Strategies for Building Social Capital:
Lessons from The Winston-Salem Foundation’s
ECHO Fund
Foreword

IN 1999, THE WINSTON-SALEM FOUNDATION adopted social capital as a priority outcome for its grantmaking. Social capital refers to a community’s capacity to promote social, economic, and physical well-being as a result of the trusting, supportive relationships that residents have with each other. Communities with high social capital (as measured by civic participation, volunteering, membership in associations, and reported trust in fellow residents) perform better in terms of economic well-being, education, and health status.

The Winston-Salem Foundation’s interest in social capital was piqued by the work of Dr. Robert Putnam and the Saguaro Seminar, a project based at Harvard University. In a 1996 article entitled “Bowling Alone,” Putnam argued that the United States was in the midst of a serious decline in civic engagement — as measured through voting, membership in civic organizations, informal socializing, bowling in leagues, etc. — and that this trend was impinging on almost every aspect of social and personal well-being.

After hearing Putnam speak at national conferences, staff from the Foundation brought his ideas to the attention of the Foundation Committee, the Winston-Salem Foundation’s governing body. Over the course of multiple meetings and a trip to Boston to meet with Putnam, the Committee concluded that social capital would be an effective conceptual framework for an initiative to improve quality of life in the Winston-Salem area. As a result, the Foundation committed itself to granting up to $2.5 million over 5 years for projects that would “increase our community’s stock of social capital.” This initiative, called the ECHO Fund, was unveiled in October 1999 to commemorate the Foundation’s 80th anniversary. (ECHO stands for “everyone can help out.”)

The ECHO Fund was only the first aspect of what has turned into a much more comprehensive strategy by the Foundation to increase the amount of social capital in the community. In early 2000, the Foundation initiated a public-education campaign to stimulate interest in the concept of social capital and to encourage local organizations to participate in the ECHO Fund. This campaign began with the development of high-quality written materials, complete with a colorful and distinctive logo for the ECHO Fund. These materials provided a concise definition and justification for social capital:

“Social capital refers to the connections among people, based on trust, which enhance cooperation for mutual benefit. No force has the potential of doing more good in a community than that created among people who feel meaningfully connected to one another.”

To promote social capital as a tool for positive change, the Foundation distributed these materials widely throughout its various networks (e.g., nonprofit organizations, public officials, business leaders, other foundations). Likewise, Foundation staff held a series of briefings for local nonprofits to explain the Foundation’s interests and assumptions with regard to social capital. To get the message out more broadly, the Foundation devoted its 2001 Community Luncheon (attended by over 1,000 residents) to the topic of social capital, bringing in Robert Putnam to deliver the keynote address.

A second way in which the Foundation sought to mobilize community effort around social capital was by participating in a national survey. The Social Capital Benchmark Survey was organized by the Saguaro Seminar in 2000 to provide an independent assessment of the level of social capital that existed in different communities around the country. Foundations with
Results from the survey, made available in Spring 2001, allowed each community to compare itself on 11 different dimensions of social capital:

- Social trust
- Inter-racial trust
- Informal socializing
- Diversity of friendships
- Associational involvement
- Conventional politics
- Active politics
- Faith-based engagement
- Giving and volunteering
- Equity of participation
- Conventional politics

The Winston-Salem Foundation incorporated the survey findings into its materials and presentations, emphasizing data showing that the local community came out high on monetary giving and faith-based community involvement, but low in the areas of trust (especially inter-racial trust), informal socializing, volunteerism, and diversity of leadership. In many ways, the Benchmark Survey established the context within which the Foundation carried out the ECHO Fund. While not restricting its grants to any specific aspects of social capital, the Foundation sent a clear and consistent message that it was particularly interested in supporting projects that addressed the aspects of social capital where the survey had revealed deficits.

Over time, the Foundation has deepened its commitment to social capital and expanded its strategies to achieve a broader set of social capital outcomes. Whereas the ECHO Fund was designed to support nonprofit organizations in adopting programs that would build social capital, ECHO Awards were designed to encourage individuals. Beginning in 2001, the Foundation has presented 5 awards per year to “individuals and informal groups that actively build social capital in their own ways.” By recognizing and rewarding social capital builders who were “caught in the act,” the Foundation hoped to establish a stronger community norm for this form of leadership.

The other significant strategy that the Foundation employed to build social capital was to convene the ECHO Council in December 2003. The Foundation recruited a diverse group of 41 leaders from all sectors of the community (e.g., business, nonprofit, neighborhood, clergy, education, elected officials, health care) and charged them with the task of finding what it would take to build social capital on a community-wide basis. Through facilitated monthly meetings, retreats, and significant committee work, the ECHO Council has developed strategies that seek to increase volunteerism; expand and diversify the community’s leadership base; and promote open, honest, inclusive conversations on topics that have historically divided the community. This work extends the more focused social capital projects that have occurred under the ECHO Fund. The current report provides an overview of what was accomplished by the projects supported through the ECHO Fund. The findings described here are based on an evaluation conducted by a team of researchers at Wake Forest University School of Medicine and the University of North Carolina at Greensboro. The evaluation was commissioned by the Committee of The Winston-Salem Foundation at the outset of the ECHO Fund. Recognizing that this initiative represented an unprecedented investment of dollars and staff resources, the Committee was committed to ensuring that a) there would be an independent assessment of how much effect was achieved, and b) the Foundation would be able to learn from its experience.

In choosing which evaluation results to include in this report, we sought to advance the work of individuals and organizations that are interested in building social capital within their own communities. As such, we focus on promising practices that emerged through the ECHO Fund. In identifying promising practices, we consider each project’s potential to build social capital in two distinct domains: 1) promoting social interaction, new relationships, and more trusting relationships; and 2) promoting community engagement, volunteerism, and leadership. It is hoped that nonprofit organizations, public agencies, neighborhood groups, and community-minded individuals will be able to use this analysis to develop social capital-building strategies that are appropriate to their interests, mission, size, and role in the community.

The report also includes recommendations for foundations interested in supporting the development of social capital. This advice goes beyond the obvious recommendation to provide financial support to nonprofits to carry out promising social capital strategies. Rather, we present a set of ideas that can cause foundations to play a more proactive role in changing the culture and expectations of the larger community.

— SCOTT WIERMAN, President
The Winston-Salem Foundation
ECHO Award Recipients

**ECHO AWARD RECIPIENTS** were honored for building social capital right where they were. These individuals and informal groups were recognized for addressing the different facets of social capital that make a healthy community, which are listed after their names. The Foundation is continuing the ECHO Awards in partnership with the ECHO Council.

### 2001

**Paige Bentley:** Informal Socializing  
Initiating social picnics in Grace Court Park for diverse ages, races, and neighborhood residents  

**Learmond Hayes, Jr.:** Inter-Racial Trust  
Developing Project TEACH, a mentoring program for students and athletes from Winston-Salem elementary and middle schools and Wake Forest University students.

**Marjorie Joyner Northup:** Inter-Racial Trust  
Promoting innovative art programs for diverse audiences at Reynolda House.

**Jeff Smith:** Informal Socializing  
Enabling community members to connect to each other through local events by creating “Smitty’s Notes” and “Dinner with Eight and Smitty”.

**Fred Terry:** Inter-Racial Trust  
Creating new alliances among people who see their differences more than their similarities, bringing together African-American, European-American, and Latino people in the southeast side of Winston-Salem.

### 2002

**Rev. Sam Stevenson & Rev. Steve McCutchen:** Inter-Racial Trust  
Creating and leading the Presbyterian Interracial Dialogue, a thriving force for community reconciliation, education, and building friendships.

**Sharon Frazier:** Volunteerism  
Training youth and parents to further social capital, build trust, and foster cooperation.

**Dr. Bill Leonard:** Inter-Racial Trust  
Incorporating learning about African culture into Wake Forest University Divinity School.

**Sarah "Sackie" Friende Hamlin:** Inter-Racial Trust  
Creating greater respect and understanding between the races through documenting local history, volunteering to restore a historic graveyard at Reynolda House, and working with Bethlehem Center’s daycare program.

**Winston-Salem Events:** Informal Socializing  
Bringing quality entertainment to downtown Winston-Salem in the hopes of encouraging more social interaction in the community.

### 2003

**Bertha Roundtree:** Inter-Racial Trust & Informal Socializing  
Launching Moviegoers, a diverse group who gather monthly to view and discuss selected films with themes of racism, ageism, child abuse, and domestic violence.

**Reverend Reuban Gilliam:** Civic Leadership  
Leading a local effort to bring CHANGE (Communities Helping All Neighbors Gain Empowerment), an Industrial Areas Foundation organizing model, to Winston-Salem.

**UNITY Neighborhood Association:** Civic Engagement & Informal Socializing  
Involving several neighborhood associations and their residents in social capital building activities.

**Dale Pollock:** Inter-Racial Trust & Informal Socializing  
Creating Films on Fourth, a film series geared toward bringing more people into downtown Winston-Salem to enjoy the arts.

### 2004

**Liz Clayton:** Civic Leadership and Associational Involvement  
Advocating for community and participating in groups such as CHANGE, Neighbors for Better Neighborhoods, and the Hispanic International Action Association.

**John Gates:** Leadership  
Prompting thought and conversation about inclusiveness, tolerance, respect, and trust through editorials about social capital in the *Winston-Salem Journal*.

**Carlton Eversley, Jane Ferguson, Khalid Griggs, Larry Little, Richard McFarth, John Mendez, Mark Rabil, Ben Sendor, & Adam Stein (Darryl Hunt Defense Team):** Active Politics  
Uniting and advocating for an issue about which they are passionate and promoting discussion about inter-racial trust.

**Rob Stevens:** Civic Leadership & Volunteerism  
Convening five local high schools to participate in the Forsyth County Student Coalition, a group raising awareness of AIDS among high school and college students.

**Mattie Young:** Diverse and Inclusive Leadership & Volunteerism  
Bringing diverse people to the decision-making table for her neighborhood, Cleveland Avenue Homes Association.

### 2005

**Maria Aristizabal:** Civic Leadership & Volunteerism  
Enriching the lives of Latino children and families through Hispanic Achievers Program at the YMCA and using her connectedness to benefit community.

**Jan Detter:** Associational Involvement and Volunteerism  
Serving as a civic leader through volunteering with numerous associations and organizations.

**Mary Dickinson:** Inter-Racial Trust  
Organizing community dinners through Crossing 52 that bring diverse participants to the table and involving youth in various contexts to spark their thinking about racial and cultural issues in the community.

**T. Sharee Fowler:** Civic Leadership, Associational Involvement, and Active Politics  
Participating and volunteering in community bridge-building organizations and working with Family Services and the Domestic Violence Community Council.

**Sisters Undivided – The Next Level:** Informal Socializing, Diversity of Friendships, and Inter-Racial Trust  
Building relationships among nine women diverse in age, race, and profession through monthly dinners, outings, and volunteer projects.

### 2006

**Katy Harriger & Jonathan Milner:** Civic Leadership  
Teaching social capital as a way to stimulate young minds to illustrate how one’s personal values can extend into professional responsibilities in a way that benefits community.

**Patricia Gardea:** Associational Involvement  
Connecting organizations such as the Hispanic League of the Piedmont Triad to other non-Hispanic organizations in an effort to bridge cultures and make lasting connections.

**Lyndon Bray:** Giving and Volunteering  
Giving his time, talents, and money to causes he is passionate about and encouraging others to do the same.

**Host Homes Teen Council:** Diversity of Friendships and Volunteering  
Building multi-racial and multi-ethnic relationships while volunteering with local nonprofits and leading projects.

**Deborah Woolard:** Informal Socializing  
Providing an opportunity for teens with disabilities to build bonding social capital and to socialize informally.
Strategies for Building Social Capital:
Lessons from The Winston-Salem Foundation’s ECHO Fund
The ECHO Fund

THE ECHO FUND was established in October 1999 as a five-year, $2.5 million investment in social capital. Nonprofit organizations in Forsyth County were eligible to apply for ECHO Fund grants on a quarterly basis, beginning in April 2000 and continuing to June 2005. ECHO Fund grants were a special category in the Foundation’s competitive grants program and subject to the same policies and procedures as other competitive grants.

In applying for an ECHO Fund grant, applicants were required to augment the standard proposal by completing a “social capital impact statement” which indicated how the project would improve social capital. The Winston-Salem Foundation’s application materials and briefings provided interested organizations with direction on how the Foundation defined the term social capital and the types of outcomes that were considered important. In particular, the Foundation emphasized connections based on mutual trust, as well as people working together for the common good. Within these broad categories, applicants were encouraged to come to the Foundation with their best ideas for building social capital.

In its briefings and materials, the Foundation suggested possible approaches, but only as a means of stimulating creative planning on the part of nonprofit organizations (see Figure 1).

Figure 1: The ECHO Fund TO INCREASE SOCIAL CAPITAL THROUGHOUT OUR COMMUNITY

What is social capital?
~ Connections among people, based on trust, which enhance cooperation for mutual benefit.

We will know social capital has increased when:
~ Community organizations consciously build lasting bonds of trust and cooperation among people through their work.
~ People in the community have more linkages built on mutual trust.

What can we do to increase social capital?
~ Create more informal associations in our community — neighborhood associations, athletic teams, race relations action groups, conversation groups.
~ Connect people in caring, protective ways to children and elders.
~ Engage residents in government and the school system.
~ Help neighborhoods plan for their future and develop links to outside resources to achieve their goals.
~ Encourage faith communities to provide positive programs for their neighbors.
~ Help people know and trust their neighbors to increase the likelihood that they would call on each other for help.
~ Build bonds of trust among people who are like each other and also among people who are unlike each other, thereby bridging lines of race, culture, class, age, and education.
~ Strengthen the capacity of individuals, informal associations, and institutions to address effectively a wide variety of issues such as education, employment, economic opportunity, racism, or infant mortality.
~ Build on linkages among people to increase:
  > success in school for all children
  > higher rates of high school graduation
  > financial assets among people in poverty
  > home ownership
  > charitable assets in communities of color
Over the course of the initiative, the Foundation made 82 ECHO grants to 54 different organizations based in Forsyth County. This was an eclectic group made up of neighborhood associations, churches, universities, public schools, art centers, the local chamber of commerce, city government, and nonprofit organizations that serve a wide variety of constituencies (e.g., youth, seniors, parents, low-income residents).

The 82 ECHO grants supported 59 distinct social capital projects. These projects were highly varied in their objectives and scope, which led to a wide range of resource requirements. The smallest project (in monetary terms) received a grant of $800, while the largest received a grant of $250,000. The following break-down demonstrates the variability in funding levels:

- ~15 "small" projects (<$10,000)
- ~29 "medium" projects ($10,000 - $50,000)
- ~12 "large" projects ($50,001 - $100,000)
- ~3 "very large" projects (> $100,000)

Just as the funding varied tremendously across projects, so did the duration. The shortest projects were single-day events designed to bring people together in some sort of social, recreational, or community-building endeavor — although these events often required at least a few months of planning. In contrast, the longest project (supported by three ECHO Fund grants) was a 4 1/2 year effort to organize parents, teachers, administrators, and residents around the task of reducing racial disparities in educational achievement, which is still ongoing.

Evaluation Approach

THE ECHO FUND was evaluated by an independent research team hired by The Winston-Salem Foundation at the outset of the initiative. The Committee and staff of the Foundation were interested in knowing what changes in social capital occurred as a result of the grants, as well as learning what the Foundation could do to expand or improve its strategy for building social capital.

To ensure that the evaluation would answer the Foundation’s most important questions, the Evaluation Team met with the Committee and the staff on repeated occasions during the first six months of the initiative. These conversations produced a set of common expectations as to what would be accomplished in both the short run and the long run. In particular, it became apparent that the Committee was most interested in seeing improvements in community-wide social capital, as might be measured by a follow-up to the 2000 Social Capital Benchmark Survey. However, the Committee also recognized that changes of this scope would require many years and would be unlikely to appear by the end of the initiative.

Shorter-term markers of progress were identified by creating a logic model for the ECHO Fund (see Figure 2). The diagram was drafted and refined with input from the staff and Committee over a several-month period. The logic model shows what is intended to occur as a result of the various resources that the Foundation invested in the ECHO Fund and its associated activities (e.g., communications, public events, the Social Capital Benchmark Survey). Moving from left to right, the expected outcomes become more significant and broader in scope, eventually leading to major improvements in the quality of life of the community’s residents.

The logic model shows that the Foundation expected that the ECHO Fund would generate a wide variety of social capital projects. Depending on the grantee’s mission, programming, and scope of influence, the project might involve an event that would bring a diverse group of residents together, a neighborhood project, training and support for grassroots leaders, or a collaborative effort to address a key community issue. Different projects were expected to improve different aspects of social capital and in different segments of the community. It was hoped that this diverse portfolio of social capital efforts would reach a significant portion of the community and generate mutually reinforcing outcomes. Ultimately the Committee and staff hoped that there would be enough project-specific impacts to produce discernible changes in trust, civic participation, and decision-making at the community-wide level.

During the process of formulating the logic model, the Foundation’s Committee and staff identified the types of social capital that

1This implies that some projects received multiple grants. In particular, 15 projects were supported by two grants, while four projects were supported by three grants.

2In calculating the dollar value for these projects, we take into account all the grants received by each project.

2For these projects, the planning proc at the actual event being planned.
they hoped would be built through ECHO Fund projects. While recognizing that each ECHO Fund project has its own unique goals and objectives, it was important to establish a set of evaluation yardsticks for measuring social capital outcomes across projects. The following six dimensions were selected:

1. Informal socializing
2. Bonding social capital (i.e., trusting relationships among people who are similar to one another)
3. Bridging social capital (i.e., trusting relationships among people who are different from one another)
4. Engagement in community affairs (e.g., volunteering, joining civic groups, participation in public decision-making)
5. New leaders, especially among populations not traditionally represented in community decision-making
6. Receptivity of existing leaders to new leaders and new leadership styles

ECHO Fund projects were expected to address at least one of these dimensions of social capital, but it was regarded as unreasonable to expect one project to produce progress on all dimensions.

The Evaluation Team assessed each project’s accomplishments in building social capital through interviews with the project director at the end of the grant, augmented by a review of the proposals and reports that each grantee submitted to the Foundation. The interviews were conducted in-person, typically at the grantee organization, and lasted between 60–90 minutes. Using a combination of open-ended questions and rating scales, the interviewer asked the project director about the following subjects:

1. Organization’s response to the ECHO Fund announcement
2. Nature of the project
3. Project-specific outcomes
4. Effects on social capital
5. Effect of the ECHO grant on the grantee organization
6. Sustainability
7. Challenges in implementing the project
8. Assessment of support from The Winston-Salem Foundation
9. Advice for the Foundation
10. Assessment of what needs to change re: social capital
   in Winston-Salem
11. Assessment of community-level changes relative to social capital

The specific topics covered under each of these headings are listed in Appendix 1.

Interviews were conducted for 50 of the 55 ECHO Fund projects that carried out their proposed activities. One of the remaining five grants was funded too late to include in the evaluation (June 2005) while the others were unable to complete their projects for various reasons.

Figure 2: Logic Model for the ECHO Fund
Did the ECHO Fund Stimulate Innovation?

IN FORMULATING THE ECHO FUND, The Winston-Salem Foundation sought to stimulate new efforts to build social capital on the part of nonprofit organizations. At the same time, the Foundation recognized that many nonprofits were already building social capital through their existing programming. Although the Foundation did not specify what proportion of ECHO Fund grants should go toward new versus existing projects, there was an interest in assessing the degree of innovation that occurred as a result of the initiative (see Figure 3).

In raising this question during the interviews, we found a diverse mix of responses. Twelve of the 50 projects (slightly less than one quarter) involved the grantee organization developing a distinct new programmatic strategy in response to the opportunity and ideas contained in the ECHO Fund grant announcement. In 20 of the projects, the organization took the less drastic step of augmenting an existing project to incorporate social capital principles.

For the remaining 18 projects, the grantee reported that the ECHO Fund announcement did not influence the organization’s planning and program development. Instead, the organization applied for funding to support either:

- an existing program or service that builds social capital (12 projects)
- a new program that the organization had developed independent of the ECHO Fund, but that qualified as a social capital project (6 projects)

While the ECHO Fund provided financial support for all 50 of these social capital projects, it led to programmatic innovation in 32 instances. In the remaining 18, the funding was opportunistic on the part of the grantee, although in a number of these cases, the interviews suggested that the project director had come to appreciate better the importance of social capital as a vehicle for achieving the organization’s goals and objectives.

What Did Grantees Do With Their ECHO Grants?

EACH OF THE 50 ECHO FUND PROJECTS represented a distinct approach to the assignment of building social capital. The particular nature of these approaches is apparent in Appendix 2 on page 22, which shows the purpose of each project, along with the following descriptive information:

- Organization receiving the grant
- Name of the project
- Number of ECHO Fund grants received by the project
- Total amount of funding received through the ECHO Fund
- Start date of the project
- Duration of the project

CLASSIFYING PROJECTS ACCORDING TO STRATEGIES

To paint a more ordered picture, the Evaluation Team categorized the 50 projects into more general strategies that nonprofit organizations in any community might adopt for building social capital. This analysis generated the 14 strategies shown in Table 1 on page 9.

The first pattern to note in Table 1 is that different strategies are focused on different aspects of social capital. Social capital consists of a variety of dimensions that span two broad domains: social relationships and community engagement. The 14 strategies employed by ECHO Fund grantees include:

a) those that are intended primarily to promote social interaction and relationships
b) those that are intended primarily to promote community engagement
c) those that strive to do both
The first five strategies shown in Table 1 (which correspond to 19 different projects) focus almost exclusively on social interaction and/or relationship building. By far, the most popular of these strategies (10 projects) is holding a recreational or social event and inviting a diverse group of participants (Strategy #2). The focus for this strategy might be a neighborhood block party, a concert or movie series, a walking group, social dancing, shared dinners, or recreational activities for youth. A similar strategy is to create a physical space where people can come together, such as a coffee house or community center (Strategy #1). Both strategies focus more on bringing people together than on deliberate relationship-building.

In contrast, two of the first five strategies (#4 and #5) move past the idea of socializing and strive to create and strengthen relationships. The difference between these two strategies is that one focuses on bonding social capital, while the other focuses on bridging social capital. In particular, Strategy #4 which focuses on bonding social capital, involves creating a support group for individuals who share common interests and tend to be socially isolated (e.g., Latino parents of school children), while Strategy #5, which focuses on bridging social capital, involves recruiting a diverse group of individuals who are willing to commit themselves to a process of intentional relationship-building, taking their differences (e.g., race, age, profession) explicitly into account.

Strategy #3, which is to hold events that promote conversation around issues that divide the community, falls somewhere in between socializing and bridging social capital. Three of the four projects represented in this category used a book or play to engage people in facilitated conversation. For example, “On the Same Page” was a “community read” project where all residents were encouraged to read the same book (To Kill a Mockingbird) over a 3-month period and the public library convened a series of group discussions that addressed the issues of race and racism. The hope underlying these projects is that open, honest conversation on issues that matter to people will allow the participants to better understand one another, which in turn is the first step toward building trusting relationships across race.

The second tier of strategies as seen in Table 1, includes four distinct strategies for promoting community engagement. The two most popular of these strategies involve outreach (Strategy #6) and leadership training (Strategy #8). Outreach was carried out by advocates or community organizers who provided residents with advice, referrals, support, and encouragement. The emphasis here was generally on the first stages of community engagement, where the individual became more aware of local issues and available

### Table 1: Strategies Adopted by ECHO Fund Grantees to Build Social Capital

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<thead>
<tr>
<th>Strategies to Promote Socializing and/or Build Relationships</th>
<th># of Projects</th>
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<tbody>
<tr>
<td>1. Create a physical space where people come together</td>
<td>2</td>
</tr>
<tr>
<td>2. Hold recreational/social event(s) that bring together a diverse group of people</td>
<td>10</td>
</tr>
<tr>
<td>3. Hold events that promote conversation around issues that divide the community</td>
<td>4</td>
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<tr>
<td>4. Create support groups that allow participants to build relationships and personal skills</td>
<td>1</td>
</tr>
<tr>
<td>5. Convene a diverse group of individuals committed to building “bridging” relationships</td>
<td>2</td>
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<tr>
<th>Strategies to Engage Residents in Community Affairs</th>
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<tbody>
<tr>
<td>6. Outreach to residents to encourage advocacy and/or community engagement</td>
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<tr>
<td>7. Hold forums that raise public awareness of key community issues</td>
</tr>
<tr>
<td>8. Provide training that promotes leadership and problem-solving skills</td>
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<tr>
<td>9. Promote volunteerism and link volunteers to opportunities</td>
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<table>
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<tr>
<th>Strategies that Promote both Community Engagement and Relationships</th>
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<tr>
<td>10. Pair volunteers and clients in a service-oriented activity that bridges age, race, etc.</td>
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<tr>
<td>11. Bring residents together to carry out a project that benefits the local community</td>
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<tr>
<td>12. Create communication tools to promote neighborhood networking and involvement</td>
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<tr>
<td>13. Organize residents into groups that identify and address key community issues</td>
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<td>14. Build the capacity of organizations that build social capital</td>
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</table>
resources. In contrast, the leadership training projects were geared for residents who had accepted responsibility for making change and were looking for skills and knowledge that would allow them to achieve their goals better. The leadership training programs included among the ECHO Fund grants (e.g., City of Winston-Salem University, Neighborhood Institute for Community Leadership) emphasized knowledge of the political process, advocacy, organizing and facilitating meetings, and strategic planning.

Each of the other two strategies in the second tier had only a single project, possibly because these are quite ambitious. The forums (Strategy #7) held by Experiment in Self Reliance covered a variety of key community issues (e.g., education, health care, affordable housing, re-entry of ex-offenders into the community) using a complex conference-style format that involved multiple speakers and facilitators. Likewise, the volunteer matching (Strategy #9) program instituted by the school district involved a great deal of coordination, with an even greater investment required if an organization is interested in promoting volunteerism among a broader population.

The third tier of strategies as seen in Table 1 aims for a more comprehensive set of social capital outcomes, covering both relationship-building and community engagement. Strategy #10 illustrates this duality in that volunteers are recruited to provide services in the context of a bridging relationship. This approach was used by two projects that matched adults and children in reading programs. Another project brought together at-risk youth and senior citizens in activities designed to provide each participant with a sense of social support.

The most represented strategy among the third tier is Strategy #11, bringing residents together to carry out a project that benefits the local community. The eight projects carrying out this strategy focused on either:

- building or renovating a house
- creating a garden or earth sculpture
- completing an application for Historic District status for the local neighborhood

The logic underlying these projects is that a concrete task entices residents to come out and get involved in improving the community. Moreover, the process of working together on such a project (i.e., shared endeavor) allows relationships to form. If the group is intentionally diverse (as was the case in many of the home-building and garden projects), there is the potential for bridging social capital. Strategy #12 (create communication tools to promote neighborhood-level networking and involvement) represents a longer term strategy for encouraging residents to work together on projects that improve the neighborhood. The one ECHO Fund project that employed this strategy developed a neighborhood directory, newsletter, website, and gathering space.

The final two strategies as seen in Table 1 are perhaps the most ambitious, as evidenced by the funding level and duration of the respective projects. Strategy #13 (organize residents into groups that identify and address key community issues) was carried out by three projects. One of these projects involved a coalition of clergy working together to prevent violence. The other two projects involved larger, more diverse coalitions. The Community Alliance
for Education focused on the achievement gap, while CHANGE (“Communities Helping All Neighborhoods Gain Empowerment”) adopted a classic community organizing approach using the principles of the Industrial Areas Foundation. These efforts use house meetings, study circles, trainings, and forums to encourage residents to engage in direct democracy. The two projects are roughly comparable in terms of the Foundation’s investment, each one receiving three grants that total approximately $100,000 over 3–4 years.

Strategy #14 (build the capacity of organizations that build social capital) requires a highly sophisticated organization that commands the respect of other nonprofits. The project represented here is the Winston-Salem office of the Local Initiatives Support Corporation (LISC), which provides technical assistance and training to community development corporations in Forsyth County. LISC was supported by the largest ECHO Fund grant, $250,000 over 4 years. Rather than building social capital directly, LISC works to increase the effectiveness of neighborhood-based organizations that are ideally positioned to bring residents together in community-building activities, especially in the areas of housing and economic development.

Intended Scope of Impact

IN DESCRIBING the various strategies employed by ECHO Fund grantees, it became evident that different grantees had very different aspirations as to the level of impact they would achieve. One way to crystallize this variation is by examining the intended scope of each project. Making use of the interview data and project documents, the Evaluation Team categorized each project with regard to the question, “How broadly throughout the community did the grantee seek to build social capital?” The results of this analysis are shown in Figure 4.

Twenty of the 50 ECHO Fund projects (40%) can be regarded as having a broad scope of intended impact, defined as either “community-wide” or “a major segment of the community” (e.g., multiple neighborhoods or people from throughout the community with a shared interest). While these 20 projects were ambitious in terms of where they hoped social capital would be built, many of them were focused on increasing informal socializing. A much smaller number (including the two community organizing projects and the community read project) sought to build relationships and/or increase engagement throughout the community.

Of the remaining 30 projects, half had a quite limited scope of impact, hoping to build social capital among either the grantee organization’s clients, staff and volunteers, or else within an ad hoc group convened for the particular project. Ten projects were focused on building social capital within a single neighborhood. The remaining five projects sought to build bridging social capital between two distinct groups, such as a public and private school.

**Impact of ECHO Fund Projects on Social Capital**

THE ECHO FUND evaluation was designed to assess general patterns of impact across the different grantees, as opposed to looking in-depth at the effectiveness of each individual project. Toward that end, the Evaluation Team used the interview data and project materials to develop characterizations of what each project accomplished, and then sought to distill these project-specific accomplishments into conclusions regarding the impact on social capital.

**PROJECT-SPECIFIC OUTCOMES**

In the most general terms, one can conclude that the vast majority of the 50 ECHO Fund projects produced benefits that can be translated into increased social capital. However, because each project had its own specific goals and objectives, the way in which social capital increased was particular to each project. In other words, every project had its own social capital story. Telling all 50 stories would produce too long of a report, but the following seven stories provide a flavor of the range of impacts that occurred through ECHO Fund projects.

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3 Project-specific evaluations would have required the Evaluation Team to collect data from at least a sample of the participants in each project, which was beyond the scope of the study.
received two ECHO grants to operate an intergenerational reading program where older adults volunteered to read to children in 12 different child care centers. This project promoted bridging social capital in that one-on-one relationships were formed across different ages. In addition, the opportunity to support the cognitive development of young children prompted 21 adults to volunteer their time each month. According to the agency director, this form of volunteering benefits both the children and the volunteer. "This one gentleman who is in his late 50s said that he really enjoyed himself. He felt like he was really making a difference and what he was doing was worthwhile. We’ve had several other folks who have made similar comments. There were two women who joined us within the past six months who felt that this had been an extremely important experience because they had previously been school teachers but had become out of touch with school children and preschool children. We want to make sure that our volunteers have a sense that they matter in the community and that they matter to someone.”

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WINSTON-SALEM CHURCHES IN MINISTRY received two ECHO grants to bring together children and seniors in a “surrogate grandparent” relationship. The children included Hispanic and African American students from after-school programs at Hall-Woodward Elementary School and the Augsburg Community Center, while the older adults were residents of Granville and University Place Apartments. Twice a month, these diverse groups would come together for fun activities and to create crafts. At the beginning, the participants were somewhat “stand-offish” with one another. However, with repeated interaction, mutually supportive relationships began to form, with each group looking forward to the chance to visit with one another. This had the effect of drawing out people who had been socially isolated, including the “Button Lady.” She had been forced to uproot and move to the South when her employer went out of business. Prior to the surrogate grandparent program, she had been bitter at being forced to live in subsidized housing. However, when the children began playing BINGO with the residents, she found a way to contribute — by donating her supply of buttons when the group ran out of markers. This allowed her to connect with the young people, and to become more integrated into the social network of her housing unit.

THE SHEPHERD’S CENTER OF GREATER WINSTON-SALEM used its ECHO grant to develop a program called “Sisters Undivided” which brought together diverse groups of 8-12 women to engage in conversations and exercises that would promote understanding and build relationships. This process provided many participants with their first chance to hear firsthand the experiences and perspectives of people of a different race. As a result, participants were able to break through some of their stereotypes and form bridging social capital. An African American woman in her late 20s reported to the director that during the first session she had made some strong assumptions about Ms. Peggy, a white woman in the group who was in her mid 70s and came from a neighboring rural county. Because of where and when Ms. Peggy grew up, the African American participant had assumed that Ms. Peggy was certainly a racist. However, as the group continued to meet and Ms. Peggy continued to share her stories, it became clear that this was not the case. Moreover, the African American participant recognized how strongly and quickly she had judged Ms. Peggy, which went against her self-image of being open-minded. The two participants talked openly about the pitfalls of judging each other based on age and race.

THE YWCA used its ECHO grant to develop a program called “Sisters Undivided” which brought together diverse groups of 8-12 women to engage in conversations and exercises that would promote understanding and build relationships. This process provided many participants with their first chance to hear firsthand the experiences and perspectives of people of a different race. As a result, participants were able to break through some of their stereotypes and form bridging social capital. An African American woman in her late 20s reported to the director that during the first session she had made some strong assumptions about Ms. Peggy, a white woman in the group who was in her mid 70s and came from a neighboring rural county. Because of where and when Ms. Peggy grew up, the African American participant had assumed that Ms. Peggy was certainly a racist. However, as the group continued to meet and Ms. Peggy continued to share her stories, it became clear that this was not the case. Moreover, the African American participant recognized how strongly and quickly she had judged Ms. Peggy, which went against her self-image of being open-minded. The two participants talked openly about the pitfalls of judging each other based on age and race.

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The YWCA’s experience with “Sisters Undivided” led the organization to formulate a project called “the Friendship Exchange” in which families would be paired across racial lines and would then spend time in one another’s homes getting to know each other on a personal basis. This process would include overnight stays with the other family. In contrast to “Sisters Undivided,” the YWCA was unable to recruit enough participants willing to engage in this sort of exchange. However, in the process of planning the program, social capital was built among the steering committee, which itself was quite diverse in terms of race, age, and socioeconomic status. Two of the
steering committee members formed a relationship that led them to recruit one another for positions on the boards of their respective nonprofit organizations.

**HABITAT FOR HUMANITY OF FORSYTH COUNTY** received ECHO funding for its Youth United project. Youth United brought together a diverse group of students from different high schools to build houses in partnership with a low-income family. Many of these students were involved in volunteerism for the first time. Special emphasis was placed on including Latino students. During the dedication of one of the houses, a student just learning to speak English spoke about how important the project had been to him. For him and others like him who have recently immigrated to Winston-Salem, the project afforded an opportunity to contribute to the common good, connect with residents who have a longer history in the community, and begin to develop leadership skills.

**PARTNERS FOR HOME OWNERSHIP** received funding to move two houses located on University Parkway to the East 25th Street area, which is a low-income, high-crime neighborhood within an area of the city that is undergoing a transition toward more home ownership. This project involved collaboration with UNITY (a collaboration of neighborhood associations in the East 25th Street area), the Center for Community Safety at Winston-Salem State University, and youth from the neighborhood where the houses would be relocated. Residents of the neighborhood were initially suspicious of the project, but over the course of the relocation process became more engaged and ultimately took a great deal of pride in the finished products. This process of engagement occurred for residents of various ages. When the project started, several young men were “hanging out” near the house, smoking, drinking, and littering. As the work unfolded, they became intrigued and eventually began helping with the renovations. Through this work, the young men received training in construction. Additionally, the project led to increased bonding among neighborhood residents — although one can also view this outcome as increased bridging social capital between different age groups.

**NEIGHBORS FOR BETTER NEIGHBORHOODS (NBN)**, in collaboration with CHANGE and the Latino Community Development Center, received an ECHO grant to hire a Latina community organizer and purchase interpretation equipment. As a result of this grant, Latino residents have become more involved in neighborhood issues and have received training through NBN’s Neighborhood Institute for Community Leadership (NICL). Some residents have stepped into leadership roles, albeit gradually. This process of community engagement is illustrated through a series of forums and discussions that occurred among the Lakeside Neighborhood Association, representatives of the school system, and the police department. Spanish-speaking residents from the Lakeside neighborhood were able to participate because of the availability of the interpretation equipment. In addition, the neighborhood association held sessions on leadership and advocating. At the meeting where the neighborhood association was to pick its leaders, the group went silent for about 15-20 minutes, until one woman stood up and said that she would be the president. Then, one-by-one, others in the room began to share ways they would support the association. According to the executive director of NBN, it was dynamic to see individuals who were once afraid to speak, “find their own sense of power and self-worth through having ownership over a process.”

**PAISLEY MIDDLE SCHOOL’S “Earth Quilt”** was one of three ECHO Fund projects that built social capital by bringing people together to create a garden. The Earth Quilt is a flower garden that was installed at Paisley Middle School, a “magnet” school located in a predominantly African-American neighborhood. Paisley has an International Baccalaureate program that draws students of all races and ethnicities from throughout the county. The Earth Quilt project was explicitly designed to take advantage of this diversity and to create a venue for people to build bridging social capital. Students, their parents, and neighborhood residents designed and constructed the garden, with various seasonal flowers chosen to reflect the different components of the Paisley community. The principal at Paisley reported that the Earth Quilt project allowed individuals from different cultures to learn about one another and to become comfortable working together. In addition, students and their parents learned about the history of the neighborhood, while local residents now have more pride in the school and are putting more effort into maintaining their own yards.

**THE CITY OF WINSTON-SALEM** sponsored a project that focused specifically on building leadership skills among local residents. This program, City of Winston-Salem University, annually enrolls 25 local residents with an interest in learning about city government — either because they want to help their neighborhood get better access to services, or because they wanted to find a way to become directly involved in local decision-making. Participants attend 11 evening-long sessions over a three-month period, hearing first-hand from leaders of each city department. Some graduates are now serving on city boards or commissions, while others are emerging as stronger neighborhood leaders. In addition, graduates have continued to meet with one another and look for common projects they might pursue. The ECHO Fund supported the inaugural class of the program in Fall 2003. Following the grant, the City committed to sustaining the program and assumed responsibility for funding a new 11-week class each fall.
Ratings of Social Capital Impact

THE CHALLENGE for the Evaluation Team is to summarize effects such as these across 50 unique projects. Most evaluation studies aggregate across projects by relying on numerical ratings. Although rating scales are inherently inadequate as a means of fully capturing the outcomes achieved by the different projects, they do provide a concise assessment of how much social capital was built through the ECHO Fund. They also allow us to explore whether this grantmaking approach was more successful in building certain forms of social capital than others.

Ratings of social capital impact were provided by the project directors as part of the interview. After describing the goals, objectives, activities, and accomplishments of the project, the director made ratings on the six dimensions of social capital that had been deemed most important by the Foundation’s Committee and staff:

- increasing informal socializing among people
- building trust among people who are similar (bonding).
- building trust among people who are different (bridging).
- getting people more involved in civic affairs, politics, or community decision-making
- diversifying and broadening the leadership base in Winston-Salem, so more people and different people participate in decision-making at the neighborhood, city, and county levels
- changing the way that Winston-Salem’s current leaders operate (e.g., more inclusive, more open to diverse perspectives)

For each of these dimensions, the project director was asked to indicate how much impact the project had produced, either: substantial impact, some impact, a little impact, or no real impact.

The rating data are summarized in Figure 5. This bar graph shows the breakdown of responses for each of the six dimensions, with “substantial impact” reflected at the top of each bar (the light yellow portion) and “no real impact” shown at the bottom (the white portion). The light blue portion corresponds to instances where the project director reported that the impact was “somewhere between some and substantial.”
The rating scale data can be summarized as follows:

1. All project directors reported that their project achieved at least “some” impact on at least a few aspects of social capital.
2. The majority of project directors found at least one area where they believed the impact was “substantial.”
3. All directors reported that relationships were built through their projects, although the projects varied in terms of the depth and breadth of this effect.
4. Bridging relationships were formed at a lower rate than bonding relationships, but the prevalence of bridging was high given the inherent challenges involved.
5. The majority of the projects succeeded in getting at least some residents involved in community-building efforts, often for the first time.
6. The projects achieved more success in engaging residents than in building leadership skills among these residents. Only a limited number of projects were specifically geared to address the large task of developing new leaders.

Scope of Impact

IN CONSIDERING these results, it is important to recall the earlier section on the intended scope of impact. While many ECHO Fund projects can point to discernible results in the areas of new relationships, more trust, and more people involved in community affairs, these effects are typically limited to a relatively defined group of people, such as a neighborhood or the grantee organization’s clients. Only a few projects show evidence of community-wide impacts, and some of these impacts are limited to increased socializing on the part of individuals attending social or arts events.

There are some notable exceptions to this conclusion, particularly the CHANGE project which uses community organizing principles to promote community-wide impacts. The most recent “delegates assembly” attracted over 1,000 participants representing congregations and neighborhoods throughout the community. The CHANGE project stands out as generating visible impacts on all dimensions of social capital, including changing the way that established leaders involve residents in community decision-making.

Pointing to the CHANGE project as an exemplar is not intended to suggest that the other projects did not produce meaningful impacts on social capital. Rather, the point is that most nonprofits achieved social capital impacts that are much more limited in scope. These limitations are natural and expected given that very few nonprofit organizations seek to serve or influence an entire community.

Are There Best Practices for Building Social Capital?

THE EVALUATION was intended not only to assess the level of effect achieved by the projects funded under the ECHO Fund, but also to identify lessons that could be applied to the practice of building social capital. In this section, we look at lessons that pertain to specific strategies that might be adopted by organizations interested in building social capital. In the following section we conclude with a few overriding lessons for nonprofit organizations and funders.

Because the ECHO Fund grantees adopted such a wide variety of approaches for building social capital, the initiative has the potential to speak to the question, “Is there a best practice for building social capital?” Practically speaking, however, the evaluation is limited in its ability to answer this question, at least in definitive terms. The individual projects were not followed closely enough to be able to fully assess the outcomes or the process through which the strategy was implemented. In addition, some strategies were implemented by only one or two grantees, which precludes a valid assessment of what the strategy is capable of achieving when it is adopted by other organizations. Despite these caveats, the Evaluation Team did endeavor to generate a set of recommendations that would indicate which social capital strategies might serve as models for other organizations and other communities.

The starting point for this analysis is the set of 14 strategies that were used to categorize the 50 ECHO Fund projects (Table 1 on page 9). Based on the objectives, accomplishments, impacts, and challenges associated with the respective projects, each strategy was rated in terms of its potential to produce social capital impacts. The following categories were used to rate each strategy’s potential:

~ High
~ Medium
~ Some
~ Limited

The results of this analysis are shown in Table 2.
### Table 2: Analysis of Various Strategies for Building Social Capital

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>POTENTIAL FOR PROMOTING BONDING AND/OR BRIDGING SOCIAL CAPITAL</th>
<th>POTENTIAL FOR PROMOTING COMMUNITY ENGAGEMENT</th>
</tr>
</thead>
</table>
| 1. Create a physical space where people come together | MEDIUM —  
• New relationships are limited to those who visit the space  
• Type of space determines which individuals will be attracted  
• Programming determines depth of relationship  
• More potential for bonding than bridging | LIMITED — unless space also has relevant programs and some potential for engaging volunteers who can support programs |
| 2. Hold recreational/social event(s) that bring together a diverse group of people | MEDIUM —  
• First step: Creates opportunity to form new relationships, but follow-up action is required  
• Much more potential with a series than with a single event | LIMITED — except with regard to drawing residents into the “life of the community” |
| 3. Hold events that promote conversation around issues that divide the community | MEDIUM-HIGH — if conversation is inclusive and well-facilitated, and there are opportunities for meaningful follow-up  
• If the group is diverse, good potential for bridging SC  
• New/stronger relationships are limited to those who feel inclined to attend the event | SOME — if participants are activated to work on issues that come up in conversation  
• Greater potential if event is followed up with organizing work |
| 4. Create support groups that allow participants to build relationships and personal skills | MEDIUM-HIGH —  
• Can bring social support and connectedness to isolated individuals  
• Requires effective facilitation  
• Because members are recruited based on specific needs or circumstances, this approach tends to promote bonding SC more than bridging SC | SOME —  
• Can serve as a first step toward preparing people for engagement and leadership  
• Most participants are focused on their own personal circumstances  
• But some may choose to address the larger system |
| 5. Convene a diverse group of individuals committed to building “bridging” relationships | HIGH — if the group engages in personally meaningful activities and feels safe to share ideas, perspectives, and experiences  
• New relationships are limited to participants | LIMITED — unless the group moves from conversation and relationship-building to an action mode |
| 6. Outreach to residents to encourage advocacy and/or community engagement | LIMITED — unless residents become involved in larger efforts | MEDIUM — if outreach is tailored to residents’ concerns and obstacles  
• Effective outreach requires trust, which requires follow-up and follow-through |
| 7. Hold forums that raise public awareness of key community issues | LIMITED — unless the forums have opportunities for in-depth conversations and follow-ups | MEDIUM — if forums offer concrete next steps and encouragement |
| 8. Conduct training programs that promote leadership and problem-solving skills | SOME — among participants in the trainings | HIGH — if the program is effectively designed and implemented, and meets the needs of participants  
• Good programs combine knowledge, skills-building, self-reflection, and activation |
| 9. Promote volunteerism and link volunteers to opportunities | SOME — if individuals are linked to volunteer opportunities where they meet new people or work closely with clients | HIGH — if there is effective promotion, good knowledge of opportunities, and a well-managed matching process |
| 10. Pair volunteers and clients in a service-oriented activity that bridges age, race, etc. | MEDIUM-HIGH —  
• Relationships form only if the activity is repeated over time  
• Much more potential with 1-on-1 mentoring programs  
• If the approach is “doing with” (rather than “doing for”), the relationship will be more mutual (and probably more meaningful)  
• Bonding/bridging social capital is typically restricted to two individuals | MEDIUM-HIGH —  
• This can be an attractive volunteer opportunity, particularly for more introverted individuals |
### Table 2: Continued

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| 11. Bring residents together to carry out a project that benefits the local community | MEDIUM-HIGH — *Some tasks allow more conversation and relationship-building than others.*  
*Long-term projects provide more opportunities to learn about one another and to come together as a group.*  
*Joint problem-solving can be a bonding experience and, among those who are different, a bridging experience.*  
*Having a tangible project maintains engagement among task-oriented individuals.*  
*Bonding/bridging is limited to the group doing the project*                                                                 | HIGH — *“Building something” appeals to many people*  
*Having an end product provides satisfaction and encourages further involvement in community-building work* |
| 12. Create communication tools to promote neighborhood networking and involvement | MEDIUM-HIGH  
*Directories, websites, etc. are useful to the extent that they are actually used.*  
*These tools are more likely to be used if there is also an effort to bring people together in events where they can meet and talk with one another.* | MEDIUM — *These tools facilitate the process of organizing residents to engage in a neighborhood project*  
*But someone still needs to take the lead in planning and organizing the project* |
| 13. Organize residents into groups that identify and address key community issues | HIGH — *Because this work is long-term, values-driven, and highly interactive, there are many opportunities for participants to get to know one another and (over time) build trusting relationships.*  
*If the group is diverse, there is high potential for bridging social capital.*  
*If the group is diverse, there is high potential for bridging social capital.*  
*All participants have an opportunity to step into leadership roles* | HIGH — *Provides a vehicle for residents to become directly engaged in issues they care about*  
*Many naturally occurring opportunities for learning and skills-development*  
*All participants have an opportunity to step into leadership roles* |
| 14. Build the capacity of organizations that build social capital | MEDIUM-HIGH — depending on a) whether there are community-based organizations in a position to promote bonding/bridging, and b) the capacity-building organization’s skills, credibility, and connections to those organizations | MEDIUM-HIGH — depending on a) whether there are organizations in a position to promote community engagement, and b) the capacity-building organization’s skills, credibility, and connections to those organizations |

The first thing to note in Table 2 is that each strategy’s potential is characterized separately for two broad domains of social capital:

- **bonding and bridging relationships**
- **community engagement.**

Some strategies are most effective within the first domain, while other strategies are most effective within the second domain.

The following strategies were assigned the highest ratings for **bonding and bridging social capital**:

- Convene a diverse group of individuals committed to building “bridging” relationships
- Pair volunteers and clients in a service-oriented activity that bridges age, race, etc.
- Create support groups that allow participants to build relationships and personal skills
- Organize residents and leaders into groups that identify and address key community issues
- Bring residents together to carry out a project that benefits the local community

For **community engagement**, the following strategies received the highest ratings:

- Hold events that promote conversation around issues that divide the community
- Create communication tools to promote neighborhood-level networking and involvement
- Build the capacity of organizations that build social capital

~ Organize residents and leaders into groups that identify and address key community issues
~ Bring residents together to carry out a project that benefits the local community
~ Promote volunteerism and link volunteers to opportunities
~ Provide training that promotes leadership and problem-solving skills
~ Pair volunteers and clients in a service-oriented activity that bridges age, race, etc.
~ Build the capacity of organizations that build social capital
In selecting out these two sets of high-potential strategies, a number of qualifying statements need to be taken into account. For example, some strategies have the potential for strong impacts within a narrow group, whereas others allow for broader community impacts. In addition, no strategy is able to achieve strong social capital impacts unless it is implemented with intentionality and with attention to the complexities associated with building relationships and encouraging individuals to adopt new behaviors. More specific caveats associated with each strategy are shown in Table 2.

It is important to point out that many of the high-potential strategies also have high resource requirements. This is particularly true of the following strategies:

- Organize residents and leaders into groups that identify and address key community issues
- Promote volunteerism and link volunteers to opportunities
- Provide training that promotes leadership and problem-solving skills
- Build the capacity of organizations that build social capital

These strategies require strong, credible organizations skilled in community organizing, volunteer matching, and individual and organizational capacity-building.

Smaller, less experienced nonprofit organizations and neighborhood associations have other options with regard to strategies for building social capital. Perhaps the most promising of these strategies is the shared endeavor — where people come together to build something that benefits the local community. Within the ECHO Fund, these endeavors included building a house, renovating a house, renovating an old school to create a community center, planting a community garden, creating a collaborative work of art, creating a labyrinth, and applying for Historic District status for a neighborhood. Participants come out of these experiences with new relationships and a sense of accomplishment, which in turn create a foundation for future community-building efforts. These projects are relatively easy to organize and can be adapted to fit even small budgets. If the organizers are able to recruit people from different neighborhoods, there is a high potential for bridging social capital.

General Lessons for Nonprofits and Foundations on Building Social Capital

THE EVALUATION SHOWS that nonprofit organizations have the ability to build social capital in a number of ways, particularly at the neighborhood level. Correspondingly, foundations can have an impact on a community’s social capital by encouraging nonprofit organizations to adopt promising strategies. In this final section, we raise a few overarching suggestions and cautions for nonprofits and foundations. These considerations are organized into two topics: integrating social capital into existing programming and building social capital at a community-wide level.

INTEGRATING SOCIAL CAPITAL INTO EXISTING PROGRAMMING

One of the most impressive findings from this evaluation is that The Winston-Salem Foundation was able to induce 52 nonprofit organizations to incorporate the concept of social capital into their programming (to varying degrees). This result reflects a number of factors:

- The Winston-Salem Foundation put a great deal of effort into educating the community on social capital
- These efforts were largely effective
- The Foundation has built credibility and trust among the local nonprofit sector
- In general, foundations have the ability to influence the behavior of nonprofits through their grantmaking
- Many of the grantees resonated quite naturally with the concept of social capital

In general, the project directors indicated that they benefited (sometimes significantly) by incorporating social capital into their strategic planning and program development. Recognizing the power of relationships, the staff and board of these organizations identified new opportunities to achieve progress on their mission — while at the same time contributing to the larger community’s stock of social capital. It became apparent through the interviews and subsequent programming that a number of the organizations funded under the ECHO Fund have come to embrace social capital as a critical component of their strategic direction and organizational culture (e.g., YWCA, Habitat for Humanity, Experiment in Self-Reliance, Garden Club Council). Other grantee organizations recognized that in carrying out their mission, they are also contributing significantly to the “larger” cause of increasing the community’s stock of social capital.

While this result appeared to be a win-win for both the nonprofits and The Winston-Salem Foundation, it is important to remain
sensitive to the fact that nonprofits sometimes mold their programs and services to suit the interests of funders. As such, a foundation that focuses exclusively on the topic of social capital might unwittingly lead nonprofits to go down paths that belie their mission.

As a remedy against inducing mission creep, a funder might develop a grantmaking approach where applicants are encouraged to consider how social capital can be used as a leverage point in helping the nonprofit achieve its own goals and objectives. Building social capital is a natural “supporting strategy” for many nonprofits, as was illustrated earlier by the YWCA’s project, “Sisters Undivided.” At the same time, this grantmaking approach allows the foundation to further its own interests, not only by fostering more social capital building, but also by promoting action and problem-solving on specific community issues in areas such as crime and safety, education, economic development, and the arts.

Building Social Capital at a Community-Wide Level

ONE OF THE MOST IMPORTANT findings from the evaluation of the ECHO Fund is that only a few nonprofit organizations are in a position to build social capital at a community-wide level — in the form of broad-scale changes in relationships, community engagement, and leadership structure. Building social capital on a community-wide level amounts to a systemic, fundamental shift in the local culture, and with it a change in how residents, elected officials, organizations, and institutions act. To achieve broad-scale impacts in the area of social capital, an organization needs to be widely visible and connected within many segments of the community and have significant influence within all these segments.

Only a few nonprofit organizations have the depth and breadth of influence required to produce changes in community-wide social capital. Most nonprofits work either on a particular issue or with a particular segment of the population of a community. Even those that have a broader mission are typically unable to affect how all the key leaders in the community think, act and decide. The few exceptions to this rule tend to be coalitions such as CHANGE that have intentionally recruited members and/or supporters who represent specific constituencies.

This result has a number of important implications for foundations interested in building social capital throughout a community (i.e., in a way that would be detected through a survey of a random sample of residents). First, broad-scale coalitions tend to have greater potential for community-wide impacts than do typical nonprofit organizations. However, these coalitions can have uneven results.

To minimize the risk and maximize the expected impact, foundations should focus on coalitions that have: a) a clear mission that is directly related to social capital, b) widespread credibility, and c) the staffing and organizational capacity to carry out the intended work.

In some instances a foundation may be fortunate enough to find that a coalition such as this already exists in the community. However, more likely than not, the foundation may need to convene and support such a coalition. This is what actually occurred in Winston-Salem. As the ECHO Fund unfolded, grantees and others in the community called on The Winston-Salem Foundation to play a more active and intentional role in building social capital on a community-wide basis. In response, the Foundation convened the ECHO Council to develop systems-level solutions that would affect factors such as leadership, volunteerism, and trust in all segments of the community. The ECHO Council has since:

a) carried out a summit designed to redefine “leadership” throughout the community,
b) created a plan for a new volunteer center that would serve all residents and respect diverse forms of volunteering, and
c) launched “conversation groups” where diverse groups of residents come together on a monthly basis to discuss key community issues and increase their understanding of different perspectives.

The ECHO Council illustrates the fact that foundations are often ideally situated to play a leadership role in building social capital. Community foundations have widespread credibility and respect as institutions that seek to promote the larger common good. As such, they are able to draw together diverse constituencies in complex, challenging endeavors. In essence, foundations can serve as role models for building social capital — by taking risks, by raising a larger community agenda, by showing why it is important to change toward a more inclusive and trusting community, and by leading the way in bringing about those changes.
Appendix 1: Concepts Addressed with the Project Director Interviews

1. Organization’s Response to Echo Fund Announcement
   ~ Applicant’s initial expectations and motivations in applying for an Echo Fund grant
   ~ Did the Echo Fund lead to a new project or support an existing project?
   ~ Would the project have occurred without Echo funding?

2. Nature of the Project
   ~ Objectives
     • Who will be affected?
     • How will they be affected? How will they change?
   ~ Activities (planned vs. actual)
   ~ Participants (numbers, demographics)
   ~ Which aspect of social capital did the project attempt to affect? Why?
     • Bonding (within which group(s)?)
     • Bridging (between which groups?)

3. Project-Specific Outcomes
   ~ Progress toward objectives
   ~ How are participants different than when they walked in the door?
   ~ Changes in institutions (if applicable)
   ~ Changes experienced by the project director

4. Effects on Social Capital
   ~ Ratings of the project’s impact on key dimensions of social capital (4=substantial, 3=some, 2=a little, 1=no real impact)
     • increasing informal socializing among people
     • building trust among people who are similar (bonding)
     • building trust among people who are different (bridging)
     • getting people more involved in civic affairs, politics, or community decision-making
     • diversifying and broadening the leadership base in Winston-Salem, so more people and different people participate in decision-making at the neighborhood, city, and county levels
     • changing the way that Winston-Salem’s current leaders operate (e.g., more inclusive, more open to diverse perspectives)
   ~ Overall assessment of “how successful has your project been this past grant year in building social capital in your community?” (1 to 10 scale)
   ~ Project-induced changes in key institutions (staff composition, leadership, policies, procedures, programming) that could translate into more social capital
   ~ Project-induced changes in the larger community (decision-making process, leadership, power structure, media, policies, laws) that could translate into more social capital
   ~ Example of a specific social-capital related effect or change

5. Effect of the Echo Fund Grant on the Grantee Organization
   ~ Did grantee organization increase its awareness of the concept of social capital?
   ~ Did the project director increase understanding or appreciation of social capital?
   ~ Did the grantee organization change its orientation or strategy?

6. Sustainability
   ~ Will the project continue after funding ends?

7. Challenges in Implementing the Project
   ~ Reaching or engaging the intended participants
   ~ Obstacles in achieving objectives

8. Grantee Assessment of Support from WSF
   ~ Was the grant amount appropriate given the scope of the project?
   ~ What is the most important way WSF supported project (beyond money)?
   ~ Receipt and helpfulness of possible forms of assistance from WSF (4=very helpful, 3= somewhat helpful, 2=a little helpful, 1=not helpful, 0=did not receive)
     • convening conferences/group meetings/round table discussions
     • giving one-on-one advice to you on project or organizational issues
     • conducting site visits (touring your project, etc.)
     • connecting your project to key individuals, funders, or organizations
9. ADVICE FOR WSF
~ Which forms of assistance were most helpful?
~ How else could the foundation support grantees?
~ Anything else the interviewee wants the Foundation to hear (either with attribution or anonymously)

10. ASSESSMENT OF WHAT NEEDS TO CHANGE RE: SOCIAL CAPITAL IN WINSTON-SALEM
~ When you talk about "building social capital," what does the term mean to you?
~ Why does Winston-Salem/Forsyth County need more social capital?
~ If you were the director of an organization whose mission it was to build social capital, and you had lots of resources to work with, what kinds of projects or strategies would you use to build social capital here?

11. ASSESSMENT OF COMMUNITY-LEVEL CHANGES RELATIVE TO SOCIAL CAPITAL
~ Are you seeing any change (positive or negative) in social capital in the community?
~ What type?
~ To what do you attribute this change?
## Appendix 2: Projects Supported Under the Echo Fund (Sorted According to Type of Approach)

<table>
<thead>
<tr>
<th>GRANTEE ORGANIZATION</th>
<th>PROJECT</th>
<th>PURPOSE</th>
<th># OF GRANTS</th>
<th>TOTAL AWARD</th>
<th>START DATE</th>
<th>DURATION (MONTHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create a Physical Space Where People Can Come Together</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Grounds Coffee House</td>
<td>Youth coffee house</td>
<td>Provide a safe place for young people in Kernersville to &quot;hang out&quot;</td>
<td>1</td>
<td>$10,000</td>
<td>12/01</td>
<td>16</td>
</tr>
<tr>
<td>Washington Town Community Association/Rural Initiative Project, Inc.</td>
<td>Oak Grove School Community Center</td>
<td>Create and operate a community center at the former Oak Grove School</td>
<td>3</td>
<td>$55,900</td>
<td>9/01</td>
<td>39</td>
</tr>
<tr>
<td><strong>Hold Recreational/Social Events That Bring a Diverse Group of People Together</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bethesda Center</td>
<td>Youth In Action for the Homeless</td>
<td>Plan and implement an event for the homeless by involving youth from various churches.</td>
<td>1</td>
<td>$3,500</td>
<td>9/02</td>
<td>2</td>
</tr>
<tr>
<td>Christ Rescue Temple/New Jerusalem Baptist Church</td>
<td>East Winston Community Day</td>
<td>Plan and hold an annual Community Day to unite residents and churches in a low-income area</td>
<td>2</td>
<td>$4,500</td>
<td>6/01</td>
<td>18</td>
</tr>
<tr>
<td>Green St. United Methodist Church</td>
<td>The Welcome Table</td>
<td>Hold Wednesday night supper and other multicultural enrichment activities</td>
<td>2</td>
<td>$36,000</td>
<td>6/02</td>
<td>24</td>
</tr>
<tr>
<td>Marvin United Methodist Church</td>
<td>Youth Outreach Center</td>
<td>Establish a youth outreach center to engage a diverse group of youth in recreational and educational activities</td>
<td>2</td>
<td>$40,000</td>
<td>12/00</td>
<td>30</td>
</tr>
<tr>
<td>NC Cooperative Extension Service (Forsyth Co.)</td>
<td>4-H</td>
<td>Hire staff and train adult volunteers to establish new 4-H clubs among diverse populations</td>
<td>2</td>
<td>$55,000</td>
<td>6/01</td>
<td>24</td>
</tr>
<tr>
<td>NC School of the Arts</td>
<td>Films on Fourth</td>
<td>Summer film series in downtown Winston-Salem</td>
<td>1</td>
<td>$15,000</td>
<td>6/03</td>
<td>3</td>
</tr>
<tr>
<td>Piedmont Swing Dance Society</td>
<td>Outreach</td>
<td>Outreach to increase participation in Swing Dance activities, especially among diverse populations</td>
<td>1</td>
<td>$10,000</td>
<td>12/01</td>
<td>12</td>
</tr>
<tr>
<td>Southeast Center for Contemporary Art (SECCA)</td>
<td>African-American Dance Ensemble Residency</td>
<td>Host a two-week residency of the African-American Dance Ensemble</td>
<td>1</td>
<td>$25,000</td>
<td>12/01</td>
<td>12</td>
</tr>
<tr>
<td>Wake Forest School of Medicine</td>
<td>Neighborhood Walking Groups</td>
<td>Engage local residents in group walks along historic urban walking trail</td>
<td>1</td>
<td>$60,000</td>
<td>11/01</td>
<td>11</td>
</tr>
<tr>
<td>Winston-Salem Symphony</td>
<td>Concert series</td>
<td>Host a four-concert series to diversify audiences</td>
<td>1</td>
<td>$20,000</td>
<td>6/02</td>
<td>12</td>
</tr>
<tr>
<td><strong>Hold Events That Promote Conversation Around Issues That Divide the Community</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carolina Music Ways</td>
<td>Kudzu 2000</td>
<td>Establish a forum to promote cultural heritage tourism focusing on indigenous music of the region</td>
<td>1</td>
<td>$6,798</td>
<td>6/00</td>
<td>9</td>
</tr>
<tr>
<td>Crossing 52</td>
<td>Bridges</td>
<td>Produce and perform <em>Bridges</em>, a one-act musical promoting understanding between races</td>
<td>1</td>
<td>$7,000</td>
<td>6/02</td>
<td>12</td>
</tr>
<tr>
<td>GRANTEE ORGANIZATION</td>
<td>PROJECT</td>
<td>PURPOSE</td>
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</tr>
<tr>
<td>---------------------------------------</td>
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</tr>
<tr>
<td>Delta Fine Arts Center</td>
<td>Participatory art project</td>
<td>Use a tone poem to engage residents in conversation about the victimization of Deborah Sykes and Darryl Hunt</td>
<td>1</td>
<td>$8,000</td>
<td>6/04</td>
<td>6</td>
</tr>
<tr>
<td>Forsyth County Public Library</td>
<td>On the Same Page</td>
<td>Community-wide reading and discussion of To Kill A Mockingbird</td>
<td>1</td>
<td>$40,000</td>
<td>3/02</td>
<td>12</td>
</tr>
<tr>
<td>Greater Winston-Salem Chamber of Commerce</td>
<td>El Puente</td>
<td>Build and support an informal coalition of Latino parents from Hall-Woodward Elementary School</td>
<td>2</td>
<td>$96,000</td>
<td>9/00</td>
<td>24</td>
</tr>
<tr>
<td>YWCA</td>
<td>Friendship Exchange</td>
<td>Match diverse families that get to know one another and spend the night in one another's homes</td>
<td>1</td>
<td>$10,000</td>
<td>10/2</td>
<td>12</td>
</tr>
<tr>
<td>YWCA</td>
<td>Sisters Undivided and Millennium Village</td>
<td>Create diverse groups of women who come together repeatedly to discuss racism and its effects on women, children and families</td>
<td>2</td>
<td>$46,500</td>
<td>6/00</td>
<td>24</td>
</tr>
<tr>
<td>Forsyth Technical Community College</td>
<td>Southside Hispanic Center</td>
<td>Hire a bilingual coordinator and clerical support to reach out to and advocate for the local Hispanic population</td>
<td>2</td>
<td>$70,500</td>
<td>9/00</td>
<td>30</td>
</tr>
<tr>
<td>Neighbors for Better Neighborhoods</td>
<td>Latino organizer</td>
<td>Hire a community organizer to work with local Latino population and purchase interpretation equipment</td>
<td>1</td>
<td>$41,500</td>
<td>3/04</td>
<td>12</td>
</tr>
<tr>
<td>Southside Community Development Corporation</td>
<td>Organizational development</td>
<td>Hire a program manager to allow more outreach and organizing in Southside neighborhoods</td>
<td>1</td>
<td>$50,000</td>
<td>6/00</td>
<td>12</td>
</tr>
<tr>
<td>Winston-Salem State University</td>
<td>Community Knowledge Centers</td>
<td>Provide access to computers, geographic information systems, and other technology to underserved populations</td>
<td>1</td>
<td>$68,675</td>
<td>12/01</td>
<td>24</td>
</tr>
<tr>
<td>Experiment in Self-Reliance</td>
<td>Community forums and summit</td>
<td>Host a series of interactive community forums around such topics as education, affordable housing and health care and a cultural Community Summit</td>
<td>2</td>
<td>$80,000</td>
<td>12/01</td>
<td>33</td>
</tr>
<tr>
<td>City of Winston-Salem</td>
<td>City of W-S University</td>
<td>Educate residents about city government and encourage their civic engagement</td>
<td>1</td>
<td>$10,000</td>
<td>12/02</td>
<td>6</td>
</tr>
<tr>
<td>Neighbors for Better Neighborhoods</td>
<td>Neighborhood Institute for Community Leadership (NICL)</td>
<td>Semi-annual training program for grassroots leaders</td>
<td>3</td>
<td>$30,000</td>
<td>6/00</td>
<td>36</td>
</tr>
</tbody>
</table>
## Appendix 2: continued

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>North Forsyth High School</td>
<td>Meeting Common Ground</td>
<td>Youth-led dispute resolution effort at North Forsyth High School</td>
<td>1</td>
<td>$5,000</td>
<td>9/00</td>
<td>9</td>
</tr>
</tbody>
</table>

### PROMOTE VOLUNTEERISM AND LINK VOLUNTEERS TO OPPORTUNITIES

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Winston-Salem/Forsyth County Schools</td>
<td>Advancement Via Individual Determination (AVID)</td>
<td>Establish a program to link students to volunteer opportunities in the community</td>
<td>1</td>
<td>$18,600</td>
<td>6/02</td>
<td>12</td>
</tr>
</tbody>
</table>

### MATCH VOLUNTEERS AND CLIENTS IN A SERVICE-ORIENTED ACTIVITY THAT BRIDGES AGE, RACE, ETC.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Motheread/Fatheread</td>
<td>Motheread/Fatheread</td>
<td>Engage parents and children in reading and other enrichment activities</td>
<td>2</td>
<td>$63,800</td>
<td>9/00</td>
<td>32</td>
</tr>
<tr>
<td>Shepherd’s Center of Greater Winston-Salem</td>
<td>Intergenerational Reading Program</td>
<td>Intergenerational reading program where seniors provide services to children in childcare centers</td>
<td>2</td>
<td>$17,500</td>
<td>9/01</td>
<td>31</td>
</tr>
<tr>
<td>Winston-Salem Churches in Ministry</td>
<td>Bridging relationships</td>
<td>Bring together children and older adults to engage in social activities and relationship-building</td>
<td>2</td>
<td>$32,000</td>
<td>12/00</td>
<td>24</td>
</tr>
</tbody>
</table>

### BRING RESIDENTS TOGETHER TO CARRY OUT A SPECIFIED PROJECT THAT BENEFITS THE LOCAL COMMUNITY

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Ardmore Neighborhood Association</td>
<td>National District</td>
<td>Complete the application for National Register of Historic Places</td>
<td>1</td>
<td>$15,000</td>
<td>9/00</td>
<td>30</td>
</tr>
<tr>
<td>Garden Club Council of Winston-Salem/Forsyth Co.</td>
<td>Winston Grows</td>
<td>Build community gardens in low-income neighborhoods and at various schools</td>
<td>1</td>
<td>$6,000</td>
<td>12/04</td>
<td>12</td>
</tr>
<tr>
<td>Habitat for Humanity of Forsyth County</td>
<td>Building Houses, Changing Lives</td>
<td>Form racially diverse partnerships that work together to build Habitat houses</td>
<td>2</td>
<td>$166,000</td>
<td>12/00</td>
<td>36</td>
</tr>
<tr>
<td>Habitat for Humanity of Forsyth County</td>
<td>Youth United</td>
<td>Students at a public high school and a private school collaborate to build a Habitat house</td>
<td>1</td>
<td>$4,000</td>
<td>9/04</td>
<td>12</td>
</tr>
<tr>
<td>Neighbors for Better Neighborhoods</td>
<td>Small grant funds</td>
<td>Establish a small grants fund to support neighborhood groups in carrying out community activities</td>
<td>1</td>
<td>$10,000</td>
<td>12/00</td>
<td>24</td>
</tr>
<tr>
<td>Paisley Magnet School</td>
<td>Earth Quilt</td>
<td>Create an earth quilt on the school grounds by involving neighbors, parents, teachers and school children</td>
<td>1</td>
<td>$5,000</td>
<td>3/04</td>
<td>7</td>
</tr>
<tr>
<td>Partners for Homeownership</td>
<td>UNITY home renovations</td>
<td>Move and renovate two donated houses, provide construction training for neighborhood residents, and offer houses for sale to first-time homebuyers</td>
<td>1</td>
<td>$52,000</td>
<td>6/03</td>
<td>12</td>
</tr>
<tr>
<td>Sunnyside Ministry</td>
<td>Labyrinth Garden</td>
<td>Construct a formal spiritual garden for the Sunnyside neighborhood</td>
<td>1</td>
<td>$40,000</td>
<td>3/01</td>
<td>12</td>
</tr>
<tr>
<td>West Salem Civic Club</td>
<td>Historic District</td>
<td>Complete application for historic district status by using volunteers</td>
<td>1</td>
<td>$13,800</td>
<td>6/02</td>
<td>12</td>
</tr>
</tbody>
</table>
### CREATE COMMUNICATION TOOLS TO PROMOTE NEIGHBORHOOD-LEVEL NETWORKING AND INVOLVEMENT

<table>
<thead>
<tr>
<th>GRANTEE ORGANIZATION</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Lochurst Neighborhood</td>
<td>Community building</td>
<td>Promote stronger sense of community by developing a neighborhood directory, newsletter and website, a gathering space, and volunteer opportunities</td>
<td>1</td>
<td>$5,000</td>
<td>12/00</td>
<td>12</td>
</tr>
</tbody>
</table>

### ORGANIZE RESIDENTS AND LEADERS INTO GROUPS THAT IDENTIFY AND ADDRESS KEY COMMUNITY ISSUES

<table>
<thead>
<tr>
<th>GRANTEE ORGANIZATION</th>
<th>PROJECT</th>
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<th># OF GRANTS</th>
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<th>DURATION (MONTHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Community Safety, Winston-Salem State University</td>
<td>Clergy/Community Coordinator</td>
<td>Outreach to the faith community to engage leaders in efforts to solve problems related to violence intervention and prevention</td>
<td>2</td>
<td>$70,000</td>
<td>9/01</td>
<td>24</td>
</tr>
<tr>
<td>Community Alliance for Education</td>
<td>Gateways Project/Study Circles</td>
<td>Use a study circle approach to educate and mobilize residents to close the achievement gap between black and white students</td>
<td>3</td>
<td>$100,000</td>
<td>6/01</td>
<td>54</td>
</tr>
<tr>
<td>WS Sponsoring Committee</td>
<td>CHANGE</td>
<td>Create a faith-based advocacy organization that formulates strategies through house meetings and action teams, and trains residents in community organizing techniques</td>
<td>3</td>
<td>$115,000</td>
<td>9/01</td>
<td>39</td>
</tr>
</tbody>
</table>

### BUILD CAPACITY OF ORGANIZATIONS THAT BUILD SOCIAL CAPITAL

<table>
<thead>
<tr>
<th>GRANTEE ORGANIZATION</th>
<th>PROJECT</th>
<th>PURPOSE</th>
<th># OF GRANTS</th>
<th>TOTAL AWARD</th>
<th>START DATE</th>
<th>DURATION (MONTHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Initiatives Support Corporation</td>
<td>Capacity building</td>
<td>Provide training and support that builds the organizational capacity of community development corporations</td>
<td>1</td>
<td>$250,000</td>
<td>12/01</td>
<td>48</td>
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</tbody>
</table>

### PROGRAMS AND ORGANIZATIONS THAT BUILD SOCIAL CAPITAL AS A BY-PRODUCT

<table>
<thead>
<tr>
<th>GRANTEE ORGANIZATION</th>
<th>PROJECT</th>
<th>PURPOSE</th>
<th># OF GRANTS</th>
<th>TOTAL AWARD</th>
<th>START DATE</th>
<th>DURATION (MONTHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Services</td>
<td>Faith in Action Committee of the Domestic Violence Community Council</td>
<td>Encourage churches to be more involved in preventing domestic violence through workshops and informational material</td>
<td>2</td>
<td>$13,500</td>
<td>6/02</td>
<td>36</td>
</tr>
<tr>
<td>Forsyth County Foster Parents Association</td>
<td>Organizational development</td>
<td>Strengthen grantee organization through board development, strategic planning and part-time staffing</td>
<td>1</td>
<td>$15,000</td>
<td>1/02</td>
<td>12</td>
</tr>
<tr>
<td>Forsyth Early Childhood Partnership</td>
<td>Community Family Advocates</td>
<td>Develop a more intensive Community Family Advocates program</td>
<td>1</td>
<td>$41,647</td>
<td>10/01</td>
<td>12</td>
</tr>
<tr>
<td>Goodwill Industries of NWNC</td>
<td>Facilitator</td>
<td>Provide cultural and social activities for low-income residents</td>
<td>1</td>
<td>$15,000</td>
<td>3/01</td>
<td>24</td>
</tr>
<tr>
<td>VisionsWork Youth Services</td>
<td>StreetWorkers</td>
<td>Provide support and mentoring to at-risk youth</td>
<td>2</td>
<td>$75,000</td>
<td>12/00</td>
<td>24</td>
</tr>
</tbody>
</table>