WELCOME TO

Grant Writing Basics Workshop

YUBA COUNTY
COMMUNITY SERVICES COMMISSION

Funding by California Department of Community Services and Development

Introduction To Basics of Grant Writing

This presentation provides an overview of the process used to develop and prepare a winning grant proposal.

Understanding Grant Writing

Grant proposals might rank among the most important documents you ever create for your organization.

Session Overview

Here's what we'll cover in this section:

1. **What grants do and don't do**
2. **What funders look for in applicants**
3. **First Steps – Template Creation**

   The Core Components to a Proposal

What grants do and don't do

What Grants Do:

- Provide funds to address specific needs
- Provide funds to initiate new programs
- Lead to future revenue
- Address shortfalls for critical services

What Grants Don't Do:

- Provide complete budget flexibility
- Create cash pools
- Help you plan
- Solve problems
- Last forever
- Ensure success

What do grant funders look for in applicants?

Generally speaking, ideal candidates are characterized by:

- Clearly definable and relevant missions
- Driven by specific project goals and plans
- Sustainable financial and operational structures
- Modern fundraising tools and methods
- Histories of successful projects and initiatives
- Strong relationships with community and peers

First Steps for Grant Writing

- It is essential that you understand your projects core goals, objectives and programs before you ever think about submitting a proposal.
- You will need to understand all the components that are typically required in a nonprofit grant proposal.
- There are 8 crucial components that are basic to nearly every grant application.
- It is highly recommended that you create a template or an outline that you can draw information from when you are completing applications.

So what are the core components funders look for in proposals?

- Cover Letter
- Executive Summary
- Statement of the problem/needs assessment
- Goals and Objectives
- Methods and Strategies
- Plan of Evaluation
- Budget Information
- Organizational Background

Cover Letter – Like with any type of major application, it's important to introduce yourself and your proposal to whoever will be making the crucial decisions. Full explanations will come later.

What a great cover letter should accomplish:

- Briefly describe Organization and its mission.
- Very loosely explain your plans and how the grant will fit in.
- Connect the funder's interest and requirements with your plans.
- Clearly state the positive impact your program will have.
- Convey your passion for your proposed project.

Executive Summary- This may be the most important part of the proposal since it is the first page that reviewers see. It is a snapshot of what is to follow, summarizing all of the key information contained in the proposal.

Your summary needs to convince the funder of 3 main points:

That your proposed program is *necessary and important* to your community.

That your organization has the *background and expertise* to accomplish your plans.

That your proposed plans are *connected and relevant* to the funders interests.

Key points to focus on:

Executive Summary Cont'd

An executive summary differs from a cover letter in both length and level of detail.

Your executive summary should be 4 to 6 paragraphs long and contain some specific details on your plans, structure, and budget.

Be consistent. Don't introduce new information at this point. Only use information that has already appeared in some part of your proposal.

Even though the executive summary comes first it is recommended that you write it last.

Executive Summary Example

The Nonprofit Organization was established as a 501(c)(3) ____ years ago to directly confront the issue of _____ in our community. We work tirelessly to fulfill our mission of _____ by:

- Examples of your organization's outreach projects and strategies

Our proposed Nonprofit Organization Programming Project will directly contribute to our mission of addressing our community's needs. Its objectives include:

- Specific objectives of your proposed program

The total cost of implementation for our Programming Project is _____. Of this amount, _____ has already been committed from [other funding sources, community partners, or major donors]. Your investment of _____ will complete the necessary funding needed to implement our project.

Statement of the Problem/Need

What is the problem in your community that your program will solve or address?

If you can't answer this question in one straightforward sentence, you should rethink your proposal *now* before continuing with the grant writing process.

Statement of the Problem/Need Example/Exercise

The need for our Nonprofit Organization Programming Project is great.

Our community has struggled with _____ for several years, and its effects have been amplified by the rise of _____, changes in _____, and the loss of _____. Statistics show that this issue is on the rise in communities like ours:

- Properly cited statistics from an authoritative source

The Nonprofit Organization has confronted this issue in the past, and other local groups and governing bodies have addressed it, as well, but we believe a more coordinated effort with greater support will solve the issue.

- Timeline of the issue in your community and any past outreach initiatives, legislation, etc.

If our Programming Project is not implemented, the community is at risk of _____. Our expertise and background in _____, as well as our local partnerships with _____, place the Nonprofit Organization in a unique position to make a major difference.

Questions?

We will take a short 10 minute break at this time before proceeding.

Goals & Objectives

A description of exact outcomes of your proposed project

Be sure to reference your statement of need as you explain your goals and objectives to ensure continuity and relevance between these two sections. One smart strategy for this section is to break it down into subsections of individual goals, then think of each subsection as a funnel. Describe one of your proposed program's goals, which is broad or abstract, then narrow it down into one or more specific, detailed objectives.

Goals & Objectives Cont'd

Understand the **difference between goals**, **objectives** and outcomes. While a **goal** gives a general statement of your **program's** purpose, **objectives** are more concrete and specific in how the **goal** will be achieved. Your **outcomes** should reflect what is the expected resultes at the end of your proposal's project period.

An *objective* is a tangible result of the steps you take to reach your more intangible *goal*. Let your goal illustrate your vision, and use your objectives to explain what that looks like at ground level.

Goals & Objectives Example

Goal: decrease the rate of _____, which is a major component of the wider issue, _____, afflicting our community.

Objective: In the first year, provide _____ participants with _____, which will raise awareness, provide training and connect individuals with crucial resources. This will cost approximately _____ and will involve the following public outreach events….

Methods and Strategies

The heart of your grant proposal – how you will accomplish your goals

In the previous sections of your grant proposal you've already addressed the who, what and why of your plans. The methods and strategies section is where you'll more fully explain the how of your proposed programing.

Methods and Strategies Cont'd

- Firmly tie your methods to the proposed program's objectives and needs statement
- Link them to the resources you are requesting in the proposal budget.
- Explain why you chose these methods by including research, expert opinion, and your experience.
- List the facilities and capital equipment that you will use in the project.
- Carefully structure activities so that the program moves toward the desired results. Include a timeline.
- Include information about whom the program will serve and how they will be chosen
- Write this section as though the reader knows nothing about your nonprofit or the program you're proposing. Don't think of this as "dumbing" it down, but rather as making it crystal clear.

Methods and Strategies Cont'd

Once you've written the methods section, look at it again and ask these questions:

- Do the methods flow logically from the need statement and your goals and objectives?
- Have you accurately presented the program activities you will develop?
- Did you explain why you chose these particular methods or activities?
- Is there a timeline that makes sense?
- Have you made it clear who will perform particular activities?
- Given the resources you expect to have, are these activities feasible?

Methods and Strategies Example

Objective: In the first year, provide ___ constituents with _____, which will raise awareness, provide training, and connect individuals with crucial resources.

Methods:

- Nonprofit Organization will hire a program assistant to facilitate training, outreach, and development.
- The program assistant will coordinate with _____, _____, and _____ (or other local partners) to promote several public outreach events:
  - Event 1: [description]; [expected date]; [projected cost]
  - Event 2: [description]; [expected date]; [projected cost]
- Staff and program assistant will hold weekly check-in meetings to report on progress and developments.

Plan of Evaluation

Assuring your program is both actionable and sustainable

Ask yourself, how will my team measure our progress?

What will define *success* for our proposed programming?

Plan of Evaluation Cont'd

A strong plan of evaluation section will accomplish several important tasks at once:

- Help your team to establish a concrete plan and schedule of evaluation if it hasn't yet done so.
- Provide the funding body a means by which to judge the success of your project.
- Assures good stewardship and efficient use of grant funds.
- Offers accountability as a sign of respect to the source of the grant.
- Plus, a strong plan of evaluation will become a great guiding document for your team to follow once you begin to implement your funded program. If your plans fail to meet the concrete thresholds for success that you've established, you can use your full evaluation plans to identify the problem areas and quickly adjust strategies

Plan of Evaluation Example

Measuring the success of the Nonprofit Organization Programming Project

- Each outreach event will engage at least _____ constituents, and this engagement rate will grow by at least __% over the course of the program's first year.
  [Chart of projected engagement increases]
- The rate of _____ in our community will [increase/decrease] by approximately __% by the time of the program's completion, as measured by an independent researcher.
  - [Graph of anticipated changes in measurable trend]
- __% of constituents will respond favorably to the program and outreach events in monthly surveys.
- Weekly meetings between program assistant staff, and executive director to share engagement data and any concerns.

Budget Information

Explicitly addressing the specific grant requirement established by funder

Read through your entire methods and strategies section again, noting each individual instance in which your organization will need to expend resources. These will likely include:

- Personnel and travel costs
- Fringe benefits for staff
- Equipment and supplies costs
- Indirect or overhead costs
- 'Market value' of in-kind contributions

Organizational Background

Comprehensive information about your organization

Include the following information in this section:

- A brief history of the organization's founding and evolution
- A detailed list of your nonprofit's past major projects and initiatives
- Short biographies of the organization's leaders and key staff
- More info on the figures who will be directly involved with the proposed program

Help the funder to think of your organization as team of individuals coming together to accomplish an important project and better their community!

Organizational Background Example

The Nonprofit Organization was founded in _____ by _____ to _____. The founding executive director was inspired to address issues like _____ and better the community by _____.

Our mission continues to be guided by our founding principles of _____, _____, and _____, as evidenced in our past major projects:

- Examples of successful past projects
- Consider linking to digital material if you're submitting your proposal electronically.

Template/Project Outline Wrap-up

Never be intimidated by a grant proposal!

Questions?

We will take a short 10 minute break at this time before proceeding to Next Steps.

Next Steps –

- Required Grant Documents
- Finding Grants
- Determining Eligibility and Geographic Focus
- Applying for the grant
- Tips for grant writing
- Budget & Budget Narrative
- Sustainability Planning
- How to measure outcomes
- Grant Reporting

Organizing Grant Documents

Your Grants folder should include:

- 501(c)3 Determination Letter
- Board of Directors List
- Program Templates
- Organizational Chart
- Current Fiscal Years Operating Budget
- Letters of Agreements/MOU's
- Program Budgets

Finding Grants

These are the most common sources for nonprofit grants:

Federal, state, and local governments

Large organizations and endowments

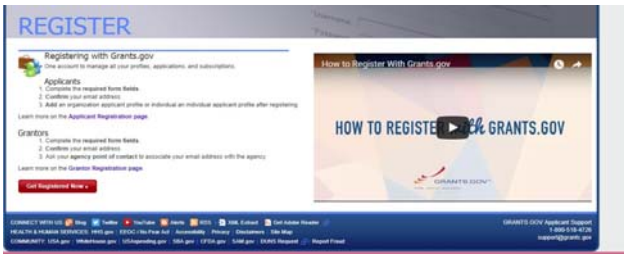
Private grant-giving foundations

Finding Grants (Grants.gov)

If you go to grants.gov this will be the home page. You do not have to registered to search for available grants. Just click on the search grants tab

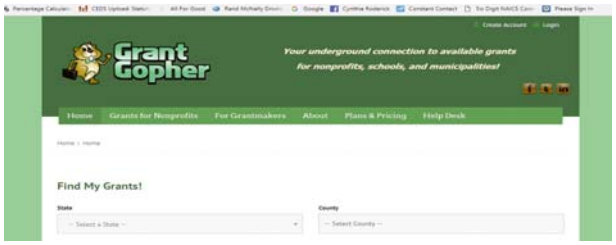
Finding Grants (Grants.gov)

Finding Grants (Grants.gov)



Finding Grants (grantgopher.com)

Below is the home page for Grant Gopher which you all should now have received your login and tutorial.



Finding Grants

The Grantsmanship Center
https://www.tgci.com/funding-sources/CA/top

Center for Nonprofit Excellence
https://www.thecne.org/engage/grants/

Research – Finding the right fit

A grant proposal should be viewed as a win/win proposition for both the organization and the funder.

Eligibility & Focus Areas: Most foundations are very up-front about their focus areas, who and where they will consider for funding. This information is generally found on their first information page or in their guidelines about grants. If you don't match their focus and/or geographic area there is no point in applying for that grant.

Writing the grant

Receiving funds or not receiving funds often depends on the detail of your proposal

The application:

Most foundations grant applications are done online, it is rare that they will request paper or hard copies.

Follow their supplied links to get started. You will be required to create an account and a password.

Once you have created the account you will be directed to a portal to login. Be sure to copy the login address to your tool bar or to a word document so that you can easily access it.

You may have to submit an eligibility quiz prior to creating an account. Be sure you read each question carefully.

(See Appendix F – Eligibility Example)

Writing the grant (continued)

Setting up a draft application

In your Grants folder create a new folder naming the foundation to whom you are make an application.

- Link to grant application
- Proposal Narrative
- Proposal Budget (if requested)
- Budget Narrative (if requested)
- A list of program funders
- A copy of the grant application and guidelines

Writing the grant (continued)

You are now ready to apply for a grant.

Appendix G- Comerica Charitable Foundation – Review

Appendix G-2 Harden Foundation Grant Application - Review

Appendix G- 3 Common Grant Application - Review

Tips for Grant Writing

Receiving funds or not receiving funds often depends on the details

1. Follow the exact guidelines
2. Pay attention to details.
3. Collect the most recent data
4. Keep copies of everything
5. Be sure to have your application reviewed
6. Keep your funders in mind when applying for a grant.

Budgets and Budget Narratives

Make sure your budget aligns with your grant narrative

The budget structure should consist of the following direct program costs:

A. Personnel/Staff
B. Fringe Benefits/Payroll Taxes
C. Program Expenses/Other Expenses
D. Indirect Expenses

An excellent resource for nonprofit financial Management is the Wallace Foundation. They have budget builders files with step by step instructions. https://www.wallacefoundation.org/knowledge-center/resources-for-financial-management/pages/overview.aspx

Budgets and Budget Narratives Cont'd

The Narrative

Also known as a budget detail, budget description, or budget justification, the budget narrative explains what the numbers in the budget table or spreadsheet represent and how you arrived at them.

Sustainability Plan - Actions you take to survive and thrive

1. What is the main purpose of your organization – Mission/Vision
2. What are the community needs and does the mission align with those needs
3. What are you trying to accomplish by maintaining programs & Services
4. Do you fill a gap in services
5. How do you see yourselves, role and relationship to the community served
6. How many and what kinds of people, with what kinds of skills, do you need to run your programs
7. What organizations should we collaborate or partner with directly to maximize impact

Sustainability Plan - Build your Case for support

Strategy & Methods to sustain revenue:

1. Enhancing existing annual or sustained gift program by segmenting donors by giving level, developing more personalized solicitation techniques.
2. Enhancing or creating a major gifts program by a gift challenge or pledge drive.
3. Enhancing or creating a grant committee to pursue other grants
4. Enhance or create a corporate gift giving program by developing meaningful relationships.
5. Enhance in-kind donations

Measuring Outcomes- Why measure Outcomes?

Reasons to Measure

1. Measuring the effectiveness of an intervention.
2. Identifying effective practices.
3. Proving your value to existing and potential funders.
4. Getting clarity and consensus around the purpose of your program.

What is outcome measurement?

It is a systematic way to assess the extent to which a program has achieved its intended results.

The main questions your measurements should address are:

1. **What has changed?**
2. **Has this program made a difference?**
3. **How are the lives of better as a result of the program?**

Outcome measurement asks and attempts to answer the question, **"So what?"**

I have included in your packets a printout that will further discuss measuring outcomes. United Way also puts out an informative packet in pdf format. https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1047&context=slceeval

Grant Reporting – How you spent the funders money

Once your organization accepts a funder's money, you also accept the responsibility of preparing and submitting a grant report to them, letting the funder how you spent their money and what sort of impact your program or project has had.

Grant Reporting – Key ingredients

While there is no one-size-fits-all approach to creating original grant reports, most should address the following key elements:

Financial Statement

Results and Impact of the project

Lessons Learned

Sustainability Plans

Grant Writing Resources

Below is a couple of resources that can assist you with your grant writing:
https://www.propelnonprofits.org/resources

https://www.professionalgrantwriter.org

You can also use google search for other resources

Currently we are developing additional workshops for building capacity and tools that will assist you in building capacity and we will contact you with information as we develop these workshops.

Thank you!

A copy of this presentation will be made available on our website – ysedc.org at the end of the workshops.

Please be sure to complete the survey questionnaire and turn it in.

If you need assistance with your grant writing on a more one on one basis, please feel free to give me a call or send me an email. I will not write the grant for you unless you want to pay our fee but will answer your questions.

Cynthia Roderick

530-751-8555

Email: croderick@ysedc.org.

PROPOSAL PROJECT OUTLINE WORKSHEET

Organization Name:
Project Name:
Project Time Period:

Need *Why is your project necessary?*	
Project Description	The Project Description includes information from Goals, Objectives, Methods, Staffing, Partnerships, Evaluation, and Sustainability.
Goals	
Objectives	

Methods	
Staffing	
Partnerships	
Evaluation	
Sustainability	

PROPOSAL PROJECT OUTLINE SAMPLE

Organization Name: After School Central
Project Name: Wisdom Exchange Project
Project Time Period: September - June

Need
 	
Why is your project necessary?
	• Many students are reading below grade level at PS 111
	  • *Supporting Facts or Statistics:* Standardized test results for reading in our district. Comparison with surrounding schools demonstrating that the reading scores at PS 111 are low.
	• Senior citizens are in need of meaningful volunteer work opportunities
	  • *Supporting Facts or Statistics:* Quote from Surgeon General regarding correlation with seniors who volunteer and higher quality of life.

Project Description	**The Project Description includes information from Goals, Objectives, Methods, Staffing, Partnerships, Evaluation, and Sustainability.**
Goals	• Increase reading levels for students • Provide meaningful, rewarding, volunteer work for seniors
Objectives	• Recruit 20 students, grades 3 thru 6, who are below grade level in reading • Increase reading levels of at least 75% of student participants to their grade level • Recruit, train, and retain at least 20 seniors as tutors for one year
Methods	• One senior citizen will tutor one student for 2 days a week for one year • Tutors are trained volunteers from Madison Community Center and Centro Senior Center; students are from PS 111
Staffing	• Project Coordinator to oversee project • Reading Instructor (consultant) to provide training for seniors. Remains available as a resource throughout the project. Assists in the evaluation of the program.
Partnerships	• Madison Community Center • Centro Senior Center • PS 111 School administration • PS 111 PTA
Evaluation	• A pre- and post-test to determine reading skills • Student folders with progressive work samples • Volunteers and staff meeting logs to evaluate and record the successful procedures and the obstacles encountered • A survey for volunteering seniors regarding their learning experience, satisfaction, etc.
Sustainability	• Donations will be solicited from individuals in the community • Future support will be sought from United Way and from local government agencies

COVER LETTER EXAMPLE

10/06/2018

Ms. Joan Atwater Executive Director
ABC Foundation
13 Hill Street Boston, MA 02116

RE: READ TO SUCCEED! PROJECT

Dear Ms. Atwater,

Orchard Middle School is pleased to present this proposal for your review. We look forward to partnering with you to provide a reading intervention program for our students with poor reading skills called Read to Succeed! Orchard Middle School has over 50 at risk students with a reading performance of at least two years behind their current grade level. The objective of the Read to Succeed! program is to help all students with poor reading skills learn to read at grade level and increase their reading speed, comprehension, and reading attention span.

During the last year, we have been piloting the Read to Succeed! program with a small group of students with poor reading skills and have seen dramatic improvements with most of the students increasing their reading ability by one to two grade levels. The Read to Succeed! program provides students with access to assistive reading systems, along with training for classroom teachers and reading specialists.

We have seen measurable success and we are now seeking to expand our Read to Succeed! program to address the needs of all the at risk students in the Orchard Middle School. Our proposal requests $16,504 in funding to obtain the software, hardware, and training necessary to equip the Orchard Middle School resource room with five assistive reading systems, each including a computer, scanner and assistive reading software.

We appreciate ABC Foundation taking an interest in helping our students develop their reading skills through our new reading program! Please give me a call at 703-555-1212 x342 if you require any further information or have any questions concerning this proposal.

Thank you,

Your Name,
Title

Executive Summary Example

Yuba-Sutter Economic Development Corporation (YSEDC) was created in order to consolidate development efforts in the Yuba-Sutter region (population 175,411), a rural agricultural area located in Northern California. YSEDC's mission is to assist and promote business investment and growth; transition the region from agriculture based to industry-based economy; improve the economic and social well-being of people living in the region; and build a robust, resilient, and healthy community.

YSEDC is very conscious of the correlation of a sustainable vibrant economy and the health of its residents. The vision and goals of YSEDC are to reduce poverty and unemployment, diversify the region's industrial base; retain and expand existing businesses; improve wages and develop a skilled workforce; and support the region's economic development plans for growth and prosperity by providing a variety of services and programs.

The primary objectives of YSEDC are to:
1. Assist the region in developing and maintaining a Comprehensive Economic Development Strategy in order to improve infrastructure; identify strengths, weaknesses, opportunities and threats; and build capacity for a resilient and healthy region.
2. Provide comprehensive programs that will nurture its existing businesses and tax base, attract new business that will create new job opportunities, improve the wage base and create a sustainable and healthy community.
3. Improve quality of life and place by reducing poverty and homelessness through capacity building and support of local nonprofits and public agencies.

YSEDC plays a vital role in the economy and health of the region as evidenced in the Milken Institute's Best Performing Cities report for 2017. The region was named "Number 7 in the nation". The region gained 14 places for growth in concentration of high-tech industries and increased in all but one of nine indicators over the 2017 ranking.

We believe that our programs will improve the health outcomes of the region as its economy improves and poverty and unemployment are reduced. A Foundation Name grant of requested amount for a 36 month period for core operating support will assist in the continued implementation of our programs for economic development and community health. Your funding will also allow us greater flexibility and adaptation of the programs especially in elimination of poverty and homelessness support.

Yuba-Sutter Economic Development is excited about the prospect of partnering with your organization and we thank you for your consideration of this proposal.

Examples of Goals and Objectives from Actual Proposals

[Examples and full proposals are made available through **4Good,** a collaborative online resource for non-profits and are intended for *reference purposes only*.
Visit them: https://4good.org/]

Contents

Example #1

Funder: Department of Behavioral Health-Contracts Unit, County of Riverside

Submitted by: Family Service Association of Western Riverside County (FSA)

Grant request: not disclosed

Project Description: To fund Prevention and Early Intervention (PEI) services through a program called CARE (Community Assistance and Resources for the Elderly) to older adults in three communities of the East Valley Region of San Bernardino County. Services which will focus on assisting seniors before possible mental health issues escalate to higher levels of treatment will be provided in community-based settings (i.e. Senior Centers and Senior Nutrition sites and in the homes to frail or geographically/socially isolated elders) and will include the prevention and early identification of depression, dementia, substance abuse and suicide and other mental health issues due to the aging process, trauma and/or bereavement. (

The goal of the CARE program is to facilitate the process of healthy aging for older adults by delivering mental health prevention and early intervention techniques that maintain positive mental health. The project is designed to achieve the stated objectives of the PEI established by DBH:

1. Increase collaboration between senior centers and DBH and community-based organizations
2. Seek and identify older adults in need of prevention and early intervention services
3. Improve access to mental health services for older adults living in remote areas
4. Decrease the number of older adult hospitalizations
5. Increase the services for seniors who are caretakers of children or disabled adults
6. Increase the number of activities and events for seniors
7. Reduce the rate of suicide

Example #2

Funder: Community Development Block Grant, County of Riverside.

Submitted by: Family Service Association of Western Riverside County (FSA)

Grant request: $55,000

Project Description: To continue funding the Mead Valley Community Center, a vital one-stop-shop where community members access health education, medical screenings, youth and senior programs, utility assistance, commodities, pediatric medical services and have a safe place to participate in recreational activities and special events. It is the only local source of medical and social assistance for Mead Valley youth and families. ()

What are the goals and objectives of the project, service, or activity? How will you measure and evaluate the success of the project both qualitative and quantitative?

The goal of the youth programs provided at the Mead Valley Community Complex is to provide low-to-no-cost activities for children, teens and young adults that enhance social, emotional, physical and recreational functioning of elementary, middle and high school aged children.

Overall, it is anticipated that up to 33% more youth will be served in the Youth Program during the FY 2009-2010. The center will increase the number of children/youth seen at the Center and meet the following objectives:

1. *After School Program: Increase the number of youth who participate in the program to 20 kids.

2. *Youth Summer Program: Provide a six-week long summer youth program for at least 40 children ages 5-14 that includes age appropriate activities such as sports and recreation activities, games, arts and crafts, and health education presentations. Children are at the center for six hours per day.

3. *Youth Leadership Program: Provide a youth leadership program for about 10 youth ages 13 to 25 years old to participate in a program plan to meet identified needs in their community, participate in a youth symposium (mini-conference) where they will interact with local government representatives, youth leaders and other professionals from the Mead Valley/Perris community; and complete a minimum of eight hours of community service each month.

4. *Provide a new Ballet Folklorico class for up to 20 children at the center to learn Hispanic heritage dances to increase knowledge of their culture and promote diversity.

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5. *Provide a Girl Scouts program at the center that will accommodate up to 15 girls.

6. *Expand services to include the Youth Clean-up Crew and Tomás Rivera Youth Leadership Project that will have about 15 active youth members.

7. FSA staff is required to collect data about the program that includes: demographic data about each client served, the number and types of services received and the frequency of the services. This information is reported to the County of Riverside as required to determine whether the annual goals and objectives for the program are met.

Example #3

Funder: Grossmont Health Care District

Submitted by: ElderHelp

Grant request: $75,000

Project Description: To fund the Elder-Help Concierge Club to combine high quality care management services with in-home volunteer services and use an innovative fee-based system – membership program that delivers the support systems seniors need at a price they can afford – that will support ElderHelp to both serve more seniors and better sustain the program over time.

Measurable Objectives related to each goal include:

Goal 1: Of those Concierge Club members who feel at risk of losing their ability to age in place, a significant number will feel an increased sense of independence and ability to remain in their own homes through participation in the Concierge Club.

Measurable objectives:

- ElderHelp will enroll a minimum of 130 Concierge Club members over the 12 month grant period.
- 80% of members enrolled will utilize Concierge Club services.
- ElderHelp will retain 85% of its members after 12 months.
- Member Care Managers will assess and develop care plans for Concierge Club members in need of long-term care management.
- Member Care Managers will reassess, monitor and conduct home visits with each member quarterly.
- ElderHelp will recruit, train and personally match a minimum of 97 volunteers over the 12-month grant period.

Goal 2: The Concierge Club is cost-effective by delaying and averting nursing home costs and spend-downs on Medi-Cal, saving each member $1,600 annually on home care services, and discounting up to 25% of additional services.

Objectives:

- Volunteers will donate a minimum of 6,500 hours or $143,000 of home-based services to Concierge Club members over the 12 month grant period.
- ElderHelp will assess each member for their risk of nursing home placement utilizing the Instrumental Activities of Daily Living Scale, the Activities of Daily Living Scale and availability of family support.
- 80% of members enrolled in Concierge Club will utilize the Preferred Provider Network

Goal 3: The Concierge Club will significantly and meaningfully improve the quality of life for members.
Objectives:
- 90% of members will report satisfaction with Concierge Club benefits and services members over the 12 month grant period.
- ElderHelp will retain 75% of all volunteers after 12 months.
- 85% of volunteers will fulfill their 1 year, 6 hour per month commitment.
- ElderHelp will fulfill 100% of ride requests to personal, social, recreational and medical appointments within 7 days of request receipt.
- Of those Concierge Club members with low socialization, ElderHelp will personally match these members with a friendly visitor who will provide up to 4 activities per month.

Goal 4: Of Concierge Club members identified with one or more chronic disease, a significant amount will report an increase in knowledge and a reduction in healthcare utilization.
Objectives:
- Support chronic disease management by linking and transporting members to health screenings, clinics and health education opportunities each quarter.
- Member Care Managers will accompany members to medical appointments for advocacy and improved medical literacy and understanding.

Goal 5: Of those Concierge Club members determined to be at risk for falls, monthly participation in specified membership activities will contribute to a statistically significant decrease in risk.
Objectives:
- ElderHelp Member Care Managers will administer a minimum of 75 Falls Prevention Risk Assessments over the 12 month grant period.
- 90% of non-driving, high risk members will utilize escorted transportation services
- The volunteer-led home repair team will respond to 100% of all home modification requests for falls risk reduction.
- 100% of friendly visiting volunteers will learn specialized senior fitness and strengthening tools to apply during their member visits to decrease falls risk.

Goal 6:
Provide Outreach and Information & Referral services to seniors in the Grossmont Healthcare District to increase awareness and accessibility to services.
Objectives:
- ElderHelp will provide a minimum of 750 seniors with Information & Referral services over the 12 month grant period.
- ElderHelp will conduct 6 outreach activities each quarter.
- ElderHelp will conduct outreach activities reaching a minimum of 1200 seniors and community residents.

Example #4

Funder: Unnamed foundation funding senior health

Submitted by: Little Tokyo Service Center (LTCS), Community Development Corporation

Grant request: $50,000

Project Description: To support the Senior Services Program and its endeavors to serve Japanese and API seniors living in Los Angeles. Three areas of particular need in this senior population are bilingual case management, care giving to delay nursing home care and alleviate isolation, and transportation services. ()

Goals and Objectives
Case management: The major goals that LTSC hopes to accomplish are as follows:

1. Provide comprehensive intake and needs assessment for senior clients;
2. Provide basic case management for senior clients including referrals, advocacy and other assistance; and
3. Provide intensive case management for senior clients with more severe cases.

Anticipated Outcomes for Case Management: LTSC anticipates the Senior Services Program will conduct 500 information and referral intakes and needs assessments for senior clients.

1. Approximately one third of these intakes will consist of new senior clients calling LTSC for the first time and the remainder will be senior clients who have accessed LTSC's services in the past but are seeking assistance for a new issue.
2. From the 500 intakes the Program will provide basic case management for 60 unduplicated clients and intensive case management for 30 unduplicated clients.

Caregiver Coordination: The 3 major goals that LTSC hopes to accomplish are as follows:

1. Recruit Japanese-speaking/Japanese descent caregivers in Los Angeles County;
2. Match trained caregivers with frail seniors needing in-home care; and
3. Maintain senior independent living and delay nursing home care.

Anticipated Outcomes for Caregiver Coordination

1. The Senior Services Program will conduct caregiver outreach and reach 600 people.
2. LTSC anticipates recruiting 10 Japanese speaking or Japanese descent caregivers/companions in the Little Tokyo area, South Bay area and San Fernando Valley.

Transportation Referral: The 2 major goals that LTSC hopes to accomplish are as follows:

1. Assist seniors in filling out applications to transportation service programs and providing required documentation to qualify for service; and
2. Teach seniors how to access services, and when necessary, facilitate access to the service by providing translation.

Anticipated Outcomes for Transportation Referral - LTSC anticipates enrolling 48 clients in existing county or city transportation programs.

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Example #5

Funder: Community Technology Foundation (Zero Divide)

Submitted by: Ink People Center for the Arts

Grant request: $50,000

Project Description: To build the capacity of individuals from computer illiteracy to proficient levels of video production and design skills. Individual and small group instruction will be tailored to specific needs and interests will allow drop-in, as well as scheduled classes. The Digital Media Zone (DMZ) will be used to build digital media capability, including graphics, web design, video, and audio. By giving program participants open access to technical assistance, technology support, and administrative support program participants are able to develop their programs in relative safety.

Projected short and long-term outcomes:
Short term:

1. Project participants will become proficient in one or more of the software programs being taught (Photoshop, Dreamweaver, iMovie). We will track how many attend the classes, how many finish, and what the level of change is in their use of the software.
   This will be observed by teachers and mentors that will also administer interviews to gain pre- and post-self-evaluations of the students.

2. Project participants will be more skilled and confident in their ability to create an end product (graphic, web site or video). We will track the number who successfully create projects. Teachers and mentors will keep notes and record their observations, both qualitative and quantitative.

3. Project participants will become involved in a community change project. We will track the numbers and diversity of needs identified, and record how the participants organize around those challenges. Mentors will keep notes and record their observations.

4. Project participants will feel engaged in civic discourse. If so, there will be a sufficient number of projects produced to hold a public viewing and forum. Participants will be guided in planning the public event, and observations will be recorded. If possible, the event will be recorded for cablecast on public access TV.

5. The project will expand, deepen and enhance The Ink People's capacity and service delivery to this and other populations. Expanded services will be documented to the extent they are offered to other participants. We will track the numbers of participants through class sign-ups and attendance records. Also, we will keep track of the number of video programs produced for cablecast on public access TV.

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Long term:

1. Youth participants will continue to engage in creating community change and use our studio resources. We will track the number of digital lab users over time, and the number of flyers, broadsides, web sites, and videos created.

2. Positive change will occur to better our community and the lives of its residents. The long range change may be traceable by logging all the individual projects and correlating them to trends and shifts in community attitudes and services.

3. The youth will go on to live happy, productive lives deeply involved in community life. Over time, we will document stories and testimonials that come back to us.

Example #6

Funder: Federal Department of Health and Human Services

Submitted by: Family Service Association of Western Riverside County (FSA)

Grant request: not disclosed

Project Description: New program entitled – "No HIV for Me" will provide realistic, gender-specific prevention education services focused on the intersection between juvenile delinquency and STD/HIV infection for female adolescents. The program will specifically target young women ages 9-17 that are deemed at risk for juvenile delinquency and will provide a gender specific approach that is focused on HIV/AIDS awareness, prevention and support services in a collaborative manner.

From funder: Describe how the project will contribute to a reduction in attitudes that support stigma, and increase number voluntarily undergoing STD/HIV testing and affect youth participation in positive activities. (2-points)

FSA is a multi-service organization that has been serving families since 1953. Our motto "Family Strength is Community Strength" exemplifies the purpose of FSA developing this new HIV Prevention program for teens. The agency has the expertise to not only develop new programs to meet pressing community needs, but to also work at the community advocacy level.

Beginning as a counseling agency, services have expanded over the years to include a variety of health and human service programs that serve a wide range of low-income clients, ranging from infants to the elderly. Our core services include Mental Health (including a variety of prevention efforts, such as Parent Education), Child Development Centers, Community Centers, and Services for Seniors (Housing, Nutrition and Adult Day Care).

FSA has also had extensive experience working in low-income communities with and provide asset-based approach to identifying and addressing community problems. In the 1990's the Community Center in Mead Valley was the pilot for this approach, which builds on community strengths instead of trying to simply provide services to solve problems.

Our work has included sensitive community problems such as child abuse, domestic violence and mental illness. This year, we were selected to provide a Summer Youth Employment Program for 75 low-income youth who are now working at various FSA locations.

In our prevention work, our **goal**, reflective of the overarching goal of the HIV Prevention program, is to demonstrate multi-level intervention through collaborative local partnerships with community and youth leaders who work with female youth, male gangs, and HIV/AIDs service providers to provide direct services to girls at-risk for juvenile delinquency. FSA will collaborate with the YWCA and Operation SafeHouse to provide services directly to at-risk teens. Further, the collaborative effort will include the Youth Accountability Teams (sponsored by the Riverside County Probation Department) to identify and refer at-risk teens to the program. The program will be delivered in "community-friendly" and accessible sites, including FSA Community Centers located throughout the City of Riverside and the Mead Valley/Perris area, the YWCA (City of Riverside) and the Operation SafeHouse Emergency Shelter for Runaway and Homeless Youth.

1. The **purpose** of the **"No HIV For Me"** project it to increase HIV/STD prevention knowledge and reduce the risk of contracting HIV/STDs among girls between the ages of 9-17 who are considered at risk for juvenile delinquency using multi-level interventions and approaches. This will include the provision of **Group-Level Interventions**, including the provision of two evidence-based, gender-responsive curriculums:
   - Reducing the Risk (FSA Community Center Sites and YWCA site)
   - Street Smart (Operation SafeHouse Emergency Shelter for Runaway and Homeless Youth)

2. The project was designed, and these specific curricula selected based on the key elements of HIV/AIDS education programs that US-based researchers have concluded make programs more likely to succeed, including:
   - Focusing on reducing specific risky, sexual behaviors;
   - Using theoretical approaches to behavior change that have proved successful as a basis for program development;
   - Having a clear message about sexual activity and condom use and continuously reinforcing this message;
   - Providing accurate basic information about the risks of adolescent sexual activity and about methods of avoiding intercourse or using condoms against HIV infection;
   - Dealing with peer pressure and other social pressures on young people to be sexually active;
   - Providing modeling and practice of communication, negotiation, and refusal skills;
   - Using a variety of teaching methods that involve the participants and help personalize information;
   - Using teaching methods and materials appropriate to students' age, sexual experience, and culture;
   - Selecting as teachers people who believe in the program and then training them to be effective.

3. The project will contribute to a reduction in attitudes that support stigma, and increase number voluntarily undergoing HIV/STD testing through the delivery of the curriculum and linkage with local HIV/STD testing facilities. The project will also encourage participants to participate in positive activities, including the promotion of available community programs and in activities directly related to the prevention program (including Women and Girls HIV/AIDS Awareness Day).

4. The **Community-Level Interventions** will target groups and agencies in the local community providing youth activities in the promotion of the program including the sharing of resources and other capacity building and technical assistance services on the subject of HIV prevention. For example, FSA sponsors an Annual Children's Conference that reaches a wide audience of service providers, practitioners, parents and government leaders.

5. FSA will also establish an Advisory Committee for the "**No HIV for Me**" project. Membership of this Committee will include the following:
   - All project collaborators (FSA, YWCA, Operation SafeHouse)
   - Inland AIDS Project
   - Riverside County HIV/AIDS Program (Public Health)
   - Riverside County Probation Department (Youth Accountability Team Program)
   - Riverside County Gang Task Force
   - Local School Districts
   - Youth participants
   - Parents and caregivers
   - Foster and group home agencies

Example #7

Funder: Midsize foundation funding capacity building in specific geographic areas (place-based)

Submitted by: Statewide membership and capacity building organization

Grant request: $100,000 a year over two years for a total of $200,000.

Project Description: Two-year intensive capacity building project for 20 youth-serving organizations – with a focus on tailoring activities to the specific needs of participating organizations – to strengthen and advance their leadership, governance and internal operations, and measurably improve their ability to sustain their organization over time.

Provide overview of near-term goals, input (planned activities), results (indicators that the activity was successful) and outcomes (measurable program, operation and/or behavior change).

Near-term goals:	Input	Results	Outcome
I. Capacity building project will strengthen and advance the leadership, governance and internal operations of participating groups.	**A.** 20 youth-serving groups from 5 counties will participate in the project	1. 20 will complete the first year, 18 will complete two-years.	• 90% will add line in budget for future capacity building at end of project.
	B. 100% will participate in self-assessment process.	2. 100% will identify capacity building outcomes they will seek to achieve over two-year period.	• 90% will achieve goals they set for themselves with the project time-frame.
	C. Train five experienced local consultants in CAN methods and content.	**3.** Each consultant will work with at least two organizations.	• 80% of participants will report satisfaction with consulting.
	D. Hold six peer-learning events during two-years.	4. 100% will participate in five of six events.	• 75% will develop one collaboration project with another nonprofit.
	E. Each participant receives 24 hours of consulting from any consultant they choose who is involved in the project	5. 100% will use coaching and/or consulting option.	• 90% will achieve consulting out-comes they set for their organization.
	F. Hold eight workshops over two years.	6. Each organization will participate in seven of eight workshops.	• Workshops will be rated four or better with five being the highest rating.
	G. Establish easy to access web-based information including a list-serve, blog, forum formats.	7. All organizations will use the website set up for project participants	• List-serve and Blog will be managed by project participants after project completion.

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II. Groups will measurably improve accuracy, consistency and clarity of their financial accounting and reporting.	**H.** Eight hours of consulting to assess and recommend improvement to accounting and financial reporting systems.	8. 100% will use the accounting assessment and consulting.	• 75% will develop more clarity, consistency and/or accuracy in their accounting process. • 100% without internal control policies will adopt them. Those with policies will update them,
	I. One of the eight workshops [see E] will be about accounting and financial reporting.	9. 100% will participate in accounting and financial training.	
III. Participating groups will enhance their ability to be a sustainable organization.	**J.** One of eight workshops will be on proposal writing.	10. All groups will participate in the workshop.	• 80% will send a proposal to one new funder within six months of training.
	K. One of eight workshops will be on leadership.	1. All executive directors and one board member per organization will participate in the workshop.	• 90% of participants will identify one aspect of leadership they will adopt for their organization.
IV. Participating groups will adopt more visible and transparent accountability practices.	**L.** One out of eight workshops will be on accountability.	14.100% will participate in accountability workshop.	• 90% of participants will post their 990 on their web site. • 80% will add "How are we Accountable" to their board and staff meeting agenda,
V. Effectiveness of youth programs of participating groups will be strengthened and improved.	M. Provide one peer learning event on Youth Development.	15. 100% will participate	• 75% will increase the number of young people that participate in their programs.
	N, Provide two days (20 total) of consulting to 10 groups wanting to improve their services	16. 100% will use the consulting lessons to improve their programs.	

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Example #8

Funder: James Irvine Foundation

Submitted by: Ink People Center for the Arts

Grant request: $50,000

Project Description: To fund the Media and Arts Resource Zone (MARZ) project, an arts and media after-school program, that works with youth to develop leadership and job skills, to improve self-esteem, and to deepen community connections by focusing on the core fields of video documentary making, music, art, and creative writing.

What is the goal of the proposed project?
Cultural participation projects support the active engagement of Californians from all socioeconomic and ethnic backgrounds with quality art from a variety of sources and cultures. These projects aim to broaden, deepen, and/or diversify participation in the arts and culture. Please choose one or all that apply.

1. ***Broaden participation***: Attract greater numbers of the current target audience.
2. ***Deepen participation***: More deeply engage the current audience with the work presented or with the organization.
3. ***Diversify participation***: Attract a new demographic of audience. This might include attracting a different age group, a more ethnically diverse audience, or residents from a different geographic area. We consider all aspects of diversity.

List 1 to 3 objectives of the project.
Indicate your projected target(s) of success. Objectives should be specific, measurable, and time-bound statements of purpose intended to guide the activities toward the goal. Examples:

(a) **Broadening**—To expand young adult audiences by 10 percent (or 1,000 people) through the development of a series of social networking events on the second Thursday of each month in 2009.

(b) **Deepening**—To convert 500 single-ticket purchasers from the past year into season ticket holders in 2009 by offering higher levels of engagement including pre- and post performance educational activities with the artistic talent.

(c) **Diversify**—To attract Latino audiences through a strategic partnership with a local community group or hometown association that will provide relevant programmatic knowledge and comprehensive outreach to its constituencies in 2009 so that Latino audiences reflect the surrounding community's demographics of 45 percent

Creative Connections Fund

a) **Broaden** - To expand our target audience of 'general' and 'core' participants by 10% yearly through an aggressive outreach campaign, the development of new opportunities for participation, and a strategic broadening of community partnerships.

b) **Deepen** - To strengthen our participants' connection to the arts, community, and their sense of leadership potential. General participants will demonstrate a 5% increase in these variables every six months; core participants will demonstrate an increase of 15% in six months.

c) **Diversify** - To increase our general and core participation by at-risk youth and youth who have one or more parent who is incarcerated, through strategic partnerships with a local AmeriCorps agency focused on this target population, as well as County Health and Welfare services that will provide best practices in program design and coordinate long-term referral/outreach support, so that by 2010, 90% of our program population and 15% of the Ink People membership will consist of this demographic.

Examples of Evaluations and Measurable Outcomes

[Examples and full proposals are made available through **4Good,** a collaborative online resource for non-profits and are intended for *reference purposes only*.
Visit them: https://4good.org/]

Contents

Example #1

Funder: California Council of the Arts, Arts in the Schools

Submitted by: Ink People Center for the Arts

Grant request: $12,000 + $12,000 match for total of $24,000

Project Description: Residency project to enrich classroom curriculum, promote multi-cultural tolerance, support opportunities for community involvement, connect each student's learning to a deeper understanding of themselves, and develop their sense of what they like and dislike, as well as gaining new interest in expressing themselves differently.

Full Proposal Available at: https://www.ideaencore.com/item/grant-proposal-california-arts-council-ink-people

Evaluation

Describe how you will assess and evaluate student progress and program effectiveness. Choose at least two of the outcomes you described in the Project Design section of this application, and for each, describe how you will measure whether or not the program achieved the outcome. While you should not expect to attain statistically valid findings, you may set benchmark goals such as "At least two thirds of the students will achieve the standard according to our measurement." Then discuss how, or to what extent, the overall effectiveness of the program can be demonstrated by such measures. You may also include discussion of other likely effects of the program with benefits beyond student achievement of VAPA standards.

EXAMPLE ONE

What is the Activity?	Desired Outcome?	How will you measure?
Using the French Impressionists' watercolor method of layering colors to create movement in space, students will draw and paint trees with blooming cherry blossoms.	Students will learn to paint with short & immediate brush strokes while mixing colors directly on the painting. They will learn how to draw deciduous trees and describe repetitive patterns in nature.	A complete painting will be filled from edge to edge. Appearance of this painting technique. Students will evaluate their work by selecting something they like about their work and things they would like to change.
Evaluation Plan: Discussion		
We believe that almost all students will achieve both visual art standards 1.1 "Describe and replicate repeated patterns in nature, in the environment, and in works of art.,"		

and 2.2 "Mix secondary colors from primary colors and describe the process," by students revisiting their completed works and comparing similar areas of color mixed with each other. They will be able to identify the methods they used to achieve mixing secondary colors by overlapping primary colors.

EXAMPLE TWO

What is the Activity?	Desired Outcome?	How will you measure?
Observe and discuss the work of Takeshi Kawashima's large triptych of biomorphic pictograms relating to Japanese family crests. Students will create circular symbols from common nature objects for a printmaking project.	The achievement of a clear simple shape. Consistent use of texture for emphasis of shapes. Good craftsmanship in using the printmaking materials.	There will be criteria for completion of art work. Students will evaluate their process of printmaking.
Evaluation Plan: Discussion		
To achieve 3rd grade standards we will use standards 1.5 "Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value," 2.6 "Create an original work of art emphasizing rhythm and movement, using a selected printing process," 3.4 "View selected works of art from a major culture and observe changes in materials and styles over a period of time," and 4.2 Compare the different purposes of a specific culture for creating art." Our assessment criteria will depend on students' evaluations of each other's art works with the criteria guidelines of a) having one clear simple shape, b) presence of consistent use of texture for emphasis of shapes, and c) good craftsmanship in using the printmaking materials, by identifying how to achieve a good		

Example #2

Funder: County of Riverside

Submitted by: Family Service Association of Western Riverside County (FSA)

Grant request: Not disclosed

Project Description: To fund Prevention and Early Intervention (PEI) services through a program called CARE (Community Assistance and Resources for the Elderly) to older adults in three communities of the East Valley Region of San Bernardino County. Services will focus on assisting seniors before possible mental health issues escalate to higher levels of treatment. They will be provided in community-based settings (i.e. Senior Centers and Senior Nutrition sites and in the homes to frail or geographically/socially isolated elders) and will include the prevention and early identification of depression, dementia, substance abuse and suicide and other mental health issues due to the aging process, trauma and/or bereavement.

Full Proposal Available at: https://www.ideaencore.com/item/grant-proposal-fsa-riverside-county

Provide some examples of the outcomes expected.

The project is designed to achieve the stated objectives of the PEI established by DBH:
Increase collaboration between senior centers and DBH and community-based organizations

- Seek and identify older adults in need of prevention and early intervention services
- Improve access to mental health services for older adults living in remote areas
- Decrease the number of older adult hospitalizations
- Increase the services for seniors who are caretakers of children or disabled adults
- Increase the number of activities and events for seniors
- Reduce the rate of suicide

Provide a description of your current data management capability which can include: how data is obtained, tracked, warehoused, shared, what data sources will be used for baseline measurements.

Outcomes will be evaluated through Continuous Quality Improvement (CQI) process on a quarterly basis and measured annually. CQI involves monthly meetings of all Program Directors with CQI staff to discuss quality issues. On a quarterly basis, the group reviews outcome measures and progress towards achieving these measures. Any changes or mid-course corrections are then made to assure the achievement of the annual outcomes. All outcomes are

documented (tracked) on an ongoing basis (i.e. Pre/Post Test results, surveys, attendance records, etc.) and evaluated annually.

- Attendance logs
- Surveys
- Pre/Post Tests
- Assessments
- Case notes

FSA is accredited by the Council on Accreditation for Children and Family Services (COA) that requires all programs/departments to conduct outcome studies to review the effectiveness of our programs. FSA's Mental Health Department does an outcome study each year on one of its clinical counseling programs and the results of that study are utilized for program quality improvement across programs to all services in the department. FSA's clinic department additionally has a QA committee that meets regularly and reviews client charts for completion of all required information.

In addition, FSA utilizes independent Program Evaluators for various mandated evaluations over the last few years. FSA has utilized the feedback from those outside evaluators to evaluate and improve our client services. Also, FSA conducts client satisfaction surveys on all programs and utilizes that feedback as well as feedback from client focus groups to improve our programs.

Example #3

Funder: Grossmont Health Care District

Submitted by: ElderHelp

Grant request: $75,000

Project Description: To fund the Elder-Help Concierge Club to combine high quality care management services with in-home volunteer services and use an innovative fee-based system – membership program that delivers the support systems seniors need at a price they can afford – that will support ElderHelp to both serve more seniors and better sustain the program over time.

Full Proposal Available at: https://www.ideaencore.com/item/grant-proposal-concierge-club-care-management

Measurable Objectives related to each goal include:

Goal 1: Of those Concierge Club members who feel at risk of losing their ability to age in place, a significant number will feel an increased sense of independence and ability to remain in their own homes through participation in the Concierge Club.

Goal 1 Objectives:

- ElderHelp will enroll a minimum of 130 Concierge Club members over the 12 month grant period.
- 80% of members enrolled will utilize Concierge Club services.
- ElderHelp will retain 85% of its members after 12 months.
- Member Care Managers will assess and develop care plans for Concierge Club members in need of long term care management.
- Member Care Managers will reassess, monitor and conduct home visits with each member quarterly.
- ElderHelp will recruit, train and personally match a minimum of 97 volunteers over the 12 month grant period.

Goal 2: The Concierge Club is cost-effective by delaying and averting nursing home costs and spend-downs on Medi-Cal, saving each member $1,600 annually on home care services, and discounting up to 25% of additional services.

Goal 2 Objectives:

- Volunteers will donate a minimum of 6,500 hours or $143,000 of home-based services to Concierge Club members over the 12 month grant period.

- ElderHelp will assess each member for their risk of nursing home placement utilizing the Instrumental Activities of Daily Living Scale, the Activities of Daily Living Scale and availability of family support.
- 80% of members enrolled in Concierge Club will utilize the Preferred Provider Network

Goal 3: The Concierge Club will significantly and meaningfully improve the quality of life for members.

Goal 3 Objectives:

- 90% of members will report satisfaction with Concierge Club benefits and services members over the 12 month grant period.
- ElderHelp will retain 75% of all volunteers after 12 months.
- 85% of volunteers will fulfill their 1 year, 6 hour per month commitment.
- ElderHelp will fulfill 100% of ride requests to personal, social, recreational and medical appointments within 7 days of request receipt.
- Of those Concierge Club members with low socialization, ElderHelp will personally match these members with a friendly visitor who will provide up to 4 activities per month.

Goal 4: Of Concierge Club members identified with one or more chronic disease, a significant amount will report an increase in knowledge and a reduction in healthcare utilization.

Goal 4 Objectives:

- Support chronic disease management by linking and transporting members to health screenings, clinics and health education opportunities each quarter.
- Member Care Managers will accompany members to medical appointments for advocacy and improved medical literacy and understanding.

Goal 5: Of those Concierge Club members determined to be at risk for falls, monthly participation in specified membership activities will contribute to a statistically significant decrease in risk.

Goal 5 Objectives:

- ElderHelp Member Care Managers will administer a minimum of 75 Falls Prevention Risk Assessments over the 12 month grant period.
- 90% of non-driving, high risk members will utilize escorted transportation services
- The volunteer-led home repair team will respond to 100% of all home modification requests for falls risk reduction.
- 100% of friendly visiting volunteers will learn specialized senior fitness and strengthening tools to apply during their member visits to decrease falls risk.

Goal 6:
Provide Outreach and Information & Referral services to seniors in the Grossmont Healthcare District to increase awareness and accessibility to services.

Goal 6 Objectives:

- ElderHelp will provide a minimum of 750 seniors with Information & Referral services over the 12 month grant period.
- ElderHelp will conduct 6 outreach activities each quarter.
- ElderHelp will conduct outreach activities reaching a minimum of 1200 seniors and community residents.

Program efficacy is monitored on a regular basis through numerous avenues.

New and ongoing member cases are discussed during monthly care management meetings. These sessions ensure that the target population is being served, that each member's problems have been correctly assessed, and that the identified solutions are appropriate. In addition, each Concierge Club member who receives long-term care management receives monthly and quarterly follow-up to determine whether the member's status has changed, been maintained, or improved as a result of services. For those members receiving volunteer services only, a monthly phone call is made to monitor and track member well being as well as satisfaction in regards to specific services.

Concierge Club members are asked to complete a Satisfaction Survey on a semi-annual basis. Questionnaires are distributed by mail and inquire as to the member's satisfaction with the services received, volunteers, care managers, frequency of contacts, as well as to determine the likelihood of continuing utilization of services and recommending services to others. Additionally, ElderHelp administers a semi-annual Impact Survey to gauge the influence of the programs and services. If completion of written questionnaires and surveys is inconvenient, members are given the opportunity to respond directly via telephone. Surveys are collected and monitored by the Member Services Manager.

The Concierge Club will fulfill the concluding element of the Grossmont Healthcare District's Mission Statement. This drive to "anticipate and recognize the unmet health care needs of the communities we serve, and provide suitable services to satisfy those otherwise unmet needs to the greatest possible extent…" is perfectly positioned for the Concierge Club as it is an innovative solution to the need for providing suitable services. ElderHelp's Concierge Club also provides a creative way to help reduce the health care burden hospitals and long-term care facilities face in caring for the elderly population. The assessment, care management and volunteer services provided through the Concierge Club assure that seniors receive the health and social services they need.

B. Measurable Outcomes / Objectives only Examples

Example #4

Funder: Department of Health and Human Services

Submitted by: Family Service Association of Western Riverside County (FSA)

Grant request: not stated

Project Description: New program entitled – "No HIV for Me" will provide realistic, gender-specific prevention education services focused on the intersection between juvenile delinquency and STD/HIV infection for female adolescents. The program will specifically target young women ages 9-17 who are deemed at risk for juvenile delinquency and will provide a gender specific approach that is focused on HIV/AIDS awareness, prevention and support services in a collaborative manner.

Full Proposal Available at: https://www.ideaencore.com/item/grant-proposal-fsa-department-health-and-human-services

The **specific and measurable objectives** of the project include:

Prevention Education:

- Identify a minimum of **75 girls** at-risk of juvenile delinquency to participate in the project, including 60% Latinas, and 30% African American representation.
- 80% of participants will complete the curriculum.
- 75% of participants will demonstrate an increase in HIV/AIDS/STD knowledge (based on Pre/Post Tests).
- 50% of participants will undergo HIV/AIDS/STD testing (appointment verification).
- 50% of participants will self-report involvement in positive youth development activities in the community.
- 25% of participants who complete either curriculum will participate in the Supplemental Program bi-monthly group sessions held at the FSA Community Centers and YWCA.

Capacity Building and Community Awareness:

- Formation of a 10 member Advisory Committee of project collaborators, youth participants and parents to meet on a Quarterly basis to monitor implementation and evaluate progress.
- Quarterly training sessions for youth serving workers, parents and other caregivers on HIV prevention
- Community awareness activities held at least quarterly, including participation in National HIV Prevention Day

The **time specific objectives** for the project are:

- Train the FSA LVN/Health Educator in the delivery of the two identified curricula to provide professional facilitation within the first two months of the project.
- Purchase program supplies and materials within first two months of the project.
- Schedule four quarterly Advisory Committee meetings and recruit additional members within first two months of the project.
- Schedule quarterly Community Awareness Activities with collaborative partners and Advisory Committee members. (One activity will focus on Women and Girls HIV/AIDS Awareness Day).
- Schedule first round of sessions at each of the four sites (two FSA Community Center, YWCA and Operation SafeHouse) within the first two months of the project.
- Conduct recruitment and training of participants within first two months of the project.
- At conclusion of first round of prevention sessions, conduct evaluation activities and provide results to the Advisory Committee for input.
- Schedule second round of sessions at each of the four sites (two Community Centers, YWCA and Operation SafeHouse within the sixth month of the project.
- Conduct recruitment and training of participants within the sixth month of the project.
- At the conclusion of the second round of prevention sessions, conduct evaluation activities and provide results to the Advisory Committee for input.
- Within first three months of the project, begin planning for the participation of the project in the National HIV Prevention Day (March 2010)

Example #5

Funder: US Department of Health and Human Services, Administration for Children and Families

Submitted by: Little Tokyo Service Center (LTCS), Community Development Corporation.

Grant requested: not stated

Project Description: To provide a suite of critically needed supportive services that help individuals and families achieve self-sufficiency, strengthen families, and make a positive investment in the future. This continuum begins with care for infants, on through early and later childhood years, youth, families and working adults. Will also provide bilingual case management, employment preparedness, parenting classes, childcare, financial/family literacy and computer learning skills with the goal of empowering people to seek employment or start new career paths leading towards greater self-sufficiency.

Full Proposal Available at: https://www.ideaencore.com/item/grant-proposal-little-tokyo-service-center-us-department-health-and-human-services

Legal Name of Lead Agency: LTSC Community Development Corporation

Outcome4004	Total # of Clients Expected to Achieve Outcome	Aggregated $ Amounts (Savings, Credits, etc.)	Describe calculation method and how results will be documented
Outcome 1: Increase Family Income/Resources			
Indicators			
Obtained a Job	15	116,400	
Obtained a Short-term Job	15		
Opened a Bank Account	10	$7,500	Average savings 750 per client X 10 documented by bank statements
Obtained EITC Credit	25	$62,500	25 clients X $2,500 EITC Credit, documented by tax documents
Obtained Child Tax Credit			
Obtained Child Support			
Obtained Child Care	15	$4,500	15 clients x $300 child care = $4500, documented by enrollment documentation from provider
Enrolled in Utilities Discount			

Legal Name of Lead Agency: LTSC Community Development Corporation

Outcome4004	Total # of Clients Expected to Achieve Outcome	Aggregated $ Amounts (Savings, Credits, etc.)	Describe calculation method and how results will be documented
Program			
Obtained Low Income Auto Insurance			
Obtained Health Services/Insurance			
Obtained Food Stamps	25	20,000	25 clients x $160 monthly food stamp value documented by DPSS award letter
Obtained TANF (CalWORKS)			
Obtained WIC			25 clients x $150 per month x 9 months = $33,750, documented by copies of vouchers or cards
Obtained Other Public Benefit (Income) Assistance			
Obtained Post-secondary Education Financial Aid			
Obtained ABE/GED			
Obtained a Training Program Certificate			
Other:			
TOTAL	270	$4,500.00	

Legal Name of Lead Agency: LTSC Community Development Corporation

Outcome	Total # of Clients Expected to Achieve Outcome	Aggregated $ Amounts (Savings, Credits, etc.)	Measurement Tool
Outcome 2: Increase Youth Academic Performance			

Legal Name of Lead Agency: LTSC Community Development Corporation

Outcome4004	Total # of Clients Expected to Achieve Outcome	Aggregated $ Amounts (Savings, Credits, etc.)	Describe calculation method and how results will be documented
Indicators			
Improved Grades	20		s or report cards
Improved Reading/Math skills			s
Improved school attendance			s
Grade Level Advancement (Retention)			s, school advancement or graduation records
Re-entered School (for Out-of-School Youth Only)			
Other:			
TOTAL	80		

C. Evaluation-only Examples

Example #6

Funder: Unnamed Foundation funding senior health

Submitted by: Little Tokyo Service Center (LTCS), Community Development Corporation

Grant request: $50,000

Project Description: To support the Senior Services Program and its endeavors to serve Japanese and API seniors living in Los Angeles. Three areas of particular need in this senior population are bilingual case management, care giving to delay nursing home care and alleviate isolation, and transportation services.

Full Proposal Available at: https://www.ideaencore.com/item/grant-proposal-little-tokyo-service-center

EVALUATION

To ensure the understanding of the program mission, goals, objectives, and service criteria the Program Director (LCSW) will conduct staff trainings. The trainings will aid in promoting proper documentation and reporting procedures. The Program Supervisor will supervise the staff on a weekly basis with case management meetings. The Program Director will meet bi-weekly with the Program Supervisor to evaluate progress on the project. Monthly reports will be prepared by the staff for review by the Program Director to ensure that client goals are being met. When the program goals are not met, the Program Supervisor and Program Director will meet to discuss and implement changes.

A client satisfaction survey will be distributed among the clients who utilized the services as a way to immediately evaluate the program. This survey will measure effectiveness and quality of case management services, the caregiver program as well as transportation accessibility, if appropriate. The survey will be returned to the Program Supervisor directly. All the surveys will be carefully reviewed and compiled by the Program Supervisor to be reported to Program Director. When necessary the Program Supervisor will develop a plan of corrective action. The Program Supervisor will also meet with the staff to discuss the results of the surveys so the staff may improve the service activities if needed.

The case file is also a valuable tool to assess the program's effectiveness. Particularly, the Case Management Plan and Outcome forms document both the needs of the client as determined in the needs assessment, the service plan, the target date of completion of services and how each client's need was actually met. All the case management files and activity documentation will be reviewed by the Program Supervisor regularly to ensure the quality of the program services.

After one year, staff will review and analyze all Outcome forms and produce a year-end summary documenting the number of clients who received information and referral, case management, the number of caregivers placed into homes and the number of clients enrolled in transportation programs. In addition staff will analyze the client satisfaction surveys to determine the overall effectiveness of the program.

Example #7

Funder: The Ford Foundation

Submitted by: The Academy for Educational Development (AED)

Grant request: not disclosed

Project Description: To continue to plan, put into action, and give proof of the remarkable impact that the New Voices National Fellowship program is having on individuals and social justice efforts in the Gulf Coast. We strive to continue our work in the region of promoting effective leadership, strengthening nonprofits, and engaging people in systemic change that creates opportunities, provides financial support, and offers hope to activists, organizations, and communities demoralized by the negligence of governmental structures, the ineffectiveness of local authorities, and the apathy of the privileged.

Full Proposal Available at: https://www.ideaencore.com/item/grant-proposal-ford-foundation-new-voices-human-rights-and-international-cooperation

PROJECT EVALUATION

An important indicator of success with this upcoming year's initiatives will be tangible influence in public policy discussions and helping to shape public opinion. We also hope to see strategic, coordinated base building for current and future human rights campaigns and other initiatives in the region.

We hope that the third year extension will reduce the stresses associated with finding a new job and alleviate organizational struggles for retaining the Fellows. Through the third year, we also hope to see an intensification of Fellows' collaborative efforts and networking.

Other measures of success include high quality conferences (as measured by participant evaluations), effective mentoring relationships, press coverage, and alumni connections and engagement.

Through biannual reports, site visits, and regular communications with the Fellows, their mentors, and their executive directors, we will be tracking a number of other outcomes of interest:

- Stronger organizational capacities to achieve missions
- Victories in the courts
- Formation of new coalitions and networks
- New social justice products
- New investments in human service delivery systems
- Engagement of local youth and artists
- Funds raised by Fellows for their organizations and issues
- Impact on individuals and communities (i.e., improved human conditions)

- Fellows developing the leadership capacities of others.

NAME and NAME will continue to document events and activities through photography and videography. NAME, Class of 2001, will develop case studies that reflect some of the impact Fellows are having in the region and how they have progressed in their own careers. Community gatherings will also provide an opportunity to reflect on and celebrate accomplishments.

Example #8

Funder: Build-a-Bear Foundation

Submitted by: The Ink People Center for the Arts

Grant request: $9,000

Project description: To fund The MARZ project, an alternative after-school-program for low-income, seriously at-risk youth. Through vocational media and leadership skills development program focusing on storytelling, digital media, and community change, the project will integrate visual and performing arts, media production, exploratory writing and current events discussion groups into workshops and youth designed action projects focused on community and social change.

Full Proposal Available at: https://www.ideaencore.com/item/grant-proposal-build-bear-workshop-foundation-ink-people

How will you measure or quantify the success of this funding? (Required)

MARZ relies on basic numbers of service and budget, along with anecdotal evidence of progress gathered by our teachers and weekly staff reviews. To better serve the youth, program staff meets weekly to discuss individual needs and methods of service, as well as curriculum variations. The program also documents demographic information and implements a system of pre- and post-participation testing of youth to measure skill and behavioral development. We will continue to strive to weigh program success related to income and expenditures and, whenever possible, seek to improve on its outreach effectiveness and the efficiency of scale.

Example #9

Funder: Rosehills Foundation

Submitted by: Shoes that Fit

Grant request: $25,000

Project Description "Proposal to Rose Hills Foundation from Shoes That Fit to fund Back-to-School and Holiday Shoes and Clothing Project, in which 25,000 local schoolchildren in need will be given new items so so that they could attend school in comfort and with dignity."

Full Proposal Available at: https://www.ideaencore.com/item/proposal-rose-hills-foundation-shoes-fit

EVALUATION (MEASUREMENT) PLAN
Agency Name: Shoes That Fit Program Name: Shoes That Fit

OUTCOME	INDICATORS	DATA SOURCE	DATA COLLECTION METHOD	DATA COLLECTION TOOL	DATA COLLECTION FREQUENCY/ SCHEDULE	SAMPLE SIZE
Schoolchildren in need have shoes suitable for school and play	Students identified as having inappropriate shoes and were provided with new, appropriate shoes.	School liaisons and Shoes That Fit staff.	School staff identifies child's needs, measures children and provides to STF.	Lists school staff provides.	Track in database as distributed.	Local participants
Children's mental/physical health improves	# & % who report improvement in: • Participating in play/playing with others • Feeling good about themselves	Children	Children Survey	Children Survey	Pre-and post test conducted at shoe measurement and 1 month after shoe distribution	Local participants

	• Behavior • Feeling about school • Participation in physical activities • Interaction with peers/staff	Teachers	Teacher Survey	Teacher Survey		
Children who receive needed shoes do better in school	# & % of participants who show improvement in • Attendance • Class Participation • Attitude/behavior • Academic performance	Teachers	Teacher Survey	Teacher Survey	Pre-and post test conducted at shoe measurement and 1 month after shoe distribution	Local participants

Eligibility Quiz Example: Bank of America

NOTE: BE SURE YOU HAVE YOUR EIN NUMBER HANDY.

Is your organization a qualified 501(c)(3) organization with a valid IRS Tax ID or an accredited educational institution?
Yes No **Click Yes.**

Is your organization based in or serving communities within the Bank of America footprint (AR, AZ, CA, CO, CT, DE, FL, GA, IA, IL, IN, KS, MA, MD, ME, MI, MO, MN, NC, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, TN, TX, VA, WA, District of Columbia and Metropolitan Washington, DC)?
Yes No **Click Yes.**

Is your proposal in support of any of the following:
A drop down window appears.
1. Political, labor, fraternal or civic organization
2. Religious organizations (for sectarian purposes)
3. Advertising Activities
4. Development of production of books, films, videos, radio or TV programs
5. None of the above.

Click none of the above

Does your organization deny service to a potential client or beneficiary on the basis of any of the following:

- Race
- Religion
- Color
- Sex
- Sexual orientation
- Gender Identity
- Age
- National origin
- Ancestry
- Citizenship
- Veteran
- Disability status

Yes No **Click No.**

Are you seeking support for a <u>singular</u> individual or family, including those requesting scholarships or fellowship assistance?
Yes No **Click No.**

Is your request for an athletic event, league or team sponsorship, or for a school-affiliated orchestra, band, choir, student trip or tour?
Yes No **Click No.**

Does your proposal benefit or support an individual pre-K-12 school (public or private)?

Yes No **Click No.**

Has your organization received a grant from the Bank of America Charitable Foundation this calendar year?
Yes No **Click No.**

Is your application to support an event or sponsorship which would provide the bank tangible benefits (i.e. tickets or tables at events, associate or client benefits)? Brand or name recognition are not considered tangible benefits.
Yes No **Click No.**

Is your organization classified as a private foundation by the Internal Revenue Service?
Yes No **Click No.**

At this stage you will be directed to Login in page. (Be sure to bookmark this page)

Appendix G - Online Grant Application Example

Comerica Charitable Foundation Grant Application

Organization Information

Welcome to the Comerica Charitable Foundation Grant Request Application:

- **The Comerica Charitable Foundation reviews grant requests on a quarterly basis. Shown below are deadline dates for grant submission, and the grant award announcement dates for each of our four grant seasons. For each of our four grant seasons, grants are announced by the following dates:**

	Grant Submission Deadline Date	Grant Award Announcement Date
Grant Season 1	March 15	April 15
Grant Season 2	June 15	July 15
Grant Season 3	September 15	October 15
Grant Season 4	November 15	December 15

- **Comerica Bank and the Comerica Charitable Foundation promote and ensure equal opportunity in all grant and charitable sponsorship funding. Before submitting a request for support, please click here to review our anti-discrimination charitable giving and funding limitations policies.**

- **We request the following support documentation to be submitted with this application:**
  - **IRS determination letter proving 501(c)(3) status.**
  - **Your organization's most recent annual report or other information about your organization and its current programs.**
  - **Your organization's key board leadership.**
  - **Your organization's budget and the budget for the program for which funding is being requested.**
  - **A brief, dated statement on your organization's letterhead stationery specifying the percentage of people served by your organization that are low- and moderate-income (must be 51% or more to qualify for CRA funding).**

- **Please upload these requested support materials at the end of this application.**

- **If you cannot complete the application at this time, you may click the SAVE AND FINISH LATER BUTTON to create an account. This will allow you to return to the application at a later time.**

- **You may print a copy of your application by clicking the "Printer Friendly Version" link at the top of the page.**

Appendix G - Online Grant Application Example

Please indicate the Comerica Charitable Foundation Grant Season for which you are applying. Note that your completed application and all accompanying documents must be submitted by the deadline date indicated in order to be considered for the corresponding grant season.

Grant Season 1: Deadline date March 15
Grant Season 2: Deadline date June 15
Grant Season 3: Deadline date September 15
Grant Season 4: Deadline date November 15
Season 4

Organization Information

If you have previously entered organization information into this site, you will note that the address and organization information automatically populates in the spaces below. If you are entering a request for a different organization, please change this information.

Name of Nonprofit Organization
Yuba Sutter Economic Development Corporation

Address
950 Tharp Road, Suite 1303

City	County
Yuba City	CA

State	Zip Code
CA	95993

Phone Number	Fax Number
Example: (xxx) xxx-xxxx	Example: (xxx) xxx-xxxx
(530) 751-8555	(530) 751-8515

Website	Organization E-mail Address
www.ysedc.org	ysedc@ysedc.org

Organization Tax ID #
680342145

President/Executive Director

Prefix	First Name	Last Name
Ms.	Brynda	Stranix

Title
President/COO

Office Phone E-mail

(530) 751-8555 bstranix@ysedc.org

Appendix G - Online Grant Application Example

Key Contact Information

Check the box if same as President/Executive Director
No

Prefix	First Name	Last Name
Ms.	Cynthia	Roderick

Title
Grant Specialist

Office Phone	E-mail
(530) 751-8555	croderick@ysedc.org

Organization Detail

Organization's Annual Operating Budget (from prior fiscal year):
$xxxx

Organization Background/Mission Statement:
(200 words or less)
YSEDC's mission is to improve and enhance the diversification and sustainability of the economy by assisting the community in retaining and creating jobs, and by enhancing development opportunities and facilitating business investments in the region.
Yuba Sutter Economic Development Corporation, Inc., (YSEDC) was established in 1994 to support economic development efforts and is organized as a nonprofit private corporation governed by a 19-member board of directors. The corporation represents business interests of both public and private sectors.
The corporation was designated as an Economic Development District by the U.S. Department of Commerce, Economic Development administration in 1996. As such, YSEDC. is responsible for the region's Comprehensive Economic Development Strategy (CEDS) which results from a local planning process to guide the economic growth of the Yuba-Sutter region.
In 2006, Yuba Sutter Economic Development Corporation, Inc. formed the Yuba-Sutter Business Consortium. The Consortium is comprised of 11 local and regional organizations that offer many similar and complementary business services providing resources, information and training to assist business in maximizing its ability to increase profitability, expand facilities and operations, hire more employees and lead dynamic economic growth in the Yuba-Sutter region.

What is the key area of focus of your organization?
(Check all that apply)
Economic Self-Sufficiency for Low- and Moderate- Income Individuals and Families-Job Creation and Retention
Economic Self-Sufficiency for Low- and Moderate- Income Individuals and Families-Job Readiness
Economic Self-Sufficiency for Low- and Moderate- Income Individuals and Families-Small Business Training and Development

Neighborhood Revitalization-Neighborhood Business Development
Diversity and Inclusion-Programs that target a broader audience regarding the importance of diversity and inclusion

If you selected Other, please specify:

Please indicate the Comerica market area served by your organization:
California

If you selected Other, please specify:

Community Reinvestment Act

The Community Reinvestment Act (CRA) was enacted by the U.S. Congress in 1977 to encourage depository institutions to help meet the needs of the communities in which they operate, including providing support to low-to-moderate income neighborhoods. In support of CRA outreach, Comerica is committed to reinvesting in the communities where we do business.

Please indicate the percentage of the client base served by your organization or program that is low-to-moderate-income:
If unknown, enter 0. (do not enter a % sign)
39

Project Information

Project/program title for which funding is being requested:
Business Retention and Expansion Program (BEAR Essentials)

Amount of grant request:
10,000.00

Project Description:
Briefly describe the program or project for which funding is being requested:
BEAR ESSENTIALS, YSEDC's business expansion and retention program will help retain jobs and tax revenues, create new jobs and increase the tax base, foster growth and development of local firms and enhance the community's reputation as a great place to do business. The outreach program design to assist 200 businesses and is expected to create and/or save 50-100 jobs in the Yuba-Sutter region within a 12-month period.
The purpose of the program is to maintain a clear view of the needs of the small business community; to address business needs through comprehensive business training and education programs; provide knowledge, resources, and technical assistance necessary to navigate the commercial loan application process of both public and private sector commercial lenders; and build strong communication of businesses with workforce education centers. The program focus is on having city or county officials, business resource providers and leaders meeting with business owners or senior management in an effort to understand their unique needs and concerns and to offer assistance in creating an environment in which businesses can succeed and the community can prosper.

The primary objectives of the BEAR ESSENTIALS program are to:
* Evaluate the local business community's perceptions of the region and the advantages or

disadvantages of operating a business in Yuba-Sutter.
* Determine the needs of local firms, especially the firms that might be at risk of closure or relocation.
* Respond to those needs with a variety of business assistance services provided through federal, state and local economic development programs.
* Identify and build on the strengths that enhance the community's competitiveness and address issues that detract from the economic resilience of the region.
* Provide resources to capital and financial training.
Program activities include: Business Walks, Resource Workshops, Marketing, Business Resource Guide publication, and training for employers & employees.

Issues Addressed:
What issues and/or problems does this program/project address?
In early 2008, Yuba-Sutter Economic Development Corporation (YSEDC) undertook an extensive community survey/fact finding exercise to determine the needs and desires of both the private and public sector business communities. The results determined that the region's greatest needs included creation of a business recruitment program, a business expansion and retention program; employee development and training, poverty, unemployment, and infrastructure enhancement. A direct result of the fact finding mission was the creation of the BEAR Essentials Program.
The project is located in and benefits the Yuba-Sutter region, a smaller metropolitan community (Yuba City MSA), and includes Yuba and Sutter counties in Northern California's Sacramento Valley, north of the state capital. Yuba-Sutter's 2010 Census combined population was 166,892 and in 2015 the combined population, according to the California Department of Finance, is 170,024. Yuba City MSA is a rural agricultural area struggling with high unemployment, a lack of a skilled labor force, and industry diversification. The preliminary seasonally adjusted unemployment rate in Yuba City MSA was 9.5 percent as of July, 2016 and is substantially higher than the national rate of 4.9 percent. The region's median household income, $48,546, falls significantly below the state ($61,489) and national ($53,482) median household income, as well as per capita income. The average worker in the area earned annual wages of $48,546. The percentage of residents of the Yuba City MSA living below the poverty level is 19.2 compared to the national rate of 15.6 percent and in some areas of the region as high as 20.2.percent.

Appendix G - Online Grant Application Example

Relationship to the Comerica Charitable Foundation's Focus Areas:

How does the program/project relate to Comerica's key area(s) of focus (Comerica's key focus areas are: 1)Economic Self-Sufficiency; 2)Neighborhood Revitalization; 3)Education; 4)Access to Health Care; and 5)Programs that support Diversity and Inclusion)?

The BEAR Essentials Program relates to Comerica's three key areas of focus: Economic Self-Sufficiency; Education; and Diversity and Inclusion.

The primary purpose of the BEAR Program is to connect businesses with resources that will provide trained employees; provide potential and/or existing employees with training resources such as the counties' One Stops; and provide access to capital for new and existing businesses. This connection to these resources will encourage expansion and growth thereby improving the job market. A vibrant and sustainable business community will ensure an increase in employment opportunities, reduce poverty as work availability increases and improves the overall economic condition of the region.

To assist in making these connections to resources, YSEDC formed the Yuba-Sutter Business Consortium in 2006. The Yuba-Sutter Consortium is comprised of 11 organizations that offer many similar and complementary business services that provide resources, information and training to assist business in maximizing its ability to increase profitability, expand facilities and operations, hire more employees and lead dynamic economic growth for the Yuba-Sutter region. These business resource partners include: Yuba-Sutter Chamber of Commerce, BizWorks, California Employer Advisory Council, California Employment Training Panel, North Central Counties Consortium, Small Business Development Center, Sutter and Yuba County One Stops, Yuba College, City of Yuba City Economic Development, and YSEDC.

Key Objectives:

What are the key program or project objectives?

The BEAR Essentials Program relates to Comerica's three key areas of focus: Economic Self-Sufficiency; Education; and Diversity and Inclusion.

The primary purpose of the BEAR Program is to connect businesses with resources that will provide trained employees; provide potential and/or existing employees with training resources such as the counties One Stops; and provide access to capital for new and existing businesses. This connection to these resources will encourage expansion and growth thereby improving the job market. A vibrant and sustainable business community will ensure an increase in employment opportunities, reduce poverty as work availability increases and improves the overall economic condition of the region.

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Appendix G - Online Grant Application Example

Audience Served:
Describe the clients, audiences or people served by this program.
The BEAR Program will be serving new and existing businesses within the Yuba City MSA, which includes the counties of Yuba and Sutter, cities of Wheatland, Marysville, and Live Oak. Most of the businesses served will be what is considered small businesses (under 50 employees). The outreach program design to assist 200 businesses and is expected to create and/or save 50-100 jobs in the Yuba-Sutter region within a 12-month period. Approximately 39 percent of the employees would be considered living at or below the poverty level.

The demographics of the population in the Yuba-Sutter area are as follows: The median age is 33.5 years, 64 percent of the population are White, 25 percent are Hispanic, 11 percent are Asian, 2.6 percent are African American or Black and approximately 16 percent are other races, 19.2 percent of the population is living at or below the poverty level, and 9.5 percent are unemployed. The median household income is $48, 546 and the per capita income is $21, 984, both of which are substantially lower than the national levels ($53,482 and $28,555 respectively). Nearly 20.1 percent of the population in the Yuba City CA MSA have no high school diploma compared to the national rate of 12 percent.

Expected Outcomes:
What is the expected outcome of the program/project for which you seek support?
BEAR ESSENTIALS, Yuba-Sutter Economic Development Corporation's Business Expansion and Retention program will help retain these jobs and tax revenues, create new jobs and increase the tax base, foster growth and development of local firms and enhance the community's reputation as a great place to do business. The outreach program design to assist 200 businesses and is expected to create and/or save 50-100 jobs in the Yuba-Sutter region within a 12-month period.
Demonstrated Success:
Since the inception of the Business Expansion and Retention program, Yuba-Sutter Economic Development Corporation has conducted 16 business walks that reached on average 200 businesses per year; hosted 21 Business Resources Seminars, conducted several workshops and tours of local businesses; and assisted in the development of strong agricultural trade relations with China.
A recent example of the successes of the Business Walks occurred In April, 2016. Eighteen volunteers working in 9 teams interviewed businesses in the communities of Linda and Olivehurst, CA. The focus was on three basic areas: how is business; what is the greatest impediment to business; and how can business be made better for you? Of the 63 businesses surveyed, 43% reported homelessness and

crime was their greatest impediment to business in their area. This result of the business showed the issue of homelessness was detrimental to the health of its communities. Within three months a homeless transitional housing program was developed and implemented.

The success of the program is also demonstrated by the number of business that utilized the other programs of Yuba-Sutter Economic Development Corporation particularly its revolving loan program. Since the start of the BEAR Program in 2008 Yuba-Sutter Economic Development Corporation has loaned $3,046,093.00 to small businesses in the region. This funding in turn assisted 13 start-up businesses, created 129 jobs and retained 17 jobs.

Confirmed Funding Sources:

List other sources of funding/contributions that are confirmed to support this program/project. If none yet confirmed, please indicate none in the box below.

Yuba-Sutter Economic Development Revolving Loan Program -$xxxx
Economic Development Administration- Financial Assistance Award - - $xxxxx
Wells Fargo Foundation Grant - $xxxxx
U.S Bank Foundation Grant - $xxxxxx

Other Foundations/Organizations from which funding is being requested:

List other sources from which you are requesting funding (but from which funding is not yet confirmed). If unknown, please indicate unknown in the box below.

State Farm Foundation- $xxxxxxxx

Results Measurements

How do you plan to evaluate the success of this program? Please include measurable, time-specific goals, a description of information to be collected to measure program progress and success, and how this information will be collected. (Please note that if your organization is awarded a grant, you will be asked to report on the results of the program within one year of the program/project launch). Within one year of receipt of funding the YSEDC will conduct at minimum two Business Walks within

the Yuba-Sutter region. The Business Walks will be conducted by small teams of business professionals and community leaders. By design, consist of brief meetings with designated businesses within a specific area in which a survey is conducted with the business owner or responsible manager. The results of the each walk will be compiled into a report for general dissemination and the Yuba-Sutter Business Consortium will determine how it can use the information to better meet the needs of the Yuba-Sutter business community. The results of the walk will be posted to our website as well. The Yuba-Sutter Economic Development Corporation and Yuba-Sutter Business Consortium will make arrangements for future visits for in-depth discussions or tours of the facilities if requested.
Assessment of the walks will include: The general health of the business, what are the greatest impediments to doing business within the area of their business and what can be done to assist them with solving their issues.
An accurate accounting of services utilized or referred will be maintained and be available upon request.

Sustainability:
How will this program be sustained beyond current funding?
YSEDC has recently developed an Investors program, where we are sending out requests for investment in the Yuba-Sutter Economic Development Corporation to support its programs. There are six levels of investment and are for a five year commitment. In return for helping YSEDC promote high-value industry and job growth, resulting in greater prosperity and quality of life, investors will receive special benefits and services that include:
* Target communication and opportunity to add input regarding critical business issues
* Access to executive staff for assistance on business issues important to your business or organization
* Exclusive invitations to special briefings and presentations
* Networking with business and civic leaders
* Recognition in Yuba-Sutter Economic Development Corporation materials, website, media, and future events as a leader in advancing the new agenda to build a stronger community
* Additional benefits are developed as an outcome of your ongoing relationship with YSEDC

YSEDC will continue to develop its revolving loan program from which the interest payments will support in part the BEAR Essential program.

YSEDC will also continue to seek other grant funding sources.

Appendix G - Online Grant Application Example

If a Comerica employee asked you to submit a request for this support, please specify his/her name:

Attachments

Please upload the following materials (To upload a document, click the browse button, locate the document on your computer, click open, and then click upload.)

IRS Determination Letter proving 501(c)(3) status.
501(c)3.pdf

Most recent IRS 990 Filing.
2014 Tax Return.pdf

The organization's most recent annual report or other information about your organization and its current programs.
2011-2012 Business Resource Guide revised 10-2016.pdf

The organization's budget and the project budget (including income and expenses) for the program(s) for which funding is being requested.
YSEDC Budget 2016-2017.pdf

Organization's project budget.
2016-2017 BEAR Budget.pdf

The organization's key board leadership.
Board of Directors -2016-2017.pdf

Dated statement on organization's letterhead specifying the percentage of people served that are low- and moderate-income (this is only required if percentage is 51% or greater).

Harden Foundation
Grant Application

Deadlines: (March 1st, September 1st)

Table of Contents

Before You Begin: Strategies for a Successful Grant Application

Dear Nonprofit Colleague:

Some strategies for successful grant seeking include:

- Research the funding interest of the foundation before applying and obtain a copy of its current grant guidelines.
- Familiarize yourself with the application process and procedures.
- Follow the specified format and any specific instructions.

Please research the grant guidelines and instructions before applying for a grant.

WHAT IS THE PURPOSE OF THE GRANT APPLICATION FORMAT?
The application is designed to benefit both grantseeker and grantmaker. It is not simply a form to be filled in. It is a format to be used as an outline for organizing and writing proposals.

HOW SHOULD YOU USE THE GRANT APPLICATION FORMAT?
Read this entire document before you begin. Pay attention to the instructions. You may duplicate the forms if necessary. Copies can be downloaded from the Harden Foundation website.

> **TIP -** *Do not simply produce a mass mailing of a single proposal.*
>
> *Take care to tailor each request, particularly in the narrative, to the specific interests of each funder.*

HOW SHOULD YOU START?
Know your purpose. Clarify your organization's priorities and purpose in seeking funds.

WHAT SHOULD YOU DO NEXT?
Conduct research to identify if grants are made to your type of organization and in your geographic area. Review grant guidelines and make certain that the purpose of your proposal fits within the Harden Foundation guidelines.

> **TIP -** *Share your passion, your organization's uniqueness and strengths and how you will make a difference through your outcomes.*

THE REVIEW PROCESS
During the review process, staff members may ask various people for information, including your organization's board members, other agencies and grantmakers, clients, and members of the community. If you do not wish us to contact any of these sources, please let us know.

Harden Foundation
Grant Application Checklist

Each item listed on this Grant Application Checklist should be enclosed in this order with your application. Note that incomplete proposals will not be accepted. Please do not type answers on this checklist; indicate the items enclosed by marking the corresponding box. Submit **one copy** of the completed Grant Application packet (see Section III, Submitting your Application), including the following:

I. General Forms

- ❑ A completed and signed Grant Application Form (two pages) – with signature of authorized representative
- ❑ A letter from the Board Chairperson or Board member indicating approval for this grant application

II. Proposal Narrative (3 - 5 pages only), including the following information:

❑ **Introduction and Background of Organization (incorporating the following points:)**

1. Briefly describe your organization's history and major accomplishments
2. Describe your current programs and activities
3. Who is your constituency (be specific about demographics such as race, gender, ethnicity, age, sexual orientation and people with disabilities)? How are they actively involved in your work and how do they benefit from this program and/or your organization?

TIP - *Be clear and succinct. Grantmakers appreciate a concise*

❑ **Describe Your Request (incorporating the following points):**

1. Problem statement: what problems, needs or issues are addressed, and how was this determined?
2. How does your work address and/or change the underlying or root causes of the problem?
3. If other than general operating support, describe the program for which you seek funding, why you decided to pursue this project and whether it is new or an expansion of an existing program
4. Include a list of all other grant requests (pending and approved) for this project, showing funding source and amount requested

❑ **Evaluation**

1. **Please include in your 3-5 page narrative**:

   a. What are the goals, expected outcomes and activities involved in this request, and when will each be accomplished?
   b. Provide a clear plan for the evaluation of the results of the program/project in relation to its stated objectives. How will you show that the expected outcomes were met? Include:
      - Expected outcomes

TIP - *Set measurable goals and specify your plans to communicate with the funder during the grant period.*

III. Project Budget

- ❑ A detailed program/project budget, in your agency's normal format, showing revenues and expenses for the total program/project, and explaining how the funds requested in this application would be allocated (for the year(s) reflected in the grant request). Note: requests for operating support will not require a program/project budget, but please indicate in your narrative how the requested funds will be allocated.

IV. Organizational Structure

- ❑ A list of the current Board of Directors with related demographic information (include name, city of residence and profession of each Board member)
- ❑ Staff roster with name and title
- ❑ Organization Chart, if available

TIP – *Follow the budget and financial instructions carefully and include all information requested.*

V. Organization's Financial Statements

- ❑ A detailed organization current annual budget (for the year reflected in the grant request), showing both income and expenses
- ❑ Complete financial statements for the most recently completed fiscal year including:
  1. Balance Sheet or Statement of Financial Position. This financial statement lists the organization's assets and liabilities by category at a specific point in time. Examples of asset lines are cash, accounts receivable, prepaid expenses, property and equipment. Examples of liability lines are accounts payable, salaries and wages payable, accrued vacation, plus equity/real estate, vehicles, and long term debt.
  2. Profit & Loss Statement or Statement of Activities. This financial statement lists income and expenses by categories. Examples of income categories are grants, individual donations, earned revenue and events. Examples of expense lines are salaries and wages, payroll taxes, insurance, contract services, occupancy/utilities/rent, insurance and vehicle operation/maintenance.
- ❑ Complete year-to-date financial statements: 1) Balance Sheet or Statement of Financial Position; and 2) Profit & Loss Statement or Statement of Activities. If your year-to-date statements cover a period of three months or less, please provide financial statements for two completed years, including both the most recently completed fiscal year and the prior year's statement.
- ❑ A list of the ten largest financial gifts (grants or gifts from individuals or organizations) received in your most recent fiscal year (donors who have requested anonymity may be listed as Anonymous)

V. Other

- ❑ If applicable, a completed Grant Report for a previous grant, if not already submitted (Please refer to the specific grant agreement/contract).

SUBMITTING YOUR APPLICATION

Please refer to the Harden Foundation website for proposal deadlines and other information about submitting an application.

A. By E-mail:

Applications via e-mail can be sent to:

- grants@hardenfoundation.org

The preferred format is one scanned PDF document comprising all parts of the application, signed as appropriate, in the order requested.

- If necessary, documents such as the narrative, financials, and board list, may be scanned as separate PDF files
- Please do not scan the individual pages of a document as separate files. For example, don't create a separate PDF document for each page of the narrative
- If you are including a Grant Report for a previous grant, this should be a separate document

For other formats:

☑ Use standard typeface no smaller than 11 points with 1" margins
☑ Save in standard Word or Excel format
☑ To comply with audit requirements for signatures, if you email unsigned files:
  - MAIL a signed Grant Application Form (page 7 of this packet)
  - MAIL a signed Board Approval letter (Section I.D. of this checklist).

B. On Paper:

Applications are accepted by U.S. mail or by hand delivery

Send one complete copy of your grant application.

☑ Use standard typeface no smaller than 11 points
☑ Use 8 ½ x 11" white paper only with 1" margins
☑ Print your application single-sided
☑ Collate the parts in the order listed on the checklist
☑ Do not bind your application or put your application in a presentation folder
☑ Do not use tabs or separate sheets of paper to divide your application into sections
☑ Clip the application together with a single clip. Do not staple any portion of the application
☑ Faxed applications are not accepted

Harden Foundation
Grant Application Form

Please provide the information requested on this form **completed on these two pages only**. Please do not type "see attached" on any item. You may print this form on your computer, or type directly on the form. Please do not bind your application or put your application in a presentation folder. Clip the application together with a single clip - do not use staples.

A. ORGANIZATION AND PROGRAM/PROJECT INFORMATION

1. Legal organization name: _____

2. Year organization was founded: _____

3. Tax status: Tax ID # (EIN): _____

___ 501 (c) (3) nonprofit

___ 501 (c) (____) Specify: _____

___ Other status: _____

4. Organization address: _____

_____

_____

5. Telephone: _____ 6. Fax: _____

7. Organization website: _____

8. Executive Director or principal officer (Name and Title): _____

9. Email: _____

10. Contact for this proposal: _____

11. Daytime telephone: _____ 12. Email: _____

13. Mailing address, if different from above: _____

_____

_____

14. Amount requested: _____

15. Period grant will cover: _____

16. Type of request (check all that apply):

___ General Support ___ Program/project support
___ Capital Project ___ Organizational Development ___ Other _____

17. Program/Project Title: _____

18. Total Project Budget: _____

19. Total organizational budget (current year): _____

20. Percentage of budget spent on fundraising (derive from Part IX, 5.D on the organization's 990): _____

21. Fiscal Year ending date: _____

22. Summary of the organization's mission (two to three sentences): _____

_____

_____

23. Summary of the project or grant request (two to three sentences): _____

_____

_____

24. Who will be served by the project or grant {demographics, direct number served and service area(s)}?

_____

_____

B. BOARD OF DIRECTORS INFORMATION

1. What is the minimum and maximum number of Board members required by your organization's Bylaws? _____

2. How much **money** did the Board of Directors (your organization's governing board) contribute to the organization in the most recent fiscal year? _____

3. What percentage of the Board of Directors donated funds? _____

C. ORGANIZATION AGREEMENT and SIGNATURE

The organization hereby agrees that funds, if granted, will be used only for the purpose described above unless written approval from the grantmaker is received.

_____
Signature of authorized representative

_____ _____
Print Name and Title Date Application Submitted

Helpful Hints – Preparing a Program/Project Budget

The budget tips and sample provided below are meant to serve as a guide, not a mandatory budget format. Your budget does not have to duplicate this format exactly.

TIPS ON PREPARING A PROJECT BUDGET FOR YOUR GRANT APPLICATION

- Clearly depict how much money is needed and how it will be used
- The budget should include sources (income) and uses (expenses) of funds
- Sources of funds should include names of other funding organizations and amounts pledged or received as well as amounts still needed to be raised and possible sources for those funds
- Indicate the time period covered by the budget
- Indicate if requested expenses are one-time or ongoing
- Make sure that you have accounted for all costs, such as benefits and payroll taxes as well as salaries, so that there will be no surprises mid-project
- Finally, make sure all the numbers add up

SAMPLE BUDGET CATEGORIES

Below is a list of suggested budget categories to use when developing your proposal budget. The clearer you are about where funds are coming from and how they will be used, the easier it will be for the reviewer to assess your financial need.

Sources of Funds

- ✓ Federal/state/local grants or contracts
- ✓ Bequests
- ✓ Corporate and foundation grants
- ✓ United Way and Federated Campaigns
- ✓ Other fundraising, such as individual gifts and special events
- ✓ Other types of income (fees, membership dues, sales of publications or merchandise, etc.)

Uses of Funds (Expenses)

- ✓ Salaries, benefits and payroll taxes
- ✓ Professional or consulting fees
- ✓ Insurance
- ✓ Travel and transportation
- ✓ Supplies, copying, postage
- ✓ Rent and utilities
- ✓ Maintenance
- ✓ Staff training and development
- ✓ Administrative overhead
- ✓ Equipment—non-capitalized (minor)
- ✓ Equipment—capitalized (major)
- ✓ Other services

SAMPLE FORMAT FOR A PROGRAM/PROJECT BUDGET

Organization Name: ABC Nonprofit
Program Name: Kids and College
Program Date: 7/1/15– 6/30/16
Request to: (Name of Funder)

	Sources of Funds:					
Income:	**(Name of this funder) This Request**	Other Proposals	Committed Funds	Program Revenue	**TOTAL**	Actual (Leave this column blank until the final grant report)
(Name of Funder)	**$25,000**				**$25,000**	
Foundation A		$50,000			$50,000	
Foundation B			$2,500		$2,500	
State Grant		$2,500			$2,500	
Annual Silent Auction				$10,000	$10,000	
Donations from individuals				$5,000	$5,000	
	$25,000	$52,500	$2,500	$15,000	**$95,000**	

Expenses:	**(Name of Funder)**	(Other Source)	(Other Source)	Program Revenue	**TOTAL**	Actual (Leave this column blank until the final grant report)
Ongoing: Salaries:						
Program Manager	**$15,000**	$30,000			$45,000	
Part-Time Staff 1			$2,500		$2,500	
Part-Time Staff 2		$2,500			$2,500	
Taxes and Benefits	**$2,000**				$2,000	
Professional Services (Evaluation)				$5,000	$5,000	
Supplies		$5,000			$5,000	
Travel		$5,000		$5,000	$10,000	
Publications and Postage		$5,000			$5,000	
Rent and Utilities				$4,000	$4,000	
One-time: Staff Training	**$3,000**	$6,000		$1,000	$10,000	
Equipment	**$5,000**				$5,000	
	$25,000	$52,500	$2,500	$15,000	**$95,000**	

Grantmakers
OF WESTERN PENNSYLVANIA

Common Grant
APPLICATION

Table of Contents

650 Smithfield Street, Suite 210, Pittsburgh, PA 15222
Phone: (412) 471-6488 • Fax: (412) 232-3115 • www.gwpa.org

Before You Begin - Strategies for a Successful CGAF

What is the Purpose of the Common Grant Application Format Application?

Grantmakers of Western Pennsylvania created the Common Grant Application Format in 1996 to simplify the process of requesting and making grants. It is designed to benefit both grantseekers and foundation and corporate decision-makers who review grant proposals. It is not a form to be filled in. It is a format to be used as an outline for organizing and writing proposals.

How Should You Use (and How Shouldn't You Use) the Common Grant Application Format?

Read this entire document before you begin. Pay attention to the instructions for preparation that follow. You may duplicate the forms if necessary. Copies can be downloaded at www.gwpa.org, or obtained from the Nonprofit Resource Center at The Carnegie Library of Pittsburgh, 4400 Forbes Avenue, Pittsburgh, PA 15213

TIP

Do not simply produce a mass mailing of a single proposal. Take care to tailor each request, particularly in the cover letter and the executive summary, to the specific interests of each funder.

How Should You Start?

Know your purpose. Clarify your organization's priorities and purpose in seeking funds.

What Should You Do Next? Research, Research, Research.

Conduct research to identify foundations and corporations that make grants to your type of organization and in your geographic area. Use the resources of the Nonprofit Resource Center (as outlined on page 9), visit websites, request annual reports and obtain proposal guidelines. Make certain that the purpose of your proposal fits within the funder's guidelines. Now you are ready to consider writing a proposal. But, first, find out about each funder's application process. Some do not want a proposal right away. Many want you to begin by writing a letter of inquiry. Suggested guidelines for a letter of inquiry are in the addendum on page 10. Do not write a full proposal if a letter of inquiry is required.

Common Grant Application Format Outline

Ensure You Submit a Complete Application

A complete application should include the following items in the order indicated:

A. Cover Letter
B. Common Grant Application Format Cover Sheet (Page 5)
C. Executive Summary
D. Narrative (which is based on the CGAF guidelines)
E. Attachments (as indicated on Page 4)

Further explanation of each item is provided below and on the following pages.

TIP

Submit the correct number of copies. This will vary with each organization. Be sure to check each funder's requirements.

A. Write a Cover Letter.

Write a one-page cover letter that includes the following:

- Name of the program.
- Purpose of the program.
- A strategic reason for the funder to consider the program.
- Amount requested.
- Time period of the program or project.
- Name of the contact person and contact information.

The letter should be signed by the board president or chairperson and the executive director. If the proposal is a collaborative request, signatures of the participating organizations' representatives must be provided.

B. Complete the Common Grant Application Format Cover Sheet (page 5).

C. Write an Executive Summary of the Project, Program or Campaign.

Write an executive summary that includes:

- Brief description of the project.
- Outcomes you plan to achieve.
- Who the project serves and why it is important.
- Why your organization should receive the funds to implement the project and how the funds will be spent.

D. Write a Narrative.

Write a narrative that follows the CGAF outline below, using the headings and subheadings provided. As long as the narrative flows in the designated order, feel free to include information that you believe is important to make your case. The questions reflect the general interests of grantmakers, but are not intended to be all inclusive. If a question is not applicable, explain. If a problem exists that might detract from the credibility of your organization or project, address it briefly; do not avoid or dismiss it.

Avoid including the same information in different sections of the narrative. Be thorough, yet strive for brevity. More is not necessarily better.

TIP

Share your passion, your organization's uniqueness and strengths and how you will make a difference through your outcomes.

1. Organizational Information.

Provide background on your organization. If you are an affiliate of another organization, please describe.

- State your mission.
- Summarize your organization's history.
- Outline current programs and activities.*
- Highlight accomplishments.

*If you are applying for a general operating grant, these items may be similar to the ones indicated on the following page under "Purpose of Grant." Just include them in one place.

TIP

Be clear and succinct. Differentiate yourself from similar or competing organizations.

Common Grant Application Format Outline

2. Purpose of Grant.

If you are completing a proposal for a project or program or for operating funds, follow "a" instructions below. If you are completing a proposal for a capital campaign, follow "b" instructions below.

A) Project, Program, and Operating Funds Requests

- **Problem and Need.** Identify the problem to be addressed and the needs to be met by the project. What unique service(s) would the community be deprived of if you do not undertake this project? Provide supporting data.
- **Program/Project Goal.** Describe the goals and overall impact of the project or program.
- **Program/Project Design.** Describe your program objectives, activities, strategies, staffing, partners, timelines and explain how the design will enable you to address the problem or need. Identify the project as a new or continuing program.
- **Sustainability.** Specify your plans for financing the project at the termination of the grant. List other financing sources or strategies that you are developing.

TIP

If a similar program or device has been conducted by your organization or another, please discuss its impact. Does it represent an expansion or duplication of services in your area? If it doesn't, define its potential to serve as a model program locally or nationally.

B) Capital Campaign Requests

- **Describe the proposed campaign**, including goals and objectives.
- **Purpose and Outcomes.** Describe the goals and desired outcomes of the campaign.
- **Need.** Identify the need/problem to be addressed, target population and number of people to be served.
- **Status and Timetable.** Define the campaign as new or continuing and provide information on its status. Include a timetable for implementation and completion.
- **Partners.** If appropriate, identify any other participating organizations in the campaign and their roles.
- **Leadership.** List the campaign leadership and their affiliations.
- **Regulations.** Identify regulatory approvals, if required.
- **Organizational Impact.** Discuss implications of this campaign in relation to the organization's ongoing operational expenses.
- **Sustainability.** Specify your plans for continuing your progress at the termination of the grant, particularly if operating expenses are projected to increase at completion of the capital project. List other financing sources or strategies you are developing.

TIP

If timing is a critical factor or a "window of opportunity" exists that impacts the success of your capital campaign, please elaborate.

3. Evaluation.

- Interim and final evaluation and expenditure reports will be required for every grant awarded. It is important to design your evaluation process at the outset and begin to collect data from the beginning of the project, program or campaign.
- **Outcomes.** Describe the proposed program or project outcomes, with reference to long-range plans of the organization. What outcomes do you want to produce by the end of the first year, second year, etc.? If your program is continuing, what intended outcomes have been achieved thus far?
- **Measurement.** Outline your plan to document progress and results. How will you measure expected outcomes and the effectiveness of your activities? What will be your criteria for success? What tools will you use to evaluate your program and organization (records, surveys, interviews, pre- and post-tests, community feedback, etc.)?

Common Grant Application Format Outline

E. Attachments.

Include the following attachments in the order indicated:

1. Verification of 501(c)(3) tax-exempt status and public charities status.

- Copies of the advance or definitive IRS determination letters indicating 501(c)(3) tax-exempt status and public charities status.
- Copies of the pages of the most recent 990 showing public charities status and public support.

2. Organizational structure.

- List of officers and directors, including occupations, places of employment, diversity spread (age, gender, race), and other relevant affiliations.
- List of key staff members, plus résumés and job descriptions of key personnel involved in the project.

3. Financial information.

- Program/Project Budget or Capital Campaign Budget. (See Page 7 for sample format.)
- Organization's Current Operating Budget. Itemize all expenses and revenues.
- Grant Request (Project) Budget. (Depending upon the request, this could be a subset or the same as the program or operating budget.)
- Cash Flow Budget. Some funders may ask for a cash flow budget. Check with the organization for its specific requirement.
- Audited Financial Statements. Include audited financial statements for the most recent year.

4. For capital campaign requests only, also include:

- Fundraising Strategy. Describe your fundraising strategy by donor categories. List other foundation and corporate funders and the amounts committed or requested. Include all public funds and individual contributions supporting the project.
- Board Participation. Specify the amount to be raised from your board.
- Summary of Most Recent Capital Campaign. Outline the campaign goal, amount raised, board contributions, and beginning and ending dates.

5. Letters of support.

If you are collaborating with other organizations or have a need that you want to substantiate, you should include letters of support.

6. Organizational information.

Annual report or strategic business plan, if available. (Please do not send videos or other unsolicited information.)

TIP

Budgets should reflect the financial contributions of other funders and potential funders, with amounts committed or requested, and including public funds, individual contributions, and other sources of income supporting the project or capital campaign.

Common Grant Application Cover Sheet

Date of Application: _____

Legal Name of Organization: _____
(Should be the same as on IRS determination letter and as supplied on IRS Form 990)

Year Founded:_____Current Annual Operating Budget: $_____

Executive Director:_____Email:_____

Contact Person/Title (if different from Executive Director): _____

Address (principal/administrative office): _____

City: _____State: _____Zip:_____

Mailing Address, if different from above: _____

Phone: _____ Fax: _____

Website: _____

Project Name: _____

Purpose: _____

Amount Requested: $_____Total Project Cost: $_____

Project Goals: _____

_____

_____

Beginning and Ending Dates of the Project/Campaign: _____

Geographic Area to be Served: _____

_____

I CERTIFY, TO THE BEST OF MY KNOWLEDGE, THAT:

1. The tax-exempt status of this Organization is still in effect,
2. This Organization does not support or engage in any terrorist activity, and
3. If a grant is awarded to this Organization, the proceeds of that grant will not be distributed to or used to benefit any organization or individual supporting or engaged in terrorism, or used for any other unlawful purpose.

Signatures:

_____
President, Board of Directors Date

_____
Executive Director Date

Common Grant Application Budget Format

An accurate, detailed budget for proposed projects is a requirement of every funder. Your total budget should be broken down into the items specified below. As long as your budget is typewritten and contains the required information, you may submit it in a format convenient for you. A sample format with suggested revenue and expense categories follows.

A. Budget Heading

- Specify the budget period (e.g., January 1, 2010 to December 31, 2010).
- Specify the requested amount and the total cost of the project.

B. Revenue

If the requested amount is different from the total cost of the project or campaign, itemize all confirmed and anticipated sources of revenue, and provide a revenue total. Refer to the following example for possible revenue categories. Also, indicate the amount of funds, if any, for this project that will be drawn down from your operating budget and/or reserve fund or endowment.

C. Expenses

Itemize your expenses and provide an expense total. Include any additional items relevant to your particular program, project or campaign.

D. Narrative

This section should include:

- A list of assumptions on which the budget was based.
- An explanation of any unusual budget items.
- The percentage of overhead applied to the project should precede the itemized listing, if applicable.
- In-kind expenses and donations or matching funds should also be described.
- If your organization has affiliates and/or subsidiaries, please explain.

See next page for sample project budget format and categories.

Common Grant Application Budget Format

E. Sample Project Budget Format and Categories

Revenue	Committed Funds	Pending Funds
1. Grants/Contracts/Contributions		
Local Government		
State Government		
Foundations (itemize on separate lines)		
Corporations (itemize on separate lines)		
Individuals		
Other (specify)		
2. Earned Income		
Events		
Publications and Products		
3. Membership Income		
4. In-Kind Support		
5. Other (specify)		
TOTAL REVENUE		
Expense	**Amount Requested In This Proposal**	**Total Project Expenses**
Personnel		
Salaries and Wages * (see Example below)		
Payroll Taxes		
Benefits		
Consultants and Professional Fees		
Travel/Professional Development		
Operations		
Rent		
Utilities		
Telecommunications		
Postage/Messenger		
Printing and copying		
Equipment		
Supplies		
Other		
TOTAL EXPENSE		
*(Example) Full-Time Personnel Executive Director ..... $_____ Staff Position #1 ..... $_____ Staff Position #2 ..... $_____ Staff Position #3 ..... $_____ Part-Time Personnel Staff Position #4 ..... $_____ Staff Position #5 ..... $_____ Staff Position #6 ..... $_____		
Surplus (Deficit)		
TOTAL REVENUE		
(TOTAL EXPENSE)		
TOTAL SURPLUS (DEFICIT)		

Addendum

LETTER OF INQUIRY - SUGGESTED GUIDELINES

Many foundations request that interested applicants send a letter of inquiry (or letter of intent) before submitting formal grant proposals.

Before submitting such a letter, be sure to conduct research to identify foundations and corporations that make grants to your type of organization and in your geographic area. Make certain that your purpose for seeking funds fits within the foundation's guidelines. Check each organization's website or annual report for an outline of its letter of inquiry and its grant guidelines.

Letters of inquiry should be concise, generally one to three pages and should be signed by the organization's Executive Director or Board Chair. Below is a list of suggested information to be included:

Organization

- Brief description of organization
- Address, telephone number, fax number, email address
- Name of contact person

Project or Program

- Summary – one sentence statement of proposed project or program
- Overview – purpose, objectives, goals, how project relates to funder's priorities
- Description – target population, specific action plan, timeframe and duration
- Implementation (and results) – qualifications for executing proposed projectexpected outcomes, how effectiveness will be monitored and evaluated, plan for continuance at conclusion of requested funding
- Cost – amount requested, total project cost, private and public funding sources (pending and received)

Attachments (each funder may have specific preferences for information to be included)

- IRS 501(c)(3) determination letter
- Mission Statement
- Board of Directors list

In addition, many funders request that their application sheet or the Common Grant Application Cover Sheet be attached to the letter of inquiry. Be sure to check with the respective funder for its preference.

Proposed Project Budget

Applicant Organization: _____

Start Date: _____ End Date: _____

		Total Project Budget	Requested from Sierra Health Foundation	Other Funding Committed to Project
I. Personnel				
Salaries	FTE			
1				
2				
3				
4				
5				
6				
7				
8				
Payroll Taxes and Benefits				
Consultant Fees				
1				
2				
3				
4				
Total Personnel				
II. Other Expenses				
Office Supplies				
Postage				
Printing/Duplicating				
Information/Materials				
Equipment				
Rent / Utilities				
Travel				
Miscellaneous (List)				
1				
2				
3				
4				
5				
6				
7				
8				
Total Other Expenses		$0.00	$0.00	$0.00
Indirect (up to 15% of direct costs)				
Total Grant Expenses		$0.00	$0.00	$0.00

SAMPLE - Budget Narrative – **SAMPLE**

(NOTE: The Budget Narrative is the justification of 'how' and/or 'why' a line item helps to meet the program deliverables.)

A. Salary – Total: $54,818.00

Program Director currently oversees the program and will spend 100% of their time hiring, supervising and training staff. This individual's annual salary is $26,596.00 and will be covered for the 12 months of the contract.

Program Coordinator will spend 100% of their time providing direct service to the participants (describe services). This individual's annual salary is and will be covered for the 12 months of the contract totaling $22,000.00.

Program Assistant is a part-time assistant which will provide (describe services). This individual's annual salary is $9.15 per hour for 20 hours a week for 34 weeks of the contract year totaling $6,222.00.

B. Fringes – Total: $18,629.00

FICA will be paid for all salaries: $54,818.00 x .0765 = $4,194.00.
Unemployment cost is $17,300.00 x 3 x .03 = $2,855.00.
Retirement for full-time employees: $48,596.00 x .06 =$2,916.00.
Health Insurance cost for full-time employees is the following:
Director: $357 x 12 months= $4,284.00**.**
Coordinator: $365 x 12 months= $4,380.00.

C. Staff Development – Total: $300.00

The Program Assistant will attend Classes at the local community college to continue their education in the area of social work and administration for two semesters. 2 semesters x 2 classes x $75.00 per class=$300.00.

D. Travel – Total: $1,689.00

The staff is expected to travel around the county/State to visit sites, attend meetings and trainings/conferences, meet with county partners, visit families etc. The agency reimbursable rate is 0.445 and not the Federal rate of 0.585.

Program Director 300 miles x .0445 = $134; Daily Subsistence $91.75 x 5 days =$458.75; Total 593.00.
Program Coordinator 200 miles x 0.445 = $89; Daily Subsistence $91.75 x 5 days= $458.75; Total $548.00.
Program Assistant 200 miles x 0.445 = $89; Daily Subsistence $91.75 x 5 days =$458.75; Total $548.00.

E. Equipment Purchases – Total: $1,200.00

One computer package including printer, scanner, and Word Programs will be purchased. The computer will be based in the administrative office and will be used to develop and maintain client databases in addition to performing administrative work connected to this program.

F. Transportation-Recipient – Total $4,380.00

Due to the lack of transportation services in the county, transportation is provided for families and children to participate in activities.
Gas: $100.00 a month x 12 months= $1,200.00
Insurance: 0 Automobile Liability per year for $480.00
Repair and Maintenance: Routine Maintenance for Van (oil change, tires, etc.) as needed $300.00.
Van Rental For use of County Transportation Vans ($200.00 a month x 12 months) =$2,400.00.

G. Medical Supplies and Expense – Total: $100.00

4 First-aid kits will be purchased in case of a medical emergency. 4x $25.00 =$100.00

H. Cost of Space – Non Residential – Total: $7,133.00

Monthly rent and utilities cost is necessary for the site location to provide the services and activities. The cost is pro-rated at 50% for Rent and Utilities because the Department of Education Contract covers the other 50% of the cost.

Rent: $600.00 a month (pro-rated 50% of usage) $300.00 x 12 months= $3,600.00.
Utilities: $300.00 a month (pro-rated 50% of usage) $150.00 x 12 months= $1,800.00.
Repair/Maintenance: $50 a month x 12 months= $600.00.
Janitorial Supplies: $30 a month x 12 months = $360.00.
Liability/Property Insurance: $1,546.00 per year (pro-rated 50%) = $773.00.

I. Room and Board- Residential Treatment – N/A **Total: $0**

J. Service Payments - N/A **Total; $0**

K. Other – **Total: $11,751.00**

Meeting Supplies: to provide supplies for administrative meetings, workshops, etc. $75.00 x 12 months = $900.00.

Employee Training: to provide supplies for professional development and orientation for staff. $41.67 x 12 months = $500.00.

Dues and Subscriptions: to maintain memberships to organizations $10 x 12 months = $1,200.00

Flex Funds: to provide financial support to participants pay bills, provide clothing etc. $ 91.66 per month x 12 months = $1,100.00.

Office Supplies including binders, file folders, printer paper, toner, staples, etc. $100.00per month x 12 months = $1,200.00.

Phone and Internet Service: This service is needed to stay connected to funding sources, parents, community collaborators and staff. $ 125.00 per month x 12 months = $1,500.00.

Postage: Includes mailing, postage of flyers, program announcements, fiscal reports etc. $100 x 12 months =$1,200.00.

Printing*:* to include flyers, registration forms, handouts, workshop information, binding etc. $41.67 x 12 months = $500.00.

Advertising: To include hiring notices, meetings, special events $50.00 x 12 months=$600.00.

Sub Contracting for Lawn and Parking lot: to maintain the appearance and safety of the outside area of the organization. $83.33 x 12 = $1,000.00.

Curricula Cost: (Name Curricula and population it will serve): $1,200.00.

Snacks: provided for meetings, participants, etc. $70.92 x 12 months = $851.00.

L. Indirect Costs – N/A **Tota: $0**

Total: $100,000.00.

Statement of Problem / Need Exercise

What is the Need/Problem?

Where would you find back-up statistics?

What has been done previously, how will you solve it and why is your program unique?

Methods and Strategies Exercise

What is your objective that you will your methods will meet?

What methods or strategies will you use to achieve your objective?

Sustainability Planning

Questions to think about when starting the process

- What is the main purpose of our organization? What is our mission? What is our vision?

- What are the community's needs? How well does our mission align with those needs?

- What are we trying to accomplish by maintaining our programs or services?

- Do we fill a gap in services?

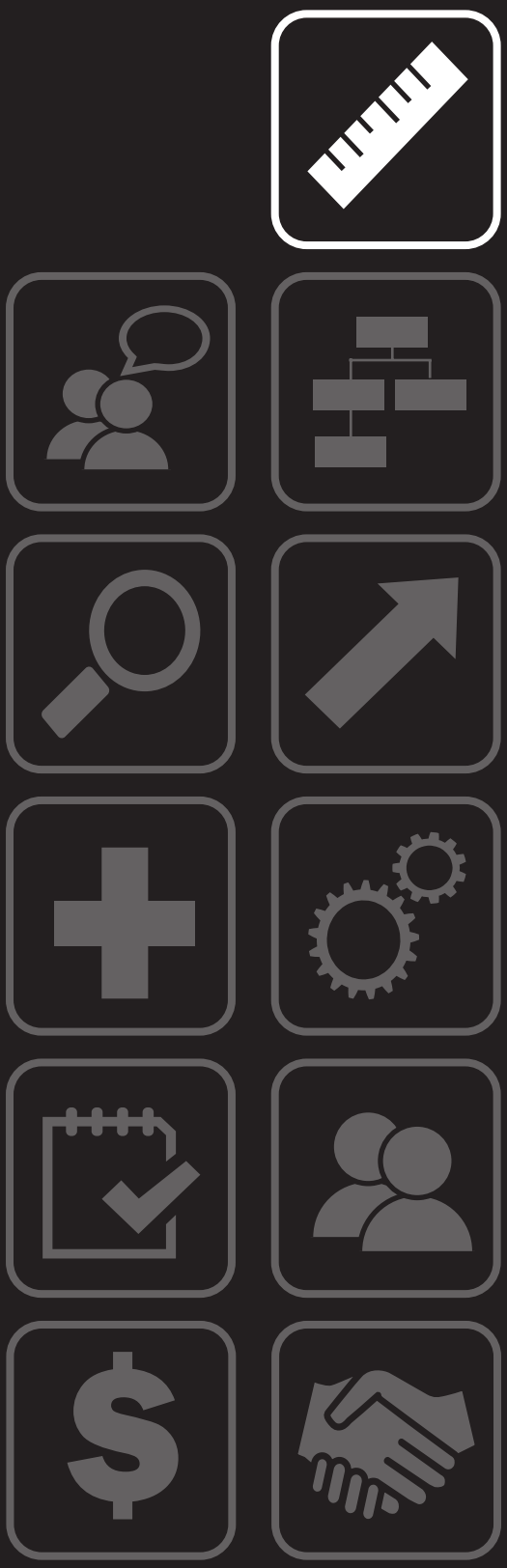
- How do we see ourselves, our role, and our relationship to the community we serve?

- How many and what kinds of people, with what skills, do we need to run our programs and services?

- How should we make our best contribution to the social service provider network? What organizations should we collaborate or partner with directly in order to maximize the impact we have on the community?

STRENGTHENING NONPROFITS:
A Capacity Builder's Resource Library

Measuring Outcomes



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INTRODUCTION

The Compassion Capital Fund (CCF), administered by the U.S. Department of Health and Human Services, provided capacity building grants to expand and strengthen the role of nonprofit organizations in their ability to provide social services to low-income individuals. Between 2002 and 2009, CCF awarded 1,277 grants, and the CCF National Resource Center provided training and technical assistance to all CCF grantees. *Strengthening Nonprofits: A Capacity Builder's Resource Library* is born out of the expansive set of resources created by the National Resource Center during that time period, to be shared and to continue the legacy of CCF's capacity building work.

Strengthening Nonprofits: A Capacity Builder's Resource Library contains guidebooks and e-learnings on the following topics:

1. Conducting a Community Assessment
2. Delivering Training and Technical Assistance
3. Designing and Managing a Subaward Program
4. Going Virtual
5. Identifying and Promoting Effective Practices
6. Leading a Nonprofit Organization: Tips and Tools for Executive Directors and Team Leaders
7. Managing Crisis: Risk Management and Crisis Response Planning
8. Managing Public Grants
9. Measuring Outcomes
10. Partnerships: Frameworks for Working Together
11. Sustainability
12. Working with Consultants

Who is the audience for *Strengthening Nonprofits: A Capacity Builder's Resource Library*?

Anyone who is interested in expanding the capacity of nonprofit services in their community – from front line service providers to executives in large intermediary organizations – will benefit from the information contained in this resource library. The National Resource Center originally developed many of these resources for intermediary organizations, organizations that were granted funds by CCF to build the capacity of the faith-based and community-based organizations (FBCOs) they served. As such, the majority of the resources in *Strengthening Nonprofits: A Capacity Builder's Resource Library* support intermediary organizations in their capacity building efforts. However, funders of capacity building programs (Federal program offices and foundations) and the nonprofit community (including FBCOs) at large will also find these resources helpful. In addition, individuals working to build capacity within a program or an organization will be able to use these resources to support their efforts to implement change and make improvements.

The ***Measuring Outcomes*** guidebook will be helpful to any organization interested in learning more about implementing or improving its procedures for measuring outcomes.

Who developed the ***Measuring Outcomes*** guidebook?

The guidebook was originally developed by the National Resource Center with assistance from Judy Clegg and Dawn Smart. It was updated in 2010 for the Department of Health and Human Services by the National Resource Center.

OVERVIEW

Although there are many uses for the information generated by **outcome measurement**, organizations often make the effort because they are required to do so. They are asked to be accountable for the use of their grant maker's funds. This includes foundations and grant making organizations such as the United Way, as well as local, state, and Federal government agencies.

In 1993, Congress enacted the Government Performance Results Act (GPRA) to ensure that the Federal government focuses on the performance of programs. Federal departments are now required to assess the effectiveness of their programs. Most programs require grantees to report on activities and outcomes throughout and after their grant, as well as participate in research and evaluation efforts.

Every organization hopes to deliver quality services. Outcome measurement will help you understand whether yours does. With the information you collect, you can determine which activities to continue and build upon and which you may need to change in order to improve the effectiveness of your program.

Why Measure Outcomes?

Outcome measurement has become one of the most important activities that social service organizations undertake. There are several compelling reasons to measure outcomes:

1. **Measuring the effectiveness of an intervention.** How do you know if a program was effective? If a program was not effective, would you want to know so that it could be improved? It is unlikely that we build capacity simply for the sake of building capacity, and because of this, we need to know whether or not our programs are effective, just as the nonprofits we serve need to know if their services are achieving the desired results.
2. **Identifying effective practices.** With the information you collect, you can determine which activities to continue and build upon. Some practices might be modified and replicated for other programs or initiatives based on your results.
3. **Identifying practices that need improvement.** Some activities may need to change in order to improve the effectiveness of your program.
4. **Proving your value to existing and potential funders.** The climate for funding social services and capacity building has undergone some radical transformations in the last few decades. Funders are keenly aware of the need to document the success of programs. Capacity building has lagged somewhat behind the social services field in having established evaluation standards. In 2003, the Alliance for Nonprofit Management reported that the capacity building field still lacked a framework for evaluation. However, this is changing, and it is important for capacity builders to stay ahead of the curve to be able to continue doing their work.
5. **Getting clarity and consensus around the purpose of your program.** Everyone in your organization, from board members to service staff to volunteers, should understand what is going on in your program and what it is intended to achieve. Outcome measurement helps to clarify your understanding of your program.

What is Outcome Measurement?

Accredit, adjudge, analyze, appraise, appreciate, assay, assess, audit, check, classify, consider, critique, determine, estimate, examine, evaluate, find, gauge, grade, inspect, investigate, judge, measure, monitor, rank, rate, referee, report, review, score, scrutinize, study, test, validate, weigh.

There are countless words used in the world of evaluation and a fair amount of confusion and debate about precisely what each word means. This guidebook uses the phrase "outcome measurement" to describe one approach to exploring the impacts or results of a program and to distinguish outcome measurement from more elaborate or complex types of evaluation.

Outcome measurement is "a systematic way to assess the extent to which a program has achieved its intended results."[1] The main questions addressed in outcome measurement are:

- What has changed in the lives of individuals, families, organizations, or the community as a result of this program?
- Has this program made a difference?
- How are the lives of program participants better as a result of the program?[2]

During the last thirty years or so, most of the reporting required of groups receiving government or charitable funds has focused on what staff do, how many people they serve, and how many hours of service they deliver. Outcome measurement asks, and attempts to answer, the question, "So what?"

- So what if you provide an organization with ten hours of technical assistance on fundraising techniques? Is the organization better able to raise money? Do they?
- So what if you train an organization on how to develop a strategic planning process? Can the organization effectively perform the steps involved? Do they?
- So what if your staff works with five faith-based or community organizations on developing partnerships? Do those organizations actually follow through and increase their collaboration efforts? Do those efforts result in new partnerships?

Outcome measurement is most commonly used in the nonprofit world; a similar phrase, "**performance measurement**," is used more often in the business and government arenas. In essence, they mean the same thing.

"**Compliance monitoring**" is another phrase in use today, referring most often to the contractual arrangements made between an organization and its grant maker on the use of funds. Compliance monitoring keeps records on what and how much service a program delivers, the clients its serves, and how much money it expends in relation to what the organization agreed to with the funder. It may, but does not necessarily, include information on the outcomes of the program.

The term "**evaluation**" is used broadly to cover an entire range of activities, including studies where the steps undertaken can specifically and with more certainty show that the results the program achieves are attributable to it and not to other factors. A typical definition of program evaluation is, "the systematic application of social research procedures for assessing the conceptualization, design, implementation, and utility of health or social interventions."[3]

Evaluation research focuses on "causation," proving that the activities provided through the program are the reason why change occurred for the people receiving the service. This requires considerably more time and effort, and this is the basis for the distinction in this guidebook between outcome measurement and evaluation:

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1 Reisman, Jane and Judith Clegg. *Outcomes for Success!* (Seattle, WA: The Evaluation Forum, 2000), 9.

2 Ibid.

3 Rossi, Peter H., Mark W. Lipsey, and Howard E. Freeman. *Evaluation: A Systematic Approach*, 7th ed. Thousand Oaks, CA: Sage Publications, 2004.

Outcome measurement will explore what your program provides, what its intended impacts are, and whether or not it achieves them. It will *not* prove that the changes that take place are a result of your program.

People often get stuck in the outcome measurement process because of all the terminology. Is it an outcome, an accomplishment, an achievement, or a result? Is it a **goal** or an **objective**? Is it an **indicator** or a performance measure? Some people see goals and objectives as interchangeable; others see outcomes and objectives as the same. To keep it simple, this guidebook uses three terms consistently:

- **Goal —** broad statement of the ultimate aims of a program
- **Outcome —** the changes in the lives of individuals, families, organizations, or the community as a result of the program
- **Indicator —** the specific, measurable information collected to track whether an outcome has actually occurred

You should not let semantics stop you from moving ahead with your outcome measurement work. This guidebook uses the term "outcome measurement," but it also may use the words "evaluate" or "evaluation" to cover the broad concept of exploring the changes that take place as a result of a program. The glossary in the appendices clarifies many of the terms used frequently in outcome measurement and evaluation work. You likely will need to "translate" some of the terms you encounter.

Some Words of Caution: Limitations of Measuring Outcomes

Program managers should remember that outcome measurement is not in and of itself a meaningful activity. Measurement is simply a means to help programs and nonprofits collect more information in support of continuous improvement of services. Here are some limitations to consider as you implement your outcome measurement plans:

- "Soft outcomes" may be more important than the movement towards metrics allows them to be. Building relationships between people or organizations or within communities is an important result of activities undertaken by many nonprofits, including capacity builders, but is hard to measure. The outcome measures then can be unsatisfactory, either because they are poor substitutes for these soft outcomes or because they ignore them altogether.
- Measurement cannot not take the place of judgment and managerial decision making. The analysis and interpretation of data, as well as knowing how and when to share the information you collect, is not something that can be replicated by a statistical analysis tool or a spreadsheet. Managers will still need to apply critical thinking skills to the information gathered in the process.
- In some cases, the outcomes take years, if not decades, to materialize. Once again, the outcomes an organization chooses may simply be proxies for longer-term outcomes. On the other hand, the process of measuring outcomes forces us to consider what changes our activities have the most influence over. This must be balanced with activities that contribute to systemic changes that take years and decades to realize.
- Long-range planning is difficult, and because performance data does not speak to causality, managers are unable to definitively say how the agency's activities contributed to the improvements. Moreover, outcome measurement is about the past. Decision making (budgets, policy, etc.) is about the future, where environments and other influencing factors may be changing.

Effective Outcome Measurement Practices

This guidebook is not meant to make you an expert in evaluation or research methodology. Rather, it will provide you with the basics you need to conduct outcome measurement. However, it is important to recognize that the outcome measurement work you undertake (and the outcome-related work of faith-based and community organizations who receive your support and assistance) must meet certain standards. Four program evaluation standards have been developed by the Joint Committee on Standards for Educational Evaluation.[4] They are commonly accepted as guiding principles for any effective evaluation work, including outcome measurement. The standards include:

- **Utility —** the information generated must serve the needs of the intended users
- **Feasibility —** the process undertaken must be realistic, prudent, diplomatic, and frugal
- **Propriety —** the evaluators must behave legally, ethically, and with due regard for the welfare of those involved and affected
- **Accuracy —** the findings must reveal and convey technically accurate information

Without attention to these standards, your work and your results will not be credible or useful and, ultimately, will not help you continually improve your program. Additionally, you may find helpful these promising practices, which have been adapted from the Alliance for Nonprofit Management's survey of evaluation of capacity building:[5]

Begin with the end in mind. Ideally, evaluation planning starts when the planning for the project starts, and before the activities are underway. The entire first phase of outcome measurement in this guidebook discusses outlining your goals and the outcomes your program wishes to achieve.

Involve stakeholders. Involving stakeholders will help you gain buy-in for the process because the organizations and individuals involved will influence the definitions of success. It also helps to ensure that all stakeholders are on the same page when it comes to the purpose of the program.

Align closely with assessment. The assessment not only provides a baseline from which improvement can be measured, but a thorough and accurate assessment ensures that the capacity building activities identified will truly move the organization forward towards the intended outcomes.

Understand the context. Nonprofits operate in many different environments and industries, and so a one-size-fits-all approach to evaluation will likely fail. The evaluation design must take into account the context of the nonprofit. Is it an education program or a hospital? Does it operate in the city or in rural areas? Does it serve immigrants or particular minority communities? All of these contexts can influence what it means to be effective and how you can gather data. Customize the evaluation according to the context in which the organization operates and the outcomes toward which you are striving. Throughout this guidebook, you will find tips for customizing your efforts to the audience with whom you are working.

Use the evaluation for learning. The Alliance report puts it best when it says, "The ultimate purpose of evaluation should be focused on continuous learning and developing practices that move organizations toward greater effectiveness." The last phase of outcome measurement addressed in this guidebook is about reflecting on your outcome measurement process in order to improve your services as well as the outcome measurement process itself.

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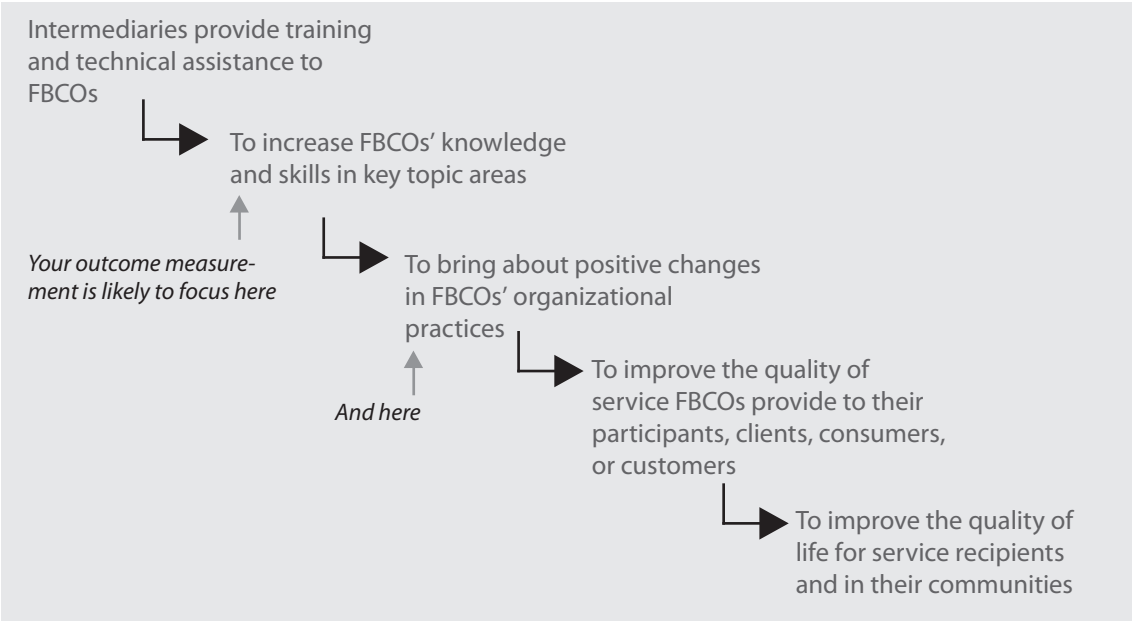
4 Yarbrough, Donald B., Lyn M. Shulha, Rodney K. Hopson, and Flora A. Caruthers. *The Program Evaluation Standards: A Guide for Evaluators and Evaluation Users*, 3rd ed. Thousand Oaks, CA: Sage Publications, 2010.

5 Linnell, Deborah. *Evaluation of Capacity Building: Lessons from the Field.* The Alliance for Nonprofit Management. 2003.

An Outcome Framework

This guidebook provides information useful to both capacity builders and the faith-based and community organizations (FBCOs) they serve. The outcome measurement steps are the same, regardless of who conducts the work, and regardless of the type of program. The examples included in the guidebook generally apply to functions performed by both groups, e.g., grants acquisition, grants management, or partnership development.

As an intermediary, your outcomes focus on increasing the capacity of grassroots organizations to deliver high-quality services. Ultimately, these organizations focus on improving the quality of functioning and life for the participants, clients, consumers, or customers they serve and the communities in which they operate. One way to visualize the relationship between you and the grassroots organizations with whom you work is shown below and demonstrates how your success on your outcomes contributes to the success of FBCOs.



GETTING STARTED

Your outcome measurement efforts will benefit greatly from some planning at the front end. Before you jump in, bring together the staff that will be involved in the outcome measurement process and discuss the questions outlined below. The better the planning, the more impact the outcome measurement will have on your organization.

1. Where Should We Focus?

In starting out, it's particularly important not to try to measure too much. Start slowly and learn from your experience. Don't try to perform outcome measurement at the same time. Pick one program or service as a beginning. Questions that will help you figure out where to begin include:

- Is a funder, board member, or staff person requesting that you look at a particular program?
- Do you have a new program with an unproven track record?

- Do you have an existing service with shaky performance?
- Do you have an effective program that you want to document as being so?

2. What Do We Want to Accomplish with Our Outcome Measurement Efforts?

Once you have decided what program to evaluate, explore the purpose for the outcome measurement processes. There are often a variety of reasons underlying the decision to carry out outcome measurement related to your programs. Which options below apply most directly to the program you intend to examine?

- To identify what constitutes success for a program and how it will achieve that success (often as part of a program design process prior to funding and implementation)
- To determine whether the program theory underlying the program is correct (often as part of a program redesign when new research indicates that the assumptions underlying the program cannot be substantiated)
- To describe how you intend to measure a program or service's impacts (often as part of a funding request)
- To report on a program's impact (often as part of a staff or board planning process)
- To determine whether the program has been effective in achieving its intended outcomes (often as part of a funder's request for evidence that the program merits continued funding)
- To determine whether to continue the program and allocate ongoing funding (often as part of internal budget-related priority setting)
- To make improvements in how the program is delivered (often as part of a program-wide or organization-wide quality improvement effort)

3. Who is on Our Outcome Measurement Team?

Once you have decided what you want to learn, it's time to make it operational. You can start by putting together a small team of people to manage the process. As you think about the roles of the team, consider who on your staff possesses the following skills:

- **Project coordination**, including laying out tasks in a sequence, informing other staff of their roles and assignments, providing assistance to people as they complete their parts of the evaluation process, and ensuring that the work is being done
- **Service or program knowledge**, including the ability to identify the relationship between the activities being provided and the intended impacts, and an understanding of the types of outcomes your program could achieve
- **Computer skills**, including expertise in formatting surveys and other data collection **instruments**, creating spreadsheets or databases, and entering data

Like any organizational activity, someone must be in charge of outcome measurement to make sure that it proceeds smoothly and according to a timeline. Among the team members, who should be designated as the team leader? Outcome measurement is more difficult to implement successfully when it is an unbudgeted add-on to a staff person's full-time job. Your outcome measurement work will go much more smoothly if you carve out the time for the lead staff person to manage these efforts. If you start with an outcome measurement focus on one program, ideally the team leader managing your evaluation will spend about one day per week to accomplish the work.

Do We Need to Get Help?

Often, smaller organizations feel that they do not have the staff capacity to implement outcome measurement activities. It is possible to contract out for help. You can hire an individual experienced in evaluation to design and/or implement your outcome measurement efforts. You may have someone on your board with the expertise you need. You may be able to seek assistance from a local university or community college or advertise for a volunteer with evaluation skills. You may not need help for the entire evaluation; perhaps you only require an outside person to assist your staff with some of the more technical aspects of the work, e.g., survey design, data analysis, etc.

CHECKLIST FOR OBTAINING AND USING OUTSIDE HELP

- ❑ Do we need specialized expertise to carry out the outcome measurement tasks? What specific expertise do we need?
- ❑ How much control should this individual have as compared to our outcome measurement team? How flexible is this person going to be?
- ❑ Who has the expertise and is available to help us—universities or other research institutions, consultants, students, or other volunteers?
- ❑ Do we know any other organizations who have obtained outside help? Can they provide any recommendations?
- ❑ What exactly do we need help doing? What specific tasks should we contract out?

4. How Can We Make This a Participatory Process?

Once you have clearly identified why you are carrying out your outcome measurement process and put a team in charge of carrying it out, you can decide on involving others in the process. Front-line staff may find outcome measurement threatening. Many have participated in outcome measurement as a response to poor performance or as a part of corrective action plans and may feel that their programs are under attack. You can allay people's concerns about outcome measurement by involving them in the process. Outcome measurement results have the greatest likelihood of being used (for the intended purposes you have identified above) if the people most directly affected have meaningful participation in the design and implementation of the process.

When deciding whom to invite into the evaluation process, consider the various tasks and roles needed and the following options:

- Program director
- Front-line staff directly involved in providing the service
- Participants or clients who use the program
- Staff from other programs or organizations working with you
- Volunteer researchers or students from a university, if available

You might also want to include local funders. They can be very helpful in identifying the programs to focus on and in articulating the key questions to answer.

5. Is the Timing Right?

Developing an outcome measurement plan will likely take a number of months. For organizations first learning outcome measurement, it may take as long as three years to develop a comprehensive, smoothly running outcome measurement system. The first year may be a learning year, with the second devoted to testing your systems. It may not be until the third year of data collection that staff sense the results are valid and meaningful. It may take you much less time, but be patient! United Way of America's *Measuring Program Outcomes* manual[6] includes a section on timing and a template you can use to lay out a timeline for your outcome measurement work.

Timing is also important to funders. Make sure to consider when your funders' reporting cycles are so that you are producing outcome measurement results at a time that aligns with their requests for information about your program's impacts.

There are times when conducting outcome measurement may not be a good idea. If your organization is in crisis, people cannot give their attention to evaluation tasks. If the organization is in severe financial trouble, people must focus on solving that problem. If this is true for you, and if you have any leeway in terms of reporting requirements, consider delaying your outcome measurement work until it can get the attention it deserves.

6. What Resources Will We Need?

Outcome measurement does require resources. The categories below will give you some idea of what to consider when planning your budget:

- Staff time
- Consultants
- Communication (e.g., postage and telephone)
- Supplies and equipment
- Printing

A standard that many organizations use for estimating the cost of evaluation is 5 percent of a program's budget. However, once an outcome measurement system is put into place, it costs less to maintain over time.

Most organizations include the cost of outcome measurement as part of their administrative overhead, but funding to support the work may be available from other sources. Program funders are often willing to support a portion of the outcome measurement cost, particularly if you have built these costs into the funding request at the front end or the funder has placed a high priority on outcome measurement as part of its funding cycle. Some funders specify an amount or percentage of their grants that must be used for evaluation. In addition, organizations wishing to evaluate a program more deeply may seek funding specifically for that purpose.

6 United Way of America. *Measuring Program Outcomes: A Practical Approach*. Alexandria, VA: 1996.

CHECKLIST FOR GETTING STARTED

- ❑ What program will you start with?
- ❑ Who will be involved in the outcome measurement team for the planning and the implementation?
- ❑ Who will manage the process?
- ❑ Will you need outside help with your work?
- ❑ What additional costs do you anticipate and how can you budget for them?
- ❑ What resources are available to conduct outcome measurement?
- ❑ What is the timeline for your outcome measurement process?

Next, we will look at the key phases in the outcome measurement process and provide information to help you prepare for and conduct outcome measurement. The phases include:

1. Identify outcomes and develop performance measures
2. Create and implement a data collection plan
3. Analyze the data
4. Communicate the results
5. Reflect, learn, and do it again

PHASE 1: IDENTIFY OUTCOMES AND DEVELOP PERFORMANCE INDICATORS

This phase has two objectives:

1. Establish a shared understanding of what the program or project is and how it is supposed to work by completing a logic model including inputs, activities, outputs, and outcomes.
2. Create a set of measures that correspond to your logic model and can be used to assess the accomplishments of staff and project partners.

About Outcomes and Outcome Statements

Outcomes define what you want a program or service to accomplish. As a capacity building organization, your intended outcomes focus on the impacts or changes that the organizations experience as a result of your help. Sometimes providers of technical assistance believe that outcomes only relate to an "end-user," e.g., clients, individuals, or families participating in a program provided by an organization with whom you are working. These are outcomes for the programs operated by the FBCOs, *not* for you as the organization providing technical assistance.

In this example, your client is the FBCO and your outcomes relate to increasing that organization's capacity. Here are two questions to help you think about this important point:

- Who is the recipient of the technical assistance and/or funding I am providing?
- What is the intended impact or change I want this assistance to produce?

Another trap many organizations fall into when identifying outcomes is to describe what *they* have done (i.e., the activities they carried out) rather than the impact of these activities on the *client organization*.

When you review your draft outcomes, ask yourself these two questions:

- Do they focus on my client (the organization) and not the client's client (the individual, group, community, etc.)?
- Do they describe the intended changes for the client organization, not what I am doing to achieve that impact?

As you become familiar with outcomes, remember that you are not going to measure very many. You'll want to pick a couple that are the most directly connected to the assistance you are providing. You can use outcome statements to help you develop your outcomes. Writing an outcome statement can take a number of forms—the more straightforward, the better. Here are two typical formats you might use:

TYPE OF CHANGE:	IN WHAT:	FOR WHOM:
Increased	ability to raise funds	FBCOs receiving training

WHO:	CHANGE:	WHAT:
FBCOs receiving training	increase	ability to raise funds

Using Outcome Chains

Outcome chains can help organize your thinking about what you hope to achieve. They require you to put your program theory to work and articulate how your activities will bring about the impacts in the organizations with whom you are working. Outcome chains create a logical progression of the short-term, intermediate, and long-term outcomes that lead to your goals. The outcome framework depicted in the Measuring Outcomes Overview is an example of an outcome chain. Here is another example:

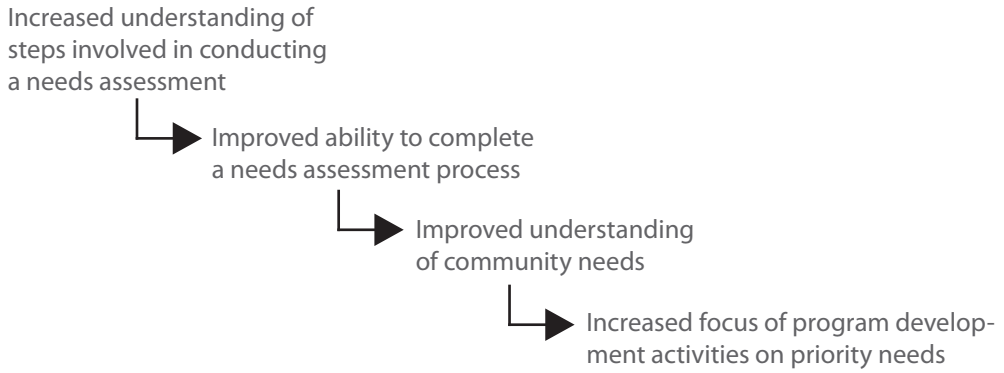
Training and Technical Assistance Leads to:

REACTION: ↓	Feedback	How useful was the assistance provided? (*Was the client satisfied with the service?)*
LEARNING: ↓	Changes in knowledge or skill	What gains were made in knowledge or skills? (*Did the client learn from it?)*
BEHAVIOR: ↓	Changes in behavior	How has their behavior changed? How have they applied their knowledge? (*Did the client use it?)*
RESULT: ↓	Improvements in the organization	What has changed for the organization as a result? (*Did it produce return on investment for the client?)*
GOAL ATTAINMENT:	Achievement of organizational goals	What results are evident in the community or individuals? (*Did it benefit the community where the client was located?)*

Sometimes organizations only measure the first level of outcome in the chain (in this case, by getting feedback on customer satisfaction). At other times, they may measure outcomes at all levels. Your decision regarding the "length" of your outcome chain depends to some degree on the type of and extent of the services you provided. If, for example, you sponsored a brief orientation about board development, you might only seek *reaction* from the participants in the session (the first outcome in the chain). If, however, you provided a series of workshops on board development and people attended them all, you would likely also measure *learning* and *behavior* (the next two levels on the outcome chain). If you additionally provided one-on-one technical assistance on board development, you might measure the *result* in terms of what changed in the organization. You probably will decide not to measure *goal attainment* at first, and instead focus on points earlier in the outcome chain.

Outcome Chain Example

Technical assistance in needs assessment and planning with clients (FBCOs) and their communities leads to:



OUTCOMES CHECKLIST

- ❑ Are the outcomes related to the "core business" of your program?
- ❑ Is it within your control to influence the outcomes?
- ❑ Are your outcomes realistic and attainable? Are your outcomes achievable within the funding and reporting periods?
- ❑ Are your outcomes written as change statements—will things increase, decrease, or stay the same?
- ❑ Have you moved beyond client satisfaction in your outcomes?
- ❑ Is there a logical sequence among your short-term, intermediate, and long-term outcomes?
- ❑ Are there any big "leaps" in your outcomes, i.e., gaps in the progression of impacts?

Outcome chains help develop a clearer picture of what you are trying to accomplish in your programs. To get a more complete picture of what outcomes your program's activities and inputs will lead to, you can build a logic model.

Logic Models

Presented in a clear graphic format in precise language, the **program logic model** is a representation of the linkages between program activities and the changes those activities will produce.[7] It helps you see whether there is any "logic" to your program—whether the connections between what you do and what you hope to achieve make sense. It provides greater clarity about and helps tell the story of your program.

You can create a logic model to organize a great deal of information about your technical assistance services. As you can see from the example below, a logic model is a great way to "tell your story." It describes the resources you need, the activities you plan to carry out, the products of those activities, and the resulting impact you intend to achieve. It is often helpful to use the development of a logic model as a program planning or design tool, as it can help you think through what it will take to achieve the outcomes you have in mind.

This connection between the activities you provide and the outcomes you hope to accomplish is known as the program theory; it articulates the assumptions about the ability of certain activities to drive particular changes. Many nonprofit providers, including FBCOs, use logic models as a tool to reflect the program theory underlying their programs. One contribution that outcome measurement can make in your own organization is to demonstrate whether or not the program theory underlying your technical assistance efforts is valid. There is a great deal of research available regarding methods of achieving different types of organizational capacity. By referring to these studies, you can make sure you build a program design based on sound theory.

Here's an example of a program theory, along with a sample logic model that shows how you might display a technical assistance program:

> There is a great deal of research available that describes effective methods for disseminating knowledge and skills. This research reveals the relationship between the complexity of the information being transferred and the transfer method. The findings from the research indicate that the more complex the information being transferred, the more important in-person training and coaching become. In designing effective technical assistance for capacity building, you need to think about how to build such research findings into your practice.

Technical Assistance Program Goal: Increased FBCO Organizational Capacity

INPUTS OR RESOURCES	ACTIVITIES	OUTPUTS	OUTCOMES
Resources available to the program that allow and support provision of technical assistance, including money, staff, volunteers, clients, materials or equipment	The technical assistance methods carried out by staff	The product delivered or unit of technical assistance provided, usually described numerically, such as number of organizations served or number of hours of service	The changes that occur for FBCOs, as a result of the technical assistance provided
▪ Funding ▪ Staff expertise ▪ Training manuals ▪ FBCO clients	▪ Provide one-on-one financial management coaching ▪ Conduct board development training workshops ▪ Develop content-specific manuals ▪ Provide phone and e-mail follow-up after training	▪ # of one-on-one coaching sessions ▪ # of hours of coaching ▪ # of training workshops ▪ # of staff trained ▪ # of hours of training ▪ # of manuals ▪ # of follow-up phone calls	▪ Increased FBCO compliance with financial management requirements ▪ Improved FBCO

7 Reisman, Jane and Judith Clegg. *Outcomes for Success!* (Seattle, WA: The Evaluation Forum, 2000), 28.

Look at the elements that make up the logic model and use the questions below to help you define the elements of your technical assistance program:

- **Inputs/Resources**: What **inputs** or ingredients do you need to operate your program? How many staff? How large a budget? How many FBCOs do you need to have as clients?
- **Activities**: What will you do? What methods will you use to deliver your technical assistance? What content areas will you cover? What level of assistance will you provide? (e.g., six one-on-one coaching sessions for executive directors)
- **Outputs**: What will be the tangible products of your assistance? To how many FBCOs will you provide coaching? How many sets of financial policy guidelines will you produce? How many hours of training will you provide? How many people will you train?
- **Outcomes**: What impact will your technical assistance have on your FBCO clients? What is reasonable to expect in the way of change?

Resist the temptation to create logic models that show a one-to-one relationship between each resource, activity, **output**, and outcome. It may be true that you can create a single output related to each activity, but it generally requires a comprehensive array of resources to deliver the activities, and it may take several or all of the activities to produce the outcomes.

TIPS FOR CREATING A LOGIC MODEL

Similar to the development of outcome chains, creating logic models works well as a group activity.

- ✓ Take large pieces of newsprint and hang them on the wall.
- ✓ Write down one component of the logic model on each sheet (i.e., resources, activities, outputs, outcomes) in the logic model's order.

Begin with the outcomes first; it's important to decide what you want to achieve in the way of impacts before you define what and how much of your technical assistance activities will be necessary to accomplish them.

View your program logic models as working documents that are subject to change as you learn more about what works. You'll find the logic model to be a useful program planning tool in incorporating changes and improving your technical assistance program over time.

LOGIC MODEL AND PROGRAM THEORY CHECKLIST

- ❑ What resources are available to conduct outcome measurement?
- ❑ What is the timeline for your outcome measurement process?
- ❑ Have you included all of the resources you will need? Are the following items listed?
  - ✓ Service providers: staff, volunteers
  - ✓ Program setting: community settings, agency facilities
  - ✓ "Service technologies": curriculum/class material, treatment plans
  - ✓ Funding sources: private or public funding, donations, fee for service
  - ✓ Participants: client organizations
- ❑ Are all of the activities included and described in some detail (e.g., number and length of coaching sessions, types of computer training)?
- ❑ Have you described an output, product, or unit of service for each activity? (e.g., number of FBCOs trained, number of hours of training each organization received, type of computer assistance, etc.)?
- ❑ Have the participants been counted and described in your output column? (e.g., nine FBCOs, fifty-tour staff, eighty-eight board members, etc.)?
- ❑ Is the intensity of the activities appropriate for the type of organization with whom you are working? Organizations with greater needs require more assistance, e.g., six four-hour coaching sessions on fundraising rather than two four-hour sessions. (You will need to develop your outcomes before you can answer this question; that's one reason to create the outcomes first. If you don't know your clients' needs or abilities at the outset, you may not know the answer to this question and will have to come back to it later.)
- ❑ Is the duration of the activities appropriate for the type of organization? Higher-needs organizations will take longer to absorb and implement the improvements you are helping them make, e.g., you may be providing coaching for twelve months rather than six. (Once again, you'll need to define the impacts you hope to make before you can assess how much assistance your clients will require, and you may need to come back to this question if you don't know about your clients' needs or abilities.)
- ❑ Are your outcomes directly related to your activities (i.e., is it possible to achieve the results you have listed with the type and amount of activities you are planning to deliver)?
- ❑ Do the outcomes address changes in knowledge, perceptions, attitude, skills, or behavior?

The completion of your logic model signifies your success in accomplishing the first phase in conducting outcome measurement. You have articulated what you want to accomplish and how you plan to go about making it happen. Further, your outcome chain describes why you believe your planned technical assistance activities will produce the impacts you intend. A sample logic model to assist you with creating logic models is featured in the appendices of this guidebook.

Developing Performance Indicators

The next step in putting together an effective outcome measurement system focuses on deciding how you are going to make your intended outcomes measurable, i.e., defining a set of performance measures or indicators.

As written, outcomes are usually too broad to enable data collection tools to be developed directly from them. Remember, the purpose of outcomes is to describe the intended impact the client organization experiences. For this reason, indicators are used to serve as a bridge between intended outcomes and the actual data collection process. Indicators enable you to determine whether the FBCOs you work with have, in fact, changed in the specific ways that indicate your intended outcome has occurred.

OUTCOME/INDICATOR EXAMPLE

Outcome:	**Indicator:**
Increased awareness of basic financial management practice	• Number and percent of organizations that can articulate the components included in financial management • Number and percent of organizations' boards that perform at least quarterly monitoring of the agency's financial performance • Number and percent of FBCOs that comply with board-approved policies for capital and operating reserves

Indicators must be specific and observable. They answer questions like how you will know when changes have occurred and how you will know when you have achieved the outcomes. Thinking ahead to possible data collection methods will tell you if your indicators are specific enough. Ask questions like these to determine whether your indicators will work:

- ✓ How can I see the change? *(Through what kind of observation?)*
- ✓ How can I hear the change? *(Through interviews? Focus groups?)*
- ✓ How can I read the change? *(Through surveys? In records?)*

For example, look at this outcome:

Outcome: FBCOs have increased fund development capabilities and opportunities.

- How will you know whether an organization has increased its fund development capabilities? What will you look for? What questions will you ask? When you think about becoming better at fund development, what comes to mind?
- Similarly, what will you include as a measure for increased fund development opportunities? What is a fund development opportunity? A phone call to a potential donor? A fundraising event? Subscribing to a philanthropy magazine? How will you decide whether the organization is pursuing more fundraising than it used to?
- Overall, what will you look at to see whether your technical assistance has helped the organization bring in additional funds through its fund development efforts?

In order to serve effectively as a bridge to data collection, indicators must be *specific* items of information that describe *observable*, measurable characteristics or changes in corresponding outcomes. Indicators must be measures that can be seen, heard, counted, reported, or enumerated using some type of data collection method.

Tips for Creating Appropriate Indicators

- **Define the characteristics of an outcome as a way of identifying possible indicators.** For example, the characteristics of "increased fund development capabilities" could include the amount of money obtained in additional support and the diversity of those funding sources. The specific measures related to these two characteristics for "increased fundraising ability" might be 1) the number and percent of FBCOs who raise additional funds this year as compared to last year and 2) the number and percent of FBCOs who show an increase in the number of sources of funding for their programs.

- **Use "if…then statements" to identify indicators.** Look for indicators that are *indicative* of an outcome rather than a predictor or a result of an outcome. If the relationship between an outcome and its proposed indicator sounds like an "if…then statement," then it is probably not the right indicator for that outcome. For example, "if" an organization attends grant writing training, "then" it is more likely to bring in additional grant funding. In this example, attending grant writing training is not an indicator for increased fund development capabilities, but may rather be a predictor of increased success. A more indicative indicator of increased grant funding would be "the number and percent of organizations whose budgets show an increase in the number of grants and/or an increase in the amount of support from grants."
- **Apply the "means that" rule in assessing your indicators.** In theory, the accomplishment of an indicator "means that" you have achieved an outcome. For example, if an organization has completed, submitted, and obtained approval for 501(c)(3) status (indicator), it "means that" it has a stronger organizational structure (outcome). In contrast, an organization having an expanded service area for more clients (indicator) does not mean the organization has improved its coordination and/or collaboration in service with others (outcome).
- **Develop one to three indicators per outcome.** One to three indicators is usually a realistic number for each outcome you have identified. Some straightforward outcomes can be quantified easily through the use of only one indicator. Other more complex outcomes will necessitate two or three indicators.
- **Distill to the fewest outcomes possible.** As you look at what indicators you need to adequately describe your progress in achieving your intended outcomes, it's important to use the fewest number of outcomes possible. It takes time and money to gather and analyze the data for each one. What's important is not quantity but quality. What's the best way to see, hear, or read about the change?
- **Take into account the feasibility of collecting data for the measurement.** Select the indicator that is most feasible for staff to measure within the time and financial resources available to you.
- **Identify the most useful indicators.** Select the indicator that is most useful to you and gives you the most useful information about the outcome.

Performance Targets

When developing indicators, you may wonder about setting a specific desired level of achievement. This is called a "**target**." In addition, you may be interested in comparing your performance on the indicator to other organizations or time periods. This approach is known as a "**comparative standard**." Here is how outcomes, targets, and comparative standards fit together in outcome measurement:

> **Outcomes statements** — describe an increase, decrease, maintaining, etc. of a behavior, skill, knowledge, etc. *Example: Improve fund development capabilities*
>
> **Target statements** — specify a particular level of achievement related to the outcome. *Example: Raise $20,000 in foundation funds during 2004*
>
> **Comparative statements** — include comparative targets, usually related to standards, other time periods, or organizations. *Example: Increase the organization's funding from non-governmental sources by 30% as compared to last year*

Targets and comparisons will be useful to you over time as you gain a better sense of where your client organizations are at the beginning of your capacity building process. It's important to establish a **baseline** for the indicators you plan to measure over time. A baseline is information collected to give you a starting

place—something to measure against in the future. A baseline will allow you to set reasonable targets and measure the FBCOs' progress against them. For organizations that have not collected data on indicators in the past, the first round of data collection will establish the baseline.

Similarly, comparisons are useful when you want to measure your performance against something—either another time period, another organization, or an established set of standards. Although there are comparative standards in some fields (e.g., health—where infant mortality rates and other morbidity rates have been established nationally), there are few standards in human services that organizations can use for comparison purposes. Some national human service organizations are beginning to establish standards specific to their own programs. More likely, however, you will use your previous performance as a standard, comparing your success last year to this year, or this year to next year.

At the outset, it's important to stick to the basics of outcome measurement—defining outcomes and the indicators that make them measurable. You'll have time to move on to targets and comparisons later. A worksheet to assist you with identifying indicators is included in the appendices.

PERFORMANCE INDICATORS CHECKLIST

- ❑ Are the outcomes related to the "core business" of your program?
- ❑ Do your indicators make sense in relation to the outcomes they are intended to measure?
- ❑ Are your indicators directly related to the outcome? Do they define the outcome?
- ❑ Are your indicators specific?
- ❑ Are your indicators measurable or observable? Can they be seen (i.e., observed behavior), heard (i.e., participant interview), or read (i.e., client records)?
- ❑ Is it reasonable that you can collect data on the indicators?
- ❑ Is it likely within your resources to collect data?

PHASE 2: CREATE AND IMPLEMENT A DATA COLLECTION PLAN

This section discusses how to plan for and implement the collection of data. You will consider what data collection methods are most appropriate and get the best data, and how to manage and ensure the integrity of the data you collect.

Data Collection Methods

Your data collection will include attention to all the elements of your logic model—what resources you had available, what activities you actually provided, how many of each output you delivered, and to what degree you accomplished your outcomes. For all of these elements, except the outcome and indicator data, your organization's records should provide the information you need. However, in collecting indicator data, you have other options. You are likely to use one or more of four methods for collecting data—surveys, interviews, observation, and record or document review. In selecting the best method for data collection, you will need to consider the advantages and disadvantages regarding:

- Type of information needed — some outcomes and indicators lend themselves to one particular method; in other cases, data could be collected in more than one way
- **Validity** and **reliability** — some methods generate more accurate and consistent information than others
- Resources available —including staff availability and expertise, time, and money
- Cultural appropriateness — using the broadest definition of culture to ensure that the methods fit language, norms, and values of the individuals and groups from whom you are collecting data

Surveys

Surveys are standardized written instruments that can be administered by mail, e-mail, or in person. The primary advantage of surveys is their cost in relation to the amount of data you can collect. Surveying generally is considered efficient because you can include large numbers of people at a relatively low cost.

There are two key disadvantages to surveys. If a survey is conducted by mail, response rates can be very low, jeopardizing the validity of the data collected. There are mechanisms to increase response rates, but they will add to the cost of the survey. Later in this section, we include some tips for boosting response rates. Written surveys also provide no opportunity for respondents to clarify a confusing question, again creating a problem with the validity of responses. Good pre-testing of a survey instrument can reduce the likelihood that problems will arise.

Examples:

- Survey to track grassroots organizations' use of and satisfaction with technical assistance services you provide
- Survey of all organizations receiving technical assistance to learn about changes in their fundraising tactics and the results of their efforts to raise more money

Interviews and Focus Groups

Interviews also use standardized instruments, but they are conducted person-to-person either in person or over the telephone. In fact, an interview may use the same instrument created for a written survey, although interviewing generally provides the advantage of having the opportunity to explore questions more deeply than with a written survey. You can ask more complex questions in an interview, since you have the opportunity to clarify any confusion. You also can ask respondents to elaborate on their answers, eliciting more in-depth information than a survey can provide.

The primary disadvantage of interviews is their cost. It takes considerably more time and, therefore, more money to conduct telephone and in-person interviews. This usually means that you are able to collect information from far fewer people. The reliability of interviews can also be problematic if interviewers are not well-trained, since they may ask questions in different ways or otherwise bias the responses.

Examples:

- Interviews at different grassroots organizations to learn about the way in which they are applying new knowledge of partnership development
- Interviews with individuals within an organization to explore their perceptions of changes in capacity and ability to deliver services

A focus group is a particular type of interview conducted with a small group of people to obtain information in a defined area of interest related to your outcomes and indicators. While interviews with individuals are

meant to solicit data without any influence or bias from the interviewer or other individual, focus groups are designed to allow the participants to discuss the questions and share their opinions. This means that people can influence one another in the process, stimulating memory or debate on an issue. The advantage of focus groups lies in the richness of the information generated. The disadvantage is that you can rarely generalize or apply the findings to your entire population of participants or clients. Focus groups are often used prior to creating a survey to test concepts and wording of questions. Following a written survey, focus groups are used to explore specific questions or issues more thoroughly.

Examples:

- Structured meetings with staff in a faith-based or community organization to learn more about their grants management practices, what worked during the year, and what did not
- Structured meetings with staff from several organizations to explore their use of computer technology for tracking financial data

Observation

Observations can be conducted of individual behaviors or interactions among individuals, of events, or of physical conditions within a site or facility. They require well-trained observers and detailed guidelines about whom or what to observe, when and for how long, and by what method of recording. The primary advantage of observation is its validity. When done well, observation is considered a strong data collection method because it generates first-hand, unbiased information by individuals who have been trained on what to look for and how to record it. Observation does, however, require time for development of the observation tool, training of the observers, and the data collection, making it a more costly data collection method than some of the others.

Examples:

- Observation of individuals participating in training to track the development of their skill in the training topic
- Observation of community meetings sponsored by grassroots organizations to learn about their partnership-building techniques and collaborative behavior

Record Review

Record or document review involves the systematic collection of needed data from internal, organizational records or official records collected by other groups or institutions. Internal records available to a capacity builder might include financial documents, monthly reports, activity logs, purchase orders, etc. The advantage of using records from your organization is the ease of data collection. The data is there and no additional effort needs to be made to collect it—that is if the specific data you need is actually available and up to date.

If the data is available, record review is a very economical and efficient data collection method. If the data you need is not available, it is likely well worth the time to make improvements to your data management system so that you can rely on internal record review for your outcome measurement work. Just a few changes to an existing form can turn it into a useful data collection tool. And just a small amount of staff training can increase the validity and reliability of internally generated data.

Examples:

- Sign-in logs from a series of workshops to track attendance in training, measuring consistency of attendance as an indicator of organizational commitment to learning
- Feedback forms completed by workshop participants to learn about satisfaction with training provided

Official records can include Federal, state, or local government sources such as the U.S. Census, health departments, law enforcement, school records, assessor data, etc. If the data available in official records are relevant to your outcomes and the indicators are accessible, then official record review is a very low-cost method for collecting data; but the questions about relevance and accessibility are major ones.

Checklist for Selecting Data Collection Methods[8]

This checklist can help you decide which data collection methods are most appropriate for your outcome measurement.

SURVEYS		
1. Do I need data from the perspective of the participant, client, beneficiary, or customer?	Yes	No
2. Do I have a systematic way to get it from these individuals?	Yes	No
3. Do I need data that are standardized so that statistical comparisons can be made? (For example, will I need to report percents or other statistics?)	Yes	No
4. Will participants be able to understand the survey questions? (Consider age, cultural backgrounds, etc.)	Yes	No
5. Do participants have the necessary knowledge or awareness to *accurately* answer questions about the outcomes?	Yes	No
If you answered Yes to questions 1 through 5, surveys may be appropriate for collecting data on your outcomes and indicators.		

INTERVIEWS		
6. Are more in-depth answers necessary to adequately measure the indicators or to get information on what is needed or what should change?	Yes	No
7. Will it be necessary for someone to personally ask participants questions (either on the phone or in person) in order to collect the information related to this outcome? (Consider age, cultural background, as well as state of mind or receptivity of participants.)	Yes	No
If you answered Yes to questions 6 and 7, interviews may be appropriate for collecting data on your outcomes and indicators.		

8 Reisman, Jane and Judith Clegg. *Outcomes for Success!* (Seattle, WA: The Evaluation Forum, 2000), 94–97.

OBSERVATION		
8. Is it difficult to accurately measure the indicators by asking people questions about opinions or perceptions?	Yes	No
9. Can this outcome or indicator be assessed accurately by someone trained to observe it in action (i.e., can something actually be observed)?	Yes	No
10. Do you have the staff resources for someone to observe events, conditions, interactions, or behaviors?	Yes	No
If you answered Yes to questions 8, 9, and 10, observation may be appropriate for collecting data on your outcomes and indicators.		

INTERNAL RECORD REVIEW		
11. Do you have individualized records, reports, logs, or other systematic ways that you track things in your program or services?	Yes	No
12. If an information system exists, are the data consistently entered into it in a timely way?	Yes	No
13. If a system exists, can information be extracted from it easily?	Yes	No
If you answered Yes to questions 11, 12, and 13, internal record review may be appropriate for collecting data on your outcomes and indicators.		

OFFICIAL RECORD REVIEW		
14. Do official records exist that track the data you need on your outcomes and indicators?	Yes	No
15. Are the data accessible to you (i.e., will it be possible to get the cooperation of outside agencies or institutions in order to get access to official records)?	Yes	No
If you answered Yes to questions 14 and 15, internal record review may be appropriate for collecting data on your outcomes and indicators.		

Validity and Reliability

Validity and reliability are two critical concepts in implementing effective outcome measurement systems. Validity is the accuracy of the information generated. The validity of a data collection instrument is how well it measures what it is supposed to measure. Putting in the time to create good instruments, carefully considering what is being measured, and pre-testing the instruments will help increase their validity.

Reliability refers to consistency, or the extent to which data are reproducible. Do items or questions on a survey, for example, repeatedly produce the same response regardless of when the survey is administered or

whether the respondents are men or women? Bias in the data collection instrument is a primary threat to reliability and can be reduced by repeated testing and revision of the instrument.

You cannot have a valid instrument if it is not reliable. However, you can have a reliable instrument that is not valid. Think of shooting arrows at a target. Reliability is getting the arrows to land in about the same place each time you shoot. You can do this without hitting the bull's-eye. Validity is getting the arrow to land on the bull's-eye. Lots of arrows landing on the bull's-eye means you have both reliability and validity. Pre-testing is critical to ensuring that your data collection instrument will produce valid and reliable results.

Instrument Development and Pre-Testing

This guidebook does not include information on how to create the instruments you'll need for data collection, although there are many resources available to help with this task (see the appendices). The appendices also feature a checklist you can use to assess survey and interview instruments and two examples of surveys related to organizational capacity building.

You need to pre-test each data collection instrument you create. To pre-test, you try out your tools with a small group of people who are representative of those you intend to include in your data collection. For a survey or interview, you must include people who are like those who will complete the survey or interview during your actual data collection. For observation, you must try out your form with individuals who will complete it during data collection. For record review, you must test the record extraction form with the individuals who will do the work to pull information from your records.

During the pre-test phase, you want people's help in checking the wording of questions, the content, the clarity of instructions, and the layout and format. You'll also want to know how long it took and whether any problems arose. Most importantly, you want to see if you get the responses you expect and the information you need.

Deciding When and How to Collect Data

Once you have identified the data collection methods you intend to use, you need to decide when you will collect the data and how often. Then consider the procedures you need to put in place to ensure that your outcome measurement system is sustainable and produces quality data.

Frequency and Scheduling of Data Collection

The following table describes the five approaches or designs you are likely to use for your data collection.

Data Collection Designs

TYPE OF DESIGN	COLLECTION FREQUENCY	EXAMPLE
Post-only Measures	Data are collected once — at the end of the program, service, or activity	*Level of participant knowledge on a survey after a training workshop*
Pre/Post Measures	Data are collected twice — at the beginning, to establish a baseline, as well as at the end of the program	*Comparison of an organization's documented fundraising success before and after receiving technical assistance*
Time Series	Data are collected a number of times — during an ongoing program and in follow-up	*Monthly observations of an organization's collaboration meetings to track changes in partnership development and communication*
Measures with a Comparison Group	Data are collected from two groups — one group that receives the intervention and one that doesn't	*Comparison of data on skill development from individuals who participated in training and those who have not yet taken your workshop*
Measures with a Comparative Standard	Data are collected once — at the end of the program, service, or activity, and are compared with a standard	*Comparison of this year's data on organization's success in fundraising as compared to last year's data*

The first three approaches in the table are fairly self-explanatory; the last two approaches need a little discussion. "Comparison groups" can be very useful in demonstrating the success of your intervention. The main question is whether you can find a group of people or organizations that is just like the group with whom you are working. In order to provide a valid comparison, the two groups must have the same general characteristics. A similar group may be difficult to find. However, if you are working with different groups at different times, and the groups are similar, this approach may work for you. Or if, as in the example of using a comparison group shown above, you have people on a waiting list for training who are similar to the people who have trained already, they may make a good comparison group. Or perhaps you might compare FBCOs receiving subawards with those who applied but did not receive them.

"Comparative standards" are standards against which you can measure yourself. There are standards of success in some fields, e.g., health mortality and morbidity rates, student achievement scores, teen birth rates. For intermediaries, however, there are unlikely to be many standards regarding your program outcomes or indicators. But you could compare your results for one time period to an earlier one, as shown in the example of using comparative standards in the table above. You would collect data for the first time period as your baseline and use it as your standard in the future.

CHECKLIST ON DATA COLLECTION DESIGN

When considering which approach is best, these questions may help you make a decision:

- ❑ When would change occur—immediately, gradually, or over a long period of time?
- ❑ Are there milestones that can be measured along the way to the outcome you are trying to achieve?
- ❑ What is the frequency of contact with the organizations with which you are working—once, weekly, monthly, or at some other interval?
- ❑ When will data be available? (When are some of your internal records available?)
- ❑ Are there any groups that might serve as comparison groups?
- ❑ Do you have baseline data you can use as a standard?
- ❑ Are you accountable for short-term outcomes or longer-term impacts?

Data Collection Procedures

To finish your planning work, a number of procedural issues must be considered. You and your team will need to think about the following questions as you formulate and implement your data collection plan:

1. **Who will collect the data?** How will you recruit these data collectors? What steps will they need to take to collect the data? How will you train them? Finally, who will be responsible for monitoring the data collection process to ensure that you are getting what you need? It's important to answer each of these questions during your planning. You don't want to discover halfway through the process that your three-month follow-up surveys were not mailed out because you didn't identify who would do so!

2. **Have you prepared your clients for data collection?** Do they know that you will be collecting data, either at the time of service or in follow-up? Do they understand why it is important to you and how you intend to use the data? Organizations often have outcome reporting requirements themselves, so they are usually responsive if they have been alerted to your needs ahead of time. Advising them in advance about your data collection plans will help increase their willingness to participate during implementation.

3. **How will you ensure confidentiality and informed consent?** Anonymous and confidential do not mean the same thing. **Anonymous** means you do not know who provided the responses. **Confidential** means you know or can find out who provided the responses, but you are committed to keeping the information to yourself.

   You must ensure that you protect the confidentiality of any individual's data or comment. It is easy to make your surveys anonymous, but if you want to track people over time, you'll likely need to attach ID numbers to each person from whom you collect, keeping a list of the names and numbers in a locked file.

   It is important to inform people that you are measuring your program's outcomes and may use data they provide in some way. You must let them know that their participation is voluntary and explain how you will maintain the confidentiality of their data.[9]

9 A sample consent form can be found in United Way of America's *Measuring Outcomes: A Practical Approach* http://www.liveunited.org/outcomes/resources/mpo.

4. **How will you ensure quality of data?** As data is collected and entered into the storage mechanism, checking for errors and data quality is an important step that is easily overlooked. Build in time to review data and follow up about discrepancies in your overall timeline; the more data you collect, the more time you will need to assure its quality. Here are some typical strategies for assuring the quality of data:

   - **Double entry.** This entails setting up a system to collect data twice, and then comparing for discrepancies. This can be costly and time-consuming, but it is the most thorough method for quality control.
   - **Spot checking.** This entails reviewing a random sample of data and comparing it to the source document for discrepancies or other anomalies. If discrepancies are found, the first step is to identify any patterns (data entered during a particular time period or by a specific staff person; data associated with a particular beneficiary organization; a specific type of data that is incorrect across many records, e.g., if all data for additional persons served at an organization was formatted as a percentage instead of as a whole number). The capacity builder may need to review all the data entered, especially if there is no discernible pattern to the errors.
   - **Sorting data** to find missing, high, or low values. If you are using a database or spreadsheet function, identifying outliers—those pieces of data at either extreme—is very easy, whether through the use of formulas or sorting functions.
   - **Use automation**, such as drop-down menus. Automating a data collection provides a uniform way to report information and makes sorting and analyzing data much easier. For example, organizations reporting the number of additional persons served will all use the same language to report the outcome, whereas without such automation the language could vary significantly from report to report. Additionally, more sophisticated forms can pre-populate performance goals from an existing database, which reduces data entry errors made by those filling out the forms.
   - **Format database** to accept only numbers. Whether organizations are filling out forms directly or your staff is entering data from a handwritten form, formatting your data fields to accept only numbers reduces errors related to typos.
   - **Review data for feasibility.** This strategy requires that a staff person who is familiar with the organization's capacity building interventions and who has a good eye for detail review the data collected and identify anomalies. Some of these anomalies may not appear with general sorting.
   - **Discuss data discrepancies** with the organization. If discrepancies remain unexplained after implementing any of these quality assurance mechanisms, take the data back to the organization for discussion and clarification.

5. **How can you boost response rates?** Low response rates can threaten an outcome measurement effort. Following up with organizations that are no longer actively participating in a capacity building program is especially difficult. Listed here are some strategies to increase response rates:

   - **Tie data collection to project milestones.** Throughout the course of the capacity building relationship, it is relatively simple to require organizations to report desired data. For example, an evaluation could be due as a requirement to moving on to the next phase of the project, such as releasing funds for a capacity building project or approving a consultant to begin work. However, once the organization exits the capacity building program, the capacity builder loses this leverage.
   - **Conduct an exit interview.** Once the entire engagement is complete, the capacity builder can schedule an exit interview, on the phone or in person, to collect data. Participation in this interview can be mandated in a memorandum of understanding. The organization will need to know what data to prepare for the interview. The advantage of this method is that an exit interview is close

enough to the intervention that the organization may still be invested in maintaining its relationship with the capacity builder and follow through on the commitment. However, the organization may not have realized all its possible outcomes, and therefore the data may not capture some of the ripple effects, where outcomes are realized after the data has been collected.

- **Stay in touch.** By holding monthly meetings or conference calls with organizations after they exit the program, the capacity builder can maintain more informal connections. The organizations have access to advice and support and may be more likely to participate in a follow-up data collection effort. Establishing a community of practice among organizations so that they have even more reason to be in touch with each other and your organization is one way to implement this strategy.
- **Provide the outcome data to the organization.** Offer organizations a short summary report card of the data you collect from them and demonstrate how it can be used as a marketing tool. This summary can prove invaluable to a program, and it may increase the number of responses you get to your data surveys. If you can use the merging functions available in most productivity software like Microsoft Word and Outlook, generating report cards for tens or even hundreds of organizations may take just a few hours.
- **Offer multiple collection methods.** Be available to complete the survey on the phone with the organization. Be available to go to the organization's headquarters and conduct the survey in person. Be prepared to offer language translation services if necessary, offer the survey electronically (at least as an attachment to an e-mail), or mail the survey with a stamped envelope. Response rates will increase the easier it is for an individual to complete the survey, and preferences will vary across individuals.
- **Be culturally competent.** Capacity builders may take great steps to ensure that training and technical assistance is culturally appropriate, and this should be done for data collection efforts as well. Moreover, if you are engaging a third party to collect data—a consultant or a team of interns, for example—remember that being a third party means that they have not had the benefit of getting to know an organization and its staff through the course of the capacity building engagement. Language barriers, cultural differences, and individual preferences can influence whether you are likely to get a response.
- **Introduce your external data collectors.** If you are working with those third parties, introduce them to the organizations you are working with early on. If maintaining a relationship helps improve response rates, then so too will the lack of a relationship hurt response rates. As a caveat, be sure to maintain confidentiality about the results, especially if the third party is collecting direct feedback about your services.

Finally, when you put together your outcomes, indicators, data collection methods, frequency and schedule of data collection, as well as procedures, you will have created your plan for outcome measurement. Worksheets to assist you with your evaluation planning are in the appendices of this guidebook. The bottom line is that how you collect your data and your attention to those you're collecting it from will ensure that you have optimum quality data to work with in the analysis phase.

PLANNING CHECKLIST [10]

- ❑ Is the data collection method (survey, interview, observation, internal records, official records) appropriate for the outcomes and indicators?
- ❑ Does the plan rely on external sources of data or require collaboration with other agencies? If so, will it be possible to get the data?
- ❑ Have the tools/questions been pre-tested?
- ❑ Are the measurement approaches and tools culturally relevant?
- ❑ Can the approach/tools likely be implemented with available program resources?
- ❑ Does the data collection schedule include time points that follow completion of services or program activities?
- ❑ Does the frequency of data collection match time points when realistic progress can be expected from participants?
- ❑ Does the frequency of data collection match the level of contact with participants (e.g., greater frequency with greater level of contact)?
- ❑ Are the roles and responsibilities clear for all the staff involved in collecting data?
- ❑ Is there a staff person (or staff team) responsible for managing and monitoring the process to assure the work is completed on time and is of high quality?

SAMPLE DATA COLLECTION PLAN FOR OUTCOME MEASURES

OUTCOME	INDICATOR	WHAT DATA COLLECTION METHOD?	WHEN WILL DATA BE COLLECTED?	WHO WILL COLLECT DATA?	WHAT WILL THEY DO?	HOW WILL DATA COLLECTED BE MONITORED?
Increased ability of FBCOs to raise funds for program services	Number and percent of organizations who put new fundraising practices in place	Survey of organizations receiving fundraising technical assistance	Once — three months after completion of technical assistance services	Technical assistance staff	▪ Mail survey to organizations three months after the completion of technical assistance services ▪ Send reminder postcards to organizations who do not return the survey within two weeks	Program manager will track completion of services, mailing of surveys, and response rate to the survey and notify staff if additional follow-up is needed

10 Reisman, Jane and Judith Clegg. *Outcomes for Success!* Seattle, WA: The Evaluation Forum, 2000.

PHASE 3: ANALYZE THE DATA

Once data is collected, the next step is to analyze the data. Data analysis is more than figuring out ways to make beautiful pie charts and other graphics. It is about looking at the information you have collected and asking yourself what it all means. This is a prime example for when data does not substitute for judgment or managerial decision making. Once you have the data, it is up to you to make use of it to inform decisions about your programs.

Moreover, analysis of data can be as simple or as complex as the tools you decide to use to apply to the data. You can simply count, sort, and order the pieces of data. You can perform statistical tests to determine the relationship between two sets of data, or use the information to find patterns that allow you to predict future behavior. Whichever tools you use for analysis, be sure to continue to ask yourself, "To what end?" And make sure that the analysis is used in service of the mission of your program.

Tools for Analysis

Common Descriptive Statistics. It is likely that most analysis will use measures of total, arithmetic mean, and standard deviation. However, it is useful to be familiar with all of the descriptive statistics.

MEASURE	DESCRIPTION	CONSIDERATIONS
TOTAL	Self-explanatory	The total by itself is less useful than if used by comparison to show increases, e.g., the total number of organizations served, the total number of youth participating in a program, or the total amount of additional funds raised by an organization.
ARITHMETIC MEAN	The arithmetic mean is the sum of the observations divided by the number of observations. It is the most common statistic of central tendency, and when someone says simply "the mean" or "the average," this is what they mean.	This measurement is easily skewed by outrageous outliers. For example, if you are reporting the average additional funds that organizations raised, if one organization was able to raise many times the amount of others, the average goes up significantly.
MEDIAN	The mean is found by sorting all the data from lowest to highest, and taking the value of the number in the middle. If there is an even number of observations, the median is the average of the two numbers in the middle.	If the distribution of data is very skewed, the median is a more useful tool to indicate the central tendency because it is less influenced by outliers.
MODE	The mode is the common value in the data set.	Mode is particularly useful when you have data that is grouped into a small number of classes, e.g., the type of organization you are serving, or in what county the organization operates. The mode would simply be the type of organization you serve most frequently, or the county where the largest number of organizations operate.

MEASURE	DESCRIPTION	CONSIDERATIONS
STANDARD DEVIATION	A measure of variability or dispersion of a data set.	A low standard deviation indicates that the data points tend to be very close to the same value (the mean), while high standard deviation indicates that the data are spread out over a large range of values. For example, if in looking at the amount of money each organization devoted to hiring consultants, the range of dollars spent was $40-$200, the standard deviation would be low compared to a range of $20-$300,000.
RATIO	A ratio is an expression that compares quantities relative to each other.	Often, ratios are expressed as an "input" relative to an "output" to describe the cost—financial or otherwise—that the activity, output, or outcome requires.

Inferential Statistics. Where descriptive statistics help you understand the data as you have it, inferential statistics help you draw conclusions that may be more widely applicable beyond the specific data set with which you are working. Essentially, inferential statistics allow you to "infer" additional information. Two common operations are correlation and regression.

"Correlation" uses statistical formulas to calculate the relationship between two variables. For example, two variables might be the number of hours of technical assistance an organization receives and the capacity index score at the beginning or end of the intervention, or even the difference between the two. You might expect that organizations with lower capacity index scores required more technical assistance, or that those receiving more hours of technical assistance saw more increases in capacity index scores. The statistical methods of calculating correlative relationships help define the degree of interdependence between the two variables.

"Regression" is the process of plotting the two variables on a graph, and then finding a line that "best fits" the trends in the data. It helps predict what values you might expect to see in one variable given another variable. For a sample regression, refer to Sample Measure 3 in the next section.

For both correlation and regression, it is important to understand that the equations do not definitively provide evidence of a cause-and-effect relationship. For example, the number of hours of technical assistance may increase as the capacity index score decreases (a negative relationship). One possible explanation would be that your capacity building program design requires you to spend more time with organizations with lower capacity scores. On the other hand, more hours of technical assistance may be associated with organizations with lower capacity scores because those organizations exhibited higher levels of readiness for change.

Sample Analysis and Data Displays

This section contains samples of analysis you might find in a real capacity builder's evaluation reports.

Sample Measure 1: Increase in knowledge of best practices in managing Federal grants

The goal of this capacity builder's training was to equip FBCOs with the knowledge, skills, and tools to successfully manage Federal grants. The capacity builder measured the outcome in two ways. First, in a post-training survey, participants were asked to agree or disagree with the statement, "I gained new knowledge about managing Federal grants." These outcomes were self-reported, and if the capacity builder wanted to

get more objective assessments about whether the organization did, in fact, learn something about managing Federal grants, he/she might have administered a brief survey or quiz prior to and after the workshop.

Let us suppose that 54 percent of recipients self-reported that they gained new knowledge on the topic. The analysis would ask, "Is this good? What does this tell us about the training, and possibly about the participants?" On one hand, this tells us that nearly half of the participants did not learn anything new from the training. You might conclude that your training participants have all the knowledge they need of grants management and schedule other training topics. But it is possible that your staff observes something very different—perhaps that most of the participating organizations are not tracking employee time in accordance with Federal rules and regulations, or retaining records. Now you have a different situation, where your training contained very important information that the participants simply did not receive. Your next step, rather than to move onto other topics, might be to find other ways to deliver the necessary information.

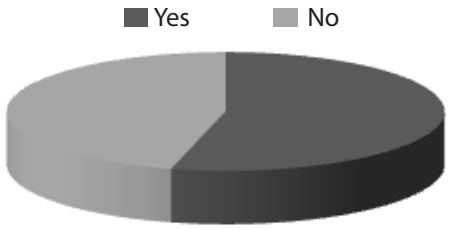


Figure 1. The data is displayed in a simple pie chart to illustrate the percentage of training participants that gained new knowledge. Pictures often provide a compelling supplement to text descriptions of outcomes.

Sample Measure 2: Organizations implement management best practices

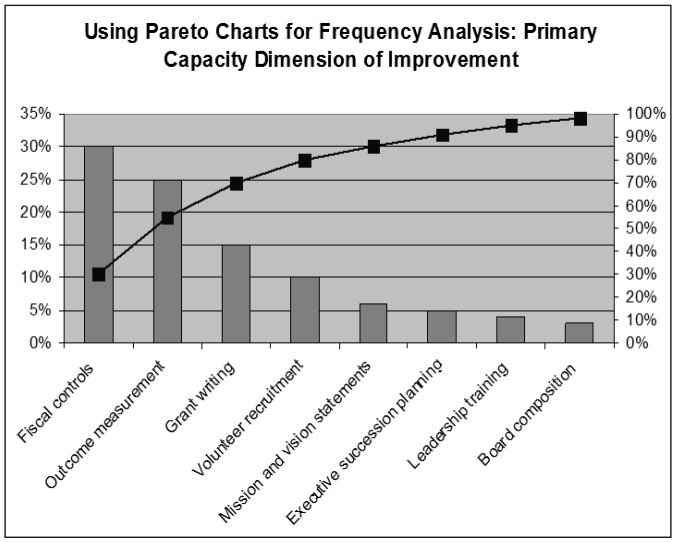
One capacity builder uses index scores for a capacity assessment (see earlier section, "Data Collection Methods") and tracks the progress of each organization, as well as a cohort of organizations, across several categories of assessment. Here is a sample of the data, which analyzes the average and median index scores of all organizations in a cohort for each category. The assessment asks whether the organization has key practices in place for eleven areas of categories. The results are tabulated into scores as the percentage of "Yes" answers. The index scores are tracked across time by category and in aggregate for the organization and the cohort.

INDEX AREA	TIME 1 (BASELINE)	TIME 2 (END YEAR 1)	TIME 3 (END YEAR 2)
Mission-based Leadership			
Average	59	59	79
Median	60	60	100
Financial Management			
Average	64	58	63
Median	68	59	64
Information Technology			
Average	65	77	83
Median	78	78	89
Networking, Partnerships, and Alliances			
Average	64	76	80
Median	60	80	80
Fundraising and Resource Development			
Average	53	60	67
Median	57	68	75

Observations of this date show that, overall, capacity index scores were increasing across the cohort, as expected by the program. However, in the area of financial management, the scores actually dropped. According to this capacity builder, this was because, after the initial assessment, the participating organizations increased their knowledge about the topic and then answered the questions on the assessment differently, realizing that they did not have as many effective financial management practices in place as they initially thought. What could have been interpreted as a "negative" outcome is instead explained as a possible "positive" outcome.

The capacity builder might also be interested in what capacity dimensions saw the most frequent improvements overall. This might help him or her define future capacity building. The program manager might start by identifying the single biggest area of improvement for each organization:

Capacity Dimension	Percent of Organizations
Fiscal controls	30%
Outcome measurement	25%
Grant writing	15%
Volunteer recruitment	10%
Mission and vision statements	6%
Executive succession planning	5%
Leadership training	4%
Board composition	3%



Sample Measure 3: Hours of technical assistance per organization

Let's suppose that the individual capacity index scores for the previous example were compared with the hours of technical assistance each organization received and were then plotted. Why would this be of interest? In many programs, a central theory of capacity building is that more technical assistance yields better results for capacity building. If an organization is measuring capacity through the index scores and measuring the amount of technical assistance in hours, it makes sense to explore the relationship between those sets of data to see what information is available to managers. Contracted evaluators may perform rigorous statistical analysis, including correlation and regression analysis as discussed in the previous section; however, you will see in the chart below that even non-statistically savvy managers can examine the relationships between two variables.

The data set might look something like the following:

Organization	Increase in Capacity Index Score	Hours of Technical Assistance
1	2	7
2	2	8
3	4	8
4	5	6
5	6	10
6	7	15
7	7	12
8	7	16
9	8	16
10	9	16
11	9	21
12	9	25
13	9	40
14	10	30
15	11	24
16	11	30
17	12	32
18	13	30

You can see that the table compares the increase in capacity index scores, rather than just the scores themselves. In this example, the program theory specifically relates improved capacity to hours of technical assistance. The improved capacity is measured not just by the capacity index score, but by an increase in the scores between the baseline assessment prior to the intervention and the second score at the conclusion of the intervention. Additionally, the table sorts the data by the increase of capacity scores.

Figure 2 shows what the data would look like, as displayed in a two-variable plot:

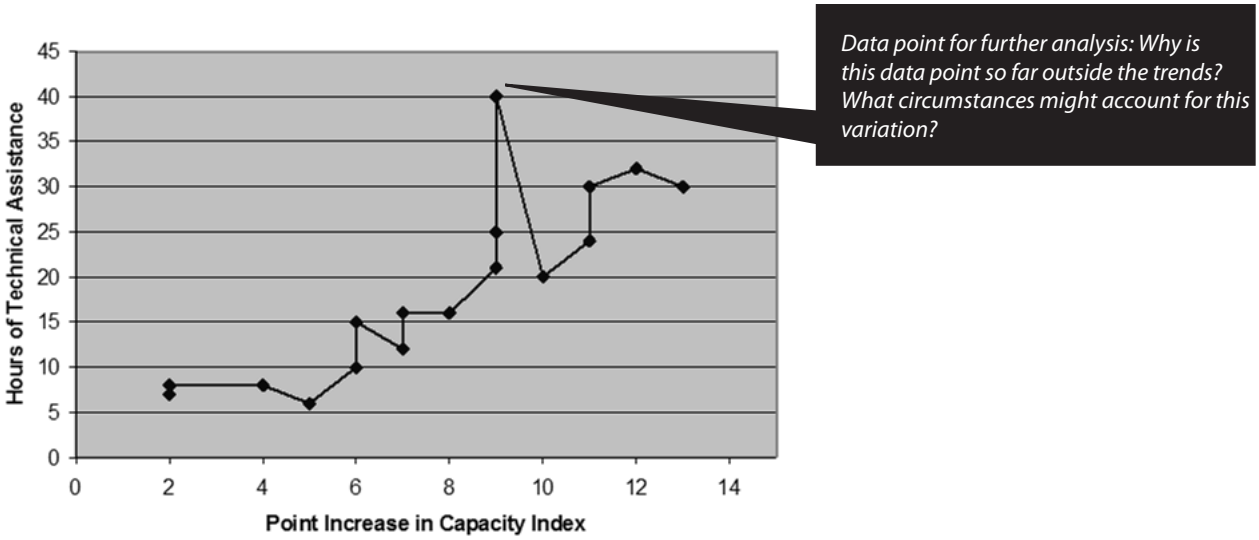


Figure 2. The two-variable plot shows two sets of data. In this chart, each point represents an organization and is plotted to show the hours of technical assistance received and the point increase in capacity index score.

When the data is displayed this way, a statistician might overlay a line of regression—the line that represents the "best fit" of the trend shown. The regression line shows an approximate relationship between the two variables being plotted. In this case, it would show what kind of increase in capacity index scores you might expect given a certain amount of technical assistance. But beware not to fall into the "causation" trap. The regression line, or any trend you might observe, does not indicate that the increase in capacity index scores is caused by hours of technical assistance. It simply shows a positive relationship. To illustrate this example, let's consider how a program manager might use this data:

- **What does the positive relationship mean?** That is, what does it mean that, in general, greater increases in capacity index score are associated with more hours of technical assistance? It could mean that investing more time in technical assistance will generate a greater increase in capacity index because the organization is able to learn more and implement more best practices. It could also mean that the rigorous process this program uses to assess readiness for change seems to work. The capacity builder assesses which organizations are ready to make the greatest changes and provides more in-depth technical assistance accordingly. This might then affirm the organization's process for assessing readiness for change and creating technical assistance plans.
- **What about the outlier?** How can we explain one organization that received forty hours of technical assistance but did not realize the same gains in the capacity index score as other organizations in the chart? Perhaps the organization was not as ready for change as the capacity builder initially thought. That data point might tell the program manager that the initial assessment for this organization was flawed, prompting a review of the assessment process to see if there are any lessons learned for future assessments. Or, upon closer examination, the data point may indicate that this particular organization had a sticky governance issue that took additional hours to untangle before a best practice could be implemented. The capacity index in this example is based on the number of best practices the organization implements, so that if an organization spends significantly more time on a practice than other organizations, it may seem as though the gains were not as significant as those of other organizations. Another way to look at this conclusion is that the capacity index measures a breadth of issues, but does not always capture the depth. Once again, this is where a program manager's judgment is required to distill what can be learned from the situation.

PHASE 4: COMMUNICATE THE RESULTS

Phases 4 and 5 ask capacity builders to incorporate their results into the lifeblood of their program. While Phase 5 will turn the focus inward and invite the capacity builder to use the information to improve its own practices, Phase 4 focuses externally, where the capacity builder communicates the results. This process focuses on marshalling support from various external stakeholders and generating enthusiasm about the results of the program. If the capacity builder has dedicated marketers or fundraisers, they should be leading or advising on the plans you make.

When considering how to use the results externally, create a plan that incorporates 1) what to communicate, 2) how to communicate it, and 3) the target audience for each communication.

What to Communicate

The following suggestions are good ways to communicate your findings. You will determine the right mix of these six forms of communication:

1. **Issue a formal report.** At the conclusion of the project, complete a full report of your evaluation efforts. Describe your desired outcomes and your logic model, the data collection plan, your results, and any recommendations or actions you have taken or plan to take as a result.
2. **Present case studies or stories of impact.** These may be part of your formal report, but they can also be teased out and made available as a marketing or teaching tool. Focus on a single organization and the results that organization achieved through your capacity building intervention.
3. **Develop press releases.** Draft a press release highlighting the strongest results you have discovered and distribute to local newspapers, columnists, bloggers, community e-mail lists, and neighborhood organizations.
4. **Create snapshots or postcards.** Distill your key results into a short list, and turn that short list into a snappy display for use in print or online. Printed, laminated cards make great promotional materials and can be handed out at community meetings, mailed to constituents, and displayed on websites.
5. **Incorporate visual aids.** Whenever possible, reinforce the numerical results with pictures—graphs or charts. You can also include photos.
6. **Produce a promotional video.** Record interviews with organizational leaders discussing how the capacity building help they received improved their organization. Leaders of the capacity builder can discuss the program's goals and results. The video can be loaded for free on YouTube or hosted on the organization's website.

How to Communicate

Having produced great materials from the suggestions above, it is important for you to put them to good use. The following are tried and true methods of connecting external stakeholders to the materials that communicate evaluation results.

1. **Enhance your web presence.** Snapshots, case studies, stories, visual aids, and even your final report should be made available on your program's website, Facebook page, or any other online communities you are part of, including a nonprofit management association or any associations of management-support organizations.
2. **Invite the media.** Send press releases to local media outlets and invite them to tour your site. Newspapers that cover local events may be interested in reporting on the results you have achieved. Invite members of the media, including local bloggers or activists, to interview leadership and take a tour of your facilities or programs.
3. **Give presentations.** Invite stakeholders (board, partners, funders) for a meeting. Large organizations may be able to call a press conference. Go to your funders or stakeholders. If your organization is invited to give a speech or present information at a forum, be sure to include the key results in the introduction of your organization. Note that these presentations can be more affordable and reach a wider geographic area if done virtually (via a webinar), using a product like GoToWebinar or Adobe Connect.
4. **Identify a program champion.** Identify a charismatic leader from an organization that has benefited greatly from your capacity building program and invite them to be a partner with you to help get the word out about the great results they have experienced in the program. This individual can participate in panels and forums, write letters on behalf of your organization, and participate in other outreach activities. Remember to recognize the leader for his or her efforts in the most personally meaningful way.

Target Multiple Audiences

It will be important to include many audiences when discussing the results of your outcome measurement. Some possible audiences include:

1. **Potential and current funders.** This is most likely the first audience that capacity builders will think to target, and rightly so; communicating the effectiveness of your services is key to sustainability.
2. **Partners.** Include all the organizations and individuals who contribute to your program's operations.
3. **Your client organizations.** Throughout the process, we have encouraged capacity builders to work closely with the organizations that are part of the capacity building engagement. This should not stop when it comes to the distribution of results. In addition to any results for that particular organization, provide the overall results of the program to give the organization an idea of how it compares to others. This builds goodwill, enhances your reputation across the nonprofit sector, and can help generate buzz that is sure to get back to funders and create more demand for your services.
4. **Organizations you did not serve.** Seeing the results of another organization can be a powerful marketing pitch and can generate more interest in your programs. You may consider engaging individuals from organizations you once served to help deliver the message to the organizations that you have not yet served via community panels, webinars, etc.
5. **Community leaders.** Think about who benefits from the success of your capacity building program. Stronger nonprofits mean better results for the individuals being served by those organizations. Therefore, include local politicians (mayors, county executives, congressmen and women, state legislators) and institutions that benefit from the stronger organizations, such as school systems or corrections officials.
6. **Management and staff inside your organization.** Phase 5 discusses in greater detail how to take the results and use them to examine internal performance and processes.

PHASE 5: REFLECT, LEARN, DO IT AGAIN

The Alliance for Nonprofit Management reported that a best practice in evaluating capacity building was to approach the entire evaluation and outcome measurement process as a learning organization. This happens throughout the process and culminates with a critical and thorough examination of what worked and what needs to be improved in the future. Each phase and the steps therein should be reviewed while asking the following questions:

1. **Logic model.** Is your program logic model accurate to what your program actually works toward? Are there inputs, outputs, or outcomes that are missing?
2. **Outcome measures.** Were the outcome measures actually feasible? Did they capture the data you intended to about the outcomes?
3. **Data collection plan.** Were the tools functional? Did the individuals collecting data or filling them out understand what was asked and provide the relevant data? How can they be improved? Was data collected at the right time? Were you able to perform quality control for the data?
4. **Data analysis.** Who performed the analysis? Was the information provided useful? Was it surprising? Why or why not? Was it easy to understand?
5. **Communication.** Who did the results go to, and in what form? What could be done better and what went well?

This is also a good time to look at the results. While your results are not likely to identify a statistical cause-and-effect relationship, if your outcomes are unexpected—for better or for worse—it is common sense to examine the practices. Why was this capacity building strategy put into place over another? Was it effective? What problems were encountered and what were the resolutions? You may find that your goals or

outcomes need to be tweaked or perhaps rewritten altogether. The bottom line is that you should be sure to build in some time to learn from the results and reflect on the process and implementation of the outcome measurement plan. This will allow you to achieve better results in the future.

APPENDICES

APPENDIX A

Online Resources: Survey and Questionnaire Development

A Brief Guide to Questionnaire Development http://ericae.net/ft/tamu/vpiques3.htm
Covers such topics as the advantages and disadvantages of open-ended and objective questions, sample size, and questionnaire design and format.

Basics of Developing Questionnaires http://www.managementhelp.org/evaluatn/questnrs.htm
Provides a brief checklist of issues to consider when designing a questionnaire, including how the questionnaire is worded, consent and confidentiality issues, and communicating the purpose of the questionnaire.

Other Online Resources

American Evaluation Association http://www.eval.org
Includes links to resources and tools for evaluation.

Center for Program Evaluation and Performance Measurement, Bureau of Justice Assistance
http://www.ojp.usdoj.gov/BJA/evaluation
Provides a "roadmap" to evaluation and includes useful tools and links to evaluation resources.

Evaluation Working Group, Centers for Disease Control and Prevention http://www.cdc.gov/eval/resources.htp
Contains many links related to evaluation, logic models, tools, and other evaluation-related resources.

Outcome Measurement Resource Network, United Way of America http://www.liveunited.org/outcomes
Offers information, downloadable documents, and links to resources related to the identification and measurement of program- and community-level outcomes.

Outcome Indicators Project, Urban Institute and The Center for What Works http://www.urban.org/center/cnp/projects/outcomeindicators.cfm
Provides a framework for tracking nonprofit performance; suggests candidate outcomes and outcome indicators to assist nonprofit organizations that seek to develop new outcome monitoring processes or improve their existing systems.

Taking Stock: A Practical Guide to Evaluating Your Own Programs
http://www.horizon-research.com/reports/1997/taking_stock.php
Offers an online guide to program evaluation.

APPENDIX B

Glossary

Activities – The methods of service delivery carried out by staff.

Anonymous data – Information where you do *not* know who provided the responses. (Compare with "confidential data" below.)

Baseline – Data gathered to provide a comparison for assessing program changes or impact.

Comparative standard – Data used as a comparison or a standard of achievement for a specific indicator or outcome.

Compliance monitoring – Tracking and reporting information on what and how much service a program delivers, the clients it serves, how much money it expends, and, possibly, the outcomes it achieved, in relation to what an organization has agreed upon, generally referring to contractual arrangements made between an organization and its grant maker on the use of funds.

Confidential data – Information where you do know, or can find out, who provided the responses but keep the information private.

Data – Information collected in a systematic way that is used to draw conclusions about a program or its outcomes.

Evaluation – The systematic application of social research procedures for assessing the conceptualization, design, implementation, and utility of health or social interventions.

Goal – A broad statement of the ultimate aims of a program, generally beyond the ability of one organization to achieve on its own.

Indicator – The specific, measurable information that will be collected to track success of an outcome. Another commonly used phrase is "performance measure."

Inputs – The resources available to a program that allow and support service delivery, e.g., money, staff, volunteers, materials, or equipment.

Instrument – A tool used to collect data, including survey questionnaires, interview guides, observational checklists, and written record extraction forms.

Objective – A specific, measurable accomplishment within a specified time frame.

Outcome – The changes in the lives of individuals, families, organizations, or the community as a result of a program; the benefit for participants during or after their involvement in a program; or the impact of a program on the people it serves.

Outcome evaluation – Systematic examination of the impact of a program and what resulted for the participants, clients, consumers, or customers. Another commonly used phrase is "summative evaluation." (Also see "process evaluation.")

Outcome measurement – A systematic way to assess the extent to which a program has achieved its intended results; generally used in the nonprofit world.

Output – The product delivered or the unit of service provided by a program, usually described numerically, such as number of people served or number of hours of service delivered.

Performance measurement – Similar to outcome measurement but generally used in business and government arenas.

Process evaluation – Systematic examination of the degree to which a program is operating as intended, looking at what services it provides, how they are provided, who receives the services, and how much service is delivered. Another commonly used phrase is "formative evaluation." (Also see "outcome evaluation.")

Program logic model – A representation of the linkages between the inputs to a program, the resources available to it, and the activities carried out, and the outputs and outcomes those resources and activities are believed to produce.

Qualitative data – Descriptive or subjective information provided in narrative terms.

Quantitative data – Numerical information gathered in a structured way.

Reliability – The extent to which data collected are reproducible or repeatable.

Target – The specific level of achievement for an indicator or outcome.

Validity – The accuracy of information collected.

Sources for Glossary

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APPENDIX C

Sample Program Logic Model

Using this worksheet, you can create a logic model for your program with an outcome chain of short-term, intermediate, and longer-term outcomes.

Agency:		Program Name:		Program Goal:	
INPUTS OR RESOURCES	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG-TERM OUTCOMES
Resources available to the program that allow and support provision of technical assistance, including money, staff, volunteers, clients, materials or equipment	The technical assistance methods carried out by staff	The product delivered or unit of technical assistance provided, usually described numerically, such as number of organizations served or number of hours of service	The first changes that occur for individuals, families, organizations, or the community as a result of the program	The subsequent benefit for people during or after their involvement in the program	The eventual impact on individuals, families, organizations, or the community for which the program is accountable

APPENDIX D

Outcomes and Indicators Worksheet

Transfer the outcomes from your logic model into the first column of this worksheet and then use the remaining columns to identify up to three potential indicators for each outcome.

Agency:		Program Name:	
OUTCOMES	INDICATORS	INDICATORS	INDICATORS
Select the most meaningful, relevant, important outcomes from your logic model and write them here	For each outcome, identify the specific, measurable information that will be collected to track success toward that outcome	Is there another possible indicator?	Another?

APPENDIX E

Data Collection Plan Worksheet, Part 1

Select outcomes and indicators from the previous worksheet and identify for each one the data collection methods you will most likely use and the schedule for your data collection.

Agency:		**Program Name:**	
OUTCOME	INDICATOR	WHAT DATA COLLECTION METHOD?	WHEN WILL DATA BE COLLECTED?
Select the outcomes that will be measured and write them below	Identify which indicator(s) will be measured for the outcome and write them below	Identify which type of data collection method (survey, interview, observation, or record review) will be conducted	Describe the timing and frequency of data collection

Data Collection Plan Worksheet, Part 2

Transfer the information on data collection methods from the previous worksheet to the first column in this worksheet and identify for each one the data collection procedures you believe will help manage your data collection process.

Agency:		**Program Name:**	
WHAT DATA COLLECTION METHOD?	WHO WILL COLLECT DATA?	WHAT WILL THEY DO?	HOW WILL DATA COLLECTED BE MONITORED?
Write the data collection methods from Part 1 of the Data Collection Plan below	Identify who will be responsible for collecting the data	Describe the steps that will be taken to implement the data collection	Identify who will monitor the data collection process for quality and consistency and how they will do so

APPENDIX F

Getting the Best Results from Surveys and Interviews

Adapted from the Survey Workbook, The Evaluation Forum, Seattle, WA, 2002.

PURPOSE

- ❑ Do you know what you want to learn from the survey or interview?
- ❑ Have you thought about why you need the information?
- ❑ Have you identified who you need to ask to get the information?
- ❑ Have you thought about the different audiences for the information?
- ❑ Have you thought about how you will use the information?
- ❑ Have you identified the objectives of your data collection and/or research questions?

DESIGN AND METHOD

Reasons for using written surveys:

- ❑ Are resources or volunteer time limited?
- ❑ Do you need to collect data from a sizable number of people?
- ❑ Is interviewer bias a concern?
- ❑ Is privacy necessary?
- ❑ Are quantifiable rankings or priorities necessary?
- ❑ If it is to be done through e-mail or the Internet, do respondents have access to those technologies?

Reasons for using interviews:

- ❑ Do you have the time necessary to conduct interviews?
- ❑ Can you find and train the interviewers?
- ❑ Is education or literacy an issue for participants that make interviews more appropriate?
- ❑ Are questions likely to be complex?
- ❑ Will you need visual aids?
- ❑ Is it important that every question be answered?
- ❑ Is it difficult to know what the range of responses might be?
- ❑ Do you have the resources necessary to conduct interviews?

LANGUAGE

- ❑ Is each question meaningful?
- ❑ Is the language simple, clear, and concrete?
- ❑ Does it use language familiar to the participants?
- ❑ Are the instructions understandable?
- ❑ Are checklist choices relevant?
- ❑ Are the scales simple and understandable?
- ❑ Do the scale choices have clear distinctions between them?
- ❑ Do the scales have a clear midpoint, if appropriate?
- ❑ Is any of the wording judgmental or leading to a desired answer?
- ❑ Are time frames specific?
- ❑ Does each question include just one thought?

FORMAT

- ❑ Is it easy to read and follow?
- ❑ Is it as short as possible?
- ❑ Are the checklist boxes easy to select?
- ❑ Are the scales easy to read and apply?
- ❑ Do participants prefer numeric scales or wording scales?
- ❑ Do the contingency questions guide the reader appropriately?
- ❑ Is the typeface large enough for participants to read?

CULTURAL APPROPRIATENESS

- ❑ Is the method you have chosen appropriate for your client group?
- ❑ Are the types of questions appropriate for your client group?
- ❑ Is the content of the questions acceptable?
- ❑ Can the questions be translated easily, if needed?
- ❑ How does the meaning of questions change in translation?

PRE-TEST

- ❑ Has the instrument been pre-tested?
- ❑ Did participants interpret the meaning of the questions correctly?
- ❑ Were participants able to follow the format?
- ❑ Did any questions appear to make respondents uncomfortable?
- ❑ Did any questions consistently go unanswered?
- ❑ Did the instrument appear appropriate for the client group?
- ❑ Did you get back the information you thought you should?

RESPONSE RATES

- ❑ Will the survey be announced ahead of time?
- ❑ Will a cover letter be included with the mailing?
- ❑ Are respondent addresses up to date and accurate?
- ❑ Is the return address included on the survey?
- ❑ Have you provided a stamped and addressed return envelope?
- ❑ Can you do multiple mailings?
- ❑ For phone interviews, has a concise introduction been written?
- ❑ Are phone lists up to date and accurate?
- ❑ Are several phone attempts made on different days and times?
- ❑ Are holidays and other events avoided?

APPENDIX G

Technical Assistance Survey Template

Adapted from materials developed for AIDS Housing of Washington's technical assistance program by Clegg & Associates, Inc., Seattle, WA (2003).

Please check the appropriate box in response to each statement below, followed by any comments you may have. If you are unfamiliar with a particular area, select "Not Sure." Thank you!

How satisfied are you with the following aspects of our services?

	Extremely Dissatisfied	Dissatisfied	Satisfied	Extremely Satisfied	Not Sure
Knowledge demonstrated by staff					
Responsiveness of staff to your needs					
Usefulness of information/ assistance provided					
Overall quality of the services provided					

Comments:

How can we improve our service delivery to you?

To what degree do you feel you have improved your knowledge or skills in the following areas as a result of your work with us?

[Complete one line for each topic or skill area addressed by the training and/or technical assistance you provided]	No Improvement Whatsoever	Minimal Improvement	Moderate Improvement	Large Improvement	Not Sure

Comments:

To what degree do you feel your organization has improved its knowledge or skills in the following areas as a result of your work with us?

[Complete one line for each topic or skill area addressed by the training and/or technical assistance you provided]	No Increase Whatsoever	Minimal Increase	Moderate Increase	Large Increase	Not Sure

Comments:

To what degree do you feel your organization has improved its capacity in the following areas as a result of your work with us?

[Complete one line for each topic or skill area addressed by the training and/or technical assistance you provided]	No Increase Whatsoever	Minimal Increase	Moderate Increase	Large Increase	Not Sure

Comments:

What do you feel is the most valuable result of your work with us?

What additional assistance do you think would help your organization right now?

Any other comments or suggestions?

APPENDIX H

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Glossary of Terms:

501(c)(3): The section of the Internal Revenue Code defining nonprofit, charitable, tax-exempt organizations. Many private foundations and other funding sponsors limit their giving to organizations with 501(c)(3) status.

Agency: A branch of federal, state or local government (i.e. Department of Education, National Endowment for the Humanities, etc.). Agencies often further their mission and programs by sponsoring programmatic or research project.

Allowable Costs: An expenditure approved for the funded project as determined by the funder. Only allowable funds may be requested in grant budgets and charged to the grant account. OMB Circular A-21 defines allowable costs as:

- Reasonable
- Allocable to the project
- Given consistent treatment by the use of generally accepted accounting principles

Amendment: Any change(s) made to an existing sponsored project agreement.

Annual Report: Many sponsoring agencies require grant recipients to provide an annual report documenting the progress of their award at meeting the goals and objectives detailed in the grant application. Annual reports vary in format from simple printed documents listing the year's grants to detailed publications that provide substantial information about the sponsored project.

Application Notice: A notice published in the Federal Register soliciting applications for one or more discretionary grant or cooperative agreement competition. Application Notices give basic program and fiscal information such as total funding available for the program, maximum amount applicants are allowed to request and anticipated average award. Application Notices also provide application guidelines and submission deadline information.

Application Package: A packet, either electronic or paper, containing the application notice, information and all forms required for applying for a grant competition.

Applicant: The legal applicant for grant applications requiring 501(c)(3) status. This might be your CEO, grant specialist etc.

Application: The electronic or paper document resenting a project proposal and funding request to a sponsoring agency. The application may be a letter proposal, a response to an application notice or request for proposals, or a formal application to a federal or state granting agency or foundation.

Authorizing Official (Signature): A designated representative of the organization who is authorized by the Superintendent/President and Governing Board to sign-off on and submit grant proposals and contracts on behalf of the organization.

Award: A legally binding document that notifies the recipient and others that a grant or cooperative agreement has been made. The award contains or references all terms of the award and documents the obligation of federal funds.

Basic Agreement: A formal written document between the funding source and the university specifying the scope and work of a project to be completed within a specified time frame. Basic agreements may take the form of a grant or contract.

Budget: An estimate of the expenditures expected to be incurred in the performance of a proposed statement of work or the financial plan or cost assessment for a grant proposal or contract. The budget represents all costs associated with the implementation of a grant project or contracted agreement.

Budget Adjustment: The act of amending the budget by moving funds from one category or line item to another.

Budget Narrative: A document included with the application package which, in narrative form, describes the budgeted expenditures and activities in greater detail. For example, a line item for travel may include $1,500. In the budget narrative will include a breakdown of those costs (i.e. $500 for rental of three school buses to transport transferring student to local college/university tours).

Budget Period: The interval of time into which a project period is divided for budgetary purposes, usually 12 months

Catalog of Federal Domestic Assistance (CDFA) Number: A unique identifying number for a federal assistance program which includes a unique two-digit prefix to identify the federal agency (i.e. "84" for the Department of Education), followed by a period and a unique three digit code for each authorized program. Alpha-designations may be added to some programs to distinguish among competitions when multiple competitions are based on the same program.

Certifications (Assurances): A written statement signed by a designated authorized representative of the organization which certify that the organizaton is in compliance with federal or state regulations.

Close Out: The act of completing all internal procedures and sponsor requirements to terminate or complete a grant funded project or contract agreement.

Code of Federal Regulations (CFR): The Code of Federal Regulations (CFR) annual edition is the codification of the general and permanent rules published in the Federal Register by the departments and agencies of the Federal Government. It is divided into 50 titles that represent broad areas subject to Federal regulation. The 50 subject matter titles contain one or more individual volumes, which are updated once each calendar year, on a staggered basis.

Collaborator: An individual who collaborates with a grant's project director in the development, implementation or activities of a funded project. A collaborator typically devotes a percentage of his/her effort to the project and is identified a key personnel in the grant application.

Competing Continuation Application: A request to extend financial assistance for one or more additional budget periods for a project that would otherwise terminate. Competing continuation applications compete with other competing continuation, competing supplemental and new applicants for funds. In some cases applicants with competing continuations receive additional points toward their applications score based on documented success of their prior year activities, or prior experience points.

Conflict of Interest: Circumstances in which an individual's legal or moral obligations to an employer or other party conflict with or are negatively affect by his/her personal interests, financial or otherwise.

Consortium: A consortium is two or more institutions working on the same project. Either each institution is funded directly by the supporting agency or one organization serves as the primary recipient and issues sub-awards to the other members of the consortium.

Consortium Agreement: A collaborative arrangement in support of a grant project in which some portion of the project is carried out through a formal agreement between the college and one or more outside partner organizations/institutions.

Consultant: A person paid to work on an externally funded project who is not an employee of the college. A consultant is an expert in the field participating in a short-term, limited and specifically defined role to deliver services consistent with the goals and objectives of the grant or contract. A consultant is not paid as an employee but as an independent contractor with the organization. In some cases a granting agency may specify consulting rates or limitations on the amount of service that can be performed.

Continuation Award: Additional funding awarded to the same grant for a budget period following the initial budget period of a multi-year grant or cooperative agreement.

Continuation Proposal/Renewal Proposal: Additional funding increments for projects beyond the original grant period. See specific sponsor guidelines for submission requirements.

Contract: An oral, written or otherwise manifest agreement between two or more parties in which an offer is made and accepted and each party benefits.

Cooperative Agreement: An application for funding which, if awarded, will require the substantial involvement of personnel from the grant-funding agency. This type of award is commonly used by the U.S. Department of Agriculture.

Corporate Giving Program: A grant-making program established and administered within a profit-making corporation or company. The amount of a corporate giving program is usually tied

to the previous year's profits and sometimes tied to company-sponsored foundations. Corporate giving programs often have a specific focus (i.e. youth and the arts, community health, etc.).

Cost Reimbursement: A sponsored project agreement that requires the funding recipient to invoice the sponsor after-the-fact for reimbursement of allowable costs incurred in the performance of a project.

Cost Sharing: The organizations support of a project through cash or in-kind services. Cost-sharing requirements vary, but they generally represent a percentage of the total project costs. Some grants have specific requirements for cost sharing on grant projects, others do not. When cost sharing is included in a grant proposal or funding agreement, those costs must be documented and tracks for auditing purposes. Acceptable cost sharing must include the following:

- Must be verifiable by organization's financial records
- Must be allowable, allocable, reasonable and necessary for proper and efficient achievement of project-specific objectives
- Must not be used for cost sharing on other federally funded project, except where authorized by federal statue
- Must not be included as contributions for any other project
- Must be directly identifiable with the sponsored project as outlined in the proposal budget and/or budget narrative and therefore incorporated in the award notice

Data Universal Numbering System (DUNS): A unique identification number provided by the commercial company Dun & Bradstreet. Federal and state sponsoring agencies require the DUNS number on application forms.

Deadline: The published date and/or time that a grant application is to be either postmarked or received by the sponsoring agency.

Direct Costs: Direct costs charged to the sponsored project must be allowable, allocable and reasonable. Direct costs can be identified specifically with the activities and services of a specific sponsored project with a high degree of accuracy. Direct costs to not include overhead of other indirect costs. Examples of direct costs include:

- Salaries, wages and/or fringe benefits for employees performing work for the project
- Costs of materials and supplies used in the performance of work
- Other items of expense incurred for the project provided the costs are consistently treated in like circumstances

Disallowed Costs (Unallowable Costs): 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.

Effective Date: The date specified in an award document signifying the official start of an award.

Effort: The amount of time, generally expressed as a percentage of the total that a staff member spends on a sponsored project.

Entity Identification Number (EIN):

Equipment: Articles of non-expendable, tangible personal property with a useful life of more than one year and costing $5,000 or more for a single unit. Equipment does not consist of a replacement part or component that returns a piece of equipment to its original condition.

Facilities and Administrative (F&A) Costs: Also referred to as indirect costs, overhead, overhead costs or administrative costs. Reimbursement for actual organization's expenses that support extramural activities but cannot be directly charged to a specific grant or contract. F&A costs result from shared services such as libraries, plan operations and maintenance, utility costs, general department and sponsored projects administrative expenses and deprecation or use allowances for buildings and equipment.

Financial Report: A report generated by the organization which is sent to the funding agency to report the actual expenditures on a grant or contract annually and at the end of the project.

Final Report: The final technical or financial report required by the sponsor at the end of a project.

Fiscal Year: any 12 month accounting period. The fiscal year for California begins on July 1st and ends on June 30th. The Federal Government fiscal year begins on October 1st and ends on September 30th. The first day of the calendar year is often the beginning of the fiscal year for corporations and foundations. Most external grants are awarded based on the fiscal year of the sponsoring agency.

Full Proposal: Any proposal submitted by an organization to an outside entity that may lead directly to an award. A full proposal may be an expanded version of a preliminary or preproposal providing a detailed statement of the proposed project. The full proposal constitutes a final application to the sponsor and should be prepare with the care and thoroughness of a paper submitted for publication.

Funding Criteria: The review criteria associated with the evaluation of a proposal for funding. For federally sponsored programs, the criteria are printed in the program guidelines or the Federal Register and often follow a specific point system.

Gift: A monetary contribution of general or unrestricted support for broadly defined activities in one or more program areas constitutes a gift. To qualify as a gift, funds must meet all the following criteria:

- Detailed reports (interim, final, fiscal or technical) are not required
- No provisions (delays or advance notice) are imposed by the donor concerning publication of data and information derived from the activity

- No specific time limit to the expenditures of funds
- Rights to any patent or copyright are not retained by the donor

Gift in Kind: A non-monetary gift of personal or real property.

Grant: A grant represents a mutual joining of interests on the part of the grantor (sponsoring agency) and grantee institution in the pursuit of common objectives. The relationship of trust imposes upon the grantee institution the responsibility to ensure that the grant funds are used for the purpose for which they were awarded. A grant is distinguished from a contract in that a grant does not constitute the procurement of goods or services by the grantor.

Grant Closeout: The final stage in the lifecycle of a grant or cooperative agreement. During this phase, the funding agency ensures that all applicable administrative actions and required work of a discretionary grant or cooperative agreement have been completed by the grantee. The funding agency also reconciles and makes any final fiscal adjustments to a grantee's account.

Grantee: A grantee is the legal recipient of a grant. When the college accepts a grant award on behalf of the individual(s) who submitted it, it becomes the grantee and is legally responsible for following the terms and conditions of the award including all reporting and fiscal requirements.

Grantor: The funding agency or source that has agreed to provide financial support to a grantee in the form of a grant or cooperative agreement.

Grants Officer: The official authorized to take final action on a grant.

Guidelines: The document that outlines program goals to be addressed in a proposal and provides specific instructions on what content to include in a proposal, the format it should take and the funding criteria.

HIPAA (Health Insurance Portability and Accountability Act): A federal statute which regulates the use and disclosure of protected health information which is defined as information about health status, provision of health care, or payment of health care that can be linked to an individual, including any part of a patient's medical record or payment history.

Human Subjects: A living individual about whom an investigator conducting research obtains data through intervention or interaction with the individual which includes identifiable private information. On the federal level, the National Science Foundation sets policies regarding the use of human subjects in research.

Indirect Costs: (See Facilities and Administrative (F&A) Costs).

In-Kind Contribution: A non-cash commitment (i.e. time and effort, use of facilities, etc.) to share the cost of a sponsored project. This type of contribution may require written documentation and be subject to audit.

Institutional Authorized Officials: Individuals authorized by organizations to sign grants, contracts and agreements on behalf of the college.

Key Personnel: All individuals who participate in and are paid from the grant for the time and effort they contribute to the implementation and execution of the project.

Letter of Inquiry: A letter of Inquiry is initiated by an applicant to determine if a proposed project is within a private agency's fundable program areas and to request agency policy and program information including application instructions and forms.

Letter of Intent: A letter of intent notifies a funding agency that an application will be submitted in response to their solicitation. The letter may contain general program information, unofficial cost estimates and a request for application guidelines, instructions and forms.

Letter of Support or Commitment: A letter from a collaborator or other interested party which states their support of the project or lists specific and tangible commitments (i.e. use of facilities, donation of time and effort, supplies, etc.) they are willing to contribute to the project.

Lobbying Certification: (See Certifications)

Matching Funds: A cash commitment to share the costs of a sponsored project (also see Cost Sharing). Matching funds must be supplied by the grantee as cash or in-kind contributions depending on the grantor's requirements. The grantor may require a specific percent match.

Memorandum of Understanding (MOU): A written agreement between two or more parties which delineates the tasks, jurisdiction, standard operating procedures or other matters which the agency or units are duly authorized and directed to conduct.

No-Cost Extension (NCE): Provides for an additional period of performance to accomplish project goals without awarding additional funds. Permission for NCE must be requested from the sponsor.

Non-competing Continuation Application: A request for financial or direct assistance for a second or subsequent budget period within a previously approved project period.

Notice of Award (NOA): (See Award).

Office of Management and Budget (OMB): A branch of the Executive Office of the President. OMB helps the president formulate spending plans, evaluates the effectiveness of agency programs, policies and procedures, assesses competing funding demands among agencies and sets funding priorities. OMB ensures agency reports, rules, testimony and proposed legislation are consistent with the president's budget and with administrative policies.

OMB Circular A-21: "Principles for Determining Costs Applicable to Grants, Contracts, and Other Agreements with Educational Institutions."

OMB Circular A-110: "Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations."

OMB Circular A-133: "Audits of States, Local Governments and Non-Profit Organizations."

Outcomes: The changes in or benefits achieved by participants due to their participation in program activities. This may include changes to participants' knowledge, skills, values, behavior or condition of status.

Overhead: (See Facilities and Administrative (F&A) Costs).

Participant: Project participants are the recipients of service or training provided at a workshop, conference, seminar, symposium or other short-term instructional or information-sharing activity funded by a grant funded project. Participant can also be the training beneficiaries of the grant funded project. Participants are not involved in providing any deliverable to the organization or a third party or would not be terminated or replaced for failure to perform.

Participant Costs: Costs used to pay program participants small stipends and reimbursement of travel costs or other out-of-pocket costs incurred to support attendance at a workshop, conference, seminar, symposium or other short-term training or information-sharing activity.

Peer Review: A process used by many federal and some private funding agencies where committees of experienced researchers or professionals in the same topical area review, score and recommend grant applications for funding to the agency.

Preliminary Proposal or Pre-proposal: A brief outline or narrative of a proposed project sometimes including a preliminary budget for informal review by a sponsor to determine whether a full proposal should be submitted.

Primary Contact: The person approved to coordinate with the Resource Development Specialist on the development, writing and submission of a grant proposal. The Primary Contact serves as the official point of contact on the grant application forms and bears responsibility for implementing the project when funded.

Prior Approval: Written approval from an authorized individual at the sponsoring agency evidencing prior consent. For example, some agencies require grantees to obtain prior approval if they plan to transfer more than 10% of the budget to different line items.

Private Foundation: A nongovernmental, nonprofit organization with funds and program managed by its own trustees or directors. Private foundations are established to maintain or aid social, educational, religious or other charitable activities serving the common welfare, primarily through the making of grants.

Program or Project: An organized set of services designed to achieve specific outcomes for a specified population that will continue beyond the grant period.

Program Announcement: A generic funding opportunity accompanied by agency approved merit review.

Program Income: The gross income earned by a grant project from the activities part or all of which are borne as a direct cost by the grant. Examples ore fees for services performed under the grant, rental or usage fees charged for use of equipment purchased with grant funds, funds generated from the sale of event tickets for performances or exhibits organized and paid for by the grant.

Program Officer: An employee of the grantee agency who oversees applications, funded projects and sometimes evaluates or determines funding for proposals. In federal agencies program officers have research and academic backgrounds similar to those of the applicants.

Progress Report: Periodic, scheduled reports required by the sponsor summarizing research or project progress to date.

Project Director: In some cases the Primary Contact will serve as the Project Director when a proposal is funded. In other cases, the sponsoring agency may require a 100% full-time Project Director requiring creation of a new position and recruitment. In this case, the newly hired Project Director will assume responsibilities for the grant from the Primary Contact becoming the official point of contact and assuming responsibility for implementing the project.

Proposal: A written statement/document establishing project need, objectives, methodology, qualifications of key personnel, budget, budget narrative, institutional commitment and program evaluation for a funded project.

Scope of Work: The description of the work to be performed and completed on a grant project. A Scope of Work is required but not submitted with the application for all sub-awards associated with a grant application.

Re-budgeting: Reallocation of funds available for spending between budget categories to allow best use of funds to accomplish the project goals.

Renewal: A competitively reviewed proposal requesting assistance directly from an awarding agency to carry out a project or program.

Request for Applications (RFA)/Request for Proposals (RFP): An RFA/RFP contains instructions and information required to complete and submit a grant application.

Resubmission: A request for funding from a sponsor for a proposal that has been previously rejected by the same sponsor. Occasionally, sponsors will request that an applicant make certain changes to a proposal and resubmit it. If a proposal has been substantially revised, or if the changes have not been made at the request of the sponsor, the proposal is considered a new application.

Revised Budget: A revision of the budget for a previously submitted proposal that is submitted to a sponsor at their request. The sponsor will generally suggest areas and categories that should be revised. Revised budget requests usually occur when the sponsor funds a grant application at a level that differs from the original request

Seed Money: A grant used to start a new project which may cover salaries and other operating expenses for the project.

Site Visit: A visit by funding agency staff to determine adequacy of staff and facilities to determine initial funding to assess progress on a continuing project.

Sponsor: An external funding source that enters into an agreement with the college to support research, instruction, public service or other sponsored activities. Sponsors include private businesses, corporations, foundations and other not-for-profit organizations, other colleges/universities, and federal, state and local governments.

Subcontract: A contract between a prime contractor and a subcontractor to furnish supplies or services for the performance of a prime contract.

Subcontractor: A party that enters into and performs a subcontract.

Submission Window: Designated periods of time during which proposals will be accepted for review.

Sub-recipient: The legal entity to which a sub-award is made and which is accountable to the prime awardee for the use of the funds provided

Terms of Award: All legal requirements imposed on a grant by the federal government through statutes, regulations or terms in the grant award document. Each Notice of Award may include standard and special provisions considered necessary to attain the objectives of the grant, facilitate post-award administration of the grant, conserve grant funds, or otherwise protect the federal government's interests.

Timeline: A schematic or description of the goals, objectives, benchmarks and activities within a specified time set for reaching completion. Timelines may also include persons responsible and measurable outcomes or products.

Total Direct Costs: The sum of all direct costs in a proposal budget (See Direct Costs).

Training Grant: Grant funded programs which provide instructional activities for participants.

Transmittal: Formal legal mailing or electronic submission of the proposal to the funding agency.

Unallowable Costs: Specific categories of costs that cannot be charged directly or indirectly to federally funded sponsored projects in accordance with federal regulations.

Unrestricted Funds: Moneys with no requirements or restrictions. Grants, contracts and cooperative agreements are considered restricted funds. Gifts are considered unrestricted funds.

Unsolicited Proposal: A proposal submitted to a sponsor that is not in response to a RFP, RFA or Program Announcement.

Voluntary Cost Sharing: Cost sharing which is not required by the sponsor or shown on the proposal budget. Voluntary sharing is usually reported as cost sharing and must be documented through time and effort reporting.

Work: An original creation of authorship produced in a tangible medium including literary pieces, musical compositions, dramatic selections, dances, photographs, drawings, paintings, sculpture, video, sound recordings, computer software programs and other tangible assets.

Grant Basics Workshop Evaluation Questionnaire

Date: _____

Organization Name: _____

Participant Name: _____

Title: _____Email: _____

INSTRUCTIONS – Please circle your response to the items. Rate aspects on a 1 to 5 Scale:

1 = Strongly Disagree, or the lowest, most negative impression

3 = Neither agree or disagree, or an adequate impression

5 = Strongly Agree, or the highest, most positive impression

Workshop Content – Circle your response to each item

1=Strongly Disagree 2=Disagree 3=Neither Agree or Disagree 4=Agree 5=Strongly Agree

1. The workshop lived up to my expectations	1	2	3	4	5
2. The content was relevant and understandable	1	2	3	4	5

Workshop Design – Circle your response to each item

1. The workshop objectives were clear	1	2	3	4	5
2. The workshop activities stimulated my learning	1	2	3	4	5
3. The difficulty level of this workshop was appropriate	1	2	3	4	5
4. Presentation was informative	1	2	3	4	5
5. The pace of the workshop was appropriate	1	2	3	4	5
6. Presentation materials improved understanding	1	2	3	4	5
7. The length of the workshop was appropriate	1	2	3	4	5

Workshop Instructor – Circle your response to each item

1. The instructor was well prepared	1	2	3	4	5
2. The instructor was helpful	1	2	3	4	5

Workshop Results – Circle your response to each item

1. I have a clearer understanding of grant writing	1	2	3	4	5
2. I will be able to use what I learned in this workshop	1	2	3	4	5
3. I will be able to use sample materials provided to improve my grant writing skills	1	2	3	4	5
4. I gained new knowledge about writing Grants	1	2	3	4	5
1. I gained new knowledge about measuring outcomes	1	2	3	4	5

Workshop Analysis – Circle your response to each item

1. The workshop was a good way for me to learn this content	1	2	3	4	5

2. How would you improve this workshop? Check all that apply.

- ☐ Clarify workshop objectives
- ☐ Reduce the content covered
- ☐ Increase the content covered
- ☐ Improve instructional methods
- ☐ Have more workshop activities/exercises
- ☐ Improve the workshop organization
- ☐ Provide better information before the workshop
- ☐ Slow down the pace of the workshop
- ☐ Speed up the pace of the workshop
- ☐ Shorten the time of the workshop

3. What other improvements would you recommend?

4. What is least valuable about this workshop?

5. What is most valuable about this workshop?

6. Are you interested in receiving/attending other educational materials/workshops to build your organization's capacity? ☐ Yes ☐ No

If you checked yes we will be sure to forward you information on future workshops and include you in our bi-monthly newsletter.

7. What additional assistance do you need/want for your agency right now?

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