

Successful Practices for Displaced Homemaker Programs

North Carolina Council for Women
North Carolina Department of Administration



Governor Bev Perdue, State of North Carolina
Secretary Moses Carey Jr., North Carolina Department of Administration
June W. Michaux, Deputy Secretary
Jill Dinwiddie, Executive Director

January 2011

<u>I. IDENTIFYING THE PROGRAM VISION</u>	6
<u>VISION STATEMENT</u>	6
<u>MISSION STATEMENT</u>	6
<u>PURPOSE OF MANUAL</u>	6
<u>NORTH CAROLINA BEGINNINGS WITH DISPLACED HOMEMAKERS</u>	6
<i>The N.C. General Assembly's Definition of Displaced Homemaker</i>	6
<i>The "Traditional" Displaced Homemaker</i>	6
<u>NORTH CAROLINA'S DISPLACED HOMEMAKER PROGRAMS TODAY</u>	6
<i>The Many Faces of Displaced Homemakers</i>	7
<i>Current Program Goals and Objectives</i>	7
<u>II. REQUIRED SERVICES</u>	7
Legislative Requirements	
<u>DISPLACED HOMEMAKER DEFINITION AND ELIGIBILITY REQUIREMENTS</u>	7
<u>Legislative Mandated Basic Services</u>	8
<u>Focus on Livable Wage Vocational Programs</u>	10
<u>Assessment</u>	10
<u>Individualized Career Plan (ICP)</u>	10
<u>Attendance at Workshops</u>	11
<u>Job Counseling Programs</u>	11
<u>Job Training and Job Placement Services</u>	11
<u>Health Education and Counseling Services</u>	12
<u>Financial Management Services</u>	12
<u>Educational Services</u>	13
<u><i>Pathways to Success</i></u>	13
<u><i>Required Basic Services</i></u>	14
N.C. Council For Women Requirements	
<u>Office Location</u>	15
<u>Telephone Accessibility</u>	15
<u>Service Requirements</u>	15
<u>Community Education</u>	15
<u>Interpreters</u>	15
<u><i>Required Administrative and Organizational Policies</i></u>	15
<u>Conflict of Interest Policy</u>	15
<u>Non-Discrimination Policy</u>	15
<u>Organizational Code of Conduct Policy</u>	15
<u>Internal Controls Policy</u>	15
<u>Whistleblower Policy</u>	15
<u>Confidentiality</u>	16
<u>Personnel Policy</u>	16
<u>STRONGLY SUGGESTED PROGRAM GUIDELINES</u>	16
<u><i>Board of Directors or Advisory Committee</i></u>	16

III. ADAPTING YOUR DISPLACED HOMEMAKER PROGRAM TO YOUR COMMUNITY 17

<u>TYPES OF DISPLACED HOMEMAKER PROGRAM COMMUNITIES</u>	17
<i><u>Stand-Alone or Dual Programs</u></i>	17
Stand-Alone Programs	17
Dual Programs	18
<i><u>Government Programs</u></i>	18
Community College Programs	18
Cooperative Extension Programs	18
County Women's Commission Programs	18
<i><u>Non-Profit Programs</u></i>	18
YWCA Programs	18
Women's Resource Center Programs	18
Other Community Non-Profit Programs	18
<u>MARKETING, OUTREACH AND RECRUITING</u>	19
<i><u>The Purpose of Marketing, Outreach and Recruitment</u></i>	20
<i><u>Methods for Marketing, Outreach, and Recruitment</u></i>	20
Developing a Community Network	20
Overcome Local Barriers	22
<u>ADVOCACY</u>	24
<i><u>The Purpose of Advocacy Initiatives</u></i>	24
<i><u>Methods for Advocacy Initiatives</u></i>	24
Fostering Community Awareness	24
Understanding Community Advocacy Initiatives	25
<u>IV. FOCUSING ON SUSTAINABILITY AND FUNDING</u>	27
<u>ENSURING PROGRAM SUSTAINABILITY</u>	27
<i><u>The Purpose of Ensuring Program Sustainability</u></i>	Error! Bookmark not defined.
<i><u>Methods for Ensuring Program Sustainability</u></i>	27
Fund Development	27
Thanking Donors	28
Tracking and Publicizing Success	33
Grant Writing	34
<u>V. WRITING GRANTS</u>	34
<u>BEST PRACTICES FOR GRANT WRITING</u>	34
<i><u>Follow the Requirements</u></i>	34
<i><u>Planning Ample Writing Time</u></i>	35
<i><u>Writing Style</u></i>	35
<i><u>Guidelines for Typical Grant Application Sections</u></i>	36
Goals and Objectives	36
Methods, Strategies or Program Design	37
Evaluations for Grant Proposals	37
Other Funding or Sustainability	37
Organizational Information	37
<u>GRANT WRITING FOR STATE APPROPRIATED AND DIVORCE FILING FEE FUNDS</u>	37
<i><u>Grant Application</u></i>	38

Grant Application	38
Proposed Budget Pages	38
Projected Income Statement	38
Agency Bylaws	39
Additional Documents for New Agencies	39
<i>Review Process</i>	39
ADDITIONAL GRANT SOURCES FOR DISPLACED HOME MAKERS PROGRAMS	39
<i>Grants.gov</i>	39
<i>Find Founders on FoundationCenter.org</i>	40
VI. USING DISPLACE HOME MAKER/DIVORCE FILING FEES GRANT FUNDS CORRECTLY	
.....	40
DISPLACED HOME MAKER/DIVORCE FILING FEES GRANT FUNDS OVERVIEW.....	40
A REGIONAL MONITORING APPROACH	40
FUNDING REQUIREMENTS	41
<i>Reporting Data and Budgets Correctly</i>	41
<i>Monthly Reports</i>	42
<i>Accountability Reports</i>	42
Audit Reports	42
Client Service Reports	42
<i>Budgeting Reports</i>	42
Projected Income Statement.....	43
Budget Transfer Request Form	43
<i>Appropriate Displaced Homemaker Program Costs for Budgeting</i>	43
Allowable Costs	43
Unallowable Costs.....	45
<i>Matching the Funds</i>	45
Examples for Matching Funds with In-Kind Goods and Services	46
VII. FINDING RESOURCES	47
WEB RESOURCES	47
<i>State Government Resources:</i>	47
Funding Agency.....	48
North Carolina Higher Education Resources.....	48
<i>Federal Government Resources</i>	48
Regional Non-Profit and Advocacy Organizations	48
Regional Displaced Workers Resources	48
<i>Resources by Category of Assistance</i>	48
Financial Literacy Organizations	48
Assessment Resources	48
Career Exploration	49
Family Health	49
Housing Resources	49
Childcare Information.....	49
Accessing Local Volunteers	50
Resources for Cultural Assistance	50

<u>Social Media Resources</u>	50
<u>THE LEGISLATION</u>	51
<u>Federal Legislation</u>	51
<u>S.250.ENR Carl D. Perkins Career and Technical Education</u> <u>Improvement Act of 2006</u>	51
<u>H.R.2074 Pathways Advancing Career Training Act</u>	51
<u>H.R.3069.ENR Displaced Homemakers Self-Sufficiency Assistance Act</u>	52
<u>S.566.ENR Cranston-Gonzalez National Affordable Housing Act</u>	52
<u>S.250.ENR To amend the Carl D. Perkins Vocational Education Act</u>	52
<u>H.J.Res.483.IH Designating September 1992 as `Displaced</u> <u>Homemakers Awareness Month'</u>	52
<u>North Carolina Legislative Definition of Displaced Homemaker</u>	52
<u>Legislation Pertaining to the North Carolina Council for Women</u>	53
<u>§143B-394. North Carolina Council for Women – members; selection;</u> <u>quorum; compensation.</u>	53
<u>Legislation Pertaining to the Council for Women's Displaced</u> <u>Homemaker Programs</u>	53
<u>§143B-394.5. Establishment of Center; Location</u>	53
<u>§143B-394.6. Staff for Center</u>	53
<u>§143B-394.7. Funding</u>	54
<u>§143B-394.8. Services to be Provided</u>	54
<u>§143B-394.9. Rules and Regulations; Evaluation</u>	54
<u>§143B-394.10. North Carolina Fund for Displaced Homemakers</u>	54
<u>REGION DIRECTORS</u>	55
<u>SAMPLE FORMS</u>	57
<u>Proposed Form System</u>	57
<u>Using these Forms</u>	57
<u>Index of Forms</u>	57
<u>Master Client Spreadsheet</u>	58
<u>Documentation Form</u>	59
<u>Displaced Homemaker Eligibility Form</u>	60
<u>Stipend Tracker Spreadsheet</u>	62
ADDENDUM	63
History of Funding for Displaced Homemaker Programs	
The Displaced Homemaker Fund Decreases	
Sharing the Divorce Filing Fee Funding	
The 5% increase	

Identifying the Program Vision

North Carolina's Displaced Homemaker Programs (DH Programs) strive to support clients beyond worker training, beyond social services, and beyond individual counseling. In order to help clients achieve the ultimate goal of economic self-sufficiency, a long-term, holistic approach is preferred over the short-term targeting of a specific need. To facilitate that approach, we seek to understand clients both as individuals and as leaders of a family.

Vision Statement

Every family in North Carolina has the opportunity to become economically self-sufficient.

Mission Statement

The mission of the Displaced Homemaker Program is to support and educate families in various stages of economic and employment life transitions.

Purpose of Manual

As all DH Programs are uniquely structured and supported, each will have original characteristics and operations; however, there are guidelines that each program is required to follow. This manual explains both the unifying requirements to which all programs adhere and the different features which make individual programs unique. The text highlights "Successful Practices," or very successful and proven strategies developed by DH Programs across the state. As each DH Program has to adapt to the needs and resources of its surrounding community, this manual also includes success stories and open-ended application questions, which will help you consider how the "Successful Practices" can be applied to your unique program and community.

The N.C. Council for Women (CFW) hopes that you will be inspired and motivated to apply many of these practices to help your program evolve or expand.

After reading, you should:

- be familiar with program requirements;

- recognize methods and support structures that apply to each program;
- understand the importance of integrating community support and resources into DH Programs; and,
- consider how the example strategies can be used by your DH Program.

The History of Displaced Homemakers

From a modest, grassroots origin, the nationwide network of DH Programs has grown to include over 1,000 training programs that focus on education, vocational skills, job counseling, health and more. The history of this program helps to highlight its importance on the national and community level.

As the divorce rate soared during the early 1970s, many women found themselves fired from their jobs as homemakers. Unable to demonstrate the necessary work experience or job training, these women found it difficult to obtain employment and secure economic stability for themselves and their families. In this turbulent social climate, two California women formed the roots of the Displaced Homemaker Movement.

North Carolina Beginnings with DH

Thanks to advocates from the N.C. Council for Women (CFW), a division of the Department of Administration, North Carolina in 1979 joined the growing number of states recognizing the need for DH Programs.

North Carolina's's DH Programs Today

DH Programs are distinct from general job-training and search programs, as they strive to assist men's and women's efforts toward economic self-sufficiency and emphasize the identification of careers that will provide long-term support and a realistic, livable income for families. DH Programs empower clients to meet long-term goals in a variety of ways: by providing funds for training, tuition, books, or certification fees; by increasing their opportunities for careers through assessments, resume building, and interview preparation; by encouraging self sufficiency through workshops that focus on basic skills, computer skills, health and prevention, financial literacy, or other

topics; and, by supporting the client with job counseling and case management support.

North Carolina's DH Programs also have a commitment to hiring staff who were themselves displaced homemakers.

Current Program Goals

The CFW administers funds to 35 DH Programs across the state. The continuing long-term goal of DH Programs is to help clients transform from economic dependence to economic self-sufficient members of society. The ultimate goal is still to guide displaced homemakers into permanent, livable wage job placement.

Current Program Objectives

DH programs strengthen their local communities by:

- Maintaining a realistic perspective of issues faced by displaced homemakers.
- Developing effective leaders within the displaced homemaker service provider community who achieve results within different organizational structures. .
- Achieving a delivery provider interconnecting system that is comprehensive and responsive to displaced homemakers' needs, whether they are in rural, urban, or suburban areas.
- Enhancing existing and evolving DH Program services through technical support assistance in areas of training, demonstration of model projects, and dissemination of technical assistance.

I. Following DH Program Requirements

Each DH program must meet certain guidelines. Many of these guidelines will help the program to stay on track fiscally and objectively. The first set of guidelines pertains to the eligibility of individuals to receive DH Programs services.

DH Definition and Eligibility Requirements

Since the beginning of DH Programs, organizations have been working on developing,

applying, and understanding the definition of a "displaced homemaker." The term still applies to the original definition that was developed in the 1970s; however, modern circumstances have expanded the target demographic.

The "Traditional" Displaced Homemaker

Originally, the most common, or the "traditional," displaced homemaker was defined as a middle or older woman who had been a homemaker, but had lost her source of income due to divorce, separation, death, disability, or unemployment. These women were targeted

A Developing Definition

The most recent federal legislation to use the term "displaced homemaker" is a House of Representatives bill introduced during the 111th session (1974). *H.R.2074: Pathways Advancing Career Training Act*. This bill revises the definition for "displaced homemaker." Overall the definition is similar to the current N.C. General Assembly's definition outlined in Chapter VII ; individuals still need to meet all three criteria to become DH Program clients. However, an additional option was added to the final criterion "c" that includes an individual if he or she "is a victim of domestic violence as defined by section 40002(a)(6) of the Violence Against Women Act of 1994 (42 U.S.C. 13701 note)."

The expanded definition is important because it opens the displaced homemaker programs to individuals who are also domestic violence victims. Although this piece of legislation has not passed the House of Representatives and does not currently affect North Carolina's DH Programs, it is vital that all program directors closely follow possible changes and revisions to the term "displaced homemaker."

For more information about state or federal legislation that discusses displaced homemaker issues, see the "Legislation" section of the *Finding Resources* chapter.

because, at the time, *homemaker* was the most common occupation for females. However, their unpaid work in the home did not provide them with the work or educational experiences necessary to secure livable wage employment or economic self-sufficiency. As the DH Programs developed, many of the training, marketing, outreach and development initiatives were very focused on assisting the “traditional” type of displaced homemaker.

The Many Faces of Displaced Homemakers

Today, DH Programs still serve the “typical” displaced homemaker. However, that founding definition has expanded to include other types of individuals and situations. For example, the following client scenarios represent the new faces of displaced homemaker clients:

- A working parent who is currently under-employed and must find more sustainable income because his or her recently disabled spouse can no longer provide financial support.
- A single parent, receiving government assistance for his or her children, who has lost or will soon lose the assistance because the children are (or soon will be) over the age of 16, have changed custody, or have passed away.
- An individual, recently divorced, separated, or widowed, who has a low-wage position and needs financial assistance for job training or trade certification in order to secure economic stability through a higher-wage position.
- An individual who, while trying to re-enter the workforce after a period of time spent as a homemaker, is having trouble finding a livable-wage position; despite job experience, the individual cannot secure employment due to his or her need to improve a particular knowledge base, such as computer skills, business communication, or financial literacy.
- An individual with little to no work experience or job training who was relying on income from a spouse or partner, but whose spouse or partner has passed away or is terminally ill.
- A single-parent and part-time student who was receiving financial support from parents in return for household

services, but will no longer be receiving that support, and needs assistance finding financial sources to continue his or her education or to secure job training that will provide a sustaining career.

- A domestic violence or sexual assault victim who was financially dependent upon his or her former abuser but is attempting to secure higher income in order to achieve economic self-sufficiency away from his or her former abuser.
- A grandparent who is raising grandchildren and is no longer receiving support from the parents, but does not have enough experience or training to find the type of employment that will provide the family with sustainable income.

What is a “Livable Wage”?

A livable wage is defined as a wage that can realistically support a family by paying for all necessary costs of living.

To find more about living income and the standards for your community, contact Just Economics, a non-profit agency focused on creating sustainable livelihoods. The organization is situated in Western North Carolina, but has statistics about livable wage standards that apply to many areas of North Carolina. Visit Just Economics at: www.justeconomicswnc.org.

Requirements Once Eligible

Once clients are deemed eligible for the DH Program, there are multiple requirements that the program and client must follow to ensure the individual remains eligible for grant-funded program assistance.

Legislative Mandated Services

According to G.S. §143B-394.8, 394.5A and 394.10, all grant applicants must do the following in order to qualify for the Displaced Homemaker and Divorce Filing Fee (DH/DFF) Grant Fund:

- Shall have been operational for at least two years as a Displaced Homemaker Program
- Shall have an office location
- Shall comply with G.S. 143-6.2 regarding audits or sworn accounting of receipts and grant monitoring
- Shall provide data on the probable number of displaced homemakers in the area
- Shall provide data on the availability of resources for training and education in the area
- Shall provide data on viable living wage job opportunities in the area

- Shall maintain compliance with agency contracting
- Shall have a Board of Directors that has been provided with NC CFW board training annually
- Shall provide timely and accurate reporting to the agency, i.e. program and financial reporting
- Shall comply with audit requirements as defined in G.S. 143-6.2 per grant agreement

The centers are also required by the Council for Women to provide displaced homemakers with necessary services, including (1) counseling, (2)

Finding Inspiration to Make Long-Term Changes:

Assessments are a useful tool for many reasons. At the Greater Triangle YWCA in Wake County, Executive Director Folami Bandele and staff use assessment tests, like the Myers Briggs, as a starting point for the career conversation with displaced homemaker clients. Often, clients have never completed an assessment before, and they may be surprised and proud to read about their skills. The assessment results become an important part of the process when they serve as inspiration to the clients.

Mrs. Bandele describes the needs of many Greater Triangle DH Program clients as immediate; often, they take low-income, temporary positions in order to sustain their families while they work toward better circumstances. The assessment can help the clients to stay focused on their long-term hopes and goals for a career, and get them started on a path toward that living wage position.

For example, clients who take the assessment may notice that their skills are fit for a position as a culinary professional or restaurant manager, but they may not be able to secure that type of career right away. However, as they work toward that goal through temporary positions in cafeterias or fast-food restaurants, they can focus on creating experiences and opportunities that prepare them for future management or culinary careers. Inspired by the results of their assessment, clients are more likely to make the job training programs a priority in their busy lives.

The staff also uses the assessment results to help clients plan for the interview process. Some assessments allow clients to explore their learning types, personality traits, and other characteristics. These insights may be helpful to clients who need tips about exuding confidence, communicating effectively, and making a positive impression in an interview setting.

As the YWCA of the Greater Triangle has shown, the assessment can help DH clients to learn things about themselves, consider the traits that make them unique, and find the confidence needed to pursue better circumstances.

APPLY:

Take a look at your assessments, and see if you can add additional inventories to your collection.

Talk with clients about the overall impact of the assessments, not just as a tool to find the next job position.

Have the client explore ways in which their personality traits or assessment results match their understanding of themselves, and see if they can make connections between those results and what they understand about their communication styles and problem-solving techniques.

training, (3) skills, and (4) education, to enable the clients to secure gainful employment, and as would be necessary for their health, safety, and well-being.

Focus on Livable Wage Vocational Programs

The mission of DH Programs is to help clients gain marketable skills and economic self-sufficiency through enrollment in higher wage vocational programs, or programs that increase access to careers with wages that can sustain an individual or family (depending on the client's situation).

Short-term and Low-wage jobs not Sufficient

The focus of this program is to secure economic self-sufficiency, which may not be possible with low-wage job placement. DH Programs provide more than job placement. Clients do not accomplish their goals simply because they find employment. While a short-term job may be a

start toward a better situation, a best practice goal is to graduate clients once they have earned a living-wage position that will make them and their families economically self-sufficient.

Assessment

Every client receives an academic and vocational assessment before enrolling and entering the program. Many programs use a standard form; however, other programs have begun using online vocational or personality tests as well. For more information about assessment tools, see the "Web Resources" section within the *Finding Resources* Chapter.

Individualized Career Plan (ICP)

Each client entering a vocational education program participates in generating an Individualized Career Plan (ICP) with the assistance of the program coordinator. The career plan should be a step-by-step outline of

Adapting the Workshops to your Clients Needs

It is critical that workshops conducted for participants reflect the actual needs of your displaced homemaker clients. While programs vary, it is common for a DH Program to offer workshops about survival skills, computer skills, financial literacy, health and disease prevention, parenting, and/or how to be successful in the workplace.

At the Help Incorporated Center Against Violence in Wentworth, N.C., Director of Residential and Transitional Services Kay Scales and her staff focus on providing multiple workshop programs. Ms. Scales identifies the staff's goal as a focus on offering at least one class a week through Help, Inc.

The Rockingham County shelter and assistance center already provide classes on computer skills, budgeting and finances, stress management, and interviewing skills. Classes are open to the public. According to Ms. Scales, clients find out about their services through word of mouth, other community agencies, and by using some of the Help, Inc.'s other services.

"We are trying to get the people in who need help," said Ms. Scales. She reported that her staff has seen an increase in the numbers recently, and that many individuals who enter the organization's programs find out about them after they have attended one of the center's classes.

APPLY:

Is your organization offering a diverse set of programs?

How often do you offer programs? To be on target with a workshop, make sure to ask your clients for anonymous feedback about the design, planning, and execution of the workshop sessions.

Ask clients about other session topics would interest them.

Offer your workshops at varying times of the day and days during the week, ensuring that some workshops will suit the varying schedules of your clients.

Job Counseling and Technology

Job counseling has changed with the increase in technology. Employers are asking for resumes and applications in different formats or asking applicants to create online profiles, and individuals who have been out of the workplace for a while may be less familiar with the necessary technology. Skills and knowledge required to apply for a job today, such as setting up an e-mail address, filling out employment forms online, or using the computer to make a resume, are hurdles for individuals with limited access to technology.

APPLY:

*Praise the client on their strengths as they work to complete these tasks for the first time—and remember, even if it takes longer, always teach the client how to complete a task (such as writing a resume or filling out a form online) rather than doing it for them. The focus is **self-sufficiency**.*

If you notice that many clients need assistance with similar tasks or topics, consider holding a workshop that is focused on that topic.

the individual objectives which much be reached in order to achieve a long-term goal. The focus of the long-term goal should be economic self-sufficiency; the objectives should be small steps which lead toward that goal.

Attendance at Workshops

Clients should attend workshops offered or sponsored through your DH Program. DH Program personnel, including staff and volunteers, should also be encouraged to attend the training and workshop events.

In addition to the formal aspects of the training program, there is informal bonding, group support, and the building of lasting friendships among group members. All of the aforementioned may all work to reinforce the participants desire to improve the overall quality of their lives.

Job Counseling Programs

When providing job counseling for DH clients, it is important to consider employment hurdles such as their previous absence from the job market, lack of recent paid work experience, or inexperience with the job application process. Successful job counseling programs will consider and build upon each client's unique skills and experiences, and will provide support as the client works to construct a resume, complete training, file job applications, and interview with companies.

Job Training and Job Placement Services

These services should focus on training for available jobs in the public and private sectors.

DH Programs offer in-house training, and are able to customize the job training curriculum to the needs of their clients. While some focus on specific topics such as career makeovers, resume building, and on-the-job skills, others focus on more general skills, such as communication skills and time-management skills.

Creative Job Training Ideas

Most DH Programs offer basic job training courses that focus on computer, time-management, or communication skills. However, successful DH Programs often think outside the box and provide other unique job training opportunities.

Many private organizations have active recruiting programs, and by partnering with these programs you may find leads to *paid* job training programs that your clients can enroll into. If organizations are working to increase diversity among employees, hire more women, or find individuals who are willing to complete training, they may be willing to include displaced homemaker clients in their recruiting process.

There are other groups to partner with for outside training, such as local community colleges, computer- or technology-focused certification courses, or other government assistance programs.

Training Ideas continued on page 12

APPLY:

Contact organizations about job training to find job placement leads that inspire displaced homemakers. Information about a livable-wage job possibility can help motivate your clients to complete job training.

Additionally, the organization may be more motivated to work with your clients if you are willing to provide case management services during the client's training.

Other programs refer to the voluntary assistance of other non-profit, government, or even private organizations to meet the clients' job training needs. These DH Programs often work closely with community colleges or other training organizations by connecting their clients with effective training programs and providing them with support as they complete those programs.

Both in-house and referred-to job training curriculums satisfy the job training and placement requirement; but it is important that, whether in-house or referred, the job training program is focused on livable-wage employment and that the case managers remain in constant contact with the DH Program clients who are receiving job training.

Health Education and Counseling Services

These basic services shall offer clients with information about the general principles of

preventive health care, these include: Family health care, nutrition education, and the selection of physicians and health care services.

Some programs offer in-house classes for clients, while others refer clients to classes offered by the local hospitals, Planned Parenthood offices, community college health centers, nutritional centers, the local YWCA programs, and other organizations.

Financial Management Services

This educational service must provide clients with information and assistance on all aspects of financial management including, but not limited to: insurance, taxes, estate and probate matters, mortgages, and loans.

These courses can be offered directly through the DH Program, most often when a volunteer financial services professional or college

How are Health and Employment Related?

DH Programs in North Carolina focus on health, too, because while the main *objective* may be to secure sustainable employment, the overarching *goal* is self-sufficiency. Clients, who are working to support themselves and often other family members, may need to learn more about how to take care of themselves and to treat their bodies with respect. Talks about personal hygiene, daily nutrition, fitness and exercise, stress management, and sexual health can help clients feel empowered and treat themselves better.

Additionally, good personal hygiene skills and an increased level of self respect can help clients gain confidence as they prepare for and work in new jobs.

Finally, many clients are single parents who are raising children of all ages. Offering this information to parents may help them pass down lessons about health to their children, serve their children nutritional meals, help their children get involved in healthy, active activities, and do other things to teach their children about a healthy lifestyle.

APPLY:

As you explore options for offering health-related information to your clients, discuss programs that may be available from local health advocacy groups, hospitals, community colleges, or from other area organizations.

Even if your program cannot begin offering a health course right away, you may be able to stock your office with useful brochures about health and prevention issues, or flyers about upcoming health fairs or clinics.

Focusing on Financial Literacy

Financial Literacy is a focus for many organizations today, as recent issues with the economy have brought it into the limelight. Many DH Program clients were not formally taught about balancing a check book, opening a savings account, or establishing a budget. Without these life skills, it can be hard for clients to plan their lives, organize their funds, stay out of debt, or establish good credit.

Luckily, increased attention toward the issue has resulted in an increase in options for individuals who are interesting in learning good financial habits. Programs, such as “360 Degrees of Financial Literacy” offered through *The American Institute of Certified Public Accountants*, (www.360financialliteracy.org), or *The Jump\$tart Coalition® for Personal Financial Literacy*'s financial education programs for youth (www.jumpstart.org), are offering free financial information and education because they understand the importance of financial literacy.

APPLY:

Talk to the banks, credit unions, financial planning firms, estate planning firms, local professionals, finance professors, and other organizations in your community to determine the best way for you to offer financial literacy information to clients.

While some classes, such as estate planning, mortgage and loans, or insurance, may require seasoned professionals, other basic courses about balancing checkbooks and tracking spending can be offered by local leaders that have achieved financial independence and successfully taken control of their finances.

Listen for success stories through your community and you may find professionals who are willing to share information about how they took control of their finances.

For additional resources related to Financial Literacy, see the “Web Resources” section within the Finding Resources chapter.

professor offers to instruct a class. However, it may be possible to find free or low-fee courses in a community through local banks, financial planning brokers, community colleges, or other organizations.

Educational Services

These required services may include certification programs, job training programs, degree

programs, or other educational services. While many DH Programs offer certain workshops or training programs to clients directly, others refer to community colleges or other training programs as ways for displaced homemakers to receive educational services.

Programs should post information, including brochures about programs, including the cost, time, location, and more, within the office or on the program website. The information should highlight secondary and post secondary education, and employment training programs for public or private sectors.

The Many Hurdles for Receiving Education

There are many hurdles that individuals have to overcome to secure livable-wage employment, only one of which is the high price of education. Clients may be aware of what training, certification, or degree program they need in order to secure a more sustainable career, but there are often complex situations that prevent the client from finishing that education on their own. Childcare, transportation, the immediate costs of living, debt, confusion over application and loan forms, and other issues can make the task of returning to school seem impossible.

APPLY :

Be prepared to talk with your client about all of these issues.

Learn from clients as they complete training, and take note of struggles.

Help prepare future clients for problem solving on issues such as paying for books, finding time and resources to study, and locating access to a computer or other technologies.

Pathways to Success

The following flow chart illustrates the step-by-step procedure for meeting clients, evaluating their eligibility, providing them with training or services, and helping them to gain livable-wage employment. For more information about a “livable wage” see the “Focus on Livable Wage Vocational Programs” section within this chapter.

Step1: Outreach and Recruitment

The Displaced Homemaker program recruits in the community, making their services known to possible clients by encouraging

- Advertising/Marketing
- Work of mouth referrals
- Local government awareness businesses
- Community Awareness
- Partnerships with other local agencies

Step 2: Assessment

A pre-Assessment Interview determines the clients' eligibility. If eligible, services may include:

- Vocational Assessment, to determine client's aptitude for job types
- Individualized Career Plan, to assess, aid and encourage clients' plans for obtaining training and employment

Step 3: Training

After job counseling and assessments, clients may enroll in:

- Workshops for marketable skills, such as computer training or resume writing;
- Workshop to focus on personal empowerment and development, such as financial literacy, health and wellness, or counseling; and/or,
- A job training, certification, or education program.

Step 4: Placement

Job counselors help clients find livable wage careers, which may include:

- Self-employment
- Entering military service
- Temporary employment with focus on acquiring additional training or higher education
- Employment in area of training
- Promotion within current position

Funding Eligibility

N.C. Council for Women Requirements

To qualify for a Displaced Homemaker Program grant, all applicants must meet the following criteria:

Office Location

The programs must operate an office located within the county for which funding is requested that is open Monday through Friday during normal business hours and is accessible to clients. The office cannot be located in a residence.

Telephone Accessibility

During regular office hours, callers shall have access to the displaced homemaker coordinator or a voicemail system. The message on the voicemail system should provide callers with information on how to access the displaced homemaker program.

Service Requirements

Services cannot be denied based on a client's immigration status, age, disability, gender identity or expression, race, creed, sexual and/or religious orientation or national origin.

Community Education

Programs must provide the community information on the issues of displaced homemakers and the importance of supporting their local displaced homemaker program.

Programs must have brochures, materials, etc. that outline available program services and other community resources.

Materials should be translated into the languages spoken by the local population.

Interpreters

The use of interpreters may be needed at times in order to effectively deliver services to non-English speaking clients; however, children shall not be used as interpreters.

Required Administrative and Organizational Policies

Each program shall have the following policies:

Conflict of Interest Policy

Programs shall have a notarized conflict of interest policy on file prior to receiving Council funds.

Non-Discrimination Policy

Programs shall have a written policy on non-discrimination which states that the program will not discriminate against staff, volunteers, or program clients based on age, disability, gender identity or expression, race, creed, sexual and religious orientation or national origin.

Organizational Code of Conduct Policy

Programs shall have a written policy on the expectations of the program and its employees pertaining to rules and regulations which could include any payments for illegal acts, indirect contributions, rebates and/or bribery.

Internal Controls Policy

Programs shall have a written policy on maintaining records that are relevant and material to the proper administration of its financial and programmatic activities. Those records shall include, but not limited to:

- Written policies and procedures that address personnel issues, financial policies and procedures that address items such as cash receipts, cash disbursements, payroll, travel and purchasing practices.
- Supporting documentation such as pre-numbered receipts, canceled checks, time sheets, invoices and contracts, which support the accounting records.
- Budgets with supporting documentation such as budget requests and approval notifications.
- Formal accounting records such as check registers, journals, and general ledgers.

Whistleblower Policy

Programs shall have a written policy that is intended to encourage and enable employees

For Translation Needs:
It is recommended that the program utilize the services of the Language Line (1-877-886-3885) in order to accept and assist foreign language callers. Clients are never to be charged for translation services.

and others to raise serious concerns without fearing retaliation.

Confidentiality

Programs shall have a written confidentiality policy approved by its Board of Directors or Governing Board. Additionally,

- the policy shall govern the sharing of information internally as well as externally;
- programs shall maintain a data collection system that protects the confidentiality of the clients including storing files in locked cabinets;
- a confidentiality statement shall be signed by all employees, board members and other volunteers and kept on file; and,
- access to files should be limited to any staff/and or volunteers doing direct case management on an as-needed basis.

Personnel Policy

Programs shall have written personnel policies governing the program's operations. At a minimum, the policies should contain hiring and termination procedures including grievance procedures, and leave policies including holiday, overtime and compensatory pay. Additionally,

- all employees, including the Executive Director, shall complete timesheets for each pay period, documenting the time worked on a project or program, number of hours to be charged to a particular budget or project and with the supervisor's approval; and,
- all staff should be provided with a copy of the agency's policy and procedure manual.

Strongly Suggested Program Guidelines

The following are **not** required by the N.C. Council for Women (CFW) from each DH Program; however, they may be beneficial.

Board of Directors or Advisory Committee

The following section is meant to explain the Council for Women's recommendations about DH Programs' Boards of Directors or Advisory Committees.

It is recommended that programs are governed by a board or advisory committee with members who represent the demographic profile of the community, as well as businesses, government services, legal, educational, religious, and other systems.

- The board or advisory committee should designate one or more seats for former DH clients. A board or advisory committee member's status as a former client should remain confidential at the discretion of the board or advisory committee member. However, the board chair, executive director, and the Region Director should be given knowledge of the board or advisory committee member's status in order to meet compliance with the guidelines.
- New board members should receive orientation at the beginning of their term on programmatic issues, board responsibilities, fiscal responsibility and operations management.
- Members should receive annual training assessments by the Council on these topics and other topics appropriate to the needs of the program to ensure adequate training and service provision.
- Board or advisory committee orientation and training may be provided by a

Should My Program have a Board of Directors or an Advisory Committee?

By law, non-profit organizations are required to have a Board of Directors (BOD). Therefore, the DH Programs within CFW-funded non-profit agencies must be governed by a BOD.

However, not all DH Programs are a part of non-profit agencies; as such, not all programs are required to have a BOD. For example, there are DH Programs within community colleges, government agencies, county commissions and extension services programs. (For more information, see the "Types of Displaced Homemaker Program Communities" section within the *Adapting Your DH Program to Your Community* chapter.)

Although these DH Programs are not universally required to have a BOD, it is strongly suggested that they have an advisory committee.

- Region Director of the Council.
- Board or advisory committee training may be provided by Council staff must be approved by the Council for content.
- Boards or advisory committees should have regularly scheduled meetings and keep written records of meetings, which contain date, time, place of meeting, members attending, decisions, motions, etc.
 - Copies of approved board or advisory committee minutes should be submitted via e-mail to the program's Region Director and kept on file for review by the Council staff during site visits.
- Boards or advisory committees should have an active Finance Committee to monitor financial management of the agency.
 - The committee should submit a written report at each meeting for the entire board or advisory committee to review.
- The Treasurer must be a member of the Finance Committee.
- Copies of the finance report should be submitted via e-mail to the program's CFW Region Director and kept on file for review by the Council staff.
- Human Resources Planning/Personnel and Resource Development Committees of the Board or advisory committee are required.
- Public Relations/Marketing and Strategic Planning Committees of the Board or advisory committee are recommended.
- Programs should have a corporate notebook, containing approved board or advisory committee meeting minutes for three years.
 - Programs should also retain copies of the last three year's completed 990 IRS forms, the program's bylaws and the agency's 501(c) 3 letter (if applicable).

II. Adapting Your DH Program to Your Community

DH Programs are successful when their programming initiatives reach a large number of individuals who: (1) need the services, (2) benefit from the services, and (3) finish the services with marketable skills or a successful job placement.

Remember, though: no one initiative is guaranteed to work in every situation and what may be a successful initiative in one community could be largely underutilized in another. *Local circumstances determine the success or failure of any single strategy.*

DH Programs vary in their type, local community profile, and population served. In developing this program consider the racial, ethnic, and age distribution of your targeted population. Program participation should reflect the demographics of the community served, which will vary by geographic location.

Recruitment strategies should be planned in such a way to increase the participation of minorities. Initiatives should be planned with consideration of the specific community and target population. No two towns or cities in North Carolina are the same, and no two DH Programs are either.

Types of Displaced Homemaker Program Communities

Stand-Alone Programs

Stand-alone programs are programs that focus specifically on one issue, and exist for the purpose of resolving or advocating for that issue. For example, there are agencies in the state that only focus on Sexual Assault issues, and as such they are classified as stand-alone programs.

If an organization developed to serve only displaced homemakers, that organization would be a stand-alone agency. Even though they would be classified as stand-alone programs, those programs would still partner with other organizations in the community to make

referrals, share resources, and collaborate with information about area advocacy initiatives; however, their primary focus would be their single program.

Dual Programs

Dual programs are agencies that focus on more than one program or issue. For example, a Women's Center might include a DH Program, but they may also have programs that focus on domestic violence, sexual assault, or elder abuse (to name a few). Dual program agencies may also partner with outside organizations, increasing the number of referrals and possibly finding additional resources for clients.

Government Programs

Government programs are DH Programs that are situated within some type of government program or agency.

Community College Programs

Community college programs are DH Programs that fit within a community college system. Often, these programs are linked with the community college's Career Center through programs such as JobLink. Examples include the Catawba Valley Community College DH Program in Hickory, the Southeastern Community College JobLink Career Center DH Program in Whiteville, and the Pamlico Community College DH Program in Grantsboro.

Cooperative Extension Programs

Cooperative Extension is a part of a nationwide educational system which involves the U.S. Department of Agriculture, the state land-grant university system and county government. Extension programs often enhance the work of other government and nonprofit agencies, which join together to improve the quality of life for county residents. The program provides a broad range of educational programs that are of benefit to farmers, rural and urban residents, community leaders, homemakers, parents, and youth. Extension programs focus on traditional and changing needs in the areas of agriculture, home economics, community and rural development, and 4-H and youth. (Source: NCSU and NC A&T State University Cooperative Extension Program FAQ: www.ces.ncsu.edu/index.php?page=faq).

DH Programs that exist within the Cooperative Extension Program effectively partner with an organization that focuses on training for agricultural and community development. An example is the Gates County Extension Service DH Program in Gatesville.

County Women's Commission Programs

DH Programs that exist within a North Carolina County Women's Commission partner with the organization that focuses on educating the community about and advocating for women's issues. An example of this type of program is the Mecklenburg County Women's Commission DH Program in Charlotte.

Non-Profit Programs

Most DH Programs exist within a non-profit program. Some examples of common non-profit based programs are below.

YWCA Programs

Across the state, YWCA programs are flourishing and serving women (and men—the YWCA is traditionally a women's organization, but men can be served in the DH Programs at YWCA programs) in a variety of ways. Many of these programs house DH Programs, allowing them to serve displaced homemakers throughout their area. Examples include the YWCA of Asheville's New Choices and the Greater Triangle YWCA's New Choices programs.

Women's Resource Center Programs

Women's Resource Center programs are almost always dual programs, advocating for more than one women's issue and providing multiple programs for their area clientele. Examples include the Women's Resource Center in Alamance County's New Choices Program, the Women's Resource Center of Greensboro in Guilford County and the Fayetteville Center for Empowerment and Economic Development's New Choices Program in Cumberland County.

Other Community Non-Profit Programs

There are other non-profit programs across the state that focus on issues that relate to displaced homemakers. Some of these programs, including domestic violence shelters, help call centers, and family care centers, house displaced homemakers in order to better serve those clients within their community. Examples

include the Southeastern Family Violence Center in Lumberton, the Hope Harbor Displaced Homemaker Services program in Bolivia, the Mitchell County SafePlace, Inc. in Spruce Pine, and the Fifth Street Ministries Diakonos of Statesville in Iredell County.

Marketing, Outreach and Recruiting

Time spent on marketing, outreach and recruitment is time well spent whether your program is new or established. Remember the

impact that recruitment and marketing has on the success of a program.

Most potential clients will need to hear about the program from several sources or several times from the same source before they may consider participating. Ensure that ongoing recruitment campaigns and a variety of strategies are utilized to reach the community.

Partnership Opportunities

Some of the most successful DH Programs in the state are ones that partner with many different organizations. New Choices Coordinator Ashley Ellwood runs a program in Franklin, N.C. that is housed under REACH of Macon County, the area's Domestic Violence Shelter. Ms. Ellwood's program would be classified as a dual, non-profit program; however, that does not limit the program from partnering with all possible organizations.

Ms. Ellwood has worked with the local Employment Security Commission, the area's community college, a successful county initiative called The Macon Program for Progress, the Social Services agency, and even community representatives that work for Mary Kay (a company known for granting funding for women's issues).

Ms. Ellwood made additional community contacts by advertising her upcoming New Choices sessions in the local Franklin Press, which published local non-profits' calendar events for free. Ms. Pat Cable, the local contact for the Cooperative Extension program, saw the announcement and contacted Ms. Ellwood about becoming a partner with her organization. Through Ms. Cable, Ms. Ellwood was able to meet other individuals within the community, including a representative from the Smokey Mountain Pregnancy Care Center. Ms. Ellwood now regularly meets with a committee of these representatives for lunch or dinner.

Ms. Ellwood's program is situated within an agency that has programs including their women's shelter, rape prevention, and court advocates initiatives. Partnering with those programs is an advantage of being a dual program; however, Ms. Elwood and her program did not stop there. They have established community partnerships with organizations outside of their agency, and as such they are more able to extend their REACH.

APPLY:

Do not let your program type limit your partnerships.

Remember that many area organizations will be interested in working with your cause, and most will be proud to have a successful program like yours in the community.

Make and maintain contacts, and always build your network.

The purpose of marketing, outreach and recruitment

The purpose of marketing, outreach and recruitment is to:

- Inform possible displaced homemaker clients about the program, its support services, and its relevance to their needs;
- Reach individuals who may not be in the school setting but are in need of vocational training;
- Connect with the surrounding community in order to spread information about the program, and to gain more resources and opportunities for displaced homemakers;
- Provide information about financial benefits of livable-wage vocational training and focus on local employment opportunities; and,
- Offer access into livable wage vocational training.

Methods for marketing, outreach, and recruitment

The following sections explain detailed methods for achieving marketing, outreach, and recruitment goals through two specific

initiatives:

- Developing community network
- Overcoming local barriers

Developing a Community Network

In order to access displaced homemakers, many DH Programs partner with individuals, businesses, and other advocacy and non-profit organizations within their communities. When working with the community, find ways to reach out through other organizations in order to access displaced homemakers and provide them with more information about your program.

Another reason to connect with community networks is to provide families with additional assistance. When encountering families in need that are not qualified for the DH Program, it may be advisable to refer them to other sources of assistance. By developing a community network, families will be connected with every possible resource.

Developing the Community Network— Consider This:

- Who is the largest employer in the area? How is that work community affected by the needs of displaced homemakers? As the organization employs many

How Fayetteville's Program developed their Community Network

SUCCESS: Lyn Rice of the Fayetteville CEED (Center for Empowerment and Economic Development) focuses on her community network. With an Army base nearby, her center is in a military-minded community and does focus on that demographic; but, Mrs. Rice believes that the Fayetteville DH Program needs to connect with many different area organizations in order to be successful.

Mrs. Rice works with the local community college, area church organizations, and regional small businesses. She advertises the DH Program in many venues, including childcare centers, law offices, and recreation centers. By reaching out to her community through more than one of the available networks, Mrs. Rice has increased the number of referrals that her DH Program receives.

She continues to work with many clients who are involved with the military, but by expanding her connections to include community partners other than the most predominant local network, she has greatly expanded her program's reach. Additionally, her initiatives have sparked connections with other area non-profits and advocacy groups that can help her DH clients who need additional assistance.

APPLY :

How are members in your community involved?

Where do they work, spend their free time, or go for help?

Who are the individuals in your area with well established community networks? By using your network, you will connect with clients, partners, volunteers, and donors.

Overcoming Language Barriers

It is recommended that programs utilize the services of the LanguageLine (1-877-886-3885) in order to accept and assist foreign language callers. Clients are never to be charged for translation services.

There may be a Spanish-speaking representative at your local NCcareLINK, an organization that focuses on providing citizens with information about government services. Call the toll-free number at 1(800)-662-7030 to talk with a NCcareLINK provider about how your Spanish-speaking clients may be able to use their services to find answers in their native languages. Visit www.NCcareLINK.gov for more information. If your local NCcareLINK does not have a Spanish services for callers, Mr. Rogelio Valencia, NCcareLINK's Hispanic Ombudsman, may be able to provide more information about other translation services, in your area. Contact Mr. Valencia by e-mailing him at Rogelio.Valencia@ncmail.net.

community citizens, will marketing with that company help to spread information throughout the community? How can information be disseminated to that employer, and encourage their participation in community improvement initiatives?

- What low-wage area occupation is most

common? How can the program's message target the needs of individuals within that occupation?

- Which community businesses focus on meeting women's needs? On meeting parent's needs? How can these businesses be recruited for their assistance with providing referrals?
- How are most of your displaced homemakers affected through the loss of a supporter's income (death, divorce, abandonment)? Where will those individuals turn to receive help working through those issues? How can the information be disseminated to those in need? Who can you talk to that will be involved in assisting those individuals, and how can you enlist their help with providing referrals?
- Where do most area professionals turn for continuing education or job training? How can you connect with those educational facilities?
- Which area non-profits are most likely to work with displaced homemakers? How can you provide assistance to one another? Do they need more partners for fundraising events?
- Who are well known leaders in your community that advocate on behalf of single parents?

Brunswick County's Hope Harbor Gets in the Gate

SUCCESS: Brunswick County is known for its golf courses. Within these beautiful, gated communities, there are many financial supporters of the Bolivia-based Hope Harbor program, which focuses on displaced homemaker, domestic violence, sexual assault, and elderly abuse issues.

Hope Harbor's largest fundraiser is their annual golf tournament, which raises thousands for Hope Harbor's many programs. But according to Hope Harbor's Lynn Carlson, the golf tournament provides opportunities beyond fundraising.

Some homemakers within these communities—many of whom are from affluent, educated backgrounds and are known for having nice houses, cars, and lifestyles—are struggling. As the economy changed, so did the financial stability of many local residents. Women or men who have been working for their families inside their gated community were now locked in financial trouble. However, Ms. Carlson found that these individuals were not coming to Hope Harbor for help.

Most of these individuals had never needed public assistance before, and were not readily identifying themselves as displaced homemakers. But as their families looked for additional sources of income, these individuals found that their lack of job experience or training left few options. Financial stress in the home often made the domestic situation difficult, and occasionally, violent.

Hope Harbor continued on page 22

When Ms. Carlson speaks to the local affluent communities, whether for a golf tournament event, a luncheon, or any other type of fundraising get-together, she makes a point to talk about potential need within the gated communities. While the focus may be on raising money for her program to help other areas of the community, she makes a point to talk about how the DH Program can serve all of Brunswick County's women. She reminds women and men about the services that Hope Harbor offers, expressing concern for women and men whose families may have lost jobs, investments, property and who are concerned about financial self-sufficiency. Importantly, she makes sure to assure groups about the confidentiality practices at the center and emphasizes that Hope Harbor's services are for all women.

Through these initiatives, Ms. Carlson is reaching out to a community that would normally have social barriers between themselves and assistance.

APPLY:

Different ethnicities, races, cultures, social groups, and community areas may view assistance differently. Who are you currently reaching with your program initiatives, and who are you missing?

Does your program accurately represent the demographics within your county?

What steps can you take to ensure that community members understand that your program is for all types of displaced homemakers?

Successful Practices for Developing Your Community Network

Here are some examples of Successful Practices for Developing Your Community Network that have been successfully utilized by other programs:

1. Always ask new clients how they were referred to your center and whether or not they have participated in other assistance programs.
2. Make a record of clients whom your center refers to other agencies, so that your center is aware of the agencies to which you are referring most often.

Overcoming Local Barriers

Due to the ever-changing nature of the targeted population, outreach and recruitment initiatives can be difficult. It is important to be aware of local barriers and to develop strategies that increase the likelihood of program success.

The term "local barriers" describes the division between certain cultures, races, age groups, socio-economic groups, etc. While it may be easy to access some groups within your communities, other groups may be less willing to communicate problems or ask for assistance.

Overcoming Local Barriers—

Consider the following when working to overcome local barriers:

- Will my recruitment initiatives reach those who may be displaced homemakers or single parents but may not readily identify themselves as such?
- Does our recruitment initiative overcome cultural training, or the learned cultural practice of refusing to discuss problems with individuals who are not family members?
 - What are the prominent cultures within our community?
 - Do we address language barriers that might come with encountering individuals from different cultures or backgrounds?
 - Do we have an understanding of the cultures within our community, including the possible social-, family-, or religious-based customs within those cultures? Do we understand how those customs can affect the displaced homemakers as they make their plans and decisions?

- Will we reach individuals who may be reluctant to recognize their potential for training due to low self-esteem?
 - How do we develop role-model relationships for clients who need help with self esteem?
 - Does our case management address self-esteem issues?
- Do we present information that supplements a potential lack of knowledge about the work world for individuals who may not be aware of training or employment opportunities in the community?

Successful Practices for Overcoming Local Barriers

Examples of successful practices for overcoming local barriers that have been successfully utilized by other programs include:

- Adequately represent the community's demographics within the clients served. Individuals will feel more comfortable in your program if they recognize that the individuals served accurately portray the community with which they are familiar.
- Ensure that representatives from the minority groups in the community are represented on advisory committees and staff,.
- Develop relationships with social agencies that are serving minorities, and encourage referrals.
- Try to staff the program with displaced homemakers, and continue to offer vocational training to those individuals as needed.
- Be upfront about assistance for child care services, transportation, GED

- certification, and financial resources so that prospective clients are more likely to consider vocational training as a possibility.
- Adequately address the need for role models, and issues such as the disenchantment with educational systems, fear of going to college, expectation of failure, hopelessness of the welfare trap, insecurities due to low basic skills, practical skills, or computer skills, or discouragement due to the need for remediation.
- Consider all economic and social standings within the community. Ensure that the program sends the message: DH Programs are for all eligible women and men in need.
- Talk with organizations about "outposting" the program to other locations. If there are other agencies within the community, such as a JobLink center or a Social Services office, displaced homemakers may go to for services, consider establishing an office there.
 - Try working in another agency for one day a week, opening yourself to opportunities through different people you meet.
 - Establishing an outpost office in a culture center or in an ESL office could be an additional way to overcome local barriers and make other demographics and cultures aware of the program.

Spreading Awareness in a Rural Community

Columbus is the third largest county in North Carolina, stretching a total area of 954 square miles. Southeastern Community College within the county has a JobLink Career Center program, and that center houses a Displaced Homemaker Program. The DH Program serves the predominantly rural community surrounding the community college, with organization and oversight from Associate Dean of Continuing Education Teresa Triplett and Case Manager Gloria Perry. Both women have worked to establish the DH Program as a trusted organization within the community, and in doing so they have adopted an approach that works for their local network.

Whereas large fundraising events or public information sessions might grab people's attention in larger cities, Ms. Triplett and Ms. Perry know that in their community, the DH Program has to take a different approach. In their experience, the local community members who may be eligible for DH Program services are less likely to come in if they hear about the service through an organization or event, but more likely to come in if they hear about the program from a friend.

Spreading Awareness continued on page 24

Ms. Triplett and Ms. Perry have worked to serve each client as thoroughly as possible, maintaining extensive intake and follow-up procedures. Through their dedicated service, their program has earned a good name among community members. Both women credit word-of-mouth advertising from successful DH Program graduates as the main advocacy initiative that fosters community awareness.

Another method adopted by Ms. Triplett and Ms. Perry has been to work with other organizations in the community that are focused on vocational issues. The DH Program joined the county's JobLink Leadership Team, and through that organization Ms. Triplett and Ms. Perry have partnered with other programs that are trusted by community members. Through this team, they are able to participate in more community events, earn more referrals from other trusted organizations, and foster a greater awareness of displaced homemaker issues within their community.

Apply:

How have you considered the population of your county when considering community awareness?

Is there a DH Program in North Carolina that serves a rural or urban population similar to yours, and have you considered talking with them about their DH Program's initiatives for fostering community awareness?

Would joining a JobLink Leadership Team help your DH Program to find other trusted organizational partners?

For more information about JobLink Centers throughout North Carolina, find and contact your local director through the [N.C. Commerce's JobLink Directory website](#).

Advocacy

Advocacy initiatives are an important part of DH Programs. By working to spread information about the program's mission and objectives, it is possible to influence positive changes in the community.

The purpose of advocacy initiatives

The purpose of advocacy initiatives is to:

- Develop community awareness of the issues which the programs work to resolve;
- Make community members and leaders aware of the organization's purpose, location, and services;
- Instill confidence in community members who may be potential clients, ensuring that they feel comfortable coming to the agency when they are in need.
- influence public-policy and resource allocation decisions within the community's political, economic, and social institutions.

Methods for advocacy initiatives

Fostering Community Awareness

Lofty goals, to begin a new fundraiser, to increase recruitment, or to expand the services

that your program offers, will be difficult if the community is unaware of the program. Work to foster community awareness of the program, and fundraisers become easier to plan, recruiting goals become easier to accomplish, and service expansions become easier to execute.

Fostering Community Awareness

Consider the following as you develop initiatives to foster community awareness:

- How aware are community members of displaced homemaker issues?
- Do key community agencies understand your goals and objectives? Are there program representatives who publicly and adequately describe the strengths of the program to the community?
- How often do you find yourself explaining the term "displaced homemaker" to others?
- What local magazines, TV stations, or newsletters are geared toward very specific audiences, such as parents, women, students, or other groups that make up a large portion of your program's demographics? How do these publications discuss the issues of displaced homemakers, if at all, and how can you convince them that the

services provided through DH Programs are important to the demographic served by their publication?

Best Practices for Fostering Community Awareness

Here are some examples of best practices for Fostering Community Awareness that have been successfully utilized by other programs:

- Gain an understanding of your target population. Talk with other non-profit or advocacy groups about how they access the community, and what methods work and do not work within the local population.
- Do not make light of client concerns. Listen as they talk about the stigma associated with “accepting assistance” or “needing help.” Learn about how your community views assistance, and talk with your clients about the perception of your program among community members.
- Show off success. Make sure to talk about clients who have done well, and encourage them to talk with their friends about how the DH Program helped them to accomplish their goals.
- When a previous client refers a friend or family member to the program, be sure to contact that referral source and thank them.
- Refer clients to other organizations. Ask your client to tell the organization who

suggested their program, so that the other organization is aware that the DH Program is making referrals to their organization.

- Talk about the term. Whenever you are asked about your work or the work that your program does, be sure that the audience understands the term “displaced homemaker” and the type of help that clients can receive.

Understanding Community Advocacy Initiatives

Each community has a multitude of non-profit, service, and advocacy organizations; however, it is common to find communities that focus on one or two main advocacy initiatives. Often, those initiatives are very tied to community factors, such as the economy, social structure, or location. For example, a community located near a large body of water may focus a lot of advocacy initiatives on preventing water pollution or the protection of underwater species while older, established communities may focus on historic preservation.

By understanding your community advocacy initiatives, you will often find a large group of caring and motivated community members. Additionally, there are many creative ways that DH Program objectives can be achieved by connecting them with your community’s advocacy initiatives.

How Asheville’s DH Program Partnered with a Community Advocacy Initiative

SUCCESS: The City of Asheville is well known for its natural beauty. Area residents have traditionally focused on the preservation of their beautiful surroundings, so it is not surprising to find that many Asheville residents focus on “green” initiatives, or actions that support environmental protection and sustainable practices. Asheville’s New Choices Director, Missy Summers, recognized this advocacy initiative in her community, and was able to bring the needs of displaced homemakers into the “green” conversation.

The chance came forward when the local Asheville-Buncombe Technical Community College started a “12 in 6” program through JobsNOW, a work-ready training program supported under the Workforce Investment Act with funds made available by the federal American Recovery and Reinvestment Act. The “12 in 6” project was initiated for North Carolina community colleges through JobsNOW by the Governor’s Office. The project supports 12 occupational areas of study that allow students to complete training in less than six months.

Through “12 in 6,” the Asheville community developed and supported a training program for green industries called Green Opportunities (GO). (Find them at greenopportunities.org.) Whether participants are studying environmental science, becoming OSHA certified, or pursuing their GED, GO members complement their practical, hands-on learning with classroom learning through this paid training program.

Community Advocacy continued on page 26

After GO began, the organization voiced concern over the low number of women entering into the green labor force. Ms. Summers utilized concerns over this idea to form a beneficial partnership with the training program. The benefit is mutual: Green Opportunities benefits from Ms. Summer's active recruitment of displaced homemakers and is improving the diversity of its program participants; in turn, Ms. Summers is able to help her clients with childcare or other services as they complete the paid training and work toward livable-wage job placement.

By working with her local community's advocacy initiative, Ms. Summers is able to provide her clients with valuable, paid job training at no direct cost to her DH Program while also keeping the needs of displaced homemakers on the minds of her community members.

APPLY:

What advocacy initiatives are dominant in your community?

How are other programs, such as community colleges, area non-profits, or other government agencies, getting involved?

How do the needs of displaced homemakers match with those initiatives?

Understanding Community Advocacy Initiatives

Consider the following as you work to develop community advocacy initiatives for your program:

- What are the community's advocacy concerns?
- During election season, what are common "hot button" issues that local politicians are always asked about? Do those issues point in the direction of local advocacy concerns?
- Are there issue-focused newsletters or magazines in the community?
- What distinguishes this community from others? Another way to consider this question is—does the community have an "award winning" aspect? Finding out what the community is prized for, such as its cuisine, location, scenery, history, tourist attractions, educational system, etc., may help to understand what community aspects the local population is focused on protecting through advocacy initiatives.
- Understanding the community's advocacy initiatives is only the first step—next, find out how the DH Program fits in with those initiatives. Are there parallel issues in common? At the very least, almost all advocacy initiatives are focused on making the community a better place.

Successful Practices for Understanding Community Advocacy Initiatives

Examples of practices for Understanding Community Advocacy Initiatives that have been successfully utilized by other programs include:

- Attending local board or committee meetings. Even if the focus of the group does not directly relate to the issues of the DH Program, a lot can be learned about what are the community's issues and how they might relate to the concerns of the DH program.
- Paying attention to elections. Find out about the topics politicians receive lots of questions and feedback.
- Support other non-profit agencies by attending their fundraisers and other events. Understanding others' concerns and participating in their events can be the first step in acquiring their attention about yours.
- Learn about the local community. Sign up for a walking tour or read about the history of the town. Find out if there are organizations interested in preserving the town's history or culture. This can help you to understand the concerns of area residents, and may be the best way to understand how best to present advocacy initiatives so that they fit into the area's concerns as well.
- Follow your town's website. Stay informed about events and other happenings. See if the town or the local leaders are working through new

internet technologies such as Facebook, LinkedIn, and/or Twitter in order to share information.

- Work with small businesses. Often, local business owners have great insights into the town where they have established a business.

III. Focusing on Funding and Sustainability

Those who are considering involvement with the DH Program — whether they are possible clients, interested legislators, able volunteers, or potential funding source – and likely to consider the program’s sustainability. Grant applications ask about it, funders encourage it, and volunteers are inspired by it. In short, the acquisition of funds and in-kind donations helps the program stay alive.

There are many factors that affect the success of fundraising initiatives. The program will need a strong network of community contacts who are willing to advertise the program’s needs and events. Additionally, grant applications and potential funding sources will want information about the program, the target population, and plans for the future.

Establishing this network and collecting this information takes time and resources, as does hosting a successful fundraising event. Moreover, these initiatives require extensive preparation but may not result in direct funding right away. Therefore, it is important that you and your program work to establish ideas for funding in order to ensure your program’s sustainability. As you review this section, consider what methods would be best for your program.

Ensuring Program Sustainability

The following section outlines methods for ensuring program sustainability that will help you to consider the best plan of action for your community.

The purpose of ensuring program sustainability is to:

- inspire confidence in the organization by soliciting wide community involvement.
- diversify funding sources, so the organization will be protected if one of the grants or funding sources ceases funding

- expand the network of contacts through raise advocacy awareness of the program’s cause encourage small-group and individual participation in the organization by welcoming small or in-kind donations; and,
- ensure that the community’s displaced homemakers will have a place to turn that is sustainable and focused on long-term service in the community.

Methods for ensuring program sustainability

- Fundraising
- Thanking Donors
- Tracking and Publishing Success
- Reporting Data and Budgets Correctly
- Grant Writing

Fundraising

Fundraising initiatives may seem daunting, as they can require a multitude of resources. There is a lot of planning involved and, with so many other organizations fundraising, it can be difficult to devise an original and attention-grabbing theme that will encourage community support.

Just remember: with fundraising, there is the opportunity to have a lot of *fun*. You can hold all kinds of events, and with new technology, you can advertise in free and easy ways. By relying on volunteer support rather than staff time, the program can continue to develop fundraising initiatives without straining the resources needed to sustain a successful DH Program.

Use this section to begin considering what types of fundraising initiatives would be most suitable for this program’s community.

Fundraising

Consider the following when working to develop fundraising initiatives:

- Who have been traditional donors or partners in the past? How can you adapt your fundraisers to their needs? For example:
 - If your largest donor was a restaurant, could your fundraiser somehow advertise their food or location?
 - If your largest non-profit partner is a single-parent advocacy group, how can you hold a joint fundraiser that will assist both of your organizations?
- Where do your community members go for information and updates about social events or fundraisers? How can you ensure that information about your events will be featured in those locations?
- What existing fundraisers traditionally attract families in your community? Students? Women?
- Which publications or television mediums most often cover non-profit, fundraising, and community events, and how can you let those organizations know about your events?
- Which of your community's radio stations offer free event announcements for non-profit organizations?
- Understand what fundraisers already exist in your community, and try not to replicate them. If the biggest area event is an upscale dinner and dance, do not attempt to host your own ball. Instead, consider the individuals who might not be interested in an event of that type, and work on designing an event at attract that audience. Offer your community something that it does not already have.
- Try to avoid spending money on advertising. Find free ways to advertise within your local news media.
- Develop an e-mail listing, rather than a newsletter listing, to lower production and printing costs but keep your local area and possible donors informed about program needs.
- Request the donation of services in replace of monetary contributions. Services could range from accounting and legal advice to printing, food, drinks, or space for an event, or even haircuts and dental cleaning for job applicants. There are many services that may help you plan and hold fundraising events; when these services are donated, it lowers costs of hosting the event.

Successful Practices for Fundraising

Here are some examples of practices for Fundraising that have been successfully utilized by other programs:

- Sustain relationships with small businesses. It is often easier to talk with owners and high-level managers of small businesses. Also, they are typically interested in the betterment of their local community, as community success can lead to the success of its businesses.
- Focus on learning about other area fundraising events. Try to take an inventory of what seems to work for your community.

Stewardship of Donors

One of the most important aspects of fundraising is thanking those who donated their time and resources. In this case, donors may include those who have provided fiscal support, but could also include those who have donated in-kind services, attended your fundraising events, or volunteered for your program.

After working to develop your network, bring in volunteers, and raise attendance at events, you will want to take time to recognize those individuals for their support. Remember donors or volunteers who feel appreciated are often more likely to continue providing your organization with assistance.

Publicize Events with *Free Advertising Opportunities*

SUCCESS: In 2007, the Women's Resource Center in Alamance County (WRC) celebrated the 10th anniversary of its Annual Herb Festival, a three-day fundraising event that consistently earns high turnout from the local community. On the fundraiser's anniversary year, the WRC was spotlighted by *Alamance Woman*, a free feature magazine that is distributed throughout the county. Heidi Norwick, the WRC Executive Director, and Becky Mock, WRC's Program Director, were highlighted with full-color pictures, a four-page story, and a smiling snapshot on the magazine's cover.

The story elaborated on the effect that the WRC's New Choices program has on the local community, described other grants and funding sources that aid the program's expansion, as well as provided details about that year's upcoming Annual Herb Festival. According to Ms. Norwick, the feature resulted in a positive attendance spike at that year's festival.

By offering music, refreshments, a raffle, and over 9,000 plants from vendors and master gardeners, the WRC's fundraiser stands out each year as a unique but established community event. Still, Ms. Mock and Ms. Norwick continuously develop new ways to advertise the event and keep interest high.

In addition to the *Alamance Woman*, other publications have highlighted the organization's activities, including additional trendy women's magazines, the local paper, and even local gardening magazines. Since the Alamance WRC is a sponsored member of the Alamance Chamber of Commerce (meaning their dues are paid by other Chamber groups), their events are also highlighted in *Chamber Connections*, the Chamber of Commerce's quarterly newsletter.

Over the years, the WRC has developed other cost-effective ways to connect with community members, including their new e-mail promotions. The organization continues to print and distribute newsletters, but has been experimenting with Constant Contact, an e-mail marketing company that helps organizations send professional-looking e-mail newsletters to large groups of members. WRC uses Constant Contact to send promotions and notifications, cutting down on some printing costs. Also, the organization is looking into the e-mail newsletter format as a future medium for distributing all newsletter information.

In 2010, *Alamance Woman* did a second story on the WRC, again providing details about the Annual Herb Festival. The county continues to support the fundraiser, and funds from the annual event continue to support the New Choices program.

APPLY:

Are there free feature magazines within your community? Look for magazines with specific audiences, such as women magazines, parenting magazines, etc., that may be interested in your fundraising events.

Consider large area organizations, such as the Chamber of Commerce, and see if your non-profit can join for free or for a discounted fee.

Consider the local community college or university paper.

Talk to area business and corporations about having your events highlighted in their newsletters.

Explore internet mediums, such as e-mail, social networking, and blogging, as low-cost ways to keep in contact.

Develop a unique fundraiser that offers the community something it does not have already, and try to establish the event as an annual happening that community members will look forward to marking on their calendars.

Overcoming Fundraising Fears: Help with Planning

Fundraisers require lots of planning; however, they can bring so much good to a program. With the right assistance, your community fundraiser can be a success.

The SAFE, Inc. Program of Transylvania County has an Independent Life Skills program, New Leaf, one of the DH Programs across the state. Situated within the heart of Brevard, this small-town organization has a big reach. In order to provide additional funding and awareness for SAFE's many programs, including New Leaf, the organization began planning a new fundraising event.

According to Associate Director Kimberly Austin, Transylvania County is "a big music community." Ms. Austin and the rest of the SAFE, Inc. staff began planning an event with their local community's music interests in mind. One of the staff members mentioned John Felty, local event producer and founder of Looking Glass Entertainment, LLC., in Brevard. Mr. Felty has planned multiple well known music festivals in the area, including the Mountain Song Festival, a benefit for the Boys & Girls Club. Ms. Austin admits that she was hesitant about contacting the area's celebrated producer about her event, but says he was immediately willing to help with the fundraiser. With Mr. Felty aboard the project, SAFE began coordinating, and the Song Smith Gathering was born.

The inaugural Song Smith Gathering was held on June 19, 2010. The event started with the Whimsical Art Sale, an outdoor celebration of local art, food, and live music. A more intimate concert was held in the evening, which highlighted the festival's main act, Shannon Whitworth and the Refugees, and included other female singer-songwriters who all had connections to the area. The concert was held at the Porter Center on the Brevard College campus, a premier music venue. The private college has an esteemed music program and venues that bring high quality to any event. The SAFE, Inc. staff received great feedback from both attendees and musical guests, and the event received a positive review in the local newspaper, *The Transylvania Times*. Also, Mr. Felty and all of the artists have committed to next year's event.

Ms. Austin acknowledges that the fundraiser took lots of planning, but is excited about the event's future. While she promises that her and her staff did not expect to raise large funds the first year, she knows that the money they spent on making a quality event will pay dividends as the event continues to grow. With community members already asking her when next year's event will be, and with musicians already lined up to play, the decision to develop a quality event is one that will benefit the organization for years to come.

APPLY:

When developing a fundraiser, remember that your organization does not need to work alone. Professional event planners and show producers may be interested in volunteering their time with your organization; many of these individuals will be willing to provide their services for free or at a reduced fee if their names are well advertised throughout the event.

Once you have a fundraiser idea, finding help for the planning process can be the difference between having an idea and having an event.

Often, fundraising events can become friendraising events. Be aware of the bottom line, and work to establish your goals for the event early so that your program knows whether to focus on the net income or increased awareness. Especially when events are held for the first or second time, the expense can greatly reduce the net income of the fundraiser.

Giving Thanks becomes an Annual Tradition

SUCCESS: The Cleveland County Abuse Prevention Council in Shelby, N.C., houses many services, including a domestic violence, shelter, women's homeless services, and a displaced homemaker program. The organization is established within the small community and works closely with the county's Department of Social Services, the local community college, and the Gaston County JobLink program. As the community has strong religious heartbeat, the organization also works with the many churches in the area, as well as the local Christian Women's Job Corps organization.

Through these community ties, the Cleveland County Abuse Prevention Council finds many volunteers who are willing to help with events, donate in-kind services, make referrals, or spread the word about their program. In order to thank these individuals for their time and resources, Cleveland County Abuse Prevention Council developed an annual volunteer event. According to Cathy Robertson, director of the council, the event is often a large success with high attendance.

The drop-in event features food donated from local vendors and door prizes from around the community. The event is often held in a nice venue, with event space donated by participating organizations. Each volunteer is given a gift at the event. In 2010, volunteers were given a coaster that featured a picture of the town's new mural, a council-initiated art project that focused on illustrating the voice of domestic violence.

The mural, completed with the help of many volunteers, was featured in the center of town. The coaster, decorated with an image of this mural so that each volunteer would have a permanent reminder of the work, celebrated the volunteers' dedication to fostering awareness of domestic violence within the community. The volunteer event is for all of Cleveland County Abuse Prevention Council's volunteers. The event is one example of how organizations can go out of their way to thank donors and volunteers so that those individuals are excited to continue sharing their time and resources.

APPLY:

How does your organization show appreciation for its volunteers?

Do your volunteers often work with your organization for a long time, come to multiple events, and make repeat donations? If not, how can you turn a volunteer's one-time experience into a lifetime partnership with your organization?



Talk with volunteers about what types of events and initiatives will keep them coming back, and always go out of your way to show them gratitude for their time and resources.

Thanking Donors

- When individuals donate to your organization, are they one-time donors or repeat donors? How can you focus on earning repeat donors?
- How do you see other organizations in your community publicizing their thanks for donors?
- Does your organization have more than one program or multiple events during the year? Do volunteers from these different areas within your organization have the chance to meet one another? How can you encourage that group of volunteers to feel more like a community?
- What connections in the community do you have with newspapers, magazines,

blogs, websites, or other mediums? How can you share information with them about donors and any success your program has experienced that is a result of those donations?

- How do you share photos from events? Are your photos stored online through free websites like Facebook or Flickr so that volunteers or donors who have attended events can easily see and download the pictures?

Successful Practices for Thanking Donors

Here are some examples of practices for Thanking Donors that have been successfully utilized by other programs:

- Put your thank you messages in writing to ensure the recipients feel appreciated.
- Write a newsletter or magazine article that highlights donors and what has been achieved through funding.
- Provide an opportunity for the donor to meet scholarship recipients or program graduates.
- Giving individuals have been known to ask guests for donations to a cause, rather than gifts, during festive

occasions such as birthdays or graduations. Find ways to publicize and encourage that giving technique.

- Others who hear of it may be encouraged to do the same.
- Offer to attend the functions, present an award or plaque.
- Always thank the donors afterward with a hand written letter or other generous effort.
- Always keep track of any individual who has given anything to your program. Keep them informed about your program's activities. Recognizing these donors will help make them feel appreciated, and will also help to spread the word about your program.
- Recognize donors at special events and present them with plaques or certificates of appreciation.
- Offer to address the donor's club, organization, or work in order to inform them of how the contribution has benefited your program.
- Develop a core of volunteers and focus on offering those volunteers thanks and recognition for their hard work.

Unique Methods for Tracking & Publicizing Client Success

SUCCESS: Harbor Inc. has been assisting victims of domestic violence, sexual assault, and displaced homemakers in Johnston County for 25 years. As such, it is understandable that the program has seen and collected many success stories. However, Johnston County is an expansive region, and the coordinators are constantly trying to expand their program and extend the reach of the shelter beyond its home in Smithfield, N.C.

One of the ways that New Choices Coordinator Mary Arant has tried to extend the program's reach is by visiting the other towns in the far corners of the county. Often, Ms. Arant will conduct a small presentation in the local churches or at other service-oriented organizations. Occasionally, one of Harbor, Inc.'s clients agrees to attend the public event and speak about their experiences. Those speeches are often moving and inspiring; however, not all clients are willing to speak publicly about their experiences, and some simply cannot afford to take a day off work in order to travel around the county. So, Ms. Arant developed a way of bringing their success stories with her.

Using PowerPoint, a Microsoft Office product that creates slideshow presentations, Ms. Arant has created a visual synopsis of her program that she can use in her county-wide presentations. In order to share her clients' success stories, Ms. Arant will include their experiences on her slides, so that the audience can read and hear about things her clients have accomplished.

By collecting and then publicizing these client success stories, Ms. Arant and her organization are able to create a positive view of the organization throughout the community and to inspire hope and motivation in possible clients who may be ready to achieve the same success as past Harbor Inc. clients.

Tracking & Publicizing continued on page 33

APPLY:

How are you publicizing success stories?

Do you have presentations or speeches that could be supplemented with success stories?

Do you have pictures of successful clients hung prominently in your office space or displayed on your website?

Do not be deterred by the availability of software. If you do not have access to the Microsoft Office Suite[®], you can still create presentations that look as great as PowerPoint presentations. Try downloading the free, open-source program OpenOffice. There is a program within this free software package that operates similarly to PowerPoint, and because the suite is free you can install the program onto every computer at your home or office.

Tracking and Publicizing Success

The best way to communicate your program's mission is to share inspiring success stories with others. By developing practices that make tracking success more automatic, your program can always be ready for the chance to "talk up" your program.

Tracking and Publicizing Success

Consider the following when you are developing initiatives to track and publicize your program's success:

- How do you keep track of successful clients and record inspiring stories?
- What other services do you have to offer to clients who have received training or job placement that will help to keep those individuals in touch with your agency?
- Is a particular organization or type of employment that hires many of your clients? How can you thank that organization or industry, and continue working with them?

Practices for Tracking and Publicizing Success

Here are some examples of practices for Tracking and Publicizing Success that have been successfully utilized by other programs:

- Once your clients have secured employment, send them a congratulations letter. Within the note, remind them about ways your program can continue to offer them assistance and support; in the closing, ask if he or she would consider writing a letter

describing how the program has helped to achieve goals.

- Maintain a "Good Press" file that includes any newspaper clippings that address equality issues or other concerns that pertain to your target populations. These sources will be useful during public events, in speaking engagements, or for grant applications.
- Start a PR Folder, in which you store success stories from former clients. Talk to clients about attending local events as representatives of your program, and keep a list of clients who are willing to do so.
- When a client achieves something great, publicize it! Write a story for your newsletter or e-mail list, post the story on your website, or contact the local news mediums.
 - Even if the story isn't worthy of the nightly news, a special

DH Programs: Official Requirements Document

To see the Program Requirements document for the Displaced Homemakers program, visit:

www.nccfwdvc.com/grants.htm and look for the Displaced Homemaker Grant Guidelines document under Grant Applications and Supporting Documents for DH Programs.

You can also find more information within this document under the *Following DH Program Requirements* section.

- interest magazine, woman's journal, local newsletter, school paper, or other source may be interested in posting your story.
 - Be sure to supply plenty of information about how the program has helped the client and how other individuals can get involved.
- Remember that other organizations love good press as well. Offer to write up press releases or provide quotes for

other organizations with which you partner. Always save those articles for your "Good Press" file.

Grant Writing

Grant writing is an important part of program sustainability, and it is very important that your organization understand the process. To learn more, see the following Writing Grants chapter.

IV. Writing Grants

Grant writing is an important part of any successful DH Program. Often, programs can find support through multiple grants from both private and public organizations. In this section, you will learn about best practices for programs that are interested in receiving State Appropriated Funds or other grant awards.

Best Practices for Grant Writing

Even if you have never applied for a grant before, you *can* write a successful application. These sections will help you understand some of the best practices that established grant writers follow in order to ensure that their organizations receive funding.

Follow the Requirements

The most important practice for grant writing is to follow the directions, requirements, and guidelines. These include both instructions on the actual grant application and guidelines from the funding source about how your program should use funding. Each grant application will have instructions that you should take time to read; additionally, most grant funds have documents that outline their program requirements.

Too often, applicants skip the instructions or the requirements review section because they are in a hurry or they think the form looks easy. However, the "fine print" instructions on grant applications often request that applicants provide specific details written in certain ways (for example: *capital letters only, use black or blue ink, write in 500 words or less*); if you ignore the instructions, you may fill out sections incorrectly. Earning grant money for your

program can be a very competitive process, and you do not want to represent your program with an incorrect application.

Following the requirements is the best way to improve your grant application and thus improve the likelihood that your program will receive funding.

Here are some additional points for following the requirements:

- **Read the requirements!** Most funding programs base their applications on their program requirements, so if you read the program's rules and requirements document first you can ensure that your application fits the program's criteria.
- **Start by reading the application:** Reading the entire application before filling out any sections can help you fill out the form correctly and efficiently. By reading first, you will gain a better understanding of the process before you start. Also, the preview will give you a better idea of how much time the application will take to complete, allowing you to plan accordingly.
- **Ask questions:** Contact your Region Director or grants administrator if you have a problem. Asking for help in the beginning is much better than turning in an incorrect form and hoping for help afterward. For more information about speaking with Region Directors, view the "Region Directors" section within the *Finding Resources* chapter.
- **Collect feedback:** After you have learned whether or not an application has earned your program money, do not be afraid to contact the organization

with whom you applied and ask for feedback about your application, including what was done well and what sections need improvement.

Planning Ample Writing Time

Grant writing takes time. Shortcuts, such as submitting applications from years past or skipping sections on the application, can be costly. The time you invest in grant writing can really pay off, as a successful, complete application is more likely to receive funding than an application with outdated information or incomplete sections. You may not feel like your organization has spare time to designate to grant writing; but instead, *think about how your organization cannot afford to lose opportunities that well written grant applications can present.*

Here are some best practices for taking your time with applications:

- **Write as a Group:** Divide application sections among a group of individuals.
- **Plan in advance:** Schedule grant writing time into your calendar. Make sure you will finish well before the deadline. Then, if there is an emergency, you will still be able to finish the application before the deadline.
- **Be Grant-Specific:** Your program may apply for many grants, and you may work in an agency that receives funding for many different programs. Be sure to tailor your applications to their specific grant funds. When you are applying for funding on behalf of your agency's DH Program, you do not want to reuse the same application information that you wrote to earn funding for your agency's Domestic Violence program. Make sure your information is specific to the fund for which you are applying.
- **Spread out writing time:** Do not try to write the entire application at once.

Instead, designate certain blocks of time over the period of one or two weeks.

- **Plan review time, too:** Do not attempt to write the grant and then proofread right away; instead, plan proofreading time into your schedule after you have completed the application. Taking a break from the application before you proofread will help you to focus more on the text when you return to edit.
- **Ask for perspective:** Have someone who did not participate in the writing process read over the application once you are finished. They may see something that you overlooked.

Writing Style

Grants, like any other type of document or publication, have a certain writing style that is common for its genre. By understanding that writing style, you can write your grant application in a style that is well received by the reviewers.

Within this section, you will find many tips and tricks about the writing style for grant writing, courtesy of the CFW Grants Administrators. Contact the CFW Grants Administrators by calling (919) 733-2455 or by visiting the *Grants* page on the CFW website: www.councilforwomen.nc.gov/grants.htm.

Here are some basic writing style guides for grant writing:

- **A well written proposal will** define all acronyms, use concise language, make a strong case built on research and reason, have sections that logically follow from previous sections, and provide research and statistics to support all facts.
- **A well written proposal will avoid** jargon, first person (using "I" and

The First Application is Always the Hardest

SUCCESS: Writing the first grant application is a daunting process. However, a lot of the information on your first grant application can be reused for later applications. While you do not want to copy and paste all your content from an old application to a new one, there are certain sections (such as your program description) that remain relatively similar.

First Application continued on page 36

APPLY:

Just remember that each program has been through what you are going through, and that it only gets easier.

As you are writing a grant application for the first time, just think about how much easier it will be to complete the next time around. Editing and updating a section is often a lot more efficient than writing a section from scratch, so by storing all your program's old applications in one place you can have quick access to resources that could help you save time.

You can copy a section from an old application and use that section in a new application to save time, as long as you always remember to review and update the section as necessary.

"We"), flowery language, run-on sentences, metaphors, emotional appeals, or grammar errors.

- **In a well written proposal**, the reader should be able to answer the "How do you know?" question for any assertion made because you've provided clear, research-based facts to support your program's case.
- **Answer all questions, address all sections, and fulfill all requirements.** Leaving applications sections blank or not addressing certain questions will keep others from understanding valuable information about your program, and will hurt your application.

A proposal that does not follow basic rules of style can be difficult to read and critique. Make sure you apply these writing style techniques to your application.

Guidelines for Typical Grant Application Sections

The following guidelines discuss how to complete some of the typical sections that are found within most grant applications.

Goals and Objectives

What is the main focus or problem for your organization, and what does your organization plan to do about the problem? State what you ultimately hope to accomplish with the project (goal), and spell out the specific results or outcomes you expect to accomplish (objectives).

Objectives are outcome statements that address what the project hopes to accomplish at the end of each year. It is typical to have multiple objectives. Unlike goals, objective(s) should encompass ***only the 15-month funding cycle***. If the award covers many years, objectives cover each year of the project.

Measurable Objective Statements:

The best kind of objective statement is a measurable objective statement. Measurable objectives state:

Who is involved: The people whose behaviors, knowledge, and/or skills are to be changed as a result of the program.

What are the desired outcomes: The intended behavior, knowledge, and/or skill changes that should result from the program or its activities.

How progress is measured: What tool or device (surveys, tests, and data from other sources) will be used to measure the expected changes? Remember, you need to ensure that your department has the resources/capacity (time, staff, funding, etc.) to perform the measurement.

Proficiency level: Identify the criteria for success.

When will the outcome occur: Identify the time frame for success.

Example statements:

By December 2010, tobacco use will decrease to 10 percent of patients seen as reported on a prevalence survey.

By the end of first year, 15 percent of high school seniors and juniors in the three participating high schools who were reading below grade level in the ninth grade will achieve a rating of satisfactory on the county high school reading exam, a 10 percent increase over current levels.

Remember: use numbers and percentages to *measure* objectives.

Objectives must be presented for each year of the funding period.

Methods, Strategies or Program Design

Once the goals and objectives of your grant proposal are in place, you need to walk the grantor through the methods you will use to achieve those goals and objectives. You may be required to provide a logic model in this section.

Evaluations for Grant Proposals

How will you assess your program's accomplishments? Potential funding sources want to know how you used their financial support to make an impact. So, decide now how you will evaluate the impact of your project. Include what records you will keep or data you

will collect, and how you will use that data. If the data collection costs money, be sure to include that cost in your budget.

Other Funding or Sustainability

Have you received committed funds from other sources? Or have you asked other sources? ***Most potential funding sources do not wish to be the sole source of support for a project.*** Be sure to mention in-kind contributions you expect to receive, such as meeting space or equipment.

Is this a pilot project with a limited timeline? Or will it extend into the future? If so, how do you plan to fund it? Is it sustainable over the long haul?

Organizational Information

In a few paragraphs, explain what your organization does, and why the potential funding source can trust it to use the requested funds responsibly and effectively.

Grant Writing for State Appropriated and Divorce Filing Fee Funds (DFF)

The N.C. General Assembly appropriates state funds each year to be used for services to displaced homemakers (DH Grant). Additional funding is received through the divorce filing fees (DFF Grant). These funds are administered together through the N.C. Council for Women (CFW), a division of the Department of Administration. Programs that receive the State Allocated DH Grant will automatically receive the DFF Grant as well.

The displaced homemaker funds are awarded each year to 35 programs in North Carolina through a competitive process. Those programs use the funds to assist displaced homemakers throughout the state.

Developing a Sustainability Plan

Here is an outline of how a sustainability plan could be organized so that it illustrates how an organization might draw on activities.

1. Group the tasks ("what you are going to do") together in the year in which they are expected to occur.
2. List the tasks in the order in which they are expected to occur.
3. List appropriate action steps ("how you are going to do it"). These steps should show that you have thought through what is necessary to make each component you have listed happen.
4. Finally, estimate a timeline ("when you are going to do it"). If a task or activity will not have a specific conclusion, you can substitute "ongoing" for a future completion date.

Within this section, you will find information about forms and requirements for the State Appropriated and Divorce Filing Fee Funds. Contact the CFW Grants Administrators by calling (919) 733-2455 or by visiting the Grants webpage on the CFW website, available at www.councilforwomen.nc.gov/grants.htm.

DH Program Grant Applications for State Appropriated Funds on Website

You will find many of the grant application documents for the State Appropriated funds on the CFW Grants website: (<http://www.councilforwomen.nc.gov/grants.htm>).

Grant Application

Programs must submit the grant application by the due date and with the correct number of copies in order to compete for the annual DH/DFG Grant. A separate application must be completed for each county wishing to receive funds. If a program plans to serve more than one county with one allocation of grant funds, that must be indicated in the application.

The grant application consists of three separate documents, which are explained in detail through the sections below.

Grant Application

The grant application document can be completed with Microsoft Word (or another comparable word processing software program).

Proposed Budget Pages

This spreadsheet will outline the program's proposed budget. The document will open as a workbook, and include the following individual pages:

- The Proposed DH state funds worksheet page
- The Proposed DFF funds worksheet page
- The 20% Match worksheet page: Programs applying for these funds must match state appropriated funds-DH Funds (**not** Divorce Filing Fees). The

The Statistics are Gold

Some of the most important information within a grant application is the statistics. Potential funding sources would like to read about the percentages of people the money can help, the demographic statistics about the target population, and the percent of people who are more successful after completing your program.

APPLY:

Think about the type of questions that your funding sources will most likely want to know. Is it demographic information? Or, will they request geographic information?

What kind of performance information will they want to see? Whatever it is, you can make your grant writing easier if you remember to ask your clients the right questions year round.

Ask clients for information from the beginning, even if it means adding sections to your intake form.

Remember to follow up with clients and determine their situation and status.

Collect and track that information during the year, so that come grant time you and your writers are armed with the best kind of resource: statistics.

match requirement is designed to encourage sustainability of the Program by diversifying the funding base and gaining local support for the Program's efforts. The match must be generated locally and represent a minimum of 20% of the total state appropriated award.

Projected Income Statement

Programs must complete a projected income statement to include in their grant application. The Statement must include an estimate of all sources of projected income for the upcoming fiscal year.

Agency Bylaws

Existing programs must submit bylaws *only if changes have occurred*.

All new agencies must submit a copy of their bylaws.

Additional Documents for New Agencies

New agencies must also submit a copy of the following documents with their application:

- Agency's 501c(3)
- Articles of Incorporation
- Agency bylaws
- Confidentiality Policy
- Non-discrimination Policy
- Organizational Code of Conduct Policy
- Internal Controls Policy
- Recordkeeping Policy
- Whistleblower Policy

Why Read this Section?

The DH/DFF Grant is a ***competitive*** grant. Up to 35 programs receive grant funding each year. Applications must be complete at the time of submission and cannot be modified in any manner once submitted, so take the time to read this section to ensure that your grant is competitive.

Review Process

All grant applications are reviewed by the CFW, and then programs who are awarded the annual funding will receive notification. The purpose of the grant program is to provide comprehensive services that are available and accessible to all displaced homemakers. To be eligible, a displaced homemaker program shall fulfill all criteria established by the Council and shall have been providing services to displaced homemakers for at least two years prior to application.

The funding cycle for the displaced homemaker funds is July 1 through September 30, a 15-month cycle; however, the initial grant award announcement occurs at a different time each year due to the General Assembly. Programs must complete the grant award agreement and

return a signed original to the assigned grants administrator. The grant award agreement must include an actual budget that reflects the grant award amount.

Funds cannot be released to programs until the funds are appropriated by the General Assembly and the grant award agreement is fully executed. All payments to the programs are contingent upon fund availability. Programs shall ensure that all sub-grantees, if any, provide all information necessary to permit the program to comply with the standards, responsibilities, and obligations.

DH Programs: Official Requirements Document

To see the Program Requirements document for the Displaced Homemakers program, visit: www.councilforwomen.nc.gov/grants.htm and look for the Displaced Homemaker Grant Guidelines document under Grant Applications and Supporting Documents for DH Programs.

Additional Grant Sources for Displaced Homemakers Programs

There is additional grant money available, and if you know where to look, you will be able to find grants that apply to the needs of your program. Here are some resources that will help you to find additional grant sources for your DH Program. For more information about sustainability and funding, see the "Ensuring your Program's Sustainability" section under *Adapting Your DH Program to Your Community* within this manual.

Grants.gov

The government-sponsored website <http://www.grants.gov> is a comprehensive database of both state and federal grants. You can register your agency with the site in order to customize the information that the site provides you. You can also conduct searches of all the grants, using keywords that pertain to your work, to find initiatives that may apply to your program.

Find Founders on FoundationCenter.org

The Find Founders website at <http://foundationcenter.org/findfounders/> is a premiere resource for programs that are searching for more funding in their local area.

V. Using DH/DFF Grant Funds Correctly

DH Programs can apply for funding from the Displaced Homemaker and Divorce Filing Fee (DH/DFF) Grant; after receiving funding, the DH Programs will need to continue following program guidelines. Additionally, programs will need to use the funds appropriately and report actions about their spending, budget, services, and clients to the Council for Women (CFW). This section outlines the correct use of funds and the necessary reporting actions.

Before reading this chapter, ensure that you understand the application process for the DH/DFF Grant: For more information, see the “Grant Writing for State Appropriated and Divorce Filing Fee Funds” section in the *Grant Writing* chapter. Additionally, the following chapter outlines reporting and budget requirements that DH Programs must follow; it does not provide details about all program requirements. For information about other program requirements, see the *Following DH Program Requirements* chapter in this manual.

DH/DFF Grant Funds Overview

State appropriated funds are allocated to agencies for use in providing specific services to displaced homemaker clients through the

Using this free site, you can search for basic information about U.S. grantmakers, locate the 990s of private foundations, public charities, and other nonprofits, and search through Request for Proposals (RFPs) that have been posted to the *Philanthropy News Digest*.

Displaced Homemaker Grant, or DH Grant. Additional funding for DH Programs is offered through the Divorce Filing Fee Grant, or DFF Grant, money generated from Divorce Filing fees.

For more information about the DH/DFF Grant, see the “Grant Writing for State Appropriated and Divorce Filing Fee Funds” section in the *Writing Grants* chapter and the “History of Funding for DH Programs” section in the *Understanding Government Interest in DH Programs* chapter.

A Regional Monitoring Approach

To ensure compliance with the criteria outlined in grant agreements, the CFW (working in conjunction with other reporting agencies), utilizes a regional approach to monitoring programs. The regional approach is designed to provide quality support, encourage program collaboration, and guide programs to use comparison methods for measuring service outcomes.

The following chapter summarizes funding requirements that are consistent for each program. To learn more about requirements that may be unique to your region, contact your Region Director.

A Stitch in Time Saves SAFE Nine

SUCCESS: When Rebekah Gardner started working at Wilkes County’s Sheltered Aid to Families in Emergencies, Inc. (SAFE) program in December of 2009, she felt the way many of us do when we begin new positions—that there was a lot to learn, a lot to see, and a lot to do. Ms. Gardner’s new position as Displaced Homemaker Program Director would involve many responsibilities, as the successful organization serves many types of clients and has been working within the community for nine-plus years. Still, with new coworkers to meet, clients to work with, events to organize, and strategies to plan, Ms. Gardner focused on something that many of us might try to avoid—data collection.

Data collection may seem tedious at first. Each client fills out multiple forms, and the information on those forms must be collected and analyzed every six months. When Ms. Gardner arrived in December, she easily could have focused her attention elsewhere. Instead, she recognized the good that data collection can do for an organization.

SAFE Nine continued on page 41

SAFE Nine continued from page 40

When you arrive at board meetings or fundraising events with up-to-date statistics, people are impressed. When you work on your data collection and reporting a little bit each month, you will save lots of time when reports are due and you will not have to sacrifice time with clients. As Ms. Gardner learned early, hard work on data collection pays off.

So how does she do it? For one, she developed a strategy. She analyzed the forms that her DH Program was collecting from clients, and made some adjustments. She adapted some of the forms so that they would ask for the same information that the grant applications ask for. She made sure to leave space for "Additional Notes," but focused on streamlining the data collection procedure so that recording information would be quick and painless.

By analyzing the data collection process, looking for ways to make the forms more efficient, and keeping up with the reporting requirements every month, Ms. Gardner shows how a little preparation can go a long way.

APPLY:

When is the last time your program analyzed your data recording procedure?

Are your forms streamlined in a way that makes it easy to transfer data to grant applications?

View the "Sample Forms" section of the Finding Resources chapter at the end of this manual to see some of Ms. Gardner's forms.

Funding Requirements

Reporting Data and Budgets Correctly

Grant funding and other sources of financial support are vital; however, in order for DH Programs across the state to continue receiving funding, it is important that each DH Program do its part to report data and budgets correctly. This is one of many requirements for DH Programs, but, like many of them, you may have to adapt your procedure to the particular community served.

Reporting Data and Budgets Correctly

Consider the following when you are developing procedures for reporting data and budgets correctly:

- Are your recordkeeping methods established? Does your program have a system for how files or data should be filed, recorded, and distributed?
- If members of your organization were to retire tomorrow, would their files be organized in a way that successors could follow?
- How well does your program understand the specific requirements for state and federal reporting? What data should you be recording that could help you to

- complete grants more competitively or to learn more about your target area?
- Are you using public documents/information to learn more about your community? Are there local reports, coalitions, or listservs that you could be following to collect data that would benefit your program?

Best Practices for Reporting Data and Budgets Correctly

Here are some examples of best practices that have been used successfully by other programs for Reporting Data and Budgets correctly. Ensure that your program has established methods for recordkeeping and that your program's staff is well aware of the procedures.

- Make the procedures public, so that if employees change the information is readily available.
- Have meetings that focus on recordkeeping policies and discuss ways to improve efficiency.

More Financial Reports Information:

This is a general overview section; view the Program Guidelines document (available on the CFW website at www.councilforwomen.nc.gov.com) for more information about these reports.

If you're having problems with keeping your files organized, consider the root of the problem. Here are some examples:

- Not enough staffing? If so, maybe you could recruit an intern from a local school or a volunteer.
- Not a set procedure in place? Start meeting for 20 minutes twice a week to work on establishing a data recording procedure for your DH Program.
- Need to train your staff on how to use the computer's recordkeeping program? Make a training event for the program, and invite your DH clients!
- Trouble remembering to update the data records every month? Make an event out of it; at the end of every month, chip in as a staff for some pizza, fresh farmers market goodies, or take turns baking or cooking up treats for the office that help to make the day more enjoyable. If the end of the month always seems too busy, try a different date—for example, the second Wednesday of every month. With goodies and traditions, it'll be harder to forget recordkeeping day.

Monthly Reports

All programs must submit a monthly report to their assigned grants administrator and Region Director's office each month. The report includes:

- A Displaced Homemaker Grant Expenditure Report for state appropriations,
- A Divorce Filing Fee Expenditure Report,
- An inventory report, and
- An employee earnings summary.

Accountability Reports

State or federally funded activities are subject to state/federal program audits and state monitoring. Therefore, it is important that the program maintains a log of activities, individual client files, and recordkeeping procedures to enable reporting when summary data are requested.

Additionally, this data will be used to complete reports for the CFW. Data collection on each funded program will be sent semi-annually to the Displaced Homemaker Coordinator of the

CFW. Each funded program will be required to use the same statistic-based form for reports.

Audit Reports

Programs must use the North Carolina's Online Grants Reporting and Information Resource system to complete and submit Office of State Budget and Management reports. How DH programs complete audit reports depends on the amount of funding received from the program; for more information, view the Program Guidelines document or visit the N.C. Grants website at www.ncgants.gov/NCGrants/Home.jsp. BAD LINK

Client Service Reports

All programs must submit the semi-annual statistical report by e-mail to the Grants Administrators, the Council's Research Assistant and their Region Director on January 20 and July 20. Programs must ensure the age, gender, marital status and race columns equal the number of clients served. Agencies that serve multiple counties must submit a separate report for each county.

Budgeting Reports

The following financial reports relate to budgeting and expenditures. Some of these reports are due monthly; failing to complete these reports on time may result in withholding of funds or the termination of the grant contract.

Using this List:

This is not an exhaustive list, but a guideline; if you have questions about allowable expenditures, always refer to your Region Director *before* you authorize spending.

For additional information about allowable costs, view Office of Management and Budget (OMB) Circular A-87, "Cost Principles for State, Local, and Indian Tribal Governments" and OMB Circular A-122, "Cost Principles for Non-Profit Organizations." You can download these forms on the OMB website: www.whitehouse.gov/omb/circulars_default/

Projected Income Statement

Programs must complete a projected income statement; this form is a part of the grant application but must be submitted again to complete reporting requirements. For more information on this form, see the "Grant Writing for State Appropriated and Divorce Filing Fee Funds" section within the *Writing Grants* chapter.

Budget Transfer Request Form

Programs may transfer funding from one budget line item to another with the written prior approval of their assigned grants administrator and Region Director. These forms may be submitted at any time during the year until one month before the end of the 15-month funding cycle ends; for DH Programs, Budget Transfer Request Forms must be submitted to the Council before September 1.

Appropriate DH Program Costs for Budgeting

Program coordinators should manage the budget to provide activities and services for the grant period. As you approach the budgeting process, remember to stay focused on program priorities. Your productivity is figured on the number of persons who enroll in vocational training or successfully complete the program.

All expenditures in financial support services should have policies established prior to funds being spent. It is highly recommended that such policies be posted where they can be readily seen, and that policies include information about the definition of a displaced homemaker and any requirements that a client must complete in order to receive financial support policies.

Allowable Costs

Allowable costs include (1) expenditures that are specifically permitted under grant agreement, and (2) costs that are, eligible, reasonable, necessary, allocable, and approved in the grant.

The following is a list of allowable costs that can be paid for with money from the DH/DFG Grant if included in the grant agreement.

Staff Salaries

All salaries or portions of staff salaries must relate directly to the execution of proposed displaced homemaker services. Programs are strongly encouraged to offset staff resources with volunteer efforts in order to maximize cost effectiveness and to encourage participation and support by the local community. Consultant fees are not considered salaries.

- Fringe Benefits – Benefits allowable under this grant program include FICA, unemployment insurance, health insurance, hospital, life insurance and retirement.

Travel

Total amount of travel and per diem charged to the grant funds must not exceed 10 percent of the total grant.

- Mileage – reimbursed up to current state rate on organization business.
- Registration Fees – not to exceed \$100.00 per person per conference or workshop unless prior approval given by the assigned grants administrator.
- Meals – incurred on organization business reimbursed in accordance with state rates.
- Room Charges – for organization business reimbursement at actual or up to current in-state rates (not including taxes).
- Out-of-State travel – must have prior approval by the assigned grants administrator and are reimbursed in accordance with state rates. All out of state travel must have prior approval of assigned grants administrator.

Operating Expenses

Operating expenses are outlined in the list below. If an operational expense is not listed, check with the Region director to ensure that it qualifies as an allowable-cost expenditure before purchasing or paying for services.

- Rent of office or shelter space
- Utilities for office or shelter
- Expendable supplies and materials
- Equipment (i.e., printers, copiers, fax machine).

- Postage
- Communications (i.e., telephone, pager, etc.)
- Education (i.e., videos, books, training costs)
- Printing of publications
- Emergency shelter costs (motel, hotel)
- Professional services
- Client costs (i.e., food, transportation, medications and other financial assistance)

Repairs and Maintenance of Agency-Owned Property

Repair and maintenance costs can be charged to grant only when the program owns or is purchasing the property.

Insurance Fees/Bonding

Insurance and Bonding fees are allowable (i.e., fire, theft, property, personal liability insurance policies and bonding) for persons handling funds.

Audit

Audit costs are only allowable if the agency receives \$500,000 or more in state funds and/or federal pass-through funds and has prior approval from the assigned grants administrator per G.S. §143-6.1.

Volunteer Expenses

Service related expense reimbursement, training cost and volunteer appreciation costs.

The Client Costs

Client costs can be as different as the clients themselves. For example, a DH Program in a more urban part of North Carolina may have partnerships with other organizations to help offset costs, such as a *Dress for Success* organization that provides a DH Program with work-appropriate clothing. However, some of North Carolina's more rural organizations may have less access to these resources because they are not located in large metropolis areas. It all depends on the DH Program, and what is available in the program's surrounding community.

Still, no matter what type of resources surround the programs, it is important for each DH Program to develop guidelines for their funding. That way, even if their resources are different than other program's resources, they are still applying the allocation of support efficiently and consistently to clients.

SUCCESS: The Family Violence and Rape Crisis (FVRC) Services in Chatham County provides assistance for all parts of the expansive county. The largely rural area presents a problem for FVRC, as individuals often have difficulty securing transportation. According to New Beginnings Coordinator Theresa Isley, transportation was such an issue for some of her clients that it was keeping them from securing better circumstances.

Some programs in more urban areas can offer their clients bus vouchers, as those transportation systems often cover the metropolitan area; however, some other programs, often rural programs, may not have access to large bus systems and cannot offer their clients bus vouchers.

Ms. Isley deals with this issue in her county. Chatham County's transportation system does not adequately cover the county. Some areas of the county are so rural, the post office does not directly deliver mail, and residents are forced to visit their local post office in order to collect their letters, bills, and packages.

DH Programs across North Carolina find different ways around transportation issue. Some other programs in North Carolina's more rural areas offer transportation assistance in the form of car repairs of gas vouchers. However, as many programs have discovered, that form of assistance can be extremely expensive.

Client Cost continued on page 45

Instead of finding a way around the transportation issue, Ms. Isley decided to address it directly. She joined the Chatham County Transit Network, and informed other board members about the unmet transportation needs within the community. Ms. Isley has been a chief proponent of the new effort to bring transportation network to Chatham County through a local express that uses large vans to drive individuals to common places.

Many of her clients have been able to use this new transit network to get to work, grocery stores, schools, and other places. Ms. Isley is focused on being a part of the expansion of this transportation network so that it provides transportation assistance for the more rural townships.

Ms. Isley's dedicated presence on the county's board for transportation issues has sparked real change. Additionally, she has helped her program significantly; the expanding transportation system will help more clients come into the organization and will cut the organization's spending on transportation assistance.

APPLY:

Consider your client costs. How much of these costs are direct assistance, such as tuition and books, and what portion is indirect assistance, such as childcare and transportation?

Always be on the lookout for more efficient ways of offering these services.

If your number one cost is childcare vouchers, is there an organization you can partner with to lower costs? Is there a local non-profit or government agency that offers drop-in childcare?

Or, can you act similarly to Ms. Isley, and join a board or council within your community that should be informed of these costs that impede your clients' attempts to improve their economic self-sufficiency?

Unallowable Costs

The following unallowable costs **cannot** be paid for with DH/DFF Grant funds. If there are any questions about unlisted costs, please verify with the Region Director or grants administrator.

A List of Unallowable Costs

Grant funds shall not be used for the following purposes:

- Petty Cash
- Loans, Mortgage Payments, Property Taxes
- Entertainment costs, food for staff or board meetings, social activities, alcoholic beverages, flowers
- Debt payments, fines or penalties
- All costs associated with lobbying or activities designed to influence legislators or public officials to support or vote against specific legislation
- Construction of new property or addition, remodeling or other capital improvements
- Costs of tickets, prizes, dinners, or other fundraising expenses
- Parking fees or fines

- Use of any grant funds to supplant any other federal, state, or local funds
- Costs of Consultants (unless assigned grants administrator gives prior approval)

Matching the Funds

Programs applying for DH/DFF Grant funds must match state appropriated funds (or, funds from the DH Grant that is funded through the General Assembly; programs do not need to match funding received through the Divorce Filing Fees (DFF) Grant).

The match must be generated locally and represent a minimum of 20% of the total award. For example, if the total grant award is \$10,000, a \$2,000 match is required.

Examples of sources for a local match include:

- Fundraisers

Using this List:

This is not an exhaustive list, but a guideline; if you have questions about expenditures, always refer to your Region Director *before* authorizing spending.

- Grants from private organizations (.i.e., private businesses, foundations)
- United Way
- Civic Groups
- Local government units (city and county government)
- In-kind goods or services calculated at fair market value (volunteer board hours for required board attendance may not be counted toward matching funds)

Examples for Matching Funds with In-Kind Goods and Services

- **Volunteer hours:** When volunteers provide assistance in your agency or during agency-sponsored events, their hours count as in-kind services. Board members who volunteer at events also count toward this requirement; however, when volunteers attend

required board meetings those hours cannot count toward the matching funds requirement.

- **Donated space:** When organizations donate their space to hold meetings, events, or workshops, that donation may count as an in-kind good.
- **Donated food and drinks:** When organizations donate food or drinks for your events, those count as in-kind goods. Goods donated for entertainment, such as a holiday party, may not be counted; however, food or drinks for a fundraiser or other agency-sponsored event may count.
- **Donated office supplies:** If organizations donate supplies or furniture for use in the agency's office, those donations count toward in-kind goods.

Matching Funds with In-Kind Donations

The Mitchell County SafePlace, located in the town of Spruce Pine, provides hope and assistance to residents who have been hit with poverty and hardship due to severe unemployment rates in the area. But as the town struggles to bounce back after recent closings of area furniture manufacturing plants, the chance for SafePlace to raise necessary funds for their organization through traditional methods is unrealistic.

However, SafePlace is thriving. The organization is a functioning shelter with a transition home, and has both domestic violence and displaced homemaker services for clients. So how does an advocacy organization thrive despite area poverty and struggles? They get resourceful.

SafePlace currently owns and operates three thrift stores in the area. The first is The Attic, a general thrift store offering furniture, clothes, and other items donated by area residents. The second store, Touch of Class, is a boutique-style consignment shop that sells the fancier, well-kept items that were donated. The third store, Moose Crossing, was a privately owned business within which SafePlace rented a small booth to sell higher-class donated items like antiques and collectibles. When the business owners decided to move, SafePlace leased the space. Now the agency rents out some shop booths and continues to sell donated collectibles.

These thrift stores are valuable because they raise funds and encourage community support, but also because they help the organization match grant funding with in-kind donations. When an individual donates an item that can be sold through the thrift stores, SafePlace is able to record that sale as an in-kind donation and use that sale toward their fund matching requirement. For example, if an individual donates a sofa that sells for \$100, SafePlace can record the sofa as a \$100 in-kind donation and count that \$100 toward their fund-matching goals.

According to SafePlace Associate Director Connie Sedberry, there is one simple rule for making this strategy work. "No matter what they donate, we always say 'Thank you so much. We appreciate your support'," she said. "Everything is a wonderful contribution, a wonderful gift."

Ms. Sedberry admits that openly accepting all items can be a hassle, and that it requires a lot of time and attention. But, she points out that the hassle is well worth the community's support of their thrift stores. Still, their organization receives donations that they simply cannot use. But rather than throwing these things away, SafePlace formed a partnership with a regional company to get the items recycled.

Matching Funds continued on page 47

Each month, Value Clothing, Inc. parks a truck outside of a SafePlace thrift store. The staff members pile the unusable goods into the truck, which Value Clothing, Inc. takes and recycles in various ways (washing the old shoes and sending them to third-world countries, cleaning and tearing old clothes into rags and selling those to quilters and carpet makers, breaking down furniture and other goods so they can be recycled). As a bonus, Value Clothing, Inc. pays SafePlace a certain amount per pound of material they receive, turning the recycling opportunity into a funding opportunity as well.

Overall, the thrift stores help SafePlace fund direct assistance to their clients, which is vital for the local community. As Ms. Sedberry puts it, "Our Displaced Homemaker program has been one of the best things that have happened in this community." Also, the in-kind donations provide SafePlace with a way to meet fund matching requirements that works for their unique community type; finally, meeting that requirement helps the organization to continue receiving grant funding and doing great work in the area.

APPLY:

These developments were not planned overnight; a lot of SafePlace's stores and partnerships are the result of long-term hard work and dedication within this community.

Still, SafePlace demonstrates a lesson that all programs, big and small, new or established, can learn: greet your community's support with enthusiastic gratitude, and the donations will continue.

Consider your organization—have you been public about your eagerness to accept in-kind donations?

Are community members confident that you will accept whatever they donate?

The second lesson would be to remember that all donations, monetary or in-kind, can be used to help match funds for the grant requirement.

- **Hair and dental care:** If salons, spas, doctor or dental offices donate their services to the DH clients, those donations count as in-kind services. Client's will look and feel job-ready, and that donation of services can be used toward matching funds.
- **Lecturing or Education services:** If speakers, lecturers, or educators visit your agency to talk with clients, host a workshop, or speak at an event, their

time counts as volunteer hours and is applicable as an in-kind service toward matching funds.

If an agency has received other in-kind goods or services, those donations may count toward matching the funds. Contact the CFW Grants Administrator to determine if you can apply those in-kind donations toward the matching funds requirement.

VI. Finding Resources

The following resources can help plan action steps or collect useful tools to expand and develop your DH Program.

Web Resources

Here common web resources used by DH Programs:

State Government Resources:

- N.C. Administrative Code
<http://reports.oah.state.nc.us/ncac.asp>
- N.C. Department of Public Instruction
www.ncpublicschool.org
- N.C. General Statutes
www.ncleg.net/gascritps/Statutes/StatutesTOC.pl
- N.C. Office of the Auditor
www.ncauditor.net/pub2/
- N.C. Social Services
www.ncdhhs.gov/dss

- NCcareLINK, an organization that focuses on providing citizens with information about government services. Call the toll-free number at 1(800)-662-7030 or visit www.NCcareLINK.gov.

Funding Agency

- N.C. Council for Women
www.councilforwomen.nc.gov

NC Higher Education Resources

- N.C. Community College System
www.nccommunitycolleges.edu/
- College Foundation of North Carolina
www.cfnc.org/
- N.C. Department of Public Instruction
www.dpi.state.nc.us/
- N.C. Independent Colleges and Universities
www.ncicu.org/
- N.C. Community College System's Virtual Learning Community
<http://vlc.nccommunitycolleges.edu/>
- N.C. Trade and Industrial Education
www.nc-ti.org/SkillsUSA.htm

Federal Government Resources

- Office of Management & Budget (OMB)
www.whitehouse.gov/omb
- Office of Management and Budget (OMB) Circular A-87, "Cost Principles for State, Local, and Indian Tribal Governments" and OMB Circular A-122, "Cost Principles for Non-Profit Organizations."
www.whitehouse.gov/omb/circulars_default/
- THOMAS, Library of Congress' research site about federal legislation
<http://thomas.loc.gov/>

Regional Non-Profit and Advocacy Organizations

- American Civil Liberties Union of North Carolina
www.acluofnorthcarolina.org
- National Council of Women's Organization
www.womensorganizations.org
- N.C. Justice Center
www.ncjusticecenter.org/
- N.C. Women United
www.ncwu.org/

- Prevent Child Abuse North Carolina
<http://www.preventchildabusenc.org/>
- Urban Institute
www.urban.org/
- WomenNC.org
www.womennc.org
- Women Watch
www.un.org/womenwatch

Regional Displaced Workers Resources

- Adult Student Center
www.adultstudentcenter.com
- Dislocated Workers Toolkit
www.nccommerce.com/en/WorkforceServices/FindInformationforIndividuals/DislocatedWorkerToolkit
- Employment Security Commission of North Carolina
www.ncesc.com
- N.C. Joblink Career Center
www.nccommerce.com/en/WorkforceServices/FindInformationforIndividuals/JobLinkCareerCenters
- Rural Dislocated Worker Initiative
www.ncruralcenter.org/rdwi/index.html
- Senior Community Service Employment Program
www.dhhs.state.nc.us/aging/scsep.htm

Resources by Category of Assistance

The following resources are organized by the type of assistance they can provide for clients:

Financial Literacy Organizations

- The N.C. Jump\$tart Coalition
www.jumpstart.org/states-north-carolina.html
- 360 Degrees of Financial Literacy
www.360financialliteracy.org

Assessment Resources

- HumanMetrics Free, Online Typology Test and Results
www.humanmetrics.com/cgi-win/jtypes2.asp
- PersonalityTest.Net Free, Online Test and Results
www.personalitytest.net/types/index.htm
- SimilarMinds Free, Online Typology Test and Results
<http://similarminds.com/cgi-bin/pairmbword.pl>
- TestingRoom.com online tests and assessments for self-discovery. Membership, assessments, and

abbreviated results are free, detailed test results require payment

<http://quintcareers.testingroom.com/>

- Keirsey Temperament Sorter free online questionnaire, with online results in the form of Myers-Briggs Types and career suggestions
www.advisorteam.com/user/ktsintro1.asp

Career Exploration

- U.S. Department of Labor's Occupational Outlook Handbook www.bls.gov/OCO
- N.C. State Occupational Information Coordinating Committee's Career Resource Network
www.soicc.state.nc.us/soicc
- N.C. Department of Commerce Resources' *Entrepreneurs* Page
www.nccommerce.com/en/BusinessServices/StartYourBusiness
- Business.Gov's *Starting a Business in North Carolina* page
www.business.gov/states/north-carolina/start.html
- Mountain BizWorks, training financing and opportunity for start-up organizations in the western region of North Carolina
<http://www.mountainbizworks.org>
- Career OneStop
www.acinet.org/acinet/explore/View.aspx
- Career Search by Skills
<http://online.onetcenter.org/skills/>
- Career Directions Inventory at LiveCareer.com identifies career interests and matches results with possible careers in free, basic results report www.livecareer.com
- CareerPlanner.com online career testing with free career and job-search information (more detailed results are fee-based) through the RIASEC method www.careerplanner.com/

Family Health

- N.C. Department of Health & Human Services' *Family Resources* page
www.dhhs.state.nc.us/dph/wch/families/

- N.C. Department of Health & Human Services' *Women's and Children's Health* page www.dhhs.state.nc.us/dph/wch/

Housing Resources

- Domestic Violence programs provide assistance to anyone seeking help in escaping an abusive relationship
www.councilforwomen.nc.gov/programslist.htm
- N.C. Foreclosure Help
<http://www.ncforeclosurehelp.org>
- Habitat for Humanity is a non-profit that provides housing for families in need. The homeowner family, along with community volunteers, build the house as part of the investment and to secure an affordable loan.
<http://www.habitat.org/cd/local/affiliate.aspx?place=80>
- Human Relations Commission – Fair Housing Act can help file a complaint with the Commission if a landlord discriminates in housing because of race, color, religion, sex, national origin, physical or mental handicaps, or family status (families with children).
www.doa.nc.gov/hrc/forms.aspx
- N.C. Coalition to End Homelessness' website contains a list of the homeless shelters in North Carolina.
www.ncceh.org/lookingforhelp/
- N.C. Housing Finance Authority has The Affordable Apartment Locator, a listing of privately owned, affordable apartment communities throughout North Carolina financed by the N.C. Housing Finance Authority using federal and state tax credits, Agency loans, and tax-exempt bonds.
<http://www.NCHousingSearch.org>

Childcare Information

- N.C. Division of Child Development *Child Care Financial Assistance* page
http://ncchildcare.dhhs.state.nc.us/parents/pr_sn2_ov_fa.asp
- N.C. Division of Child Development *Child Care Database* to find local, registered child care in your area
<http://ncchildcaresearch.dhhs.state.nc.us/search.asp>

Accessing Local Volunteers

- N.C. Commission on Volunteerism and Community Service
www.volunteernc.org
- Serve.gov www.serve.gov/
- VolunteerMatch
www.volunteermatch.org
- 1-800-Volunteer
www.1-800-volunteer.org/

-
- NOTE:
 - Clients should never be charged for translation services.

Resources for Cultural Assistance

- Language Line, a telephone translation service, is accessible at (1-877-886-3885).
- El Pueblo, Inc. is a North Carolina non-profit statewide advocacy and public policy organization dedicated to strengthening the Latino Community
www.elpueblo.org/
- NCcareLINK, an organization that focuses on addressing citizens' questions about government services, may have Spanish-speaking representatives that can service some of your clients' needs. Call the toll-free number at 1(800)-662-7030 or visit www.NCcareLINK.gov for more information.
 - Mr. Rogelio Valencia, NCcareLINK's Hispanic Ombudsman, may be able to provide more information about other translation services in your area Rogelio.Valencia@ncmail.net NCMAIL?? CHECK EMAIL ADDRESS

Social Media Resources

- **Social Networks:** Social networks make connections, share events or messages, and post links or pages. Common social networks include *Facebook* and *LinkedIn*.
- **Blogs:** Blog platforms create a Web space for posting text, images, and video. Other users can follow blogs to see individual updates. Popular blog

platforms include *Blogger*, *Blogspot*, *WordPress*, and *LiveJournal*.

- **Microblogs:** *Twitter* is a form of microblogging, because it publishes small (or micro) posts. *Twitter* limits posts to 140 characters, but a *Twitter* account may be an easy way to share daily or weekly updates with the community. Another example of a microblogging platform would be *Tumblr*.
- **Photo communities:** Websites like *Flickr* or *PhotoBucket* upload images to a web space. By uploading the pictures to the web, it is easier for others to see photos of volunteers, programs, and events. Additionally, it is an easy way to back up photos so that they are safe from being lost or damaged.. Since photos can be organized by event, the community will always be able to search through pictures to find out more information about the latest events.
- **E-Blast Platforms:** E-blasts are e-mail newsletters. E-blasts can have images, links, and other formatting elements that make them attractive and interactive. E-blast platforms (also called e-mail marketing companies) are internet-based companies that help you to create and send the e-blast newsletters. There is no web design/development experience needed to create these e-blasts; most platforms have templates. E-blast platforms are not free and often charge a fee based on the number of clients to whom you send newsletters. However, most e-blast platforms do provide fee reductions for non-profit organizations. Popular e-blast platforms include *iContact*, *Constant Contact*, and *VerticalResponse*.

Note for Legislative Sections

This legislation was current as of July 2010. For updated federal legislation, please visit THOMAS, the Library of Congress research site that hosts information about federal legislation. To access THOMAS, please visit the website at <http://thomas.loc.gov/>

The Legislation

Federal Legislation

Here is a listing of legislative writings that have dealt with displaced homemaker issues. Notice that the term “displaced homemaker” enters legislation for a variety of purposes, including issues that pertain to housing, education, and employment.

Bills that were initiated in the House of Representatives begin with H.R.; bills that were initiated in the Senate begin with S. The following listing of bills is a comprehensive list of all bills passed by the US Congress between the 101st session (1989-1990) and the 111th session (2009-2010) that directly addressed displaced homemakers within the text.

S.250.ENR Carl D. Perkins Career and Technical Education Improvement Act of 2006

The following definition of “displaced homemaker” is within the most recently passed piece of federal legislation that includes the term “displaced homemaker.” This bill, passed by US Congress in the 109th session, includes the following definition for “displaced homemaker.”

Sec. 12854. of Definitions; Part 2. (10) DISPLACED HOME MAKER

The term ‘displaced homemaker’ means an individual who—

- a. has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
- b. has been dependent on the income of another family member but is no longer supported by that income; **or**
- c. is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; **and**
- d. is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

H.R.2074 Pathways Advancing Career Training Act

The following definition of “displaced homemaker” is within the most recently

Changes to the Definition:

Compare the following piece of legislation to the preceding piece, noticing how it *alters the definition of a displaced homemaker* by expanding the eligibility requirements to include domestic violence victims. This change is significant, and this debate is something that DH Programs should follow closely.

introduced piece of federal legislation that includes the term “displaced homemaker.” This bill, was introduced in the House of Representatives in the 111th session, and includes the following definition for “displaced homemaker.”

Sec. 2801. Definitions; Part 1. DISPLACED HOME MAKER- The term ‘displaced homemaker’ means an individual who—

- 1) has worked primarily without remuneration to care for a home or family and for that reason has diminished marketable skills; **or**
 - has been dependent on the income of another household member but is no longer supported by that income; **or**
 - is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under the title; **or**
 - is a victim of domestic violence as defined by section 40002(a)(6) of the Violence Against Women Act of 1994 (42 U.S.C. 13701 note); **and**
- 2) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

H.R.3069.ENR Displaced Homemakers Self-Sufficiency Assistance Act. 101st

session: It is the purpose of this Act to provide assistance to States to provide coordination and referral services, support service assistance, and program and technical assistance to displaced homemakers and displaced homemaker service providers. Such assistance will enable public and private entities to better meet the needs of displaced homemakers and will expand the employment and self-sufficiency options of displaced homemakers.

S.566.ENR Cranston-Gonzalez National Affordable Housing Act. 101st

session: The purposes of this Act are (1) to help families not owning a home to save for a down payment for the purchase of a home; (2) to retain wherever feasible as housing affordable to low-income families those dwelling units produced for such purpose with Federal assistance; (3) to extend and strengthen partnerships among all levels of government and the private sector, including for-profit and nonprofit organizations, in the production and operation of housing affordable to low-income and moderate-income families; (4) to expand and improve Federal rental assistance for very low-income families; and (5) to increase the supply of supportive housing, which combines structural features and services needed to enable persons with special needs to live with dignity and independence.

Within this act, Sec. 104-14.(A) stipulates that any individual who is a displaced homemaker may not be excluded from consideration as a first-time homebuyer under this paragraph on the basis that the individual, while a homemaker, owned a home with his or her spouse or resided in a home owned by the spouse. This stipulation allows displaced homemakers to benefit from first-time homebuyer incentives through the Cranston-Gonzalez National Affordable Housing Act.

Note for Legislative Sections
For updated NC Statutes, please visit the NC General Statutes website, sponsored through the NC General Assembly, at www.ncleg.net/gascripts/statutes/Statutes.asp

S.250.ENR To amend the Carl D. Perkins Vocational Education Act. 101st – 109th

sessions: This act was passed to clarify the administration of and use of funds under the program for single parents and homemakers and the sex equity program, amending the Carl D. Perkins Vocational and Technical Education Act of 1998 to reauthorize and revise its programs. The act sets forth definitions for: (1) career and technical education (CTE), requiring that course content be aligned with challenging academic standards; (2) career guidance and academic counseling, which shall include information on baccalaureate degree programs; (3) articulation agreements; (4) scientifically based research; and (5) secondary and postsecondary tech prep students.

H.J.Res.483.IH Designating September 1992 as `Displaced Homemakers Awareness Month'.

102nd session: The House of Representatives proposed September of 1992 as Displaced Homemakers Awareness Month,

but the legislation did not pass to the Senate. This bill was sponsored by Former Representative Michael Bilirakis of Florida, a long-time supporter of issues relating to DH Programs. He sponsored other bills that dealt with displaced homemaker

issues, including H.R.867: To amend the Internal Revenue Code of 1986. That bill was meant to allow employers a tax credit for hiring displaced homemakers. Former Representative Bilirakis served in the H.O.R. from 1986 – 2006.

North Carolina Legislative Definition of Displaced Homemaker

The following legislative writings are verbatim copies of statutes set in place by the N.C. General Assembly.

In order to receive assistance from a DH Program, individuals must meet *all* the requirements listed below.

"Displaced homemaker" means an individual who:

- has worked in his or her own household and has provided unpaid household services; **and**
- is unable to secure gainful employment due to the lack of required training, age, or experience; or is unemployed or under-employed; **and**
- has been dependent on the income of another household member but is no longer adequately supported by that income, or is receiving support but is within two years of losing the support, or has been supported by public assistance as the parent of minor children but is no longer eligible, or is within two years of losing the eligibility. (1979, c. 1016, s. 2; 1991, c. 134, s. 6; 2005-405, s. 1; 2006-66, s. 17.7; 2006-259, s. 33.5.)

Legislation Pertaining to the N.C. Council for Women

The first statute pertains to the N.C. Council for Women (CFW), an advocacy agency housed in the N.C. Department of Administration.

The CFW was established by Executive Order in 1963 by Gov. Terry Sanford in order to create an agency that would “advise the Governor, state agencies and the legislature on issues of concern to women.”

§143B-394. N.C. Council for Women – members; selection; quorum; compensation.

This statute outlines the appointment and term length of individuals who serve on the N.C. Council for Women.

The N.C. Council for Women of the Department of Administration shall consist of 20 members appointed by the Governor. The initial members of the Council shall be the appointed members of the N.C. Council for Women, three of whose appointments expire June 30, 1977, and four of whose appointments expire June 30, 1978.

Thirteen additional members shall be appointed in 1977, six of whom shall serve terms expiring June 30, 1978, and seven of whom shall serve terms expiring June 30, 1979. At the ends of the respective terms of office of the initial members of the Council and of the 13 members added in

1977, the appointment of their successors shall be for terms of two years and until their successors are appointed and qualify.

Any appointment to fill a vacancy on the Council created by the resignation, dismissal, death, or disability of a member shall be for the balance of the unexpired term.

Members of the Council shall be representative of age, sex, ethnic and geographic backgrounds.

The Governor shall have the power to remove any member of the Council from office in accordance with the provisions of G.S. 143B-16 of the Executive Organization Act of 1973.

The Governor shall designate a member of the Council to serve as chairman at the pleasure of the Governor. Members of the Council shall receive per diem and necessary travel and subsistence expenses in accordance with the provisions of G.S. 138-5.

A majority of the Council shall constitute a quorum for the transaction of business. All clerical and other services required by the Council shall be supplied by the Secretary of Administration. (1975, c. 879, s. 38; 1977, c. 818; 1991, c. 134, s. 4.)

Legislation Pertaining to the CFW’s DH Programs

The remaining statutes pertain specifically to DH Programs.

§143B-394.5. Establishment of center; location.

This statute established the pilot DH Program in 1979

The Council shall establish or contract for the establishment of a pilot center for displaced homemakers. (1979, c. 1016, s. 2; 2005-405, s. 2.)

§143B-394.6. Staff for center.

This statute requires that when possible, DH Programs staff their centers with displaced homemakers and provide those individuals with any necessary training

To the maximum extent feasible, the staff of the center, including technical, administrative, and advisory positions, shall be filled by displaced homemakers. Where necessary, potential staff members shall be provided with on-the-job training. (1979, c. 1016, s. 2.)

§143B-394.7. Funding.

This statute outlines suggested methods for the Council to obtain various funding sources

The Council shall explore all possible sources of funding and in-kind contributions from federal, local and private sources in establishing the center. The Council is authorized to accept any funding or other contributions such as building space, equipment, or services of training personnel. (1979, c. 1016, s. 2.)

§143B-394.8. Services to be provided.

This statute outlines services DH Programs are required to provide

- a) The center shall be designed to provide displaced homemakers with such necessary counseling, training, services, skills, and education as would enable them to secure gainful employment, and as would be necessary for their health, safety, and well-being.
- b) The center shall provide:

1) Job counseling programs specifically designed for displaced homemakers entering the job market, taking into consideration their previous absence from the job market, and their lack of recent paid work experience, and taking into account and building upon the skills and experience possessed by the displaced homemaker;

2) Job training and job placement services to train and place displaced homemakers for and into available jobs in the public and private sectors;

3) Health education and counseling services with respect to general principles of preventive health care, including but not limited to family health care, nutrition education, and the selection of physicians and health care services;

4) Financial management services with information and assistance on all

aspects of financial management including but not limited to insurance, taxes, estate and probate matters, loans, and mortgages; and, **5) Educational services**, including information services concerning available secondary and post-secondary education programs beneficial to displaced homemakers seeking employment; and information services with respect to all employment in the public or private sectors, education, health, public assistance, and unemployment assistance programs. (1979, c. 1016, s. 2.)

§143B-394.9. Rules and regulations; evaluation.

This statute requires programs to display their rules and regulations; it also outlines evaluation procedures for directors to assess programs

- a) The Department shall, upon recommendations by the Council, promulgate rules and regulations concerning the eligibility of persons for the services of the center and governing the granting of any stipends to be provided.
- b) The Council shall require the director and staff of the center to evaluate the effectiveness of the job training, placement, and service components of the center. The evaluation shall include the number of persons trained, the number of persons placed in employment, follow-up data on such persons, the number of persons served by the various service programs, and the cost effectiveness of each component of the center. (1979, c. 1016, s. 2.)

§143B-394.10. N.C. Fund for Displaced Homemakers.

This statute outlines the requirements for the fund that was established to support DH Programs

There is established in the Department of Administration the N.C. Fund for Displaced Homemakers. The Fund shall be administered by the N.C. Council for Women in accordance with Chapter 143C of the General Statutes and

shall be used to make grants to up to 35 centers for displaced homemakers. The Council shall make quarterly grants to no more than 35 eligible centers. Grants shall be awarded according to criteria established by the Council pursuant to G.S. 143B-394.4(4) and G.S. 143B-394.5A.

- a) The Council shall use no more than ten percent (10%) of these funds for administrative costs.
- b) To be eligible to receive grant funds under this section, a displaced homemaker center shall fulfill all of the criteria established by the Council and shall have been operational for at least two years. The Council shall report annually to the Joint Legislative Commission on Governmental Operations on the revenues credited to the Fund, the programs receiving grants from the Fund, the success of those programs, and the costs associated with administering the Fund.
- c) The Department, upon recommendations by the Council, shall adopt rules to implement the North Carolina Fund for Displaced Homemakers. (1998-219, s. 1; 2005-405, s. 4; 2006-203, s. 106.

Region Directors

Each Displaced Homemaker program is designated within a region of North Carolina. For each of the regions, there is a N.C. Council for Women Regional Director. This manager is focused on providing technical assistance for Domestic Violence, Sexual Assault, and Displaced Homemaker programs in his or her region's counties.

Your Region Director will be able to answer questions about many program aspects. Additionally, regional meetings will bring you together with other programs so that you may all share ideas and concerns.

For more information, contact your Region Director. If you are unsure of your region, refer to the chart below.

Updated Information

For the most up-to-date information about the regions and Region Directors, visit Council for Women website at www.councilforwomen.nc.gov.

Region	Contact	Counties
Western Region Kathleen Balogh 46 Haywood St.; Ste. 309 Asheville, N.C. 28801	kathleen.balogh@ doa.nc.gov #: 828-251-6169 Fax: 828-251-6062	Ashe, Clay, Macon, Rutherford, Avery, Graham, Madison, Swain, Buncombe, Haywood, McDowell, Transylvania, Burke, Henderson, Mitchell, Watauga, Cherokee, Jackson, Polk, Yancey
Northwestern Region Bernetta Thigpen 2307 W. Cone Blvd.; Ste. 130 Greensboro, N.C. 27408	bernetta.thigpen@ doa.nc.gov #: 336-288-8650 Fax: 336-288-8656	Alamance, Alleghany, Caswell, Chatham, Davidson, Davie, Durham, Forsyth, Granville, Guilford, Orange, Person, Randolph, Rockingham, Stokes, Surry, Vance, Wake, Wilkes, Yadkin
Southeastern Region Linda Murphy P.O. Box 13064 New Bern, N.C. 28561	linda.murphy@ doa.nc.gov #: 252-514-4868 Fax: 252-514-4869	Bladen, Brunswick, Carteret, Columbus, Craven, Cumberland, Duplin, Greene, Harnett, Johnston, Jones, Lenoir, New Hanover, Onslow, Pamlico, Pender, Robeson, Sampson, Wayne
Southwestern Region Julie Owens 5624 Executive Center Dr. Ste. 120 Charlotte, N.C. 28212	julie.owens@ doa.nc.gov #: 704-563-3700 Fax: 704-566-2838	Alexander, Anson, Cabarrus, Caldwell, Catawba, Cleveland, Gaston, Hoke, Iredell, Lee, Lincoln, Mecklenburg, Montgomery, Moore, Richmond, Rowan, Scotland, Stanly, Union
Northeastern Region Leslie Parker 404 St. Andrews Dr.; Ste. 8 Greenville, N.C. 27834	leslie.parker@ doa.nc.gov #: 252-830-6595 Fax: 252-830-6596	Beaufort, Bertie, Camden, Chowan, Currituck, Dare, Edgecombe, Franklin, Gates, Halifax, Hertford, Hyde, Martin, Nash, Northampton, Pasquotank, Perquimans, Pitt, Tyrell, Warren, Washington, Wilson

Sample Forms

The following forms are samples from different agencies.

Proposed Form System

DH Programs are unique in that often, clients may remain with the program for long periods of time. Additionally, each client follows his or her own path to reach economic self-sufficiency, and as such each client's needs are different. While these unique aspects of the DH Programs are one reason they are successful, they also present a problem because it can become difficult to track clients when each client is following a different path.

The following suggested procedure was developed after reviewing the forms and procedures of varying DH Programs. It is a suggested procedure, and not one that programs must follow.

The proposed system:

1. **Develop a Master Client Spreadsheet.** Every client, active or inactive, should be in this spreadsheet. When a client is receiving services or attending DH Program functions such as workshops, he or she should be considered *active*; when a client is not longer actively using program services or participating in events, he or she should be considered *inactive*. To collect information for this database, use the demographic information that collected through the eligibility form. For more information, see the sample Master Client List or the sample DH Program Eligibility form within this section.
2. **Develop a separate word file for each client.** Every client is different, and it is vital that the case managers stay current about the client issues and steps toward his or her goals. Since clients vary on how often they are in touch with the organization (some employ program services and then

return years later, while some stay in contact with organizations over many months, and others only contact the program once or twice), it is important to take notes on the communication with the client. By saving and updating a separate word document for every client, you can continue to take notes that are as detailed as necessary about each client's unique situation.

Additionally, if a new program director is initiated into the program, he or she will have access to extensive notes on each client.

3. **Maintain a Stipend Tracker Spreadsheet.** This spreadsheet helps the organization to understand how much money is spent on each client *and* how much money is spent on each type of service or stipend. This form is most effective when programs use Microsoft Excel or another spreadsheet program to track funds. For more information, see the Stipend Tracker Spreadsheet form within this section.

Using these Forms

To use one of the forms included in this section copy and paste the information into software programs. Simply highlight the page with your mouse, copy the information, open a new document in the software program (Microsoft Word and Microsoft Excel are common programs for these forms), and then paste the information into the new document. To paste the information into a spreadsheet instead of a word document, paste the information into a spreadsheet column.

Index of Forms

1. Master Client Spreadsheet
2. Documentation Form
3. Displaced Homemaker Eligibility Form
4. Stipend Tracker Spreadsheet

Master Client Spreadsheet

This master client list helps to organize the important contact and demographic information about your clients in one place. By entering each client into a data sheet such as this one, you will be better able to keep track of the client information. Also, it will be easier to update client information if clients move or change phone numbers. Finally, looking up demographic information that is common to most grants will be easier. The information should be updated annually (changing the children's ages, the client's marital status, or the education level as necessary). When a client leaves the program, they may remain in the spreadsheet; simply change their **Active or Inactive Client?** status from *active* to *inactive*.

The following information serves as an example; this is not actual client data.

<u>Last Name</u>	Smith	Taylor	Brown
<u>First Name</u>	Jane	Kerri	Ashton
<u>Active or Inactive Client?</u>	Active	Active	Active
<u>Entrance Date</u>	June 10, 2010	Jan. 12, 2009	07/01/2010
<u>Phone Number</u>	(919) 555-0000	(919) 555-1111	(919) 555-4444
<u>Cell Number</u>	(919) 555-2222	(919) 555-3333	(919) 555-6666
<u>AGE</u>	25	35	20
<u>DOB</u>	12-12-84	5-18-75	May 15, 1990
<u>Street Address</u>	10 Main St.	13 Drive Rd.	13-B Creek Ln.
<u>Address</u>	City, NC 20202	City, NC 191919	City, NC 90191
<u>Email Address</u>	Jane_smith@gmail.com	KTaylor75@yahoo.com	
<u>Marital Status</u>	Divorced	Widow	Separated, never married
<u>Physical/Mental Disabilities</u>	None	None	None
<u>Highest Education Level</u>	Some college, no degree	GED certification, 1999	Some high school, no degree
<u>Race</u>	White	African American	African American
<u>Gender</u>	Female	Female	Male
<u>Currently receiving social services?</u>	No	No	Yes, unemployment
<u>Child 0 - 5</u>	2, ages 3 (3/19/07) and 5 (7/18/04)		1, age 18 months (12/5/08)
<u>Child 6 - 17</u>	1, age 12 (9/19/97)	1, age 17 (3/14/93)	

Documentation Form

This standard form will help to document many different issues. Each client should have a word document with the following documentation included for important communication between client and case manager. The large comment box allows programs to take detailed notes, while the structured information at the top and bottom ensure that the form has enough background information to be understood later.

The following information serves as an example; this is not actual client data.

New Choices / Displaced Homemaker Documentation Form

Smith, Jane; (919) 555-2222

Services received by client:

- Job Counseling (Assessment/Testing, Preparation/Readiness, Career Counseling)
- Job Training
- Job Placement Full time___ Part time___
- Preventative Health Education (Life Skills)
- Financial Management
- Educational Services 4 year college___ Community college___ Trades___
- Information and Referral
- Follow Up

July 27, 2010, 3 p.m.

Names: Smith, Jane and [counselor's name]	Location: On-site meeting
--	----------------------------------

Comments: Jane has researched transportation routes and will be able to take the bus to and from her CNA training class. She will be coming in next week to discuss bus vouchers and money for textbooks. Also, we will discuss childcare options for Siobhan, her 3-year-old daughter. Matt and Aiden, ages 5 and 12, will be in school during her training class. She will research two childcare facilities in her neighborhood and review the childcare voucher requirement forms that I gave her today, and we will discuss next week.

July 15, 2010, 10 a.m.

Names: Smith, Jane and [counselor's name]	Location: Phone call
--	-----------------------------

Comments: Jane and I discussed her desire to enter into CNA training this fall. She may have transportation issues. She agreed to come in next week after she has researched bus routes that can take her to and from class.

Displaced Homemaker Eligibility Form

This easy-to-read format aids the process for determining a possible client's eligibility for the DH Program. With room for comments, this form makes the eligibility determination process easy to complete and file. Additionally, information from this form should be used to develop the master client list.

Displaced Homemaker Eligibility Form **Page 1: Are you a Displaced Homemaker?**

"Displaced homemaker" means an individual who:

<hr/>	a. Has worked in his or her own household and has provided unpaid household services; AND
<hr/>	b. Is unable to secure gainful employment due to the lack of required training, age, or experience; or is unemployed, or underemployed; AND
<hr/>	c. At least one of the following conditions applies: <ul style="list-style-type: none">○ Has been dependent on the income of another house-hold member but is no longer adequately supported by that income, OR○ Is receiving support but is within two years of losing the support, OR○ Has been supported by public assistance as the parent of minor children but is no longer eligible, or is within two years of losing the eligibility.

Conditions a, b, & c. must ALL apply in order to be considered as a displaced homemaker and eligible for the New Choices program.

Comments:

Signature — New Choices Applicant

Date

Signature — New Choices Assessor

Date

**Displaced Homemaker Eligibility Form
Page 2: Are you a Displaced Homemaker?**

Client Name: _____
Client Address: _____

Physical or Mental Disabilities:

Phone Number:
(Home) _____
(Mobile) _____
(Work) _____

Highest Education:

Referred by: _____

Employment Status:

Race: _____

Employment History:

Sex: _____

Current Income per month from the following sources

Age: _____

Marital Status: _____

Employment:

Number of Children:

(0-5): age, gender

Food stamps:

Child support

Disability

Social Security

TANF

Unemployment

Retirement

Alimony

TOTAL:

(6-17): age, gender

NOTES:

Stipend Tracker Spreadsheet

The purpose of this chart is to collect all client costs in one spreadsheet. Additionally, this chart breaks down the type of cost and shows how much is provided for each client. The following information serves as an example; this is not actual client data.

JULY, 2010								
Client Name	Tuition	Books	Childcare	Transport.	Supplies	Other Cost	Description or explanation of cost	Total
<i>Smith, Example</i>	\$350					\$10 – Uniform	Client is enrolled in CNA course	\$360
<i>Doe, Example</i>		\$215		\$40			Client is earning A.D., needed books & bus pass	\$255
<i>Brown, Example</i>			\$80				Client needed childcare during exams	\$80
<i>Farmer, Example</i>	\$60			\$30			Client needed month- long bus pass and tuition to finish management course	\$30
<i>Temple, Example</i>					\$40	\$25 – Exam fees	Client is training for position as lab tech.; needed help with supplies and exam fees	\$65
<i>Gray, Example</i>		\$80					Client needed book for CNA training	\$80
TOTAL	\$410	\$295	\$80	\$70	\$40	\$35		\$930 for July 2010

Addendum

History of Funding for DH Programs

The N.C. General Assembly appropriates state funds to the Displaced Homemaker Fund (DH Fund) annually. These funds are administered through the CFW. In 1998, the N.C. General Assembly passed legislation that dedicated a portion of every divorce filing fee to DH Programs. These fees are collected locally and sent to the state for administration. The funds are then distributed to eligible programs by the CFW.

The DH Fund Decreases

In 2002, the N.C. General Assembly's funding-based Conference Report revealed a decrease in the DH Fund. The report abolished a position at the CFW, and the salary for the abolished position was subtracted from the annual fund.

The Director of Fiscal Management with the Department of Administration ensured that the original salary amount for that position was subtracted; therefore, instead of withdrawing the entire \$69,657 salary from the fund and leaving the Displaced Homemaker fund at \$305,343, Fiscal considered the amount of increased benefits in the salary, such as pay increases over time and increases in medical coverage, and did not subtract those increases from the fund. After the carefully calculated deductions, the fund was set at \$314,995, with the CFW receiving 10% of that fund for administrative needs.

The Divorce Filing Fee Increase

DH Programs approached the legislature and requested that funds for displaced homemakers be taken from a portion of the state's Divorce Filing Fees. A bill was ratified that allocated money from every North Carolina absolute divorce toward the Displaced Homemakers Divorce Filing Fund Grant (DFF Fund).

The Divorce Filing Fund greatly increased the amount of money allocated to DH Programs, supplementing an additional \$20,000 a year per program. Programs who qualified for financial support from the state allocated funds through the DH Fund automatically qualified for

additional support through the DFF Fund. With that greater funding, programs were able to expand services, hire personnel, and assist more displaced homemakers.

As time passed and the number of DH Programs grew, funding amounts to individual programs once again decreased due to the larger number of programs that needed funding.

In the 2005 session of the General Assembly, DH Programs approached the legislature a third time and requested an additional increase in Divorce Filing Fees in order to raise the DFF Fund. A bill was passed and ratified on Aug. 23, 2005 that increased the fee an additional \$35. The amount allocated to displaced homemaker programs increased from \$20 to \$44 per absolute divorce.

Additionally, a limit of 35 state-wide DH Programs was established to ensure that program's needs did not exceed program funding.

Sharing the Divorce Filing Fee Funding

In 2008, a bill passed that approved a \$20 increase in Divorce Filing Fees. However, the \$20 is comprehensively allocated to the Domestic Violence Center Fund, which typically received funding from Marriage License Fees. During the same 2007-2008 session, there was no bill introduced or legislation passed increasing Marriage License Fees. The passage of the 2008 Divorce Filing Fee increase effectively co-mingled the use of Divorce Filing Fees between both DV and DH Programs with no benefit to DH Programs.

The 5 Percent Decrease

During the 2008-2009 Fiscal Year, there was a 5 percent general decrease on funding to government programs. DH Programs were affected by this decrease, and have since operated on \$299,245.25 as the annual budget. The DFF Fund was not affected by this decrease.