparing a grant application in relation to the size of the grant you're applying for and the amount you're likely to receive.. Also try to determine how competitive the grants are – how many awards are being given?
- Make sure your organizational policies are not in conflict with applying for funding from particular funders. If applicable, verify whether another part of your organization or a community partner is also interested in applying for the same funding and assess which one can make the strongest case.
- Follow the instructions and formatting guidelines carefully and precisely.
- Structure your narrative according to the selection criteria. This helps to ensure cover all the required information and makes it easier for reviewers to evaluate your grant proposal.
- Be clear, concise and specific in your responses. Provide accurate and honest information and explain why any information might be missing.
- Justify your funding request in accordance with project activities. Be specific about how the funds will be used and connect them to your PAT affiliate narrative.
- Check budget figures for consistency.
- Be aware of the deadline and submit the proposal on or before the deadline date. Be prepared for short turn-around times between when a grant opportunity is announced and when an application is due.

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- Expect that it can be 6 months or more between when a proposal is submitted and when a funding decision is made. Plan well in advance for what your funding needs will be.
- For federal grants, include a DUNS number, which can be obtained from http://fedgov.dnb.com/webform/displayHomePage.do or 1-866-705-5711.
- Keep the audience in mind. Reviewers will only use the information in the application, so be sure responses and the application are complete.
- Be organized and logical.
- Be careful with appendices. Do not use the appendices for information that is required in the actual body of the application. Make sure cross-references are appropriate.
- Proofread carefully. Ask someone who was not involved to read the proposal.
- If the grant is federal, learn how to navigate Grants.gov to file electronically. Applicant resources are available at: https://www.grants.gov/web/grants/applicants.html.

Some of these helpful hints can be found on the U.S. Department of Education's website at www.ed.gov/admins/grants/apply/techassist/resource_pg5.html and on the U.S. Department of Health and Human Services' website at https://www.grants.gov/learn-grants/grant-making-agencies/department-of-health-and-human-services.html.

Additional information regarding grants from the U.S. Department of Education can be found at https://www2.ed.gov/fund/grants-apply.html?src=pn

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Resources and Additional Guidance

Grant Writing Sample Boilerplate Language.

The National Center developed a Grant Writing Sample Boilerplate that includes sample grant language to commonly asked questions on grant applications for affiliates to copy and alter accordingly when writing grants. This document can be accessed on our website alongside the Affiliate Funding Guide: https://parentsasteachers.org/become-an-affliliate/

Parents as Teachers Body of Evidence to Support Funding Opportunities

Independent evaluations have been integral to the success of Parents as Teachers since its inception 37 years ago. Evidence of effectiveness of the Parents as Teachers model has been supported by rigorous research designs, including 22 published peer-reviewed outcomes studies, eight randomized controlled trials, and several quasi-experimental studies.

Parents as Teachers™ is an evidence-based home visiting model that promotes the optimal early development, learning and health of children by supporting and engaging their parents and caregivers. The home visiting model can be offered prenatally through kindergarten and is replicated by various types of organizations including health departments, nonprofit organizations, hospitals, and school districts. The Parents as Teachers model offers a cohesive package of services for families with young children and is framed around four dynamic components: Personal Visits, Group Connections, Child Screenings, and Resource Network. These components are guided by explicit fidelity and quality standards that guide program service delivery and successful replication of the program. Our home visiting professionals meet families where they are comfortable; each personal visit includes a focus on parent-child interaction, development-centered parenting, and family well-being. Parents as Teachers evidence-based model is backed by nearly 40 years of independent research including many evidence recognitions in the U.S. and Internationally.

U.S. Recognitions

- California Evidence-Based Clearinghouse (CEBC) for Child Welfare: cebc4cw.org, 2018.
- Child Trends What Works Programs Database: Childtrends.org/programs, 2010.
- Community-based Child Abuse Prevention's (CBCAP) Matrix of Evidence-Based Programs: friendsnrc.org/evidence-based-practice-in-cbcap/evidencebasedpractice- directory, 2015.
- Educational Program That Works by the National Diffusion Network: https://eric.ed.gov/?id=ED381535, 1995.
- Home Visiting Evidence of Effectiveness for Maternal, Infant, Early Childhood Home Visiting program (MIECHV): http://homvee.acf.hhs.gov, 2013.
- Proven and Promising Practices website: promisingpractices.net, 2014.
- Title IV-E Prevention Services Clearinghouse: https://preventionservices.abtsites.com, 2019.

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International Recognitions

- Early Impact Foundation - United Kingdom, a database of effective early intervention programs: eif.org.uk, 2021.
- Grüne Liste Prävention – Germany, a database of programs that aim to prevent violence, crime, addictive behavior and other problem behaviors among children and adolescents: https://www.gruene-liste-praevention.de/nano.cms/datenbank/information, 2020.
- National Academy of Parenting Practices' (U.K.) Commissioning Toolkit: Nationalarchives.gov.uk/webarchive, 2014.
- PGF wirkt! – Switzerland, a list of effective prevention and health promotion projects: pgfwirkt.ch/de, 2020.
- Phineo Wirkt! program for working with children in poverty in German: phineo.org, 2018.

Parents as Teachers model goals have expanded to ensure we continue to meet the needs of families and communities. Research supports our model goals including:

- **Increase parent knowledge of early childhood development and improve positive parenting practices -** Parents show greater sensitivity toward their children (1), they are likely to read to their child (2). Parents are more likely to have more books in the home (3), take their children to the library (4), have a safe home environment (5). Parents are also more involved in their children's school/education (3).
- **Provide early detection of developmental delays and connection to services -** Annually, Parents as Teachers identifies approximately 32,000 newly identified development delays or health, hearing, or vision concerns (6). Early identification of delays can lead to interventions being applied in a timely manner.
- **Improve parent, child, and family health and well-being -** Parents as Teachers interrupts the harmful effect of early life stress on the brains of young children and demonstrated long-lasting positive biological effects on the mental health of children living in high-risk families (7). Children enrolled were five times more likely to be fully immunized (1). Children were more likely to meet American Academy of Pediatrics well-child visit recommendations (8). Parents and families demonstrated less parental and family stress than families not in the program (9). Parents as Teachers delivered with a focus on health and obesity prevention reduced obesity and improved health, improved dietary intake, knowledge, and parental modeling among Parents as Teachers parents as compared to the comparison parents (10). Additional positive outcomes include children sleeping through the night and children having better adaptive behavior (e.g., less bottle feeding at night, better behavior/self-control) (11).
- **Prevent child abuse and neglect -** Parents as Teachers children had a 22 percent decreased likelihood of child maltreatment substantiations (as measured by Child Protective Services maltreatment data) compared to children not in Parents as Teachers (12). Parents as Teachers participation was associated with a lower likelihood of Child Protective Services reinvolvement (13).
- **Increase children's school readiness and success -** Children before age 3 demonstrated better adaptive behavior and higher levels of self-control (11), scored significantly higher on initiative, achievement, social development, cognition, language development, vocabulary, and persistence in task mastery (2, 3,11,14). As children enter the school system, children who

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participated in Parents as Teachers perform better on third grade standardized tests: Math, Phonics, and Comprehension as well as Reading and Writing (for English Language Learners) (15). Additionally, absence rates and suspension rates are lower for children that received Parents as Teachers (15, 16).

- **Improve family economic well-being -** Education and employment goals are among the top five types of goals set by caregivers at enrollment with Parents as Teachers. Parents as Teachers caregivers are more likely to gain employment (16% higher than comparison caregivers), enroll in high school (69% higher than comparison caregivers), and enroll in college (12% higher than comparison caregivers) (17).
- **Strengthen community capacity and connectedness -** Making referrals to additional community resources and services is an important way for Parents as Teachers to support families. Evaluation findings demonstrate the average number of referrals per family increased from 1.9 to 4.1 (18). Also, connections to referrals increased from 86.8% to 93.8% (18). Parents also experienced increases in social support in the areas of tangible support, positive interactions, informational support, affectionate support, and emotional support (19). Parents as Teachers participation encourages parents' active participation in their child's learning inside and outside of the home. In addition to Parents as Teachers parents being more likely to enroll their children in preschool, parents were more likely to attend parent-teacher conferences, PTA/PTO meetings and school events, volunteer in the classroom, and talk with their children's teacher (20, 21).

A comprehensive review of Parents as Teachers evidence can be found here: https://parentsasteachers.org/research-and-results/.

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PAT programs, or host organizations, should reference the Parents as Teachers *Evidence-Based Home Visiting Mode*l brochure for a complete list of outcomes as well as research citations. This brochure is available for free download on the Parents as Teachers website: https://parentsasteachers.org/research-and-results/.

Development and Developing Sustainable Funding

No matter how you begin your fundraising efforts, the important thing is to get started. When you are raising funds for your PAT affiliate, you are spreading the word about the importance of early childhood development programs and services, and building greater understanding of the importance of your work in your community. Look at your fundraising efforts as a chance to "sing the praises" of your affiliate and good things will happen as your message spreads.

Once you begin to develop your donor base, take the time to build a more formalized process. There are four critical components to any fund development operation – Identify, Attract, Get and Keep your donors. Make sure your organization understands what you will do, how you will do it, and who will do each step of the process.

- Become active in local and state initiatives that are working to support families with young children. Build relationships with your elected officials at the federal, state, and local levels, and identify private funders supporting family and childhood initiatives. Cultivate these relationships long before you are in desperate need of funding. Download the *Building a Relationship With Your Elected Officials* toolkit to get started. You can find this toolkit in the Advocacy Workspace.
- Think ahead. Develop a three-to-five-year funding plan now for your affiliate's future. Ask questions such as: What is the lifespan of our current funding? What do we need to do to be eligible for other kinds of funding or grants? What are the resources in our community to help with fundraising? What kinds of activities are covered by certain types of funding and which ones are not?
- Budget time and money for fundraising. Allot time and money to write grants, research potential funding sources, and communicate with donors. Make it everyone's job to be on the lookout for funding ideas and sources.
- Diversify your funding. Develop a mix of sources that includes government, foundation, corporate, event, individual, and agency funding. Do not put all your funding eggs in one or two baskets! Plus, the more diversified your funding sources are the more attractive your affiliate is to a new funder.
- Leverage your funding. Funds from one source can be used to help secure funds from another source. For example, private funds from individuals and corporations can be used to leverage agency and government funds.

Public Funding Development

- Seek only those funds appropriate for your affiliate and local community.

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- Educate yourself about funding sources. It is important to know who the decision makers are, the funding amounts, and the guidelines for spending the funds.
- It is extremely important to understand the streams of public funding. Make sure you know where the funding originates. For example, a state agency might administer certain funds but those funds could originally be from a federal block grant. Understanding the streams of public funds will keep you better informed about the status of your funding.
- Public funding is subject to shifts in needs and the political environment. Part of the responsibility of receiving public funding is to continuously advocate for and educate the appropriate decision makers about the importance of their investment in young children, and Parents as Teachers specifically.

Private Funding Development

- Private fundraising gives you the opportunity to spread the message about the work of your PAT affiliate. It also means involving volunteers, friends, families, neighbors, and relatives in the work of Parents as Teachers.
- Private funding can come from a variety of sources, including private foundations, corporations, unions, religious groups, local agencies, service organizations, events and individuals.
- It is important to follow all legal guidelines to be eligible for funding. Unless you have the proper non-profit legal documentation, most foundations and corporations will not fund your PAT affiliate. Make sure you have documentation of non-profit status, state or local charitable registration requirements, and a board of directors. Many foundations or corporations will want to see a copy of the following items before donating: your organization's 990 tax return, audited financial statements, and a letter confirming your 501(c) (3) status.

Helpful Websites and Publications

- **The Grantsmanship Center** – www.tgci.com
  See previous articles online for specific topics.
- **Candid** – https://candid.org
  The Foundation Center and GuideStar are now Candid. Find foundations; research by topic area and geographic area. Subscribe to receive the *Philanthropic News Digest* e-mail alerts for RFP announcements.
- **GrantsAlert.com** – www.grantsalert.com
  Subscribe to receive e-mail alerts about RFPs by category.
- **Fundsnet Services** – www.fundsnetservices.com
  Basic research for grant opportunities.
- **Chronicle of Philanthropy** – www.philanthropy.com
  Lists grants made and grant deadlines, along with basic research in the voluntary sector. Fee charged.
- **The NonProfit Times** – www.nptimes.com
  General news about fund raising. Good advice on writing solicitation letters.
- **Federal Grants** – www.grants.gov
  Electronically find and apply for competitive grant opportunities from all federal agencies.

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- **Grantstation** – www.grantstation.com
  Information about upcoming private grant opportunities and funding trends.
- **Technology** – www.techsoup.org
  Tips on writing grants, funding sources, and how to do online fundraising.
- ***The Grass Roots Fundraising Book*** by Joan Flanagan.

Sample Fund Development Planning Chart

Dates: July 1, 2020 – June 30, 2021

Goal: $50,000

Source	How	When	Who	Cost	Revenue
Individual gifts	Letters to 150 people	September December March May	Staff Board	Paper, Envelopes, Postage, Staff time, Thank you letters	$2,500 100 gifts at $25 average
-	Event – book sale	November	Local bookstore volunteers	Announcements, Snacks, Volunteers	$1,500 300 books at $5 each
Foundation gifts	10 proposals	On-going	Staff	Staff time for research, writing, and reporting	$25,000-$30,000 5 grants at $5,000 each
Corporate gifts	10 requests	On-going	Staff	Staff time for research, writing, and reporting	$10,000-$15,000 5 gifts at $2,000 average
Other gifts/ Grants	7 requests	On-going	Staff Board Volunteers	Staff time for research and writing	$4,500 3 gifts at $1,500 each

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Where does my funding come from?

Public Funds

Source	Directly *(grants you solicit)* Estimate amounts	Indirectly *(regranted through state or local agencies)* Estimate amounts
CAPTA		
Healthy Start		
Head Start		
TANF		
MIECHV		
PSSF		
Other federal funds (list source)		
Total Federal Funds		
State Dept. of Education		
State Dept. of Health		
State Dept. of Family Services		
Other state funds (list source)		
Total State Funds		
Local Health Agency		
Local School District		
Local University		
Local Social Service Agency		
Other local public funds (list source)		
Total Local Funds		
TOTAL ALL PUBLIC FUNDS		

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Private Funds

Source	Directly *(grants you solicit)* Estimate amounts	Indirectly *(regranted through state or local agencies)* Estimate amounts
United Way		
Variety		
Faith-based organizations		
Early Head Start		
Fees for service (day care, etc.)		
Foundations		
Individuals (not families served)		
Businesses/clubs		
Families		
Events/sales		
Other (list)		
TOTAL ALL FUNDS		

Total of All Funds

Source	Directly *(grants you solicit)* Estimate amounts	Indirectly *(regranted through state or local agencies)* Estimate amounts
Total all Public Funds		
Total all Private Funds		
TOTAL ALL FUNDS		

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- ***Fundraising for Early Childhood Programs*** by Matia Finn Stevenson.
- ***Coping with Cutbacks*** by Emil Angelica and Vincent Hyman.

Targeted Talking Points

The following talking points about Parents as Teachers can be helpful as you move forward with your fundraising efforts. By having talking points, you can use the "recommended language" that is more tailored, or specific, based on whether you are communicating with representatives from the education, health, early care and education, mental health, or social service sectors.

Talking points are most effective when they demonstrate how PAT can help achieve goals or outcomes that are shared with that particular field or system.

You can also refer to the Parents as Teachers *Evidence-based Home Visiting Model* brochure for specific evaluation data that supports each of Parents as Teachers' four program goals (i.e., increasing parent knowledge of early childhood development and improving parenting practices; providing early detection of developmental delays and health issues; prevention of child abuse and neglect; and increasing children's school readiness and school success). This brochure is available in Parents as Teachers e-store under promotional products: https://ebiz.patnc.org/eBusiness/ProductCatalog/Product.aspx?ID=906. The Parents as Teachers Logic Model also provides excellent guidance about how Parents as Teachers affiliates achieve outcomes for families and children.

These talking points, like all talking points, serve only as a starting point; you should always consider tailoring them to fit your needs.

Education system

Alignment: *Ensuring all children enter kindergarten prepared to learn.*

Parents as Teachers:

- Uses a research-based curriculum that helps parents understand how to prepare their young children for success in school.
- Has a strong literacy focus; introducing and reinforcing for parents the research-based concepts of language and literacy development in every personal visit.
- Gets proven results such as:
  - Children score higher on kindergarten readiness tests.
  - Children score higher on standardized measures of reading, math and language in first through fourth grades.
  - Closes the gap between children from high-poverty families and children from more affluent families.

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- Provides developmental, health, hearing and vision screenings that detect problems at an early stage, many of which can be corrected before the child reaches school. Early resolution means cost savings with fewer children placed in special education or remedial classes.

Alignment: *Engaging parents in their child's education.*

Parents as Teachers:

- Helps parents understand the importance of their role as their child's first and best teacher.
- Works one-on-one with parents, individualizing information, support, and resource referrals to each family.
- Helps parents become involved in their child's early learning, which
  - Research shows is linked to the development of the child's academic skills, including reading and writing.
  - Leads to increased level of parental involvement once the child enters school.

Alignment: *Ensuring childcare providers are trained, receive ongoing professional development and maintain quality standards.*

Parents as Teachers:

- Provides information, support and tools to improve the skills of childcare providers to promote child development and build partnerships with parents.
- Improves overall quality of the child care environment through professional development training.

Social services system

Alignment: *Reaching families before crisis and helping to stop cycles of diminished outcomes in high-risk families.*

Parents as Teachers:

- Is prevention, enhancing the continuum of preventive social services by:
  - Strengthening relationships within families and reducing parent and child stress through regular, on-going support.
  - Providing research-based parenting education that increases parenting confidence and competence.
  - Preventing child abuse and neglect by helping parents to understand child development and set reasonable expectations.
- Is highly effective in helping impoverished parents prepare their children for school, and in fact helps to close the gap in readiness between children from high-poverty families and children in more affluent families.
- Is adaptable, working well in conjunction with case management.

Alignment: *Encouraging families to access needed services.*

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Parents as Teachers:

- Helps to match families with most appropriate and needed services by referring families to more intensive or specialized services.

Mental health system

Alignment: *Implementing a primary prevention strategy that reaches families before crisis hits and stops the cycle of diminished outcomes for children in families with mental illness.*

Parents as Teachers:

- Offers an additional or new method of service delivery through home visiting.
- Delivers a structured parenting education and family support model with a research basis and developmental focus.
- Results in better support and outcomes for families, including:
  - Decreased parent stress and increased parent confidence and competence.
  - Increased parent knowledge of child development, leading to more reasonable developmental expectations of their child.
  - Enhanced child development and child outcomes, including providing parents with the skills to support the socio-emotional development of their child.
  - Enhanced family functioning as a result of decreased stress, increased knowledge, and confidence.

Health system

Alignment: *Ensuring that young children receive adequate health care and that health problems are identified early.*

Parents as Teachers:

- Provides developmental, health, hearing and vision screenings that detect problems at an early stage and that confirm on-track development.
- Provides referrals to pediatricians and other health resources, as needed, and helps ensure that children are up-to-date on immunizations.
- Coordinates with state early intervention systems to ensure children receive needed services.
- Refers families to the state children's health insurance programs.

Alignment: *Encouraging and educating parents about good health practices.*

Parents as Teachers:

- Encourages parents to take an active role in promoting their child's healthy development prenatally and throughout the early years.
- Educates parents about important health issues, such as prenatal care, nutrition, safety and immunizations.

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- Helps parents become better observers of their child's development so they can track developmental milestones.
- Provides parents with the tools and information they need to respond appropriately to their child's health and developmental needs.

Early care and education system

Alignment: *Addressing the many aspects of children's development – physical, language, social and intellectual – to help them become ready to enter school.*

Parents as Teachers:

- Uses a comprehensive, research-based curriculum that works with parents to promote their child's overall healthy development.
- Results in better outcomes for children when PAT is added to early care and education services.
- Provides developmental, health, hearing and vision screenings that detect problems at an early stage.
- Helps identify family needs and, where appropriate, refer families to more intensive or specialized services.

Alignment: *Actively involving parents in the early education and development of their child.*

Parents as Teachers:

- Provides a specific and effective approach for promoting parents involvement in their child's early learning.
- Helps early care and education staff build partnerships with parents by providing staff with tools and information to share with parents.

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