

FY25 RAS Application – Manatee County Government – CSAB

A – Organizational Strength

1. What is your mission statement?
Purpose of Question: While not scored, this is important to ensure that the program is fully within the mission. In some cases, nonprofits start work (especially if funds are offered) in areas outside of their core focus. i.e., last year Easter Seals stated they met the priority of adoption preservation when their mission is serving disabled children, some of which are adopted.
Scoring Area: A) Organizational Strength, not a scored question.
Applicant Guidance: Simply provide the mission statement you currently use. Short and sweet is just fine!
Examples: The mission of the Davis Health Alliance is to ensure that low income and at-risk individuals in our county get and use health care services. <ul style="list-style-type: none">• The Carver After School Program’s mission is to change the odds stacked against kids from low-income families who are at high risk of school drop-out.
2. What does your organization know how to do especially well that most contributes to this program achieving great gains for its participants?
Purpose of Question: The extent to which an agency understands what it must know how to do well reflects its performance in a number of ways, including selecting new staff to fill in gaps in know-how and capitalizing on what gives it comparative advantage over other agencies in the same space. It is far more predictive of success than a word-smithed mission or vision statement.
Scoring Area: A) Organizational Strength, (1) Core Know-How
Score Range: 0-4 4 – They have clearly stated one or more points with specific content on knowledge and/or skills that they have and that seem critical to the success in this program. It is specific, not general. 2 – They have stated one or more points, but they are not specific and/or critical to their success. 0 – They did not state a specific core know-how or did so at a very vague level.
Applicant Guidance: Core know-how is often expressed in two areas: <ol style="list-style-type: none">1. <u>Knowledge</u>—what your organization knows in terms of not just facts, but insights.2. <u>Skills</u>—what your organization knows how to do.
Examples: Our core know-how is in adding an element of social connection when we deliver meals to the homebound. We also know how to spot cases of strong social isolation that is inhibiting health and to refer persons to appropriate agencies that may otherwise have been left alone. We know how to find dentists that make no differentiation whatsoever between the indigent population we serve and their patients with private insurance and status equivalent to the dentist. Further, the persons we find are willing to volunteer extra hours upon occasion. These are special people, and we know how to recruit and support them.
3. What predicts leadership sustainability for the organization?
Purpose of Question: Any issues of organizational survival are important to understand in that they consume time and attention that is diverted from effective programs. This question focuses on leadership where a loss of a board chair or CEO can cause real challenges. Even if successful,

programs may slow down during a transition period. Of special concern: the loss of a well-liked founder.

Scoring Area: A) Organizational Strength, (2) Leadership Sustainability

Score Range: 0-4

4 – There is nothing flagged or stated to question leadership sustainability. No key person is leaving for falling short. Or, if so, they have found an impressive new person.

2 – There is a suggestion of a possible problem.

0 – There is a clear and unresolved issue with leadership sustainability.

Applicant Guidance: Include recent or anticipated turnover of key leaders for the organization. Also note any changes in board members, especially the board chair, as these transitions can also bring some level of disruption.

Examples:

1. Our leadership is solid. Kathryn, the CEO, anticipates remaining for at least the next five years as do all key staff. Board leadership rotates and we have identified the next two alternating chairs. We anticipate that they will be here to assume that role.
2. Jose, our program leader, is planning on retiring next year. While his leaving is a loss, he has identified and is mentoring the person who will take his place. We do not foresee any loss of momentum, services, or accomplishments with this transition.

3. What predicts financial stability for the organization?

Key Organizational Trends: Please provide financial, participant, and personnel data requested. Complete accordingly for organization.

3 Year Trend Line	1 Year Ago	2 Years Ago	3 Years Ago
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Purpose of Question:

1. It is important for an organization to ensure funding and avoid financial instability or crisis in the event of a loss of funds. This question exposes the organizations methods in predicting their financial stability, how they define financial success, and what measures they use to do such.
2. Money is the second key area for sustainability. When an organization runs low on cash, much attention can be diverted from programs to staying afloat, even if the organization looks good by the end of the year. And trends toward higher expenses than incomes do not bode well for stability.

To understand the dynamics of any organization, a look at 3-year trend lines is very important. Is the organization growing or shrinking? i.e., not adding staff if they are not generating enough revenues.

Scoring Area: A) Organizational Strength, (3) Financial Stability

Score Range: 0-6

6 – There are no flags indicating financial instability, the organization describes their current financial situation as well as their future predictions.

3 – The organization has shown financial stability in the past but is currently running in a deficit with no concrete plan on getting into a surplus.

0 – There is to prediction for financial stability, or the organization offers no insight on their financial reporting.

Applicant Guidance: Include financial trends, events (e.g., gain or loss of a key donor). Also comment on any challenges you have on available cash to cover salaries and other expenses. An annual excess of income over expenditures is not reassuring if you cannot meet payroll in the middle of the year. If you have been operating at a deficit, provide an explanation of the plan to get out of that financial situation.

Please provide financial data for the organization. Take note that only organizational data is being requested in this section.

- Revenue: Enter total organizational income from all sources.
- Expense: Enter total organizational costs, including overhead for the organization.
- Staff Organization-wide: Enter the number of staff for the organization.

Examples:

1. The Guilford Health Group confidently predicts its sustainability over the next 5-10 years. While our financial net varies year to year, we are always “in the black” over any 3-year rolling average. Further, our government and foundation payments give us positive cash flow. Our key funders show no evidence of losing either money or interest in supporting us.
2. Learning Turnaround has been in existence since 1963 and has never been in a stronger financial position. We have built a \$1.5 million endowment and have diversified our revenue to the point that 60% comes from grants and 40% is earned income from services for which we charge. Our audited financials (including management letters) show that we are in good standing for the last 3 years.

5. Provide the following information on the characteristics of your Board of Directors:	
# of board members	
# of board members who are residents of Manatee County	
# of board members who support you with annual contributions	
Provide the number of board members with significant experience in the following areas:	
Finance	Personal connection to agency’s mission
Nonprofit management	Field(s) in which your agency works
Law	Direct experience with kinds of people served
Business	
Purpose of Question: The ability of a board member to add the greatest possible value increases when they personally know and have experienced the problems and/or solutions that the organization addresses. This goes beyond knowing a field by reading about it.	
Scoring Area: A) Organizational Strength, (4) Board of Directors	
Score Range: 0-6	
6 – Five or more subject areas with significant experience; 90% of board members contribute dollars, and strong and clear nepotism policy.	
3 – Three to four subject areas with significant experience.	
0 – Two or less subject areas with significant experience.	
Applicant Guidance: Significant means that board members have practiced in the area—e.g., held a role in that field. Personal connection to agency’s mission, means a person who has experienced the problem area addressed—e.g., a person with a disabled child (or relative) who invests their time on the board of an agency that helps disabled children. The nepotism policy should include whether board members may be related, board members related to staff, and staff related to staff that they supervise. Nepotism policy considered with Board of Directors’ question 5.	
Provide the agency's policy on nepotism at all levels. Include whether board members may be related, board members may be related to staff, or staff may be related to staff that they supervise.	

B – Program Section

6. Tell us about your program.

Purpose of Question: Before you jump right into persons and the gains they will get; you need a thumbnail on what the program is. This question is not scored in that return on county investment lies in the details contained in other questions. There is no value for a bad program clearly stated.

Scoring Area: B) Program Section, This is not a scored question.

Applicant Guidance: We are looking for a brief paragraph or two with an overview of the program to help our reviewers. Think of it as what you could state in 60 seconds if someone asked what your program is. If quoting statistics, whether local, state, or national, please provide source link. Please do not use acronyms throughout the application.

Examples: An outpatient clinic providing dental services both by appointment and a walk-in basis. We have full diagnostic capability and can-do general dentistry, including crowns. We have only one dentist who does root canals and other such procedures.

- We provide meal packages for students to take home for weekend use for themselves and their family. We do this on Fridays during the school year and have a central location to which families can come during vacation weeks to access the packages. We deliver to the schools and the schools deliver to the students.

7. Program historical information

Purpose of Question: While not scored it is important to understand the program history to see the program data trends.

Scoring Area: B) Program Section, This is not a scored question.

Applicant Guidance: Provide the data called for as it relates to the program specifically in the past three years:

- Program Match Funding
- Program Participants
- Program Staff
- Program Contractors

8. Program match funding details

Purpose of Question: While not scored it is important to ensure that the program is looking for other funding as a first source and using the millage funds as a last resort. If the programs sole funding is from the CSAB then it is pertinent that the program is looking for a match of funds.

Scoring Area: B) Program Section, This is not a scored question.

Applicant Guidance: Please provide details of the requirements for the program to receive match funds. Include the investment amount required to receive the match, other funding sources that are also considered in the match, length of time the match funding is available for, from where the match is coming from, and other necessary or relevant information.

C – Participant Information

9. Eligibility Categories

Purpose of Question: The use of these funds is restricted to benefit children who qualify for at least one of the following eligibility criteria: abused, neglected, at-risk, or economically disadvantaged as specified in the Children’s Services Ordinance (91-42).

Scoring Area: C) Participant Information, This is not a scored question.

Applicant Guidance: While many of your participants may reflect more than one category, the County requirement is that all participants served by this funding source must be represented in at least one category. What percentage of your participants fall within at least one of these eligibility categories?

- Abused or neglected – Children are in danger of suffering from or have a history of experiencing physical, emotional, educational, or medical maltreatment related to the failure to provide needed age-appropriate care.
 - Describe the method used to verify and determine abused or neglected eligibility criteria.
- Economically disadvantaged – Families with children prenatal or ages birth – 17 years lack the money they need for essentials such as housing, food, and transportation, and the opportunities to earn money to pay for them. Household income is 250% or below current federal poverty level guidelines.
 - Describe the method used to verify and determine economically disadvantaged eligibility criteria.
- At-risk – Children lack the basic necessities for normal childhood development. They face severe limitations, barriers, or challenges to reaching their potential academically, physically, socially, emotionally, or mentally. They have risk factors or lack protective factors in one or more domains (individual, peer, school, family, or community), or they exhibit, or have a strong potential to develop, behaviors that put them at risk for negative, life-altering consequences.
 - Provide the program definition of at-risk.
 - Describe the criteria and method used to verify and determine at-risk eligibility.

For each applicable section below, you must complete all parts in full. Any non-applicable sections should state “n/a”, or “0”.

10. Provide the anticipated demographics for the Manatee County participants to be served by the proposed program

Purpose of Question: Our Children’s Services Ordinance states that children to be served must be between the ages of birth through age 17. Parents may be served if the program benefits children prenatal through age 17. This data may also be used later to compare proposed vs. actual data after the program year has ended.

Scoring Area: C) Participant Information, This is not a scored question.

Applicant Guidance:

- Report data exclusively for Manatee County residents anticipated to participate in your service or program in the upcoming fiscal year (October 1 – September 30).
- Overall total is the number of unduplicated participants to be served in the program.
- Age range category: If you serve adults for the benefit of their children, enter total # of adult participants in the parent/guardian category. If you solely serve adults for any other purpose, the program is not eligible for an investment from this funding source.
- Race/Ethnicity category: Report each participant only once, selecting the best fit from the categories provided. Percentages will total 100%.

11. Whether you play a role in selecting participants or not, who are the people most likely to use the goods or services you offer?

Purpose of Question: This question lets you look at whether the organization believes it is equally effective with everyone who fits the need for the service. Most high performing programs

understand the factors associated with various clients that most effectively gain from its services. It tells whether the program is reaching those who most need the help.

Scoring Area: C) Participant Information, (5) Most likely to use goods/services provided

Score Range: 0-8

8 – Clear understanding of who is being served and how the goods/services benefit the client

4 – Understanding of who is being served but unsure the benefits will help in the manner described; or the client criteria for services does not clearly serve abused, neglected, at-risk or economically disadvantaged youth, yet the good or services provided clearly benefits the client as described.

0 – It is unclear if the program is serving proper clients and it is not clear how the services or goods will benefit the client in the manner described.

Applicant Guidance: We do not think that all services are equally desired and used by everyone who is defined as eligible to receive them. You may well have a sense that some people who fall within the need and eligibility criteria and are more likely to gain from the services or products than others will. Your insight is not required to be research-based, although it is helpful.

Example: We serve student attending Title I schools who are identified by school staff as needing the personal items we provide. We believe that our clients have less truancy which supports their academics and increases their likelihood of staying in school.

12. Define two typical clients, reflecting between them any significant differences among your clients and describe how your program addresses specific challenges you define.

Purpose of Question: High performing agencies really know their participants. They know what the issues are, and they know what they need—not just at general levels but in the highly specific terms of actual individuals. If a young participant, for example, comes from a family with a culture that devalues education for girls, we would look for a program that addressed that critical factor—either by changing parent viewpoints or giving the child ways to move forward with other validation.

Scoring Area: C) Participant Information, (6) Typical clients

Score Range: 0-8

8 – They have identified specific individual (not group) challenges or conditions in participants and can describe how they address them with their program.

4 – Some factors identified for individual, but insufficiently specific or clear; or, factors identified but with no information on how their program is designed to address them.

0 – Very little individual identification factors are provided.

Applicant Guidance: Please use actual participant examples from your current client base, if possible, but do not use real names. If need be, use composite examples drawn from actual participants. Describe their situation, strengths, and any characteristics important in defining them. Emphasize in the two examples any differences or variations in participants you envision. Make sure you add any ways in which your program is designed to specifically deal with the specific challenges you define.

Examples:

- Angela is 10 and in the 4th grade. She is two or more grade levels behind in reading. She is social and seldom a behavior problem. She is, however, distracted and does not readily focus on homework or anything else that looks to her like schoolwork. She has a single mom who is concerned about her and says she tries to limit her time on social media but is not consistently successful. Our program has elements that specifically address her attention span challenge and will make learning more engaging for her.

- Jose is 13 and in 9th grade. He has one parent who is incarcerated and is being raised by one parent with support from his grandparents. Through school counselors, it was recommended to his grandparents that he should consider participation in this program to help resolve some anger issues that have been identified during the school day. Upon intake into the program an ACE assessment was completed by his parent on his behalf and his ACE score was determined to be a 4. Our program supports all youth with any determined risk factors and helps to establish protective factors for participants.

D - Difference Made

13. Select the priorities your program directly strives to support/achieve.

Purpose of Question:

While unscored, this is important. It confirms that the agency is trying to measure one of the priorities and helping move the needle. Second, while you are not giving added value in a score for a priority being selected, you can look at how the agency may in the same program be getting results or broader impacts that cross over to other priorities. Be aware that some agencies may select a priority for which they do not measure a result, and you will need to rule them out as meeting a priority.

Scoring Area: D) Difference made, This is not a scored question.

Applicant Guidance:

- Programs that don't meet a priority are still considered for investment.
- Please do not try to make the program goals and services fit into a priority if it doesn't naturally fit.
- If your program does not address any of the priorities or related targets, select "No Priority Applicable".
- Programs are not advised to, nor are they asked to, obligate the program to solve an issue that is outside of the mission and expertise of the agency.

For each priority selected, there must be evidence in the goods or services provided and the targeted clients served, that resolving one of the priorities is the intention of the program.

14. Please define the **good or service** you provide and note any quality standards it includes, whether externally required or that your organization may require.

Good or service we provide:

External standards required by local, state, or federal government, or any other (if any):

Internal quality standard established by the organization:

Purpose of Question: Given that the result is the service, understanding the standards that the service must meet for certification or approval is important. Of further interest are the additional quality standards added by the organization.

Scoring Area: D) Difference made, (7) External requirements and internal standards

Score Range: 0-10

10 – The agency specifically defines the good or service and goes beyond quality standards from regulators or funders to add its own requirements that clearly forecast successful use of their product or service.

5 – The agency generally defines the good or serve and meets all standards and requirements from all regulators and funders.

0 – The agency does not clearly define its good or service and/ or does not meet external quality standards

Applicant Guidance: We are especially interested in quality standards that are internally applied to increase the value people get from the service or good.

Examples:

1. Good or service: We provide a sufficient supply of food to feed a family of four for the weekend.
2. External Standards Given Us: We comply with USDA standards on calories, sugar, and sodium content as well as other criteria such as freshness.
3. Internal Standards We Set: We select vendors who make the food appealing and selected for what kids like to eat as well as what is healthy. We also use a criterion around ease of food preparation for the families. Recipes are included and all items provided can be used in the meals. Most other food suppliers do not include recipes or provide planned meals.

15. How do the goods or services provided positively impact your clients' lives?

Purpose of Question: Given that the result is the service, understanding the standards that the service must meet for certification or approval is important. Of further interest are the additional quality standards added by the organization.

Scoring Area: D) Difference made, (8) Positive impacts

Score Range: 0-10

10 – The answer provides clear evidence that the goods/services provided directly impact the clients' lives in a positive way.

5 – The explanation provides a potential or partial positive impact on the clients' lives.

0 – It is not evident that the goods or services positively impact the clients' lives.

Applicant Guidance: Provide how your clients' lives are impacted by the goods/services that are being provided. Be clear as to what the good or service is, how frequently it will be provided, and the anticipated impact on the clients' lives.

Examples: The gain is a healthy mouth and elimination or substantial reduction in pain from cavities and other dental issues addressed in our one-day clinic.

16. Please state broader (additional) impacts likely to happen for participants who receive your program's goods or services?

Purpose of Question: Nonprofits often want to say more about broader values. This gives them a chance to do so while retaining the discipline of focus on the services provided for those who demonstrate the need. We are not open to vague statements of collaboration or empowerment, rather, the agency must say what is achieved by the goods or services received.

Scoring Area: D) Difference made, (9) Positive impacts

Score Range: 0-10

10 – The answer defines some important broader impacts.

5 – Minimal broader impacts are stated.

0 – Unimpressive or not broader impacts are stated.

Applicant Guidance: Our return on investment is the difference your program's goods or services make for the clients that are served. Tell us what changes or outcomes you are seeking for the clients served. Share whether there any additional gains for participants because they have received goods or services from your program.

Examples: The broader impact is higher school attendance and achievement by children who are no longer suffering with real pain while trying to learn.

E – Success Factors

17. For the year ending September 30, provide details of successes and challenges?

Purpose of Question: This brings awareness to whether the program is expanding, holding even, or decreasing the number of clients who receive the goods or services. It provides evidence that an agency will achieve at a high level. What they achieved last year is more predictive than what they say they will achieve next year. It ensures that clients are being served in a manner that meets their needs and in locations that are accessible. Further it provides evidence of need for the goods or services.

Scoring Area: E) Program Success Factors, (10) Successes and challenges

Score Range: 0-6

6 – There is an increase in the number of clients being served or an increase in the number of goods/services provided. They are being served where they can access the goods/services.

3 – The number of clients being served has remained rather steady or the number of goods/services provided has remained steady. The services are mostly provided in areas where clients can access them.

0 – There has been a decline in the number of clients or goods/services provided. The clients are not getting what they need or in accessible locations, or there is a reduction in the need for these goods or services.

Applicant Guidance: Understanding and sharing evidence of past success or challenges demonstrates and organization's self-awareness in attempts to meet the needs of clients in an everchanging world. Related to the goods or services your program provides, please share:

1. How many unduplicated clients received goods or services provided by the program and whether this was an increase or decrease from the previous year.
2. Whether there were children who were not served, or they declined the goods or services, and why.
3. How and where the goods or services were provided.
4. Whether there is evidence these goods or services are still needed in the community.

Examples: The information requested for this is primarily objective program information.

18. Provide what is working well or what has changed in the way goods or services are provided to clients. Explain why this works or the reason for the change.

Purpose of Question: The most attractive investments you can make are to agencies that grow and change based on experience. As noted in the applicant guidance this will provide insight on program efficacy. This question looks at the most vital skill needed to learn, acknowledging that something is not working.

Scoring Area: E) Program Success Factors, (11) Successes and challenges

Score Range: 0-6

6 – The current method in use is fully meeting the needs of the clients, there doesn't seem to be any challenges in delivering the goods or services, or changes have been implemented to further meet the needs of clients needing goods or services.

3 – The current method doesn't meet the needs of all clients, there seems to be challenges that need to be overcome in successfully providing the goods or services.

0 – The goods or services are not reaching the clients in need. The organization has not successfully implemented any changes to resolve the issues.

Applicant Guidance: Providing and meeting the needs of clients is the goal of programs. This will provide insight as to program efficacy.

Examples: We have learned that there are many potential clients who are not having their basic needs met, therefore we have worked with the schools, library, and community center that is within walking distance of many neighborhoods for these students to pick up the goods. For those who are unable to do this, we have found volunteers willing to deliver the items directly to the homes.

19. What is the evidence that your **program director** can and will guide the program to achieve its goals? Speak to the credentials, degrees, and years of experience. Then describe any attributes or skills that you believe also predict success.

Purpose of Question: The right person is more important than the plan. The question is important in going beyond resume factors or degrees, certifications, and experience to look at the attributes that a program leader need. The leader's ability to hire, keep, and motivate a great staff is easily as important as what they know.

Scoring Area: E) Program Success Factors, (12) Program Director

Score Range: 0-4

4 – Response clearly shows that the program director is strong in both areas (1) credentials/degrees/ experience, and (2) skills and attributes.

2 – Response clearly shows that the program director is strong in at least one of the areas.

0 – Response does not show that the program director is strong in either area.

Applicant Guidance: The right people are often more critical to success than the right program design or amount of money available. Start by affirming the credentials or degrees that they must have and then add additional qualifications beyond the minimums. On experience, make it directly relevant to the role this person will play in their project.

The second area (attributes and skills) recognizes that capability comes from who a person is as often as or even more than whether they have a master's degree. Speak to who this person is where it makes a difference; and to the specific skills the person has. Generalities such as "a good people person" are too vague to have meaning to us.

Example: Credentials/Degrees/Experience: Suzie Johnson, our program director, has the required domestic violence certification and has an MSW, a degree beyond the required bachelor's degree for this role. She has worked in this field for 15 years and fully understands and applies both the legal and procedural framework in her daily work and melds well with the kinds of persons in our program.

- Skills and Attributes: Suzie is the opposite of burned out. She is fresh every day when it comes to engaging with participants and giving them the hope and confidence, they need to be successful. She has a remarkable track record in helping our participants—well above state of local "averages" for achievement. We think this is largely due to who she is as a person.

20. What is the evidence that your **staff or contractors** who directly interact with your participants can and will guide the program to achieve its goals? Speak first to credentials, degrees, and years of experience. Then describe any attributes or skills that you believe also predict success.

Purpose of Question: The persons who directly interact with participants are often seen as the program by participants, who care little about plans, missions, logic models or anything else. What they know and what helps them is a person. Factors such as engagement, resourcefulness, and optimism are known to matter. Sadly, traditional funders ignore this factor almost entirely.

Scoring Area: E) Program Success Factors, (13) Program Staff

Score Range: 0-4

- 4 – Response clearly shows that all staff interacting with participants are strong in both areas (A. credentials/degrees/experience & B. skills and attributes).
- 2 – Response clearly shows that all staff are strong in one area.
- 0 – Response does not show strength for all staff in either area.

Applicant Guidance: The people directly interacting with your participants are the most critical factor in success in many programs. Typically, participants often define the program as the individuals that help them, even more than with program leaders. The ability to engage with participants is critical, and energy, confidence, and other attributes are likely to be more essential than knowledge or knowledge-based credentials. Speak to all staff interacting with participants, not just those viewed as outstanding. Share how credentials or attributes are applied by staff in their interactions with clients, thereby adding value.

Examples:

- Credentials/Degrees/Experience: Melanie Davis is our lead childcare worker and has all required certifications. This is her second year in the field (which she entered after getting her associate degree) so she has limited experience. On the other hand, she has no “old school” thinking and has many ideas that have already proven of great value.
- Skills and Attributes: Melanie is very inquisitive. She asks questions and gets our participants to ask questions. Her curiosity is infectious in a very good way. We have found that when our kids shift from making statements to asking questions, engagement goes up significantly.
- Credentials/Degrees/Experience: We will hire two new staff to help in our afterschool reading program. No credentials are required, and we do not find degrees important as is knowledge of our kids. The people we hire have the experience of having “been there”. These staff are under direct supervision of certified teachers.
- Skills and Attributes: Our new staff selected will be very interested in actual student achievement, whether passing next weeks’ vocabulary test or completing a paper that gets compliments from teachers at school. They will do whatever it takes to make the 6-8 students in their group to get on grade level in reading.

21. Provide the name of any outside entity or individual **who commits to do something for the success of your program**. Then tell us just what they must do and achieve. Upload their one-page written commitment to do so. Do not upload an MOU.

Purpose of Question: Nonprofits are often rewarded for having partners and collaborations. Many are simply a listing of persons who attend meetings together. This question goes deeper to ask if the agency is dependent on other organizations, person, or system to be successful. The first great data point is whether they know who is essential and who is not. The second is if they have commitments, not just nice words about cooperating.

Scoring Area: E) Program Success Factors, (14) Key Support for Success

Score Range: 0-4

- 4 – Response names an outside entity or individual with clear commitments to play the specified role and the corresponding document (not an MOU) is uploaded; or the applicant is credible in stating they do not have or need anyone to play a role.

- 2 – Response identifies an outside entity or individual but without clear commitments to play the specified role and the corresponding document (not an MOU) is uploaded; or the applicant is not persuasive that they need no external partner.
- 0 – Response is unclear on role and/or commitment is not specific, no commitment is stated; or the applicant is not credible in stating it needs no external partner. There is no uploaded document; or the uploaded document is an MOU in spite of the instructions.

Applicant Guidance:

Many programs are dependent on an outside source to do an essential task or provide an essential item. An out of school time program may need the school to share data on students’ academic progress. An outside entity may need to provide theater tickets, books, mentors, or something else you need to be successful. Identifying and showing evidence that those on whom you rely upon are committed are important. These are specific commitments, not general statements endorsing a program. **Do not provide a list of “partners” in general.** The response should include only an entity or individual that adds critical value to the program and a sentence on what they commit to do/provide (see example).

Please upload the **written statement of commitment from the entity or individual.** An example letter of commitment is available to review on the NPA Funding pages of Manatee County Government website. Please do not upload an MOU and do not provide a list of “partners”.

Example:

- Jane Doe, President, Young Presidents Association of Manatee County, commits to providing 10 reading mentors who will consistently participate with the youth.

To see an example letter please see the Application Tips page.

https://www.mymanatee.org/departments/neighborhood_services/agency_funding_requirements/apply_for_human_services_funding/application_tips

F – Investments

22. Total investment amount being requested from Children’s Services millage

23. Investment amount awarded in the current fiscal year

24. Is the request for an increased investment

25. If this request is for a new program, please explain how it will benefit the children served. If this is a request for an increased investment, please explain how it will positively impact the program. If the request is not for a new program or increased investment, simply state “NA”.

Purpose of Question: In an investor mindset, increases in investments should be accompanied by either an increase in Results or demonstrate the need for an increase to maintain program services and performance. In the case of increases as seen through Results, the agency may increase participants or increase the gains that the same number of participates achieve. In rare cases, an agency may make the case that its costs are simply not covered by the revenue they have. All increase requests are worth considering but start with the specifics. All increases must be justified by the data. Utilize the “CSAB Decision Making Guide – Request for Increased Investment” and the “CSAB Tier Process for Requested Increases”.

Scoring Area: F) Investments, This is not a scored question.

Applicant Guidance: A request for an increase investment will be considered in accordance with the CSAB’s Increase Funding Tier System and the CSAB Decision Making Guide. To access the “CSAB Decision Making Guide” and “CSAB Tier Process”, please visit www.mymanatee.org or copy and past this link into your browser, <https://tinyurl.com/yc7wxbsf>

If the request will support your program serving those on the wait list, include that information here. Clients served from the wait list should also be reflected in the anticipated number of clients to be served in the Results First statement.

The increase investment cannot be used to supplant funds.

Example: We are requesting an additional investment of \$20,000 to improve the level and intensity of the behaviors results measured to include the improvement in 4 prosocial behavior domains. To accomplish this, we would like to purchase the RELATE Program for Teens, which is computer-based with a proven history of significant increases in these domains, 4 computers, and staff training by a subject matter expert.

26. If an increase is awarded, how does the program anticipate utilizing the increase?

Purpose of Question: It is important for investor to understand how an increase in investment will support the clients as well as the program and its staff.

Scoring Area: F) Investments, This is not a scored question.

Applicant Guidance: Provide how the increase will be utilized throughout the program. Include the benefits the increased investment will bring to the program as well as the effects the program will experience without the increase.

27. Do you have a waiting list?

Purpose of Question: This unscored question tells you about demand. If an agency has a waiting list, it tells you that there is unmet need. If the agency has no such list and has capacity to serve more, the reverse is true. The waiting list also lets you ask great questions, such as “What would it take to eliminate or cut the list in half”. The costs per person are likely to be much lower than for those now served. If the agency is asking for an increase, they should be explaining in the prior question, how it affects their waiting list, if applicable.

Scoring Area: F) Investments, This is not a scored question.

Applicant Guidance: Please note the number of persons on a waiting list for the proposed program in each of the years listed.

28. Name two other providers that provide similar goods or services. Objectively, what do you see as key points of similarity and difference.

Purpose of Question: Agencies and their funders often consider one nonprofit at a time, assuming they are all distinct. Realistically, in almost all fields, there are multiple groups addressing a need. This information helps you look at your options and at least some comparative information as the applicant sees this. The second reason is that the response tells you if the group is aware of and learning from others with similar focus. High performing groups are always benchmarking and exploring possible collaborations based on different strengths.

Scoring Area: F) Investments, (15) Similar Programs of Providers.

Score Range: 0-4

4 – Response is very clear on both similarities and difference of groups most like them. No judgment on what this means, simply look for clarity.

2 – Response is not clear on both similarities and differences—or not fully clear on one.

0 – Response is not clear on similarities and differences.

Applicant Guidance: While it is tempting for an agency to say it is unique, most have at least some things in common—at least the general field in which they work. Please name two providers even if you think the similarities are not strong. For key similarities and differences, just state these without judgement of why you think you are better. If your agency is the only one of its

kind in Manatee County, please compare with another county. This is meant to be an objective look at similarities and differences.

Example: Children for Success and Parker Youth Center are two providers we see as similar in that they serve K-12 students with before and after school programs. We are similar in an intent to not only keep children safe and happy but experiencing more academic success and character development. We are different in two ways:

1. We serve a much more defined neighborhood. Our youth come from just two elementary schools, one middle school and one high school.
2. We have defined character development in specific terms--including intentional behavior and giving and getting from others. We track these in terms of observed and self-reported behavior changes. We do not believe other providers in this area do that, although they may do something of that nature.

29. Name any steps you take to reduce the costs of your program.

Purpose of Question: The best way to get money is to need less of it. This question lets you see how the applicant is using all possible approaches to reduce its costs. This question is most relevant for high performing programs. There is little value in reducing costs for a group that achieves at a low level.

Scoring Area: F) Investments, (16) Cost Reductions or Resource Leveraging.

Score Range: 0-6

- 6 – Response reflects they are taking active steps that significantly lower costs in at least one or two areas.
- 3 – Response reflects some cost reductions, but with limited dollar gains.
- 0 – Response reflects no evidence of cost reduction.

Applicant Guidance: As the adage has it, the best way to get money is to need less of it. Please define any resources you get at no or significantly reduced cost and the percentage it lowered the budget. Primary categories may include:

- Volunteers to do work that would otherwise be done by paid staff.
- In-kind contributions that substitute for goods/services you would otherwise need to buy.
- Purchasing vehicles, equipment or other items used rather than new.

Be specific about the value of the resource in terms of lowered cost from having to pay “retail” for everything and everyone. Rather than say that you have 20 volunteers that have a value of \$6,000 (20 volunteers each working 20 hours at \$15 per hour) speak to the actual savings and the percentage it lowers your budget. In many cases the cost to pay someone to do what volunteers do will be less than their theoretical value given costs and their productivity.

Example:

- We have 30 volunteers playing key roles in enrollment, transportation, and verifying results. Their accomplishments would cost us about \$15,000 if we had to pay people to perform those functions. This lowered our budget by 5% for the year.
- We work out of 1,000 sq. ft. of donated space in the Universal Church. In that immediate area, the annual lease price for that space would be, conservatively, \$7,200. This lowered the annual budget by 15%.
- Our last two vans we bought through lease for a discount of 40% average from their reasonable actual purchase price. Counting anticipated maintenance, the savings for buying used is \$8,000. We also had 25 computers donated by the Acme Company, which considered them outdated, but were fine for our use. The cost to buy those computers at a used market rate would have been \$7,500. The combination of these reduced our annual budget by 5%.

