

San Diego County District Attorney's Office
COMMUNITY GRANT PROGRAM
RFA 2026
CROSSWALK TO PROGRAM GUIDELINES & DEFINITIONS

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

**FOCUS AREAS: YOUTH AND FAMILY SUPPORT, PROTECTING VULNERABLE YOUTH,
OR VICTIM SUPPORT**

Grant Application Questions 20 to 25	Information to Support a Comprehensive Response
20. Describe the proposed project or program, including proposed services to be provided.	<p>Include in your description specific information regarding WHAT services or activities will be carried out throughout the program.</p> <ul style="list-style-type: none">• State the intended goal(s) for the program and the anticipated impact on your focus population.• Provide a General Roadmap describing the process that would be followed in providing your program.• Identify any curriculum used in your program, if applicable.
21. Describe the specific need(s) or gaps the project or program addresses and the focus population(s) it intends to serve. Explain the anticipated benefits and outcomes for participants and/or the broader community.	<p>Include WHY the program is needed by describing the specific challenges faced by the focus population(s), such as gaps in services, safety concerns, health disparities, or lack of access to resources. This can include but is not limited to:</p> <ul style="list-style-type: none">• Data or evidence used to identify and supports the need or gap• Explanation of the intended benefits, including how the program will improve conditions for participants and/or enhance overall community well-being.• Details on anticipated outcomes, such as increased access to essential services, better health outcomes, or expanded opportunities for engagement and inclusion.

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<p>22. Describe where, how, and when services will be delivered. Include the general location(s), the method of service delivery, the schedule and frequency of services, and any follow-up or aftercare plans.</p>	<p>Provide a clear picture of HOW participants will access and experience services. Be sure to address:</p> <p>WHERE services will be provided: (e.g., on-site facilities, in-home visits, mobile units, virtual platforms)</p> <p>HOW services will be delivered: (e.g., group sessions, one-on-one counseling, workshops)</p> <p>WHEN services will be provided (e.g., hours of operation, days of the week, frequency such as weekly or monthly sessions)</p> <p>FOLLOW-UP or AFTERCARE (e.g., warm handoff to ongoing treatment, referrals, check-ins after program completion)</p>
<p>23. Describe how the project or program performs outreach and identifies participants in need of supportive services.</p>	<p>Describe your program's planned outreach methods to ensure equitable access to your program.</p>
<p>24. Based on the unduplicated total provided in Question 15, clearly explain the methodology for counting individuals served throughout the 12-month grant period (e.g., monthly sign-in sheets, enrollment records, registration logs).</p>	<p>Describe your process to accurately count and report unduplicated individuals served during the 12-month grant period. Your explanation should include the tools or methods you will rely on (e.g., sign-in sheets, enrollment records, registration logs, case management systems) and how you will ensure that each individual is counted only once, even if they participate multiple times.</p>
<p>25. Explain how grant funds will be used to support the proposed project or program and describe how each budget category directly contributes to achieving program goals and outcomes.</p>	<p>Include a clear explanation of how grant funds will be used to support your program or project. Your response should identify the major budget categories, such as personnel, supplies, equipment, outreach, or training, and describe how each category directly contributes to achieving program</p>

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	goals and outcomes. Explain the connection between spending and impact; for example, you might note that funds allocated to personnel will ensure consistent delivery of services, while funds for outreach will help engage the focus population and increase participation.
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FOCUS AREA: ENVIRONMENTAL JUSTICE

Grant Application Questions 20 to 24	Information to Support a Comprehensive Response
<p>20. Describe the proposed environmental justice project.</p>	<p>Include in your description specific information regarding WHAT activities will be carried out throughout the project.</p> <ul style="list-style-type: none"> • State the intended goal(s) for the project and the anticipated impact on your community of focus. • Provide a General Roadmap describing the process that would be followed in completing the project. • Identify efforts to include the community in your project, such as local artists or community input.
<p>21. Describe the specific safety and/or beautification need(s) this project addresses. Explain the anticipated benefits and outcomes for the community, including how the project responds to identified concerns or environmental justice issues.</p>	<p>Include WHY the project is needed by describing the specific challenges the community faces, such as safety concerns, lack of green space, or environmental burdens. Explain the intended benefits, including how the project will improve the surrounding environment, enhance community well-being, and address environmental justice issues. Detail anticipated outcomes, such as improved pedestrian safety, increased accessibility, or creation of inclusive spaces for community engagement.</p>
<p>22. Identify the location(s) where the project will be implemented. Describe the criteria and data used to select these sites and explain why they are the most appropriate for addressing the identified needs and achieving project</p>	<p>Provide the address or descriptive location details (e.g., cross streets, building names, landmarks) WHERE the project will be implemented. If multiple sites are involved, describe each clearly. Explain the criteria used to select these sites, such as proximity to areas with high environmental burdens, underserved neighborhoods, or locations lacking safe</p>

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goals. Include any environmental justice considerations that informed site selection.	and accessible public spaces. Highlight how these criteria align with environmental justice principles and demonstrate that the project prioritizes communities most impacted by disparities.
23. Provide the estimated timeline for completing the project within the 12-month grant period.	<p>Provide a timeline that outlines the key stages of your project and explain how you will determine when the project is complete. Break down major activities or milestones within the 12-month grant period and indicate the expected timeframe for each.</p> <p>For example, a project to complete three murals might include:</p> <ul style="list-style-type: none"> • Month 1: Three planning meetings with project staff • Months 1–2: Two community meetings for input on each mural • Month 2: Gather supplies • Months 3–4: Artist executes each mural • Month 4: Community reveal – project completion <p>For ongoing projects, describe how you will measure progress and completion. For example:</p> <ul style="list-style-type: none"> • Five safety enhancements per month • Two beach community cleanups per month
24. Explain how grant funds will be used to support the proposed project or program and describe how each budget category directly contributes to achieving program goals and outcomes.	Include a clear explanation of how grant funds will be used to support your environmental justice program or project. Your response should identify the major budget categories, such as personnel, supplies, equipment, outreach, or training, and describe how each category directly contributes to achieving program goals and outcomes. Explain the connection between spending and impact; for example, you might note that funds allocated to personnel will ensure consistent delivery of community workshops,

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	while funds for outreach will help engage residents in underserved areas and increase participation in environmental health initiatives.
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PROGRAM DEFINITIONS

Outcomes and Outcome Measures	<p>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.</p> <p style="text-align: center;">EXAMPLE OF GOALS, OUTCOMES AND OUTCOME MEASURES</p> <p>GOAL</p> <ul style="list-style-type: none"> • Increase employment opportunities for program participants to promote financial stability and self-sufficiency <p>OUTCOME</p> <ul style="list-style-type: none"> • 80% of participants secure and maintain employment within 90 days of completing job readiness training. <p>OUTCOME MEASURE</p> <ul style="list-style-type: none"> • 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	<p>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.</p>
Vulnerable or at-risk individual	<p>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</p>

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	abuse or persecution), secondary victimization, and/or residing in under-resourced communities.
Intended Goals and Objectives	<p>Goals describe the broad, long-term impact or change your program or project aims to achieve. They should connect directly to the identified need and reflect the ultimate outcome intended. Use action-oriented language such as decrease, improve, increase, establish, develop, deliver, produce, or provide.</p> <p>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.</p>
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.

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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.
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.