

San Diego County District Attorney's Office

COMMUNITY GRANT PROGRAM

CROSSWALK TO PROGRAM DEFINITIONS

This document provides guidance for completing application questions accurately and includes definitions to ensure consistent use of key terms.

Key Term	Definition
Performance metrics	Performance metrics are measurable indicators used to evaluate how effectively funded projects advance the program's goals. These metrics assess the quality, efficiency, and impact of grant-supported activities by tracking outputs, outcomes, resource use, and progress toward community benefits. Examples of Performance Metrics • Number of community members served • Percentage increase in access to services or resources • Completion rate of planned project activities • Cost per participant or cost per outcome achieved • Improvement in community conditions (e.g., safety, health, education indicators)
Data Source	A data source is the specific system, database, report, or process from which the information used to calculate a performance metric is obtained. It identifies where the metric's underlying data originates, how it is collected, and the authoritative location that ensures the metric is accurate, consistent, and traceable. It enables reliable measurement by defining the official input for the metric and supports auditability by documenting exactly where the data comes from.
Expenditure Categories	Expenditure categories are the specific types or classifications of costs that a Grantee is permitted to spend grant funds on when carrying out the approved program activities. These categories include only those expenses that directly support the services, activities, and purposes described in Exhibit A (the application) and authorized in the Agreement. Expenditure categories must comply with all stated rules, restrictions, and documentation requirements.

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Outcomes and Outcome Measures	Outcomes represent the specific, anticipated results a program or project is intended to achieve. Unlike outputs—which are the direct products or services delivered, outcomes reflect the measurable consequences or impacts those services or activities have on participants or the community. Each outcome should be clearly defined and measurable to determine whether the program or project is effective in meeting its goals. EXAMPLE OF GOALS, OUTCOMES AND OUTCOME MEASURES GOAL • Increase employment opportunities for program participants to promote financial stability and self-sufficiency OUTCOME • 80% of participants secure and maintain employment within 90 days of completing job readiness training. OUTCOME MEASURE • Indicator: Number and percentage of participants employed within 90 days of program completion. • Data Source: Employment verification forms, participant self-reports, and employer confirmations. • Target: 80% of participants will obtain and retain employment for at least 90 days.
Focus Population	The specific group or community identified as vulnerable, underserved, or at risk, that the program or project is designed to support. This population is selected based on demonstrated needs or gaps in services, with the goal of improving outcomes and overall well-being.
Vulnerable or at-risk individual	A person who faces one or more risk factors that increase their likelihood of adverse outcomes. These factors may include, but are not limited to behavioral health challenges, substance use disorders, poverty, disability, homelessness, low literacy, victimization (including abuse or persecution), secondary victimization, and/or residing in under-resourced communities.
Intended Goals and Objectives	Goals describe the broad, long-term impact or change your program or project aims to achieve. They should connect directly to the identified need

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	and reflect the ultimate outcome intended. Use action-oriented language such as decrease, improve, increase, establish, develop, deliver, produce, or provide. Objectives are specific, measurable steps that outline how you will achieve these goals. They should be concrete, time-bound, and focused on the actions or milestones necessary to reach the intended impact.
General Process Roadmap	Process roadmap describes the major steps (A to Z) in your program process that are required to reach your goal.
Case Management	Coordinated oversight and support of a participant's progress in accessing and engaging with needed services. Case management involves regular and consistent meetings, setting realistic and achievable goals, and monitoring the participant's engagement and progress toward those goals. The ultimate purpose is to help participants achieve desired outcomes through structured guidance and accountability.
Cognitive Behavioral Therapy (CBT) Course	A structured, goal-oriented therapeutic approach that uses a specialized curriculum to help participants develop healthier behaviors and coping strategies. CBT focuses on present-day challenges by addressing the connection between thoughts, feelings, and behaviors, empowering individuals to identify negative patterns and replace them with constructive alternatives.
Individual-Based Treatment	A personalized, needs-driven therapeutic approach that provides one-on-one counseling with a qualified professional, complemented by individual and group counseling sessions as appropriate. This treatment model also includes crisis intervention and integrates trauma-informed care principles to ensure safety, empowerment, and sensitivity to participants' experiences.
Family-Based Treatment	A therapeutic approach that engages the entire family in counseling to address both individual and collective needs. This treatment focuses on improving family functioning by mediating conflict, strengthening communication, and addressing trauma or other factors that may impact healthy relationships within the family system.
One-on-One Mentoring	A structured mentoring program that pairs each participant with a culturally responsive, caring adult who serves as a positive role model and provides a supportive relationship. Mentors and mentees meet regularly and consistently to build trust, address the participant's individual needs, and work toward improving their circumstances, skills, and outlook.

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Skill-Building Programs	Structured programs designed to promote pro-social development and equip participants with practical skills for personal and professional success. These programs may include anger management, parenting education, financial literacy and self-sufficiency, healthy relationship building, internships, job readiness training, apprenticeships, employment preparation, truancy interventions, educational support, and life skills training. Programs are delivered on a consistent and regular basis, incorporate evidence-based curricula when applicable, and track attendance to ensure engagement and accountability.
Reentry Programs	Programs designed to support individuals transitioning from custody back into the community by providing strong linkages to treatment, continued care, and essential services. These programs aim to reduce recidivism and promote successful reintegration through resources such as peer support, counseling, housing assistance, employment readiness, and other supports that foster safety, stability, and healthy community engagement.
Educational Advocacy	Educational advocacy involves assessing a participant's educational status, identifying basic needs, and connecting them to appropriate resources and supports. Services include assistance with post-secondary enrollment, access to tutoring programs, and strategies to improve school engagement and attendance. Advocacy also includes collaboration with participants and families on special education needs, including the development of Individualized Education Plans (IEPs), to ensure accommodations are in place for long-term academic success.