



The **COMMUNITY** Foundation *for* Greater New Haven
NOW MORE THAN EVER

Imagine.

Inform.

Invest.

Inspire.

Working together to build a stronger community — *now more than ever.*

Telling Your Story to Funders

Reporting, Narratives & Photos

Tuesday, October 1, 2019

Grant Reporting

What's the point?

1. Accountability
2. Evaluation opportunity
3. Learning opportunity
4. Means of documenting both your and our success



Standard Reports Collected by The Foundation

- Responsive Grants
- Year-Round Small Grants
- Strategy Grants (Re-entry & Immigration)
- Women & Girls Grants

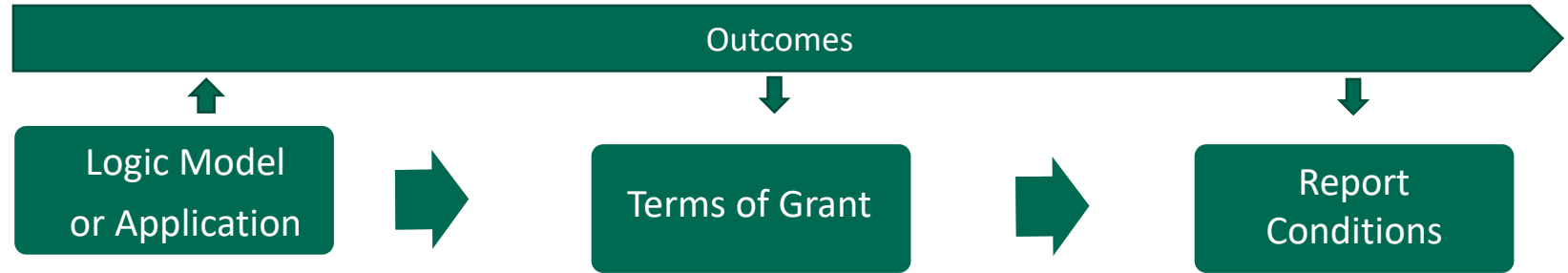
Anatomy of the Responsive Grant Reporting Form

- Part I
 - The Basics
 - ☐ Updated giveGreater Profile
 - ☐ Most recent audit and Form 990
 - ☐ Demographic Data Form
 - ☐ Logic Model
- Part II
 - The Narrative!
 - ☐ Program Grants or General Operating/Capacity Building
- Part III
 - ☐ Telling your story



Any questions ask Stephanie Chung
(schung@cfnh.org)

Grant Outcomes: The Beginning & the End



Terms of Grant is Key!

- Generally outcomes are derived from your Logic Model if you are Project grantee and from your application if you are a General Operating or Capacity Building grantee
- Most basic level by which we track progress

Report Questions

Should always be answered through the lens of the agreed upon Terms of Grant & Logic Model

| Goals | Assumptions | Target Population | Inputs | Activities | Outputs | Outcomes | Outcome Measures |
|-------|-------------|-------------------|--------|------------|---------|----------|------------------|
| | | | | | | | |

Report Question #1

1. *Using both narrative and quantitative data, describe the activities which occurred during the grant term that helped your organization meet these outcomes. How many people were served or impacted by these activities?*

Program Grants: Activities & Outputs

- Description of services/activities
- # of services/activities
- # of people served

WHAT – HOW MUCH - WHO — HOW MANY - WHAT – HOW MUCH WHO — HOW MANY

Report Question #1

1. *Using both narrative and quantitative data, describe the activities which occurred during the grant term that helped your organization meet these outcomes. How many people were served or impacted by these activities?*

Program Grants: Activities & Outputs

EXAMPLES:

“The Homeless Drop-In Center offered a variety of outreach & engagement services such as meals, lunch, shower & laundry facilities), information referral services & counseling for people with mental illness.”

“The Center served 131 unduplicated homeless persons in FY16-17, a 32% increase offer FY15-16. Forty-one clients were housed through a variety of efforts such as the CAN, Section 8 & the VA. Eighteen participated in education or vocational training. The Center saw an average daily attendance of 28, ranging from a low of 17 to a high of 42.”

WHAT – HOW MUCH - WHO — HOW MANY - WHAT – HOW MUCH WHO — HOW MANY

Report Question #1

1. *Using both narrative and quantitative data describe the activities which occurred during the grant term that helped your organization meet these outcomes. How many people were served or impacted by these activities?*

General Operating/Capacity Building Grants: Activities & Outputs

- Description of the activities specific to your Terms of Grant
- Description of the major activities of your organization
- Can also include description of programmatic activities

WHAT - HOW MUCH - WHO - HOW MANY - WHAT - HOW MUCH - WHO - HOW MANY – WHAT- HOW MUCH

Report Question #1

1. *Using both narrative and quantitative data describe the activities which occurred during the grant term that helped your organization meet these outcomes. How many people were served or impacted by these activities?*

General Operating/Capacity Building Grants: Activities & Outputs

EXAMPLES:

General description of the process of engaging consultant, upgrading technology. Frequency & timeline of these activities.

Description of general activities and outcomes of the organization during the grant term. How many people served overall in key programs.

WHAT - HOW MUCH - WHO - HOW MANY - WHAT - HOW MUCH - WHO - HOW MANY – WHAT- HOW MUCH

Report Question #2

2. *Describe the outcomes achieved and impact of your program. What difference did the grant make on the population served, your organization, community, etc. and what changes can be observed? Please include quantitative and qualitative data.*

Program Grants: Outcomes & Impact

Is anyone better off? What has changed?

- # or % changes in:
 - Knowledge
 - Skills
 - Attitudes
 - Behaviors
 - Circumstances
 - Systems
- Helpful to also reference benchmarks or any goals surpassed

DEGREE OF CHANGE – DEGREE OF CHANGE – DEGREE OF CHANGE – DEGREE OF CHANGE

Report Question #2

2. *Describe the outcomes achieved and impact of your program. What difference did the grant make on the population served, your organization, community, etc. and what changes can be observed? Please include quantitative and qualitative data.*

Program Grants: Outcomes & Impact

EXAMPLES:

- 66% served maintained or improved their social supports. (Circumstances)
- 100% of respondents to the DMHAS consumer satisfaction survey rated services positively.
- 75% of students improved their math scores. (Knowledge & Skills)
- 23% reported feeling a greater sense of purpose. (Attitude)
- An increased # of participants applied to college or enrolled in vocational programming post high school (Behavior)
- 98% of participants increased their wages following the job program (Circumstances)
- The NHPS system adopted new policies and practices that supported early learning. (Systems Change)

Where possible include numbers and percentages. Helpful to also reference benchmarks or any goals surpassed.

DEGREE OF CHANGE – DEGREE OF CHANGE – DEGREE OF CHANGE – DEGREE OF CHANGE

Report Question #2

2. *Describe the outcomes achieved and impact of your program. What difference did the grant make on the population served, your organization, community, etc. and what changes can be observed? Please include quantitative and qualitative data.*

General Operating/Capacity Building Grants: Outcomes & Impact

- How is your organization better off?
 - Continued or improved operations, increased capacity, increased revenue, greater reach, greater efficiency
- What is the level of change in your participants, community, etc.
- Can also include description of the programmatic impact.

DEGREE OF CHANGE – DEGREE OF CHANGE – DEGREE OF CHANGE – DEGREE OF CHANGE

Report Question #3 (*Program Support Only*)

3. Variance from original plans often occurs. Was the program implemented as planned? Describe any significant changes in the program since the grant was awarded including changes in service delivery, collaborators or significant board or staff changes.

Report Question #4 (*Program Support*) OR Report Question #3 (*General Operating*)

Please share your successes, challenges and any lessons learned through the implementation of your program. Were there any unintended consequences or lessons learned that may affect how you operate your program moving forward?

Remaining Questions

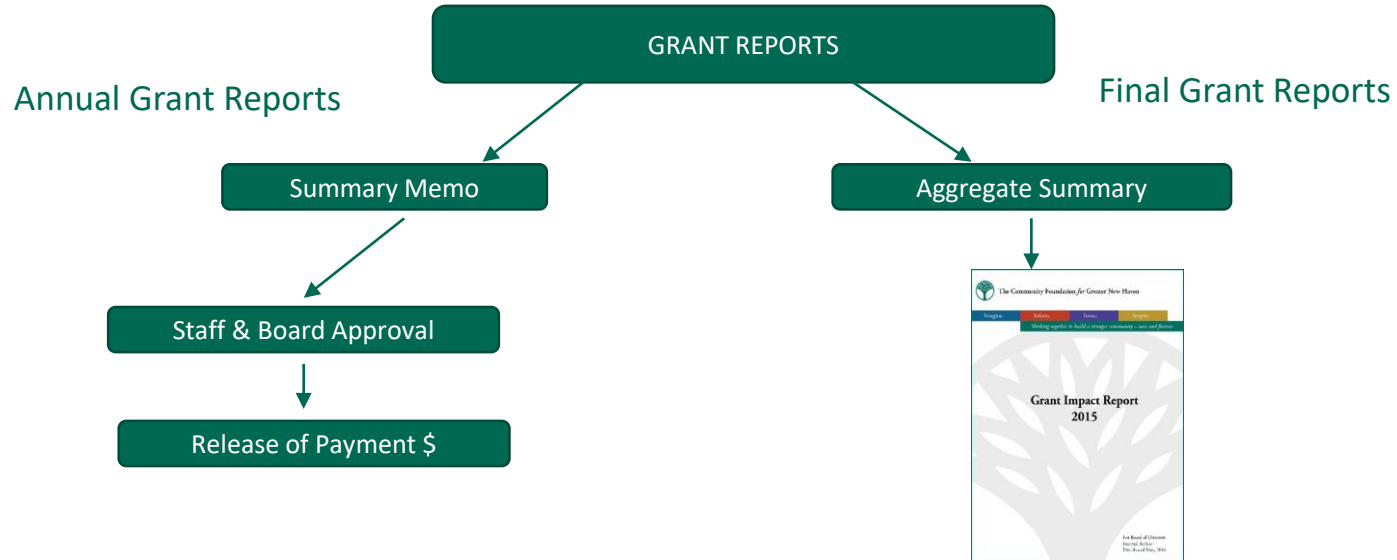
- Provide any client success stories that help to illustrate the accomplishments of the program.
(Program Grants only)
- If applicable, provide an update on any special conditions or outstanding asks since the grant was awarded.
- Provide a detailed accounting of how the specific grant dollars were spent based on the budget submitted in the grant application. *(Program Grants only)*
- If you received a multi-year grant, then please upload an updated logic model to your giveGreater.org® profile under the “other documents” tab in the #1 or #2 location.
(Program Grants only)
- Complete the Demographic Data Report Form for the individuals your program served during the grant term. If this is not data your organization collects or is able to report on please explain why in the comment section on the form. The form can be located at:
<http://www.cfgnh.org/StrengtheningNonprofits/AboutOurGrantmaking/GrantReporting.aspx>

Additional Tips

- Be mindful of abbreviations
- Do not include personal information
- Be mindful of report length
- Aggregate data is welcome!
- Questions are welcome!

What happens next?

- Two key forms used to process your grant report internally:
 - Annual Form – specifically captures discrete outcomes
 - Grant Impact Form – meant to tell the full picture of what occurred during your grant term



What happens next?

Date: February 8, 2018
To: Board of Directors
From: Kara Straun
Re: Doing the Most multi-year grant
Grant #: 20173838

Doing the Most Corporation was approved for a 3 year multi-year grant in 2016 for the cumulative amount of \$60K. Staff has conducted a review of the performance in year one and has determined that the grantee has met all requirements.

Under the processes approved by the Board in 2004, the CEO has the authority to determine that the grantee is entitled to payment for the second and subsequent years of the contract following staff analysis of grantee performance relative to the conditions of the grant. The CEO has made this determination and has approved the terms of grant for the second year.

Our multi-year grant process also provides the Board with five business days to review staff's analysis before payment for the second year of the grant is initiated and the new terms of grant are forwarded to the grantee for signature. Any Board member may elect to have issues of grantee compliance discussed at a full Board meeting, in which case the process will await the Board's discussion and decision at the Board meeting on March 15, 2018.

Written performance summaries are provided below for your review. If you have any questions or seek clarification please do not hesitate to contact Christina Ciociola.

Doing the Most Corporation: to support the GO! program which provides support services, reading groups, journaling and mentoring for children impacted by domestic violence.
Total Grant Amount: \$60,000.00 (first year - \$25,000, second year - \$20,000, third year - \$15,000)

Outcome: Recruit and engage children between ages 6-14 whose parent(s) or close family members are currently incarcerated or have been incarcerated with the year.

Performance: GO! provided support services to elementary and middle school aged youth who have a parent or close family member impacted by domestic violence. The program served a total of 30 children during the past year.

Outcome: Engage the children in the GO! Program which provides support services including reading groups, journaling, and mentoring.

Performance: Services provided by the GO! program help to alleviate the stress and stigma that is faced by this population. The main concern at all times is to provide a supportive environment in which the youth are able to grow as individuals. Input provided by the youth is highly valued.

Outcome: Evaluate, with the support of University of New Haven, the impact of the program on student's behavior, mental health outcomes using the Ohio scales, and measuring the Behavioral and Emotional Rating Scale focused on the intrapersonal strength, interpersonal strength, family involvement, school functioning, and affective strength.

Performance: Due to the loss of other grant funds, the agency was unable to work with the University to evaluate the program.

Analysis/Conclusions: As indicated above, Doing the Most Corporation has achieved the requirements of the first year and is entitled to second year payments.

Multi-Year Grant Memo



What happens next?

| | |
|---|--|
| Doing the Most Corporation: GO! Program Grant Type: Responsive – Program Grant Term: Three year awarded in 2013 | Grant Number: 20159797 Grant Amount: \$130,000 Fund Type: Unrestricted |
| Goals & Objectives “To support the GO! Program.” | |
| Target Population Children impacted by domestic violence | |
| Activities & Outputs <ul style="list-style-type: none"> • Four reading groups and ten dramatic play groups were held for 45 children in between Oct. 2017-Oct. 2018. • Over 683 mothers were engaged in the parental portion of the program. | |
| Outcomes & Impact <ul style="list-style-type: none"> • Over 95% of children reported being satisfied with services • 76% of mothers reduced their depressive symptoms by the end of participation. • Children reported increases in their sense of community and sense of social support. • In the reading program, there was a 33% increase in the number of children who expressed a joy for reading. | |
| Successes, Challenges & Lessons Learned The state budget cuts significantly impacted the GO! Program as they were unable to fully staff the program with reduced funding, nevertheless the program continued to make strides and received national recognition for its work with children and mothers. | |

Final Grant Report Summary



Telling a Compelling Story

Questions to sharpen your story

When you start to write, keep these questions in mind:

- Who am I talking about?
- What is the hook?
- Where is the conflict?
- Have I included telling details?
- Is my meaning clear?

Who am I talking about?

- The protagonist

Start with a name. Use active and specific language. To help your audience identify with the protagonist and enter the story, name names, describe his or her background and let us see the individual.

Who am I talking about?

Roxanne was a young woman whose parents decided to home school her during her high school years because she was bullied in school.

Diego was referred to us by his psychotherapist. At the time of referral, he had been fired from his job of two years and was about to be evicted by his landlord. He had a cell phone, but did not know how the payments were made.

One of the most successful student business ventures has been Sadie's Sofrito business. Sofrito is a seasoning used in most Puerto Rican dishes.

What is the hook?

The description of a place and set of circumstances that *everyone can easily understand*.

Roxanne was a young woman whose parents decided to home school her during her high school years because she was bullied in school. **Due to the decision to homeschool, the parents did not have any understanding of the supports that they were entitled to** under the Individuals with Disabilities Education Act (IDEA) and specifically the transition services component. Roxanne accepted her diploma at eighteen thus preventing her from receiving school based transition services. **Roxanne did not have any work experience, understanding of how to get a job, an understanding of any accommodations that she would need due to her disability.**

What is the hook?

Diego was referred to us by his psychotherapist. **At the time of referral, he had been fired from his job of two years and was about to be evicted by his landlord. He had a cell phone, but did not know how the payments were made.** We later learned that he received transition services through his high school but upon graduation, he had not been bridged to **necessary supports** as an adult. **Once school ended, he was left with his job only and his therapist.** Diego had no involvement or connection with his family and was a child of the foster care system.

What is the hook?

One of the most successful student business ventures has been Sadie's Sofrito business. Sofrito is a seasoning used in most Puerto Rican dishes.

In addition to growing the vegetable ingredients and perfecting a recipe, Sadie dove into consumer protection legislation. **She invited the New Haven Department of Health to come to the garden** and go through the regulations she would have to follow in order to run the Sofrito business. **Sadie had to find a commercial kitchen, design labels that met standards, calculate nutrition facts for the product, and figure out where to sell**

Where is the conflict?

What challenge brings your subject to you and why is your client coming to your organization?

Roxanne did not have any work experience, understanding of how to get a job, an understanding of any accommodations that she would need due to her disability.

Roxanne's family had heard about our program through the social media and marketing efforts of Roses for Autism. Her family contacted us and she was quickly enrolled in the 10 week Workforce Opportunities service.

Where is the conflict?

Diego was referred to us by his psychotherapist. At the time of referral, he had been fired from his job of two years and was about to be evicted by his landlord. He had a cell phone, but did not know how the payments were made.

Sadie had to find a commercial kitchen, design labels that met standards, calculate nutrition facts for the product, and figure out where to sell. She also decided to take the ServSafe kitchen manager course so that she could work toward making a shelf-stable version of the product which would require canning.

Have you included telling details?

She gained work experience **at Roses for Autism** as well as with our community partners like **the Chamber of Commerce, and Apple Rehabilitation**. We determined that for the long term, Roxanne would best be supported through the American Job Centers and the Department of Rehabilitation Services. We provided a plan to her family of how to move forward and **helped with the necessary application materials**. Roxanne was discharged from our program after she was formally accepted into DORS services and assigned a Vocational Counselor. **During her time at Roses for Autism, she made friends with some of the other individuals served and these friendships she has maintained since leaving us.**

Have you included telling details?

In that time, **we engaged** him in our Workforce Opportunities service, helped him **apply for jobs**, connected him **to local food pantries**, provided him **bus tickets**, **negotiated with his landlord** to help him stay, and helped him apply for unemployment as well as services through DORS.

In less than five months, Sadie was selling homemade Sofrito to the New Haven community and over the winter she sold at the CitySeed Winter Farmers Market.

Is the meaning clear?

Roxanne was discharged from our program after she was formally accepted into DORS services and assigned a Vocational Counselor.

At the time of discharge, Diego was stable and receiving the long term services that he will need in order to live and work in the community.

Sadie has taken on a mentorship role with students in the new group who are piloting food businesses.

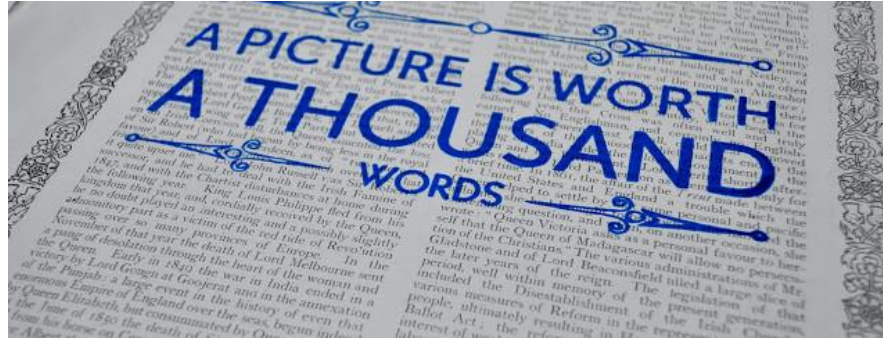
One element of the program that made it really successful this year was our ability to work with many amazing collaborators. They include CitySeed, New Haven Farms, Yale Career Services, New Haven Free Public Library, Massaro Community Farm, Yale Tsai City, Peels on Wheels Composting, Collab, Bradley Street Bike Co-op, Shellie Longo at the New Haven Health Department and others.

Inspired by: “Storytelling as Best Practice”
by Andy Goodman

Using Photos to Tell Your Story



A picture is worth a thousand words ...



... but a *really* good one is worth a thousand dollars.

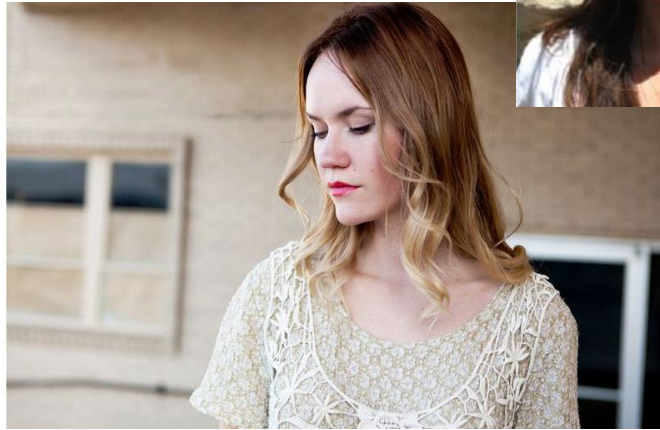
Basic tips for getting your best shot*

- Lighting (Indoor, Outdoor)
- Composition (Rule of Thirds)
- Perspective (Get down! Get on up!)
- Content (What makes a good photo?)

(* use as guidelines ... there are exceptions to all rules!)

Use light to your advantage - outdoors

- Use natural light if possible (turn off the flash)
- Avoid direct sunlight (too harsh)
- It's OK to throw a little shade!



Use light to your advantage - indoors

- Window of opportunity: Seek natural light sources, such as large windows
- Place your subject at a 45-degree angle to the window

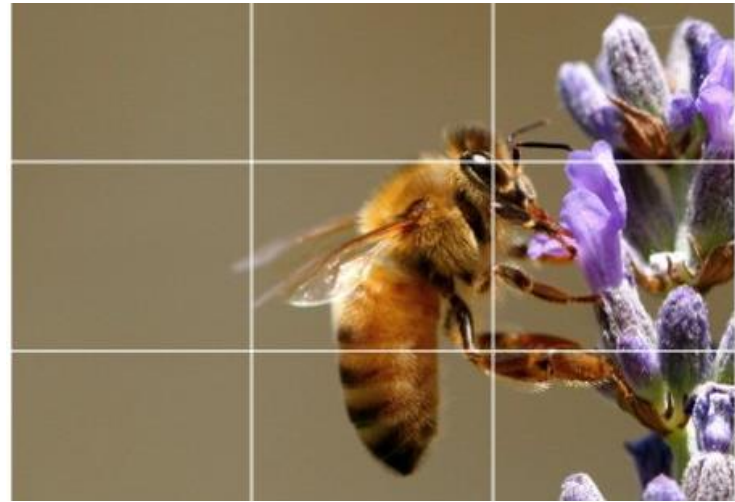
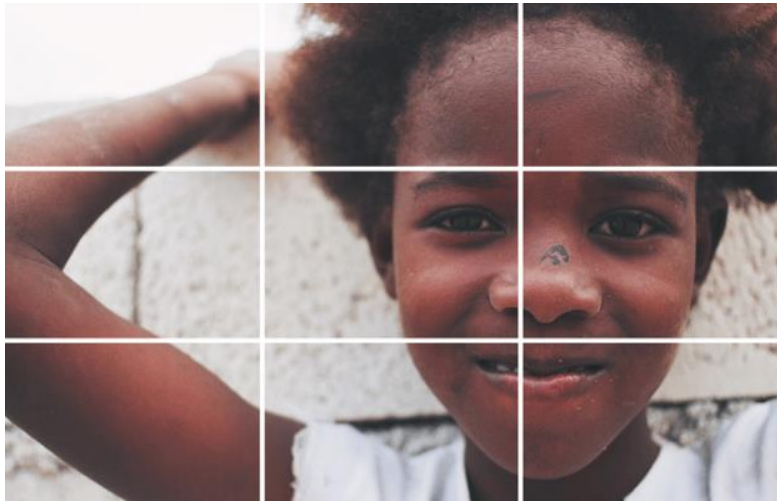


How might these (cute!) photos be made even better?



Composition – Rule of Thirds

- Don't always put your subject smack in the middle
- Divide your photo into 9 equal parts (like a tic-tac-toe grid)
- Main elements should lie along one of these lines — or where they intersect



Perspective



- Find different angles/perspectives
(Don't just stand there — move your feet!)

- A unique, unexpected angle can make a photo more memorable & increase visual impact



- Get low!
- Look up!



- Even when taking a “boring” building photo



Simplify

- Look for clean, simple backgrounds — free from distractions and clutter, so your subject stands out



Busy backgrounds



Cleaner backgrounds



What makes a good photo?

- Good photos evoke emotion ...



Show the feelings you want to inspire!

- Choose positive, inspirational photos when possible –



- When an image is too unpleasant, people often look away

- Posed photos have their purpose, but are they really the most inspiring?



- Show your mission in action!



Most important advice about photos? Take them!



- Don't wait for a deadline or special event
- Capture the day-to-day moments

- Good photos go far



Youth and Environmental Programs Grow Affinity

Two years after becoming a signature program of the New Haven Land Trust, Schooner Camp is planning to double in size in 2018. The program represents a remarkable turnaround for the popular sailing exploration program. Financial difficulties nearly shuttered the program before a merger with New Haven Land Trust injected new life into the day camp that has introduced generations of city kids to the water. "In many cases in New Haven we forget we live on the water," says New Haven Land Trust Executive Director Justin Elicker. "Schooner Camp opens the door to explore the wealth of environmental opportunities that exist here." The merger helped the camp build up its current scholarship program for 240 campers. It also enabled the New Haven Land Trust to expand environmental programming at its nature preserve school year.

Nonprofits Explore Mergers and Alliances in Workshop Series

In this challenging funding climate, The Foundation is offering assistance to organizations exploring a match with compatible organizations for sharing resources. A workshop series being offered this year is helping leaders assess the strengths and vulnerabilities of their organizations and explore potential merger or partnership opportunities. See Change Capital for more information. The Community Foundation is making funds available to organizations that move forward to explore or implement partnerships.



Questions?

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