THE STANISLAUS
STORY

GRANT WRITING TOOLKIT
FOR STANISLAUS
NONPROFIT AGENCIES

TABLE OF CONTENTS

The Stanislaus Story Nonprofit Agency Toolkit is a collaboration between Stanislaus Community Foundation, the United Way of Stanislaus County, and the Porges Family Foundation, with a goal to provide one comprehensive grant writing resource for local nonprofits. An advisory group of nonprofit groups provided input throughout the process, led by local grants guru Karen Servas.

OBJECTIVES

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▼ *To create a larger county-wide narrative about our community, its strengths and aspirations.*

▼ *To support nonprofits to access data and metrics about the issues they are seeking to address.*

▼ *To support nonprofits in their ability to secure additional funding for their programs/services.*

▼ *To promote the larger nonprofit story as an integral part of the Stanislaus story.*
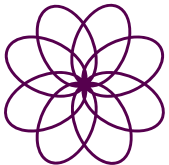
Stanislaus Community Foundation

United Way

United Way of Stanislaus County

PORGES FAMILY FOUNDATION

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EXECUTIVE SUMMARY

A community is only as vibrant, inclusive, creative and caring as its nonprofits.

Nonprofit organizations, both across the country and in our community, step up every day to fill in financial gaps, provide social services, shelter homeless individuals, feed the hungry, inspire imaginations through the creative arts, and provide a wide range of supportive services for all ages and stages of life.

While Stanislaus County has always been home to incredible nonprofits, the charitable support of these organizations has been uneven at best. According to the **Causes Count report** published by the statewide Cal Nonprofits, Stanislaus County nonprofits receive an annual total of $820 per resident versus $5,232 in nonprofit revenue dollars per resident in Santa Clara County. These disparities cut across all funding sources - government, foundation and individual donors.

At the same time, with lower wages and educational attainment rates in Stanislaus County and the larger Central Valley, and the outward migration of families priced out of the Bay Area housing market, the demand for nonprofit services is at an all-time high in Stanislaus. And government, donor and corporate funding has not kept pace.

Simply put: Stanislaus nonprofits do more - much more - with less. And this history of underinvestment must be addressed by multiple funders.

Stanislaus Community Foundation has worked with donors and partners in the past decade to illuminate the disparities in regional funding - publishing the **Transfer of Wealth report** to highlight the generational wealth that is evaporating from Stanislaus County as local families pass their wealth to successor generations that may not live in the region. This seminal report was followed by two **nonprofit sector reports** to help advocate for increased investment in local organizations. All of this research and reporting resulted in several rounds of CARES Act funding from Stanislaus County to local nonprofits during the pandemic, and multiple nonprofits have utilized these reports and secured additional donor funding.

Post-pandemic, as COVID-relief dollars evaporated and donor fatigue set in, nonprofits reported increased cost of living expenses for their staff and continued demand for services, stretching their programs to a breaking point.

The Stanislaus Story Toolkit provides both a collective narrative as well as a singular source of data, tips, tools and lessons that can help nonprofits secure additional revenue from multiple funders, including state and federal grants.

And, our work is just beginning. Moving forward, we commit to:

- Advocate for multi-year funding and general operating support from local donors, foundations and government agencies

- Understand and amplify the shifting needs of nonprofits through various reports

- Create capacity-building programs that strengthen nonprofit business models

- Amplify the importance of nonprofits to our economy as employers

- Provide local programs for nonprofit executives and Boards focused on succession planning, coaching, mid-level manager training and fundraising/development support.

In closing - our nonprofits have always been here to support all of us. Now, it's more important than ever before to support our nonprofits. Through our volunteerism, our direct contributions and our championing of this vital sector - we wholeheartedly stand by and with our beloved community organizations.

The Stanislaus Story Advisory Team Members

We would like to acknowledge the following non-profit leaders serving as members of the Advisory Team. Their guidance and feedback during the development of this tool kit ensured the content was comprehensive and rooted in the real-time needs of local nonprofit agencies.

JOHN AGUIRRE
Executive Director
Central California LGBTQIA+/2S Collaborative

ERICA AYALA
Founder/Chief Executive Officer
Invest in Me

CHRISTINA GUSMAN-MEYERS
Director of Development and Communications
Boys & Girls Club of Stanislaus County

ALFREDO GUERRA
Executive Director
Stanislaus County Police Activities League (PAL)

CHRISTIAN CURBY
Chief Executive Officer
Turlock Gospel Mission

DR. JOSHUA PALMER
Contract Manager
HAVEN | Healthy Alternatives to Violent Environments

KARIN REENSTIERNA
Executive Director
Central West Ballet

STEVE ASHMAN
Executive Director
Court Appointed Special Advocates of Stanislaus County (CASA)

MARIA CORTEZ
Chief Strategy Officer
Stanislaus Community Foundation

KERISTOFER SERYANI
Chief Executive Officer United Way of Stanislaus County

EXECUTIVE SUMMARY

SNAPSHOT OF THE REGION

Stanislaus County is situated in the heart of California's Central Valley. It covers an area of approximately 1,515 square miles (3,926 square kilometers) and is known for its fertile agricultural land. It is surrounded by both rural and suburban counties, including Alameda and Santa Clara counties to the west, San Joaquin County to the north, Merced County to the south, and Tuolumne and Calaveras counties to the east.

Stanislaus County has a rich history, with its origins dating back to the Gold Rush era. It was officially established in 1854 and named after the Stanislaus River, which was named by explorer Gabriel Moraga in honor of Estanislao, a Native American leader. The county has historical landmarks and museums that showcase its history.

Overall, Stanislaus County is known for its agricultural heritage, educational institutions, and a diverse population. It offers a mix of rural charm and urban amenities, making it an important part of California's Central Valley. The county seat is the city of Modesto, which is also the largest city in the county. Modesto serves as the cultural, economic, and administrative center of the county and is the 19th largest city in California, population-wise. Modesto is known for its agricultural heritage and is often called the "City of Great Neighbors."

Stanislaus County is well-connected by highways, including Interstate 5 and California State Routes 99 and 132, making it accessible to neighboring counties and the major cities of Northern California. The centralized location of the county makes it accessible for transportation of goods and commuting to other parts of California. The Modesto City-County Airport provides regional air travel options.

Stanislaus County had a population of over 550,000 people. It is part of both the 5th and 13th congressional districts of California. Locally, Stanislaus County operates under a Board of Supervisors system, with five elected supervisors representing different districts within the county. The county government provides essential services such as law enforcement, public health, behavioral health, child welfare, aging and veterans services, parks and recreation, and public works.

Stanislaus County's economy is heavily based on agriculture, with the region being a significant producer of dairy products, poultry, and various crops, including almonds, walnuts, and peaches. Additionally, manufacturing, healthcare, and retail are other important sectors in the local economy. The county is often referred to as the "food basket" of the world because of its rich agricultural production. It is known for producing a wide range of crops, including almonds, walnuts, tomatoes, and dairy products.

Stanislaus County is home to several educational institutions, including California State University, Stanislaus, which is located in Turlock. This university is a major contributor to the local education landscape.

Modesto hosts events like the annual Graffiti Summer celebration, paying homage to the city's role in American Graffiti, a film directed by George Lucas. The county offers various recreational opportunities including parks, walking and biking trails, lakes, and rivers for outdoor activities. The Sierra Nevada mountains, which includes the Stanislaus National Forest and Yosemite National Park to the east, are not far away, making it accessible for hiking, camping, and other outdoor adventures.

Stanislaus County is home to Central West Ballet, Modesto Performing Arts, Modesto Symphony, Opera Modesto and Prospect Theater Project with over 243 combined years of professional, local fine arts programming.

There are cultural attractions in the county, including museums, theaters, and historical sites. The McHenry Mansion, McHenry Museum, Modesto Children's Museum and Gallo Center for the Arts in Modesto and Carnegie Arts Center in Turlock are notable county landmarks.

STANISLAUS COUNTY DEMOGRAPHICS

A description of the target community is required for a majority of grant narratives. Grantors need to know all about your agency and the communities you serve. Don't make the assumption that grantors know anything about Stanislaus County, let alone how to pronounce "Stanislaus", so be prepared to detail the characteristics of the county and your target population within the appropriate section of your proposal narrative using accurate and up to date demographic data. Data sources agencies can use include:

- **Stanislaus County's Geographic Information System (GIS) Hub** contains GIS maps for those interested in data from Stanislaus County Supervisorial Districts, river maps, city limits and annexations, municipal advisory councils, transportation maps, parcel records and land assessments **Stanislaus County GIS**

- **United States Census Bureau:** Census Bureau data provides key indicators and data points to include in a grant proposal. Before you start working with their data, the Census Bureau has an online training to improve your understanding of how to access data and use to strengthen your proposal **Using Census Bureau Data for Grant Writing**

- **Decennial Census 2020: Profile of General Population and Housing Characteristics (DP1):** If you click on "Topics" from this main page, you can drill down to specific data points.
https://data.census.gov/table/DECENNIALDP2020 DP1?g= 040XX00US06_050XX00US06099&d=DEC+Demographic+Profile

- **American Community Survey, Stanislaus County data tables https://data.census.gov/all?q=Stanislaus+County,+California**

- **American Community Survey, Stanislaus County Profile.** This is an accessible version that provides a good snapshot of the county **https://data.census.gov/profile/Stanislaus_County,_California?g= 050XX00US06099**

- **QuickFacts** provides statistics for all states and counties and is a great way to access basic county data on a number of population facts through the United States Census Bureau. The link below is for Stanislaus County, but you also use the search bar to access cities like Modesto or Turlock: **U.S. Census Bureau QuickFacts: Stanislaus County, California**

- **California Employment Development Department (EDD)** Stanislaus County Profile lists the previous month's unemployment rate, labor force, and employment by industry): **Stanislaus County Profile**

- **California Open Data Portal** is public data collected by the state through its routine business activities and published in a format that is easy to search, easy to download and easy to combine with other data sets from other sources; it does not include private or confidential data about individuals. While several state agencies host their own open data portals, data.ca.gov was designed specifically to host open data from more than one agency. GovOps is in the process of linking each of the existing state portals, so that all of the state's open data sets can be searched from **https://data.ca.gov**

- **How Much it Costs to Struggle: The Real Cost Measure in California 2023** published by United Ways of California is a study on what it takes to make ends meet in California. Unlike the official poverty measure which primarily accounts for the cost of food, the Real Cost Measure factors the costs of housing, food, health care, child care, transportation and other basic needs to reveal what it really costs to live in California. You can access the website and the report here: **The Real Cost Measure in California 2023 - United Ways of California**

- **The Real Cost Measure Dashboard** is an interactive data-visualization tool to help navigate the Real Cost Measure's primary findings. You can explore interactive county and neighborhood maps, statewide, region and county profiles, common household budgets, and more. You can access the dashboard here: **Real Cost Measure Data Dashboard**

General Demographic Narrative Statements

When providing a demographic overview in response to a question in a grant application, you can use statements similar to the ones below to enhance the data you will be presenting. Pairing both a narrative description and local data will give the reader a clear picture of the targeted community. Note that this is just sample language you can use to enhance your presentation of countywide or city demographics relevant to your proposal.

1

POPULATION: In 2020, the population of Stanislaus County was 552,878 residents (2020 Decennial Census). The county has experienced population growth over the years, driven by factors like its agricultural industry and proximity to major metropolitan areas like Sacramento and the San Francisco Bay Area.

2

ETHNICITY AND RACE: Stanislaus County is ethnically diverse, with a mix of various racial and ethnic groups. The population includes individuals of Hispanic/Latino (50.3%), White (37.0%), Asian (6.6%), African American (3.7%), and Native American (2.1%) descent (US Census Quickfacts 2022).

3

AGE DISTRIBUTION: The age distribution in Stanislaus County is spread across various age groups, with a median age of 34.8 (2022 American Community Survey 1-Year Estimates). It has a mixture of young and older residents, with a significant portion of the population in the working-age demographic.

4

EDUCATION: Educational attainment levels vary within the county, with only 18.8% of residents age 25 years and older possessing a Bachelor's degree compared to 37.0% statewide (2022 American Community Survey 1-Year Estimates).

5

HOUSEHOLD INCOME: Median household income in Stanislaus County is $75,866, which indicates income levels much lower than the statewide median of $91,551 (2022 American Community Survey 1-Year Estimates). This may be attributed to a substantial agricultural sector and associated lower paying jobs.

6

HOUSING: The housing market in Stanislaus County consists of various housing options, including single-family homes, apartments, and more. The homeownership rate in the county is 62.1%, which is higher than the state rate of 55.8% (2022 American Community Survey 1-Year Estimates).

7

EMPLOYMENT: Stanislaus County has a diverse economy, with employment opportunities in agriculture (5.8%), manufacturing (12.3%), educational services/healthcare/social assistance (20.9%), and retail trade (10.6%) among the dominant sectors (2022 American Community Survey 1-Year Estimates).

8

LANGUAGE: A significant portion of the population in Stanislaus County speak Spanish, especially in households with Hispanic or Latino heritage, with 33.9% of the population speaking Spanish at home . English is also widely spoken, as it is the primary language of communication, with 57.2% of the population speaking English only (2022 American Community Survey 1-Year Estimates).

REGIONAL CHALLENGES

Stanislaus County, like many counties in California, is facing several challenges that affect the local community and its development. These regional challenges are influenced by various factors and include:

- **Economic Disparities and Diversification:** Income inequality is a significant issue, with some residents experiencing economic hardship. The county's economy relies heavily on agriculture, which can be subject to price fluctuations, affecting the livelihoods of those working in the industry. While agriculture is a significant economic driver, there is a need to diversify the local economy. Efforts are being made to attract new industries, create jobs, and reduce economic dependence on a single sector.

- **Affordable Housing:** Like many parts of California, Stanislaus County faces challenges related to housing affordability. Rapid population growth, limited housing supply, and rising home prices have made it difficult for some residents to find affordable housing and, in turn, remained housed.

- **Agricultural Sustainability:** Despite being known for its agriculture, the county faces ongoing challenges related to water resources, sustainable farming practices, and the impact of droughts on the agricultural sector. Balancing agricultural production with water conservation and environmental concerns is an ongoing issue.

- **Water Resources:** California, in general, has experienced water scarcity issues, and Stanislaus County is no exception. The county relies on irrigation for its crops, and water management and allocation are critical issues, especially during periods of drought.

- **Transportation and Infrastructure:** The county needs to address transportation infrastructure improvements to accommodate its growing population. Infrastructure improvements, including road maintenance and upgrades, are needed to accommodate population growth and support economic development. Traffic congestion and transportation options are also matters of concern.

- **Education:** The county office of education and local school districts work to improve educational outcomes, increase access to quality education, and address educational disparities, especially in underserved communities. The county's education system faces challenges related to funding, resources, and educational disparities among different communities. Providing quality education and equitable access to resources is a concern.

- **Environmental Concerns:** As in many parts of California, the county needs to address environmental challenges such as air quality, water resource management, and the impact of climate change. Balancing growth and development with environmental sustainability is an ongoing concern.

- **Homelessness:** The issue of homelessness is a concern, and collaborative efforts are being made to provide housing and supportive services for homeless individuals and families. Multi-sector collaboration amongst public and private non-profits partners are driving solutions to this deeply entrenched problem.

- **Workforce Development:** Preparing the local workforce for changing job market demands and providing training and educational opportunities are developing areas of focus. For example, Stanislaus 2030 is a dynamic, collaborative effort involving multiple organizations and experts towards a shared goal of improved economic prosperity for all Stanislaus County community members.

- **Healthcare:** Access to healthcare services and facilities, particularly in rural areas of the county, is a challenge. Ensuring healthcare equity and meeting the healthcare needs of the population are important issues. The 2020 Community Health Assessment (CHA) documented significant health disparities based on race, ethnicity, geographic region, income, and education. (Stanislaus County Health Services Agency, 2020). Out of 58 California counties, Stanislaus County is ranked 37th for health outcomes overall, 39th for length of life, and 42nd for quality of life. Approximately 18% of Stanislaus County residents experience poor or fair health while the top U.S. performers report 12%. (University of Wisconsin Population Health Institute, 2020).

- **Public Safety:** Like many areas, Stanislaus County has public safety challenges, including higher than average crime rates, emergency response times, and disaster preparedness. It's important to mention that law enforcement, local government, and community organizations have been actively collaborating to address the concerns listed below and improve public safety in Stanislaus County. While some issues are common to many regions, the specific challenges and strategies do vary. Community involvement and collaboration with law enforcement are essential components of addressing drug use and crime concerns.

    o **Drug Abuse and Addiction:** Substance abuse, including the use of opioids, methamphetamine, and other drugs, is a growing and significant concern. The county grapples with addressing addiction, treatment resources, and the impact of drug abuse on individuals and families.

    o **Opioid Epidemic:** As with many parts of the United States, Stanislaus County is experiencing extreme challenges related to the opioid epidemic. Efforts have been made to combat opioid addiction and reduce opioid-related deaths through education, treatment, distribution of naloxone and training first respondents and community members on its use, and law enforcement initiatives.

    o **Property Crimes:** Property crimes such as theft, burglary, and vandalism are a common concern. These crimes can have a significant impact on residents and businesses. Tackling organized retail theft, ORT, is a priority for both the Modesto Police Department and the Stanislaus County District Attorney's Office.

    o **Gang Activity:** Some areas within Stanislaus County grapple with gang-related crime and violence. Local law enforcement agencies work with schools and grassroots community organizations to address gang activity and improve community safety in gang hot spots.

    o **Domestic Violence, Sexual Assault, and Human Trafficking:** Like many regions, these crimes are an ongoing issue. Labor trafficking has been emerging as a clear concern amongst the agricultural community, specifically with regard to illegal cannabis grows. Local organizations and law enforcement agencies, including the district attorney and sheriff, are involved in multi-agency collaboratives that provide support and resources for victims of domestic violence, sexual assault, and human trafficking.

o **Homicide and Violent Crimes:** Homicide and other violent crimes are concerns in some areas of the county. Efforts have been made to investigate and prevent violent incidents.

o **Methamphetamine Production and Distribution:** Stanislaus County, like other parts of California, has seen issues related to the production and distribution of methamphetamine. Law enforcement agencies have focused on addressing drug trafficking.

o **Community Policing and Crime Prevention:** Local law enforcement agencies have implemented community policing strategies to engage with the community, build trust, and prevent crime.

o **Reentry and Rehabilitation Programs:** Efforts have been made to provide support and resources for individuals reentering society after incarceration to reduce recidivism and support successful reintegration.

SECTOR-SPECIFIC DATA POINTS

Children and Youth (Child Welfare)

- The **California Child Welfare Indicators Project (CCWIP)** is a collaborative venture between the University of California at Berkeley (UCB) and the California Department of Social Services (CDSS). The project is housed in the School of Social Welfare, and provides agency staff, policymakers, researchers, and the public with access to critical outcome information on California's child welfare system: **California Child Welfare Indicators Project** Frequently used dashboards include:

  - **Transition-Age Youth Research & Evaluation Hub (TAY-Hub)** seeks to improve policies and practices affecting TAY by monitoring outcomes and through applied research that is grounded in engagement with members of the child welfare services community, including those with lived experience of foster care: **Transition-Age Youth Research and Evaluation Hub (TAY Hub)**

  - **California Child Safety Indicators Dashboard** contains a multitude of California child welfare indicators in chart form. To get to the county-level data, click on "Explore Report data" on the respective chart, choose "Report Options", then under counties choose "Stanislaus": **California Child Safety Indicators Dashboard - CCWIP**

  - **Child Maltreatment Allegation Rates** for a given year are computed by dividing the unduplicated count of children with a child maltreatment allegation by the child population and then multiplying by 1,000. Use "Report Options" on the left hand side and choose "Stanislaus" to get county-level data: **Child Maltreatment Allegation Rates Report California Child Welfare Indicators Project (CCWIP)**

o **Point in Time/In Care** reports include all children who have an open child welfare or probation supervised placement episode in the CWS/ CMS system. Use "Report Options" on the left hand side and choose "Stanislaus" to get county-level data: **Point in Time/In Care Report California Child Welfare Indicators Project (CCWIP)**

Housing

- The **Housing Stanislaus Report** shares housing-related data trends, findings from stakeholders regarding perceived challenges to housing development, and recommended solutions for overcoming identified barriers. Knowing that housing development is a complicated process, the report presents a range of potential solutions to appeal to varied interests and circumstances that exist in the county. You can find the report here **Housing Stanislaus Report (English)** and **Housing Stanislaus Report (Espanol)**

- The **Housing Stanislaus** website contains the Housing Stanislaus Summit Recording and Powerpoint slides from their most recent Summit. Scroll down to Events at the following website to access **Housing Stanislaus**

Education

- **DataQuest** is the California Department of Education's web-based data reporting system for publicly reporting information about California students, teachers, and schools. DataQuest provides access to a wide variety of reports, including school performance, test results, student enrollment, English learner, graduation and dropout, school staffing, course enrollment, and student misconduct data. **DataQuest**

- **The California Healthy Kids Survey (CHKS)** is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It is administered to students at grades five, seven, nine, and eleven. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence. The CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements.

- o **CHKS Survey Reports** are available in district, county, and statewide levels: **The California School Climate, Health, and Learning Survey (CalSCHLS) System - Reports & Data**

- o Use the **Data Dashboard** to access the latest CHKS statewide and district-level survey results, see trends over time, and examine disparities among different student sub-groups: **The California School Climate, Health, and Learning Survey (CalSCHLS) System - Public Dashboards**

- o **Query CHKS** is a collaborative project between the California Department of Education (CDE), WestEd, and the KidsData.org Web site. Query CHKS allows users to generate tables, maps, graphs, and charts comparing key CHKS data among district, county, and with the state: **The California School Climate, Health, and Learning Survey (CalSCHLS) System - Query CalSCHLS**

- **WestEd** publishes research and evaluation studies. There are hundreds of reports and publications on their website, most of which can be downloaded for free. WestEd offers descriptive and impact studies as well as research reviews, syntheses, and more, on many critical topics. You can use the search tool at **Reports & Publications (wested.org)**

- **Ed-Data** is a partnership of the California Department of Education, EdSource, and the Fiscal Crisis and Management Assistance Team/California School Information Services (FCMAT/CSIS) designed to offer educators, policy makers, the legislature, parents, and the public quick access to timely and comprehensive data about K-12 education in California. The site is filled with data, charts, and graphs that you can paste into your proposals. You can find the summary for Stanislaus County here: **EdData - County Summary - Stanislaus (ed-data.org)**

Public Safety

- The **California Department of Justice,** through their OpenJustice website **Crime Statistics,** provides California criminal justice statistical data. The links below provide flexibility so you can tailor data statistics to your specific inquiry and compare the rates for our county and its individual law enforcement jurisdictions to other counties/jurisdictions or to the state rate. It's recommended that you use the link above to learn more about the data presented, and then use the links below to narrow your focus.

  - **Adult Probation Caseloads and Actions**
    https://openjustice.doj.ca.gov/exploration/crime-statistics/adult-probation-caseload-actions

  - **Arrest Dispositions**
    https://openjustice.doj.ca.gov/exploration/crime-statistics/arrest-dispositions

  - **Arrests**
    https://openjustice.doj.ca.gov/exploration/crime-statistics/arrests

  - **Crimes and Clearances**
    https://openjustice.doj.ca.gov/exploration/crime-statistics/crimes-clearances

  - **Criminal Justice Personnel**
    https://openjustice.doj.ca.gov/exploration/crime-statistics/criminal-justice-personnel

  - **Domestic Violence-related Calls for Assistance**
    https://openjustice.doj.ca.gov/exploration/crime-statistics/domestic-violence-related-calls-assistance

Healthcare

- The **County Health Rankings & Roadmaps (CHR&R)** is a program of the University of Wisconsin Population Health Institute. The CHR&R program provides data, evidence, guidance, and examples to build awareness of the multiple factors that influence health and support leaders in growing community power to improve health equity. The Rankings are unique in their ability to measure the health of nearly every county in all 50 states, and are complemented by guidance, tools, and resources designed to accelerate community learning and action. CHR&R is known for effectively translating and communicating complex data and evidence-informed policy into accessible models, reports, and products that deepen the understanding of what makes communities healthy and inspires and supports improvement efforts. You can find reports and search for data by state, county, or zip code at **County Health Rankings**

- The **Community Health Assessment (CHA)** provides a comprehensive profile of the health and wellbeing of Stanislaus County. It highlights both the strengths and areas of improvement for the county and is a great resource for residents, partners, and key stakeholders to help them understand the health of the community. The CHA serves as the foundation for the actions outlined in the Community Health Improvement Plan. **Community Health Reports - HSA - Stanislaus County**

- The **Community Health Improvement Plan (CHIP)** outlines a 5-year process to address the concerns found in the Community Health Assessment. During the 5 years, Stanislaus County Public Health will continue to monitor and update our progress to ensure we achieve the listed outcomes. The CHIP is organized into 4 focus areas:

  o Chronic Disease
  o Housing and Homelessness
  o Tobacco and Substance Use
  o Communicable Disease

Stanislaus County Community Health Improvement Plan 2020-2025

- The Community Report provides quick at-a-glance highlights from the CHA and CHIP. **https://www.schsa.org/pdf/ph-reports/ph-report-2020.pdf**

Homelessness

- The **Homeless Management Information System (HMIS)** is a centralized database that an integrated network of homeless and other service providers in Stanislaus County use to collect, track and report uniform information on client needs and services. The HMIS Data Request Form is available at **HMIS Report/Data Request Form**

Mental Health and Substance Use

- The **California Overdose Surveillance Dashboard** provides data on state and local level drug-related overdose outcomes for California, including deaths, emergency department visits, and hospitalizations, as well as opioid and select other drug prescription data. The California Dashboard is located here **California Overdose Surveillance Dashboard** and Stanislaus County's Dashboard is accessed through County Dashboards > Stanislaus on the left toolbar.

Economic Indicators

- The **Stanislaus Market Assessment** presents the urgent rationale for leaders and residents to take the decisive, joint action required to build an economy that offers more robust opportunity in Stanislaus County. Applying quantitative and qualitative analysis that included dozens of economic indicators and input from more than 75 regional stakeholders through interviews and roundtables, the report:

  o   Examines Stanislaus County's growth model, accounting for the performance of its regional economy, how these trends impact workers and families, and the region's supply of quality jobs, utilizing Brookings's distinctive Opportunity Industries methodology (see sidebar).

  o   Explores the region's standing in the five drivers and enablers of regional competitiveness— traded sectors, talent, innovation, infrastructure, and governance—identifying opportunities for improved performance.

  o   Offers preliminary recommendations on avenues for strategy development to address challenges and opportunities, including sector selection.

You can find the report here
Stanislaus County Market Assessment: Stanislaus 2030

- The **Stanislaus County Comprehensive Economic Development Strategy (CEDS)** presents the socio-economic overview of Stanislaus County along with highlights of the economic development activities and projects that public and private entities will undertake, many times in partnership, in a mission to create new jobs and provide critical services to the residents of Stanislaus County. You can find the comprehensive report here **Comprehensive Economic Development Strategy 2023 - 2028**

SOGI Data

- Pursuant to the June 2022 Executive Order 14075 on **Advancing Equality for Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex Individuals,** the Office of the Chief Statistician of the United States developed a report to provide recommendations for Federal agencies on the current best practices for the collection of self-reported sexual orientation and gender identity (SOGI) data on Federal statistical surveys. These recommendations build on a long history of robust Federal effort to develop and refine SOGI measurement best practices. The report highlights the importance of continual learning, offers considerations for including SOGI items on surveys, provides example approaches for collecting and reporting this information, offers guidance on how to safeguard SOGI data, and concludes with a summary of challenges that need further research. You can find the report here **Recommendations on the Best Practices for the Collection of Sexual Orientation and Gender Identity Data on Federal Statistical Surveys**

IDENTIFYING GAPS IN SERVICE DELIVERY

Identifying gaps in service delivery within a non-profit or public agency service sector is crucial for ensuring that services meet the needs and expectations of customers or clients. To identify these gaps, you can follow these steps:

DEFINE THE SERVICE SECTOR:
Begin by clearly defining the service sector you want to assess. Understand the scope and nature of the services offered within that sector. This may include healthcare, education, retail, hospitality, government services, or any other industry.

SET CLEAR OBJECTIVES:
Determine your specific objectives for assessing service delivery gaps. What aspects of service delivery are you interested in? For example, you might want to focus on timeliness, quality, accessibility, or customer satisfaction.

COLLECT DATA:
- **Customer Feedback:** Gather feedback from customers or clients through surveys, focus groups, or interviews. Ask them about their experiences, expectations, and any issues they have encountered.

- **Employee Feedback:** Consult with employees or service providers to get their insights into the service delivery process. They can provide valuable information about challenges and bottlenecks.

- **Benchmarking:** Compare your service delivery against industry standards or best practices to identify gaps in performance.

- **Data Analysis:** Analyze existing data, such as customer complaints, service records, and performance metrics, to identify patterns and areas of concern.

MAP THE SERVICE PROCESS:
Create a detailed map or flowchart of the service delivery process, from the initial customer/client interaction to the completion of the service. This visual representation can help you identify potential gaps or bottlenecks.

IDENTIFY KEY TOUCHPOINTS:

Pinpoint the key touchpoints in the service delivery process where customers interact with your organization. These are critical areas where gaps may occur.

CUSTOMER JOURNEY ANALYSIS:

Analyze the entire customer journey, from the moment they become aware of the service to the post-service phase. This can help you identify gaps in communication, expectations, or service quality at various stages.

GAP ANALYSIS:

- **Performance Gap:** Compare the actual service delivery to established standards or benchmarks. If there's a significant difference, it indicates a performance gap.

- **Expectations Gap:** Compare customer expectations to their actual experiences. If there's a discrepancy, it suggests an expectations gap.

- **Communication Gap:** Evaluate whether information and expectations set by your organization match what customers understand and expect.

ROOT CAUSE ANALYSIS:

For identified gaps, conduct a root cause analysis to understand why these gaps occur. This may involve examining organizational processes, employee training, technology, or other factors contributing to the gap.

PRIORITIZE GAPS:

Not all gaps are equally critical. Prioritize the gaps based on their impact on customer satisfaction, revenue, or other important metrics.

DEVELOP ACTION PLANS:

Once you've identified the gaps and their root causes, create action plans to address them. These plans may involve process improvements, program development strategies, employee training, better communication, capacity building, or technology enhancements.

CONTINUOUS MONITORING:

Implement changes and continuously monitor the service delivery process to ensure that the identified gaps are closing, and new ones are not emerging.

FEEDBACK LOOP:

Maintain an ongoing feedback loop with customers, employees, and stakeholders to ensure that service delivery improvements are effective and meet their needs.

BUILDING A DIVERSITY, EQUITY, AND INCLUSION FRAMEWORK INTO PROGRAM DESIGN

Diversity, equity, and inclusion (DEI) are three closely linked values held by many organizations that are working to be supportive of different groups of individuals, including people of different races, ethnicities, religions, abilities, genders, and sexual orientations. Agencies that are diverse, equitable, and inclusive are better able to respond to challenges and meet the needs of different customer bases. With DEI in mind, organizations have taken strides to build diversity, equity, and inclusion into their staffing and program practices.

Diversity refers to who is represented. Some examples of diversity include:

- **Gender diversity:** What makes up the composition of men, women, and nonbinary people in a given population?

- **Age diversity:** Are people in a group from mostly one generation, or is there a mix of ages?

- **Ethnic diversity:** Do people in a group share common national or cultural traditions, or do they represent different backgrounds?

- **Physical ability and neurodiversity:** Are the perspectives of people with disabilities, whether apparent or not, accounted for?

Equity refers to fair treatment for all people, so that the norms, practices, and policies in place ensure identity is not predictive of opportunities or outcomes. Equity differs from equality in a subtle but important way. While equality assumes that all people should be treated the same, equity takes into consideration a person's unique circumstances, adjusting treatment accordingly so that the end result is equal.

Inclusion refers to how the staff and program participants experience the agency and its programs and the degree to which organizations embrace all staff and program participants and enable them to make meaningful contributions. Agencies that are intent on serving diverse populations must also strive to develop a sufficiently inclusive culture, such that all staff and program participants feel their voices and perspectives will be heard.

Agencies that narrow the Diversity, Equity, and Inclusion (DEI) gap can advance the quality of programs and services for all populations served. When those struggling to survive in the community thrive, the whole community benefits as trust increases and community assets (social, human, financial, built, political, cultural, natural) are advanced.

Assess Your Current Situation

Before you design or implement any program, you need to have a clear and honest understanding of your organization's strengths and weaknesses in terms of DEI. You can use tools such as surveys, focus groups, interviews, or audits to gather feedback from your staff, board, partners, donors, and beneficiaries. You should also review your policies, procedures, budget, and culture to identify any gaps, barriers, or biases that may affect your program delivery and outcomes. Use this information to set realistic and measurable goals and action plans for improving your DEI practices.

Involve Your Stakeholders

One of the key principles of DEI is to ensure that the voices and perspectives of your stakeholders are heard and respected throughout your program cycle. This means involving them in every stage of your program development, from needs assessment, to design, to implementation, to evaluation. You can use methods such as participatory research, co-creation, consultation, or collaboration to engage your stakeholders in meaningful and inclusive ways. By doing so, you can build trust, ownership, and accountability among your stakeholders, and ensure that your program is responsive to their needs, preferences, and expectations.

Integrate DEI Into Your Program Logic

Your program logic is the framework that explains how your program works, what it aims to achieve, and how it measures its success. It is important to integrate DEI into your program logic, so that it becomes part of your program's vision, objectives, activities, outputs, outcomes, and indicators. You can use tools such as logic models, theories of change, or results frameworks to articulate how your program addresses the issues of diversity, equity, and inclusion in your context. You should also align your program logic with the relevant standards, guidelines, or frameworks that promote DEI in your sector or field.

Adapt to Changing Realities

DEI is not a one-time or static process, but a continuous and dynamic one. You need to be flexible and adaptable to the changing realities and needs of your stakeholders and your environment. You can use tools such as monitoring, feedback, learning, or innovation to track your program's progress, challenges, and opportunities in relation to DEI. You should also be open and willing to make adjustments, improvements, or changes to your program design or implementation as needed. By doing so, you can ensure that your program is relevant, effective, and sustainable in the long run.

Celebrate Your Successes and Learn From Your Failures

DEI is not a destination, but a journey. You need to recognize and celebrate your successes and achievements in advancing DEI in your programs, as well as acknowledge and learn from your failures and mistakes. You can use tools such as evaluation, reporting, storytelling, or recognition to document, share, and appreciate your program's impact, results, and lessons learned in relation to DEI. You should also use this information to inform your future program planning, decision making, and improvement. By doing so, you can foster a culture of learning, growth, and excellence in your organization and your programs.

BUILDING A DIVERSITY, EQUITY, AND INCLUSION FRAMEWORK INTO PROGRAM DESIGN

DEVELOPING GOALS AND MEASURABLE OBJECTIVES

To be able to effectively evaluate your project, you must develop realistic goals and measurable objectives. The information below will help your agency develop goals and objectives, and provides examples of well-written goals and measurable objectives.

Goals

A goal is a broad statement about the long-term expectation of what should happen because of your program. It serves as the foundation for developing your program objectives. Goals should align with the statement of need that is described. Goals should only be one sentence.

Sometimes goals are not always achieved during the duration of the program. Goal statements do not state what will be implemented; rather, they are statements that reflect the results of what will be implemented. They should be specific to the population, setting, and problem to be addressed.

The characteristics of effective goals include:

- Goals address outcomes, not how outcomes will be achieved.

- Goals describe the behavior or condition in the community expected to change.

- Goals describe who will be affected by the project.

- Goals lead clearly to one or more measurable results.

- Goals are concise.

UNCLEAR GOAL	FEEDBACK	IMPROVED GOAL
Increase the substance use and HIV/AIDS prevention capacity of the local school district.	*This goal could be improved by specifying an expected program effect in reducing a health problem.*	Increase the capacity of the local school district to reduce high-risk behaviors of students that may contribute to substance use and/or HIV/AIDS.
Decrease the prevalence of marijuana, alcohol, and prescription drug use among youth in the community by increasing the number of schools that implement effective policies, environmental change, intensive training of teachers, and educational approaches to address high-risk behaviors, peer pressure, and tobacco use.	*This goal is not concise.*	Decrease youth substance use in the community by implementing evidence-based programs within the school district that address behaviors that may lead to the initiation of use.

Objectives

Objectives describe the results to be achieved and the manner in which they will be achieved. Multiple objectives are generally needed to address a single goal. Well-written objectives help set program priorities and targets for progress and accountability.

It is recommended that you avoid verbs that may have vague meanings to describe the intended outcomes, like "understand" or "know" because it may prove difficult to measure them. Instead, use verbs that document action, such as: *"By December 31, 2024, 75% of program participants will be placed in permanent housing."* To be effective, objectives should be clear and leave no room for interpretation.

SMART

is a helpful acronym for developing objectives that are
Specific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound:

SPECIFIC – Includes the "who" and "what" of program activities. Use only one action verb to avoid issues with measuring success. For example, "*Outreach workers will administer the HIV risk assessment tool to at least 100 injection drug users in the population of focus*" is a more specific objective than "*Outreach workers will use their skills to reach out to drug users on the street.*"

MEASURABLE – How much change is expected. It must be possible to count or otherwise quantify an activity or its results. It also means that the source of and mechanism for collecting measurement data can be identified and that collection of the data is feasible for your program. A baseline measurement is required to document change as it provides a way to accurately measure the percentage of increase or decrease. If you plan to use a specific measurement instrument, it is recommended that you incorporate its use into the objective. Example: "*By June 30, 2025, increase the number of 7th, 9th, and 11th grade students who disapprove of marijuana use by 10% as measured by the California Healthy Kids Survey.*"

ACHIEVABLE – Objectives should be attainable within a given time frame and with available program resources. For example, "*The new part-time nutritionist will meet with seven teenage mothers each week to design a complete dietary plan*" is a more achievable objective than "*Teenage mothers will learn about proper nutrition.*"

REALISTIC – Objectives should be within the scope of the project and propose reasonable programmatic steps that can be implemented within a specific time frame. For example, "Two ex-gang members will make o*ne school presentation each week for two months to raise community awareness about the presence of gangs*" is a more realistic objective than "Gang-related violence in the community will be eliminated."

TIME-BOUND – Provide a time frame indicating when the objective will be measured or a time by when the objective will be met. For example, "Five new peer educators will be recruited *by the second quarter of the first funding year*" is a better objective than "*New peer educators will be hired.*"

NON-SMART OBJECTIVE	FEEDBACK	SMART OBJECTIVE
Teachers will be trained on the selected evidence-based substance use prevention curriculum.	*Objective is not SMART because it is not specific, measurable, or time-bound. It can be made SMART by specifically indicating who is responsible for training the teachers, how many will be trained, who they are, and by when the trainings will be conducted.*	**By June 1, 2024, Sylvan Unified School District supervisory staff** will have trained **75% of health education** teachers **in the local school district** on the selected, evidence-based substance use prevention curriculum.
90% of youth will participate in classes on assertive communication skills.	*Objective is not SMART because it is not specific or time-bound. It can be made SMART by indicating who will conduct the activity, by when, and who will participate in the lessons on assertive communication skills.*	By the **end of the 2024 school year, Modesto City Schools district health educators** will have conducted classes on assertive communication skills for 90% of youth **in the middle school** receiving the **substance use and HIV prevention curriculum.**
Train individuals in the community on the prevention of prescription drug/opioid overdose-related deaths.	*Objective is not SMART as it is not specific, measurable or time-bound. It can be made SMART by specifically indicating who is responsible for the training, how many people will be trained, who they are, and by when the training will be conducted.*	**By the end of year two of the project, Stanislaus County Public Health** will have trained **75% of EMS staff in Stanislaus County** on the selected curriculum addressing the prevention of prescription drug/opioid overdose-related deaths.

DEVELOPING A LOGIC MODEL OR THEORY OF CHANGE

During both the grant writing and grant management process, you must document both your proposed and actual program outcomes. This is accomplished through the development of a Logic Model and/or Theory of Change, which enables you to regularly monitor and report on the effectiveness of your program and its activities.

Logic Models Overview

Logic models are effective tools to assist in program planning, implementation, management, evaluation, and reporting. They help define a program's intended impact and goals; the sequence of intended effects; which activities are to produce which effect; and where to focus outcome and process evaluations. Experts in the field agree that there are connections between program success and using logic models.

What is a Logic Model?

A logic model is a graphic illustration of the relationship between a program's resources, activities, and its intended effects. Logic models clearly and concisely show how interventions affect behavior and achieve a goal. They can be described as road maps that specify causal pathways and the step-by-step relationship between planned work and intended results. Specifically, a logic model is a visual way to illustrate the resources or inputs required to implement a program, the activities and outputs of a program, and the desired program outcomes (short-term, long-term).

What are the Basic Components of a Logic Model?

There are many ways to depict logic models. Logic models may be simple or complex. The type and complexity of the logic model will depend on program focus, the purpose of the logic model, and the audience. Sometimes, programs may utilize several logic models with differing levels of complexity for different purposes and audiences or to highlight different program elements.

To get the process started, make a laundry list of the components required in a typical Logic Model that your program will address:

- **Inputs**
  are the various resources available to support the program (e.g., staff, materials, curricula, funding, equipment). Make a list of the resources dedicated or consumed by your program. Examples include:

  - Money
  - Staff and staff time
  - Volunteers and volunteer time
  - Facilities
  - Equipment
  - Supplies
  - Materials
  - Partner agency contributions

- **Activities**
  are the action components of the program (e.g. develop or select a curriculum, write a plan, implement a curriculum, train educators, pull together a coalition). These are sometimes referred to as process objectives. Make a list of what the program is doing with the inputs to fulfill the program goals and objectives. Examples include:

  - Strategies (evidence-based, evidence-informed, promising practices, other)
  - Techniques
  - Types of deliverables that comprise program service methodology
  - Types of training provided to staff

- **Outputs**
  are the direct products of program activities. This is usually measured in terms of the volume of work accomplished. Examples include:

  - Number of classes taught
  - Number of counseling sessions conducted
  - Number of educational materials distributed
  - Number of participants served

- **Outcomes**
  are the intended accomplishments of the program. They include short-term, intermediate, and long-term or distal outcomes. List the benefits or changes for individuals or populations during or after participating in program activities, which are influenced by your program's outputs. They are what participants know, think, or can do; or how they behave; or what their condition is, that is different following participation in the program. Outcomes, like activities, are often written more generally in the logic model (e.g. increase knowledge of STIs and their consequences, improve condom use skills, increase intentions to abstain from sex, decrease rates of unprotected sex), and written more specifically as outcome objectives in the narrative. Examples include:

  o Behaviors
  o Skills
  o Knowledge
  o Attitudes
  o Values
  o Conditions

SAMPLE LOGIC MODEL

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES
STAFFING & EXPERTISE • Direct Program staff • Assessment, evaluation • Managers • Community health workers **FUNDING / RESOURCES** • Title IV-E • Other **COMMUNITY PARTNERSHIPS** • Schools • Social services • Mental health **DATA** • Community health assessments • Community health improvement plans • State and national surveys • Community partners **EVIDENCE BASED / BEST PRACTICE** • CDC • Harvard Center for the Developing Child • Adverse Childhood Experiences (ACES) connection	- Develop public awareness/ social marketing campaigns, - Conduct outreach/ community education events - Deliver presentations to providers and partners (science, public health approaches to prevent ACE's and promote resilience)	1.1 Number of events or education campaigns 1.2 Number or percent of providers or staff trained 1.3 Number of people reached through outreach or education	- Improved knowledge/skills in parent and child development among caregivers, communities, and professionals - Increased availability of trauma informed systems and services - Increased capacity of families and partner agencies to engage in supporting early childhood policies and initiatives - Reduced family violence and child abuse - Increase in children protected from ACES - On track early childhood development - Increased neighborhood safety and community connection
	- Convene coalitions, inter-agency collaborations, and cross-systems initiatives to prevent/ address trauma and ACEs and promote resilience. - Implement community level equity initiatives, trauma and violence prevention programs, etc. - Work with partners to create safer public spaces and opportunities for connection to community, spirituality and culture; ensure equitable access to affordable housing, jobs, schools, transportation, healthy food, clean air and water and concrete supports for families.	2.1 Number of partnerships developed or strengthened 2.2 Number of projects / coalitions convened or implemented with partners	

Results-Based Accountability™

Results-Based Accountability™ (RBA) is a disciplined way of thinking and taking action used by communities to improve the lives of children, families and the community as a whole. RBA is also used by agencies to improve the performance of their programs.

RBA starts with "ends" and works backwards, step-by-step, towards "means." For communities, ends are the conditions of well-being we want for children, families, adults, or the community. For example, ends could be "residents get and keep good jobs," "children are ready for school," or "our neighborhood is clean and safe." Ends can be even more specific than that, like "our public spaces are graffiti-free" or "our neighbors know each other." These types of ends are referred to as Results. For programs, ends are how our customers are better off when the program works the way it should. For example, an end for a program could be "% of people in the job training program who get and keep good paying jobs" or "% of children in our afterschool program with improved reading scores." These types of ends are referred to as "Performance Measures."

Clear Impact publishes the Results Based Accountability Guide, which outlines a process you can follow to implement RBA at your agency. You can use the RBA Guide to lead or facilitate a group in using the framework to improve decision-making. The RBA Guide is ultimately a road map to help you navigate the complete RBA decision-making process, step-by-step.

In addition, there are local RBA trainings offered through Connect For Collective and hosted by Focus on Prevention to learn more about the framework and how to apply it to your work.

The RBA guide from
Clear Impact can be found here
The Results-Based Accountability Guide - Clear Impact

The Focus on Prevention website is
www.focusonprevention.net

Theory of Change

A theory of change is both a conceptual model and a concrete product that reflects the model. A fundamental component of any large-scale social change effort, theory of change can help teams strengthen strategies and maximize results by charting out the work ahead, what success looks like and how to get there. Developing a theory of change model involves making explicit collective assumptions about how a change will unfold. This work can help clearly articulate their objectives, discuss equity considerations, define roles of decision-making authority and enable useful measurement and learning.

The Annie E. Casey Foundation provides an extremely extensive guidebook on how to develop a Theory of Change. The guide is organized into four parts.

- **Part one** introduces theory of change work including its benefits, considerations and limitations.

- **Part two** delivers step-by-step guidance — including considerations, exercises and examples — to aid program leaders in articulating and documenting a useful, equitable theory of change.

- **Part three** offers fillable theory of change templates that can help teams record their theory of change components, assumptions and audiences.

- **Part four** offers examples of theory of change models.

You can read more about developing a Theory of Change and download the four part series at **How to Develop a Theory of Change - The Annie E. Casey Foundation (aecf.org)**

THE ANNIE E. CASEY
FOUNDATION

DATA COLLECTION AND PERFORMANCE MEASUREMENT

Nonprofits should track basic demographics of clients that participate in their programs. Basic demographics include age ranges, sex, race/ethnicity, economic range/level, education level, employment status, and zip code or address.

If your nonprofit plans to apply for a state or federal government grant, it is best to match your demographic categories to the census demographics categories. If you use a different method to track your demographic data, be prepared to explain the rationalization behind the difference. Grant applications or reports templates may require that data is extrapolated to match categories defined by the funder.

Most funders will require you to report the number of underlined unduplicated clients served within a specific timeframe, typically monthly, quarterly, or annually. Unduplicated means the client has only been counted once in your data, though the client may use your services over weeks or months. A duplicated client count is the number of clients served during a specific timeframe that may include the same clients over multiple visits, sometimes known as encounters or service units. A simple way to illustrate the difference is in the chart below:

CLIENTS ENROLLED IN JULY 2024 COUNSELING PROGRAM	UNDUPLICATED CLIENTS SERVED IN JULY 2024	COUNSELING SESSIONS ATTENDED IN JULY 2024	DUPLICATED CLIENTS SERVED IN JULY 2024
Maria D. Bob R. Trent W. Juan G Anita H.	5 unduplicated clients	Maria: 3 times Bob: 5 times Trent: 4 times Juan: 5 times Anita: 3 times _____ Total: 20 times	5 unduplicated clients x 20 times attended counseling = 100 duplicated clients and/or service units.

Knowing more about your clients will help you to better serve your clients. A yearly review of your demographic data is the minimum amount of time in which it should be reviewed. If you have staff and can look at it quarterly, that would be a great opportunity to help you meet community needs as they emerge. Data can tell you if new types of clients are seeking your service. It can help you uncover new potential funders. These are trends worth noting and doing some research to find funders who would support your program with these new demographics.

Plan, design, and implement an electronic database that works for your nonprofit. Perhaps you have one mandated that you need to use based on the work you do. If the mandated database does not meet all your needs, can you add custom fields to it? Or can you create another database that will cross-reference with the mandated data to track?

Providing training to program staff on how to accurately collect client data at intake and at regular intervals throughout the course of providing programs and services. Reiterate how important data is to the agency's long term funding and accountability efforts, and how it informs program improvement. College-level Interns or pro-bono professionals can help you track and analyze data to help make a stronger case statement for funding support.

Being able to clearly and concisely describe your agency's impact in your community can often be the difference between receiving a grant or not. A basic count of who you serve and how often during your fiscal year is a great starting point. The next level of data to support your development program and grants would be having more defined data on your outcomes.

Outcome Measurement Framework

In order to measure how well a program is doing to achieve its stated outcomes, an agency must decide what information and/or data needs to be collected and at what intervals. This information is called the outcome indicator, which is to help an agency know whether or not an outcome has been achieved and required the following:

1. The specific, observable, measurable characteristic or change that will represent achievement of the outcome; and

2. The specific statistics (number and percent attaining the outcome) the program will calculate to summarize its level of achievement.

Determining what indicators are needed can be tied back to the SMART objectives discussed in a previous chapter. However, this section focuses specifically on indicators, because this is a challenging topic for most agencies.

Outcome indicators must be observable and measurable, and some outcomes may require more than once indicator. Indicators must be specific. Using terms such as "acceptable", "adequate", or "substantial" are subject to interpretation and not specific. The indicator "participants will achieve substantial improvement" is not specific enough. Using numerical indicators, such as "participants will experience at least a four-point improvement".

As you define measurable indicators for your program outcomes, focus on what data will show that you have achieved success. Most often, the specific data that programs use to support their outcomes are the total number of participants achieving the outcome and the percent of participants achieving the outcome. In some cases, only a number can be reported, such as the number of outreach presentations an agency makes in the community or the number of program brochures distributed throughout the community.
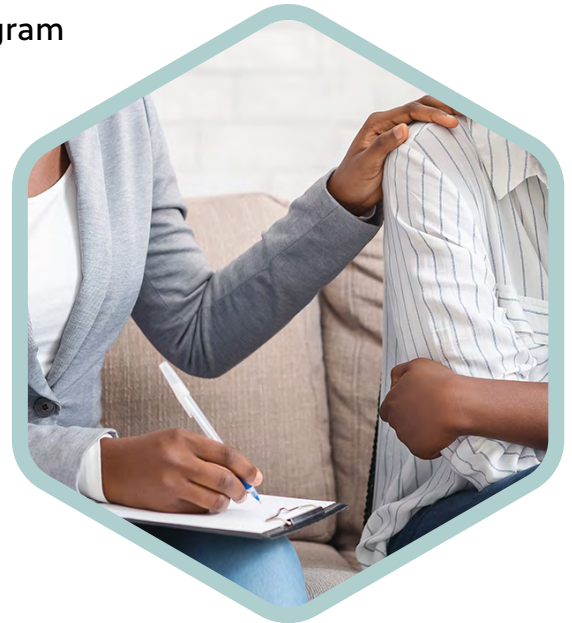
When reviewing your proposed indicators, check for the following:

- Is there at least one indicator for each outcome?

- Does each indicator measure some important part of the outcome that no other indicator measures?

- Is the working of each indicator specific and does it tell you what characteristic or change you will count?

- Does each indicator identify the data that will summarize the program's performance on the outcome?

- Will the data convey your level of achievement effectively?

Sample Outcomes and Indicators for Various Programs

The chart below shows examples of well thought out and specific indicators. These are examples only, and programs need to identify their own outcomes and indicators based on the goals and objectives of their programs.

PROGRAM	OUTCOME	INDICATOR(S)
After school tutoring program for 8th grade students	Student's academic performance improves	Number and percent of students who earn better grades in the grading period following completion of the program than in the grading period immediately preceding enrollment in the program
English as a Second Language instruction	Participants become proficient in English	Number and percent of participants who demonstrate increase in ability to read, write, and speak English by the end of the course
Counseling for parents identified as at-risk for child abuse or neglect	Risk factors decrease. No substantiated incidents of child abuse or neglect	Number and percent of participating families for whom Child Protective Services reports no substantiated child abuse or neglect during 12 months following program completion
Prenatal care program	Pregnant women follow the advice of a registered dietician	Number and percent of women who take the recommended vitamin supplements and consume recommended amount of calcium
Shelter and counseling for runaway youth	Family is reunified whenever possible; otherwise, youth are in stable alternative housing	Number and percent of youth who return home Number and percent of youth placed in alternative living arrangements who are in that arrangement 6 months later unless they have been reunified or emancipated.

Data Sources

When identifying the potential data sources for your indicators, consider what you believe may influence participant outcomes. Determine whether or not it is reasonable to believe that the data source will provide useful, reliable information related to the outcome. Most data sources used by non-profit agencies include:

1. **Program records:** Review the information that you currently collect. Do you already have data on individual participants that you can use to calculate the number and percent of participants who achieve various levels of improvement on program outcomes? If not, are you able to easily collect the data you need to report out?

2. **Records of other programs or agencies:** Other agencies' records can provide information on participants' experiences outside your program that relate to your outcome indicators. Special considerations of confidentiality may be required to obtain information from other agencies. A data sharing agreement may be necessary that includes providing data without personally identifying information, or providing the information only with the written informed consent of the participant to share selected data.

3. **Specific individuals:** Program participants, their parents, teachers, staff, and other key individuals can program information on outcome indicators that may otherwise be unavailable. This includes participants or former participants acquiring knowledge, attitudes, or skills during and following the program, changes in participant behavior, and improvements in participants status or condition.

4. **General public:** Programs that are intended to benefit the general public or segments of it may need information from representatives, rather than specific individuals. Examples include determining residents' changes in behavior based on a perception of increased neighborhood safety following implementation of a neighborhood watch program, neighbor's perception of changes in children's after-school play habits following renovation of local playgrounds, and parents' actions to have children immunized following a public education campaign on the topic.

5. **Trained observers:** Gathering information on indicators related to behavior, facilities, environments, and other factors can be done through trained observers. They gather factors that can be measured by physical observation and can be rated on a scale that identifies variations in condition.

Examples include:

    a. Ability of rehabilitation program participants to perform activities of daily living (ADL) such as dressing themselves, practicing proper hygiene, and preparing nutritious meals.

    b. The condition of a long-term care facility after an advocacy group lobbies for better conditions for facility residents. The conditions may include odors, temperature, visual privacy, safety elements, condition of beds and other furniture, lighting, presence of rats and roaches, and appearance and taste of food.

    c. The condition of parks and playgrounds before and after a neighborhood improvement coalition organizes a local clean-up campaign. The conditions may include amount of litter, presence of broken glass and debris, and safety conditions.

6. **Mechanical measurements:** Scales, test kits, and other devices can provide data on an individual's body weight, height, presence of controlled substances and other factors. These measurements are relatively objective, quantified, and standardized.

Data Collection

The choice of data collection method may represent a trade-off between cost, response rate, time required to obtain the data, time required to collate the data for reporting, and other factors. Ensure that the data collection method is feasible and not overly expensive and if there is a less time-intensive or less expense way to collect the information. Ensure that the resulting data will be useful to program managers for program improvement. The resulting data must also be credible to funders that you will report the data to. Fully examine the data source and data collection options. To determine your plan for data collection, consider addressing the following points:

1. Electronic data collection software that will be used.

2. Frequency of data collection.

3. Organizational processes that will be implemented to ensure the accurate and timely collection and input of data.

4. Staff that will be responsible for collecting and recording the data.

5. Data source and data collection instruments that will be used to collect the data.

6. How well the data collection methods will take into consideration the language, norms, and values of the population(s) of focus.

7. Processes and policies to keep data secure.

8. If applicable, the data collection procedures to ensure that confidentiality is protected and that informed consent is obtained.

9. If applicable, data collection procedures from partners and/or sub-recipients.

Developing sound questionnaires, intake interviews, tests, observer rating scales, and other data collection instruments can be time consuming. Locate surveys or instruments that others have developed and tested to see if you can use or adapt those tools to your program. Many pre-tested instruments provide scales for measuring a variety of outcomes such as self-esteem, family health, parenting skills, and mental health.

When researching instruments, review information on data collection methods used. This includes approaches to timing of collection, sample selection, training of collectors, challenges faced, and other topics that can help guide the decision whether or not to use a particular tool. To check against collecting unnecessary data, review the questions in each instrument that are unrelated to the outcomes you want to measure. Do you have a plan for using the information from each question for reporting and outcomes measurement purposes? If not, determine if you really need to collect that specific piece of data.

Data Management and Performance Monitoring

In all data collection and management efforts, procedures must be in place that protect the confidentiality of participant information. Protecting confidentiality means that data collectors and others involved in outcome measurement refrain from discussing situations, locations, affiliations, and all other information about participants with anyone other than the data collection monitor or other authorized persons. In most cases, there can be ethical and legal consequences for both the program and the data collector and they need to understand that:

- They may be collection information of a personal and sensitive nature

- Individuals participating in the program have been assured that their names will not be disclosed and that all information will be kept confidential.

- They must keep confidential the names of all respondents, all information and opinions collected during the data collection process, and any information learned incidentally while collecting the data.

Participants' rights need to be protected. Such rights include the right to informed consent or refusal, and the right to privacy and confidentiality. Often, information about the agency's outcome measurement process can be incorporated into the registration or intake process for the program.

Ensure that the following key items have been determined and/or implemented before the data collection process begins:

1. Data protection policies and procedures, including information about storage, retention, and access.

2. Frequency of reviews and monitoring of performance data.

3. Staff conducting data analysis, including evaluation.

4. Data analysis methods and how you will use data to monitor and evaluate activities and processes.

5. Staff responsible for completing reports.

6. How data will be reported to staff, stakeholders, grantor agency, an Advisory Board, and other relevant project partners.

Sample Outcome Measurement Framework

PROGRAM: TEEN MOTHER PARENTING EDUCATION

OUTCOME	INDICATOR	DATA SOURCE	DATA COLLECTION METHOD
Teens are knowledgeable of prenatal nutrition and health guidelines	Number and percent of teens able to identify food items that are good sources of major dietary requirement	Participants	Survey after second week of program
Teens follow proper nutrition and health guidelines	Number and percent of teens within proper ranges for prenatal weight gain Number and percent of teens that do not smoke or vape Number and percent of teens that take a prenatal vitamin daily	Scale Participants Teachers Participants	Weekly weigh-in Self report on daily checklist Weekly observation "Healthy Baby" checklist for recording daily food intake
Teens deliver healthy babies	Number and percent of newborns weighing 5.5 pounds or above and scoring 7 or above on Apgar scale	Hospital records	Contact the hospital for records. Data sharing agreement in place

DATA COLLECTION AND PERFORMANCE MEASUREMENT

CREATING A GRANT BUDGET

A grant is a financial assistance support mechanism providing money, property (or other direct assistance in lieu of money), or both, to an eligible entity to carry out an approved project or activity that supports a public purpose. A grant budget and narrative must be consistent with and support the Project Narrative. The budget and narrative must be concrete and specific, and must provide a justification for the basis of each proposed cost in the budget and how that cost was calculated. Examples to consider when justifying the basis of your estimates can be ongoing activities, market rates, quotations received from vendors, or historical records. The proposed costs must be reasonable, allowable, allocable, and necessary for the supported activity.

Allowable cost

An allowable cost is a cost incurred by a grant recipient that is:

(1) reasonable for the performance of the award;

(2) allocable;

(3) in conformance with any limitations or exclusions set forth in the federal cost principles applicable to the organization incurring the cost or in the Notice of Award (NoA) or Request for Proposal (RFP) as to the type or amount of cost;

(4) consistent with regulations, policies, and procedures of the grant recipient that are applied uniformly to both federally supported and other activities of the organization;

(5) accorded consistent treatment as a direct or indirect cost;

(6) determined in accordance with generally accepted accounting principles; and

(7) not included as a cost in any other grant award (unless specifically authorized by statute).

Unallowable cost

An unallowable cost is specified by law or regulation, federal cost principles, or a term and condition of an award that may not be reimbursed under a grant or cooperative agreement.

Matching

The terms "matching" and "cost sharing" are often used interchangeably. "Matching" usually refers to a statutorily specified percentage, whether specified as a fixed or minimum percentage of non-federal participation in allowable program or project costs, which must be contributed by a grant recipient to be eligible for federal funding. "Cost sharing" refers to any situation in which the grant recipient shares in the costs of a project other than as statutorily required matching. There are two types of match: cash and in-kind.

- Cash match is income from a source other than federal funds that is allocated in the grant. When used to augment the grant, cash expenditures for items such as personnel, facilities,and supplies may be considered cash match, if not in violation of the prohibition on supplanting.

- In-kind match is non-cash outlay of materials or resources to support a percentage of grant activities. It may include non-cash outlay contributed by other public agencies and institutions, private organizations, and individuals. Examples include donated office supplies, equipment, professional services, and volunteer time. In general, the value of in-kind contributions is determined by fair market value, which must be specifically identified by line item as in-kind match. Costs associated with volunteers may also be claimed (e.g., training costs, office space, supplies, etc.). These costs must be determined using the same methods used when calculating costs associated with employees.

When using volunteer services for in-kind match, agencies must maintain the following:

- A volunteer time log that includes dates (or time frames), number of hours (in no less than 15-minute increments), and activities related to the grant. Time logs must be approved by agency/organization staff,

- Duty statements for all volunteer positions, and

- Source documentation for how the volunteer rate was established including hourly rates for comparable paid employee positions, including fringe benefits, or the documentation showing the normal rate in the community for the services provided. Published volunteer rates will not be allowed unless agencies can provide evidence that the rates are comparable.

Generally Allowable Match Sources include:

1. **State Funds**
    State funds can be used to match other state and/or federal funds only if all of the following conditions have been met:

    - The other funding source does not prohibit this practice,
    - The funds are to be used for identical activities
      (e.g., to augment the Grant), and/or
    - The agency has obtained prior written approval from the funder.

2. **Donations**
    Cash or donated goods, including rental space are allowable match sources.

How to Calculate Match

Match is calculated using one of two methods based either on the total project cost or on a percent of the grant funds allocated to the grant. The method required is generally specified in the authorizing legislation or the RFA or RFP. If not specified, the match must be calculated using the total project cost method.

A. **Match – Total Project Cost**
    To calculate match using the total project cost method, determine the total project cost by dividing the amount the grantor provides (grant award or allocation) by the percent of the total the grantor is providing (i.e., a Department of Justice grant provides 75 percent if match is 25 percent or 80 percent if match is 20 percent). Once you have the total project cost, subtract the grant award to determine the required match amount. The example below demonstrates how to calculate the amount of a 20 percent total project cost match on a $100,000 grant.

    Total Project Cost Calculation Example
    Match Percent = 20%
    Grant Amount Department of Justice (DOJ) Provides = $100,000

    1. **Determine Total Project Cost**
        Grant award amount ÷ % DOJ Provides (80%)
        $100,000 ÷ 0.80 = $125,000
        Total Project Cost = $125,000

2. **Determine Match**
   Total Project Cost – Funds Provided
   $125,000 - $100,000 = $25,000
   Match = $25,000

B. **Match – Percent of Funds Allocated**
   To calculate the match using the percent of funds allocated method, multiply the grant award by the required match percent. The example below demonstrates how to calculate the amount of a 20 percent match on a $100,000 award, based on percent of funds allocated.

   Percent of Funds Allocated Example
   Match Percent = 20%
   Grant Amount Department of Justice (DOJ) Provides = $100,000

   1. **Determine Match**
      DOJ Grant x Percent of Match
      $100,000 x 0.20 = $20,000
      Match = $20,000

   2. **Determine Total Project Cost**
      Funds Provided + Match
      $100,000 + $20,000 = $120,000
      Total Project Cost = $120,000

Allocating Staff Time to Grants

Costs for salaries and benefits of personnel funded by more than one grant to an agency must be allocated proportionately to each grant and funding source(s) based on the actual percentage of time spent on each grant. Functional timesheets must show actual time spent working on activities specific to the applicable grant, funding source, and support personnel costs up to the amount approved in the grant that are allowable and reimbursable.

Functional Timesheets

A functional timesheet is a document to record the amount of an employee's time spent on their job, which includes actual time spent working on activities specific to an applicable grant and other fund sources. All grant-funded personnel (including personnel being used to meet match requirements) who are directly allocated to the grant, either in whole or in part, must maintain functional timesheets that:

- Include the actual time and function(s) performed by the employee for both grant and non-grant activities to which the employee's time is allocated,

- Account for all time worked by the employee (not just the time allocated to the grant), and

- Be approved by both the employee and their supervisor (electronic signature is acceptable).

Indirect costs

Indirect costs (also commonly referred to as facilities and administration costs) are shared costs that cannot be directly assigned to a particular grant activity but are necessary to the operation of the organization and the performance of the grant (e.g., facilities, accounting services, and administrative salaries). Such costs can be allocated to most grants using one of the following Indirect Cost Rates (ICRs): a federally-approved rate, or 10 percent de minimis calculated on the Subrecipient's modified total direct costs (MTDC) base. *Please follow the indirect cost rate guidance outlined in the RFP or RFA for the grant program you are applying for, as it may be different than what is outlined below.*

1. **Federally-Approved Indirect Cost Rate**
   Agencies that receive funding directly from a federal agency may negotiate an ICR with their federal cognizant agency (i.e., the agency that awards them the most money). Agencies must submit an ICR Proposal (ICRP) to their federal cognizant agency. When approved, this establishes an ICR that may be used for claiming indirect costs.

2. **Resources for Developing an Indirect Cost Rate Proposal (ICRP)**
   When preparing a ICRP, agencies should review the following federal publications pertinent to their type of organization:

   - 2 CFR Part 200 Appendix VII – States and Local Government and Indian Tribe Indirect Cost Proposals.

   - 2 CFR Part 200 Appendix IV – Indirect (F&A) Costs Identification and Assignment, and Rate Determination of Nonprofit Organizations.

The publications discussed above are available at the 2 CFR Part 200 Website:
eCFR :: 2 CFR Part 200 -- Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

3. **Ten Percent De Minimis Indirect Cost Rate**
Agencies that do not have, or are not renewing, a federally-approved ICR may be able to use an amount up to 10 percent de minimis of their Modified Total Direct Costs (MTDC) in their grant budget. The MTDC base includes the cost of salaries, wages, and benefits of personnel that work directly on the grant, and other operational costs that are directly related to the grant. The MTDC base cannot include any distorting costs such as equipment, rent, capital expenditures, consultants or contractor costs beyond the first $25,000, or in-kind match.

Again, follow the indirect cost guidance outlined in the RFP or RFA of the grant program you are applying for.

Cost Allocation Plan

While not necessary for most grant applications, a Cost Allocation Plan is a written plan that calculates and delineates the spread of agency/ organization-wide operational costs (i.e., direct, direct-shared, and indirect costs) by department/unit, and agency/organization funding sources.

Operating costs which cannot be directly assigned to a particular grant, such as costs related to a copier, utilities, or janitorial service, must be prorated on the basis of percentage of usage, or other reasonable job-costing basis.

The Cost Allocation Plan must include all of the following elements:

- Organizational Chart that identifies each department and current staff,

- A narrative describing the types of services provided by the agency, including each department or unit,

- A narrative that identifies all direct costs (costs that directly benefit a Grant) and all pooled costs (costs grouped together for allocation), including direct-shared (direct Grant cost shared among two or more Grant awards), and indirect costs (costs that are necessary for the operation of the organization, but are not easily assignable to any one specific Grant), along with a description of the allocation basis used for each of these costs. The narrative must also address how unallowable costs are funded,

- A spreadsheet showing the agency's line-item budget along with all sources and amounts of funding. The allocation of costs for each line item must be shown by both percentage and dollar amount being allocated. Unallowable costs must be included and allocated a share of the indirect costs, and

- Certification by the Governing Board or approving authority that the plan has been prepared in accordance with federal and state regulations, along with the date of approval.

Grant Budget Guidance

Most Request for Proposals (RFP) or Request for Applications (RFA) will outline allowable and unallowable costs, and the budget categories that are approved for funding. A typical grant budget may contain the following allowable and reimbursable costs, but follow the specific guidance in the RFP/RFA when preparing your budget.

- Personnel salaries
- Employer-paid fringe benefits/payroll taxes
- Answering service fees
- Audit fees
- Bank service charges and check printing fees
- Computer with an acquisition cost of $4,999 or less
- Computer equipment rentals
- Confidential expenditures (e.g., asset forfeiture and sting operations)
- Conferences, seminars, workshops, and training
- Equipment service and maintenance agreements (including those for computers)
- Facility(ies) costs
- Photographic or video recording equipment
- Furniture and office equipment with an acquisition cost of $4,999 or less per unit

- Independent Contractor/ Consultant services
- Indirect Costs
- Insurance (e.g., vehicle, fire, bonding, theft, malpractice, and liability)
- Internet access
- Janitorial services
- Moving costs
- Office supplies
- Office space rental
- Postage
- Printing
- Rental or lease of equipment
- Software (if not part of a computer package)
- Storage space
- Subscriptions
- Telecommunication
- Training and related costs
- Travel and per diem
- Utilities
- Vehicle maintenance

ENGAGING COLLABORATIVE PARTNERS

Engaging collaborative partners effectively is crucial for the success of non-profit collaborative projects and initiatives. It effectively involves building and maintaining strong relationships, clear communication, and a shared commitment to achieving common goals. It's an ongoing process that requires attention to the needs and contributions of each partner.

Whether you're working on a nonprofit collaboration, a joint grant project, or any other initiative that requires a multi-sector approach, steps for engaging collaborative partners include:

- **Clearly Define Goals and Objectives:** Start with a clear definition of the project or collaboration's goals and objectives. Ensure that all partners have a shared understanding of what you're trying to achieve.

- **Identify Mutual Benefits:** Highlight the benefits and value that each partner brings to the collaboration. Understanding and communicating the "win-win" scenarios can motivate partners to actively engage.

- **Open and Transparent Communication:** Foster open, honest, and transparent communication from the beginning. Create a culture of trust and encourage partners to voice their concerns, ideas, and suggestions.

- **Build Relationships:** Invest time in building personal and professional relationships with your collaborative partners. Strong relationships can lead to better collaboration and a willingness to work together.

- **Establish Clear Roles and Responsibilities:** Clearly define the roles and responsibilities of each partner. This helps prevent misunderstandings and overlapping efforts.

- **Create a Shared Vision:** Develop a shared vision and mission statement for the collaboration. When all partners are aligned with a common purpose, it's easier to stay on track.

- **Regular Meetings and Check-Ins:** Schedule regular meetings to discuss progress, challenges, and updates. These meetings keep partners engaged and informed.

- **Flexibility and Adaptability:** Be open to adjusting the collaboration as needed. Circumstances may change, and partners should be prepared to adapt.

- **Conflict Resolution Mechanism:** Establish a process for resolving conflicts or disagreements. Having a system in place can prevent disputes from escalating and derailing the collaboration.

- **Set Clear Expectations:** Clearly define expectations in terms of timelines, deliverables, and performance metrics. This helps everyone understand what is required.

- **Celebrate Successes:** Recognize and celebrate achievements, both big and small. Acknowledging successes can boost morale and motivation.

- **Resource Allocation:** Ensure that each partner has access to the necessary resources, whether it's financial, human, or technological support.

- **Share Information and Data:** Share relevant data and information that can help partners make informed decisions and contribute effectively to the collaboration.

- **Feedback Loops:** Encourage partners to provide feedback on the collaboration. Use this feedback to make improvements and adjustments as needed.

- **Mutual Respect:** Foster an environment of mutual respect and inclusion. Recognize and value the diversity of perspectives and contributions.

- **Document Agreements:** Create written agreements or memoranda of understanding that outline the terms and conditions of the collaboration. Having a formal document can prevent misunderstandings.

- **Sustainability Planning:** Consider the long-term sustainability of the collaboration. Discuss what happens when the project ends or how it can evolve.

- **Celebrate Diversity:** Embrace the diversity of perspectives, backgrounds, and skills that each partner brings to the collaboration. Diversity can lead to creative solutions.

LETTER OF SUPPORT AND LETTER OF COMMITMENT

In the context of grant writing, "Letter of Support" and "Letter of Commitment" are two different types of documents that organizations or individuals may provide to strengthen a grant proposal. Typically, a Request for Proposal will specify which type of letter is required to be attached to a proposal, if any.

While both types of letters can be valuable in grant writing, a Letter of Support signifies a general endorsement and encouragement for the proposed project, while a Letter of Commitment represents a *formal commitment to provide specific resources or support* for the project. It's important to know the difference between the two types of letters when preparing a grant proposal to accurately convey the level of involvement and support from potential partners or collaborators.

When requesting either type of letter from potential supporters or partners, it is a good practice for the applicant agency to provide a template for an individual, organization, or entity to customize. Sample language is provided under each type of letter. In general:

- The opening paragraph should state the name of the requesting agency, the grant program names, and type of letter provided.

- The second paragraph should contain a placeholder where the entity providing the letter provides an overview of their agency, mission, and vision.

- The third paragraph should contain either the reason for support or an outline of the entity's commitment to the project and history of collaboration with the applicant that the entity can customize.

- The final paragraph should summarize the outcomes expected as a result of the project.

Letter of Support

A Letter of Support is a document provided by an individual, organization, or entity that expresses a general willingness to support the project or program described in the grant proposal. The letter typically conveys endorsement, encouragement, and the belief that the proposed project aligns with the goals and mission of the funder. It demonstrates that there is interest and encouragement for the proposed project but does not necessarily commit to specific resources, financial contributions, or significant involvement in the project. Letters of support are often used to show that there is a broader community or stakeholder interest in the project's success.

SAMPLE LETTER OF SUPPORT:

[Name of supporting agency] is pleased to support the [name of applicant agency] in its efforts to implement a Trauma-Informed Program and Practices initiative in Stanislaus County through its Child Care Partnership programs.

The mission of the [name of supporting agency] is to [insert mission statement here]. In Stanislaus County, the [name of supporting agency] provides [outline the programs, services, and support the agency provides to their target population].

[Name of supporting agency] has enjoyed a mutually beneficial relationship with [name of applicant agency] for over 20 years, including our current collaborative partnership in the Mental Health Student Services Act program providing mental health prevention and intervention services to targeted school districts and their respective school sites throughout the county.

We look forward to working with and providing all necessary support to [name of applicant agency]'s Trauma-Informed Program and Practices Initiative.

Sincerely,

Name
Title

Letter of Commitment

A Letter of Commitment is a more formal and binding document in which an organization or individual explicitly commits to providing specific resources, services, or contributions to the project or program outlined in the grant proposal. The commitment is tangible and may include financial support, in-kind contributions, staff time, equipment, or any other resources necessary for the project's implementation. In essence, a Letter of Commitment can signify a legally binding agreement between the grant applicant and the entity or individual providing the commitment.

SAMPLE LETTER OF COMMITMENT:

*We are pleased to provide this Letter of Commitment defining our partnership with **[name of applicant/lead agency]'s** expansion of Mental Health First Aid, an evidence-based Mental Health Awareness Training program, as an applicant through the Department of Health and Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA) FY 2024 Mental Health Awareness Training grant program.*

*The mission of the **[name of partner agency providing the letter of commitment]** is to **[insert mission statement here]**. In Stanislaus County, the **[name of partner agency]** provides **[outline the programs, services, and support the partner agency provides to their target population]**.*

***[Name of partner agency]** will partner with **[name of applicant/lead agency]** in the delivery of Mental Health First Aid to train staff, older adults, veterans, caregivers, and community members to recognize the signs and symptoms of mental disorders, particularly serious mental illness (SMI) and/or serious emotional disturbances (SED). This will be accomplished by providing classroom space at our facility in-kind to the program during the grant period, and collaborating with **[name of applicant agency]** to offer the training to all staff to ensure that a sufficient number within the facility are trained in Mental Health First Aid. **[Name of partnering agency]** will also provide grant-funded brochures and flyers to clients that we serve including **[list of the client types that partnering agency serves]**. Staff will make referrals to Mental Health First Aid as indicated. We will assist **[name of applicant/ lead agency]** with establishing linkages with community-based mental health agencies to refer **[types of clients/individuals]** with the sign or symptoms of mental illness to appropriate services.*

*We are thrilled to continue our commitment to **[name of applicant/ lead agency]** programs and the agency's efforts to expand its capacity to provide Mental Health First Aid in underserved areas of Stanislaus County where there is a critical need and the program is currently not being offered. This will maximize the county's ability to prepare and train others on how to appropriately and safely respond to individuals with mental disorders, particularly individuals with SMI and/or SED.*

Sincerely,

Name
Title

GRANT SEARCH TOOLS

Foundation Grant Opportunities

Candid's Philanthropy News Digest publishes Requests for Proposals (RFPs) and notices of awards as a free service for U.S.-based nonprofit and grantmaking organizations. You can access the website at **RFPs | PND**

GrantStation Insider is a weekly newsletter filled with the latest information on grantmakers, upcoming grant deadlines, and news that will grantseeker. Every link in GrantStation Insider will take you to updated and relevant information. You can sign up for the free newsletter at **GrantStation Insider**

Local Grant Opportunities

Stanislaus County releases their Requests for Proposal (RFP) through the Planet Bids website. To sign up for notifications of bid postings, register at **Bid Opportunities**

State Grant Opportunities

The California Grants Portal (a project by the California State Library) is your one destination to find all grants and loans offered on a competitive or first-come basis by California state agencies. You can register to receive daily updates on new grant opportunities and search on demand for grants at **https://www.grants.ca.gov/**

State grant opportunities can also be found on the specific agencies website. For example, the California Department of Health Care Services, California Department of Public Health, California Department of Corrections and Rehabilitation, California Board of State and Community Corrections, California State Water Resources Control Board, and California Department of Education all maintain lists of current grant opportunities on their respective websites. The easiest way to find them is to type "grants" in the search bar on the agency's website. Sometimes you may have to do a little deeper research. However, it is a good practice to check the websites on a regular basis.

Federal Grant Opportunities

As California's Single Point of Contact for federal grants, the Governor's Office of Planning and Research (OPR) shares the latest on federal grant opportunities, news, and events. Subscribe to the newsletter at **OPR Federal Grant Updates Newsletter.**

A full list of open federal grant opportunities are at **grants.gov**

Federal infrastructure opportunities and info at **build.gov**

Federal Inflation Reduction Act opportunities and info at **cleanenergy.gov. Bipartisan Infrastructure Law: Open and Upcoming Funding Opportunities Inflation Reduction Act: Open Funding Opportunities Investing in America Technical Assistance Guide (BIL and IRA)**

Congressionally Directed Spending

Congressionally-Directed Spending, also known as Community Project Funding (CPF) in the House or more commonly as "earmarks," was reauthorized in 2021, following recommendations from multiple advocacy organizations, congressional experts, and the House Select Committee on Modernization.

For nonprofits and local, state, or tribal governments, earmarks are an opportunity to apply for short-term, place-based funding outside of normal channels for federal spending. Earmark requests are submitted by eligible organizations and governments to their Members of Congress, then recommended by individual Members of Congress in the House and Senate to each chamber's Appropriations Committee, and then each committee selects final requests to be included in annual federal spending bills (appropriations). This means that earmarks are selected based on individual Members' understanding of their own state's or district's needs, rather than awarded solely based on Federal agency priorities.

All earmark applications go through individual Members of Congress, who are responsible for taking in applications, vetting applicants, choosing projects, and advocating for those projects with the House and Senate Appropriations Committees.

The first step is to identify your Members of Congress. Most lawmakers will only be open to submitting requests for projects that are either physically located within their district or state or can easily be shown to provide services for a large proportion of their constituents, so it is important to look up the Member of Congress who represents the location of your project. You can look up your representative using **www.congress.gov**

Keep in mind that not every Member participates in earmark requests, so you may want to look at your options in both the House and Senate to maximize your chances of success. Your Members of Congress will be responsible for providing the forms you will use to apply for earmarks and setting their own deadlines for when and how to apply. These will likely be slightly different for each Member of Congress, but the majority of deadlines for requests for each fiscal year of funding will be on or around March 10th.

To stay up to date on applications for your Member of Congress, you are encouraged to:

- Sign up for your Member's newsletter

- Follow your Member on social media

- Call the Member's office and ask if you can be added to any relevant earmark application announcements

A good do-it-yourself guide to CPF published by the Popvox Foundation can be found here: **DIY Earmarks**

State Representative Directed Spending

Use the steps above to request an appropriation for your agency in the California state budget through the California State Assembly or Senate member(s) serving your district. The process is generally the same as a federal request. To find your State Senate or Assembly representative(s), visit **Find Your California Representative**

REQUESTING SUCCESSFUL GRANT APPLICATIONS THROUGH THE FREEDOM OF INFORMATION ACT

Since 1967, the Freedom of Information Act (FOIA) has provided the public the right to request access to records from any federal agency. It is often described as the law that keeps citizens in the know about their government. Federal agencies are required to disclose any information requested under the FOIA unless it falls under one of nine exemptions which protect interests such as personal privacy, national security, and law enforcement.

Before making a request for successful grant applications from a specific agency, first look to see if sample successful applications are already publicly available. You can find a lot of useful information on a range of grant programs on each agency's website. You can also search for information agencies have already posted online on **FOIA.gov.**

If the information you want is not publicly available, you can submit a FOIA request to the agency's FOIA Office. The request simply must be in writing and reasonably describe the records you seek. Most federal agencies now accept FOIA requests electronically, including by web form, e-mail or fax.

It's important that you identify the correct agency for your request. There are over 100 agencies and each is responsible for handling its own FOIA requests. The FOIA website lists federal agencies you can contact for details about how to make a request to each agency and any specific requirements for seeking certain records. You can start your request, learn more about an agency, or see an agency's contact information at **https://www.foia.gov/agency-search.html**

When making a FOIA request to a specific agency for copies of successful grant applications, most will have an online form that you fill out stating specifically what you are requesting. Include the following information in your request:

- Your full name
- Name of your agency
- Name of the grant program
- Fiscal year of the grant program
- Opportunity identification number
- Number of applications you are seeking (typically three or less)
- The application components you want copies of

EXAMPLE OF A FOIA REQUEST:

I am requesting copies of three (3) of the top-scoring and awarded successful full grant applications for Fiscal Year 2024 for the following requests for proposals/solicitations from the Bureau of Justice Assistance. This includes, but is not limited to, the successful applicant's project narrative, project budget, memorandum of understanding, letters of support and/or commitment, project timeline, and other pertinent attachments. The solicitations are:

FY 2024 Prosecuting Cold Cases Using DNA (Opportunity ID: BJA-2024-18432).

I am requesting application copies for the following three successful applicants:
- *County of San Diego (California)*
- *Contra Costa County District Attorney's Office (California)*
- *Prince George's County MD (Maryland)*
- *County of Washington (Oregon) alternate if one of the three listed above is not available*

FY 2024 Innovative Prosecution Solutions for Combating Violent Crime (Opportunity ID: BJA-2024-17032).

I am requesting application copies for the following three successful applicants:
- *Sonoma County (California)*
- *Cuyahoga County Prosecutor's Office (Ohio)*
- *King County Prosecuting Attorney's Office (Washington)*
- *Multnomah County (Oregon) alternate if one of the three listed above is not available*

Note that it can take 4 to 6 months for an agency to complete your FOIA request, so plan the timing of your request accordingly.

GLOSSARY OF GRANT TERMS

Activity
The specific steps or actions an agency takes to achieve the measurable goals and objectives for a Grant.

AICPA
American Institute of Certified Public Accountants.

CEQA
California Environmental Quality Act (California Public Resources Code, Section 21000, et seq.) serves to disclose to the public the significant environmental effects of a proposed discretionary project through the preparation of an initial study, negative declaration, mitigated negative declaration, or environmental impact report.

Code of Federal Regulations (CFR)
This is the codification of the general and permanent rules and regulations published in the Federal Register by the executive departments and agencies of the federal government of the United States.

Competitive Procurement
A process utilized with the intent for providers of a specific service or product to be afforded the same opportunity to submit their best proposal to compete for the specific contract or procurement.

Community Based Organization (CBO)
A CBO is driven by community residents in all aspects of its existence, meaning:

- The majority of the governing body and staff consists of local residents,
- The main operating offices are in the community,
- Priority issue areas are identified and defined by residents,
- Solutions to address priority issues are developed with residents, and
- Program design, implementation, and evaluation components have residents intimately involved, in leadership positions

Contract

The purchase of services including, but not limited to, independent audits, maintenance agreements, accounting services, and Independent Contractor/ Consultants.

Cost

Expense line item allocated in the budget to support the accomplishment of Grant goals and objectives.

Cost Allocation Plan

A written plan that calculates and delineates the spread of agency/organization-wide operational costs (i.e., direct, direct-shared, and indirect costs) by department/unit, and agency/organization funding sources.

Cost Principles

Cost principles establish general standards for the allowability of costs, provide detailed guidance on the cost accounting treatment of costs as direct or indirect costs, and set forth allowability principles for selected items of cost. Applicability of a particular set of cost principles depends on the type of organization making the expenditure.

Cost Sharing

The terms "cost sharing" and "matching" are often used interchangeably. "Cost sharing" refers to any situation in which the grant recipient shares in the costs of a project other than as statutorily required matching. "Matching" usually refers to a statutorily specified percentage, whether specified as a fixed or minimum percentage of non-federal participation in allowable program or project costs, which must be contributed by a grant recipient to be eligible for federal funding.

De Minimis

The maximum rate calculation for indirect costs that may be allocated on Grant Budget Pages by an agency who does not have, nor has had, a federally-approved ICR. The current de minimis rate for most state and federal grants is ten percent (10%) of the Modified Total Direct Cost (MTDC) base.

Direct Costs

Direct costs are costs that can be identified specifically with a particular sponsored project, an instructional activity, or any other institutional activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

Disallowed Costs

Disallowed costs are charges to an award that the awarding agency determines to be unallowable, in accordance with the applicable federal cost principles or other terms and conditions contained in the award.

Discretionary Grants

Discretionary grants are those for which a funding agency exercises judgment ("discretion") in determining the grant recipient and the amount of the award. Discretionary grants may be further categorized by purpose, such as research, training, services, construction, and conference support. Generally, these awards are made following a competitive process.

Encumbrance

Funds set aside in the Grant budget to pay for a particular cost. This is an accounting transaction, which should be recorded appropriately to reflect funds committed to a specific use and not for other costs.

Equal Employment Opportunity Plan (EEOP)

A workforce report that organizations must complete as a condition for receiving Federal funding authorized by the Omnibus Crime Control and Safe Streets Act of 1968, as well as the Victims of Crime Act.

Federal Cognizant Agency

Federal Government agency responsible for review and approving a governmental or nongovernmental unit's indirect cost rate on behalf of the Federal Government. Normally it is the agency providing the greatest amount of federal grant funding to the non-Federal entity.

Fidelity Bond

A form of insurance that indemnifies the Applicant Agency against losses arising from acts of fraud or dishonesty.

Fraud or dishonesty includes, but is not limited to, larceny, theft, embezzlement, forgery, misappropriation, wrongful abstraction, wrongful conversion, willful misapplication, and other acts.

Fringe Benefits

Allowances and services by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to, vacation, sick leave, and pension plans.

Full Time Equivalent (FTE)

The calculation of full-time equivalent (FTE) is an employee's scheduled hours divided by the employer's hours for a full-time workweek. When an employer has a 40-hour workweek, employees who are scheduled to work 40 hours per week are 1.0 FTEs. Employees scheduled to work 20 hours per week are 0.5 FTEs.

Functional Timesheets

A document to record the amount of an employee's time spent on their job, including actual time spent working on activities specific to an applicable Grant and other fund sources.

Funding Category

Grant Budgets generally consist of the following funding categories, if allowable by the grantor:

- **A.** Personnel Costs
- **B.** Fringe Benefit Costs
- **C.** Travel
- **D.** Equipment Costs
- **E.** Supplies
- **F.** Construction
- **G.** Consultants/Contractors
- **H.** Subawards
- **I.** Other
- **J.** Indirect Costs

GAGAS

Generally Accepted Government Auditing Standards

Goal(s)

The expected outcome of the activities of a grant-funded program.

Grant Award

A signed agreement between the granting agency (Grantor) and the Applicant (Lead) Agency (Grantee) authorized to accept grant funding.

Grant Application

The forms and required documents submitted to the grantor in response to a non-competitive Request for Application (RFA) process.

Grant Proposal

The forms and required documents submitted in response to a competitive Request for Proposal (RFP) process. If selected for funding, these forms and required documents become the Grant Application.

Grant Certification of Assurance of Compliance

A binding affirmation that agencies will comply with the following regulations and restrictions, in most cases:

- State and federal civil rights laws
- Drug-Free Workplace
- California Environmental Quality Act
- Lobbying restrictions
- Debarment and Suspension requirements
- Proof of Authority documentation from the City Council/Governing Board, and
- Federal fund requirements

Grant Funding Cycle

The number of years a grant program is funded without competition.

Indirect Cost Rate (ICR)

The rate and calculation of indirect costs that may be allocated on the Grant Budget Pages. Such costs can be allocated to a Grant per a federally-approved rate or up to the ten percent de minimis rate of the Subrecipient's MTDC base.

Invitation for Bid (IFB)

A process used to solicit prices for services or goods based on definitive specifications and must not contain features that unduly restrict competition.

Implementing or Lead Agency

The agency or organization that is responsible for the day-to-day operation of the Grant.

Indirect Costs

Shared costs that cannot be directly assigned to a particular Grant activity but are necessary to the operation of the organization and the performance of the Grant. Also commonly referred to as facilities and administration costs.

Key Personnel

Key personnel are the official points of contact for the Grant.

Liquidation Period

The time frame immediately following the end of the Grant performance period. Unless otherwise specified, a Grant liquidation period is generally 60 - 90 calendar days past the grant end date.

Modified Total Direct Costs (MTDC)

This is the base of costs by which the de minimis rate for indirect costs can be calculated. MTDC of a Grant Budget includes salaries, wages, and benefits of personnel that work directly on the Grant, plus other operational costs that are directly related to the Grant, minus identified distorting costs. Unless allowed in full by the grantor, subcontractor or partnership costs included in the MTDC is capped at $25,000 maximum per subcontractor.

Non-Competitive Procurement

A non-competitive procurement is a purchase of goods or contracted services, where only a single source that can provide the services or goods is afforded the opportunity to offer a price for the specified services or goods.

Non-Profit Organization

An agency, organization, or business that has been granted tax-exempt status by the IRS because it furthers a social cause and provides a public benefit.

Non-Governmental Organization (NGO)

A non-profit agency that functions independently of any city, county, state, or federal government. NGOs can also be referred to as Community-Based Organizations (CBOs).

Objectives

A set of quantifiable deliverables in support of accomplishing the goals of a Grant.

Official Designee

The person authorized by the City/County, or NGO Governing Board to enter into Grant agreement with the grantor on behalf of the Applicant Agency.

Operational Agreement (OA) or Memorandum of Understanding (MOU)

An OA, also referred to as a MOU, is a formal agreement, without the exchange of money, between the Implementing Agency (lead) and one or more participating agencies/organizations. The OA reflects the roles each agency/organization will play in achieving the goals of a Grant.

Participating Agency

An organization that has an agreement (e.g., Second-Tier Subaward or OA), with or without the exchange of money, with the Lead Agency to accomplish the goals and objectives of a Grant.

Participating Staff

Employees or volunteers from an agency/organization under an OA, Second-Tier Subaward, or contract that perform duties to support the accomplishment of Grant goals and objectives.

Procurement

The contracting for, and purchasing of, goods and services necessary to carry out Grant goals and objectives.

Program

The activities and objectives identified by the grantor to address a specific need. This is accomplished through the administration of funds to one or more Grant.

Progress Report

A document providing a Subrecipient's status in achieving the objectives of a Grant, and a mechanism by which Subrecipients can identify problems encountered in the implementation of the Grant.

A progress report typically includes statistical and narrative information for the reporting period.

Proof of Authority

Written authorization by the governing body (e.g., County Board of Supervisors, City Council, or Governing Board) granting authority for the Agency/Official Designee to enter into a Grant (and applicable Grant Amendments) with a grantor.

Written Proof of Authority includes one of the following: signed Board Resolution, approved Board Meeting minutes, or a letter signed by the Governing Board Chair.

Proposal

A proposal is one of the following:

1. The product of the bidder's creative thoughts and provides the detailed approach and description of what is to be accomplished or produced, as well as a price for the services or goods to be provided; or

2. The forms and required documents submitted in response to a competitive RFP process. If selected for funding, the proposal packet becomes the Grant Application.

Request for Application (RFA)

The document grantors use to solicit applications for a non-competitive program, in general.

Request for Proposal (RFP)

The document grantors use to solicit proposals for a competitive program. Note that sometimes RFA and RFP may be defined differently by different funders.

System for Award Management (SAM)

An online portal maintained by the U.S. General Services System that consolidates the capabilities in Central Contractor Registration/Fed Registry, Online Representations and Certifications Applications and the Excluded Parties List System.

Schedule Bond

A type of fidelity bond that covers, as principals only, those employees specifically designated by name or by position.

Second-Tier Subaward

Any funds transferred from a Subrecipient to any NGO or governmental agency for the collaborative implementation of the Grant activities is considered a Second-Tier Subaward and must be included in the Operating Costs category of the Grant Budget.

Source Documentation

Written, printed, or electronic documents that serve as official record to substantiate Grant costs, activities, accomplishments, and other deliverables for a Grant.

Supplanting

To deliberately reduce the amount of federal, state, or local funds currently being appropriated to an existing program or activity, because a Grant has been awarded for the same purpose.

Supplementing

Utilizing grant funds for a program or activity that is not already funded with other existing local, state or federal funds. In general, grant funds supplement existing funds for activities and not replace (supplant) funds that have been appropriated or budgeted for the same purpose or program.

United States Code

The United States Code (USC) is one of the abbreviations used to refer to the Code of Laws of the United States of America, which is the official compilation and codification of the general and permanent federal statutes of the United States.