The **B**ush **S**chool
of GOVERNMENT & PUBLIC SERVICE
TEXAS A&M UNIVERSITY

ABRIENDO PUERTAS
EXPANSION MANAGEMENT MODEL

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EXECUTIVE SUMMARY

Abriendo Puertas is an education nonprofit, which employs a parental engagement initiative to reduce the number of Hispanic student dropouts in Texas. Through four core classes, the nonprofit teaches low-income, Hispanic parents how to provide educational support to their children. Mainly concentrated in the Rio Grande Valley of Texas, Abriendo Puertas enters client school districts and trains small groups of parent participants in the four core classes. The parental engagement model then dictates that this original group of parents becomes parent volunteers who are responsible for identifying the following round of parents and facilitating the four original sessions again. This model continues and the impact of the curriculum widens. To date, Abriendo Puertas has seen much success – both in recognition by external organizations and in the wide support of its parent participants and volunteers. As such, Abriendo Puertas hopes to expand its program across the state, most notably to the Fort Worth area. The nonprofit is interested in solidifying its current operations in the hope of expanding its impact.

Building upon previous research, an Expansion Management Model (EMM) was produced to guide Abriendo Puertas' efforts. Combining research-based best practices, an analysis of the nonprofit's current practices (based primarily on an internal assessment), as well as an in-depth evaluation of the perceptions of parents involved with Abriendo Puertas, the EMM includes tailored recommendations to Abriendo Puertas' needs. It also identifies potential expansion sites in Texas, consistent with current client school districts.

Several methodologies were used to understand the best practices of nonprofit management, the current practices of Abriendo Puertas, and provide a foundation for expansion recommendations. The first, a literature review, provided the EMM with proven best practices in three areas of focus: marketing and community outreach, resource development and fundraising, and volunteer management. A self-assessment was administered to Abriendo Puertas to illuminate the strengths and weaknesses of the nonprofit. Adapted from two existing tools, this self-assessment exposed the internal management and organizational structure of the nonprofit, as well as the how its current practices differ from literature-based practices. Further, observation and elite interviews at Abriendo Puertas' headquarters and around the Rio Grande Valley provided the opportunity to interact with key nonprofit personnel, as well as observe the implementation of the parental engagement model.

To guide the evaluation of the nonprofit, the Abriendo Puertas Parent Survey was created to glean the strengths and weaknesses of the program, as indicated by its participating parents. Conducted through telephone interviews of past and current parent participants and volunteers, the Survey illuminated the motivations of Abriendo Puertas parents, as well as their perceptions of obstacles to success. While the results are not generalizable, the Survey did indicate that overall respondents were pleased with the services provided by the program. However, it also demonstrated notable differences between former and current participants that can inform

volunteer management practices, as well as results that indicate a need for increased communication and marketing.

Finally, a demographic analysis was also conducted to identify several potential expansion sites. With propensity score matching, fourteen individual school districts in four regions were pinpointed for similarities to past and current Abriendo Puertas clients. These characteristics included the percentage of Hispanic students, the Hispanic dropout rate, the percentage of at-risk students, and the percentage of limited English proficiency students. Each of these districts represents a student population that may be receptive to the services provided by Abriendo Puertas: Edgewood ISD, Harlandale ISD, San Antonio ISD, South San Antonio ISD, Southside ISD, Southwest ISD, Corpus Christi ISD, Dallas ISD, Grand Prairie ISD, Irving ISD, Donna ISD, Edcouch-Elsa ISD, Mercedes ISD, and Sharyland ISD.

Based on the wishes of the client, the team identified three focus areas critical to successful nonprofit capacity building:
- **Marketing and community outreach,**
- **Resource development and fundraising, and**
- **Volunteer management.**

For small organizations such as Abriendo Puertas, it is important to ensure that the program is effectively supported by its staff and volunteers. Often, nonprofits have minimal resources to devote to the internal processes within their organizations and, as such, it is important that best practices results are followed. Nonprofit management literature illuminates how to best strengthen nonprofits, which is especially crucial for those wishing to expand.

Thorough research into the management practices of Abriendo Puertas and a foundation in established best practices create the basis of the Expansion Management Model. Intended to guide Abriendo Puertas' expansion, the model is comprised of several recommendations intended to facilitate strategic expansion, focusing on three key areas of growth: marketing and community outreach, resource development and fundraising, and volunteer management.

Before any organization, including Abriendo Puertas, can expand its services and solidify its capacity, it is critical that it have a clearly defined mission. Most importantly, a mission statement must be able to communicate to internal and external stakeholders – clients, donors, participants, and volunteers – the nonprofit's ultimate goal and reason for existence. This mission statement should then serve as an overarching guideline for any and all organizational activities, including the three areas of focus emphasized in this report.

Marketing and community outreach is crucial to any nonprofit, especially one hoping to enter new markets. Nonprofit marketing often suffers as a result of a lack of resources; however, the

benefits of consistently and effectively communicating with key stakeholders encourage nonprofits to allocate even limited resources toward its marketing efforts. Nonprofit marketing literature points to the importance of strategic marketing – most critically defining the mission and goals, conducting a situation analysis, and defining a target market. Without a clear understanding of whom the nonprofit intends to target – and what motivates them, as well as the internal and external contexts of providing services – Abriendo Puertas cannot remain consistently engaged with its audiences. Essential to nonprofit best practices is the development of a comprehensive marketing plan. Such a plan allows for organizations to not only communicate within their surroundings, but also facilitates other components of capacity building by effectively and consistently communicating the organization's mission and goals.

Currently Abriendo Puertas has only the beginnings of strategic marketing. While the nonprofit does actively communicate with some stakeholders, mainly potential client districts and donors, it does so through only one channel – the president of the organization. Furthermore, the message of the nonprofit is somewhat inconsistent. Abriendo Puertas regularly uses two logos – communicating different messages about the organization, and its mission statement currently resembles a vision statement.

> As such, the EMM recommends that Abriendo Puertas allocate resources toward its marketing efforts, specifically by:
> - *Solidifying the organization's mission statement,*
> - *Researching and outlining a strategic marketing plan,*
> - *Devoting additional staff time to marketing efforts, and*
> - *Integrating marketing communications.*

With special attention to each of these recommendations, Abriendo Puertas will be able to solidify its marketing efforts in a manner that communicates its mission and engages community stakeholders, including clients, donors, and parents.

For a small but growing nonprofit organization, resource development and fundraising are key to ensuring the future financial success of the nonprofit as well as the success of its programs. The literature emphasizes the need for fundraising activities to be incorporated into the overall development of an organization, beginning with its board of directors. The nonprofit board should take an active role in the fundraising process, and personally contribute to the organization's finances. Nonprofits should also conduct donor prospect research to learn about the characteristics and goals of its potential funders, which will ultimately increase its chances of securing a donation. Utilizing the organization's website and building a relationship with donors online are also important, cost-effective ways to build a donor base. Ultimately, the goal of any nonprofit should be to have a diverse set of funding sources. Organizations should work to secure funding from a variety of different sources – including individuals, foundations,

government grants, and other funders – and should utilize a development staff when necessary to achieve this goal.

Currently, Abriendo Puertas has begun the initial phases of funding diversification, but much remains to be done. The organization has only one, part-time staff member who focuses solely on fundraising efforts, and the board of directors does not play a heavy role in developing the nonprofit's resources. However, Abriendo Puertas is in the process of developing its online outreach efforts; the organization is implementing a "click to donate" button on the website and planning an electronic newsletter to send to supporters.

> To improve Abriendo Puertas' resource development in the future, the team makes the following recommendations:
> - *Expand and diversify the board of directors to provide oversight of the organization and take an active role in the nonprofit's fundraising efforts. As part of this process the board should also develop a board member handbook,*
> - *Begin to conduct donor prospect research for individuals as well as foundation and other grant funding, utilizing the Foundation Center website,*
> - *Develop a strategic plan for online outreach efforts,*
> - *Expand the development staff as the organization grows, and*
> - *Continue to work toward funding diversity.*

Finally, volunteer management is especially critical to a nonprofit such as Abriendo Puertas which relies heavily on its volunteers to complete its programs. Best practices in the areas of volunteer recruitment, volunteer training, and volunteer coordination and retention provide an overview of the key actions that nonprofits must take to improve their volunteer management. In volunteer recruitment, a nonprofit should first assess its need and develop specific position descriptions for its volunteers, keeping in mind the costs and benefits of volunteering. Then, an organization should develop a recruitment plan that outlines its overall recruitment strategy. After volunteers have been recruited, an appropriate training plan will help orient new volunteers to the organization and ensure that existing volunteers have the skills and information necessary to effectively complete their assigned tasks. Training serves not only to prepare volunteers, but also develops a sense of belonging within the organization. A clear grievance process should also be developed and explained to volunteers in the event that they have issues or feedback regarding their experience with the nonprofit. Volunteer coordination and retention works to ensure that existing volunteers continue to serve the organization. A volunteer coordinator can improve both coordination and retention and serve as a resource to volunteers. Recognizing volunteers for their work and contributions will also ensure that volunteers feel that they are making a difference in the nonprofit.

Currently, Abriendo Puertas does not take an active role in recruiting its first round of parent participants who will later become volunteers. The organization does, however, provide position descriptions for each of their volunteers and conduct an intensive training program with parent participants of the program before they are eligible to move forward and become volunteers. Abriendo Puertas also provides volunteer liaisons at some of its partnering schools, which work to coordinate volunteer efforts. To enhance retention, Abriendo Puertas holds a recognition ceremony annually and provides a certificate of achievement to each of its volunteers.

> Given these current practices, the team recommends that Abriendo Puertas make the following changes to their volunteer management:
> - *Develop a parent participant and volunteer database to assist with tracking these individuals,*
> - *Become more engaged in the parent participant recruitment process and develop a recruitment plan, and*
> - *Identify liaisons at each partnering school immediately, and work to hire a full-time volunteer coordinator as soon as possible.*

As the figure below shows, the EMM is graphically represented by a hierarchy of these recommendations. These recommendations are comprehensive and specific to the three areas of focus of the EMM and are presented in order of priority to ensure a solid base for Abriendo Puertas' expansion. By first defining its mission and solidifying its board, Abriendo Puertas will have the overarching goals and resources in place to facilitate subsequent recommendations. These two recommendations will serve as a basis on which the organization can grow. As the organization moves to implement further recommendations, it will be necessary to increase its staffing levels to expand the capacity of the firm. As the EMM demonstrates, with the increased ability to incorporate recommendations, Abriendo Puertas can turn to improving its volunteer management, marketing, and funding diversity. The careful tracking of volunteers will allow the nonprofit to evaluate its impact and better adapt to the needs of its parent participants and volunteers. Further, Abriendo Puertas must create a strategic marketing plan to disseminate a clear and consistent message to its stakeholders and communities. By defining identifying its target markets and conducting a situation analysis, Abriendo Puertas will be able to engage its stakeholders and reinforce efforts in other areas, such as volunteer management and resource development. Finally, Abriendo Puertas should continue seeking funding diversity. With a variety of funding sources the nonprofit will benefit from a more stable financial base.

The final set of recommendations shown on the EMM is intended to support the above steps. Each serves to more completely affect the management practices of Abriendo Puertas. Engaging the nonprofit in outreach to volunteers and donors, as well as comprehensively identifying the environment within which it works, will allow Abriendo Puertas to firmly prepare itself for expansion.
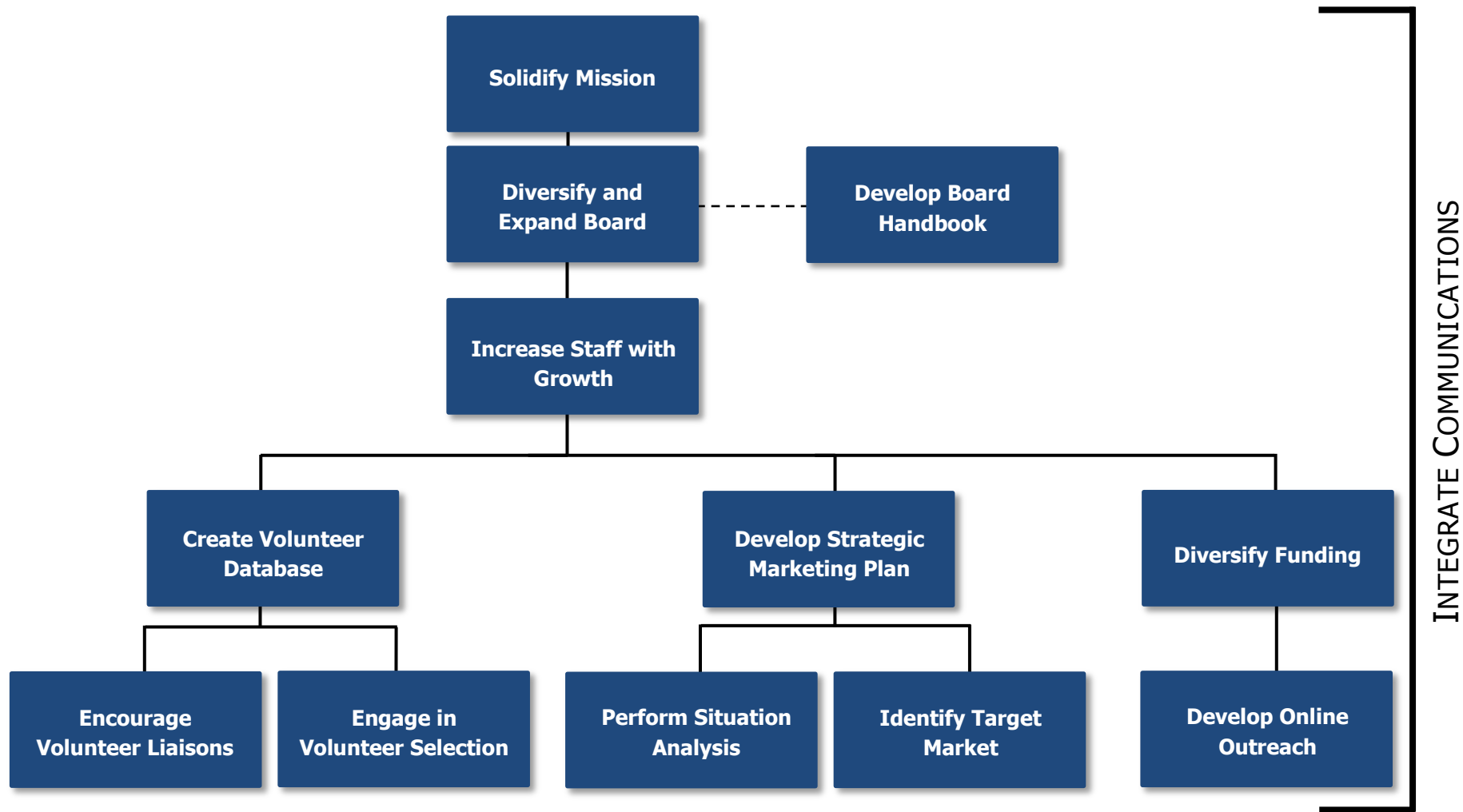
Figure 1 Abriendo Puertas Expansion Management Model

1. INTRODUCTION

Abriendo Puertas is an education nonprofit – led by Dr. Hector Aldape – which works to reduce the number of Hispanic student dropouts in Texas. The organization focuses its efforts on dropout prevention to low-income, Hispanic parents, through a parental engagement initiative, which predominantly serves the Rio Grande Valley. As a small nonprofit with somewhat limited resources, Abriendo Puertas is looking to determine the most effective methods by which to build its capacity and expand its impact. As such, it is important for the organization to base its expansion on proven best practices, which are tailored to the specific needs of the nonprofit. Abriendo Puertas is also working to diversify its funding sources to ensure a more stable funding stream as it looks toward expansion. Given the present economic climate, Abriendo Puertas is concerned for its financial stability in the short- and long-terms and wishes to explore new financial strategies that could lead to a more effective expansion model.

This report develops an Expansion Management Model (EMM) for Abriendo Puertas based on best practices identified in the nonprofit literature. The EMM will provide Abriendo Puertas with an important tool to inform its expansion efforts and provide the organization with recommendations as it seeks to solidify,

EXPANSION MANAGEMENT MODEL
AREAS OF FOCUS
▪ Marketing & Community Outreach ▪ Resource Development & Fundraising ▪ Volunteer Management

multiply, and diversify its program. The EMM examines three specific areas: marketing and community outreach, resource development and fundraising, and volunteer management.

Each of the three evaluation areas of the EMM addresses a pressing need of Abriendo Puertas and is identified in the literature as a key component to successful growth of a nonprofit organization (De Vita & Fleming, 2001).

▪ *Marketing and community outreach*

Entails accurately assessing target audiences and designing a marketing campaign, which connects these audiences to the nonprofit's mission and goals. This expansion criterion was chosen upon request of Abriendo Puertas, as well as due to the strategic role marketing plays as an organization seeks to move into new areas.

▪ *Resource development and fundraising*

Encompasses organizational funding and how all members of an organization can support the nonprofit. Due to the financial challenges facing Abriendo Puertas, a thorough understanding of what the literature suggests regarding an organization's

finances and how Abriendo Puertas' current practices compare to best practices is crucial for ensuring the future financial health of the organization.

- *Volunteer management*

  Describes techniques to encourage and retain volunteers. The outreach model currently utilized by Abriendo Puertas relies heavily upon volunteers for its success. Without a solid understanding of its current volunteer workforce and what will be required under an expansion plan, Abriendo Puertas would be missing a key factor for the organization's successful growth.

In analyzing these capacity building best practices, the Capstone team considered the unique needs of Abriendo Puertas, specifically the size of the organization and the target client, volunteer, and donor audiences.

EXPANSION MANAGEMENT MODEL
METHODOLOGIES

- Literature Review
- Parent Survey
- Assessment Tool
- Elite Interviews
- Demographic Analysis

In the pages that follow, this report will describe the current operations of Abriendo Puertas and how they relate to best practices as defined by the literature. An overview of Abriendo Puertas, its strategies, and current operational sites is provided. The analysis methodologies are then discussed, which include a Parent Survey, the analysis of an organizational self-assessment Tool, elite interviews, and analysis of Survey results and possible new expansion points. The report then details best practices as defined by the literature in each of the three evaluation areas: marketing and community outreach, resource development and fundraising, and volunteer management. For each evaluation area, the best practices literature is summarized and applied specifically to the operations of Abriendo Puertas. Then, utilizing information collected by the Capstone team, the current practices of Abriendo Puertas are discussed and recommendations are made where current practices differ significantly from what the literature suggests. The report concludes with a graphical representation of the EMM, which represents a hierarchical order of the recommendations.

2. ABRIENDO PUERTAS: AN OVERVIEW

Abriendo Puertas is a 501(c)(3) nonprofit organization established in conjunction with Texas A&M University's College of Agriculture and Life Sciences. The organization seeks to improve educational outcomes for Hispanic students in the Rio Grande Valley and throughout the state of Texas through a parental communication program known as the Parental Engagement Initiative.[1] Most of Abriendo Puertas' parent participants are Hispanic, and many are native Spanish speakers.

Research has shown that Hispanic youth are more likely than their peers to struggle with completing high school. Nationally in 2008, Hispanics were almost three times as likely to drop out of high school as their white peers and twice as likely as other non-Hispanics (Chapman, Laird, & Kewal Ramani, 2010). The problem is especially acute in Texas. During the 2008-2009 academic year, more than 22,000 Hispanic students in Texas dropped out of high school, representing 58 percent of all dropouts that year (McMillion, Ramirez, & Lewis, 2010). By providing parents with the knowledge necessary to support their children through high school graduation and the college admissions process, Abriendo Puertas aims to help Hispanic students graduate from high school and pursue a college education. Abriendo Puertas' stated mission is "to be the premier parental engagement organization that provides parents with the training, skills and tools to become the chief advocates for their children and help them become academically successful" (Abriendo Puertas, 2010).

Abriendo Puertas carries out its mission by utilizing a volunteer-based engagement model in the Parental Engagement Initiative. When the Abriendo Puertas program enters a given school or district, school or district officials identify a small group of potential program participants: namely parents of Hispanic students. Abriendo Puertas program staff train this small group of initial clients in four sessions that address the following topics:

- Orienting to the Abriendo Puertas program,
- Understanding child and adolescent growth and development,
- Making the grade for high school graduation, and
- Preparing for college.[2]

The curriculum teaches parents about the importance of completing homework assignments and the reason it is important to support their child as they work to complete high school. It also provides parents with necessary information about college entry and admission.[3]

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[1] Although the organization also operates a branch of its engagement initiative in Washington State, this analysis will focus on the nonprofit's Texas operations.
[2] Personal communication with Abriendo Puertas staff.
[3] Ibid.

Once the program's initial clients have completed the four basic training sessions, these participants are then eligible to become volunteers for the organization. If they choose to move into a volunteer role, they are expected to reach out to at least 20 other parents within the community and facilitate the same four sessions outlined above. Abriendo Puertas also offers additional training to its clients and volunteers on topics which include how to teach other parents, time management, and promoting basic study skills. This additional training provides clients with more information to help their children throughout their school careers; in addition, this training also helps volunteers learn important skills to reach out to other parents. When the model is working properly, Abriendo Puertas can effectively leverage its impact in a given school or district by enabling parents to take the information they have learned into their communities. The program is designed to be self-sustaining and allows the organization to broaden its scope of impact beyond what it could accomplish by training each parent individually.

This model is supported by two doctoral research dissertations. The first, written by Dr. Ida Acuña-Garza (Acuña-Patrick, 1990), found that volunteers come from all walks of life and are motivated by a desire to improve their quality of life. The second, by Dr. Hector Aldape (2006), found that parental engagement is the single most important determinant in the educational attainment levels of Hispanic students. Based on these findings, the Abriendo Puertas model attempts to harness the power of volunteers to motivate change in a community. By training participants to later volunteer in the organization and reach out to other parents, Abriendo Puertas hopes to inform Hispanic parents about the impact they can make on their child's education. The program is based on an outreach model developed by the World Health Organization, which has proven successful in its public health campaigns. The Organization utilized a similar train-the-trainer model while conducting AIDS education outreach (Ahluwalia, Schmid, Kouletio, & Kanenda, 2003; Manderson & Mark, 1997).

The staff of Abriendo Puertas includes Dr. Hector Aldape, who serves as President and CEO of the organization; Ms. Mayra Guerra, who primarily works as manager of the training of volunteers; a grant writer; and a financial officer. The organization has also employed a volunteer specialist in the past on a part-time basis. Dr. Aldape manages the organization as a whole, conducts outreach with possible new program sites, and handles the everyday workings of the organization. The large majority of client training and volunteer engagement work is completed by Ms. Guerra, who travels throughout the Abriendo Puertas service area to work with the organization's clients. Ms. Guerra conducts the preliminary training sessions with clients, supports these individuals as they move into their volunteer roles, and holds regular maintenance meetings with volunteers after they have begun teaching others. She is essential to

the program's success, as she is responsible for ensuring that the first round of volunteers at any given site are prepared and motivated to train others.[4]

The organization's budget, although supplemented by Texas A&M University and grant funding, is largely based on a fee-for-service structure. Under this structure, Abriendo Puertas is paid either directly by a school system or by another nonprofit organization to conduct its program in predetermined schools. In the past, Abriendo Puertas has partnered with multiple organizations such as GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) – conducting stand-alone informational sessions – and Project GRAD. However, Abriendo Puertas' leadership is preparing to move away from partnering relationships to a more direct relationship with the school systems it serves.

The Parental Engagement Initiative run by Abriendo Puertas has seen much anecdotal success in the past. Surveys conducted by GEAR UP found that after the implementation of the Initiative in participating schools, more parents reported talking to their child about attending college and more parents reporting having been contacted regarding financial aid availability. Abriendo Puertas was also recognized as an exemplary program by the United Ways of Texas, the Excelencia in Education program, the Wal-Mart Foundation, and was selected as a "promising practice" by the Texas Education Agency (Abriendo Puertas, 2010). However, a thorough review of the program's effectiveness on student outcomes is still in the developmental stages.

Given the program's popularity and reports of successful engagement of Hispanic parents within the Rio Grande Valley, Abriendo Puertas was interested in expanding its influence to other areas in Texas. However, the program was met with mixed results in locations such as Houston, leading the program staff to question whether or not the program was being implemented consistently in all locations. The organization is still working to expand to new areas, including Fort Worth ISD and San Antonio; therefore, a consistent EMM, to be outlined in this report, will be necessary to ensure the success of implementation in all future locations. Currently, Abriendo Puertas serves 18 school districts. The maps below provide a snapshot of Abriendo Puertas' past[5] and current client districts in Texas.[6]

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[4] Ibid.

[5] Abriendo Puertas no longer serves Houston ISD.

[6] It should be noted, however, that this map provides a somewhat incomplete picture of where Abriendo Puertas operates. The structure of their outreach model allows volunteers to reach out to other parents whose children may or may not attend the same school or district that has contracted with Abriendo Puertas.
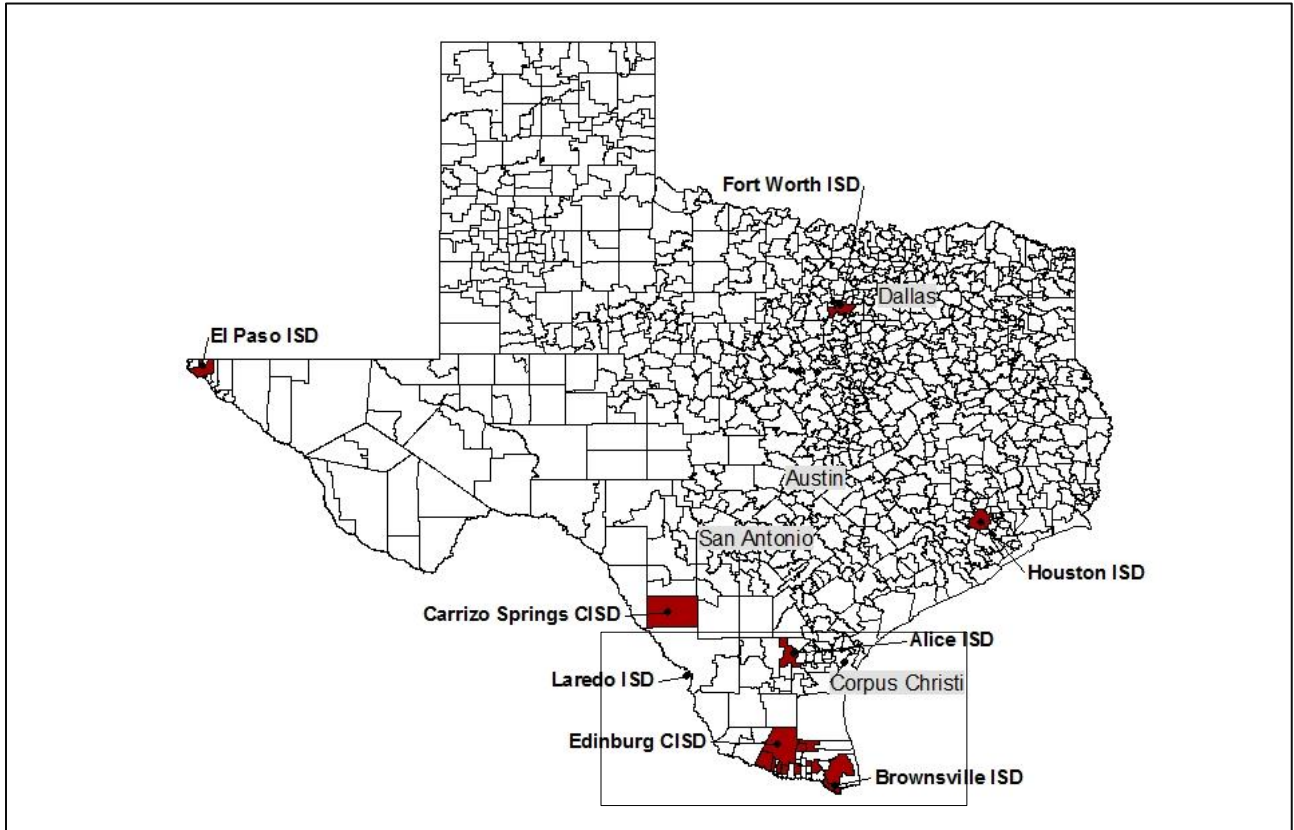
Figure 2 Abriendo Puertas Past and Current Client Districts (**S**ee Figure 3 below for a description of the map inset.)**;** Source: Texas State Data Center, 2009; Abriendo Puertas, 2010
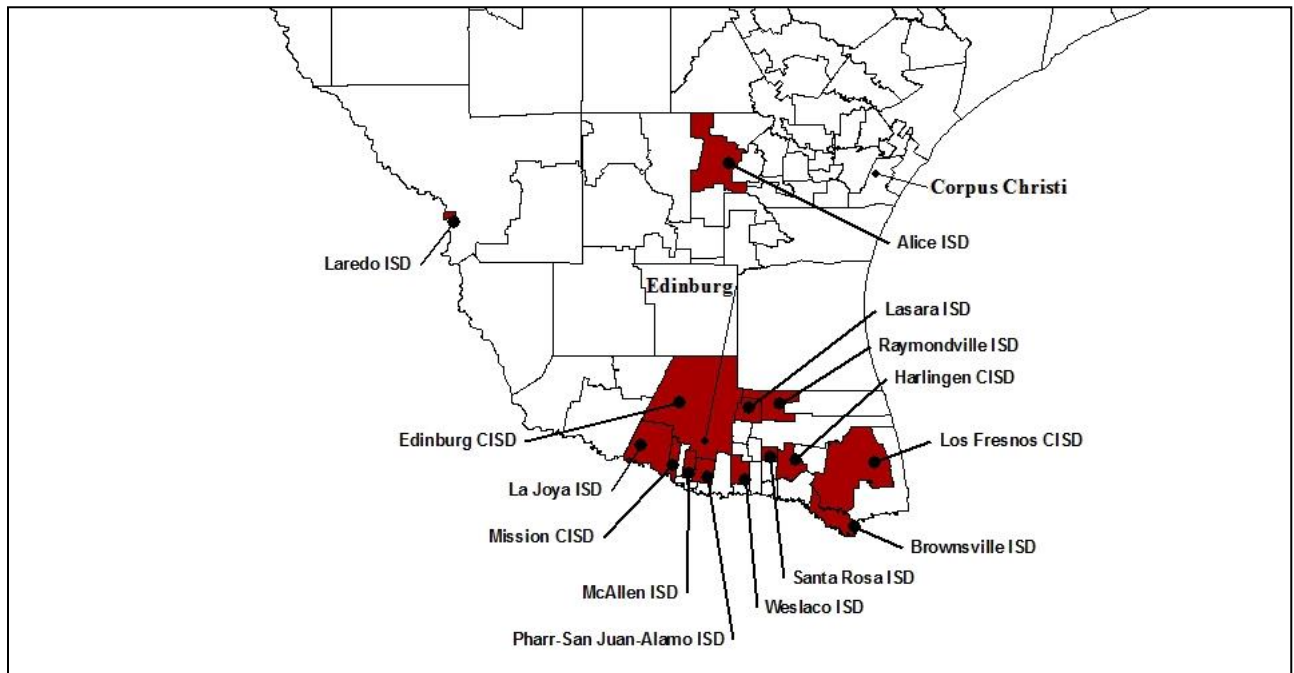

Figure 3 Abriendo Puertas past and current client districts in the Rio Grande Valley**;** Source: Texas State Data Center, 2009; Abriendo Puertas, 2010

3. METHODOLOGY

The tem compiled several modes of methodology to best collect the necessary information about the inner workings of Abriendo Puertas, and to provide the most comprehensive foundation from which to offer effective recommendations. Given the nature of the project – to analyze the management of Abriendo Puertas and prepare it for expansion – it was necessary for the team to examine the internal and external processes of the nonprofit. While a cursory consideration of Abriendo Puertas' management practices may have illuminated general strengths and weaknesses, the team's use of multiple methodologies allowed it to wholly identify and assess the nonprofit's organizational capacity. Together the following approaches facilitated a comprehensive understanding of Abriendo Puertas' current practices, as well as how to incorporate nonprofit management best practices into tailored recommendations to enable overall organizational growth.

The team first conducted a literature review to establish a firm foundation in nonprofit management best practices. The team then created two tools with which to evaluate the organization of the nonprofit: an internal assessment and a parent survey. In addition, the team traveled to the headquarters of Abriendo Puertas in the Rio Grande Valley of Texas and performed elite interviews with key staff members, observed the program model and structure, and discussed specific details of Abriendo Puertas with those intimately involved. Finally, the team conducted a statewide data analysis to explore Texas school districts that could serve as potential expansion sites. Each of these methodologies reinforces one another and allows for an exhaustive evaluation of nonprofit management and expansion practices as they apply to Abriendo Puertas.

3.1 LITERATURE REVIEW

The first step of the research project included an extensive review of the literature on nonprofit expansion, volunteer management, and capacity building. The literature review gave the theoretical and practical basis on which Abriendo Puertas' program expansion was modeled. The team used academic resources to provide a credible background and foundation before beginning field work and developing recommendations. These sources included scholarly journals, eminent nonprofit consulting groups, and academic textbooks. By surveying the existing research, the team gained a solid understanding of the important factors for nonprofit management and expansion within the three key areas of focus: marketing and community outreach, resource development and fundraising, and volunteer management. Ultimately, this research serves as the foundation of the EMM.

3.2 ABRIENDO PUERTAS SELF-ASSESSMENT TOOL

Apart from understanding the best practices in nonprofit management, it is also necessary to understand the current practices and organizational structure of Abriendo Puertas to provide a

comprehensive EMM. Thus, the Capstone team conducted a detailed assessment of the nonprofit agency, which included the major areas of the EMM: marketing and community outreach, resource development and fundraising, and volunteer management. After conducting initial research into factors that contribute to the organizational capacity of Abriendo Puertas, the team evaluated previously established assessment tools as a base from which to develop an assessment tool tailored for the nonprofit. Assessment tools allow for an in-depth evaluation of several aspects of healthy nonprofit management, which can inform how to successfully manage and expand a nonprofit by signaling the strengths and weaknesses of the organization. Based on the wishes of the client, as well as the supplementary information from best practice research, the team identified two tools. In conjunction with one another, these tools provide the best foundation from which to dissect the management practices of Abriendo Puertas: The United Way's Nonprofit Agency Self-Assessment Tool and Marguerite Casey Foundation Organizational Capacity Assessment tool (United Way, 2007; Marguerite Casey Foundation, 2001).

The Nonprofit Agency Self-Assessment Tool details sixteen aspects of nonprofit management. Each section is comprised of yes or no questions which allow nonprofit agencies to determine how their current processes and practices contribute to the overall health of the organization (United Way, 2007). Many of these sections emphasize factors of nonprofit management that were superfluous for the purposes of this study. Thus, the team identified only a handful of relevant management factors to be evaluated, which would support the three areas of focus of the EMM. After examining the United Way's questions in these areas, the team drafted new questions, modeled after the United Way Assessment Tool, to expose the internal processes of Abriendo Puertas, including its use of the two logos, parent curriculum training, and the breakdown of specific funding sources and fundraising processes. Despite this level of detail, United Way's tool did not provide a comprehensive blueprint of nonprofit management. Thus, the Marguerite Casey Tool was identified to supplement the aforementioned categories with capacity building suggestions. The Casey Tool also allowed the team to identify how to recommend a direction for expansion, by supplementing the United Way tool with qualifications of management success (Marguerite Casey Foundation, 2001). Based on the guidelines of these two tools, the team created an Assessment Tool tailored to the specifics of Abriendo Puertas. That tool is provided in Appendix One.

The Assessment Tool was sent to Abriendo Puertas for completion in January 2011. Upon receiving the completed Assessment Tool from the nonprofit, the team identified areas in need of clarification. The team subsequently met with Dr. Aldape to clarify specific questions. Finally, the Assessment Tool was used as a blueprint of the internal processes of Abriendo Puertas, providing a foundation from which to identify areas for successful expansion. Additionally, the Tool further supplemented the data collected from the Parent Survey. Together the two tools inform the EMM, enhancing the detail of not only the current practices of Abriendo Puertas, but also the team's recommendations for ways to strengthen its nonprofit management for successful expansion across Texas.

In mid-February, three members of the Capstone team[7] traveled to the Rio Grande Valley of Texas – McAllen, Pharr, Mission, and Edinburg – and met with staff members and parent participants and volunteers of Abriendo Puertas. The team participated in several activities during the on-site visit of the nonprofit:

- "Family Financial Management for College Expenses" training session
- "Parent to Parent" session
- Capstone team Presentation
- Abriendo Puertas Presentation
- Brainstorming session
- Staff interviews.

Traveling to visit the nonprofit's location gave the team a comprehensive picture of how Abriendo Puertas operates. The team was able to observe the nonprofit's programs, while interacting with key personnel, such as Dr. Hector Aldape, Mayra Guerra, and Chief Financial Officer Ernesto Santos. Meeting with the key personnel of Abriendo Puertas allowed the team to resolve many remaining questions about the day-to-day operations of the nonprofit. With these final questions, the team had a firm foundation from which not only to characterize the current operations of Abriendo Puertas, but also to provide recommendations that are grounded in proven best practices and tailored specifically for the client's needs. After the trip, the team better understood the relationship between Texas A&M University and Abriendo Puertas, intentions for future diversification and expansion, and the additional services provided by the nonprofit.

The team members first attended a stand-alone session, facilitated by both Abriendo Puertas and the University of Texas-Pan American's branch of GEAR UP. This session focused on personal values and finances important to succeeding in school and discussed needs versus wants and the six F's: Family, Fame, Finances, Friends, Faith, and Fitness. This session represented a small (twice yearly) component of Abriendo Puertas – a supplemental presentation as a result of a previous partnership with GEAR UP. This aspect of Abriendo Puertas' community involvement had been previously unknown to the Capstone team.

Following the stand-alone session, Abriendo Puertas invited the Capstone team members to sit in during a parent-to-parent training session – one of the key components of the nonprofit's model curriculum. This session was held at the home of Abriendo Puertas' administrative assistant and was attended by approximately 15 parents. Mari Guerrero, a part-time Abriendo Puertas Volunteer Center employee, gave the presentation. The session included a combination of the core lessons of the Abriendo Puertas curriculum, which emphasized the importance of family communication and childhood development in a successful education. However, Ms. Guerra

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[7] Sarah Broussard, Erin Hooper, and William Mitchell.

emphasized that this session was a general information presentation and not characteristic of parent training sessions, where parents learn not only about the curriculum's content but also how to present the material to other parents.

To continue the dialogue between the Capstone team and Abriendo Puertas, the team presented to the staff and key associates. The presentation addressed the EMM and its areas of focus, the research methodology, including the Parent Survey and Assessment Tool, as well as the timeline to complete the overall report. At this time, Abriendo Puertas staff members were also able to ask questions of the Capstone team representatives to allow those less familiar with the research project to understand its direction and goals. The team also heard a presentation by Dr. Aldape, who discussed the current mission, vision, constraints, and opportunities of the nonprofit. This presentation further illuminated the funding and budget of the organization, the perceived strengths and weaknesses of the volunteer model, as well as the path Dr. Aldape envisions the nonprofit embarking upon as it addresses its weaknesses and moves to increase its sustainability.

The most important part of the trip to the Valley was the five-hour brainstorming session, intended to allow stakeholders in Abriendo Puertas and the Capstone team to engage in a dialogue about perceptions of the organization's future. In summary, the brainstsorming session made clear that Abriendo Puertas is considering evolving its mission from parental engagement to family engagement, to ultimately include a student component. Furthermore, Dr. Aldape fully intends to expand the program throughout the Valley and across Texas. The Capstone team participated in the dialogue, pointing out the strengths and weaknesses of Dr. Aldape's intentions, as well as asking penetrating questions intended to gain an understanding of the nonprofit's current operations.

3.4 ABRIENDO PUERTAS PARENT SURVEY[8]

Abriendo Puertas' success is largely dependent on the devotion of its parents – both as participants and volunteers. To gain a greater understanding of these participants, the team administered a detailed Parent Survey, which is provided in Appendix Two. The use of such a survey provides a precise medium for Abriendo Puertas' parent participants and volunteers to indicate both their positive and negative experiences with the program (Hoyle, Harris, & Judd, 2002). The Survey measured parents' motivations for, and barriers to, participation in Abriendo Puertas, specific knowledge gained from the program curriculum, other information or services needed from Abriendo Puertas, and basic client demographic information. This information provides important insight into the parent participants' and volunteers' needs and perceptions of the program. The data collected from the Survey has been incorporated into the focus areas of the EMM to inform expansion recommendations and identify areas for improvement, most explicitly within marketing and community outreach and volunteer management.

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[8] To see the complete survey, please refer to Appendix Two.

3.4.1 SURVEY LOGISTICS

3.4.1.1 SURVEY METHODS

Telephone interviews were used to administer the Survey. As Table 1 illustrates, when compared with alternative survey methods,[9] telephone surveys proved to be most cost-effective and likely to yield a moderate to high response rate (Hoyle et al., 2002). A telephone survey was also the most effective way to reach the parent population of Abriendo Puertas within the timeline of the project and considering the availability of parent contact information. Contacting parents via telephone allowed parent respondents to converse with native Spanish speakers, and also allowed the design of the survey questions to cater to a preference for open-ended discussion within the Hispanic population. Finally, with a telephone interview, the burden of the work is on the administrator, thus making the respondent more willing to participate.

Dimensions of Comparison	Mail Questionnaire	Face-to-Face Interview	Telephone Interview
Cost	Low	High	Moderate
Data Quality:			
▪ **Response rate**	Low	High	Moderate to High
▪ **Respondent motivation**	Low	High	High
▪ **Interviewer bias**	Low	Moderate	Low
Sample quality	Low, unless high response rate	High	Moderate to high
Possible length	Short	Very long	Long
Ability to clarify and probe	None	High	High
Ability to use visual aids	Some	High	None
Speed of implementation	Low	Low	High
Interviewer supervision	None	Low	High
Anonymity	High	Low	Low
Ability to use computer assistance	None	High	High
Dependence on respondent's reading and writing ability	High	None	None
Control of context and question order	None	High	High

Table 1 Comparison of Different Modes of Direct Questioning; Source: Hoyle, et al., 2002

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[9] Direct mail surveys are not only cost-intensive, but require more time than the team had available. Internet surveys are effective; however, for Abriendo Puertas parents the team had no access to e-mail addresses, nor was there a guarantee of internet access for potential respondents.

3.4.1.2 SURVEY FORMAT

The team designed the survey format and individual questions through the consultation of survey method literature and research enumerating factors in the successful surveying of Hispanic populations. This literature emphasized the importance of accounting for cultural differences indigenous to the Hispanic population (O'Hegarty et al., 2010). The research on customizing survey instruments to reach Hispanic/Latino adults, such as those served by Abriendo Puertas, identified several features which should be considered. Most importantly, it is necessary to pay careful attention to the translation of the survey from English to Spanish. Often, direct, literal translations are not possible and can result in misunderstandings and confusion about what is being asked (Lopez, 2008a). Using a Spanish-speaking interviewer to administer the survey has been shown to reduce interpretation obstacles and ultimately provide more success (O'Hegarty et al., 2010; Lopez, 2008b). A Spanish-speaking administrator is also important because he or she is able to create the emotional connection between the participant and the interviewer necessary to illicit honest responses in Latin culture. As suggested by Lopez (2008a), open-ended response questions were incorporated throughout the survey to allow respondents to engage in storytelling and to gather in-depth feedback on participants' experiences.

The survey consisted of a total of 47 questions and existed in two versions: one for current Abriendo Puertas parent participants and volunteers and a second for past participants and volunteers.[10] Survey questions asked respondents about their overall experience as an Abriendo Puertas parent participant and/or volunteer, including the parents' individual involvement (program completion, subsequent involvement as a volunteer), the location of their specific classes, barriers to involvement, prior knowledge, and overall motivation for participation. The survey itself was administered in either English or Spanish, dependent upon the respondent's language preference. As the survey methods above indicate, the Spanish translation of the survey was crucial to ultimate success; thus, the team pre-administered the survey to Abriendo Puertas staff to ensure the accuracy of the translated survey and the relevance of questions to the organization. Consistent with Texas A&M University research protocol, the Parent Survey was submitted to, and approved by, the Institutional Review Board (IRB) before administration. Compliance with IRB regulations indicates that the design, focus, and administration of the Parent Survey are consistent with the federal guidelines for human subject research, to protect those involved, and provide legitimacy to the survey administration. To gain IRB approval, responses, participant identities, and contact information remained confidential and accessible only by the Capstone team.

To make data collection easier for the survey administrators, client responses were entered electronically. The electronic survey format was designed by staff members at the Bush School

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[10] See Appendix Two.

(who have experience designing electronic surveys) and Capstone team members to facilitate ease of administration and aid in the subsequent statistical analysis.[11] .

3.4.1.3 SURVEY ADMINISTRATORS

As suggested by survey best practices above, Spanish surveys should be administered by native and/or fluent speakers of the language to ensure comfort and accuracy. To facilitate the success of the Survey, the team performed a number of interviews, with the help of a native Spanish speaker, and hired three survey administrators to conduct the telephone interviews. Each administrator was a student at the Bush School of Government and Public Service, as well as a fluent Spanish speaker. The survey administrators attended an orientation where they were instructed by a team member of the appropriate manner in which to administer the Survey and enter participant responses into the automated survey online.

3.4.1.4 SURVEY ADMINISTRATION

Each survey respondent was contacted by one of the three survey administrators and each was assigned a confidential identification code. The survey was administered at the Bush School from February 21 through March 10, 2011, between the hours of 5:00 p.m. and 9:00 p.m. to ensure that working parents had a chance to participate. University telephones and phone cards were used to contact the respondents. In the event that no one answered the initial phone call, each phone number was contacted three times – at various times during the surveying period – to make certain that all parents were given ample opportunity to take part in the survey. In addition, parents that indicated a preference to be contacted at a different time were accommodated to maximize the response rate. During the administration of the Survey, one to two team members were present to answer any questions, aid the survey administrators, and ensure the quality and accuracy of survey administration.

Abriendo Puertas provided class sign-in sheets containing contact information for 239 current and previous program participants and volunteers, which represented only about 2 percent of the entire parent population.[12] Of these 239 potential participants, 43 parents and volunteers participated in the survey. Therefore, the sample size for the survey was only 0.4 percent of the Abriendo Puertas parent population. It is important to note that a sample size this small, in comparison to the population, will not be representative and the findings should not be generalized to the entire population. Thus, the survey data and responses are intended only to anecdotally enhance the EMM. For the sample to be representative and the findings

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[11] The electronic survey was hosted on the Bush School website and participant responses were coded immediately into a Comma Separated Value (CSV) file on the Bush School server.

[12] According to the Abriendo Puertas website, their program serves about 10,000 parents in Texas and Washington state.

generalizable to the population, Abriendo Puertas will need a sample size of about 370 participants for future survey administration.

The response rate for the survey was 18 percent. However, there were several phone numbers that were disconnected or out of service. For all of these phone numbers, the team looked through the sign-in sheets to check if the number was accurate or the participant's hand-writing could be interpreted as another number. Although the total number of disconnected phone numbers present in the contact list is uncertain, due to administrative error, or their uncertainty of the number being disconnected, it is likely the actual response rate is slightly higher than 18 percent. Despite these considerations, the response rate remains low and the team would have liked to see a response rate over 20 percent (50 or more responses).

Upon completion, survey data were analyzed to summarize results and identify overall themes, as well as indicators of strengths and weaknesses inherent to Abriendo Puertas (Meier, Brudney, & Bohte, 2009). The team first performed frequency analyses on each question to determine patterns in responses. After analyzing the frequency data, the team was then able to perform cross-question tabulations, allowing for a more in-depth analysis of subsets of the respondents. For example, the team was able to dissect the survey data and understand perceptions specific to past versus current participants or by demographic characteristics. This allowed the team to supplement the general results and to make more substantial recommendations to Abriendo Puertas regarding the perceptions of parent participants and volunteers.

3.4.2 SURVEY ANALYSIS RESULTS

As indicated above, the Abriendo Puertas Parent Survey was administered to give the Capstone team a more thorough understanding of one key group of stakeholders – the parents. Abriendo Puertas is largely dependent on its parent participants and volunteers, and understanding their perceptions of the program and services provided is necessary to ensuring healthy expansion.

3.4.2.1 RESPONDENT DEMOGRAPHICS[13]

In total, 43 parents responded to the Survey – 26 current participants and 17 former participants, as shown in Table 2 below.

	Number	Percent
Former Participants	17	39.53
Current Participants	26	60.47
Total	**43**	**100.00**

Table 2 Composition of Respondents

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[13] Throughout the Survey analysis, parent participants and volunteers will be collectively referred to as "parent participants".

Respondents were asked several questions about their personal characteristics to determine the demographics of the overall sample.[14] The vast majority, 41, were female, with only two male respondents.   This was expected as Abriendo Puertas had previously indicated that the majority of the parents involved in the program are female. Most of the respondents fell between the ages of 40 and 49, and all respondents were between ages 30 and 59.   Furthermore, most survey respondents had two or three children.   Just over half of the respondents had a high school diploma or less and few had pursued education beyond a Bachelor's degree. Current participants seem to be slightly more educated than the former participants surveyed, but the difference was not large enough to be statistically reliable.

3.4.2.2 RESPONDENT PARTICIPATION IN ABRIENDO PUERTAS

The vast majority of respondents – 81 percent – was introduced to Abriendo Puertas by their child's school and was largely motivated to participate in Abriendo Puertas to learn more about educational opportunities for their child, or how to ensure their child was able to go to college.[15] Both current and former participants of the program shared these characteristics. It is interesting to note that the parents surveyed are looking beyond high school for their children when it seems that most have children still in high school or even middle school. It appears that respondents want more for their children than they had, since few respondents have education beyond a high school diploma. This could also be explained by how Abriendo Puertas markets itself. The program puts more emphasis on going to college than graduating from high school, so parents who want their children to go beyond high school would be more likely to join the program.

The majority of respondents stated that they had spoken to their child about attending college before participating in Abriendo Puertas. This provides further evidence that respondents were thinking about college before they participated in Abriendo Puertas, which suggests that parents who want their children to go to college are more likely to participate. Additionally, most parents stated that their child had expressed an interest in college prior to involvement in Abriendo Puertas classes.[16] This could mean parents who are already involved in their child's education, whether it be through school or at home, seem to be more likely to participate in Abriendo Puertas. Or, the parents surveyed were motivated by their children to attend Abriendo Puertas classes. However, although most respondents are speaking with their children about college, the majority of both current and former participants' children have not attended college.[17] While there are many interpretations of these data, it is likely that the children of the parents surveyed are too young to attend college. When the team looked at the responses of where children attended school, most parents indicated their children were attending high school

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[14] Please see Tables 22-26 in Appendix Three.
[15] Please see Tables 2 and 3 in Appendix Three.
[16] Please see Tables 5 and 6 in Appendix Three .
[17] Please see Table 7 in Appendix Three .

and middle school. This does not necessarily imply anything about the impact that Abriendo Puertas had on the educational future of respondents' children. Regardless, all but two respondents felt that Abriendo Puertas has helped them to become more involved in their child's education, whether through increased information on how to support their child's education or how to better communicate with and motivate their child.[18] This finding can speak to the effectiveness of Abriendo Puertas, but only in terms of the 43 respondents. Furthermore, when asked if respondents felt like they were making a difference by helping Abriendo Puertas, 39 responded yes.[19]

The Survey also revealed that all but seven of the current and former participants surveyed had completed the four core classes.[20] This finding suggests many of the respondents have been involved with Abriendo Puertas for a while and there are not many new participants in the sample. Although having a sample that has fully experienced the program is helpful, it would also be helpful to see if new participants feel the same or are facing any barriers to participation. The sample also shows that less than half of the respondents transitioned from parent participants to parent volunteers and subsequently taught classes. However, more current participants have transitioned into teaching classes than former participants. This could mean Abriendo Puertas' model is not working as expected or parents are unaware of the possibility of teaching classes to other parents. Another explanation could be that most parents do not have enough time to devote to Abriendo Puertas.

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	14	53.85	13	76.47
Yes	12	46.15	4	23.53
Total	**26**	**100.00**	**17**	**100.00**

Table 3 Did the respondent teach lessons or classes?

Most current participants, and a majority of past participants, have performed other tasks such as handing out informational literature or talking to other parents about Abriendo Puertas.[21] Current participants also seem more likely to bring friends to meetings than former participants, as evident in Table 4.

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	7	26.92	11	64.71
Yes	19	73.08	6	35.29
Total	**26**	**100.00**	**17**	**100.00**

Table 4 Did the participant bring friends to meetings?

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[18] Please see Tables 8a and 8b in Appendix Three.
[19] Please see Table 14 in Appendix Three.
[20] Please see Table 9 in Appendix Three.
[21] Please see Tables 10a-10e in Appendix Three.

These results seem to suggest that current participants of Abriendo Puertas may have joined the organization with the intention of doing more than the minimum, whereas former participants may have joined Abriendo Puertas simply to attend classes. Although the sample is small and the views of the respondents may not reflect the views of the majority of Abriendo Puertas participants, the survey responses do provide insight as to how Abriendo Puertas can improve its volunteer management, specifically ensuring that more participants become volunteer teachers.

To determine the barriers to participation respondents faced, the Survey included a series of questions about class locations, times, and program support. With regard to class sites, all but two respondents said that the class sites were readily accessible.[22] The times classes are usually held varied widely and included nearly every day of the week, accommodating the majority of parent schedules – only one respondent found their class time inconvenient.[23] Regarding class time, it would be particularly helpful to administer a survey to nonparticipants who are interested in the program, to discover any barriers to participation. Since most of the survey sample has been with Abriendo Puertas for a while, they have likely had some say in when meetings are held, so they would be more likely to say the times are convenient. Tables 11a through 11f in Appendix Three show most respondents attended Abriendo Puertas activities at their child's school and almost all parents knew whom to contact if they had questions regarding Abriendo Puertas. Furthermore, most former participants stated they did not need any more information and services from Abriendo Puertas while they were participating, whereas current participants were more likely to desire additional services and information.[24] Former participants stated that the most important reason for discontinuing participation in Abriendo Puertas was a lack of time to participate or lack of communication on Abriendo Puertas' part.[25]

Reason	Number	Percent
Did not have time to participate	6	37.30
Lack of transportation	1	5.88
Lack of communication	4	23.53
Personal Reasons	2	11.76
Finished the classes	1	5.88
Had to go back to work	1	5.88
Did not specify	2	11.76
Total	**17**	**100.00**

Table 5 Reasons Respondents Stopped Participating

Former participants were also more likely to respond in favor of further support from Abriendo Puertas than current participants – likely reflected in their discontinuation of involvement.

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[22] Please see Tables 19a and 19b in Appendix Three.
[23] Please see Tables 21a and 21b in Appendix Three.
[24] Please see Table 13a in Appendix Three.
[25] Please see Tables 4a and 4b in Appendix Three.

3.4.2.3 INFORMATION FROM PARTICIPATION IN ABRIENDO PUERTAS PROGRAM

Since Abriendo Puertas seeks to inform parents about how to help their children through high school and applying to college, the team questioned respondents on their knowledge of the education prior to participating in Abriendo Puertas, as well as their perceptions of the core classes. Of the total respondents, the large majority of parents were unfamiliar with educational processes, including college applications, financial aid or registering for the SAT before attending Abriendo Puertas classes.[26] However, the survey did not measure the respondents' knowledge of these subjects after they took the classes so these findings do not speak to the effectiveness of Abriendo Puertas' curriculum.

Most respondents had positive perceptions of the core curriculum. All but two respondents found the material presented in the classes to be easy to understand and accessible; all respondents found the information presented in classes to be helpful.[27] Most former participants said they did not need any other information or services while in the program. This could mean they were satisfied with the information they received in the program and could have played a part in their decision to stop participating. However, when current participants were asked the same question, most – over 73 percent – responded that they would like more information and services, including additional contact information and further information regarding applications.[28] One possible interpretation of these findings it that current participants were more dedicated to learning as much as they could to help their children; another possible interpretation is that they were not as confident in their abilities to help their children as former participants.

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	7	26.92	13	76.47
Yes	19	73.08	4	23.53
Total	26	100.00	17	100.00

Table 6 Did respondents want any additional information or services?

3.4.2.4 DIFFERENCES BETWEEN CURRENT AND FORMER PARTICIPANTS

Surprisingly, there seemed to be little difference in the responses between former and current participants with regard to their demographics and views of the Abriendo Puertas program. In fact, there were only three instances that required further investigation to assess how different current participants were from former participants; the education level of respondents, the

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[26] Please see Tables 15a-15d in Appendix Three.
[27] Please see Tables 16 and 17 in Appendix Three.
[28] Please see Tables 18a and 18b in Appendix Three.

information and services respondents desired beyond those Abriendo Puertas currently offers, and whether or not the respondent had brought a friend to an Abriendo Puertas meeting.

| | Current Participants | Former Participants | t-test |
	Mean Response	Mean Response	t-score
Parent level of education	2.84	2.12	1.46
Did respondents want more services or information from Abriendo Puertas?	.73	.24	3.58**
Brought friends to meetings	.73	.35	2.54*

*Significant at the p<.05 level; **Significant at the p<.01 level

Table 7 T-tests to Find Significant Differences Between Current and Former Participants

As shown in Table 6, current participants were much more likely than former participants to say they wanted more information and services from Abriendo Puertas. This means current participants could be sticking with the program in the hopes that Abriendo Puertas will offer more classes or train them to teach classes. Abriendo Puertas should capitalize on this group because if they desire more services, they are likely dedicated to participating in the Abriendo Puertas program in the long-term and represent a group of prospective teachers for the organization. Current participants were also significantly more likely to report bringing friends to meetings than were former participants. This could mean they are believers in the program and want their friends to reap the benefits of joining Abriendo Puertas as well. Once again, the current participant respondents seem to be helping the program work. Regardless of their differences in motivations, it appears that there are few significant differences in the demographic make-up of each group; there was no statistically significant difference in the education level of current and former participants.

3.4.2.5 SUMMARY OF FINDINGS

Overall, the parent participants and volunteers surveyed responded positively when questioned about Abriendo Puertas, their experiences, and its program and services. However, survey results also revealed weaknesses in Abriendo Puertas' program, notably in its communication efforts. Differences between current and former participants were only evident in the extent to which respondents bring friends to meetings and want more information and services from Abriendo Puertas. Current participant respondents were significantly more likely to bring friends to meetings and want more information and services from Abriendo Puertas, whereas former participants were significantly less likely to respond in this manner. Although this information can help inform the EMM, Abriendo Puertas should exercise caution when using information from the survey given the small sample size and other limitations.

3.4.2.6 LIMITATIONS OF SURVEY FINDINGS

The findings from the Parent Survey cannot and should not be construed as evaluating the effectiveness of Abriendo Puertas or be generalized to all of Abriendo Puertas' parent

participants and volunteers. The findings can only be applied to the 43 respondents who participated in the survey. The number of volunteer contacts received from Abriendo Puertas (239 parents) was not sufficient to generate representative findings for the estimated number of parents served by Abriendo Puertas (10,000 parents). If this population estimate is correct, Abriendo Puertas would need a sample size of about 370[29] parents for the sample to be representative. Therefore the given sample size (43 parents) cannot be considered representative of the Abriendo Puertas parent population.

Also, the sample cannot be considered random because the team was not given all of Abriendo Puertas' parents' contact information, and not all parents had an equal opportunity of being selected to participate in the survey. This means the survey may suffer from selection bias and the results could be more positive or negative than if the entire population was surveyed. For all of these reasons, the team urges Abriendo Puertas to use caution when referring to these results and recognize that the results are only applicable to the 43 parents surveyed.

This survey also did not include potential Abriendo Puertas participants (people that have never participated in Abriendo Puertas). This limited the survey findings; they do not speak to what the general population wants in terms of a parent engagement program, or what information they would want presented to them in classes. In future survey administrations, the team suggests Abriendo Puertas survey individuals outside of the program to see what steps it needs to take to attract more people to participate.

3.5 DEMOGRAPHIC ANALYSIS

A key component of an expansion plan for Abriendo Puertas is the identification of potential school districts for expansion. To supplement the EMM with potential client school districts, the team conducted a demographic analysis of past and current Abriendo Puertas client school districts, as well as Texas school districts at-large. Using data from both the 2000 United States Census and the Texas Education Agency (TEA), the team analyzed the demographic data of past and current client districts, finding demonstrated similarities in the service populations, which were then extrapolated to determine similar districts in Texas. Data analyzed from the TEA covered the 2010 reporting year. The subsequent analysis was conducted through the compilation of data on school districts throughout Texas, with specific attention to those school districts which matched Abriendo Puertas' past and current clients and service area features using propensity score matching methodology.

To begin, the team used Census data to identify those cities in Texas with the largest Hispanic populations. This narrowed the scope of the in-depth evaluation of further demographic characteristics. This factor was determined by Abriendo Puertas' mission and focus on Hispanic

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[29] This is with a 95 percent confidence level.

parents. The team then used specific characteristics to identify potential future client districts for Abriendo Puertas through propensity score matching methodology.

Propensity score matching is a statistical strategy used to identify an experimental control group in instances where random assignment is not possible. This method allows the researcher to compare participants with a similar group of nonparticipants, isolating the effects of a program, in this case, Abriendo Puertas' core classes. The method allows the researcher to be reasonably confident that differences in outcomes are the result of the program, rather than a set of endogenous variables. In the context of Abriendo Puertas, propensity score matching identified the traditional public school campuses that would be the most similar to past and current client school districts, thus identifying school districts that may be candidates for the program.[30] The data used for this analysis was compiled from the Texas Education Agency's Academic Excellence Indicator System's 2010 dataset. The analysis includes all client school districts, past and present, to create an accurate representation of Abriendo Puertas' service/treatment population.

Two threshold variables were identified to limit the propensity score matching analysis. With the exception of Lasara ISD, each of the school districts currently served by Abriendo Puertas has more than 5,000 students and is classified as "large" for funding purposes. Therefore, the propensity score matching analysis was limited to districts with more than 5,000 enrolled students in 2010. This threshold restricted the propensity score matching results to those districts that are similar to current Abriendo Puertas districts and have the capacity to provide a population of parent participants—ensuring that each district could support Abriendo Puertas' fee-for-service model. The second threshold variable was the portion of Hispanic students compared to total enrollment.[31] Only schools with Hispanic student population shares equal to or greater than those of the current client districts were considered, also to ensure a treatment population large enough for the program to be successful.

Based on past and current client districts, certain other characteristics likely signal a demand for a program such as Abriendo Puertas. These characteristics increase the probability that the districts identified in the following analysis have populations which would be receptive to Abriendo Puertas' program. The factors included:

- Hispanic student population share,
- Hispanic dropout rate,
- At-risk student population share, and
- Limited English proficiency (LEP) population share.

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[30] For more on propensity score matching, see Dehejia and Wahba (2002), "Propensity Score Matching Methods for Non-experimental Causal Studies," Review of Economics and Statistics, 84(1), 151-61.

[31] To avoid discrepancies in school district student population size, percent variables were used instead of total enrollment. This method creates standardization among the data for ease of analysis and comparability between districts.

These four distinct variables are utilized in the propensity score matching analysis. The inclusion of the percent of Hispanic students is important to identify the districts that have large *Hispanic student populations*, the target population for the program. Although Abriendo Puertas seeks to move away from being considered a "Hispanic-only" service organization, Hispanic students are the foundation of the program and are the population Abriendo Puertas has demonstrated success in reaching historically.

Hispanic dropout rates were also considered in the propensity score matching model. Because Abriendo Puertas is a dropout prevention program, this variable is perhaps the most important. With the exception of two school districts, Abriendo Puertas currently serves districts with longitudinal Hispanic dropout rates[32] above the state average. Therefore, school districts with Hispanic dropout rates above the state average provide a significant opportunity for Abriendo Puertas to administer its program in potentially high-impact areas.

Abriendo Puertas also typically works with a population described as *at-risk* of dropping out of school. **At-risk students** are defined as those 21 years old and younger who also possess one or more of the following characteristics:

- Failure to advance in grade level for one or more years,
- Demonstrated difficulty in maintaining passing grades in class or on assessment tests,
- Pregnancy or parenthood,
- Previous placement in an alternative education program or expulsion,
- Previous occurrence of dropping out,
- Homelessness,
- *Limited English proficiency,*
- Past or current residence in a residential placement facility (such as a detention facility, a substance abuse treatment facility, foster group home, etc.),
- Current placement on parole, probation, deferred prosecution, or other conditional release (or is in the custody or care of the Department of Protective and Regulatory Services, or has been referred to said department), and
- Failure to perform satisfactorily on a readiness test or assessment administered during the school year if the student is in prekindergarten, kindergarten or grades 1, 2, or 3 (Texas Education Agency 2011a).

The percentage of at-risk students within each district was considered in the analysis. Dropout prevention literature continuously demonstrates an inherent link between at-risk students and high school dropout rates. Not only does this variable identify the districts in which students are at high risk for dropping out of school and could likely benefit from a prevention program, but it

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[32] This longitudinal dropout rate provides the percentage of Hispanic students from the freshman class of 2005-06 who dropped out before completing their high school education.

also shows many Hispanic students that are considered particularly at-risk due to limited English proficiency.

The next variable utilized for propensity score matching was the percentage of students with *limited English proficiency* (LEP). Most of these students receive bilingual or English as a second language instruction (Texas Education Agency, 2011b). Abriendo Puertas programs are available in both English and Spanish to parent participants, with the majority of classes taught in Spanish. This observation mirrors the results of the LEP variable, which shows that many of Abriendo Puertas' client school districts have a relatively large proportion of LEP students.

Location	Percent Hispanic	Percent At-risk	Percent LEP	Hispanic Dropout Rate
Texas State Average	46.39	49.33	15.79	9.46
Alice ISD	92.81	50.39	4.43	15.7
Brownsville ISD	97.67	55.27	31.00	9.4
Edinburg CISD	97.10	65.77	34.19	11.8
El Paso ISD	81.27	56.47	28.89	12.8
Fort Worth ISD	60.50	68.48	28.64	17.8
Harlingen ISD	89.68	55.87	13.08	11.3
Houston ISD	61.8	63.45	30.96	17.4
La Joya ISD	99.23	70.95	46.34	12.5
Lasara ISD	96.7	49.9	9.55	n.d.
Laredo ISD	99.24	83.64	64.11	14
Los Fresnos CISD	61.80	63.45	30.94	4.7
McAllen ISD	91.91	65.33	27.39	17
Mission CISD	98.69	60.74	24.28	6.4
PSJA ISD	98.61	73.71	27.39	5.6
Raymondville ISD	97.88	48.18	8.88	25.6
Santa Rosa ISD	98.18	73.9	16.5	6.7
Weslaco ISD	97.9	62.05	24.28	12.3

Table 8 Current School District Characteristics

Overall, the propensity score matching methodology generated a number of school districts with similar characteristics to those currently served by Abriendo Puertas. Using the four variables listed above, the model provided hundreds of school districts and propensity score values. To limit this list, four metropolitan statistical areas were chosen based on overall Hispanic

population[33] and proximity to current Abriendo Puertas districts. By focusing on these four areas, groups of school districts were more readily identified for potential expansion. The 14 school districts discussed below exhibit a close propensity score to current Abriendo Puertas districts or have a propensity score that fell between two currently served districts. While this list provides school districts similar to current Abriendo Puertas service districts, this list is not exhaustive; it should merely serve as an indication of school districts that may prove successful for future expansion.[34]

3.5.1 DEMOGRAPHIC ANALYSIS RESULTS

Based on statewide data retrieved from the Texas Education Agency's *Academic Excellence Indicator System* (2011a), the team considered factors regarding Abriendo Puertas' current locations, its mission and capacity to expand, and other variables vital to successful implementation – such as the use of a volunteer coordinator – to determine potential expansion sites for Abriendo Puertas. As such, to facilitate the technical aspects of service expansion, the demographic analysis focused on sites which demonstrated important similarities and were easily accessible from current Abriendo Puertas districts. Physical proximity was considered to facilitate the use of a volunteer coordinator capable of serving all locations.[35] Also, as Abriendo Puertas' program does not necessarily only affect parents within the boundaries of its client district due to the volunteer-based model, targeting services at several districts in an area could result in a more successful implementation of the program.

> Potential program expansion sites include
> - *San Antonio area districts,*
> - *Corpus Christi area districts,*
> - *Dallas-Fort Worth area districts,* and
> - *South Texas area districts.*

3.5.1.1 SAN ANTONIO AREA

The San Antonio area has the largest number of potential school districts for expansion.[36] Each district has a significantly larger Hispanic student population than the state of Texas, larger percentages of students at risk of dropping out, and several have large numbers of limited English proficiency students. These districts also have a dropout rate several points above the state average – in some cases nearly double.

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[33] U.S. Census data was used to identify areas with large Hispanic populations in Texas.
[34] Please see Appendix Five for a full description of the propensity score matching model.
[35] Please see Figure 1 in the above section, which details Abriendo Puertas' current and past client school districts.
[36] While the client is currently targeting the San Antonio area for client districts, the region was included because no districts are currently serviced by Abriendo Puertas.

Area One - San Antonio	Percent Hispanic	Percent at-risk	Percent LEP	Hispanic Dropout Rate
Edgewood ISD	97.84	72.37	18.85	16.8
Harlandale ISD	96.05	59.37	14.97	10.8
San Antonio ISD	89.48	68.10	18.19	20.4
South San Antonio ISD	95.86	84.50	18.66	20.1
Southside ISD	86.94	57.33	12.34	15.7
Southwest ISD	89.19	67.23	13.49	13.1

Table 9 San Antonio Area Districts
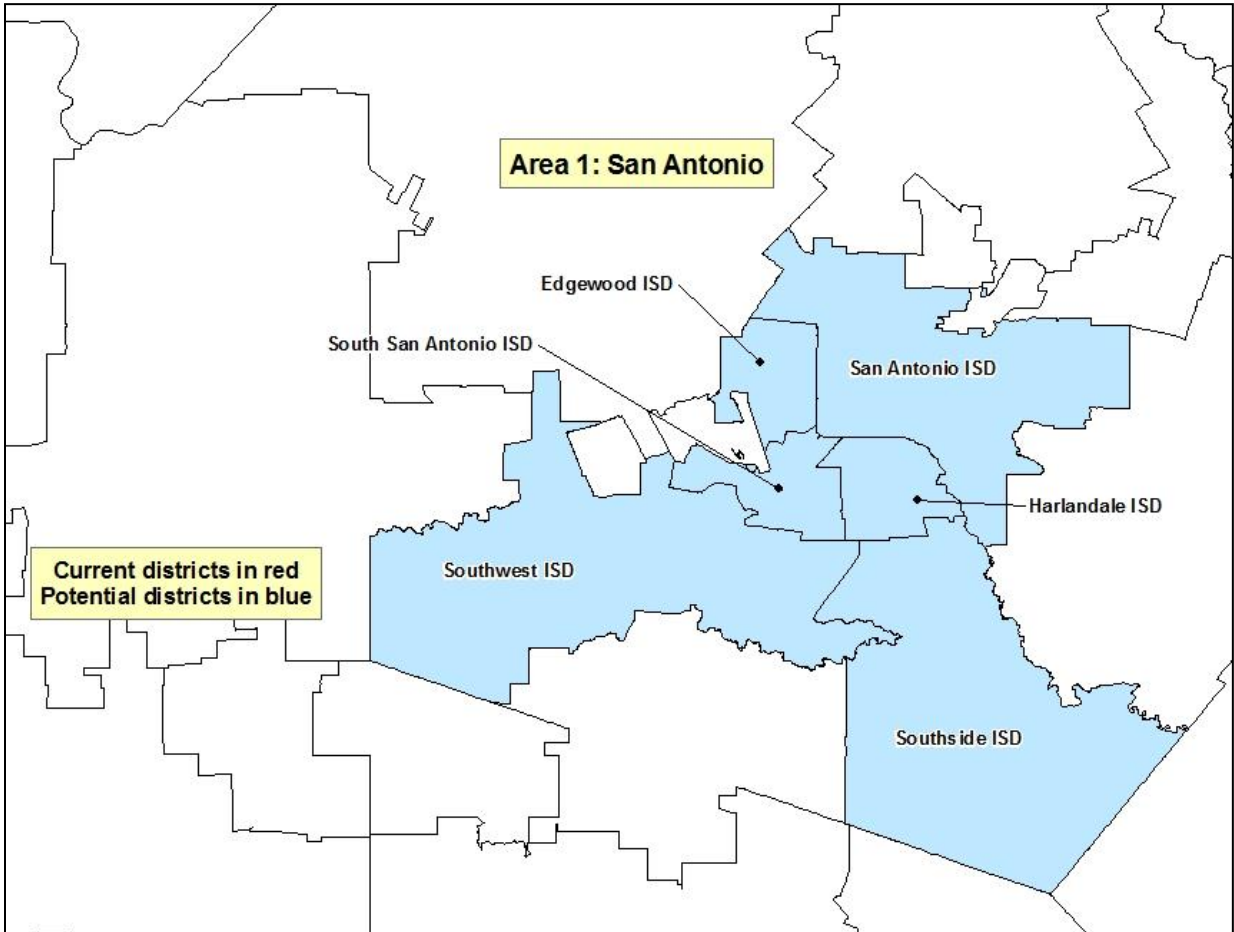
Figure 4 San Antonio Area School Districts; Source: Texas State Data Center, 2009

3.5.1.2 CORPUS CHRISTI AREA

The next area noted for expansion is the Corpus Christi area. This potential expansion area is close to a current Abriendo Puertas client district, Alice ISD, which could facilitate a simple transition across district lines. While only Corpus Christi ISD meets the criteria of the propensity score matching model, other districts in the area may also be viable candidates based

on the large Hispanic populations in these districts. As demonstrated in Table 10 below, this district has sizeable portions of Hispanic youth, high dropout rates, and a large number of limited English proficiency students.

Area Two - Corpus Christi	Percent Hispanic	Percent at-risk	Percent LEP	Hispanic Dropout Rate
Corpus Christi ISD	77.36	52.65	5.29	12.1

Table 10 Corpus Christi Area Districts
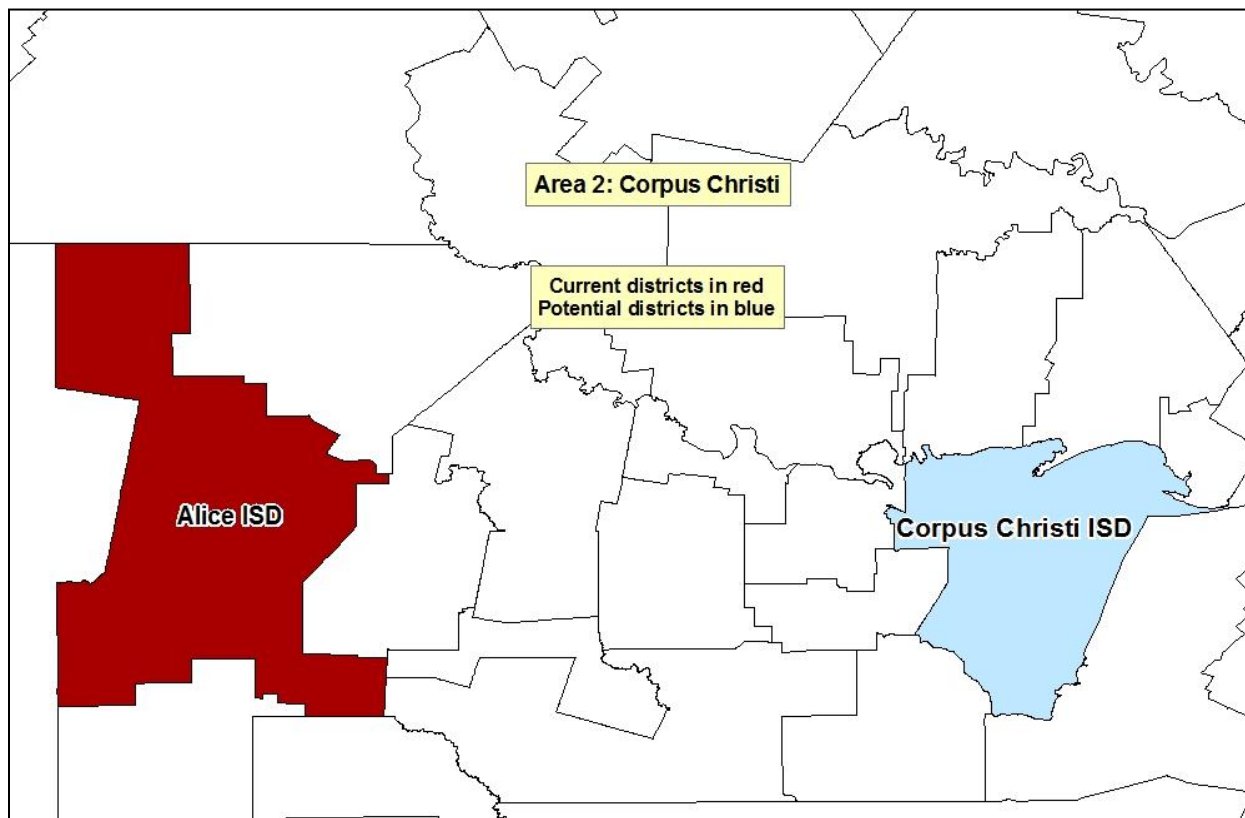
Figure 5 Corpus Christi Area School Districts; Source: Texas State Data Center, 2009

3.5.1.3 DALLAS-FORT WORTH AREA

A third area which Abriendo Puertas should consider expanding to is the Dallas-Fort Worth metropolis, which, in addition to having a large Hispanic population and many at-risk students, also has a higher proportion of LEP students than the state average. It should be noted that Abriendo Puertas has begun to serve certain schools in the Fort Worth area, but there remains significant room for expansion. Although these districts are less predominantly Hispanic than others surveyed, the high percentages of dropouts, students of limited English proficiency, and the number of immigrant students make it a logical site for expansion.

Area Three - Dallas-Fort Worth	Percent Hispanic	Percent at-risk	Percent LEP	Hispanic Dropout Rate
Dallas ISD	67.67	65.53	35.95	18.2
Grand Prairie ISD	63.04	58.27	24.47	11.4
Irving ISD	68.69	66.15	39.31	11.4

Table 11 Dallas-Fort Worth Area Districts
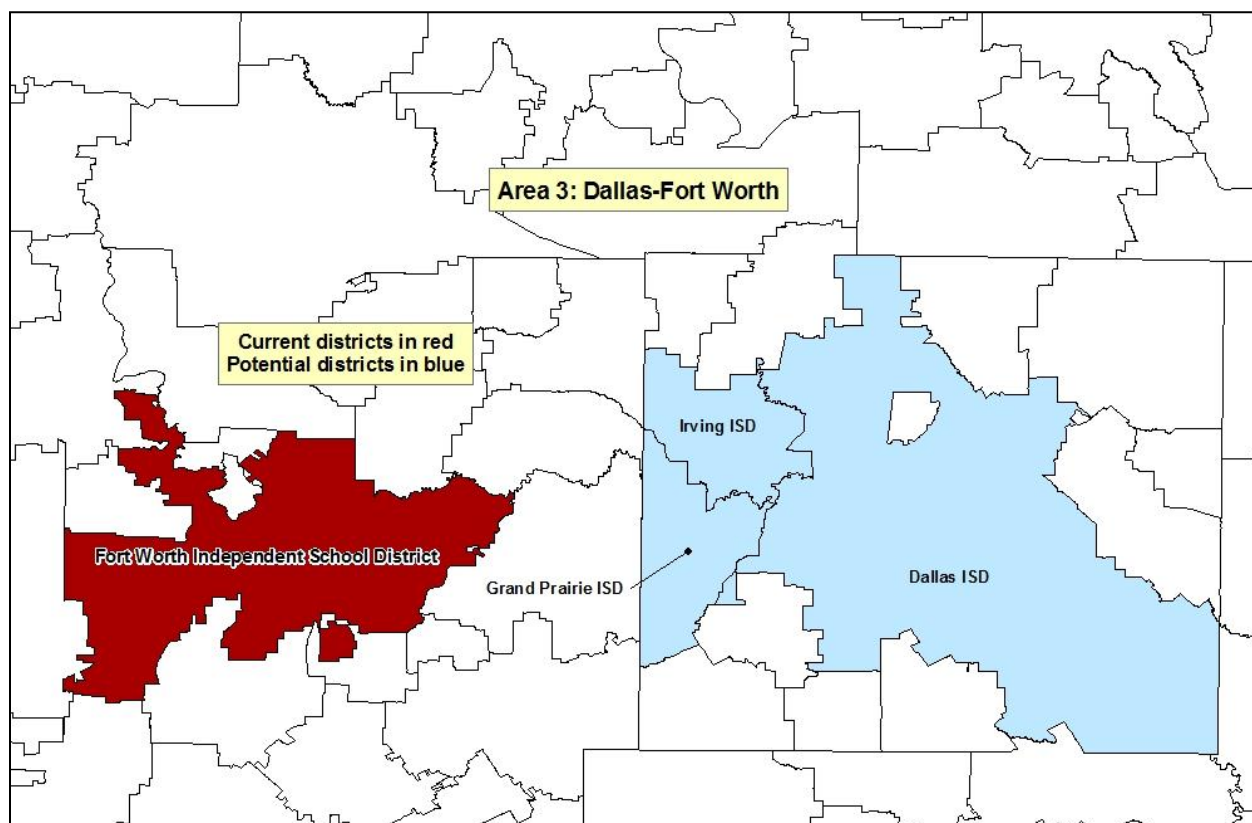
Figure 6 Dallas-Fort Worth Area School Districts; Source: Texas State Data Center, 2009

3.5.1.4 SOUTH TEXAS AREA

The team also recommends further expansion in South Texas around the Edinburg area, including McAllen, which features large numbers of limited English proficiency students, Hispanic student populations, and high drop-out rates, particularly in Edcouch-Elsa ISD.

Area Four - South Texas	Percent Hispanic	Percent at-risk	Percent LEP	Hispanic Dropout Rate
Donna ISD	99.24	80.44	51.59	15.5
Edcouch-Elsa ISD	99.57	69.32	37.89	25.2
Mercedes ISD	99.12	66.71	28.61	11.6
Sharyland ISD	88.80	49.62	26.78	6

Table 12 South Texas Districts

Area 4: South Texas

Current districts in red
Potential districts in blue

Raymondville ISD
Lasara ISD
Edcouch-Elsa ISD
Edinburg CISD
Los Fresnos CISD
La Joya ISD
Mission CISD
Sharyland ISD
McAllen ISD
Pharr-San Juan-Alamo ISD
Donna ISD
Santa Rosa ISD
Mercedes ISD
Harlingen CISD
Brownsville ISD
Weslaco ISD
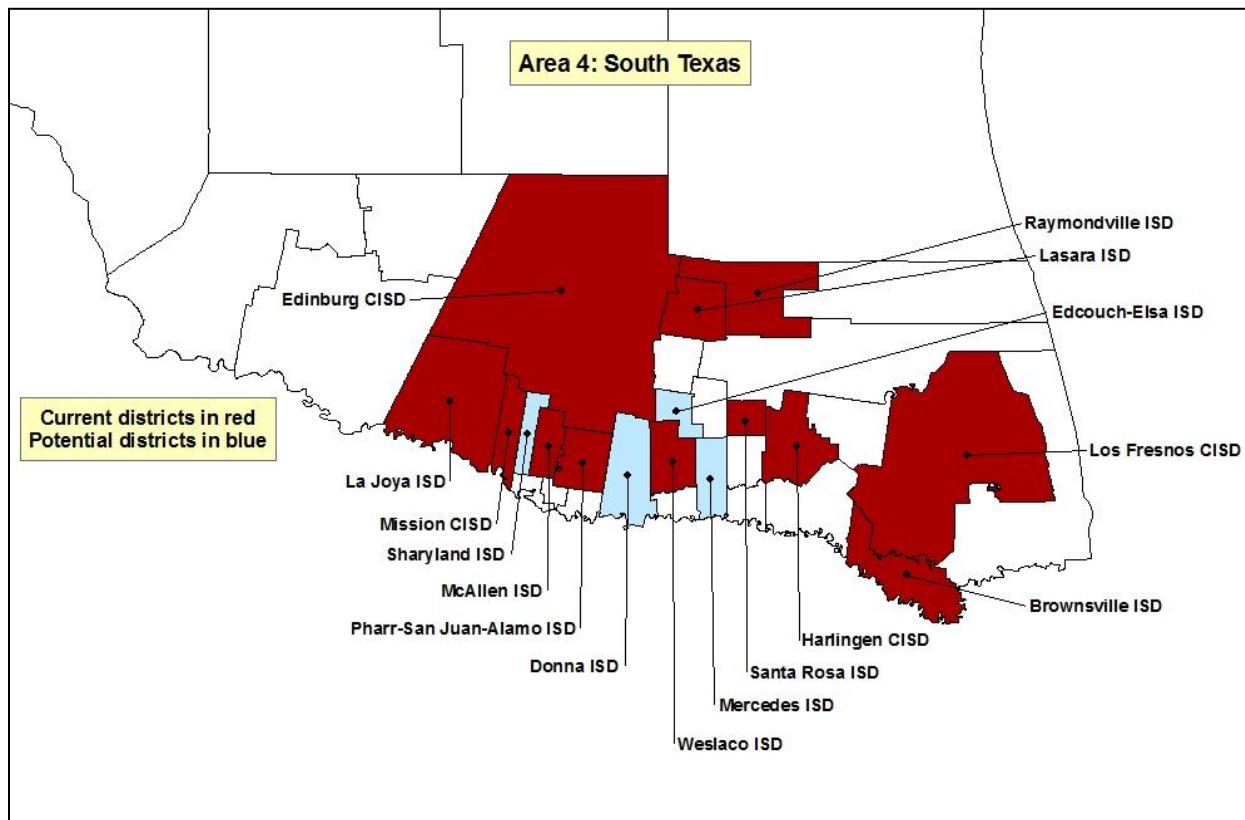
Figure 7 South Texas School Districts; Source: Texas State Data Center, 2009

Overall, the sites identified above are strong options for Abriendo Puertas to consider when determining where to expand its program. Each has large Hispanic and at-risk student populations which could benefit from the program, as well as school districts large enough to support the Abriendo Puertas model. Of course, these potential sites are only recommendations based on data analysis; further investigation by Abriendo Puertas staff will be necessary to ensure that the identified districts are wholly receptive to its services.[37]

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[37] The marketing section of the EMM will illuminate some of the necessary considerations when targeting new markets, *i.e.* school districts.

4. EXPANSION MANAGEMENT MODEL

Abriendo Puertas needs an expansion management model (EMM) to help the organization grow its parental involvement program strategically across the state of Texas. This growth can manifest itself in many ways, either as the solidification of the organization's presence in current client districts, the multiplication of the program's reach through expansion into new districts or cities, or the diversification of program offerings to better meet the needs of its clients. Regardless of the type of growth favored by Abriendo Puertas, the following EMM will allow the nonprofit to ensure that the base of its growth is sound. In this section, each area of focus, beginning with marketing and community outreach, will detail practices, both best practices identified by the team in the literature as well as the current practices of Abriendo Puertas. Then, within each area of focus, the EMM will provide recommendations tailored to the needs of the nonprofit. Finally, a graphic representation of the EMM will provide a visual understanding of the proposed recommendations.

4.1 MARKETING AND COMMUNITY OUTREACH

4.1.1 BEST PRACTICES

An organization's marketing efforts teach its stakeholders, including clients, participants, volunteers, and funders, about the organization's mission and encourage involvement with the organization (Burnett, 2007). Nonprofit marketing enables an organization to communicate effectively with the communities with which it interacts – illuminating its overall goals, purpose, target markets, and outcomes. Without marketing efforts, nonprofits overlook important channels for building effective relationships with key stakeholders. Thus, best practices in nonprofit marketing and community outreach focus on how to enable nonprofit organizations to best communicate with their stakeholders, develop a strategic marketing plan, and integrate it throughout all organizational activities.

To have an effective marketing and communications plan, a nonprofit organization must first have a well-defined mission statement. Without such a mission statement, an organization's marketers cannot create a clear, cohesive, and effective marketing plan to build strong relationships with organizational stakeholders (Renz & Associates, 2010). To draft an effective mission statement, a nonprofit organization must recognize the difference between a mission statement and a vision statement. A vision statement identifies "an organization's optimal goal and reason for existence" as well as "a set of aspirations [nonprofit] leaders hope to achieve" in the future (Foundation Center 2011, n.p.; Kilpatrick & Silverman 2005, 24). Conversely, a well-written **mission statement** defines the organization's *purpose*, identifies the organization's *target market*, and explains the *value* of the organization to the target market (Andreasen & Kotler, 2008; Meshanko, n.d.;Vogt, 1999).

First, an organizational mission statement should be *clear* and simple (Burnett, 2007). Stakeholders are less likely to form meaningful relationships with organizations that have failed to make their intentions clear. An organization's mission statement should also be *operational*. The mission statement should clearly "define what the organization needs to do" to address its given social issue or cause (Burnett 2007, 36). Related to operationalization is *feasibility*; if an organization's mission is too difficult to achieve to be feasible, few stakeholders are likely to support the organization through resources such as time and money (Andreasen & Kotler, 2008). Stakeholders are likely, however, to support organizations with *motivational* or inspirational missions (Sheehan, 2010). Finally, an organization's mission statement should be *unique* and set the nonprofit organization apart from other entities attempting to achieve similar goals and results (Andreasen & Kotler, 2008). Marketers can capitalize upon unique mission statements to create and sustain interest among a nonprofit's stakeholders.

Once an organization has drafted a clear mission statement, the nonprofit must maintain the integrity of its mission by avoiding mission creep. Mission creep occurs when organizations "expand their programs far beyond their . . . original scope, skills, and core competencies – often in response to funding opportunities or staff members' interests" (Jonker & Meehan 2008, 60). Mission creep results in several important consequences for nonprofit organizations. For example, if a nonprofit expanded its programs indiscriminately, then resources, such as funding, staff time, and employee expertise, could be stretched dangerously thin, and the nonprofit could no longer carry out its original programs and achieve its mission effectively (Jonker & Meehan, 2008). As an organization develops programs tangential to its original mission, stakeholders may become confused about the organization's ultimate purpose and their relationships with the organization may weaken (Andreasen & Kotler, 2008). Thus, marketing to stakeholders can become especially difficult if an organization strays from its mission. With the foundation of a solidified mission statement, nonprofits can not only improve their resource development and fundraising, as well as volunteer management practices, but also effectively communicate their mission and goals through strategic marketing.

Successful nonprofit marketing allows nonprofits to benefit from established for-profit marketing methods and address the unique needs of the nonprofit sector. First, nonprofits increasingly face competition from other organizations attempting to achieve similar social goals. By creating and maintaining a positive image through effective marketing communications efforts, nonprofits can successfully solidify a presence in their communities (Bischoff, 2004). Second, effective marketing efforts can help a nonprofit build positive and long-lasting relationships between the organization and its donors, volunteers, clients, and the wider community (Andreasen, Goodstein, & Wilson, 2005; Arnett, German, & Hunt, 2003). Such relationships can aid the

organization in securing donations, recruiting volunteers, and solidifying – and even expanding – the organization's presence in the community. Additionally, an organization's donors often expect some sort of benefit – results or recognition – from their donation (Burnett, 2007). Marketing communication efforts can play an important role in touting program results or recognizing the generosity of donors. For example, program-related brochures can feature positive testimonies from nonprofit clients, and fundraising materials can thank an organization's donors for their support. Finally, marketing efforts push nonprofit organizations to think about their clients as customers, which places the organization's clients in the driver's seat and allows them to play a role in defining the nonprofit's mission (Burnett, 2007).

While marketing efforts can play these important roles for nonprofits, these organizations often face a unique set of obstacles. As a result of fewer resources and less emphasis on capacity-building, nonprofits are limited in their ability to effectively market to their target audience(s). The theories applied to marketing and community outreach in the nonprofit sector are extremely similar to those in the private and public sectors; however, nonprofit organizations often struggle to effectively employ the best practices upon which the majority of other organizations capitalize. Fortunately, adapting commonly-used techniques to the unique goals, environments, and resources of the not-for-profit sector makes marketing more valuable to individual organizations and worth the additional resources required.

4.1.1.1 OBSTACLES TO SUCCESSFUL MARKETING

Implementation of traditional marketing techniques in the nonprofit sector does not automatically ensure success. Nonprofit organizations face unique challenges that hinder the effectiveness of private marketing methods in these settings. Andreasen, Goodstein, and Wilson (2005) acknowledge the transfer of marketing knowledge between sectors and consent that conventional marketing can be effective in the nonprofit sector. Nonetheless, the nonprofit marketing literature identifies several key differences between the private and nonprofit sectors that can hinder the effectiveness of conventional marketing efforts in the third sector (Andreasen, et al., 2005; Arnett et al., 2003; Bischoff, 2004; Burnett, 2007).

> **OBSTACLES TO SUCCESSFUL**
> **NONPROFIT MARKETING**
>
> 1. Reluctance to invest in capacity building
> 2. Limited budgets
> 3. Lack of strategic planning
> 4. Difficulty defining products
> 5. Limited staff member expertise
> 6. Unique target audience motivations

First, nonprofit organizations often hesitate to invest in capacity building. Nonprofits often emphasize program outputs and outcomes rather than the internal strength and structure of their organization (Andreasen et al., 2005). As a result, sometimes nonprofit organizations fail to recognize that to achieve their goals over the long-term they must invest in a strong and healthy

organization, in which marketing plays an important role as a relationship builder, a fundraising instrument, and an expansion tool.

Second, nonprofit organizations often face limited budgets when compared to their private sector counterparts (Andreasen et al., 2005; Henley, 2001a). While many private businesses, and especially large corporations, have large chunks of their revenues – maybe millions of dollars – to spend on marketing efforts, nonprofit organizations are limited to the fruits of their own resource development efforts. Given such limited funds, they often feel that the most efficient use of their money is to work toward their program goals, not to invest in marketing (Burnett, 2007). Thus, their marketing budgets are either nonexistent or minimalist. Furthermore, as a result of limited resources, nonprofit marketing often fails to reach each of an organization's target audiences.[38] In the nonprofit sector, marketing is typically tied to fundraising or fund development and generally not to communications with clients or volunteers, which makes transferring the same techniques to audiences with different needs difficult (Pope, Isley, & Asamoa-Tutu, 2009).

Third, many nonprofit organizations fail to integrate their marketing goals into their other strategic planning efforts (Andreasen et al., 2005). Because the overall focus is on program outcomes, marketing budgets are small and marketing efforts are often not deemed important enough to include in the strategic plans of nonprofit organizations. This attitude further relegates marketing to an afterthought within the organization.

Fourth, nonprofit organizations rarely promote easily-defined products or services (Andreasen et al., 2005; Chiagouris, 2005). A nonprofit agency, for example, can seldom buy a 30-second commercial spot, demonstrate its product or service, and expect the public to understand its organization and mission. Therefore, the little marketing that is undertaken is often ineffective because such complicated products and/or services need extensive marketing capital to create awareness and action upon the part of the organization's target audience – its donors, clients, and volunteers. Larry Chiagouris (2005) claims that an exemplary nonprofit succeeds only because "[its] target audiences know who [it is] and what [it] stand[s] for" (p. 30). These nonprofits represent a unique "brand" that customers can easily identify.

A fifth challenge nonprofit organizations face relates to human resources: many nonprofits do not have the funds or organizational structure to support a full-time marketing staff member (Burnett, 2007). Thus, the marketing function is often passed to a staff member who has other responsibilities and has little time to devote to creating and sustaining a cohesive marketing plan. For a nonprofit organization to implement a successful marketing campaign, it must have someone with the expertise and time to devote to the marketing function (Burnett, 2007).

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[38] "[A]ll individuals, groups, and institutions that receive the marketing message and employ this information either as a basis for making the product decision or in some way employ it to evaluate the sponsoring business." (Burnett, 2007, p. 206)

Finally, unlike for-profit organizations, nonprofits must be aware of the unique motivations of their volunteer and donor base, more specifically that these audiences often value social and relational – over economic – benefits associated with the organization (Arnett et al., 2003). Understanding what motivates each of a nonprofit's target audiences allows the organization to develop a strategic marketing plan that successfully reaches each group individually and encourages their active contributions and/or involvement with the organization.

Overall, marketing for nonprofits does differ markedly from for-profit companies. Nonprofit organizations, especially smaller nonprofits, are typically working with fewer resources and targeting broader client bases than most public companies, and as such have different goals and environments within which they operate. However by being aware of the aforementioned common obstacles and adapting strategies to supplement a nonprofit's lack of staff, expertise, time, and funding, a nonprofit can apply the best practices of the marketing literature to implement a clear marketing message (Pope et al., 2009). While nonprofits may see marketing as a drain on resources, allocating increased resources toward marketing efforts can significantly increase overall community impact. For instance, nonprofits can prioritize marketing efforts, devoting resources only to the most pressing issues, or hire part-time staff to supervise marketing coordination.

4.1.1.2 MARKETING TO HISPANIC/LATINO POPULATIONS

Despite the eccentricities of the nonprofit sector, general marketing theory and strategy can be effectively applied to the needs of not-for-profit organizations, even a growing education-based nonprofit like Abriendo Puertas that reaches out to Hispanics/Latinos. While the marketing literature does not identify special practices or concerns for an education-based organization as small as Abriendo Puertas, the marketing literature *does* address specific concerns related to marketing to Hispanic/Latino target audiences (Cartegena, 2006; Herbig & Yelkur, 1998; Korgaonkar, Karson, & Lund, 2000). Because many, if not all, of Abriendo Puertas' clients and volunteers are Hispanic or Latino, the organization must be aware of special concerns that arise when marketing to these groups.

Most importantly, nonprofit organizations reaching out to Hispanics must understand their assimilation patterns (Cartegena, 2006; Herbig &Yelkur, 1998; Westlund, 2009). Because of the proximity of their countries and cultures of origin, many Hispanics do not assimilate fully into American society. Marketers must respect these cultural differences and reach this target audience through marketing tools that speak specifically to Hispanic cultures. Thus, nonprofit marketing professionals cannot assume that marketing efforts aimed at other groups will translate well to the Hispanic community (Herbig & Yelkur, 1998; Korgaonkar et al., 2000). Herbig and Yelkur (1998) suggest reaching out to Hispanic clients through grassroots efforts. Hispanics typically respond well to community-based marketing efforts because such efforts complement the communality of many Hispanic cultures (Herbig & Yelkur, 1998).

Nonprofit organizations working with Hispanics must also understand that the Hispanic population in general is very diverse as well as the differences between foreign-born and U.S.-born Hispanic clients (Cartegena, 2006; Herbig & Yelkur, 1998; Westlund, 2009). Herbig and Yelkur (1998) identify four major Hispanic subgroups in the United States: Mexican, Cuban, Puerto Rican, and Spanish-speakers from Central and South America and the Caribbean. Hispanics in the United States represent myriad cultures and countries, and marketers must understand these differences and market to their specific target audiences accordingly. For example, marketing to the Cuban-American population should be approached differently from efforts to reach the Mexican-American population, which is the predominant Hispanic population in Texas.

4.1.1.3 STRATEGIC MARKETING

While the nonprofit environment and Hispanic target audience pose distinct marketing challenges to Abriendo Puertas, traditional marketing strategies and tools still have much to offer the organization. Most importantly, a comprehensive marketing plan ensures that a nonprofit's outreach efforts will be targeted and effective. The final marketing plan serves as an important resource for all members of the organization (especially those who participate in the marketing function) and encourages institutional memory, despite the high turnover characteristic of nonprofit organizations (Henley, 2001a).

A comprehensive marketing plan includes eight key components:
1. **Mission and goals**
2. **Situation Analysis**
3. **Target Market**
4. **Objectives**
5. **Budgeting**
6. **Strategy**
7. **Implementation**
8. **Evaluation** (Bischoff, 2004; Burnett, 2007, p. 35)**.**

First, marketers must establish the mission of the marketing campaign and identify measurable goals to ensure accountability (Shimp, 2010). These goals must be clear and concise, must identify the aims of the organization for the short- and long-terms, and must be consistently communicated throughout all marketing efforts (Bischoff, 2004).

Next, marketers need a **situation analysis**, which includes a survey of the marketing environment, identification of potential competitors, and an evaluation of consumer wants and needs (Burnett, 2007; Henley, 2001a). In analyzing its environments, the nonprofit should

evaluate internal and external market conditions to understand comprehensively the environment surrounding the organization. Important things to consider are internal values, staff, structures, the funding climate, competition, and external socioeconomic and political factors (Bischoff, 2004). This can be achieved through both primary research such as interviews, and secondary research, which demonstrates the external climate of the organization.

Once the situation analysis is complete, marketers can establish their target market and determine to whom they are marketing their product or service. This **target market** should be based on the overall goals of the organization and should include more than basic demographics, but also the values, attitudes, reasons for involvement of the audience, and how to effectively motivate them (Bischoff, 2004; Shimp, 2010). Furthermore, for nonprofits this target market can include several target audiences, all of whom are motivated by different needs and goals (Arnett et al., 2003). With this target market in mind, the marketer must devise a strategy within the given budget constraints that uses the marketing tools shown in Table 13 below, which are most likely to reach the given target audiences (Shimp, 2010).

Communication Channel	Tools
Media Advertising	Television, Radio, and Print
Direct Response and Interactive Advertising	Direct mail, Telephone solicitation, Internet
Place Advertising	Billboards, Posters
Consumer-Oriented Promotions	Samples, Discounts, Premium offers
Event Marketing and Sponsorships	Sporting events, Causes, Fairs/festivals
Marketing-Oriented Public Relations/Publicity	News stories, Editorials, Feature articles
Personal Selling	Door-to-door, Telemarketing

Table 13 Nonprofit Marketing Tools**;** Source: Shimp, 2010, p. 7

An effective strategy will capitalize on the market research and engage and motivate the target audiences through appropriate promotion and communication tools. Specifically for nonprofits, strategies must be adaptable to the various audiences encountered – clients, volunteers, and donors (Bischoff, 2004). Additionally, nonprofits must remember that marketing is crucial to sustaining a healthy business, and while marketing plays a key role in any nonprofit's fundraising efforts, it is important that the organization is able to differentiate marketing from fundraising (Pope et al., 2009).

Finally, prior to, during, and after a given marketing campaign, marketers should evaluate the efficiency and effectiveness of the campaign, using surveys, focus groups, or interviews with members of the organization's target audiences (Shimp, 2010). Through these measures, nonprofits should be able to adapt services and programs to the needs of their target audiences, as well as facilitate significant relationships that will not only encourage further community outreach, but also develop important ties that will sustain nonprofits within their communities. Furthermore, regular evaluation allows the marketing strategy to be adjusted for changes in resources and the internal and external needs of the nonprofit (Bischoff, 2004). The figure below represents the eight key components of a successful marketing plan.

Figure 8 Marketing Plan; Source: Burnett, 2007, p. 35

Marketing experts have identified five key characteristics of any effective marketing plan, and successful practitioners include these important features in their marketing strategies (Shimp, 2010).

COMPONENTS OF AN EFFECTIVE

MARKETING CAMPAIGN

1. Start with the customer
2. Use relevant communication channels
3. Speak with a single voice
4. Build relationships
5. Affect behavior
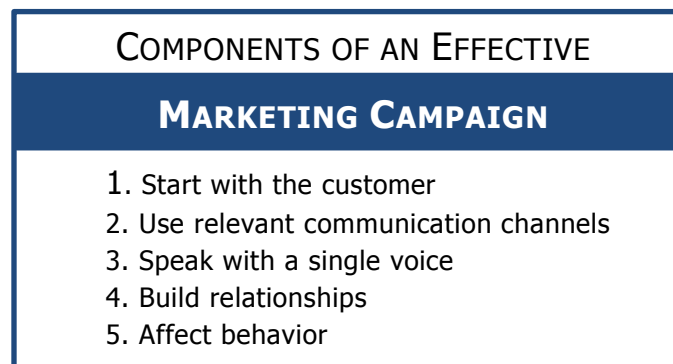
The first tenet of an effective marketing campaign demands that marketers "start with the customer," which is why accurately defining a nonprofit's target market is so crucial (Shimp, 2010). A campaign can be successful only if it targets the right people using the appropriate tools. Not all marketing tools will be relevant to the target market, and marketers must determine the relevant communication channels to ensure a campaign's success (Henley, 2001b; Shimp, 2010). Regardless of the marketing tools used, all marketing messages must "speak with a single voice" and promote a consistent image of the organization and its services (Shimp, 2010). In addition, all marketing messages must aim to build relationships and encourage interaction between the target market and the nonprofit organization. Ultimately, these relationships and opportunities for interaction encourage the target market to change its behavior

and respond to the nonprofit's marketing messages through donations of time or money (Andreasen et al., 2005; Arnett et al., 2003).

Using these five tenets as a strong foundation, marketing professionals combine the promotional tools available to them to create a comprehensive and successful campaign. These principles allow nonprofits to reinforce the components of a marketing campaign, supplementing each of the above steps and ensuring that by keeping these standards in mind, organizations remain consistently engaged with their audiences (Shimp, 2010). A successful marketing plan facilitates the other components of capacity building by ensuring that the organization's mission and goals can be effectively communicated.

4.1.2 ABRIENDO PUERTAS CURRENT PRACTICES

Abriendo Puertas is working diligently to diversify its funding sources and become more stable and independent. While the organization recognizes the importance of donor prospect research and developing an online donation system, it has yet to recognize that board member development is also an essential building block for improving funding diversification. As this section will outline, Abriendo Puertas' current practices in resource development and fundraising demonstrate the need for growth in board member involvement and continued efforts in other areas of the organization's fundraising process.

4.1.2.1 MISSION STATEMENT

The best practices above indicate the significance of a well-defined mission statement. Without a clear understanding of the nonprofit's purpose, target market, and importance to the community, a nonprofit will struggle to comprehensively market itself to its stakeholders, hindering not only effective marketing strategies but also resource development, fundraising, and volunteer management. Currently, Abriendo Puertas' mission statement has more in common with a vision statement than a true nonprofit mission statement. The organization's mission statement identifies the nonprofit's ultimate goal – "to become the premier parental engagement organization" – rather than clearly and explicitly identifying the organization's purpose, target market, and value to target market members.

Furthermore, Abriendo Puertas recently modified its original mission statement, and the organization is still attempting to operationalize the change from "parental engagement" to "family engagement." At the nonprofit's February brainstorming session, Abriendo Puertas employees and clients agreed that such a mission shift would be incredibly challenging due to the additional resources – time, money, expertise – necessary to implement such a change in the organization's purpose. The change in mission also has a direct impact on Abriendo Puertas' marketing efforts. Expanding from parental engagement to family engagement necessitates a redefinition of the organization's target markets, clients, and marketing strategies. By shifting its

focus, Abriendo Puertas is pulling itself in a different direction and, as such, must be prepared to adjust its message, services, and overall goals. The figure above depicts this problem.

Original Mission Statement:
To be the premier <u>parental engagement</u> organization that provides parents with the training, skills and tools to become the chief advocates for their children and help them become academically successful.

New Mission Statement:
To be the premier <u>family engagement</u> organization in Texas which provides parents with the training, skills and tools to become the chief advocates for their children and help them become academically successful.

Figure 9 Mission Statement

4.1.2.2 STRATEGIC MARKETING

Best practices also emphasize the importance of strategic marketing, based upon a well-defined mission statement, whether through

- Maintaining a positive image in communities,
- Building solid relationships, or
- Successfully targeting an audience for participation or support.

The maintenance of a positive relationship with a target market is crucial to the health of a community-based nonprofit, an understanding that Abriendo Puertas demonstrates. Discussions with the client and the responses from the Assessment Tool clearly indicate that Abriendo Puertas understands the importance of successful marketing strategies. However, as is characteristic of many small nonprofits such as Abriendo Puertas, a lack of resources constricts the organization from affecting a large-scale marketing plan. Nevertheless, Abriendo Puertas demonstrates some important foundational marketing efforts that have helped the nonprofit expand to its current successes. Abriendo Puertas currently promotes its program through

- Personal selling by the chief executive officer,
- The organization's website,[39]
- Print materials.

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[39] www.families4college.org

Personal selling includes one-on-one meetings between the organization's chief executive officer and potential funders or program clients, including district officials and foundation representatives. The organization's website, serving as a source of information about the Abriendo Puertas program, plays a small supporting role in these current marketing efforts, which are also supplemented by prepared print materials. The program website and print materials have cohesive designs and graphics, which complement one another. Furthermore, Abriendo Puertas possesses, and consistently uses, its print marketing materials, which introduce the nonprofit and its mission to potential stakeholders. A formal brochure details the program's successes through testimonials and touts important accolades, which is consistent with marketing literature. Additionally, Abriendo Puertas prepares informational packets, which are hand-delivered to potential clients and donors, and has used a direct mail campaign in the past to contact potential clients.

The official program information is somewhat outdated, however, relaying information that is no longer accurate. Without continuous revision, marketing efforts can become misleading and ineffective, as key stakeholders access information which provides incorrect program details. For an organization working toward expansion, such as Abriendo Puertas, the message it disseminates through its public materials must be as accurate as possible. This will ensure that stakeholders are knowledgeable about the program and its goals.

As noted above, one of the obstacles nonprofits face is being able to differentiate themselves from their competitors. Abriendo Puertas is actively aware of its competition and able to articulate the nonprofit's advantages, including its existing relationships with state and federal entities such as the Department of Education through the Fund for the Improvement of Postsecondary Education (FIPSE) Grant, Texas A&M University, and its volunteer empowerment model. Abriendo Puertas also seeks to build strong relationships by maintaining regular visits to school districts. In this way, the nonprofit maintains a presence and consistently interacts with its clients. Overall, considering the resources available to Abriendo Puertas, the nonprofit is doing well to devote what is available to market itself to communities. However, despite these considerations, some noticeable gaps exist in Abriendo Puertas' marketing capabilities.

Abriendo Puertas currently has no formal, strategic marketing plan to ensure that its marketing efforts are cohesive, effective, and reinforce one another. In particular, Abriendo Puertas conducts only an informal situation analysis, based mostly on logistical concerns[40] or financial opportunities, to identify potential school districts for expanding and marketing its program. Such a simple situation analysis has made it difficult for the organization to identify completely and define successfully its target market. Accurately identifying a target market – comprised of

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[40] Logistical concerns include proximity to the Rio Grande Valley and access to transportation infrastructure, particularly airports.

both those who will benefit from the program and those who will support the program – is crucial to marketing any product or program successfully, whether for-profit or nonprofit (Shimp, 2010). Ineffective identification of the Abriendo Puertas program's target market could partially explain why the organization's implementation efforts across the state have had varying levels of success. In addition, Abriendo Puertas has not articulated specific goals and objectives for its marketing efforts and has no strategies to ensure effective marketing outreach to its multiple stakeholders – funders, clients, and communities.

Abriendo Puertas does not currently have a staff member to coordinate such outreach efforts. The president and chief executive officer, Dr. Hector Aldape – with help from Mayra Guerra, the Director of Training Operations – performs the organization's current marketing functions.[41] Dr. Aldape and Ms. Guerra are responsible for other functions of the organization and do not always have time to devote to developing marketing efforts. Additionally, this bifurcation of responsibility for the marketing function limits the cohesiveness of the organization's marketing efforts.

For example, while the literature suggests that an organization should create one solid image – also known as a positioning statement – for itself, Abriendo Puertas currently promotes two different images of the organization to two distinct sets of stakeholders. Abriendo Puertas wishes to be seen as "[a] strategically-driven and financially-sound corporation" to its donors, funders, and other program supporters and a "safe and comfortable community organization" to its clients and community-based volunteers. These two images are supported by two different logos (shown below) – the first for its resource development efforts and the second for the organization's community-based activities. With two separate logos, Abriendo Puertas is publicizing itself inconsistently – creating a communications gap for those stakeholders exposed to both logos. By combining the two, Abriendo Puertas would be able to better position itself firmly within its communities and ensure that its logo becomes synonymous with its overall impact.

Figure 10 Abriendo Puertas' logos for resource development (left) and community relations (right)

Abriendo Puertas does not currently have any marketing outreach efforts in place to create strong, lasting relationships with the communities it serves. The organization maintains contact with districts that implement the Abriendo Puertas Parental Engagement Initiative to monitor and

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[41] Personal selling, the organization's website, and print materials/mail-outs

host volunteer training sessions; however, the organization rarely reaches beyond the school(s) and/or district(s) to raise awareness of the program in the broader community. Raising community awareness of Abriendo Puertas would encourage a grassroots movement for educational success, which is a specific marketing method for targeting the Hispanic community. Implementing marketing efforts to increase community awareness – such as seeking opportunities for the program to be featured in local newspapers or on local news stations – of the Abriendo Puertas program could help with the organization's expansion and diversification efforts.

4.1.3 RECOMMENDATIONS

Currently, Abriendo Puertas is attempting to market itself with what little resources it has readily available. As mentioned above, Abriendo Puertas has no staff member devoted to implementing marketing strategies. Furthermore, the Assessment Tool indicated that the nonprofit has no comprehensive marketing plan.

> The team has identified four key recommendations for Abriendo Puertas with regard to its marketing efforts:
> - *Solidify the organization's mission statement,*
> - *Research and outline a strategic marketing plan,*
> - *Devote additional staff time to marketing efforts, and*
> - *Integrate marketing communications.*

4.1.3.1 SOLIDIFY MISSION STATEMENT

A clear, well-defined mission statement is critical to building long-lasting, mutually-beneficial relationships with clients, participants, volunteers, and funders, especially if a nonprofit organization wishes to grow. The Capstone team recommends that Abriendo Puertas, with the input of organizational stakeholders, reevaluate and solidify its mission. Abriendo Puertas' mission statement currently reads like a vision statement. To create a true mission statement, Abriendo Puertas should consider the three main components of an effective mission statement: the purpose of the organization, its target market, and its overall value to the target market.

To solidify its mission statement, Abriendo Puertas should consider the three main components of an effective mission statement:
- **The purpose of the organization,**
- **Its target market, and**
- **Its overall value to the target market.**

Furthermore, the organization must recognize the consequences of changing its mission from "parental engagement" to "family engagement." Such a change will inevitably affect Abriendo Puertas' relationships with its current clients, participants, volunteers, and funders. A mission change positions the organization differently in the minds of its stakeholders. While some stakeholders might appreciate such a mission change, others will not and will choose to become disengaged. Regardless of whether Abriendo Puertas ultimately chooses to adopt its recent mission modification from "parental engagement" to "family engagement," the organization must identify its target market accurately and explicitly within its newly solidified mission statement. This will include addressing a number of key questions. To whom will the organization reach out? Parents, families, or students? Hispanics and/or non-Hispanics? Residents of the Rio Grande Valley or residents across Texas? Defining the organization's target market in the mission statement will set the stage for a more detailed target market analysis, which will be discussed later in this section.

As Abriendo Puertas evaluates and clarifies its current mission statement, the organization must be aware of the potential for mission creep and its consequences. As mentioned previously, should an organization extend its mission and programs far beyond its core competencies and current capacity, resources can be strained. Such strain can prevent an organization from successfully implementing any of its programs, including its core competencies.

4.1.3.2 RESEARCH AND OUTLINE MARKETING PLAN

While Dr. Aldape currently markets Abriendo Puertas to potential clients through personal selling and print materials, the Capstone team's Assessment Tool, team observations, and the Parent Survey show that the nonprofit often relies on stakeholders – especially current clients, participants, and volunteers – to promote its programs in the broader community. For example, school and/or district representatives are responsible for identifying the first round of parent participants, some of whom become parent volunteers and are then responsible for recruiting the following rounds of parent participants. The Survey indicates that the vast majority of parent respondents heard about Abriendo Puertas from their child's school – just over 80 percent of past and current participants.[42] Furthermore, the Survey also showed that the majority of parents engage in marketing activities themselves, either by teaching subsequent classes, talking to friends about the program, or handing out informational literature.[43]

Such grassroots marketing efforts involving the schools and parents are important, especially for Hispanic populations; however, the organization currently has no formal, strategic marketing plan to control and influence such marketing outreach (Herbig & Yelker, 1998). As such, Abriendo Puertas' marketing efforts could be inconsistent and hindering the program's overall

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[42] See Table 2 in Appendix Three.
[43] See Tables 10a-10e in Appendix Three.

impact. The organization needs to develop a marketing plan which ensures that all organizational marketing efforts are comprehensive, effective, and reinforce one another. Most importantly, a marketing plan will give Abriendo Puertas the opportunity to increase community awareness of its programs, reach out to potential donors and funders, and engage parents, especially those who are currently untouched by the organization.

Appendix Six provides Abriendo Puertas with a sample marketing plan to guide its strategic planning efforts – detailing the importance of each of the eight key components of a successful marketing plan, which are detailed in the best practices section above, as well as guidelines for creating a plan tailored for Abriendo Puertas. The Capstone team has identified two components that are especially relevant to Abriendo Puertas' immediate success: *situation analysis* and *target market identification*.

> **The Capstone team has identified two components of an effective marketing plan that are especially relevant to Abriendo Puertas' immediate success – the situation analysis and target market identification.**

Currently, the organization informally performs a situation analysis of its internal and external environments, as well as an analysis of its target markets.[44] However, to ensure successful growth, Abriendo Puertas should use market research to conduct a more thorough situation analysis and identify the organization's internal strengths and weaknesses as well as its external opportunities and threats. (This process is also known as a SWOT, or Strengths, Weaknesses, Opportunities, and Threats analysis).

In addition to a formal situation analysis, for organizational growth, Abriendo Puertas should specifically identify its target market with respect to clients, participants, volunteers, and donors. The Survey identified several key characteristics of Abriendo Puertas' current market, which can help it to identify its future target market. The Survey indicated that the majority of Abriendo Puertas' participants are female, 40-49 years old, and have 2-3 children. Furthermore, the majority of the organization's participants have a high school diploma or less. Considering these characteristics will allow Abriendo Puertas to begin to understand how to identify and communicate with its target market. Additionally, such target market identification will be based upon Abriendo Puertas' solidified mission statement: Who does the organization wish to reach –

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[44] For more information about how to conduct a situation analysis, identify target markets, and create a complete strategic marketing plan, please see Appendix Six.

parents, families, students, etc.? Further analysis based on demographic, geographic, and social variables, among others, will be crucial to defining the target audience accurately and explicitly.

Based upon these components, the marketing plan will ensure that every aspect of the organization is consistent with the determined goals and message of Abriendo Puertas and can be implemented in a way that best communicates with the intended audiences. The best practices detailed above inform this recommendation, as the literature identifies five characteristics of an effective and integrated marketing plan:

1. Start with the customer,
2. Use any relevant communication channels,
3. Speak with a single voice,
4. Build relationships, and
5. Affect behavior.

The first characteristic – *start with the customer* – implies that an organization must understand the target market's motivations and how to communicate effectively with target market members. The target market must have a need for and interest in Abriendo Puertas' programs; furthermore, Abriendo Puertas must be able to effectively communicate to the target audience how the organization's programs meet these needs and/or wants. The target market identification process, which is discussed briefly in the marketing plan recommendation and more fully in Appendix Six, will help Abriendo Puertas determine the motivations of its target market and how best to communicate with it.

After identifying the target markets within the strategic marketing plan, Abriendo Puertas must *use any relevant communication channels* to reach and motivate these audiences. Specifically, Abriendo Puertas must choose its communication channels based upon the specific needs of the organization's target market. For example, the Hispanic community strongly emphasizes the importance of community, implying that communication channels involving community interaction could be effective methods of contact (Herbig & Yelker 1998). Communication channels can include anything from a television commercial, to the organization's website, to word-of-mouth campaigns.[45]

The third tenet, *speak with a single voice*, is especially important to Abriendo Puertas as well. Every aspect of the nonprofit's marketing efforts must present the same image to both current and future stakeholders. For example, the nonprofit currently utilizes two separate logos, creating conflicting images amongst different stakeholder groups. Nonprofit marketing best practices dictate that having one logo – a consistent and easily recognizable image in the community – benefits a nonprofit by ensuring that the nonprofit's brand becomes synonymous with the organization's mission and impact in the community. As such, there is no need to use

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[45] Please see Table 13 above for additional examples.

different logos to reach different segments of the organization's target market. Instead, the communication channels and promotional presentation used to reach target market segments can reflect the different motivations and goals of these audiences (donors versus participants, etc.).

The last two characteristics of an integrated marketing plan should develop naturally if the plan is implemented successfully. Effective marketing aims to *build relationships* with organizational stakeholders, creating long-lasting bonds which encourage interaction between the target market and the nonprofit. As the organization develops such positive and healthy relationships with the communities in which its program is active, *behavioral changes* should occur. For example, potential funders could offer the organization donations, interested parents could approach the organization to volunteer, and school districts could seek to partner with Abriendo Puertas. Building relationships with the target market and encouraging interaction with the organization promotes such behavioral changes, and successful marketing is key to creating and sustaining mutually beneficial relationships: community members support the organization while Abriendo Puertas supports students, parents, and/or families in the community.

4.1.3.3 DEVOTE STAFF TIME TO MARKETING

The absence of a staff member to coordinate marketing efforts hinders Abriendo Puertas' ability to capitalize on current marketing opportunities; furthermore, the development and implementation of a strategic marketing plan will require a focused effort on the part of the organization's staff. Therefore, the Capstone team recommends that Abriendo Puertas devote staff time to marketing.

Abriendo Puertas could devote staff time to marketing in several ways:
- **Hire a full-time marketing coordinator,**
- **Hire a part-time marketing coordinator,**
- **Hire an intern to serve as a temporary marketing coordinator,**
- **Contract marketing efforts to an outside marketing expert, or**
- **Consolidate marketing responsibilities in a current staff member.**

The team recognizes the possibility that hiring an additional staff member may not be feasible at this time, but emphasizes that Abriendo Puertas must at least allocate current work hours to marketing the nonprofit and its programs. By allocating staff member time to marketing and community outreach, Abriendo Puertas will be better prepared to create a marketing plan and fully incorporate it into every aspect of the organization.

4.1.3.4 INTEGRATE MARKETING COMMUNICATIONS

The final recommendation for Abriendo Puertas' marketing efforts is to fully integrate marketing communications into other areas of the organization, including resource development and fundraising, as well as volunteer management. All of the organization's staff needs to appreciate marketing as each member markets the nonprofit at some point – through networking or informal conversations (Andreasen & Kotler, 2008). Incorporating the strategic marketing plan into all aspects of the nonprofit will allow for Abriendo Puertas to establish a positive reputation in its communities, help to cement relationships with current stakeholders, and to attract new volunteers, clients, and donors. Each action of the nonprofit must be consistent with its overall mission. The health of Abriendo Puertas is dependent on its ability to cohesively present its programs and services to communities.

Overall, having a clearly defined mission and using it to guide marketing efforts will allow Abriendo Puertas to increase its impact in the communities it serves. As discussed throughout the above sections, developing a strategic marketing plan and integrating it into all aspects of the organization will benefit not only the health of Abriendo Puertas, ensuring cohesiveness across all management aspects, but will also enable the nonprofit to remain consistently engaged with its clients, donors, parent volunteers, and parent teachers.

4.2 RESOURCE DEVELOPMENT AND FUNDRAISING

4.2.1 BEST PRACTICES

Just as with marketing and community outreach, fundraising cannot be a separate, isolated activity within an organization (Rosso, 2003). Nonprofit organizations must incorporate fundraising best practices into their activities to ensure continued resource development. Every nonprofit needs to identify donors and solicit donations, even those that have historically relied on fee-for-service funding. Best practices include diversifying funding streams, developing a board member contribution plan, conducting adequate prospective donor research, building support online, and utilizing a development staff. When conducted together, these activities will assist in promoting organizational effectiveness and growth—especially in small nonprofits such as Abriendo Puertas that depend on every donation and seek funding diversification.

4.2.1.1 DIVERSIFYING THE FUNDING STREAM

There are several reasons that growing nonprofits should strive for a diverse set of funding sources, but three are fundamental. First, all nonprofits must receive one third of their revenue from public sources, allowing them to pass the public support test. Even if nonprofits are highly successful in receiving funding from private individuals or organizations, they must still satisfy this test. Second, a diverse funding portfolio will help a nonprofit of any size survive through recessions in the economy. If there are multiple sources available, it is more likely a nonprofit

will remain viable through difficult economic times when there is a greater chance a source will withdraw funding. Third, having multiple donors ensures that no one source effectively controls the organization because of its monetary hold. With several sources available, a nonprofit can refuse donations that jeopardize the organization's mission and values, while a nonprofit with few donors can rarely afford to turn down an offer (Fitzgerald, 2010). These are reasons enough for any nonprofit to begin the funding source diversification process to continue to grow and thrive for several years ahead.

To achieve funding diversity, all nonprofit organizations must first fully recognize what type of funding they are receiving and who is contributing the funds (Adams, 2010). Once current streams of income are defined, the nonprofit can begin to research new sources and reach out to them. Throughout the research process, it is

How to Achieve
Funding Diversification
▪ Understand current funding streams ▪ Develop a diversification strategy ▪ Include organization's staff and volunteers in the process

important to remember that diversification takes time. Nonprofits need to create funding streams that are sustainable and are aligned with the nonprofit's mission (Burton, 2009).

A diversification strategy is the next important step in this process and ties in the previous step of determining current funding sources. *Fundraising Success* states, "[O]rganizational history and insight are critical when it comes to putting together a diversification strategy. Past funding sources, public perception and internal resources can help [a nonprofit] determine how to tackle diversification" (Burton, 2009, p. 1). Once current sources are identified, nonprofits can decide which funding sources to pursue next.

The organization's staff needs to be included in the diversification process. Nonprofits must determine what additional skills and people – both staff and volunteers – are required to be successful with new funding sources ("The Role of Brand", 2010) as well as make a diversification development plan that involves the entire board and all staff members of the organization (Burton, 2009). Having the full support of the organization and its human capital resources is crucial to successfully obtain new funding sources. This analysis is especially important to small nonprofits. They must ensure that the budget can fund another staff member or that current staff members can take on extra responsibilities.

Fee-for-service funding has a role within a nonprofit organization. When a nonprofit offers its services directly to a customer for a fee, it becomes a fee-for-service transaction. This form of funding is very important to organizations such as Abriendo Puertas that rely upon either business-to-business or direct-to-consumer methods. The more common of the two, direct-to-consumer, occurs when a nonprofit provides a service directly to a customer and is given due monetary compensation. Some nonprofits attempt to rely strictly on this method, but this method is seen repeatedly and successfully only within small nonprofit organizations; no large nonprofits researched were able to support themselves solely on this method (Foster, 2009). A small

nonprofit that uses this method and looks to expand will eventually need to pursue other sources of funding to remain viable as the organization grows.

One of the primary roles of an effective nonprofit board is to ensure and develop resources.

Board members are vital stakeholders for any nonprofit organization. As discussed in Herman (2005), one of the primary roles of an effective nonprofit board is to ensure and develop resources. Resource Dependency Theory suggests that "boards function as a resource for organizations" (Brown 2005, p. 322). Board members are a nonprofit organization's voice within the community; therefore, a primary responsibility for a nonprofit board is to develop connections and ties between the community and the organization, especially involving fundraising. According to this theory, board members are key resources that must be utilized to their full extent, especially for small nonprofits that need their board members to augment their small staff.

Board members also have fiscal responsibilities toward the organization they serve. Personal contribution is an essential part of board members' fundraising duties. Each board should determine its own personal giving policy and every member should be expected to reach 100 percent of his or her goal at the end of each fiscal year. If board members are active in the community fundraising for the organization, they must be able to state that they have donated, lending legitimacy to the organization ("Board members", 2010). It will be difficult for a board to raise funds and secure committed donors if board members are not willing to be financially devoted to the organization. According to Bridgestar, "nearly 90 percent of American households contribute to charities. A board member should designate his or her own organization as one of the main recipients of his or her generosity" (p. 1). By giving, a board member recognizes the large responsibility he or she has toward maintaining the fiscal wellbeing of the organization ("Board members", 2010).

If an organization does not already have a giving policy in place, the board should be responsible for drafting its own. Each board member should be comfortable with the dollar amount that he or she is expected to donate and raise on behalf of the organization. Once the policy is drafted and implemented, every board candidate should be familiar with the policies to avoid any misunderstandings ("Board Members", 2010). Regardless of the size of the nonprofit, fundraising is a key goal and should be a part of the board's responsibilities.

Board members serve numerous roles within a nonprofit organization, but resource security and giving are particularly vital. If boards strive for 100 percent compliance with the individual giving policy, board members will be more inclined to participate in every aspect of the organization. Having a financial stake in the organization will drive board members to actively

advance the mission through fundraising, oversight, and outreach. An active board will help ensure growth and prosperity for community-based organizations that are seeking to expand to other locations.

4.2.1.3 CONDUCTING DONOR PROSPECT RESEARCH

Prospect research is the collection and analysis of public information to identify prospective donors or to further qualify known donors to advance a fundraising program. A nonprofit organization can increase its chances of securing a donation if staff members adequately research and understand their prospective donors. Foundations and individuals are more likely to give to an organization to which they feel connected. There are many techniques that nonprofits can employ to guarantee the best possible outcome for the organization and the donor. Individuals want to give, but nonprofits should respect time, resources, and beliefs.

The current economic climate is difficult and there are more nonprofits now than ever before. Every nonprofit organization needs to be smart about identifying potential donors, their interests with regard to the organization, and the amount the organization will eventually ask from them. Asking for too much or too little can be embarrassing to the organization and the prospective donor. As noted in the literature, there are three key reasons why donors do not give (Rosso, 2003): they are not asked; they do not identify with the organization's mission; they are asked for the wrong amount. Prospect research and an effective case statement can give an organization the information needed to overcome each of these issues. This information can be used as a guideline for organizations that are not large enough to hire development officers. This step is vital to small nonprofits such as Abriendo Puertas that seek to grow but cannot afford to hire many specialized staff.

A **case statement** is a document that describes the important aspects of a nonprofit's mission and programs. This statement can be modified each time an organization approaches a donor for money. A more direct case statement will be attractive to potential donors who are looking to donate to a specific cause. Hank Rosso (2003) states that "a case for support is the rationale underlying fundraising….A case statement focuses on or highlights critical factors important in arguing for gift support" (p. 49). The case statement should provide a prospective donor with the organization's mission, goals, objectives, services, finances, and history. With this information gathered, an organization may effectively present itself to a donor after adding information that appeals to each specific donor. A case statement will provide an organization with a guideline to follow, but donor research will allow the organization to develop a more appealing case for support.

Failure to conduct adequate research will leave an organization with sporadic fundraising results and high costs (Burlingame, 1997). Nonprofit managers do not need to convince wealthy Americans to give; they are already prone to do so. The primary task for practitioners is to provide a reason for people to specifically give to their organization. Research has identified that

Americans do not give indiscriminately; therefore, an organization needs to be well prepared when asking for funds (Burlingame, 1997). Charitable giving is largely a consequence of forging a strong relationship between a donor's interests and those of a nonprofit organization. Conducting adequate research is one part of an ongoing process that should be completed for optimal results in fundraising. This research should be done whether an organization is interested in seeking money from an individual or a foundation. Foundations are also looking for personal connections with nonprofits and research can help aid nonprofit managers in this process. The flowchart below describes the process of asking a potential donor for funds.
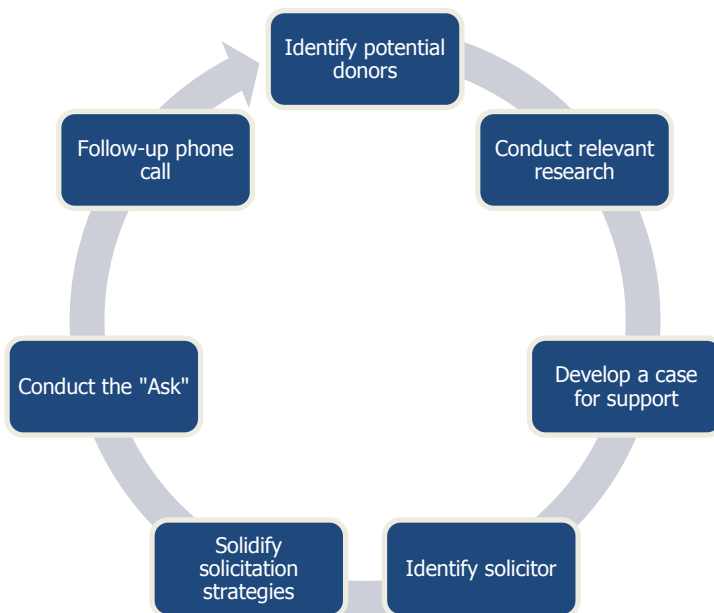
Figure 11 Steps for Donor Research

Nonprofits that serve specific populations, such as Hispanic parents, must to be sensitive to their particular donor base. Rosso (2003) emphasizes that successful nonprofits spend time finding a personal connection between themselves and the growing Hispanic communities to issue appropriate invitations for involvement. Most research concentrates on individual gift fundraising from the white middle-class population, but the interests and habits of different populations vary. Specifically, Hispanic cultures value education; therefore, emphasizing an educational mission can attract Hispanic donors (Rosso, 2003). Concentrating on what is important to Hispanic communities will allow Abriendo Puertas not only to better serve its population, but also reach out to a greater donor base.

4.2.1.4 UTILIZING THE ORGANIZATION'S WEBSITE

Nonprofit organizations have several mediums available for fundraising activities, yet one of the most underutilized but cost-effective means for gathering donations is the organization's website.

As Leonard Atlas (2005) states, "[M]any nonprofit organizations have yet to take advantage of cause-related marketing, fundraising, and communication on-line, mainly because they believe it's cost-prohibitive. However, in today's increasingly competitive cause-related market it's more expensive *not* to use the modern tools available" (p. 25). The nonprofit's website is the most basic tool for online fundraising and can be a powerful fundraiser for any nonprofit organization. For small nonprofits such as Abriendo Puertas that are still refining philanthropic and fundraising strategies, the organization's website can be an important asset.

In addition to providing information about the organization, its mission, vision, and programs, a website can also allow supporters a simple donation option with "Click to Donate" links. The first principle for including such a link on the organization website is to ensure that the page is both secure and donor friendly (Kintera, 2005). To allay any fears donors may have about contributing online, the website's collection function should use a reputable vendor and the donation page should prominently post security symbols and statements. Also, providing several options for online donations, such as major credit cards, e-checks, and PayPal can ease the donation process for donors and ensure that they feel as comfortable as possible with their donations (Kintera, 2005).

The nonprofit community has made significant progress toward ensuring that online fundraising, also known as ePhilanthropy, activities are ethically sound. An ePhilanthropy Code of Ethics has been established and provides a set of principles for nonprofits utilizing online donations to ensure that they are consistent with sound ethical practices (Rosso, 2003). The code addresses four key aspects of any online fundraising effort: the overall philanthropic experience for donors, the privacy and security of the site, all the necessary disclosures that should be present, and important guidelines for website transactions (Network for Good, 2008). When communicated to donors, this code of ethics can assuage any fears that donors may have about the security of their funds. If utilized by Abriendo Puertas, the Code of Ethics could signal the organization's knowledge and commitment to secure and ethical fundraising. Subscribing to the Code of Ethics not only would lend legitimacy to Abriendo Puertas' website, but also would provide helpful guidance for the organization as to what features and information should be included as the nonprofit makes key decisions about where and how to invest in future fundraising efforts.

4.2.1.5 BUILDING A RELATIONSHIP WITH SUPPORTERS ONLINE

With the increased use of online technologies for both personal and organizational communications, nonprofits need to engage their program supporters and any possible donors online. Online communications can drastically decrease the workload of donor communications, especially for small nonprofits with limited staff members (Blackbaud, 2002). This includes not only a well-designed website, but also online communications strategies that reach out to individuals through e-mail. Olsen, Keevers, Paul and Covington (2001) note that e-mail is a more effective and direct communication tool than a website because it reaches potential donors at their current location. Individuals have begun to rely on e-mail as a primary communications

medium, and e-mail provides the nonprofit with an easy and cost-effective way to reach out to hundreds of supporters at the click of a mouse.

Nonprofits need to engage their program supporters and any possible donors online.

According to Olsen et al. (2001), the first step in building an online relationship with supporters is, somewhat obviously, to connect with them. This involves securing e-mail addresses and allowing individuals to "opt-in" to e-mail communications from the organization. Nonprofits should also always allow individuals to "opt-out" after every communication. By doing so, the organization gains permission to communicate with its supporters and ensures that donors do not feel hassled by the organization.

After a connection has been made, the organization can begin to dialogue and communicate with potential donors through e-mail. Overall, online correspondence should be sent at regular intervals, so individuals expect the communications, and should be visually stimulating and personalized when possible (Olsen et al., 2001). Online communication can be used to provide information to potential donors and to gather information from donors about their interests. Regular e-mail newsletters or information about upcoming events or programs can be sent to donors, and messages can have multiple links imbedded in them that allow individuals to access certain materials or pages of the organization's website. This activity, which can be tracked by the organization, provides information about what donors are interested in hearing more about. E-mailed surveys also allow individuals to tell the organization about their specific interests (Olsen et al., 2001).

Once the relationship has been established through several regular communications, an appeal can be made. Effective appeals take many forms, but can include telling a story in text, pictures, or video links, that targets the specific interests of donors (Olsen et al., 2001). After reading through the appeal information, donors can be linked either to the organization's website donations page or to a secure third-party site. Perhaps most importantly, the organization must have a system in place to recognize donors after they have made a contribution online. Recognition should occur promptly and should be tailored to the specific donor and the gift. The narrative used in the recognition message can tell the donor how his or her gift will be used and the impact it will have (Olsen et al., 2001).

Another possibility for online relationships with donors goes beyond just informing them about the organization and appealing for financial support. As Dana Hagenbuch (2007) discusses, dedicated supporters of an organization can also begin personal online fundraising campaigns. Personal online campaigns allow individuals to share their connection to a cause with others and set up a secure online donation portal through their personal websites. Hagenbuch notes that personal campaigns can revolve around special events (such as asking for donations on a

supporter's birthday instead of gifts), athletic competitions (such as walk-a-thons), memorials for loved ones, wedding registries, and a host of other opportunities. Most importantly, individuals must have all the support and information necessary to set up and maintain their personal fundraising site. This can include information campaigns in an e-mail newsletter, kick-off sessions, and example pages from organization staff (Hagenbuch, 2007).

The opportunities to connect with supporters and possible donors online are virtually limitless. Because there are numerous options for building an online relationship, there is room for specific nonprofits to experiment and see what works best for their organization. However, as Olsen and colleagues note, avoiding technology is not an option: "both staff and volunteer leadership must understand how the Internet and e-mail, when used strategically, have the potential to revolutionize online fundraising and donor loyalty" (Olsen et al., 2001, p. 370).

4.2.1.6 UTILIZING A DEVELOPMENT STAFF

Nonprofit organizations that plan to expand can begin to do so through increasing resource development initiatives. Organizations that hope to develop funding sources generally do so through the use of a staff. While the practice of having a fundraising staff is not uncommon in the largest of organizations in the nonprofit sector, it is currently becoming more widespread with small community organizations utilizing full-time or part-time fundraising staff. A recnet article in The International Journal of Nonprofit and Voluntary Sector Marketing claims: "'Fund development' professionals have become a large and identifiable part of the nonprofit workforce, and an important part of many management teams" (Hager, Rooney, & Pollack, 2002, p. 315). Resource development is important to any nonprofit's expansion model; thus, a staff dedicated to this process alone becomes equally important.

The type of staff necessary can be determined on the size of the organization and the primary sources of funding the nonprofit receives. For example, a small nonprofit that relies mainly on grants might introduce a grants officer into the staff (Hager et al., 2002). However, the larger the organization grows as it incorporates more funding streams, the more duties and responsibilities the development staffer will have. Growth may also facilitate the need for additional development staff members (Hager et al., 2002).

Another important aspect of this process is to understand the timing for hiring the nonprofit development staff. Unfortunately, there are no universal indicators for when the time is right for all nonprofits; however, an organization can use an individual "set of signals based on its culture, mission, budget, size, [and] potential for growth" (Poderis, 1997, p. 1). Some of these signals include a budget capable of allowing another staff member to take on the required responsibility, a mission that dedicates the organization to growth and spread of services, or a size that shows more potential for long-term growth.

Hiring a resource development staff is ultimately based on three basic points of assessment within the nonprofit organization:

1. There are fundraising needs that can no longer be completed by the current staff, board members, and/or volunteers,
2. The organization has an expansion plan and is prepared for the projected increase in fundraising efforts, and
3. The organization is willing to make the necessary changes in the budget and provide adequate compensation to attract a professional capable of taking on the job (Poderis, 1997, p. 1).

As nonprofits grow, staff sizes should increase because of heightened burdens on operations and services. Resource development and fundraising should be assisted by the full staff and board members; however, it is also necessary to have one person or a group of people focused solely on obtaining those funds for the nonprofit to continue to expand as needed.

4.2.2 ABRIENDO PUERTAS CURRENT PRACTICES

Abriendo Puertas is working diligently to diversify their funding sources and become more stable and independent. While the organization recognizes the importance of donor prospect research and developing an online donation system, it has yet to recognize that board member development is also an essential building block for improving funding diversification. As this section will outline, Abriendo Puertas' current practices in resource development and fundraising demonstrate the need for growth in board member involvement and continued efforts in other areas of the organization's fundraising process.

4.2.2.1 DIVERSIFYING THE FUNDING STREAM

Currently, Abriendo Puertas is taking the beginning steps to diversify the organization's funding stream. The staff utilizes a three-pronged funding model, which identifies from where it expects to receive funding on a yearly basis – the expected state and federal funds, foundation funds, and fee-for-service compensation. In addition to its funding model, Abriendo Puertas has kept track of the percentage breakdown of its funding stream (shown in Table 14), which also helps the organization determine the areas of funding to which it wishes to expand or utilize more effectively. Taking these steps to know the origin of the organization's past and current funding will help Abriendo Puertas create a long-term strategic plan for its fundraising goals and in turn begin the funding diversification process.

Funding Source	Percentage
Government Grants	66%
ISDs (fee-for-service)	17%
Foundation Grants	7%
Individual Donors	0%
GEAR UP	10%
TOTAL	**100%**

Table 14 Abriendo Puertas Funding Sources, December 2010

At this time, Abriendo Puertas relies heavily on government grants, utilizing the connection with Texas A&M University to do so. The fee-for-service funds are obtained from school districts employing the parental engagement program. It should also be noted that Abriendo Puertas has relied on GEAR UP to help fund and introduce the parental engagement program in many school districts.

4.2.2.2 BOARD MEMBER CONTRIBUTIONS AND DEVELOPMENT

Abriendo Puertas is dedicating some of its new development and expansion efforts toward board diversification. While the organization's staff acknowledges the importance of a strong board and board member contributions, some of the groundwork is missing. For example, current board members do not ensure and develop resources for Abriendo Puertas. This is partially because the organization has only four board members and they are spread across the state. Abriendo Puertas selects its board members in two ways – based on individual ties to the Texas A&M University system or specific expertise in nonprofit and university relations. Currently, two board members are from the Texas A&M College of Agriculture and Life Sciences, the third is the head of development at University of Texas-Pan American, and the final board member is Dr. Hector Aldape, the president of Abriendo Puertas. These board members are active in the communities where they live but not necessarily in the communities that Abriendo Puertas currently serves. In addition, the board meets only once a year and does not function as an overarching governance structure. The board members do not have a common handbook or a personal giving policy to follow. The organization realizes that these criteria need to be reevaluated, structuring the board around a well-developed mission.

4.2.2.3 DONOR PROSPECT RESEARCH

Currently, Abriendo Puertas does not research prospective individual donors. Its individual donor base is minimal, and the organization does not actively seek donations from individuals. The majority of its funding research is focused on available federal and state grants, which is reflected in the percentage of overall funding Abriendo Puertas receives from government grants, 66 percent. Abriendo Puertas' staff is, however, beginning to conduct research on foundations, identifying new potential sources of funding. The organization emphasized that it will continue to conduct more donor prospect research as it has the human capital to do so.

Abriendo Puertas does have a well-developed case for support, however, which helps with its fundraising endeavors. The case statement provides valuable information about the history of the organization, its methodology, evaluation practices, and includes a well-developed fact sheet. There are strong arguments supporting Abriendo Puertas' program, including data about why parental engagement promotes college enrollment in youth and why the organization has seen some success in the past. Abriendo Puertas also ensures that each potential donor feels connected to the organization by tailoring the case for support to each individual. In terms of

future work, Abriendo Puertas hopes to strengthen its case for support by adding quantitative research and corroborating anecdotal support in an effort to increase its funding streams.

4.2.2.4 THE ORGANIZATION'S WEBSITE

The staff of Abriendo Puertas has begun to utilize the organization's website as a tool for its fundraising efforts. Currently, it is in the process of adding a "Click to Donate" link onto the website. This service will be provided by PayPal and will include many of the security standards identified in the best practices literature. Abriendo Puertas plans to maintain a highly secure site, and efforts will be made to communicate this level of security to donors through a security statement and easily recognizable symbols. Additionally, the use of the PayPal system will provide potential donors with the option to utilize their credit card or checking information in their transactions. This flexibility could be very valuable to individuals wishing to donate online. Although Abriendo Puertas does not currently ascribe to the ePhilanthropy Code of Ethics, the organization has expressed interest in this framework. If the organization does choose to commit to the Code, this information could easily be added to the donations page of the website and could serve as yet another signal to donors of the organization's commitment to secure and ethical fundraising.

4.2.2.5 RELATIONSHIP WITH SUPPORTERS ONLINE

Abriendo Puertas currently does not solicit donations from individuals, so little effort has been made to build online relationships. The organization has not yet developed a donor database and has focused its donor prospect research efforts on foundation funding rather than individual donations. The primary reason for this strategy derives from Abriendo Puertas' perception that there are few individual donors located in the Rio Grande Valley. Given this perception, the organization felt its efforts would be better spent focusing on foundation funding. However, Abriendo Puertas has expressed interest in beginning to develop an online relationship with program supporters. It is currently in the planning stages of developing a newsletter to send online. This effort could be an important step toward beginning the necessary dialogue that can lead to financial and other commitments by individuals that thus far have been nonexistent.

4.2.2.6 DEVELOPMENT STAFF

Another important aspect of growing as an organization is to use a resource development and fundraising staff. Abriendo Puertas has expressed that it does not currently have the staff available at a level consistent with its fundraising expectations and future goals. Current staff members are responsible for researching potential funds while performing additional management duties. The grant administrator researches available government grants, while the president seeks out foundation funding opportunities. Because of the increased responsibility of these staff members, no individual donor efforts are being made at this time. However, Abriendo

Puertas is making plans to increase its resource development staff as the organization continues to grow. This positive plan is a crucial step in aiding the growth of the nonprofit as it will require increased and diversified funding sources.

4.2.3 RECOMMENDATIONS

Abriendo Puertas should make identifying and solidifying new board members for its organization a priority before other changes are made to its resource development efforts. Once Abriendo Puertas has strengthened its board, funding diversification, expansion of online outreach services, and a board handbook can be developed utilizing the expertise of new board members. The resource development and fundraising recommendations will come more naturally for the organization after a sufficient board of directors is in place to lead these efforts.

> The team has identified five key recommendations for Abriendo Puertas with regard to its resource development efforts:
> - *Expand and diversify the board,*
> - *Conduct donor prospect research,*
> - *Expand online outreach,*
> - *Increase staff as the organization grows, and*
> - *Continue to work toward funding diversity.*

4.2.3.1 EXPAND AND DIVERSIFY BOARD

Abriendo Puertas needs to strategically develop and diversify its board. The way in which its current board is utilized cannot effectively support the organization as it hopes to grow in the future – in terms of size, organization, and purpose. The board members do not provide advantageous oversight and management of the staff members. According to BoardSource (2010), the average size of a board of directors for a nonprofit organization is 16 members. While organizations with larger budgets tend to operate with larger boards, nonprofits that have budgets less than $1 million usually have 14 board members (BoardSource, 2010). Abriendo Puertas' current board barely reaches the minimum law requirements. Currently, the organization has the ability to actively recruit and utilize eight to ten board members, which will help with its expansion efforts. Therefore, Abriendo Puertas should seek to double the number of individuals on its board. It is important for Abriendo Puertas to remember that the law regulates minimal legal requirements, but not what its optimal goal should be. An effective board for Abriendo Puertas should serve as a resource for management practices – including, at a minimum, a lawyer, an accountant, a marketing manager, and an individual conversant in educational practices, such as a former teacher or principal. These professionals should not only be representatives of the community, but should also relate to the Hispanic population that Abriendo Puertas serves. These individuals would bring useful insight from their professions to

the organization's target market and capacity building efforts. In addition, more board members would lead to more donor revenue from personal contributions and ties to the community.

Abriendo Puertas should seek to double the number of individuals on its board.

A board handbook should be developed to guide the new members as they represent the nonprofit. Within this handbook, Abriendo Puertas should identify a personal giving policy. By encouraging board members to have a financial stake in the organization, each member will feel personally responsible for the growth and prosperity of Abriendo Puertas. This requirement will not only encourage expansion, but will also make soliciting donations easier. Ultimately, Abriendo Puertas' staff and board of directors must work together to hold one another financially accountable. With the board members determining their own personal giving policy and monitoring the finances of the organization, Abriendo Puertas will be provided with a greater sense of legitimacy in the fundraising arena.

According to BoardSource (2007), there are many additional components of a board handbook:

- *Board member biographies and responsibilities*

  Board member biographies will allow individuals outside of the organization to familiarize themselves with Abriendo Puertas' governance structure. The biographies will also prove useful when new members join the board and meet the other members. The handbook also needs to include board member responsibilities, individually and committee-related. This component will be one way for staff to hold board members accountable and ensure their involvement.

- *Historical references of the organization*

  Abriendo Puertas needs to provide board members with a written history of the organization to allow board members to frame the organization's mission from a historical standpoint. This section of the handbook should also include the bylaws and articles of incorporation. The bylaws should state the size of the board and how it will function, the rules and procedures for holding meetings, and the election process for new board members. This section is important for maintaining structure within any board of directors.

- *Strategic framework*

  In this section Abriendo Puertas will reemphasize its mission and vision statement. These statements will help develop a sound strategic framework, which should be added to the handbook after it is designed. A strategic plan includes a current annual operating budget, which will allow board members to be actively engaged in the

budgetary process. Abriendo Puertas needs to have a strategic plan for growth, and board members need to take an active role in this process.

- *Policies pertaining to the board*

  Abriendo Puertas also needs to include concrete policies in its board member handbook. These policies will address potential conflicts of interest, insurance policy coverage, and travel/meeting expense reimbursements. Board members should be informed from the beginning of their involvement of the established policies that relate to their potential actions and possible reimbursements. Including this information in the handbook will remove future questions and potential complications.

- *Finance and fundraising*

  To ensure transparency, Abriendo Puertas' staff should provide its board members with the annual report, most recent audit, and Form 990. This information will allow for better governance and oversight from the board. Also included in this section of the handbook should be a fundraising plan and a current funders list. Knowing and understanding the fundraising direction will keep the board actively involved in raising funds for the organization. The fundraising for the board should be clearly stated in the handbook.

- *Staff*

  A list of staff members and their job descriptions will give board members a better understanding of the organization of Abriendo Puertas. It will also remind board members of the most appropriate person they should seek out if any questions arise.

Overall the board of directors' handbook should contain all of the pertinent information relating to Abriendo Puertas. A board member must be able to read through the handbook and understand Abriendo Puertas' history, current activities, and future plans. It will provide board members with the information necessary to be successful in the governance role that they hold, while being active participants in the organization. The Abriendo Puertas Self-Assessment Tool should also be used once every three years by the board to ensure that effective practices are in place. It is a useful governance tool that may be placed in the handbook and incorporated into the planning structure.

4.2.3.2 CONDUCT DONOR PROSPECT RESEARCH

Operating with a limited number of staff members has made donor prospect research difficult for Abriendo Puertas. As the organization begins to develop and secure more funds, additional staff members will need to be hired to conduct donor prospect research effectively. New staff

members will be able to use the Foundation Center database to research potential grants for which to apply, based on matching criteria. Information on how to effectively use the Foundation Center can be found in Appendix Seven. The Foundation Center provides nonprofit organizations with information on grantmakers in the United States., including private foundations, community foundations, grantmaking public charities, and corporate giving programs. This database is free to all Texas A&M University employees and students, including Abriendo Puertas staff. The Foundation Center will provide Abriendo Puertas with a practical tool which will help it focus research efforts.

In addition, Abriendo Puertas' case for support will be beneficial in expanding to individual donors. As the Survey indicated, the majority of Abriendo Puertas' participants had limited knowledge about the college application process, including financial aid and SAT preparation, before attending classes. The organization can use this information in its case for support and connect Abriendo Puertas to successful college preparation. By hiring additional staff and utilizing the tools available to it, Abriendo Puertas will achieve more effective donor research in less time.

4.2.3.3 EXPAND ONLINE OUTREACH

Abriendo Puertas has done much to build the necessary framework to launch a successful online fundraising campaign. The organization has developed an informational website to communicate the basic tenets of its program and success stories to stakeholders and potential funders. It has also taken some important steps toward launching an online donation link that is secure and provides flexibility for its donors. Abriendo Puertas must now complete this task and begin integrating the organization's website into a strategic plan for online outreach and fundraising.

Abriendo Puertas has made commendable efforts to begin accepting donations on the organization's website. It will be important to ensure that when the site is fully operational that potential donors understand the safety and security of the site, as well as the organization's intentions for its online fundraising efforts. Therefore, in addition to the current security language and symbols that are slated to appear on this page, the team also recommends that Abriendo Puertas provide a link to the ePhilanthropy Code of Ethics. Once supporters have begun donating through the website, Abriendo Puertas should ensure that there is a mechanism in place to recognize donors and thank them for their contributions.

As the final preparations are made to the online donation site, Abriendo Puertas must begin to think critically about what it would like to accomplish online in its resource development efforts. The donation link is an important component to building a successful online campaign, and an e-newsletter could be an excellent tool for communicating with donors online. However, the effectiveness of each of these tools could be greatly enhanced if Abriendo Puertas were to formalize its plans and establish concrete goals and timelines for its online fundraising activities.

A successful online donation campaign begins with clearly identified goals. Usually these goals include things such as opening an electronic channel of communication with donors, identifying new donors, or cultivating existing donors (Groundspring, 2007). After Abriendo Puertas has solidified what it hopes to achieve, the nonprofit can begin to put together an online fundraising plan. For an organization like Abriendo Puertas that is just beginning to seek out individuals as potential donors, these goals will likely focus on making initial contacts with individuals and beginning to forge relationships.

The specifics of the online fundraising plan will depend upon the goals identified by Abriendo Puertas, but key components, which are outlined in the figure at right, include information about the tools and strategies that will be utilized to develop resources online (Groundspring, 2007).

KEY COMPONENTS OF AN
ONLINE FUNDRAISING PLAN
▪ Information on the organization's website ▪ E-mail messaging ▪ Increasing site traffic ▪ Special campaigns ▪ Integration with direct mail ▪ Tracking, benchmarking, and reporting ▪ A budget for online development activities

Each of these areas should be carefully considered, and areas of focus for Abriendo Puertas should be identified along with specific outcomes that the nonprofit would like to accomplish. A key advantage of utilizing an online development plan is that the budget for these activities can be relatively small – other than the staff time required. For small nonprofits like Abriendo Puertas, online fundraising efforts are often an excellent and cost-effective way to increase communication with potential donors and supporters without a large outlay of resources.

4.2.3.4 INCREASE STAFF AS THE ORGANIZATION GROWS

Development staff members are highly valuable in a nonprofit organization, primarily because they can focus all or most of their time on resource development and donor diversification. Utilizing a development staff will allow Abriendo Puertas to grow financially and achieve funding diversification more efficiently; the staff involved will be able to devote time to these goals. Abriendo Puertas should periodically evaluate its current staffing level and needs, and take all necessary steps to employ additional staff members when appropriate.

According to the Assessment Tool, Abriendo Puertas acknowledges that current fundraising staff levels are not consistent with funding expectations. In the organization's current state, hiring a single staff member to focus primarily on funding for the nonprofit will not only allow the organization to meet those funding expectations, but will also allow the CEO, who currently researches foundation funding when possible, to devote the extra time to other areas of the organization. Abriendo Puertas currently utilizes a grant administrator who focuses on federal

and state grants. The new development staff member can allocate time and effort toward foundation funding and individual donors, as well as provide an additional resource for government grant funding efforts if needed. Further efforts by this staff member could include the planning and implementation of annual campaigns, special events, and overall donor management through the use of a donor database.

Budgetary needs for hiring a resource development staff member vary among nonprofit organizations according to size and annual funding. A development staff member for a nonprofit with a similar staff size to Abriendo Puertas has an average yearly pay of $53,950 (United Way Nonprofit Connection, 2008). However, it is important to note that development staff members generally bring in substantially more funds to the organization than the value of their salary. Using this information as a guideline, Abriendo Puertas will be better able to judge how to proceed with staffing options.

4.2.3.5 CONTINUE TO WORK TOWARD FUNDING DIVERSITY

Abriendo Puertas currently utilizes a funding model that accounts for where the organization expects to receive funding on an annual basis, and current staff members have begun to work in funding outreach and diversification. These are important beginning steps for achieving a diversified funding stream, and Abriendo Puertas should continue to work toward funding diversity. Both current and former participants indicated in the Survey that there are additional services they wish Abriendo Puertas would offer, such as providing new materials, topics, and classes, hosting joint student-parent educational sessions, and offering direct assistance with college and scholarship application processes. To effectively provide participants with additional information, resources, scholarships, and recruitment, the organization will need to seek more unrestricted funding.

> **Abriendo Puertas can create a donor database that provides information on past donors, current research on potential donors, and a better understanding of who could be future donors to the organization.**

Utilizing the Abriendo Puertas board and a development staff for fundraising, conducting donor prospect research, and increasing the organization's focus on online outreach will all contribute to funding diversity. Another step Abriendo Puertas can take to achieve funding diversity is to create a long-term strategic plan for fundraising targets. This step would help the nonprofit plan and organize its goals for the future, both in the financial spectrum and in other areas that rely on the available funding. Along with the long-term plan, Abriendo Puertas can create a donor database that provides information on past donors, current research on potential donors, and a better understanding of who could be future donors to the organization. These available tools

will help Abriendo Puertas in the process of diversifying its funding stream, which is an important aspect of remaining an active nonprofit organization.

4.3 VOLUNTEER MANAGEMENT

4.3.1 BEST PRACTICES

Volunteers are an essential human resource for nonprofit organizations. Abriendo Puertas is a small, education-based nonprofit that encompasses the use of volunteers in its parental outreach programs. Developing a well-rounded volunteer management structure within a nonprofit organization involves implementing specific best practices to build organizational capacity in this area. Three best practices in nonprofit volunteer management can be achieved through enhancing volunteer recruitment, volunteer training, and volunteer coordination and retention.

4.3.1.1 VOLUNTEER RECRUITMENT

Volunteer recruitment is an important component of volunteer management activities. Because Abriendo Puertas' parental involvement program implements its teachings through the help of parent volunteers, volunteer recruitment is critical. Important aspects of volunteer recruitment must take place before organizations conduct what are thought of as more traditional recruitment methods. This list includes assessing volunteer needs and creating position descriptions, understanding the costs and benefits of volunteering within the organization, and devising a recruitment plan (de Simone, n.d.). All of these items are critical and foundational aspects of the recruitment process.

COMPONENTS OF

VOLUNTEER RECRUITMENT

- Assess volunteer needs
- Create position descriptions
- Determine the costs and benefits to individuals of volunteering
- Draft a recruitment plan
- RECRUIT

To recruit volunteers appropriately, an organization must first assess volunteer needs within the organization and create specific position descriptions for each task. A program seeking volunteers needs to specifically define the assignments of each volunteer position by articulating the skills, interests, and abilities for each assignment (de Simone, n.d.). Prior to recruiting volunteers, organizations need to know and understand how individuals view the costs and benefits of volunteering for the organization (Bussell & Forbes, 2001). Altruism is not the only reason why individuals volunteer. People volunteer to learn new skills, explore career options, and network with others (de Simone, n.d.). Overall, the benefits of volunteering must outweigh the costs. A small nonprofit should consider how to best recruit volunteers that will achieve the results desired for the organization.

Finally, an organization needs to develop a recruitment plan. A recruitment plan should include the mission, short- and long-term goals as they relate to volunteers, assumptions about recruiting volunteers in the organization, timelines within the recruitment plan, identification of the tools that will be used, and the overall recruitment strategy of the organization. Organizations like Abriendo Puertas, which rely heavily on volunteers, must assess how to effectively recruit individuals. There are two types of recruitment strategies commonly used by nonprofits: targeted recruitment and broad based recruitment, or a combination of the two. **Targeted recruitment** identifies a high level volunteer for a specific purpose and task. Recruiting efforts are focused to a particular audience that will be a good fit for the task (de Simone, n.d.). **Broad-based recruitment** is used to recruit a wide variety of volunteers, which require little training. This type of strategy includes a much broader audience and employs various methods to publicize volunteer opportunities, including media campaigns, public engagements, referral services, networking, and word of mouth. Ultimately organizations will choose a recruitment strategy that best fits their needs.

Recruitment of parents is critical to the Abriendo Puertas program. For Abriendo Puertas, a combination of both targeted and broad based recruitment strategies will provide a best-fit for recruiting parent participants and volunteers. Most importantly, having a recruitment strategy will allow Abriendo Puertas to effectively engage more parents at participating high schools. Once these steps are in place, an organization of any size is in a position to begin recruitment. In deciding where to look for volunteers, the organization should take advantage of existing networks, develop relationships, and conduct outreach to other service organizations. It must also share its recruitment work with others, use joint marketing where appropriate, and collaborate with internal contacts (Hager & Brudney, 2004).

4.3.1.2 VOLUNTEER TRAINING

Although volunteers are not paid employees, nonprofit organizations should involve volunteers in their structure through volunteer training. To have an organized volunteer operation, specifically in the case of organizations with small staffs, volunteers must be oriented into the work and goals of the nonprofit. This can be approached by first creating a detailed job description for all volunteer positions in an organization, which will ease overall volunteer management. Joan Pynes (2009) stresses that a volunteer's role in a nonprofit organization should be clearly defined, consistent with the mission, and highly structured. The definition of volunteer job descriptions can help nonprofit organizations prioritize the duties performed by individuals to achieve the best outcomes for a nonprofit's mission and goals.

Once nonprofit volunteers are given appropriate job descriptions, nonprofit managers can work to prepare individuals for their tasks. Nonprofit practitioners can implement a volunteer training process for individuals who will be involved in and work with a nonprofit organization. Douglass Alexander (1991) found that volunteers that were given greater training and

preparation were more likely to continue volunteering. Screening and selection processes can glean volunteers who are a good fit for an organization and its goals (Pynes, 2009). These steps allow a nonprofit organization to recruit the most dedicated and productive individuals for the organization.

An organization needs to design a training plan that comprehensively prepares volunteers. Shin and Kleiner (2003) insist that training can include "policies and procedure, emergency information, roles and responsibilities, description of how their job fits in to the rest of the agency, specific skills needed, as well as the goals of the agency" (p. 68). Training provides opportunities for volunteers to learn what is expected and to gain the skills needed to do their job. It also helps to build morale and a sense of belonging for the volunteer and the organization. Legally, training volunteers protects the agency and volunteers from "misuse or disobedience of policies or procedures" (Shin & Kleiner, 2003, p. 68).   Additionally, organizations must think about how this information is presented.   According to *Management Research News*, good training programs include "relevant information presented by an expert, a convenient time and location, participatory and interactive sessions, informative sessions, encourages feedback, addresses volunteer questions and concerns, collaborative in nature and empowers the volunteer" (Shin & Kleiner, 2003, p. 68). Each of these best practices is critical to effective volunteer training, development, and overall volunteer management.

Training provides opportunities for volunteers to learn what is expected and to gain the skills needed to do their job.

To balance volunteer training practices, nonprofit organizations should offer a grievance process for volunteers to voice their needs and concerns (Ellis, 2010). This process can provide checks and balances for a nonprofit organization that brings to light issues that may not have been considered. For a small, community-based nonprofit organization, feedback is the key to new information that will aid in its programs for the future when there are a low number of staff members in charge. This information also helps to build relationships between an organization's staff members and volunteers for a more constructive work environment. All of the above methods for improving volunteer training can bring the best and most committed volunteers to a nonprofit organization.

4.3.1.3 VOLUNTEER COORDINATION AND RETENTION

Employing a volunteer coordinator can significantly improve the capacity of an organization to manage its volunteers.

Employing a volunteer coordinator can significantly improve the capacity of an organization to manage its volunteers. Although this may be a difficult position to fill for a smaller organization, it should be considered in nonprofits such as Abriendo Puertas that highly focus their programs on volunteers. A volunteer coordinator can aid in defining the exact role of volunteers and plan how volunteers fit into the structure of an agency (Pynes, 2009). This could involve soliciting input from current employees, nonprofit clients, the community, and the board of directors. Nonprofit organizations with the leadership of a volunteer coordinator can provide individual volunteers with the resources, information, and assistance they need.

A volunteer coordinator must also offer recognition and continual motivation to volunteers. Volunteer recognition is vital to instilling a sense of commitment to the organization. Volunteer management depends on a coordinated and supportive nonprofit operation. Susan Ellis (2010) outlines the importance of volunteer management, suggesting that employees of a nonprofit organization must strive to give recognition to the individuals who donate their time and support to agencies. Giving positive recognition to the individuals who devote their time can establish long lasting relationships that promote dependable volunteers. Although the literature on volunteer management does not offer a large amount of research on how to develop a volunteer coordinator for smaller nonprofits, it remains a significant area of development for nonprofit leaders.

Equally important to the recruitment of volunteers is the retention of volunteers. Volunteer retention is an area of concern for small nonprofit organizations that depend on volunteers for their programs. A 2004 Urban Institute study measured a variety of retention strategies in approximately 3,000 nongovernmental organizations and found that cultivating an organizational climate that is welcoming to volunteers is extremely important for retention efforts (Hager & Brudney, 2004). Nonprofit organizations need to engage volunteers through culturally responsive practices to encourage retention. The culturally responsive approach consists of an awareness of the culture, traditions, norms, and perspective of a specific population or group that is then incorporated into an organization's strategic planning. Specifically these include speaking in Spanish, holding meetings in places where parents feel comfortable, engaging community elders, greeting and thanking people individually, having music and food at meetings, and implementing techniques to accommodate late arrivals. Volunteer retention is also increased through the personal development of volunteers. Providing meaningful opportunities to grow through training and professional development helps volunteers learn new skills and grow personally, leading to greater coordination and retention. Hager and Brudney's (2004) research noted the importance of matching volunteers with tasks that were mutually beneficial for volunteers and the organization, as well as listening and treating volunteers with respect.

Lastly, implementing a volunteer database is relevant and important for both the recruitment and retention of volunteers. Ellis (2010) suggests that keeping an electronic database aids an organization in tracking and evaluating the work of volunteers. This can also lead to the development of performance measurements and program evaluation to determine if the

organization is achieving its desired goals (Thomas, 2010). With the use of a database and tracking system, nonprofit organizations are primed with the resources they need to provide individual volunteers the information and assistance which will keep them engaged.
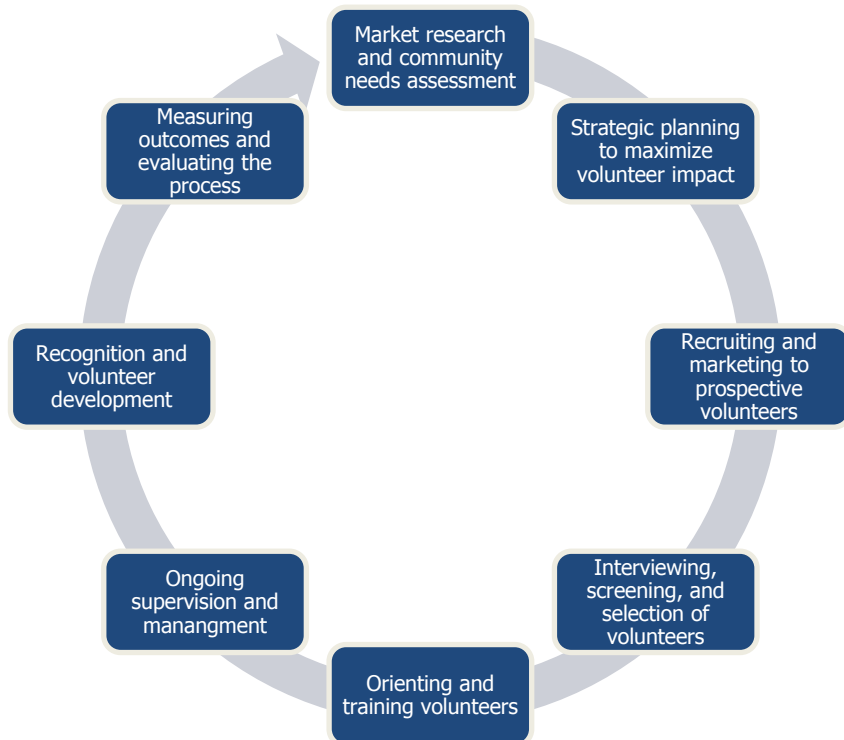
Figure 12 Strategic Volunteer Management Plan

One adaptable strategic volunteer recruitment model, developed by Eisner, Grimm Jr., Maynard, and Wahburn (2009, p.37), outlines eight key steps that a nonprofit organization of any size and scope can implement to assist its strategic volunteer management. Figure 11 above outlines eight steps to achieving a volunteer recruitment plan. Due to the fluid process that is volunteer recruitment, this model represents a continuous cycle.

First, a nonprofit organization must prepare *market research*, which will determine who to target for potential volunteers that will be a good fit for the agency's mission. This is a component of the best practices in the marketing section above. Next, nonprofit managers should prepare a *strategic plan* to maximize the use of volunteers for their organization. This will entail developing a reason behind why volunteers are necessary and how they will be an asset to the organization's mission. Following these two foundational steps, a nonprofit organization may pursue *marketing and recruitment* of potential volunteers.

The fourth step in the cycle includes the *screening and selection process* of volunteers. As the volunteers are chosen and approved to work for a nonprofit organization, the nonprofit managers

must *train and orient* the volunteers to their work within the organizational structure. Throughout this process, a representative of the nonprofit organization who focuses on volunteers, such as a volunteer coordinator, is in charge of *supervising and managing* the work of the volunteers. This is shown as the sixth step of the strategic recruitment model but should be enacted throughout the process. After the volunteers have been trained and begun working for a nonprofit organization, the seventh step in the model points to the need for volunteer *recognition and development*. This is an important piece in motivating and retaining volunteers for their unpaid labor. Finally, all of the efforts made in the strategic recruitment of volunteers should be *measured and evaluated* for outcomes and impact on the nonprofit organization's mission.

The best practices in volunteer recruitment, volunteer training, and volunteer coordination and retention explained above are an ongoing process for nonprofit organizations. Engaging in strategic volunteer management enhances the efficiency of using volunteers for an agency. A small, education-based nonprofit that relies heavily on volunteers could benefit from preparing a strategic volunteer management plan to prepare for a coordinated expansion effort.

4.3.2 ABRIENDO PUERTAS CURRENT PRACTICES

The Assessment Tool demonstrates Abriendo Puertas' current volunteer management operations and organizational capacity for management and support of parent participants and volunteers. Compared to the best practices detailed above, Abriendo Puertas' current operations with regard to volunteer recruitment, volunteer training, and volunteer coordination and retention clearly establish where the organization can improve in the area of volunteer management.

4.3.2.1 VOLUNTEER RECRUITMENT

Abriendo Puertas' volunteer management structure begins with the partnering school district's selection and recruitment of parent participants who will become volunteers after the completion of trainings. Abriendo Puertas provides a formal volunteer job description that is used to recruit the potential parent participants and educate future volunteers on their job expectations, which is given to the schools to aid in their selection of parent participants. Abriendo Puertas staff does not take the lead in the parent participant recruitment process. Once identified by the schools, parents are given the opportunity to meet with Abriendo Puertas' staff representatives to discuss the structure of the parental engagement program and the obligations of committed volunteers. Parent participants who agree to work with the Abriendo Puertas program receive support from nonprofit staff members through educational materials, locations for teaching the program, and overall assistance in their volunteering. The recruitment process does not include an official screening or selection process, but Abriendo Puertas staff attempts to find parents that will be dedicated to the program's mission.

4.3.2.2 VOLUNTEER TRAINING

After the initial recruitment process, parent participants are required to attend at least four of the Abriendo Puertas training sessions before they become volunteers and approach new parent participants. The location of the parent volunteer training sessions and the monthly meetings are chosen by the parent volunteers and can include local schools, community centers, community museums, and churches. Descriptions of the four essential training sessions provided by Abriendo Puertas in the Assessment Tool are explained as follows:

1. *Parent orientation* – An overview of the program, parental role and responsibilities as volunteers, and implementation strategies,
2. *Core Lesson 1 Training* – "Understanding Child and Adolescent Growth and Development,"
3. *Core Lesson 2 Training* – "Making the Grade for High School Graduation," and
4. *Core Lesson 3 Training* – "Preparing for College."

Attending these training sessions allows parent participants to move forward in the parent outreach model and support Abriendo Puertas as parent volunteers.

Along with training and support from Abriendo Puertas staff, parent volunteers are offered and encouraged to attend Abriendo Puertas' monthly meetings. The monthly meetings are intended to teach parent volunteers presentation and leadership skills, and the issues presented at the meetings depend upon the needs of the volunteers in a specific school district. Sign-in sheets at each meeting monitor parent participants' attendance of training sessions to keep a cursory record of participation in the Abriendo Puertas program.

4.3.2.3 VOLUNTEER COORDINATION AND RETENTION

Abriendo Puertas does not currently have an individual responsible for volunteer coordination. After the retirement of the Abriendo Puertas volunteer coordinator in September 2010, the responsibility of volunteer coordination moved to two former parent volunteers serving as program assistants. Volunteer coordination is also sometimes supported by the partnering agencies that provide oversight, such as partnerships with GEAR UP or with a designated liaison from the school. Volunteer coordination is described in the Assessment Tool in the following three approaches:

1. Monthly meetings where parent volunteers provide feedback, Abriendo Puertas provides input, and additional trainings address concerns that arise during initial discussions,
2. Abriendo Puertas Volunteer Center, manned by two former parent volunteers who have been hired as program assistants. Parent volunteers are encouraged to call for assistance and additional information, and

3. Partnering school districts provide additional services, such as logistical assistance for parent presentations and professional support.

Abriendo Puertas operates an Abriendo Puertas Volunteer Center in Edinburg, Texas, which also serves as the corporate headquarters for the organization. Two program assistants run the Abriendo Puertas Volunteer Center Monday through Friday during the business hours of 8 a.m. to 5 p.m. This center offers a location for parent volunteers to receive assistance with presentation skills, to find more information, or to use as a place to hold meetings. While the Abriendo Puertas Volunteer Center offers help and assistance to parent volunteers through bilingual and veteran volunteers, the center is not centrally located or in operation in any of the satellite program school districts.

To encourage parent volunteers throughout the program and promote volunteer retention, Abriendo Puertas program assistants contact parents and engage in supportive conversations. Monthly volunteer meetings also give parent volunteers the opportunity to discuss their concerns and keep volunteers aware of Abriendo Puertas as an organization. Abriendo Puertas recognizes parent volunteers for their work and achievements with a yearly "Certificate of Appreciation" and ceremony. However, Abriendo Puertas does not have a formal process for dealing with volunteer grievances.

4.3.3 RECOMMENDATIONS

Following an analysis of best practices in volunteer management, Abriendo Puertas' current practices in volunteer management, the organizational Assessment, and the Survey of current and former parent participants, three key recommendations are proposed.

> The team's three key recommendations for Abriendo Puertas with regard to its volunteer management efforts are
> - *To develop a parent participant and volunteer database,*
> - *To prepare and implement a parent participant recruitment plan at partnering schools, and*
> - *To hire a volunteer coordinator.*

Once Abriendo Puertas initiates these three recommendations, successful replication and expansion of the volunteer training model can be achieved.

4.3.3.1 DEVELOP PARTICIPANT AND VOLUNTEER DATABASE

First, Abriendo Puertas should develop a parent participant and volunteer database. Creating a database to appropriately track all parent participants and their trajectory into volunteers is critical in the oversight and continued expansion of Abriendo Puertas (Ellis, 2010). Though the Survey revealed that 88 percent of current parent participants completed the four core training

classes, only 46 percent continued to teach classes as volunteers. Compiling information about parents' involvement in a single database or document creates a method for tracking parent participants and volunteers. The database provides a way for Abriendo Puertas to follow-up with parents before they disengage. Furthermore, this database system will give Abriendo Puertas the ability to contact individuals and ensure that participants receive the ongoing support needed to become parent volunteers. The information for the database can be collected at each training session and then given to a volunteer coordinator to enter into the database. Though this may prove to be an involved process, consistent participant data over time will provide Abriendo Puertas with information on how successfully the program model is reaching new parents (or not) throughout the organization's growth and expansion.

> Abriendo Puertas can supplement its database and performance measurements with feedback from participants and volunteers. The Survey provided by the Capstone team can be administered periodically to current and future Abriendo Puertas participants and volunteers to assess the effectiveness of the program and to provide feedback on how they feel the program is working and where it can be improved.

Abriendo Puertas can prepare a database using a basic Microsoft Excel spreadsheet to track parent participants in each new school district or city. (See Appendix Eight for a sample database, which details key characteristics to track, including contact information and class participation.) The database will allow Abriendo Puertas to identify the parent participants who have not completed all of the trainings or those who have completed trainings but who have not continued on as volunteers. It will also provide contact information to encourage communication with volunteers and ensure that they are fully participating in Abriendo Puertas' programs. The Abriendo Puertas representative collecting information for the database should be considerate of the parent participants and volunteers who may not want to share personal information. In addition, Abriendo Puertas should develop, implement and advertise a confidentiality policy so parents will feel comfortable providing Abriendo Puertas with their personal information.

A participant and volunteer database gives Abriendo Puertas a means to conduct performance measurements and program evaluations, which Thomas (2010) emphasizes is a necessary process for nonprofit organizations. An expansion plan will require Abriendo Puertas staff to keep track of the impact it is making in the communities it serves. A parent participant and volunteer database provides a foundation for evaluating performance outcomes for the success of inputs and outputs, which is noted as a best practice for effectively reaching a mission (Thomas, 2010). Over time, the database will serve as a longitudinal tracking device for parent participants and volunteers, which can support Abriendo Puertas' evidence of the model's accomplishment after expansion.

4.3.3.2 DEVELOP PARENT PARTICIPANT RECRUITMENT PLAN

Second, Abriendo Puertas should improve its volunteer recruitment by becoming more engaged in parent participant selection. To do this, the team suggests Abriendo Puertas create a comprehensive parent participant recruitment plan, which will ensure quality and consistency across all Abriendo Puertas district and school locations. The Survey demonstrated that 81.4 percent of all parent participants learned of Abriendo Puertas through their child's school. This highlights the significant role that the schools play in recruiting parents to participate in Abriendo Puertas as well as the trivial role of the nonprofit in parent recruitment. Currently, Abriendo Puertas has no formal process for recruiting and engaging parents at partnering schools. As the marketing section discusses, this disengagement significantly reduces the potential impact of the nonprofit. To facilitate growth, Abriendo Puertas must provide more guidance and oversight in the participant selection process. Engaging in participant selection through a recruitment plan will help Abriendo Puertas ensure that its processes for engaging parents and working in schools are of the same quality and consistency at each location.

The parent participant recruitment plan will be a guide for partner schools and a starting point in addressing key components needed to ensure program effectiveness. The plan will establish the foundation needed for successful school partnerships and effective parent participant and volunteer recruitment. The parent participant recruitment plan should

- Communicate expectations of Abriendo Puertas and partnerships with participating schools,
- Establish short and long term goals as they relate to the volunteers,
- Identify assumptions and apply best practices from other partnering schools,
- Identify tools and methods for disseminating information,
- Help develop an individualized outreach action plan for each location,
- Provide guidance to the schools about characteristics of previously successful parent participants and volunteers,
- Establish goals and a timeline for the partnership, and
- Provide an avenue for building relationships and rapport between school leaders and Abriendo Puertas.

Using the plan and articulating its components in the initial engagement with schools will ensure that critical aspects of parental recruiting and collaborating with parents is addressed consistently across all locations.

To create the participant recruitment plan's framework, Abriendo Puertas needs to conduct informational interviews with key contacts in each partner school to identify the qualities of an effective school partnership. The team suggests that Abriendo Puertas communicate with school officials, staff, teachers, and relevant stakeholders about what has or has not been successful with regard to Abriendo Puertas' involvement in individual schools. These informational interviews will help Abriendo Puertas capture and quantify effective practices that can be replicated in other

locations. All of this information and feedback can be incorporated into the parent participant recruitment plan framework.

Each school location should designate a volunteer liaison and lead contact for Abriendo Puertas.

To further facilitate consistent communication and collaboration, the team suggests that each school location designate a volunteer liaison and lead contact for Abriendo Puertas. Currently, Abriendo Puertas has no consistent point of contact in some participating schools, creating inconsistent communication. This person would be designated and provided by the partner school as part of the contract, would provide guidance to Abriendo Puertas in navigating the school environment, would work with Abriendo Puertas to coordinate the strategic recruitment plan, and would help with the logistics and facilitation of the program in partnering schools. A lead contact within each school will help Abriendo Puertas establish consistency and build successful working relationships in all of its schools.

4.3.3.3 VOLUNTEER COORDINATOR STAFF POSITION

Abriendo Puertas should devote more staff time to the oversight and coordination of its parent participants and volunteers. Thus, another key volunteer management recommendation is that Abriendo Puertas fill the vacant volunteer coordinator position in the organization. Ideally, Abriendo Puertas will hire a volunteer coordinator who is responsible for overall volunteer management and oversight at Abriendo Puertas. Although it may not be currently feasible to hire a volunteer coordinator, the team proposes that Abriendo Puertas take steps toward this hire as soon as possible. This position would be responsible for overseeing relationships with designated school liaisons, parent participants, and parent volunteers working for Abriendo Puertas, which aligns closely with best practices and is critical to successful recruitment and retention of volunteers (Ellis, 2010).

The Survey also emphasizes the importance of a volunteer coordinator – 25 percent of respondents said that they discontinued participation because of a lack of communication. As these results indicate, a volunteer coordinator would have the time and resources necessary to ensure that parents did not stop participating due to a communication gap. Hiring a volunteer coordinator and establishing formal oversight for the volunteer component of the organization is crucial to building a coordinated structure for Abriendo Puertas' future expansion.

The volunteer coordinator will also work closely with the designated school liaison to implement the parent participant recruitment plan and ensure quality recruitment and retention of volunteers. The Survey indicated that one of the reasons parents discontinued participation in Abriendo Puertas' program was a lack of volunteer coordination and oversight. Thus, the nonprofit should attempt to increase coordinated efforts, including utilizing the volunteer

database and consistently following-up with parents throughout the entirety of the program. In addition to providing better guidance and support to both the school liaison and parent participants, the volunteer coordinator should establish a grievance process. Creating a means for dealing with challenges and providing avenues for feedback to the organization is important for the overall health of volunteer coordination and oversight (Ellis, 2010).

Implementing each of these volunteer coordination recommendations will directly impact the retention of volunteers, which is especially important for Abriendo Puertas' volunteer-dependent model. If Abriendo Puertas is not successfully retaining parent participants to train other parents, then the model is ineffective.

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Solidify Mission

Diversify and Expand Board - - - - - **Develop Board Handbook**

Increase Staff with Growth

Create Volunteer Database

Develop Strategic Marketing Plan

Diversify Funding

Encourage Volunteer Liaisons

Engage in Volunteer Selection

Perform Situation Analysis

Identify Target Market

Develop Online Outreach

INTEGRATE COMMUNICATIONS

As the report explains in great depth, there are several critical recommendations, which will facilitate the strategic expansion of Abriendo Puertas. The EMM depicts the hierarchical order of implementation, beginning with the most important, defining the nonprofit's mission. Next, Abriendo Puertas must diversify and expand the board, allowing it to serve as a resource for subsequent recommendations. The nonprofit must then create a volunteer database, develop a strategic marketing plan, and continue to diversify its funding to ensure the health of the nonprofit. Each of these recommendations precipitates a final level of management recommendations which supplement those above, solidifying the strategic expansion Abriendo Puertas seeks. Finally, Abriendo Puertas must remember to integrate communications throughout.

5. CONCLUSION

Abriendo Puertas is a small, education-based nonprofit, motivated by the prevalence of Hispanic student dropouts across the state of Texas. The nonprofit provides a parental engagement initiative to its partner school districts, which, through four core classes, provides the knowledge Hispanic parents need to support their children through the educational process – from childhood to enrollment in college. Through these lessons, parent participants are able to learn about the importance of parental involvement in education, as well as the details of applying for admission to college. The parental engagement model empowers parent participants to become volunteers and spread the program's impact throughout their communities. Abriendo Puertas has received numerous signs of support – not only from those it serves, but also from external organizations. As such, it has begun to take steps to expand its program across school districts in Texas.

The Capstone team researched and developed an Expansion Management Model (EMM) to guide Abriendo Puertas as it grows. To lay the foundation for the EMM, the team conducted an extensive review of the nonprofit capacity building literature. In conjunction with the literature, as well as the client's wishes, the team identified three key areas within the EMM. They included:

- Marketing and community outreach,
- Resource development and fundraising, and
- Volunteer management.

The literature illuminated best practices in each of the areas. From these, the team was able to tailor an internal assessment of the organization to evaluate and analyze Abriendo Puertas' current management practices. This Assessment Tool was created specifically for the nonprofit, and allowed the team to identify the strengths and weaknesses of the program. With the clients' responses, the team was able to assess the internal operations of the program, as well as areas in which the nonprofit could strengthen its overall management. The team also created an original Parent Survey to evaluate the perceptions of the parents involved as both participants and volunteers. This Survey indicated the motivations and perceptions of Abriendo Puertas parents, demonstrating a need for stronger communication and volunteer management practices. Finally, the team conducted a demographic analysis to identify various school districts across Texas that could potentially be receptive to Abriendo Puertas' services. In all, fourteen school districts were identified based on the Hispanic, dropout, at-risk, and limited English proficiency student populations. With propensity score matching, these characteristics allowed the team to ensure that the identified school districts were demographically similar to those in which Abriendo Puertas has had previous success.

Each of the areas of focus is crucial to healthy management practices. *Marketing and community outreach* best practices detail approaches that facilitate consistent communication and engagement with nonprofit stakeholders - the clients, donors, participants, and volunteers.

Resource development and fundraising support organizational activities by ensuring the overall stability of the organization – whether through diversifying funding streams or developing the relationships necessary to grow the organization. Finally, and especially important for an organization such as Abriendo Puertas, comprehensive *volunteer management* is necessary. Its dependence on parental involvement demands that Abriendo Puertas focus its recruitment, training, and retention of participants and volunteers.

Together, these three areas of focus support one another and facilitate successful management practices. Successful marketing allows the nonprofit to determine and disseminate its mission consistently – integrated throughout all organizational activities, including resource development, fundraising, and volunteer management. Resource development and fundraising then provide the platform from which the nonprofit can be successful, in terms of not only overall stability, but also its ability to have an impact on the communities it serves. Finally, successful volunteer management ensures that the nonprofit is supported in its endeavors by those participants and volunteers that are committed to the organization's mission and goals.

As the figure above demonstrates, the EMM ultimately details tailored recommendations for Abriendo Puertas – built upon the analyses of literature-based best practices, as well as the organization's current management practices. These recommendations are comprehensive and specific to the three areas of focus. While the team has presented them in order of priority, each of the recommendations reinforces the others – creating a solid base from which expansion should grow.

Before any steps can be taken toward strengthening the three management areas and ultimately expanding the organization, it is critical that Abriendo Puertas have a well-defined mission.

Before any steps can be taken toward strengthening the three management areas and ultimately expanding the organization, it is critical that Abriendo Puertas have a well-defined mission. A mission statement should identify not only the target market of the organization, but also its value-added – the services it provides and its reason for existence. With a solid mission, the nonprofit can integrate its goals into all organizational activities, and facilitate the cohesive growth necessary to expand to new school districts. After clearly defining its mission, Abriendo Puertas must expand and diversify its board. With a versatile board – in terms of demographics and individual strengths – Abriendo Puertas will benefit from an additional resource in its expansion. For the board to be fully effective, however, the nonprofit must also develop a board handbook, to guide its trustees as they support and promote Abriendo Puertas.

After the board is in place, Abriendo Puertas should turn its attention to the other areas of management development discussed throughout the report. These subsequent steps will,

however, require the support of additional Abriendo Puertas staff. The team recognizes the currently limited capacity of the nonprofit to increase its staffing levels, but also strongly emphasizes that to expand the program Abriendo Puertas must also expand internally. In order to most effectively carry out any of the following recommendations and handle the additional responsibilities inherent with growth, Abriendo Puertas must increase its staffing levels.

The figure also shows that Abriendo Puertas must develop a database of parent participants and volunteers to facilitate healthier volunteer management practices – enabling the nonprofit to better support its volunteers. Careful tracking of its parental involvement will allow the nonprofit to not only better evaluate its impact, but also adapt its program to the needs of its parent participants and volunteers. Without their support, Abriendo Puertas cannot ensure its success.

> To evaluate Abriendo Puertas' progress in implementing these recommendations, the Capstone team advises that the organization continue to utilize the Assessment Tool and Parent Survey. These tools, if administered regularly by Abriendo Puertas, can serve as important evaluation mechanisms for the organization in the future. They can provide Abriendo Puertas with information about the current state of its organization and the success of its programs, but will also be an excellent way for the nonprofit to track its progress in working toward its goals. This information will be critical to ensuring that any future expansion is well-organized and effectively meets the goals of the program.

It must also create a strategic marketing plan to ensure a consistent, positive message is communicated throughout all of the nonprofit's activities. Currently, Abriendo Puertas' lack of marketing efforts is hindering the reach of its program. By defining its target markets, and conducting a situation analysis of its external and internal environments, Abriendo Puertas will be able to engage its stakeholders – clients, donors, and parents – in manners which best support the overall mission of the organization. This also serves to reinforce the efforts within volunteer management. With comprehensive marketing, the engagement and retention of volunteers will be more pointed. Finally, Abriendo Puertas should continue to work toward funding diversification to provide a firmer financial foundation on which to expand. Dependence on specific funding types leaves Abriendo Puertas vulnerable to financial shocks, and by reaching out to donors in a variety of ways, whether personally or online, the nonprofit can remain active and viable.

The final set of recommendations shown in the figure is intended to support the above steps. Each allows Abriendo Puertas to more comprehensively affect its management processes. Encouraging volunteer liaisons and engaging in volunteer selection provides Abriendo Puertas an additional outlet to invest in the success of its

program. By actively taking part in the selection and management of parents, Abriendo Puertas can ensure consistent engagement. As mentioned above, a situation analysis and the definition of its target market will allow Abriendo Puertas to develop a thorough marketing plan to guide the nonprofit's activities. Finally, developing online outreach is a specific step to increasing funding diversity, one which Abriendo Puertas has begun, and which will cultivate new support and relationships for the program.

As the recommendations indicate, the process identified in the EMM is reinforcing. Each recommendation affects the success of the others: successful expansion is dependent on the fidelity of the implementation of these recommendations. While the above hierarchical order is a suggestion, it has been crafted to ensure that base resources are in place as Abriendo Puertas begins its strategic expansion. To further assess its progress, Abriendo Puertas may consider re-administering the Assessment Tool and Parent Survey in Appendices One and Four, respectively.

The above analysis indicates that Abriendo Puertas has accomplished much since its establishment in 2003. However, as is to be expected for any organization wishing to expand its impact, there are areas for improvement. By incorporating the recommendations detailed in this report, Abriendo Puertas can ensure that any future expansion of its programs will enhance the previous successes of the nonprofit.

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PURPOSE

This Assessment Tool will allow Abriendo Puertas to regularly evaluate organizational practices related to expansion management. The Bush School Capstone team will administer this assessment and use the results to offer Abriendo Puertas an expansion management model. In the future, Abriendo Puertas can regularly use this Assessment Tool to reevaluate its expansion efforts and to modify its expansion strategies accordingly.

INSTRUCTIONS

Please read and answer the following questions. To ensure complete and accurate assessment results, the Capstone team recommends including all relevant Abriendo Puertas employees with experience in the following organizational areas – Resource Development, Marketing & Community Outreach, and Volunteer Management – when taking the assessment.

I. Resource Development	Yes	No
1. Do you have a funding model that identifies where you expect your funding to come from each year? Please explain.	☐	☐
2. Do you have a long term strategic plan for your fundraising targets?	☐	☐

3. What are your funding sources?
   a. Government Grants   _____%
   b. ISDs   _____%
   c. Foundation Grants   _____%
   d. Individuals   _____%
   e. Other   _____%
   Please specify "Other" sources of funding:		

4. Are your fundraising efforts staffed and funded at a level consistent with funding expectations?	☐	☐
5. Do you have plans to hire more development staff as you grow?	☐	☐
6. Do you research prospective donors?	☐	☐
7. Do you maintain a donor database (do you keep records of past donors)? Please explain.	☐	☐
8. Do you conduct an annual fundraising campaign?	☐	☐
9. Do you have repeat donors? Please explain.	☐	☐
10. Do you accept donations by mail?	☐	☐
11. Do you accept donations on your website?	☐	☐
12. Do your past clients/volunteers become donors?	☐	☐
13. Do you have a well-developed case to encourage donors to support your organization?	☐	☐
14. Is fundraising a priority for your organization?	☐	☐

II. Marketing & Community Outreach	Yes	No
1. Do you have a marketing coordinator?	☐	☐
2. Do you have a written marketing plan?	☐	☐
a. Does your written marketing plan outline your goals/objectives, target markets, and methods/tools for achieving these goals?	☐	☐
b. Do you review and adapt your marketing plan each time you expand to a new location?	☐	☐
3. Do you consistently use your logo?	☐	☐
4. How do you want to be perceived by people outside your organization?		
5. Do your marketing efforts consistently promote this perception?	☐	☐
6. Do your brochures, newsletters, annual reports, and other promotional materials present a coherent look and feel?	☐	☐
7. What marketing tools do you regularly use? (personal selling, direct mail, websites, etc.)		
8. Do you regularly update your website and use it for marketing efforts? If yes, how often?	☐	☐
9. Do you strategically identify potential schools and/or districts at which to implement your program? If yes, how?	☐	☐
10. Do you regularly look for free marketing opportunities within the community? (feature newspaper articles, letters to the editor, etc.)	☐	☐
11. Do you regularly pursue relationships with other similarly-minded organizations aside from GEAR UP?	☐	☐
12. Are you aware of any competing parental engagement programs? If yes, please list competing programs:	☐	☐

II. Marketing & Community Outreach (Continued)	Yes	No
13. Do you attempt to differentiate your program from potential competitors?	☐	☐
14. Do you research each new community you enter?	☐	☐
15. Do you continue to market your services once your program is established within a community in order to maintain a presence?	☐	☐
16. Do you regularly work with the community to make community members aware of the program?	☐	☐
17. Do you use marketing to maintain volunteer participation once the program is established in a location?	☐	☐
18. Do you have specific marketing materials for donors?	☐	☐
19. Do you regularly maintain contact with your donors?	☐	☐
20. Do you regularly recognize your donors?	☐	☐

III. Volunteer Management	Yes	No
1. Do you recruit parents to become involved with Abriendo Puertas? If yes, explain how.	☐	☐
2. When partnering with school districts, do the schools play a role in recruiting and supporting volunteers? If yes, explain.	☐	☐
3. Do you have detailed job descriptions for your parent volunteers? If yes, what are they?	☐	☐
4. Do you have a screening or selection process for your parent volunteers? If yes, please explain.	☐	☐
5. Do you have a method for determining which parents will teach and mentor other parents? If yes, please explain.	☐	☐
6. Do you train your volunteers? If yes, how?	☐	☐

    a. Who comes to your monthly meetings?

    b. What are concerns that volunteers generally deal with?

    c. Where are the meetings located?

    d. Is the training one time or ongoing?

III. Volunteer Management (Continued)	Yes	No
7. Do you keep minutes or records of trainings?	☐	☐
8. Do you track the involvement of your parent volunteer with Abriendo Puertas? If yes, please explain.	☐	☐
9. Do you evaluate the work of your parent volunteers? If yes, please explain.	☐	☐
10. Do you have a parent volunteer coordinator? If no, explain organization oversight of volunteers:	☐	☐
11. Do you give your parent volunteers recognition for their work with your organization? If yes, explain.	☐	☐
12. Do you motivate or encourage volunteers? If yes, explain how.	☐	☐
13. Do you have a process for dealing with grievances of volunteers?	☐	☐
14. Do you keep volunteers informed of organizational events and/or program changes? If yes, explain how.	☐	☐

III. Volunteer Management (Continued)	Yes	No
15. Do you offer guidance or support for volunteers? If yes, explain how.	☐	☐

a. What is the volunteer center?

b. When is your volunteer center open?

c. What are the concerns of parents who access this center?

d. What are the strengths and weaknesses of the center?

e. Do you have these volunteer centers at each program location?

ENGLISH SURVEY SCRIPT

Hello my name is _____. May I speak with _____? (Repeat intro if needed) I'm calling on behalf of the Bush School, at Texas A&M University. We are conducting a survey for Abriendo Puertas to help them improve their program and better serve their volunteers. We received your contact information from Abriendo Puertas. Should you choose to participate in our survey, your responses will remain confidential. The University releases no information as to how any individual answers the questions and your name and telephone number will not be used in our research. Your participation in this survey is completely voluntary and you may decide not to participate or withdraw from the survey at any time. If you agree to participate, you will be asked a series of questions about Abriendo Puertas and their services. Your statements may be summarized for reports and publications under the supervision of our professor, Dr. Lori Taylor. Any notes taken will be kept in a secure and locked location and will be available only to the research team. This survey will take less than 15 minutes of your time. Are you willing to complete the survey?

Would you prefer to complete the survey in English or Spanish?

First I would like to ask you a few questions about your participation in Abriendo Puertas. For most of these questions, I will list multiple answer choices and you can choose one or more of the answer choices.

1. Are you a current participant of Abriendo Puertas?

    a. Yes or
    b. No

2. How did you hear about Abriendo Puertas? Was it from…

    a. Your child's School
    b. Another parent
    c. Abriendo Puertas staff or
    d. Other
    e. (If other) Please explain:

3. What was the most important reason that made you decide to participate in Abriendo Puertas? Was it because you…

   a. Wanted your child to graduate from high school
   b. Wanted your child to go to college
   c. Wanted to learn more about opportunities for your child
   d. Wanted to help your community or
   e. Other
   f. (If other) Please explain:

Questions for Current Participants	Questions for Former Participants

4. Before you participated in Abriendo Puertas, did you talk to your child about college?
 	
    a. Yes or
    b. No
 	
 5. Before you participated in Abriendo Puertas, did your child express interest in going to college?
 	
    a. Yes or
    b. No
 	
 6. Have any of your children attended college?
 	
    a. Yes or
    b. No
 	
 7. Has participating in Abriendo Puertas helped you become more involved in your child's education?
 	
    a. Yes or
    b. No
    c. Please explain:
	4. What is the most important reason that you stopped participating in Abriendo Puertas? Please respond
	
	    a. Information was not helpful
	    b. Did not have time to participate
	    c. Child graduated from high school
	    d. Other
	    e. (If other) Please explain:
	
	 5. Before you participated in Abriendo Puertas, did you talk to your child about college?
	
	    a. Yes or
	    b. No
	
	 6. Before you participated in Abriendo Puertas, did your child express interest in going to college?
	
	    a. Yes or
	    b. No
	
	 7. Have any of your children attended college?
	
	    a. Yes or
	    b. No

Questions for Current Participants	Questions for Former Participants

8. Have you completed the three core Abriendo Puertas classes?
 	
    a. Yes
    b. No or
    c. No, but you intend to complete all 3 classes
 	
9. How many Abriendo Puertas classes have you attended, other than the 3 core classes?
 	
    _____
 	
10. Other than attending classes, how else have you participated in Abriendo Puertas? Please select all that apply. Have you…
 	
    a. Taught lessons or classes
    b. Handed out literature
    c. Talked to other parents about Abriendo Puertas
    d. Brought friends to meetings
    e. Other
    f. (If other) Please explain:
 	
11. Where do you go to participate in Abriendo Puertas? Please select all that apply. Was it at…
 	
    a. Your child's school
    b. Your home
    c. Someone else's home
    d. Church
    e. Community center
    f. Other
    g. (If other) Please explain:
	8. Did participating in Abriendo Puertas help you become more involved in your child's education?
	
	    a. Yes or
	    b. No
	    c. Please explain:
	
	9. Did you complete the three core Abriendo Puertas classes?
	
	    a. Yes or
	    b. No
	
	10. How many Abriendo Puertas classes did you attend, other than the 3 core classes?
	
	    _____
	
	11. Other than attending classes, how else did you participate in Abriendo Puertas? Please select all that apply. Did you…
	
	    a. Teach lessons or classes
	    b. Hand out literature
	    c. Talk to other parents about Abriendo Puertas
	    d. Bring friends to meetings
	    e. Other
	    f. (If Other) Please explain:

Questions for Current Participants	Questions for Former Participants

12. Do you know whom to contact if you have questions about the program?
 	
    a. Yes or
    b. No
    c. (If yes) Who do you contact?
	12. Where did you go to participate in Abriendo Puertas? Please select all that apply. Was it to…
	
	    a. Your child's school
	    b. Your home
	    c. Someone else's home
	    d. Church
	    e. Community center
	    f. Other
	    g. (If other) Please explain:

13. Would you like any other support from Abriendo Puertas?
 	
    a. Yes or
    b. No
    c. (If yes) Please explain:
	13. Did you know whom to contact if you had questions about the program?
	
	    a. Yes or
	    b. No
	    c. (If yes) Who did you contact?

14. Do you feel like you are making a difference by helping for Abriendo Puertas?
 	
    a. Yes or
    b. No
    c. (If yes) How are you making a difference?
	14. Did you need any other support from Abriendo Puertas?
	
	    a. Yes or
	    b. No
	    c. (If yes) Please explain:

Now I would like to ask you a few questions about what you learned in Abriendo Puertas classes.
 	
15. Before attending Abriendo Puertas classes did you know:
 	
    a. Where colleges were located
 	
    b. How to apply to colleges
 	
    c. How to apply for financial aid
 	
    d. How to register for the SAT/ACT
	15. Did you feel like you were making a difference by helping for Abriendo Puertas?
	
	    a. Yes or
	    b. No
	    c. (If yes) How did you make a difference?

Question for Current Participants	Questions for Former Participants

16. Is it easy to understand the material that is presented in Abriendo Puertas meetings?
 	
    a. Yes or
    b. No
 	
17. Is the information presented to you in Abriendo Puertas classes helpful?
 	
    a. Yes or
    b. No
 	
18. Is there any other information or services Abriendo Puertas could provide that would be helpful?
 	
    a. Yes or
    b. No
    c. (If yes) Please explain:
 	
Now I would like to ask you a few questions about the accessibility of Abriendo Puertas classes.
 	
19. Are class sites easy to get to?
 	
    a. Yes or
    b. No
    c. (If no) Why not?
 	
20. When does your class usually meet?
	Now I would like to ask you a few questions about what you learned in Abriendo Puertas classes.
	
	16. Before attending Abriendo Puertas classes did you know:
	
	    a. Where colleges were located
	    b. How to apply to colleges
	    c. How to apply for financial aid
	    d. How to register for the SAT/ACT
	
	17. Was it easy to understand the material that was presented in Abriendo Puertas meetings?
	
	    a. Yes or
	    b. No
	
	18. Was the information presented to you in Abriendo Puertas classes helpful?
	
	    a. Yes or
	    b. No
	
	19. Was there any other information or services Abriendo Puertas could have provided that would have been helpful?
	
	    a. Yes or
	    b. No
	    c. (If yes) Please explain:
	
	Now I would like to ask you a few questions about the accessibility of Abriendo Puertas classes.
	
	20. Were class sites easy to get to?
	
	    a. Yes or
	    b. No
	    c. (If no) Why not?

Question for Current Participants	Questions for Former Participants

21. Is that time convenient for you?
 	
     a. Yes or
     b. No
     c. (If no) Why?
	21. When did your class usually meet?
	
	 22. Was that time convenient for you?
	
	     a. Yes or
	     b. No
	     c. (If no) Why?

Now I would like to ask you a few questions about yourself. This information will help Abriendo Puertas better understand their volunteers.

23. What is your age?

24. What is the highest level of education you have completed?

    a. Less than high school
    b. High school diploma/GED
    c. Some college
    d. Associate degree
    e. Bachelors' degree
    f. Higher than a bachelors' degree

25. How many children do you have?

26. Which schools do your children attend?

27. Do you have any other comments regarding Abriendo Puertas?

This concludes the survey. We greatly appreciate your participation and it will be very helpful in aiding Abriendo Puertas with improving their services. Have a nice day.

28. Was the participant male or female? _____

29. Respondent ID number_____

Hola, mi nombre es _____. ¿Pudiera hablar con _____?
(Repite la introducción si es necesario). Estoy hablando de parte de la Escuela Bush de la Universidad Texas A&M. Estamos conduciendo una encuesta para Abriendo Puertas con el fin de ayudarles a mejorar su programa y dar mejores servircios a sus voluntarios. Hemos recibido su información de contacto de Abriendo Puertas. Si decide participar en nuestra encuesta, todas sus respuestas serán anónimas. La Universidad no dará información a ninguna de cómo un individuo contesta a las preguntas y su nombre y numero telefónico no serán utilizados para nuestra investigación. Su participación en esta encuesta será completamente voluntaria y usted puede decidir no participar o retirar su encuesta en cualquier momento. Si está de acuerdo en participar, le haremos una serie de preguntas sobre Abriendo Puertas y sus servicios. Sus respuestas pudieran ser resumidas para reportes y publicaciones bajo la supervisión de nuestra profesora, Dr. Lori Taylor. Todas las notas que sean tomadas serán guardadas en un lugar seguro y solo serán disponibles al grupo de investigación. Esta encuesta tomara menos de 15 minutos de su tiempo. ¿Querría usted llenar la encuesta?

¿Preferiría llenar la encuesta en inglés o español?

Primero me gustaría hacerle varias preguntas sobre su participación en Abriendo Puertas. Para la mayoría de estas preguntas, enumeraré múltiples respuestas y usted puede escoger una o más de las respuestas.

1. ¿Está usted ahora participando en Abriendo Puertas?
   a. Sí o
   b. No

2. ¿Cómo se enteró de Abriendo Puertas? Fue por medio de…
   a. La escuela de su hijo/hija
   b. Otro padre/madre
   c. Personal de Abriendo Puertas
   d. Otro factor
   e. Si otro, Por favor explique:

3. ¿Por qué decidió participar en Abriendo Puertas? Puede escoger lo que aplique. Fue porque usted…
    a. Quería que su hijo/hija se graduara de la preparatoria
    b. Quería que su hijo/hija asistiera a la universidad
    c. Quería aprender más sobre oportunidades para su hijo/hija
    d. Quería ayudar a su comunidad
    e. Otra razón
    f. Si es otra, Por favor explique:

Preguntas para Pariticipantes Actuales	Preguntas para Pariticipantes Anteriores

4. ¿Antes de participar en Abriendo Puertas, había hablado con su hijo/hija sobre la universidad?
   a. Sí o
   b. No
 	
5. ¿Antes de participar en Abriendo Puertas, le expresó usted interés en asistir a la universidad su hijo(a)?
   a. Sí o
   b. No
 	
6. ¿Alguno de sus hijos ha asistido a la universidad?
   a. Sí o
   b. No
 	
7. ¿Le ha ayudado a usted el participar en Abriendo Puertas involucrarse más en la educación de su hijo/hija?
   a. Sí o
   b. No
   c. Por favor explique:
	4. ¿Caul fue la razon porque dejó de participar en Abriendo Puertas?
	   a. La información no me fue útil
	   b. No tuvo tiempo de participar
	   c. Hijo/hija se graduó de la preparatoria o universidad
	   d. Otra razón
	   e. Si es otro, Por favor explique:
	
	5. ¿Antes de participar en Abriendo Puertas, había hablado con su hijo/hija sobre la universidad?
	   a. Sí o
	   b. No
	
	6. ¿Antes de participar en Abriendo Puertas, le expresó usted interés en asistir a la universidad su hijo(a)?
	   a. Sí o
	   b. No
	
	7. ¿Alguno de sus hijos ha asistido a la universidad?
	   a. Sí o
	   b. No

Preguntas para Pariticipantes Actuales	Preguntas para Pariticipantes Anteriores

8. ¿Ha asistido a las tres clases esenciales de Abriendo Puertas?
    a. Sí o
    b. No
    c. No pero pienso terminar todas las 3 clases.

9. ¿A cuantas clases de Abriendo Puertas ha asistido, aparte de las 3 esenciales?
    _____

10. ¿Con excepción de asistir a clases, usted cómo ha participado en Abriendo Puertas? Por favor seleccione todo lo que aplique. Usted…
    a. Da lecciones o clases
    b. Distribuye información
    c. Habla con otros padres sobre Abriendo Puertas
    d. Trae amigos a las clases
    e. Otra manera
    f. Si otra, Por favor explique:

11. ¿A donde va a participar con Abriendo Puertas? Por favor seleccione todo aquello que aplique. En…
    a. La escuela de su hijo/hija
    b. Su casa
    c. La casa de alguien mas
    d. Iglesia
    e. Centro de communidad
    f. Otro medio
    g. Si otro, por favor explique:

12. ¿Sabe a quién dirigirse en caso de que tenga preguntas sobre el programa?
    a. Si
    b. No
    c. ¿Si la respuesta es sí, con quién se comunica?

---

8. ¿Le ha ayudado a usted el participar en Abriendo Puertas involucrarse más en la educación de su hijo/hija?
    a. Sí o
    b. No
    c. Por favor explique:

9. ¿Ha asistido a las tres clases esenciales de Abriendo Puertas?
    a. Sí o
    b. No

10. ¿A cuantas clases de Abriendo Puertas ha asistido, aparte de las 3 esenciales?
    _____

11. ¿Con excepción de asistir a clases, cómo ha usted participado en Abriendo Puertas? Por favor seleccione todo lo que aplique. Usted…
    a. Da lecciones o clases
    b. Distribuye información
    c. Habla con otros padres sobre Abriendo Puertas
    d. Trae amigos a las clases
    e. Otra manera
    f. Si otra, Por favor explique:

12. ¿A donde iba a participar con Abriendo Puertas? Por favor seleccione todo aquello que aplique. En…
    a. La escuela de su hijo/hija
    b. Su casa
    c. La casa de alguien mas
    d. Iglesia
    e. Centro de communidad
    f. Otro medio
    g. Si otro, por favor explique:

Preguntas para Pariticipantes Actuales	Preguntas para Pariticipantes Anteriores

13. ¿Necesita usted apoyo adicional de Abriendo Puertas?
   a. Sí o
   b. No
   c. Si la respuesta es sí, por favor explique:
	13. ¿Sabía usted a quién dirigirse en caso de que tuviera preguntas sobre el programa?
	   a. Si
	   b. No
	   c. ¿Si la respuesta es sí, con quién se comunica?

14. ¿Siente usted que está haciendo una diferencia al ser voluntario de Abriendo Puertas?
   a. Sí o
   b. No
   c. Si la respuesta es sí, por favor explique:
	14. ¿Necesitó usted apoyo adicional de Abriendo Puertas?
	   a. Sí o
	   b. No
	   c. Si la respuesta es sí, por favor explique:

Ahora quisiera hacerle algunas preguntas sobre lo que usted aprendió en Abriendo Puertas	15. ¿Sintió usted que estába haciendo una diferencia al ser voluntario de Abriendo Puertas?
	   a. Sí o
	   b. No
	   c. Si la respuesta es sí, por favor explique:

15. Antes de asistir a clases de Abriendo Puertas sabía usted:
   a. La ubicación de las universidades
   b. Como aplicar a las universidades
   c. Como solicitar ayuda financiera
   d. Como registrarse para tomar el SAT/ACT
	Ahora quisiera hacerle algunas preguntas sobre lo que usted aprendió en Abriendo Puertas

16. ¿Es fácil entender el material presentado en las juntas de Abriendo Puertas?
   a. Sí o
   b. No
	16. Antes de asistir a clases de Abriendo Puertas sabía usted:
	   a. La ubicación de las universidades
	   b. Como solicitar a las universidades
	   c. Como solicitar ayuda financiera
	   d. Como registrarse para tomar el SAT/ACT

17. ¿Le es útil la información presentada en Abriendo Puertas?
   a. Sí o
   b. No
	17. ¿Fue fácil entender el material presentado en las juntas de Abriendo Puertas?
	   a. Sí o
	   b. No

Preguntas para Pariticipantes Actuales	Preguntas para Pariticipantes Anteriores

18. ¿Puede Abriendo Puertas ofrecerle información o servicios adicionales que le será de ayuda?
    a. Sí o
    b. No
    c. Si la respuesta es sí, por favor explique:
 	
Ahora me gustaría hacerle varias preguntas sobre la accesibilidad de las clases de Abriendo Puertas.
 	
19. ¿Es fácil llegar a los sitios de clase?
    a. Si
    b. No
    c. Si no, ¿por qué?:
 	
20. ¿Generalmente, cuando se juntan para su clase?
 	
21. ¿El horario de las clases es conveniente para usted?
    a. Sí o
    b. No
    c. Si no, ¿por qué?:
	18. ¿Le fue útil la información presentada en Abriendo Puertas?
	    a. Sí o
	    b. No
	
	19. ¿Hubo alguna otra información o servicios adicionales que Abriendo Puertas pudo haber proveido?
	    a. Sí o
	    b. No
	    c. Si la respuesta es sí, por favor explique:
	
	Ahora me gustaría hacerle varias preguntas sobre la accesibilidad de las clases de Abriendo Puertas.
	
	20. ¿Era fácil llegar a los sitios de clase?
	    a. Si
	    b. No
	    c. Si no, ¿por qué?:
	
	21. ¿Generalmente, cuando se juntaban para su clase?
	
	22. ¿El horario de las clases fue conveniente para usted?
	    a. Si
	    b. No
	    c. Si no, ¿por qué?:

Ahora me gustaría hacerle varias preguntas sobre usted. Esta información le ayudara a Abriendo Puertas a entender a sus voluntarios mejor.

23. ¿Cuál es su edad?

24. ¿Cuál es el nivel más alto de educación que ha completado?
    a. Menos de la preparatoria
    b. Diploma/GED de preparatoria
    c. Algo de universidad
    d. Título Asociado (Bachilerato)
    e. Licenciatura
    f. Maestría o Doctorado

25. ¿Cuántos hijos tiene?

26. ¿A cuales escuelas asiten sus hijos?

27. ¿Tiene algún comentario que quisiera agregar sobre Abriendo Puertas?

Esto concluye la encuesta. Le agradecemos intensamente su participación ya que es muy útil para ayudar a mejorar los servicios de Abriendo Puertas. Gracias, y tenga un buen día.

28. ¿El/la participante es hombre o mujer? _____

29. Numero de identificatcion del/de la participante_____

APPENDIX THREE: SURVEY RESULTS

	Number	Percent
Former Participant	17	39.53
Current Participant	26	60.47
Total	**43**	**100.00**

Table 1 Respondent Composition

	Number	Percent
Through child's school	35	81.40
Another parent	3	6.98
Abriendo Puertas staff	3	6.98
Other	2	4.64
Total	**43**	**100.00**

Table 2 How did participants hear about Abriendo Puertas?

	Number	Percent
Wanted child to graduate high school	4	9.30
Wanted child to go to college	22	51.17
Wanted to learn more about opportunities	11	25.58
Wanted to help the community	6	13.95
Total	**43**	**100.00**

Table 3 The most important reason respondents chose to participate in Abriendo Puertas

	Former Participants	
	Number	Percent
Did not have time to participate	6	35.29
Other	11	64.71
Total	**17**	**100.00**

Table 4a The most important reason respondents discontinued participation in Abriendo Puertas

Reason	Number	Percent
Lack of transportation	1	10.00
Lack of communication	4	40.00
Personal Reasons	2	20.00
Finished the classes	1	10.00
Had to go back to work	1	10.00
Did not specify	1	10.00
Total	**10**	**100.00**

Table 4b Explanations for "Other" in Table 4a

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
Yes	21	80.77	1	94.12
No	5	19.23	16	5.88
Total	**26**	**100.00**	**17**	**100.00**

Table 5 Did respondents talk to their children about college before participating in Abriendo Puertas?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
Yes	23	88.46	15	70.59
No	3	11.54	2	29.41
Total	**26**	**100.00**	**17**	**100.00**

Table 6 Did respondents' children express an interest in college prior to Abriendo Puertas participation?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
Attended	11	42.31	5	29.41
Have not Attended	15	57.69	12	70.59
Total	**26**	**100.00**	**17**	**100.00**

Table 7 Number of participants whose children have attended college

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
Yes	26	100.00	15	88.24
No	0	0	2	11.76
Total	**26**	**100.00**	**17**	**100.00**

Table 8a Has participation in Abriendo Puertas helped respondents become more involved in their child's education?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
More informed about their child's education and how to help their child	12	52.17	9	56.25
Learned to be more supportive	3	13.04	0	0.00
Learned how to talk to their child about education	2	8.70	3	18.75
Can communicate what they have learned to others	1	4.35	0	0.00
Learned how to motivate their children	3	13.04	1	6.25
Learned how to make children more involved in school	1	4.35	0	0.00
Did not understand the information	0	0.00	1	6.25
Did not think classes were helpful	0	0.00	1	6.25
Support to continue the parents' education	0	0.00	1	6.25
By assisting with meetings	1	4.35	0	0.00
Total	**23**	**100.00**	**16**	**100.00**

Table 8b How has Abriendo Puertas helped participants become more involved in their child's education?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
Yes	23	88.46	12	70.59
No	1	3.85	5	29.41
No, but intends to complete.	2	7.69	0	0.00
Total	**26**	**100.00**	**17**	**100.00**

Table 9 Did the participant complete the four core Abriendo Puertas classes?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	14	53.85	13	76.47
Yes	12	46.15	4	23.53
Total	**26**	**100.00**	**17**	**100.00**

Table 10a Did the participant teach lessons or classes?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	10	38.46	9	52.94
Yes	16	61.54	8	47.06
Total	**26**	**100.00**	**17**	**100.00**

Table 10b Did the participant hand out Abriendo Puertas informational literature?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	5	19.23	1	5.88
Yes	21	80.77	16	94.12
Total	**26**	**100.00**	**17**	**100.00**

Table 10c Did the participant talk to other parents about Abriendo Puertas?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	7	26.92	11	64.71
Yes	19	73.08	6	35.29
Total	**26**	**100.00**	**17**	**100.00**

Table 10d Did the participant bring friends to meetings?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
Goes to a friend's house to learn	1	33.33	0	0.00
Participating in discussions	1	33.33	0	0.00
Talk to family members	1	33.33	0	0.00
Total	**3**	**100.00**	**0**	**0.00**

Table 10e How else has the participant supported Abriendo Puertas?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	0	0.00	5	29.41
Yes	26	100.00	12	70.59
Total	**26**	**100.00**	**17**	**100.00**

Table 11a Did the participant attend Abriendo Puertas meetings at their child's school?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	21	80.77	15	88.24
Yes	5	19.23	2	11.76
Total	**26**	**100.00**	**17**	**100.00**

Table 11b Did the participant attend Abriendo Puertas meetings at his or her home?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	20	76.92	15	88.24
Yes	6	23.08	2	11.76
Total	**26**	**100.00**	**17**	**100.00**

Table 11c Did the participant attend Abriendo Puertas meetings at someone else's home?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	24	92.31	16	94.12
Yes	2	7.69	1	5.88
Total	**26**	**100.00**	**17**	**100.00**

Table 11d Did the participant attend Abriendo Puertas meetings at a church?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	21	80.77	12	70.59
Yes	5	19.23	5	29.41
Total	**26**	**100.00**	**17**	**100.00**

Table 11e Did the participant attend Abriendo Puertas meetings at a community center?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
Parent Center	1	20.00	0	0.00
College/university	2	40.00	0	0.00
Office space	0	0.00	1	20.00
Library	0	0.00	2	40.00
Building near the school	0	0.00	1	20.00
Family/friends	1	20.00	0	0.00
Family reunion	0	0.00	1	20.00
Other schools	1	20.00	0	0.00
Total	**5**	**100.00**	**5**	**100.00**

Table 11f Where else did the participant attend Abriendo Puertas meetings?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	4	15.38	1	5.88
Yes	22	84.62	16	94.12
Total	**26**	**100.00**	**17**	**100.00**

Table 12a Does the participant know who to contact with questions?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
Nancy Cepeda	2	9.09	0	0.00
Ana Zamora	2	9.09	1	6.67
Mayra Guerra	2	9.09	1	6.67
School counselor	2	9.09	0	0.00
Ms. Larasquito	1	4.55	0	0.00
Marta Vela	1	4.55	0	0.00
Ms. Martinez	1	4.55	0	0.00
Miguel Benitez	2	9.09	3	20.00
Claudia Trevino	1	4.55	0	0.00
Diana	1	4.55	1	6.67
Lala	0	0.00	1	6.67
Abriendo Puertas employees/volunteers	1	4.55	3	20.00
School employees	4	18.18	1	6.67
Friends	1	4.55	2	13.33
A doctor	1	4.55	0	0.00
Has a phone number	0	0.00	2	13.33
Total	**22**	**100.00**	**15**	**100.00**

Table 12b Who did the participant contact?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	17	65.38	14	82.35
Yes	9	34.62	3	17.65
Total	**16**	**100.00**	**17**	**100.00**

Table 13a Does the participant need any additional support from Abriendo Puertas?

Current Participants		Former Participants	
Category Response	**Number of Responses**	**Category Response**	**Number of Responses**
Classes are comprehensive	1	Get more involved in information	1
Participant needs one-on-one assistance	2	They had many questions	1
More information to learn more	2		
More information about giving class and volunteering	1		
Expand time to explain programs	1		
Can never have enough support	1		

Table 13b What additional support does the participant need from Abriendo Puertas?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	1	3.85	3	17.65
Yes	25	96.15	14	82.35
Total	**26**	**100.00**	**17**	**100.00**

Table 14 Does the participant feel like he or she is making a difference by supporting Abriendo Puertas?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	15	57.69	10	58.82
Yes	11	42.31	7	41.18
Total	**26**	**100.00**	**17**	**100.00**

Table 15a Before attending Abriendo Puertas classes, did the participant know where colleges where located?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	15	57.69	12	70.59
Yes	11	42.31	5	29.41
Total	**26**	**100.00**	**17**	**100.00**

Table 15b Before attending Abriendo Puertas classes, did the participant know how to apply to colleges?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	18	69.23	11	64.71
Yes	8	30.77	6	35.29
Total	**26**	**100.00**	**17**	**100.00**

Table 15c Before attending Abriendo Puertas classes, did the participant know how to apply for financial aid?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	19	73.08	12	70.59
Yes	7	26.92	5	29.41
Total	**26**	**100.00**	**17**	**100.00**

Table 15d Before attending Abriendo Puertas classes, did the participant know how to register for the SAT/ACT?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	0	0	2	11.76
Yes	26	100.00	15	88.24
Total	**26**	**100.00**	**17**	**100.00**

Table 16 Is it easy to understand the material presented at Abriendo Puertas classes?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	0	0.00	0	0.00
Yes	26	100.00	17	100.00
Total	**26**	**100.00**	**17**	**100.00**

Table 17 Was the information presented in Abriendo Puertas classes helpful?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	7	26.92	13	76.47
Yes	19	73.08	4	23.53
Total	**26**	**100.00**	**17**	**100.00**

Table 18a Is there any additional information or are there further services that Abriendo Puertas could provide?

Current Participants		Former Participants	
Category Response	**Number of Responses**	**Category Response**	**Number of Responses**
Further Explanation/ Longer Class Time	3	Scholarships	2
New material/topics or more classes	3	Recruiting more people	1
Joint student-parent session	1	Going directly to group	1
Assistance filling out paperwork/applications	1		
Continue to urge Hispanic parents to participate	2		

Table 18b What additional information could Abriendo Puertas provide?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	1	3.85	1	5.88
Yes	25	96.15	16	94.12
Total	**26**	**100.00**	**17**	**100.00**

Table 19a Are the class sites easily accessible?

Current Participants		Former Participants	
Category Response	**Number of Responses**	**Category Response**	**Number of Responses**
At school	9	At school	2
Close proximity	7	Close proximity	5
		Miscellaneous	3

Table 19b Why were class sites easily accessible?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
Once a month	6	20.69	0	0
Once a week	0	0	1	3.44
Morning	2	6.90	2	6.90
Afternoon	0	0	1	3.44
Monday	3	10.34	2	6.90
Tuesday	5	17.24	4	13.79
Wednesday	1	3.44	1	3.44
Thursday	3	10.34	4	13.79
Friday	7	24.14	1	3.44
Saturday	1	3.44	1	3.44
Variable	1	3.44	1	3.44

Table 20 When does the participant's class meet?

	Current Participants		Former Participants	
	Number	**Percent**	**Number**	**Percent**
No	1	3.85	0	0
Yes	25	96.15	17	100.00
Total	**26**	**100.00**	**17**	**100.00**

Table 21a Was the participant's class time convenient?

Current Participants		Former Participants	
Category Response	**Number of Responses**	**Category Response**	**Number of Responses**
Morning	11	Morning	5
Evening	1	Evening	2
No work/Free Time	1	No work/Free time	4
Bad time	3	Parents/Students separated	1
Accessible time	2		
Reminder calls set aside time	1		

Table 21b Was the participant's class time convenient?

	Number	**Percent**
30-39	6	14.29
40-49	21	50.00
50-59	15	35.71
Total	**42**	**100.00**

Table 22 Participant's Age

	Number	**Percent**
Female	41	95.35
Male	2	4.65
Total	**43**	**100.00**

Table 23 Participant's Gender

	Number	Percent
Less than High School	16	37.21
High School Diploma/GED	10	23.26
Some College	3	6.98
Associate Degree	6	13.95
Bachelor's Degree	7	16.28
Higher than a Bachelor's Degree	1	2.33
Total	**43**	**100.00**

Table 24 Educational Attainment

	Number	Percent
No children	1	2.33
1 child	2	4.65
2 children	11	25.58
3 children	14	32.56
4 children	8	18.60
5 children	4	9.30
6 children	3	6.98
Total	43	100.00

Table 25 Number of Children

	Number	Percent
Positive experience	6	19.35
Grateful for the information	4	12.90
Good program	10	32.26
Useful/helpful program	3	9.70
Need more classes	1	3.23
Lack of information on how to continue the program if the person teaching the classes quits	1	3.23
The program has helped them	1	3.23
Information is taught well	1	3.23
Let parents be more active in meetings	1	3.23
Actively recruit more people to participate	1	3.23
Unsure if the program is still offered	1	3.23
There is demand for the program	1	3.23
Total	**31**	**100.00**

Table 26 Additional Comments

APPENDIX FOUR: FUTURE SURVEY IMPLEMENTATION

The Survey developed by the team is something Abriendo Puertas can use continually to monitor its parent participants and volunteers' feelings, needs and progress. Below, the team has outlined the steps the organization should take when conducting the Survey.

INSTRUCTIONS

1. Collect sign-in sheets from volunteer meetings; the volunteers that attend meetings and sign in will serve as the survey respondent population.

2. Once all sign-in sheets are collected, record volunteer contact information, including name, phone numbers and physical addresses (if available). The volunteer database outlined in the recommendations within the report will facilitate steps one and two.

3. Determine the best way to survey volunteers based on the contact information available, the cost to administer the Survey, and the expected response rate from the survey, as well as other factors.[1]

4. Once the survey method is identified, select a sample from the respondent population. This will narrow down the number of people to contact for the Survey and can be done in several ways:

   - *Random sampling*

     This method will produce the most rigorous dataset from the Survey. Random sampling implies that every person in the population has an equal chance of being chosen to participant in the Survey. There are many free online randomizers through which to upload respondent information and obtain a random sample, such as Research Randomizer.[2]

   - *Stratified random sampling*

     Stratified random sampling requires the splitting of the respondent population into groups and performing random sampling within each group. For Abriendo Puertas, it would make sense to separate the population into cities or school districts and then random sample within each to ensure each area is included in the Survey. Once the groups are determined, the above online randomizer can be used.

   - *Using your population as a sample*

     This is the sampling method utilized for this report because the team wanted to ensure the largest sample possible – using the entire population as a sample. This sampling

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[1] See Table 3 in the Capstone report.
[2] For instance: http://www.randomizer.org/

method is particularly useful with small populations because the smaller the population, the greater the percent of the population needed to achieve statistically significant results.[3]

5. Once the survey method (phone, mail, email, etc.) has been determined, use the questionnaires in Appendix Two to administer the Survey. There are two forms – one in English and a second in Spanish. The questionnaires are intended for both former and current participants, and the script directs which version each parent should answer. Words and statements in parentheses or bolded text are not part of the script and should not be read aloud to participants. However, if Abriendo Puertas chooses to administer a mail or internet survey, it will want participants to read those statements as they will guide the participant through the Survey and tell them what questions to answer. Note, that to correctly administer the survey, the introductory paragraph read to the respondents must be adapted to Abriendo Puertas' needs, no longer associating the survey with Texas A&M University.

6. Before administering the Survey, Abriendo Puertas will need to decide how to collect and manage the survey data. For this report, survey data was collected on an electronic survey format. However, the survey responses can be recorded on the paper surveys and the data can be entered into a spreadsheet program. Although the data appear as words on the survey questionnaires, responses need to be given a numerical value (or coded) to be analyzed. An example coding system is as follows:
   a. Yes = 1
   b. No = 0
   c. Questions with more than two answers are coded sequentially 1, 2, 3, 4, 5…; Open-ended responses do not need to be given a numerical value.

7. Depending upon which type of survey chosen, Abriendo Puertas may need to hire staff or purchase additional survey materials. The team's only expenses for survey

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[3] Should Abriendo Puertas choose to use random sampling or stratified random sampling, there is an online tool it can use to determine what size sample needed to produce statistically significant results. Creative Research Systems-Sample Size Calculator will determine how many people should be surveyed to achieve significant results. To use this calculator:
    a. Go to the Determine Sample Size box.
    b. Select 95% for "Confidence Level."
    c. Type in 5 for "Confidence Interval." This means that the results will be five or less percentage points different than what the actual results would be if you surveyed the entire population.
    d. For population, type in the number of people you serve in Texas (for random sampling) or in each city/school district (for stratified random sampling).
    e. Click calculate and the respondent number needed to make the survey results statistically significant will appear in the "Sample size needed" box.

administration were wages for survey administrators and phone calling cards. Our expenses are outlined in the table below.

Item	Cost
Wages	$300
Phone cards	$40
Total	**$340**

Table 1 Survey Costs

However, if another survey method is chosen, there will be other costs to consider. For example, for a mail survey paper, printing, envelopes and postage are needed, but survey administrators are unnecessary. For an online survey, the only expense would be paying a webmaster to create the online survey. Although in-person interviews are denoted as an expensive option in the report, this may be a cost-effective option if the surveys are conducted after parent meetings. The survey could be conducted by the parent volunteer teaching the lesson or by an Abriendo Puertas staff member.

8. Once steps 1-7 have been completed, the Survey can be administered and data collected.

9. After the Survey is complete, it is time to start analyzing the results. Although the team used STATA to analyze results, a spreadsheet program, like Microsoft Excel can be easily used.

APPENDIX FIVE: DEMOGRAPHIC ANALYSIS

Propensity Score Matching Regression Output

Probit regression

Log likelihood = -117.09701

Number of obs   =   664
LR chi2(4)   =   149.91
Prob > chi2   =   0.0000
Pseudo R2   =   0.3903

ap	Coefficient	Standard Error	z	P>|z|	95% Confidence Interval	
cpethisp	.037552	.0058465	6.42	0.000	.0260932	.0490109
cpetrskp	-.0170288	.0136113	-1.25	0.211	-.0437064	.0096488
cpetlepp	.0182449	.0095929	1.90	0.057	-.0005568	.0370467
dhdc4__r_l1	.0195412	.0140169	1.39	0.163	-.0079314	.0470137
_cons	-3.622008	.5905865	-6.13	0.000	-4.779536	-2.464479

Situation Analysis

Define Mission

Analyze Organization

| Objectives and Goals | Strengths and Weaknesses |

Analyze External Environment

| Target Market | Competition | Opportunities and Threats |

Strategy

Set Marketing Mission, Objectives, and Goals

Set Core Marketing Strategy
- **Position**
- **Marketing Mix**

Implementation

Set Specific Tactics

Determine Performance Benchmarks

Implement Strategy

Assess Performance
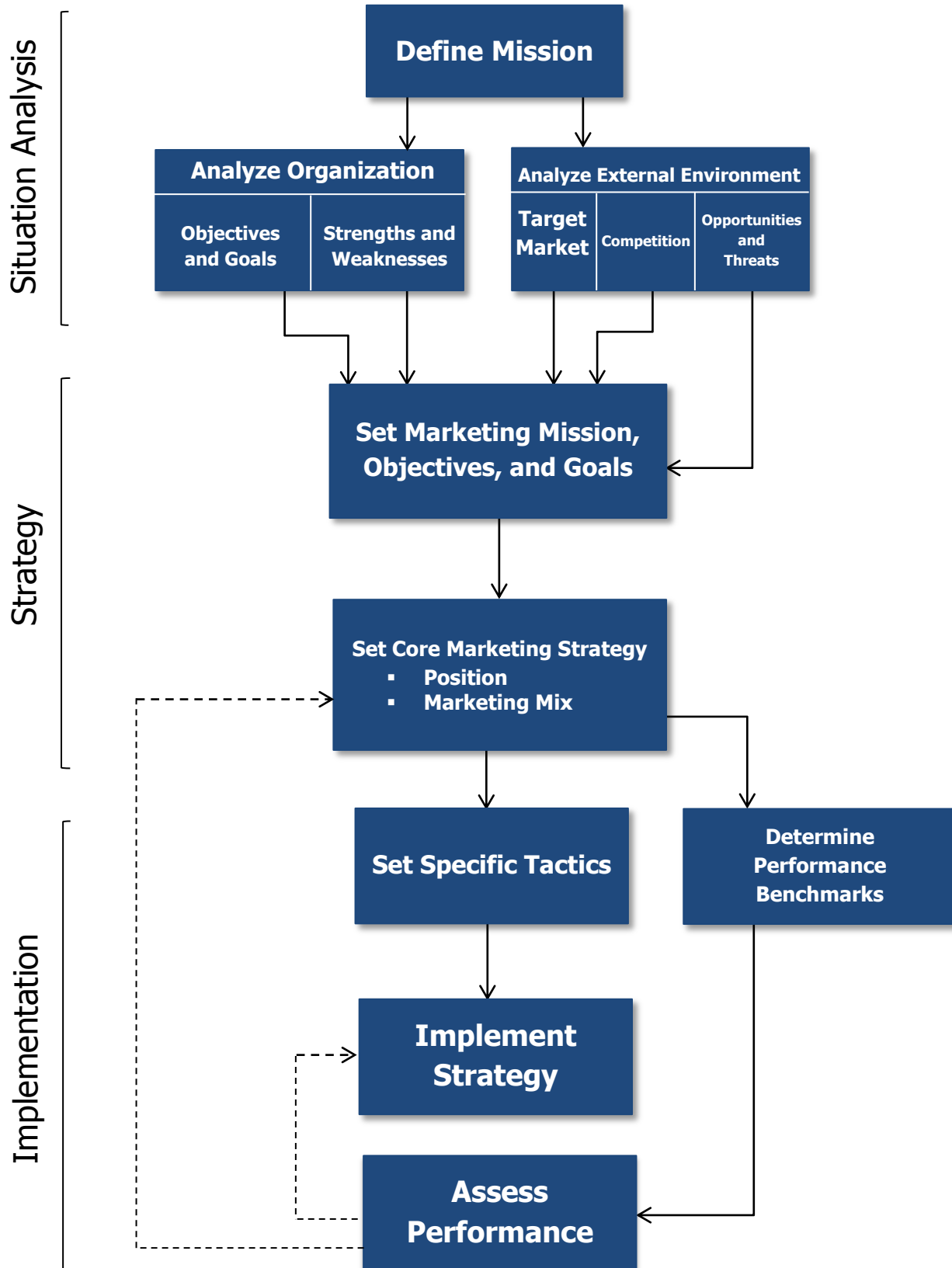
Adapted from Andreason & Kotler 2008, 65

SITUATION ANALYSIS

The foundation of a successful marketing plan is the situation analysis. A **situation analysis** allows Abriendo Puertas to evaluate the nonprofit's internal and external environments through a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis as well as the identification of the organization's target market – two components of the marketing plan that are critical to Abriendo Puertas' expansion efforts.

DEFINE MISSION

First, defining a mission is critical to the overall health of an organization, as well as the success of its marketing plan. A **mission** epitomizes the nonprofit, outlining its overall purpose –what it wants to signify and represent as well as the outcomes it seeks to reach. A well-defined mission statement will guide Abriendo Puertas' marketing efforts, allowing the organization to communicate the purpose and aims of the nonprofit effectively with key stakeholders. Abriendo Puertas needs to consider the following three components of an effective mission statement:

1. Purpose, the overall aim and goal of the organization,
2. Target market, the audiences to which the organization wishes to promote itself and provide services, and
3. Value, how Abriendo Puertas intends to impact its target market and the outcome(s) it expects to achieve.

The organization's board and staff members must collectively be involved in the mission development process. Diverse stakeholder input is necessary to solidify successfully Abriendo Puertas' mission.

ANALYZE ORGANIZATION

Once Abriendo Puertas has solidified its mission, the nonprofit's board members and employees should analyze the organization itself – its objectives and goals as well as its strengths and weaknesses. From the site visit in the Rio Grande Valley and Dr. Aldape's presentation, the team learned that Abriendo Puertas has begun this step of the marketing plan. Dr. Aldape and his staff have outlined the program's present strengths and weaknesses, and further internal analysis – perhaps through a brainstorming session specifically held to perform the components of the situation analysis – can help the organization ensure an effective marketing plan and successful program expansion.

GOALS AND OBJECTIVES

Abriendo Puertas should identify its organizational objectives and goals. **Objectives** broadly describe how the organization will achieve its mission while **goals** set measurable steps, targets, and dates toward mission achievement (Andreasen & Kotler, 2008). Organizational

representatives must decide which goals and objectives are most critical to mission success (Andreasen & Kotler, 2008).   For example, Abriendo Puertas has already outlined several very broad organizational objectives which it believes will help it to achieve its current mission. These objectives include, but are not limited to, the following:

- Expanding its service offerings to students,
- Ensuring a diversified, three-prong funding portfolio (government grants, foundation funding, and fee-for-service), and
- Maintaining a sound and mutually supportive working relationship with Texas A&M University.

Once the organization has solidified its mission, these objectives may change, and organizational representatives will need to develop appropriate objectives to achieve the newly defined mission.

After Abriendo Puertas identifies its organizational objectives, the nonprofit should set measurable goals for achieving these objectives. Such goals most likely will be intermediate, as it is unlikely that the organization will completely achieve its mission in the short term. Sample goals related to the objectives outlined above could include

- Hiring or contracting a curriculum specialist to develop a student-based family engagement curriculum by December 2011,
- Increasing foundation funding by 10 percent in fiscal year 2011 as compared to fiscal year 2010, or
- Partnering with a new Texas A&M University department by January 2012.

Such goals, if they support the organization's mission and objectives, will allow Abriendo Puertas to monitor its progress toward mission accomplishment and, ultimately, organizational expansion.

STRENGTHS AND WEAKNESSES

Once Abriendo Puertas has solidified its mission and identified its organizational goals and objectives, the nonprofit should outline its strengths and weaknesses as an organization. As mentioned previously, Abriendo Puertas staff members have already begun this step in the marketing plan. In his presentation during the team's trip to the Rio Grande Valley, Dr. Aldape identified some of Abriendo Puertas' strengths:

- Established relationship with Texas A&M University,
- On-going research with Dr. Jorge Gonzalez from Texas A&M University's Department of Educational Psychology,
- Statewide networking contacts,
- Nascent relationship with the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB), and its
- Recent partnership with the Generation TX program.

In addition, Dr. Aldape also identified the following organizational weaknesses:

- Strong financial commitment to Texas A&M University,
- Limited staff,
- Restrictive image as a parental involvement program,
- Labor intensive volunteer outreach model, and the
- Peripheral location of organization's headquarters.

These pre-identified strengths and weaknesses could be supplemented by additional factors identified by program stakeholders – board members, clients, donors – at a focused brainstorming session, which would help the organization's staff members develop a more comprehensive and realistic picture of the organization and its present capabilities. This internal analysis, coupled with a thorough understanding of the organization's external environment, creates the foundation upon which a successful marketing campaign is created (see Figure 1 in the "Opportunities and Threats" section of the Marketing Plan Guideline).

ANALYZE EXTERNAL ENVIRONMENT

After analyzing the organization's internal environment, Abriendo Puertas should analyze its external environment by identifying and describing the organization's target market, its competitors, and any external opportunities and threats.

TARGET MARKET

For its marketing efforts to be effective, Abriendo Puertas must identify an appropriate target market and individual target audiences within that target market. Unlike private organizations, nonprofits have multiple target audiences – clients, donors, and volunteers – within their target market. Abriendo Puertas will need to perform market research to determine the appropriate subset(s) of each target audience – clients, donors, and volunteers – to target.

The first step in target audience identification is **segmentation**, or dividing the market into identifiable groups (Andreasen & Kotler, 2008). To a certain extent, Abriendo Puertas has already begun this step. The organization understands that it must communicate with clients, donors, and volunteers; however, Abriendo Puertas should determine what the specific characteristics of these target audiences should be, based on the identified wants and needs of members of the market subsets. Each target audience – clients, donors, volunteers – can be segmented based on different variables:

- Demographic (age, gender, income, race and ethnicity, geographic location, education, social class, family life cycle, lifestyle, etc.)
- Psychological (personality, values, knowledge and attitudes, etc.).

Such market research can come from primary sources, such as Abriendo Puertas-sponsored surveys or focus groups, or secondary sources, like U.S. Census Bureau data. The Parent Survey indicated several characteristics of which Abriendo Puertas should be aware, including that the majority of respondents were middle-age females with two to three children. For example, should Abriendo Puertas maintain its current parental involvement mission orientation, the organization can use demographic results from the Parent Survey to solidify its definition of its participant and volunteer target audience – mostly middle-aged, Hispanic females with more than one child.

Once the population has been segmented by the appropriate variables outlined above, Abriendo Puertas must determine which segments within each of the target audiences – donors, clients, and volunteers – are appropriate to target. In the report, the Capstone team has identified potential school district clients to target, and Abriendo Puertas should use the information – school district demographics, dropout rates, etc. – that informed this research to reach other future clients. With regard to volunteer and donor target audiences, Abriendo Puertas must examine the market segments that the organization has identified in the segmentation process and decide which segments best align with the organization's mission. Is the organization trying to reach only Hispanic mothers with more than one child? Does Abriendo Puertas want to focus most of its fundraising efforts on government and foundation grants that support family engagement programs? These questions, and others, should be answered based upon the organization's overall mission and the market research collected during the segmentation process. The organization must brainstorm and determine *whom* it wishes to reach with its programs and fundraising efforts. Effective market research and target audience segmentation and identification will allow Abriendo Puertas to communicate and create relationships with members of these target audiences more effectively.

COMPETITION

In addition to identifying the organization's target audience, Abriendo Puertas needs to identify its competitors. There are two types of competition:

- **Organization-level competition** exists when organizations compete "for resources, target audiences, and volunteers" (Andreasen & Kotler 2008, 77). These types of competing organizations might or might not have a similar mission to that of Abriendo Puertas. For example, college access programs that work specifically with students might compete with Abriendo Puertas for grant funding; however, their mission, which focuses on students rather than parents, is not identical to that of Abriendo Puertas.
- **Behavior-level competition** occurs when members of the target audiences can choose between the behavior desired by the organization and another behavior, including the status quo (Andreasen & Kotler, 2008). For example, Abriendo Puertas recruits parents to participate in its program. These parents can choose between

participating in the Abriendo Puertas program, in another parental involvement program, in another college access program, or no program at all (the status quo).

Abriendo Puertas must be aware of the different competition it faces, both behavioral and organizational, to differentiate and market its program effectively.

OPPORTUNITIES AND THREATS

To supplement the internal analysis as well as the target market identification and competitive analysis, Abriendo Puertas stakeholders must also identify the opportunities and threats the organization faces in the external environment. Like the analysis of the organization's strengths and weaknesses, a brainstorming session with a diverse group of program stakeholders – employees, board members, clients, etc. – could provide information about potential organizational opportunities and threats. Potential opportunities for the Abriendo Puertas program could include

- The uniqueness of the parental involvement volunteer model in the education nonprofit market and
- Recognition and accolades received from external actors, such as the Texas Education Agency and the United Ways of Texas.

Threats could include the current education funding environment given the state of Texas' budget deficit. Abriendo Puertas' opportunities and threats combined with the organization's identified strengths and weaknesses can form a matrix for ease of analysis (see Figure 1 below).

INTERNAL   **EXTERNAL**

Strengths	Opportunities
Weaknesses	Threats

Figure 1 SWOT Analysis Matrix

STRATEGY

To effectively implement a marketing plan, Abriendo Puertas must develop a strategy to guide its efforts. Marketing strategy first requires setting the mission, goals, and objectives of the marketing campaign. With these factors clearly enumerated, Abriendo Puertas can then develop a marketing strategy specifically designed to represent the nonprofit to its target audiences and, ultimately, to achieve the organization's marketing mission.

SET MARKETING MISSION, OBJECTIVES, AND GOALS

As emphasized for the organizational health of the nonprofit, marketing efforts must also have a clearly defined mission, set of goals, and objectives separate from, but consistent with, those guiding the entire organization. The marketing mission statement will serve to guide not only the goals and objectives of marketing efforts but also marketing strategy and implementation. Without enumerating the overarching aims of the marketing campaign, both short- and long-term, the organization cannot implement its marketing efforts effectively.

The marketing mission should be approached separately from the overall mission of the nonprofit (Shimp, 2010; Bischoff, 2004). Specifically, the **marketing mission statement** should delineate the organization's desired outcome(s) for the marketing campaign. For example, perhaps Abriendo Puertas hopes to raise awareness of its programs or increase the number of school district clients. Staff and board members should play a role in identifying the marketing mission statement so that marketing efforts will be accepted and promulgated throughout the organization. Furthermore, organizational stakeholders should periodically review and adapt the marketing mission statement to the nonprofit's changing needs.

In addition to the marketing mission, the marketing plan must also include the goals and objectives of the marketing campaign – those benchmarks which will allow the marketing mission to come into fruition. The objective is broad while the goal is measurable within a specific time frame. The goal could also be broken down into specific milestones:

1. Implement two new communications channels between May and August 2011.
2. Implement two additional communications channels between August and December 2011.

Such a breakdown allows management to better track goal progress, especially in long-term or continuing campaigns.

Both objectives and goals should also be written in consideration of the nonprofit's available resources – budget, staff, expertise, etc. – as well as identify the intentions of the nonprofit in either the short- or long-term depending on the length of the campaign. For an organization like Abriendo Puertas, which will most likely implement an ongoing marketing campaign, intermediate goals and objectives that can serve as campaign milestones are most prudent. Like organization-wide objectives and goals, the marketing campaign's objectives should broadly describe how Abriendo Puertas will achieve its marketing mission while the campaign's goals should be specific, timely, and measurable. Finally, and most importantly, the goals and objectives must be well incorporated into the marketing efforts (Bischoff, 2004). For example, if Abriendo Puertas wishes to raise awareness of its program, a sample marketing objective could be to diversify the communication channels that it employs in its marketing efforts to reach additional members of the target audience. A specific campaign goal could be to use four more communications channels in 2011 than were used by the organization in 2010.

CREATE MARKETING STRATEGY

Once Abriendo Puertas has outlined the goals and objectives for the marketing campaign, the organization must decide how it will position itself in the dropout prevention/college access market, as well as the marketing mix it will use to promote its program offerings.

POSITION

Because Abriendo Puertas is competing with other programs for funds, volunteers, etc., the organization must differentiate itself from its competition. Effective **positioning** requires Abriendo Puertas to recognize "where the nonprofit organization's proposed behaviors stand in the mind of target audiences" and then to work actively to manage this position to benefit the organization and its target audiences (Andreasen & Kotler 2008, p. 158). Understanding the organization's current position in its market requires Abriendo Puertas to gather information from members of its target audiences through methods such as surveys and focus groups. Abriendo Puertas has already begun this process. Dr. Aldape outlined the organization's current position, using the follow characteristics:

- A program for Hispanics
- A "mom and pop" organization
- Using a volunteer model
- Unknown program headquarters.

Like the internal and external analyses, Abriendo Puertas has a great start on this section of its marketing plan; however, further discussion with target audience members as well as brainstorming on the part of Abriendo Puertas staff members will further develop the organization's understanding of its current market position. Determining Abriendo Puertas' desired position in the market should take into account the organization's solidified mission and information from the SWOT analysis. Then, Abriendo Puertas must decide how it wishes to be positioned in the market. The organization can ensure its desired position in the market by

1. Building upon the organization's present strengths that were identified in the SWOT analysis,
2. Searching for a niche that is currently underserved in the market,
3. Repositioning the competition to favor Abriendo Puertas' position in the market (Andreasen & Kotler 2008).

Only Abriendo Puertas employees and board members can decide which positioning method is best based upon the organization's mission and internal and external analyses.

MARKETING MIX

Once the organization has identified its target audiences and determined its appropriate position in the market, Abriendo Puertas must design the appropriate marketing mix for its program. The

marketing mix consists of the *product*, *price*, *place*, and *promotional elements* of a nonprofit's programs or services. With the organization's mission serving as the foundation for these decisions, Abriendo Puertas must use its market research in the areas of internal and external analysis (especially target audience identification) and positioning to determine the appropriate product offering, product price, promotional methods, and the place to deliver the organization's services.

The appropriate product offering, product price, promotional efforts, and program delivery site should ultimately be dictated by the target audiences' needs and wants. Potential questions Abriendo Puertas should ask and research include, but are not limited to, the following:

- What *products* and services do client districts as well as parent participants and volunteers want and/or need? Which of these products and services can Abriendo Puertas provide?
- What *price* are potential client districts willing to pay for Abriendo Puertas' services? Can Abriendo Puertas cover its costs with fee-for-service funding or must it supplement this funding with money from foundation and government grants?
- What *promotional tools* – personal selling, mass media, online marketing, etc. – and communication channels best reach the organization's target audiences?
- Where (*place*) should Abriendo Puertas deliver its services, recruit its volunteers, fundraise, etc.?

Abriendo Puertas will, of course, have to expand this list of questions as it performs its internal and external research and learns more about its target audiences. However, these four components – product, price, promotion, and place – should ultimately dictate the organization's marketing strategy.

IMPLEMENTATION

The final steps of the marketing plan involve its implementation. The success of this step depends on the detail and strategy of the above components. Without clearly defined missions, for both Abriendo Puertas and the marketing campaign, implementation will suffer. Apart from executing the marketing plan, implementation also includes evaluating the plan as a whole – its successes and failures, and adapting them to the changing needs of the target audiences and the organization itself.

SET SPECIFIC TACTICS

Abriendo Puertas must set specific tactics that will facilitate interaction and communication with the nonprofit's target audiences. These tactics are more specific than the strategy outlined above. Instead, they are the physical actions used to implement and support the marketing strategy. For Abriendo Puertas, several target audiences must be reached – clients, parents, and donors. As such, the nonprofit must be sensitive to the various tactics that can best reach and communicate

with these markets. Most importantly, these tactics must indicate an intimate understanding of the target markets and the best way to affect behavior.

Thus, these tactics can revolve around using the website, direct mail campaigns, grassroots movements, parent volunteers, etc. For example, specific tactics could include the following:

- Contact the parental involvement coordinators at the potential expansion school districts outlined in the Capstone report to raise program awareness.
- Send media releases to local newspapers and news channels about a program accomplishment to raise community awareness and support for the program, especially in the Valley (*i.e.* a new program location or success story).
- Distribute flyers about the program in participating schools to raise awareness among parents who are not currently reached by the program.

These tactics provide Abriendo Puertas employees with specific steps to achieve the marketing mission, goals, and objectives. Again, at the organization's current staffing levels, it will be difficult to implement the tactics necessary to achieve the organization's marketing mission. Thus, hiring a marketing coordinator might be necessary to implement the organization's marketing plan fully and effectively.

DETERMINE PERFORMANCE BENCHMARKS

Identifying performance benchmarks, standards of achievement, allows the organization to evaluate the effectiveness of its marketing plan. By identifying benchmarks, Abriendo Puertas can compare the effects of its marketing with predetermined standards. For Abriendo Puertas, benchmarking should be performed in relation to internal standards. For example, Abriendo Puertas could set its benchmark for parent involvement in a new district based upon parent involvement in another, similar district. This would require the organization to identify what it believes to be an effective level of parental involvement at a current district and strive to achieve the same level of involvement in another district through its marketing efforts. The same approach could be used in donor or client relations as well. As marketing becomes a more integral management practice within the organization, Abriendo Puertas can then establish performance benchmarks based on external standards established through industry practices or similar nonprofit programs, for example.

IMPLEMENT STRATEGY

The culmination of all of the above steps is the implementation of the marketing plan. To successfully execute the strategies and tactics that are intended to work toward the overall mission, goals, and objectives, Abriendo Puertas must gather resources – increasing them where necessary – and implement the steps of the plan. As the recommendations section in the report emphasizes, this may require hiring additional marketing staff to coordinate implementation efforts, as well as integrating strategies and tactics into all aspects of the nonprofit.

Implementation will be resource-intensive as it will require both time and money to execute an effective marketing strategy. The organization must have a marketing contact for media relations and partnership efforts. In addition, marketing effectively and at low cost requires an organizational representative – ideally a marketing manager – to build rapport and relationships with representatives of the media, partner organizations, potential clients, etc., who can provide marketing opportunities or services at little or no cost. Furthermore, one staff member needs to coordinate all marketing efforts and ensure that all organizational messages are consistent and integrated. Abriendo Puertas will need to consider if the organization's image, currently a grassroots parental involvement initiative directed toward Hispanic parents, is consistently promoted across all marketing efforts to donors, clients, and volunteers.

Please note that should the organization's mission or target audiences change, the image projected by Abriendo Puertas would change as well. Nonetheless, it is key that in the implementation of the marketing plan, Abriendo Puertas adheres to the tenets of successful marketing integration outlined in the Capstone report to ensure a consistent image among all stakeholders. If Abriendo Puertas presents conflicting images about its mission – family engagement versus parental engagement – donors, clients, and volunteers may be confused about the ultimate goals of the organization and hesitant to support its efforts. The organization must ensure that target audience members clearly understand the mission and goals of the organization, which can only be guaranteed through integrated marketing communications.

ASSESS PERFORMANCE

Finally, it is crucial to assess the implementation and effectiveness of the marketing plan. Through these internal and external evaluations, the organization can pinpoint which strategies and tactics are working and which need to be adapted to become more successful. The Capstone team has provided two methods to begin this process – the Assessment Tool and the Parent Survey. Both tools can be used to provide further information into the marketing efforts of the nonprofit – the Assessment Tool by examining the management approaches used by Abriendo Puertas and the Survey by indicating the success of the marketing efforts – at least in relation to participant and volunteer recruitment and retention.

In addition to the Survey and Assessment Tool that the Capstone team has provided, the organization can also conduct focus groups or develop a client survey to determine the organization's marketing effectiveness with this additional target audience. Using focus groups or a client survey provides the organization ways to assess its image in the minds of its target audiences pre- and post-implementation of the marketing plan and to determine if a change in attitude toward the organization has occurred.

Abriendo Puertas should make an effort to collect and compile information from its marketing evaluation efforts so that the results can be synthesized and processed to encourage effective marketing decision-making in the future. For example, suppose a client survey indicates that

most of the school districts contacted heard about the program from an Abriendo Puertas representative or from a professional colleague. If this were the case, there might be no need for Abriendo Puertas to market its programs to potential clients using a television public service announcement (PSA). However, without a system to collect and identify such patterns, the organization can only act upon intuition and assumption, which hinders effective decision-making (Andreasen & Kotler, 2008).

Evaluating the marketing plan should include assessing the performance of the campaign itself as well as the implementation process (Graham, 2011). Abriendo Puertas should address the following questions in its evaluation efforts:

- Did we implement the campaign effectively and efficiently?
- Did we use our resources effectively and efficiently?
- Did we achieve our objectives and goals?
- Did we conceptualize and design the program appropriately? (*i.e.* Did we identify the target audiences appropriately? Did we use the proper communication channels to reach the target audiences?) (Graham, 2011)

Evaluating the implementation of marketing efforts must be done to ensure consistency with the organization's mission, which should guide all marketing decisions.

APPENDIX SEVEN: FOUNDATION CENTER'S DATABASE

These steps will help Abriendo Puertas navigate the Foundation Center when looking for foundation funding.

INSTRUCTIONS

1. Access the Texas A&M University Libraries website: library.tamu.edu.
2. In the large search box in the upper left corner of the page, click the "Databases" tab, then enter "Foundation Center" in the text box and click "Search."
3. Provide TAMU NetID and password if prompted.
4. When the search is complete, click the link that says "Foundation Center."
5. From the home page, it is possible to search for *grantmakers*, *available grants*, and *possible donor companies*.

   - *Grantmakers*

     Click the tab at the top of the page labeled "Search Grantmakers." Enter any search criteria necessary; the more criteria entered, the narrower the search will be. For example, if the only information given is the state (Texas), the search engine will return all grantmakers registered in Texas with the Foundation Center.

   - *Available grants*

     Click the tab at the top of the page labeled "Search Grants." Enter any search criteria necessary; the more criteria entered, the narrower the search will be.

   - *Possible donor companies*

     Click the tab at the top of the page labeled "Search Companies." Enter any search criteria necessary; the more criteria entered, the narrower the search will be. The list of companies has information that will allow Abriendo Puertas to look at current accounting streams, organization data, activities, and grantmaking opportunities.

6. On the Foundation Center's homepage (access by clicking "Foundation Directory Online" or "Home" at the top of any page), other tools will help Abriendo Puertas become familiar with the website. In the upper right corner of the page is a navigation box with helpful links, including FAQs, a Search Tutorial, Guided Tours of the website, and a Contact Us link.

APPENDIX EIGHT: VOLUNTEER DATABASE

Abriendo Puertas Parent Participants San Antonio, TX								
Parent Participant Name	**Address**	**Phone Number**	**Training 1**	**Training 2**	**Training 3**	**Training 4**	**Volunteer Status**	**Notes**
Participant A	1234 Road St. San Antonio, TX	XXX-XXX-XXXX	Yes	Yes	Yes	Yes	Teaching New Parents	
Participant B	1235 Road St. San Antonio, TX	XXX-XXX-XXXX	Yes	Yes	No	No	Need to contact to finish trainings	
Participant C	1236 Road St. San Antonio, TX	XXX-XXX-XXXX	Yes	Yes	Yes	Yes	Needs help contacting new parents	

The above figure represents a sample volunteer database. The team suggests that Abriendo Puertas maintain similar records for each client district. By recording not only the parents' names, addresses, and phone numbers, but also their status within the program, Abriendo Puertas will be better able to direct the volunteer management techniques discussed within the report to ensure maximum volunteer engagement.

APPENDIX NINE: KEY RECOMMENDATIONS

The key recommendations from the Expansion Management Model are:

MARKETING AND COMMUNITY OUTREACH

- ☐ Solidify Abriendo Puertas' mission statement
- ☐ Research and outline strategic marketing plan
    - ☐ Perform situation analysis
    - ☐ Define target audiences
- ☐ Devote additional staff time to marketing efforts
- ☐ Integrate marketing communications
    - ☐ Use more communication channels
    - ☐ Speak with a single voice

RESOURCE DEVELOPMENT

- ☐ Expand and diversify board
    - ☐ Develop a board handbook
- ☐ Increase staff as the organization grows
- ☐ Conduct donor prospect research
    - ☐ Utilize the Foundation Center
- ☐ Develop a strategic plan for online outreach
- ☐ Continue to work toward funding diversity

VOLUNTEER MANAGEMENT

- ☐ Develop database of volunteers and participants
- ☐ Become more engaged in first round participant selection in school districts
- ☐ Encourage volunteer liaisons at partnering schools
- ☐ Hire a volunteer coordinator