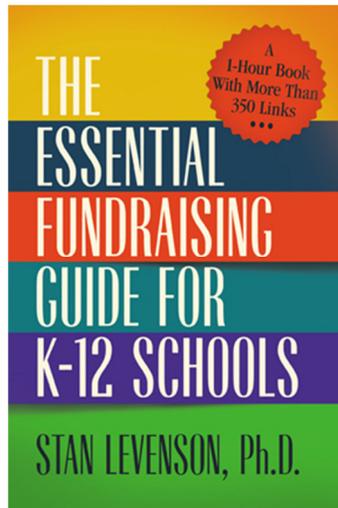


# PRESS KIT FOR



**BOOK SUMMARY** – This 1-hour book for busy people is loaded with fresh, new cutting-edge ideas to help alleviate the funding gap that exists in today’s K-12 schools. The more than 350 electronic links included will save you time, energy, and money and will keep you in touch with the latest innovations in fundraising for K-12. Whether you are a classroom teacher, a parent, a school foundation member, a school administrator, a volunteer, a school board member, or a school foundation board member, this book is written for you. Following the model used by colleges, universities, and private schools, Levenson presents a wealth of ideas to enable you to obtain individual classroom grants for K-12; corporate, foundation, and government grants; and grants and gifts from individual donors. Levenson also provides assistance in working cooperatively with your board and shows you how to connect with million-dollar donors by representing a cause that touches their hearts and lives. Levenson believes that there are few causes more worthy and more life altering than public education

and that our task as fundraisers is to help people understand that their gifts can change the lives of children for generations to come. It's all here for you, and best of all, this book shouldn't take you more than an hour to read.

**AUTHOR BIO** – Stan Levenson has been involved in K-12 fundraising for more than 40 years. One of the foremost K-12 fundraising writers in America, he is known throughout the world as an author of books and articles on fundraising, as a fundraising guru, as a teacher, and as a storyteller extraordinaire. He has been interviewed on radio and television, online, and in the press, and has been quoted in newspapers and magazines across the nation. His most recent fundraising book, *Big-Time Fundraising for Today's Schools* (Corwin Press, 2007), is being used in schools and school districts around the globe. Another book, *How to Get Grants and Gifts for the Public Schools* (Allyn & Bacon, 2002), has been used extensively in school districts, colleges, and universities to train teachers and administrators. Levenson's fundraising articles have appeared in *The American School Board Journal*, *Principal Leadership*, *The School Administrator*, *Campus Technology*, and other publications. He has been quoted on the front page of *USA Today*, as well as in publications including *Scholastic Administrator*, *Family Circle Magazine*, *Interactive Educator*, and the *Gotham Gazette*. He holds a B.S. degree from the State University of New York at Oswego; an M.A. degree from U.C.L.A.; and a Ph.D. degree from United States International University (now Alliant International University) in San Diego. Levenson loves to read, write, play tennis, shoot hoops, and travel. He resides in

San Diego, California with his wife, Kay Pantelis. You can contact him through his website: [www.stanlevenson.com](http://www.stanlevenson.com).



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**ANTICIPATED QUESTIONS AND ANSWERS – Question** - What motivated you to write the book? **Answer** - The financial needs of the schools are so great at this time that I have been motivated to assist the schools in their fundraising efforts. **Question** – You say your book is a 1-hour book. What is a 1-Hour Book? **Answer** – It should take the average busy person about 1 hour to read the book. **Question** - You indicated that there are more than 350 links in the book. Tell us more about this? **Answer** – The 350 links in the book is really the heart of the book. It is all of my experience coming to the fore. It has taken me years to come up with these fundraising sites. **Question** – What are some of the major areas of emphasis in the book? **Answer** - The major areas of emphasis include mini-

grants and major grants for teachers; corporate, foundation and government grants for schools and school districts; and grants and gifts from individual donors, which is quite new to the schools at this time. **Question** – Could you explain what you call, “nickel and dime fundraising?” **Answer** – Nickel and dime fundraising has been around for a long time. This would be car washes, bake sales, candy sales, cookie sales, donut dough sales and other high energy, low volume sales. I actually prefer what I call, “Big Time Fundraising” similar to what’s going on in the colleges, universities, and private schools. I believe that the schools can raise a lot more money with less effort by going to a model similar to what’s going on in the colleges, universities and private schools.

**Question** - Have you written any other books on fundraising? **Answer** – I have written two other books on fundraising for the schools including Big-Time Fundraising for Today’s Schools, Corwin Press, and How to Get Grants and Gifts for the Public Schools, Allyn & Bacon. **Question** – Where can listeners get your new book? **Answer** – At [www.amazon.com](http://www.amazon.com) and other online bookstores.

**FACTS AND FIGURES** – It took about three years to write the book. It will take about an hour to read the book. There are more than 350 links in the book. The book is for classroom teachers, parents, volunteers, principals, administrators, superintendents, school board members, school foundations, school foundation board members, anyone interested in helping the schools, and others.

**REVIEWS AND ACCOLADES** - The book is receiving rave reviews from some of the biggest fundraising names in America. Jerold Panas, best selling author says, “There is likely no one in the country who knows more about fundraising for

public schools than Stan Levenson. There's nothing else like it. It takes you by the hand and leads you through every step in a school's fundraising program. It is fail-proof in building a successful design that ensures you of raising a great deal of money. Tom Ahern, another best selling author says, "Stan Levenson thought of everything. You're in good hands. One book, and you'll know exactly how to succeed in the savagely competitive education grants arena." Charles Best, CEO of DonorsChoose.org says, "*The Essential Fundraising Guide for K-12 Schools* is a great resource for the first-time and veteran fundraiser alike. Whether you're looking for donors to fund a classroom project or launching a capital campaign to build a new facility, Stan offers dozens of practical tips and know-how to make the most of your efforts.

## **BOOK EXCERPTS**

**From the Intro** - I have been involved in fundraising in K-12 public schools for more than 40 years. In all these years, I have not encountered a time when the need for outside funding was as urgent as it is today. Every political leader says education is their #1 priority. Yet the relentless slashing of school budgets tells a truer story of the gap between talk and walk when it comes to school funding. Many public schools struggling to balance budgets have fired teachers, slashed course offerings, and charged fees to students for riding the bus, singing in the chorus, or participating on sports teams. This is not the American way!

This book, written in practical, down-to-earth terms for busy people, is my latest effort to bring you fresh, new, cutting-edge ideas to help close the funding gap that exists in today's schools. The more than 350 links included in the book

will save you countless hours of time and energy and assist in bringing in more monies than you ever imagined. Good luck along the way and keep in touch.

## **Chapter 1**

### **Grants for Teachers and Schools**

K-12 classroom teachers are busy people. They need all the help they can get. I know this as a fact. I've been there, done that. My wife has been a teacher for many years. My daughter-in-law is a teacher. It's a daunting task! Good teachers are constantly dipping into their wallets to pay for paper, pencils, pens, computers and other necessities not available in today's schools. How can classroom teachers find funding for some of the basic necessities they need in their classrooms today? Also, how can classroom teachers find monies for some of the things that have been eliminated at their schools like music, art, P.E. foreign languages, and field trips? You've come to the right place! This chapter will lead you in the right direction and alleviate some of the budget strains that you face each and every day. Take a look below and feast your eyes on sites like DonorsChoose.org, Grants Alert, Education World Grants Center, The Foundation Center, eSchool News, and others.

## **Chapter 4**

### **15-Step Strategy for Winning Corporate and Foundation Grants**

Below is an 15-step strategy for winning corporate and foundation funding for K-12 schools. These strategies have proven successful in my work in the schools, and they should be helpful and practical for you as you think about and apply for funding from corporations and foundations.

**STEP 1.** Have an innovative idea and vision in mind. Collaborate with a team of 2 to 5 people who share your passion. Obtain administrative support for your idea. Ask for release time for teachers to write the grant application if funds are available.

**STEP 2.** Begin to do prospect research by becoming familiar with corporate and foundation funding agencies in your local area, the state, and the nation that are interested in funding K-12 education programs. It is usually easier to obtain monies from local and statewide foundations and corporations rather than national foundations that traditionally fund projects having national implications and significance. However, if your project meets the criteria of any of the national foundations, go for it.

**STEP 3.** Access the Foundation Center website at <http://fdncenter.org> to locate corporations and foundations in your area, including community foundations that might be interested in making grants to the schools. The Foundation Center website, which is free, is loaded with worthwhile information for people doing basic research on corporate and foundation giving. This database is also available free through the Foundation Center's main cooperating collections located in New York City, Washington, DC, Atlanta, Cleveland, and San Francisco, and in smaller cooperating collections located all across the United States. You can find out where these locations are by accessing <http://fdncenter.org/collections/index.html>. Also, study the links in this book carefully. They are a treasure trove and it's all here for you in one place.

**STEP 4.** Once you have completed the prospect research phase, you are now ready to request the most recent information, yearbooks, and applications from the corporations and foundations that are potential funding sources for your school or district. You can usually find this info online. In larger school districts or county school offices where corporate and foundation files are kept up to date, contact the person who is responsible for fundraising and ask for assistance. Also, go to the vast array of links supplied in this book.

## **Chapter 6**

### **Cultivating and Connecting with Major Donors**

Major donors can be defined by the scope and size of the organization to which they contribute. For example, major donors to Harvard or Stanford universities might be in the \$1 million range, while major donors in your local school or district might be in the \$5,000 range. You can set your own parameters for what you call major donors. For the purposes of this book, I will define a major donor as someone who contributes \$10,000 or more to your cause.

Many prospective major donors are graduates of the public schools, live or work in our communities, own businesses or corporations in our communities, have children or grandchildren attending our schools, have taught or been administrators in our schools, are presently school board members or former school board members, or are volunteers interested in assisting the schools. A good number of these people are ready and able to make a major gift to your schools. Following are suggestions about how to connect with them.

## **Making the Case for Support**

A case statement is essential when gearing up for a fundraising campaign. Whether you are working on annual giving, a capital campaign, planned giving, or corporate or foundation grants, it's important to work through questioning strategies written from a donor's prospective before you write the case statement. Here are some questions to consider:

1. Why are we contacting you at this time?
2. Why is there an urgent need for money?
3. Why is our solution unique?
4. What will happen if we don't get the money?

Tom Ahern, in his book *Seeing Through a Donor's Eyes*, recommends writing three case statements. The first statement is for internal use only and gathers as much information as possible about your organization and needs from a variety of key stakeholders. The second, a general case statement, should be short and sweet, summarizing what you are trying to do in about 100 words or less. The third case statement (the actual case statement) is made available to all who work on the campaign. Written from the donor's perspective, the case statement makes potential donors feel essential and important. Utilizing a four-step plan, the actual case statement will do the following:

1. Grabs your potential donor's attention.
2. Says something to your potential donor that builds interest.
3. Makes a promise to your potential donor that stimulates a desire to give.
4. Issues an urgent call to your potential donor to make a gift at this time.

A good case statement will vary in size and scope. I recommend four to six pages in length for K-12. Depending on your budget, it could be colorful and slick with photos and an attractive graphic design, or it could be straight forward and to the point. Jerold Panas in his new book, *Making a Case Your Donors Will Love* believes that the case statement “should be sufficiently inspiring and motivating to move the prospective donor from the mind to the heart to the checkbook.” The case statements he has worked on are typically between 12 to 15 pages in length and in a three-ring binder because he believes that no one ever throws away a three-ring binder. He also marks the case statement with a rubber stamp that says “Draft” and asks potential major donors for input and suggestions for improvement.