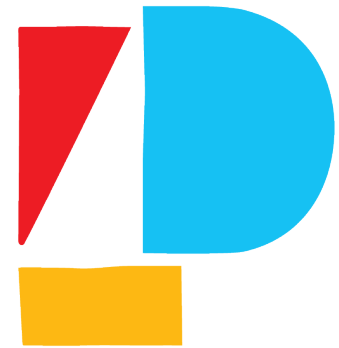




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**Funding Process  
Preparation**

# Funding Application

Community Council input on key information to request about applicant ***organizations***:

- Organization purpose/mission is reflected in clients served, staff, board & community partnerships
- Organization can demonstrate impact with qualitative and quantitative information
- Fiscal responsibility

# Funding Application

Community Council input on key information to request about applicant *programs*:

- **Program plan:** community need addressed, community engagement, people served, program activities, staffing
- **Equitable outcomes:** intended and actual impact
- **Budget**

# Application Feedback : Service Providers

- Draft application/scoring criteria sent to 300 people at more than 160 organizations with feedback survey
- Survey open through end of March
- To date, survey respondents are:
  - Majority work at current grantee organization
  - Majority identify as Black, Indigenous or of Color
- Majority of respondents understand the questions and scoring criteria, and think questions are reasonable
- More variation in response on reasonableness of scoring criteria

# Application Feedback: Community Council

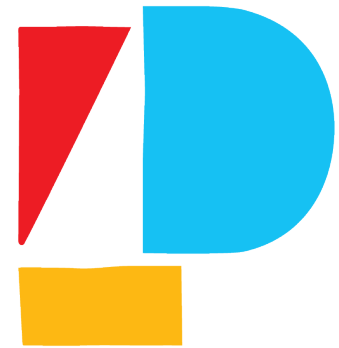
- Overall, council members expressed reasonable satisfaction with the application
- Suggestions:
  - Continue to simplify application language
  - Ensure consistency between application questions and scoring criteria
  - Increase point value of organization purpose section from 16 to 20 points

# Funding Application: Next Steps

- Incorporate service provider and community council into next draft of application and scoring criteria
- Allocation Committee review; final approval at June meeting
- Web Grants implementation



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## Community Council Update

# Application Review Feedback

- Application review process suggestions:
  - Work with volunteers rather than paid grant reviewers to score applications
  - Recruit a diverse pool of volunteers with a combination of lived and professional experience
  - Consider ways to mitigate reviewer bias and score variance

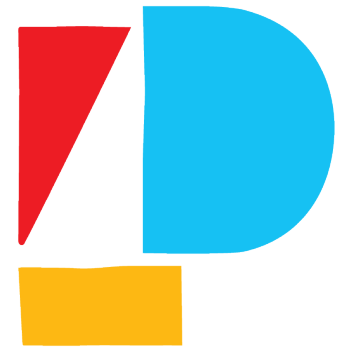


# Upcoming Council Meetings

- **May 6:** joint meeting with presentation from Camille Trummer's team on the findings from the community engagement project
- **May 29:** develop recommendations for funding priorities in PCL's 6 program areas
- **September 16:** brainstorm process by which they'll advise on funding recommendations
- **November 18:** decide on the process by which they'll advise on funding recommendations



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**Community Engagement  
Update**

# Background

- Community engagement process required to inform funding priorities in PCL competitive grant rounds
- PCL Community Council set goals and priority populations to engage
- Consultants hired:
  - Camille E Trummer LLC: lead consultant
  - Community Engagement Liaisons

# Background

- Community engagement plan presented to Allocation Committee in December 2023
- Plan includes:
  - Survey of community members
  - Survey of service providers
  - Focus Groups
  - Interviews

# Surveys

- Community Members
  - Goal: 500
  - 531 community surveys collected
  - Survey respondents spoke more than 25 languages in addition to English
- Provider Survey
  - Goal: 100-150
  - 153 provider surveys collected

# Focus Groups

## Focus Groups Completed

- Low-income youth, parents/caregivers
- Youth and parents/caregivers with disabilities
- Single/teen parents
- Foster care youth and parents
- LGBTQ2SIA+ youth
- Spanish-speaking youth and parents/caregivers

## Focus Groups Scheduled for March

- Youth in 6<sup>th</sup>-12<sup>th</sup> grades
- Asian American and Pacific Islander parents and youth
- Black, Indigenous, people of color, immigrant and refugees
- Houseless youth, parents, and caregivers

# Interviews

## 11 interviews complete

- 4 participants have lived or professional experience with LGBTQ2SIA youth
- 3 have experience with foster youth
- 3 work for organizations that focus on children's issues
- 2 work with youth impacted by systems, trauma, and violence
- 1 works with families and children with disabilities