Training Agenda, Small Tier breakout room

1. Mock application

2. Scoring guidance walk-through, selected content

3. Wrap up and next steps
Mock application

“Camp Make a Difference” mock application available in Reviewr

Alex used this to walk through the Reviewr training

You can use also use it to familiarize yourself with the application and Reviewr in advance of receiving your proposals

Source of screen shots in remainder of training
Although amount requested close amount available, still want rigorous review of applications
Want to fund fully responsive applications; can reassign funds to other tiers if needed
Scoring guidance walk-through, selected content
Remainder of training focus on key definitions and tips for main sections

1. Why do it?
2. What should be done?
3. Is there capacity for the effort?
4. How much money is needed?
## Why do it?
### Key definitions and scoring concepts

<table>
<thead>
<tr>
<th>Small Tier</th>
<th>Components</th>
<th>Possible Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why Do It? (RFP 25 points)</td>
<td>1. Description of CORE Condition/'Problem' or community need</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2. Community strengths and assets</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>3. Inequities/Who is experiencing needs</td>
<td>5</td>
</tr>
</tbody>
</table>
Needs, defined

*Resources or conditions* that are absent/insufficient for a particular group or community yet are necessary to thrive

Should be (mostly) described in terms of resources or conditions, NOT services

- Access to affordable housing = need
- Emergency shelters, rental assistance = services
Needs, scoring

CORE does not prioritize some kinds of needs over others

Score questions on how well applicants describe and make their case; NOT your own assessments of which needs are more important than others

While NOT scoring on CORE condition(s) selected, DO consider how well application links needs/challenges to the selected CORE condition(s)
Community strengths and assets

Definition:
The people, physical structures, places, community services, organizations, and businesses that can play a role in improving a community’s quality of life. Also referred to as resources or strengths.

Look for “strengths-based language” throughout this section

Strengths-based language definition:
Focuses on the innate strengths of individuals and communities rather than a problem or concern
## Examples of strengths-based language

<table>
<thead>
<tr>
<th>Conventional/deficits-based</th>
<th>Strengths-based</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suffering with</strong></td>
<td>Working to recover from</td>
</tr>
<tr>
<td></td>
<td>Experiencing</td>
</tr>
<tr>
<td></td>
<td>Living with</td>
</tr>
<tr>
<td><strong>Weaknesses</strong></td>
<td>Barriers to change</td>
</tr>
<tr>
<td></td>
<td>Needs</td>
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<tr>
<td><strong>An addict</strong></td>
<td>A person diagnosed with an addiction</td>
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<tr>
<td><strong>Enable people to...</strong></td>
<td>Empower people to...</td>
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</tbody>
</table>
Equity & dimensions of equity

Equity is central to CORE

*Fairness or justice in the way people are treated, specifically: freedom from bias or favoritism. A program built on equity will address the needs of specific populations most likely to be affected by inequities by providing resources and opportunities such that they may thrive alongside other residents in the county.*

Applications must address some “dimension of equity”, (e.g., race, sex, age, gender, etc.) NOT required to focus on race
Inequities

Converse of equity

Definition
Systematic differences in the status of different population groups. These inequities have significant social and economic costs both to individuals and societies.
Use of data / information

All applicants required to use data and information to make their case

Want to see data that addresses all components in this section

Must state (i.e. cite) where data is from, but no specific format required

Can use Data Share and Community Indicators, but are not required to use these sources

Exemplary applications will use an array of data to tell a clear, cohesive ‘story’
Use of data / information

Lower expectations around data and complexity of responses than other tiers

Still, must include community data

Can be from variety of sources

Can be community perspectives: stories or quotes

May also include quantitative data (numbers, statistics)

According to numerous studies, such as the ACEs (adverse childhood experiences) study conducted in the late 90’s by the CDC and Kaiser, childhood trauma has significant impacts on many areas in a person’s life such as physical health, mental health, maintaining healthy relationships, stable employment, and educational achievement, to name a few. For example, a study from the Berkeley School of Social Work showed that children who emancipated from the foster care system were three times more likely...
## What should be done?  
### Key definitions and scoring tips

<table>
<thead>
<tr>
<th>Small Tier</th>
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</thead>
<tbody>
<tr>
<td>Section &amp; Sub-section, if applicable</td>
<td>Small Tier</td>
<td>Component</td>
</tr>
<tr>
<td>What should be done?  (RFP 30 points)</td>
<td>Program/project description &amp; outcomes</td>
<td>4. Program/project description</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Measurable accomplishments</td>
</tr>
<tr>
<td></td>
<td>Why Will It Work?</td>
<td>6. Supporting information, data, and evidence</td>
</tr>
<tr>
<td></td>
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<td>7. Data collection and use to understand progress</td>
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<tr>
<td></td>
<td>Who are the People Served?</td>
<td>8. People who will be served</td>
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</tbody>
</table>
Program / project description & accomplishments / outcomes sub-section

Must propose direct services

Consider narrative response and ‘metrics’ of outcomes/accomplishments

Can identify up to two (2) outcomes/accomplishments

Small tier can identify either Accomplishments or Outcomes (or both)

Quality more important than number, e.g., outcomes/accomplishments relate to activities/strategies and community challenges/strengths

Ideally, want metrics on whether people are better off (rather than quality of service)

**WHAT ARE THE SERVICES?**

In this section, applicants are asked to describe their program/project and anticipated outcomes. All applicants are encouraged to be as specific as possible. Funding is awarded annually, contingent upon availability of County and City funds, at the same amount for each year of the 3-year grant term. Therefore, applicants are encouraged to consider how this may impact proposed activities and outcomes.

**Describe the program/project including primary activities (i.e., strategies), people who will participate, and anticipated outcomes.**

Within the description, identify how the program will influence any inequalities. If the proposed program will have multiple funding sources, identify the activities and people who will be served with CORE funds requested and also summarize activities of the ‘intend’ program.

Our program is for children (8 to 12) who have experienced abuse or neglect (or one at risk) and is based on the concept that it takes one healthy stable relationship to make a difference in the life of a child. With a camper-counselor ratio of 1:5, we aim to make a difference. This matching provides mentorship that continues each summer and throughout the year. Our campers/counselor pairs participate in a wide-variety of health and wellness activities, including physical exercise, creative expression, personal enrichment, and free time to socialize and build friendships. Activities are designed to promote an attitude of “I can”, provide opportunities where everyone can be successful and develop skills to face personal circumstances outside of camp. We use a trauma informed framework for our staff training, for our whole Anderson campers.

**ACCOMPLISHMENTS**

Describe a specific measurable accomplishment (activity "achievement" or outcome) to be completed with CORE funding by the end of the first year.

**Accomplishment #1**

90% of campers that attend the summer program will continue to have ongoing contact with their counselor throughout the year. This will be measured by counselor and parent/caregiver surveys.

**Accomplishment #2**

80% of parents/caregivers will be able to report out on at least one new/improved social skill their camper has demonstrated within six months of the summer program. This will be measured through parent/caregiver surveys.
Why will it work? sub-section

Consider narrative responses and list of programs/practices

Identify up to two (2) programs/practices

- Quality more important than number
- Does not matter where programs/practices fall on CORE Continuum of Evidence
- Score on the quality of information and argument application uses to explain why a program/practice will work

As in first section, lower expectations around data in Small Tier than others

Still, must include some data to support why program will work (e.g., community data, stories, or other types of information)
Who are the people served? sub-section

Description of people to be served should relate to those experiencing inequities (as described in Why do it? section)

CORE funds intended to serve people living in County of Santa Cruz

• If applicant proposes serving a large proportion of people who do not live in the County, consider in your scoring

Some applicants may not collect all demographics requested in tables

• OK for applicants to enter “Data not collected” (or something similar); just need to include something in these tables

• Do not penalize these applicants
## What is the organizational capacity?

### Key definitions and scoring concepts

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<tr>
<td><strong>Organizational Capacity (RFP 25 points)</strong></td>
<td></td>
<td>9. Agency capacity</td>
<td>15</td>
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<tr>
<td></td>
<td></td>
<td>10. Operationalizing equity</td>
<td>10</td>
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</table>
Operationalizing equity

Applicants asked how they operationalize equity in their organization

Flexible and agency-specific approach

Can describe plans and/or practices for operationalizing equity
Operationalizing equity, examples

• Staff attends diversity trainings yearly.

• Staff are diverse and reflect the clients being served at all levels of the agency (support staff, management, senior leadership, board of directors).

• Agency employees those with Lived Experience or have used their services.

• Agency centers community/client voices. (e.g., someone with lived experience on board of directors, community organizing, client surveys, etc.)

• Agency gathers information from community and staff on how the issue benefits or burdens the community in terms of racial equity

• Leadership communicates key community outcomes for equity.
## How much money is needed? Key definitions and scoring tips

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<tbody>
<tr>
<td>RFP 20 points</td>
<td>How much money is needed?</td>
<td>11. Budget</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>12. Budget description</td>
<td>10</td>
</tr>
</tbody>
</table>
**Budget forms and narrative**

Budget worksheets have one row for non-personnel costs

Some agencies added rows, some just used one

Either approach is ok

Do not penalize agencies that just used one row because instructions were not clear

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Agency Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSONNEL</strong></td>
<td></td>
</tr>
<tr>
<td>POSITION TITLE</td>
<td>FTE</td>
</tr>
<tr>
<td>PERSONNEL SUBTOTAL</td>
<td></td>
</tr>
<tr>
<td><strong>NON-PERSONNEL</strong></td>
<td></td>
</tr>
<tr>
<td>ADMIN AND NON-PERSONNEL SUBTOTAL</td>
<td></td>
</tr>
<tr>
<td>ADMIN OVERHEAD</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
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</tbody>
</table>
Administrative rate, if requested

RFP allows for administrative / indirect costs

Definition: General administrative and/or facility costs anticipated by the agency to support the proposed services that cannot be readily identified specifically with a particular project or program. For example, depreciations on equipment, accounting or personnel department services, or rent and utilities not otherwise identified specifically with the particular project or program.

Applies to amount of funding requested, not entire program funded by other sources

Collaborative requests may be by each agencies’ program/project budget

Applicants may provide a narrative to justify administrative rates over 10%

We will notify you if any of your proposals have a rate over 10%
Budget & Budget Description components

**Budget component** has only 3 possible scores
- Inadequate
- Partial
- Satisfactory

Focus is on how well applicant followed instructions

**Budget Description component** has standard scoring levels
- Inadequate
- Partial
- Between Partial and Satisfactory
- Satisfactory
- Between Satisfactory and Exemplary
- Exemplary
<table>
<thead>
<tr>
<th>Topic</th>
<th>YouTube Link</th>
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</thead>
<tbody>
<tr>
<td>Introduction to Collective Impact</td>
<td><a href="https://youtu.be/zNEObex5jo8">https://youtu.be/zNEObex5jo8</a></td>
</tr>
<tr>
<td>Exploring the CORE Conditions of Health &amp; Well-being</td>
<td><a href="https://youtu.be/Yc-idQ0qzPg">https://youtu.be/Yc-idQ0qzPg</a></td>
</tr>
<tr>
<td>Developing a Theory of Change and Logic Model with an Equity Lens</td>
<td><a href="https://youtu.be/M1p5tRA5Uzk">https://youtu.be/M1p5tRA5Uzk</a></td>
</tr>
<tr>
<td>Using CORE Tools to Develop Your Proposal</td>
<td><a href="https://youtu.be/7g6EA7LBOhA">https://youtu.be/7g6EA7LBOhA</a></td>
</tr>
<tr>
<td>Using Data and Stories for Continuous Learning and Improvement</td>
<td><a href="https://youtu.be/Lx-6CmVbP_A">https://youtu.be/Lx-6CmVbP_A</a></td>
</tr>
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</table>
Wrap up and next steps

1. Timeline
   - March 18: Panelists receive proposals after they have filled out forms
   - March 31: Panelists scores due
   - April 7: Panel follow-up discussions, if needed

2. Check-in email from us next week

3. Contact CORE Investments team with any questions
   
   COREReview@Santacruzcounty.us

   We’ll respond within 2 business days

4. Complete Survey on Training – appears in your web-browser once you leave the meeting