



FY 2026

RACE to Rebuilding

Trust & Community

Grant Guidelines

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Overview & Background

In October 2021, as part of the [Realizing Arlington's Commitment to Equity's \(R.A.C.E.\)](#) focus on racial equity, a working group of community leaders and Arlington County representatives developed a process to evaluate community needs through the lens of racial equity. A series of discussions led to [recommendations](#) for a co-designed process to reform how the County Board awards discretionary funding.

In collaboration with the United Way of the National Capital Area, the County is committed to establishing transparency and accountability as foundational values to help rebuild trust between Arlington County Government and community members. To move the process forward, the County Board adopted a [resolution](#) supporting a transition to a racial equity-based competitive process for Board-awarded community and human services funding that addresses inequities in Black, Indigenous, People of Color (BIPOC) communities and systemic impacts for all. As such, the County Board plans to allocate a minimum of \$1.5 million for FY26 (with the potential for additional funding available through FY24 closeout funds) in support of this grant.

The RACE to Rebuilding Trust & Community Grant is intended to support Arlington nonprofits in implementing programs or projects in direct response to demonstrated community or human service needs identified through their experiences. Grant funds also may be used to support the day-to-day functions of organizations that demonstrate how such funding will enable their operations to better meet the direct needs of residents in the communities they serve. Through this grant, Arlington County intends to eliminate, reduce, and prevent racial and/or social inequities and disparities to improve outcomes for those who have been historically marginalized.

Intent and Objectives

The Government Alliance on Race and Equity (GARE) developed an organizational change model to guide jurisdictions as they strive to achieve racial equity. Comprised of several steps, this approach is based on normalizing racial equity concepts and conversations, organizing, and partnering with staff, leaders, and community participants to act, and operationalizing these community values into measurable policies, practices, and procedures. Likewise, it is important to assess outcomes to gauge both baseline conditions and determine progress. Thus, GARE's framework shapes the following objectives of the RACE to Rebuilding Trust & Community Grant:

1. **NORMALIZE:** Trust in community-based organizations to define the needs of their communities and articulate how County funding can be used to support root cause-oriented projects and services.
2. **ORGANIZE/OPERATIONALIZE:** Co-develop with community leaders a transparent and competitive process with built-in mechanisms to support applicants and awardees from the launch of the grant announcement through awardee reporting and project completion.
3. **ASSESS:** Commit to track and measure outcomes and strategically manage long-term systemic impact in BIPOC communities, while addressing organizational and cultural change in how the County supports its residents.
4. **ASSESS:** Create a system of structured accountability and reporting that includes the perspectives of community members and directly aligns with the awardees' specific project goals.

Proposal Requirements

The following grant application, which begins on [page 10](#) of this Grant Guidelines document, addresses the purpose, nature, and evaluation of your proposal. The FY26 funding involves a tiered grant approach, meaning that organizations with operating budgets of \$250,000 and above will answer a specific subset of questions and may request funding up to \$150,000. Organizations with operating budgets of \$249,999 and below will answer a different subset of questions and may request up to \$75,000 of funding.

Written Application

The written portion of the application will be completed and submitted through an online portal available on the [RACE to Rebuilding Trust & Community Grant website](#). This portal will be available a few weeks after the release of these Grant Guidelines and will serve as the sole platform for application submittal, review, feedback, and reporting.

All grant documentation should be saved as a PDF using the following naming format:

Name-of-organization_type-of-document.pdf

Oral Presentation

The applicants who submitted complete applications will be asked to give an oral presentation to a review panel consisting of community members. Applicants will be allocated fifteen (15) minutes to present their proposal and answer any reviewer questions. While applicants will be able to determine how they divide their presentation time, it is recommended that applicants allow about five (5) minutes for reviewer questions. Applicants will receive the instructions on how to sign up for presentation times by December 20, 2024.

The oral presentation should address the following:

- Define the inequities that the applicant is addressing through data and/or stories.
- Describe how the proposed services are addressing the inequities through data and/or stories.
- Demonstrate expertise in providing the services proposed (including staff qualifications and a history of the organization).
- Demonstrate intended direct community impact through the proposed services (including how you will know the impact through data, stories, surveys, etc.).
- Describe how the organization works with partner organizations and individual community members to improve programs and outcomes.

Oral presentations will be conducted virtually and are tentatively scheduled for the following evenings:

- January 14, 2025, from 5:45 - 9 p.m.
- January 16, 2025, from 5:45 - 9 p.m.
- January 23, 2025, from 5:45 - 9 p.m.
- January 28, 2025, from 5:45 - 9 p.m.
- January 30, 2025, from 5:45 - 9 p.m.
- February 4, 2025, from 5:45 - 9 p.m.

Timeline

TIMELINE		
Application Phase	Monday, September 23, 2024 Grant Announcement	
	Wednesday, October 2, 2024 3 - 4 p.m. at Arlington Mill Community Center	Technical Assistance Session 1 (Hybrid)* Grant Overview
	Wednesday, October 9, 2024 3 - 4:30 p.m.	Technical Assistance Session 2 (Virtual)* RACE Equity Module Training
	Tuesday, October 15, 2024 2 - 3 p.m.	Technical Assistance Session 3 (Virtual)* Logic Models and SMART Goals
	Tuesday, October 22, 2024 2 - 3 p.m.	Technical Assistance Session 4 (Virtual)* Evaluation and the Rubric
	Wednesday, December 4, 2024 3 - 4 p.m.	Technical Assistance Session 5 (Virtual)* Final Wrap-Up
	Friday, December 13, 2024 Grant Applications Due	
Tuesday, December 17, 2024	Applicants will be notified of application completeness	
Review Phase	January – February 2025	Staff and Community Review
	January 14, 2025, 5:45 - 9 p.m.	Presentations for Community Member Review
	January 16, 2025, 5:45 - 9 p.m.	
	January 23, 2025, 5:45 - 9 p.m.	
	January 28, 2025, 5:45 - 9 p.m.	
	January 30, 2025, 5:45 - 9 p.m.	
February 4, 2025, 5:45 - 9 p.m.		
Award Phase	March 2025	County Board Considers Awards for Approval
	April - May 2025	Opportunity for Application Feedback
	July 2025 - June 2026	FY 2026 Grant Period **

**Note: Technical Assistance Sessions are optional but highly encouraged. If you are unable to attend these sessions, and/or if you require additional information or assistance, please email at EquityGrant@arlingtonva.us. Recordings of the trainings will be available on the grant website.*

**** Note: Before funding is disbursed, all awardees will need to:**

- *When applicable, have a valid business license and have no overdue County business license taxes per the Commissioner of Revenue. Once selected for a grant award, you may contact the office below to verify:*

*Arlington County Business License Division
Office of the Commissioner of the Revenue
2100 Clarendon Blvd., Suite 200
Arlington, VA 22201
Telephone: (703) 228- 3060
E-mail: business@arlingtonva.us*

- *Work with a County representative to submit a W-9 form and confirm payment instructions.*
- *Sign a grant agreement with the County Manager. A sample grant agreement is included in [Appendix 5.0](#).*

Evaluation

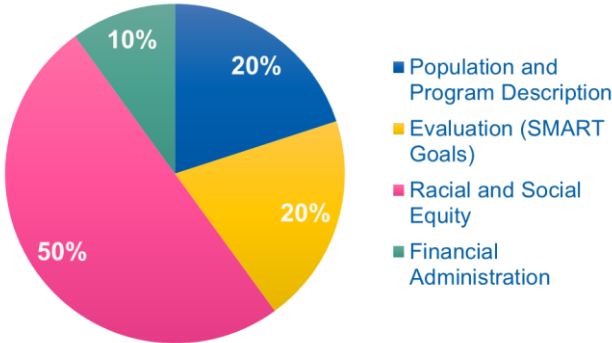
The review process is two-fold, including review of both the written applications and oral presentations. Final scores will be an average of the written applications as scored by the staff reviewers and oral presentations as scored by the community reviewers. Written applications and oral presentations each will be weighted at 50% of the final cumulative score. Recommendations for funding amounts will be based on the final cumulative scores to maximize available funding.

Process

All applications will be screened for completeness. **By Tuesday, December 17, 2024, applicants will receive notice of whether their application is complete.** If notified by County staff of an omission, applicants will be given 24 hours to submit missing documentation. This grace period will only apply for background information and/or organizational documents, not proposal responses. ***Only those submissions containing all the required materials will be considered. Late applications will not be accepted. No exceptions.***

Written applications. A total of five (5) staff reviewers will be recruited from County departments based on their interest and expertise. The grant administrators will recruit reviewers from Employee Resource Groups and the at-large staff workforce, attend staff meetings in relevant departments, and host in-person and virtual coffee and conversations to answer questions from those interested.

From this recruitment, an interdepartmental County staff review panel will be formed. Once staff reviewers are selected, the grant administrators will provide training on racial equity concepts and the application scoring process using the rubrics included in these Grant Guidelines. The staff reviewers will evaluate each written application using the rubrics found in Appendix 4.0 ([Appendix 4.1](#) for those with budgets \$250,000 and greater and [Appendix 4.2](#) for those with budgets \$249,999 and lower). Each question will be scored on a scale from 0 to 3, and each section will be weighted in the following manner:



The staff panel members will individually score all the written applications. The staff reviewers then will convene in consensus sessions to discuss their respective scores, provide comments, and reach a final cumulative score per application.

Oral Presentations. Up to twenty (20) community reviewers will be recruited during planned community events taking place around the County and at various gathering places (e.g., food distribution sites, vaccine clinics, PTA events, etc.). The grant administrators will table at community events, share informational flyers, and maintain a contact list to follow up with interested community members. A community review panel will be selected from interested community members with an effort to incorporate diverse perspectives with lived experience.

Community reviewers will participate in Community Reviewer Days, during which each applicant will make a fifteen-(15) minute oral presentation on their proposal and answer reviewer questions. Reviewers will use the presentation rubric found in [Appendix 4.3](#) to evaluate each oral presentation.

The community reviewers will individually score each presentation. Following the oral presentations, community reviewers will convene in consensus sessions to discuss their respective scores, provide comments, and reach a final score per presentation.

Grant Awards. Written applications and oral presentations each will be weighted at 50% of the final cumulative score. The County Board will consider and approve award recommendations at its March 2025 County Board hearing.

Once awards have been approved, all applicants will have the opportunity to view their cumulative scores and receive application feedback on submitted proposals and/or guidance for future grants.

Criteria

The scoring rubrics ([Appendix 4.0](#)) use a Likert scale ranging from 0 to 2 for the oral presentation and 3 for the written application, where 0 indicates that the organization did not respond to the question, and the highest score indicates an excellent response. The rubric is designed to be a checklist for each reviewer. Each item in the cell must be checked for that proposal to receive that indicated score. If a response does not describe all the details required in a higher level, then it will be scored at the next level down.

Objective vs. Subjective Scoring

- Staff reviewers will only score based on what is in the written application.
- Community reviewers will only score what is shared in the oral presentation.
- Assumptions, intuitions, hunches, and guesses, no matter how insightful, do not serve the way that words on the page or during the oral presentation do.
- Outside knowledge of programs, organizations, and/or project participants will be discarded for reviewing purposes.
- All reviewers will be required to complete both conflict-of-interest and non-disclosure forms, as well as receive training on scoring objectively and removing bias from the review process.
- Content relevant to each section of the application should be provided in that specific section, with the addition of required attachments.

Consensus Sessions

- Staff reviewers will convene to discuss each written application.
- Community reviewers will convene to discuss each oral presentation.

- A moderator will facilitate each review panel and take notes on the reviewers' feedback. The reviewers should discuss how they arrived at their respective scores.
- Staff reviewers should be prepared to provide a cumulative score recommendation on each written application with narrative around how the cumulative score was reached.
- Community reviewers should be prepared to provide a cumulative score recommendation on each oral presentation.
- Reviewers' scores and funding recommendations will be used by the County Board to make final grant award decisions.

Other Information

- The County anticipates that this grant will be awarded to numerous applicants, with funding allocated based on the total number of eligible proposals received and their requested funding amounts, review panel scores and funding recommendations, and the goals laid out in this grant.
- The County will make a list of awardees and funding amounts publicly available once the County Board approves the final award determinations. Submitted applications will not be posted publicly but may be subject to the Virginia Freedom of Information Act ("VFOIA").
- The County reserves the right to reject any and all applications and/or cancel this grant at any time.
- All funding decisions are final and are not subject to review, appeal, or protest.



Arlington County Equity-Based Nonprofit Funding GRANT

Organization Name	
Organization Address	
Organization's Mission	

Please Describe Your Proposal in One or Two Sentences	
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Funding Request	
Organizational Budget: <input type="checkbox"/> \$250,000 and above <input type="checkbox"/> \$249,999 and below	Funding Amount Requested:

Please Note Maximum Funding Request for Organizations with an Organizational Budget of \$250K and above is \$150,000 and for those \$249,999 and below is \$75,000

EIN Number	
Arlington County Business License Number (if applicable)	

Point of Contact		
NAME/TITLE	EMAIL	PHONE NUMBER

Signature	
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Who is authorized to sign a grant agreement in your organization?

Name, Title, and Email	
Name, Title, and Email (if more than one individual needs to sign)	

Introduction

This section will be used by the County to report data back to the community on how the grant funding is distributed. For explanations and examples of the categories in questions 1 and 2, please see [Appendix 1.0](#).

1. In which primary (and secondary, if necessary) area will your proposal help prevent or reduce inequities and disparities to improve outcomes?
 - Health care access and quality
 - Education access and quality
 - Economic security
 - Social connection and community building

2. Who does your proposal most directly benefit? Select a primary (and secondary population, if necessary).
 - Children, youth and families
 - Individuals or households with low income and/or wealth
 - Individuals or households with health needs or disabilities
 - Individuals or households facing a crisis
 - Survivors of domestic violence and/or sexual assault
 - Older adults
 - Historically marginalized communities
 - Individuals involved in the justice
 - Immigrants or refugees

3. Describe the community your proposal supports, including any shared geography (such as specific neighborhoods and zip codes), shared identity, and/or shared needs. Use any relevant demographic data.

4. Does at least half of your organization's leadership (e.g., leader and leadership team or leadership decision-making body) reflect the community you serve in any of the following respects?
 - Disability
 - Gender/Sexuality
 - Geography
 - Lived Experience
 - Race/Ethnicity
 - Socioeconomic Status
 - Other. Please describe:
 - I don't know/We do not collect this information
 - Not Applicable/None of these apply

**Questions for Organizations with
Operating Budgets of
\$250,000 and Above**

Please note all questions in Sections 1-4 apply to requests for specific projects as well as general operating requests.

Section 1: Population and Program/Project Description

This section is weighted 20% of the score for the written application. Use the [Race and Ethnicity Dashboards](#) available on Arlington County Government's webpage as well as any data collected by your organization to respond to the following questions.

1. What are the most important needs in your community? Include more than one example that connects relevant data, stories, and details to the population to be served to support your explanation.
2. What services are you proposing to address these identified needs in your primary community? Include more than one example of how the services will address the identified needs.
3. How is your organization equipped to provide these services? Include details on staff qualifications, past experience, and supporting data or statistics.

Section 2: Evaluation

This section is weighted 20% of the score for the written application.

4. For organizations with an operating budget of \$250,000 or more, please complete the following logic model using the template shown below. A sample and other resources may be found in [Appendix 2.0](#).

Reference the definitions below when completing the logic model.

- a. SMART Goal: A SMART statement – **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-bound – describing what you will accomplish with your proposal. Each SMART goal should contribute to your Program Objective.
- b. Inputs: The resources (funding, personnel, supplies) needed to complete the goal.
- c. Activities: A brief description of the actions or services being completed to achieve the goal and their frequency.
- d. Outputs: The direct results of the activities, typically immediately experienced, such as the number of clients served, meals delivered, relief distributed, etc.
- e. Outcomes: The impact of the activities, typically the long-term and sustained progress toward a larger goal, such as reducing food or housing insecurity.
- f. Methods of Evaluation: How the data is collected including frequency and tools used.
- g. Program Objective: The specific, measurable, and achievable results a program/project aims to achieve within a given timeframe and budget. The objective should align with the organization’s goals, mission, vision and reflect the needs of the beneficiaries.

Organization Name					
Program Objective					
	Planned Work			Intended Results	
PROGRAM GOAL	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	

5. How will you use the data that you collect to know that you have achieved your SMART goals? Include at least one specific method of data collection.

Section 3: Advancing Racial and Social Equity

The ultimate measure of success is when racial equity as a value, is what we believe and becomes what we all advance as a matter of practice, standard operating procedure; it is just what we do.

A racial equity lens is defined by the Gemini Company as “a critical thinking exercise to help cultivate and maintain an equity mindset. It is the umbrella under which a Racial Equity Tool is devised and used. It is a means to think about operationalizing Equity.

We ask the below questions to understand whether and where there are racial inequities existing, being created or being exacerbated in a policy, procedure, practice or program whether we are developing it or modifying it.

You can learn more about the equity lens in [Module 8](#) of Arlington County's [Leading with RACE Online Learning Series](#).



This section is weighted 50% of the score for the written application.

Consider your proposed services using Arlington County's racial equity lens:

6. Who benefits? Explain how you know they benefit from the program/project using data, anecdotes, etc.
7. Who is burdened? Explain how you know they are burdened from the program/project using data, anecdotes, etc.
8. Who is missing? Explain how you know they are missing from the program/project using data, anecdotes, etc.
9. How can the proposed program/project address those who are burdened and missing?
10. How do you currently advance racial and social equity within your organization? Include more than one example of relevant detail related to policies, practices, values, and staff trainings beyond general nondiscrimination policy.

Section 4: Funding Request

This section is weighted 10% of the total score for the written application.

11. Complete the budget template shown below. A sample and other resources may be found in [Appendix 3.0](#). Use the definitions and descriptions below to inform your calculations and narratives.
 - a. **Salaries:** Include the total amount budgeted for salaries of personnel associated with the program/project. The narrative should detail the positions included in the budgeted amount and their basic function. For the FTE count column, indicate the total number of positions budgeted for, where a full-time position is 1.0 FTE, a 20- hour-per-week position is 0.5 FTE, etc.
 - b. **Benefits:** Include the total amount budgeted for benefits (FICA, health insurance, etc.) for personnel associated with the program/project. Include a brief description of how this estimate was calculated in the narrative. The FTE count should match the FTE count in (a).
 - c. **Total Personnel:** The sum of (a) and (b).
 - d. **Professional or Contracted Services:** Include a brief description of the services being budgeted and paid for by your organization but provided by individuals, consultants, and/or businesses outside of your organization.
 - e. **Travel & Transportation:** Include the budgeted amount for travel required by staff as they deliver proposed services. The 2024 [federal mileage rate](#) is 67 cents per mile driven, but this budget may also include public transportation costs.
 - f. **Supplies & Equipment:** Describe any office supplies, materials, or other necessary items required for the administration of your program's/project's services. Specifically note if there are any larger equipment needs included in the total budgeted amount.
 - g. **Direct Client Expenses:** Include any client-specific costs, such as gift cards, incentives, vouchers, food, temporary housing, etc.
 - h. **Communication & Marketing:** Describe and budget for any communications costs associated with the administration and delivery of your program/project as well as the costs of advertising and community engagement required to effectively reach program participants (e.g. translation services).
 - i. **Other:** Describe any additional costs beyond what was budgeted for in (a)-(h).
 - j. **Total Non-Personnel:** The sum of (d) through (i).
 - k. **Total Funding Request:** The sum of (c) and (j).

Organization Name	
Total Funding Request	\$ -

PERSONNEL	NARRATIVE	FTE COUNT	BUDGET
Salaries			
Benefits			
TOTAL PERSONNEL			\$ -

NON-PERSONN	NARRATIVE	BUDGET
Professional or Contracted Services		
Travel & Transportation		
Supplies & Equipment		
Direct Client Expenses		
Communication & Marketing		
Other		
TOTAL NON-PERSONNEL		\$ -
TOTAL FUNDING REQUEST		\$ -

12. Describe any other revenue sources (government, fundraising, fees/dues/sales, other) that may be used to support the implementation of this program/project. Include more than one specific revenue source.
13. If the County could only provide a portion of the total requested amount, how would your approach to the proposed program/project differ? Include more than one change or examples on how the approach will differ.

Other Required Attachments:

This information is required but does not count toward your score.

Provide a copy of the following documents:

- Current organization budget
- 501(c)(3) designation letter
- IRS Federal Form 990 (within the last tax season)
- Your organization's most recent audit, including a description of any material audit, compliance or other regulatory findings over the last three years that have not been cured.

**Questions for Organizations with
Operating Budgets of
\$249,999 and Below**

Please note all questions in Sections 1-4 apply to requests for specific projects as well as general operating requests.

Section 1: Population and Program/Project Description

This section is weighted 20% of the total score for the written application. Use the [Race and Ethnicity Dashboards](#), which may be found on Arlington County Government's website, as well as any data collected by your organization, to respond to the following questions.

1. What are the most important needs in your community? Include more than one example that connects relevant data, stories, and details to the population to be served to support your explanation.
2. What services are you proposing to address these identified needs in your primary community? Include more than one example of how the services will address the identified needs.
3. How is your organization equipped to provide these services? Include details on staff qualifications, past experience, and supporting data or statistics.

Section 2: Evaluation

This section is weighted 20% of the total score for the written application. Reference the definitions below when completing questions 4-7. Additional resources may be found in [Appendix 2.0](#).

- a. SMART Goal: A SMART statement – **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-bound – describing what you will accomplish with your proposal. Each SMART goal should contribute to your Program Objective.
- b. Inputs: The resources (funding, personnel, supplies) needed to complete the goal.
- c. Activities: A brief description of the actions or services being completed to achieve the goal and their frequency.
- d. Outputs: The direct results of the activities, typically immediately experienced, such as the number of clients served, meals delivered, relief distributed, etc.
- e. Outcomes: The impact of the activities, typically the long-term and sustained progress toward a larger goal, such as reducing food or housing insecurity.
- f. Methods of Evaluation: How the data is collected including frequency and tools used.
- g. Program Objective: The specific, measurable, and achievable results a program/project aims to achieve within a given timeframe and budget. The objective should align with the organization's goals, mission, vision and reflect the needs of the beneficiaries.

For Organizations with an operating budget of less than \$250,000, a logic model is not required. Instead, please respond to the following questions to complete this section:

4. List three to five SMART goals you will accomplish with your proposal.
5. What proposed activities will help you accomplish these SMART goals? Include at least one activity per SMART goal listed.
6. What outputs/outcomes will you achieve because of these activities? Include at least one output and at least one outcome per SMART goal listed.
7. How will you measure the progress toward completion of these SMART goals? Include at least one method of evaluation per SMART goal listed.

Section 3: Advancing Racial and Social Equity

The ultimate measure of success is when racial equity as a value, is what we believe and becomes what we all advance as a matter of practice, standard operating procedure; it is just what we do.

A racial equity lens is defined by the Gemini Company as “a critical thinking exercise to help cultivate and maintain an equity mindset. It is the umbrella under which a Racial Equity Tool is devised and used. It is a means to think about operationalizing Equity.

We ask the below questions to understand whether and where there are racial inequities existing, being created or being exacerbated in a policy, procedure, practice or program whether we are developing it or modifying it.

You can learn more about the equity lens in [Module 8](#) of Arlington County's [Leading with RACE Online Learning Series](#).



This section is weighted 50% of the total score for the written application.

Consider your proposed services using Arlington County's racial equity lens:

8. Who benefits? Explain how you know they benefit from the program/project using data, anecdotes, etc.
9. Who is burdened? Explain how you know they are burdened from the program/project using data, anecdotes, etc.
10. Who is missing? Explain how you know they are missing from the program/project using data, anecdotes, etc.
11. How can the proposed program/project address those who are burdened and missing?

Section 4: Funding Request

This section is weighted 10% of the total score for the written application.

12. Complete the budget template shown below. A sample and other resources may be found in [Appendix 3.0](#). Use the definitions and descriptions below to inform your calculations and narratives.
 - a. **Salaries:** Include the total amount budgeted for salaries of personnel associated with the program/project. The narrative should detail the positions included in the budgeted amount and their basic function. For the FTE count column, indicate the total number of positions budgeted for, where a full-time position is 1.0 FTE, a 20- hour-per-week position is 0.5 FTE, etc.
 - b. **Benefits:** Include the total amount budgeted for benefits (FICA, health insurance, etc.) for personnel associated with the program/project. Include a brief description of how this estimate was calculated in the narrative. The FTE count should match the FTE count in (a).
 - c. **Total Personnel:** The sum of (a) and (b).
 - d. **Professional or Contracted Services:** Include a brief description of the services being budgeted and paid for by your organization but provided by individuals, consultants, and/or businesses outside of your organization.
 - e. **Travel & Transportation:** Include the budgeted amount for travel required by staff as they deliver proposed services. The 2024 [Federal mileage rate](#) is 67 cents per mile driven, but this budget may also include public transportation costs.
 - f. **Supplies & Equipment:** Describe any office supplies, materials, or other necessary items required for the administration of your program's/project's services. Specifically note if there are any larger equipment needs included in the total budgeted amount.
 - g. **Direct Client Expenses:** Include any client-specific costs, such as gift cards, incentives, vouchers, food, temporary housing, etc.
 - h. **Communication & Marketing:** Describe and budget for any communications costs associated with the administration and delivery of your program/project as well as the costs of advertising and community engagement required to effectively reach program participants (e.g. translation services).
 - i. **Other:** Describe any additional costs beyond what was budgeted for in (a)-(h).
 - j. **Total Non-Personnel:** The sum of (d) through (i).
 - k. **Total Funding Request:** The sum of (c) and (j).

Organization Name	
Total Funding Request	\$ -

PERSONNEL	NARRATIVE	FTE COUNT	BUDGET
Salaries			
Benefits			
TOTAL PERSONNEL			\$ -

NON-PERSONNEL	NARRATIVE	BUDGET
Professional or Contracted Services		
Travel & Transportation		
Supplies & Equipment		
Direct Client Expenses		
Communication & Marketing		
Other		
TOTAL NON-PERSONNEL		\$ -
TOTAL FUNDING REQUEST		\$ -

13. If the County could only provide a portion of the total requested amount, how would your approach to the proposed program/project differ? Include more than one change or example on how the approach will differ.

Other Required Attachments:

This information is required but does not count toward your score.

Provide a copy of the following documents:

- Current organization budget
- 501(c)(3) designation letter
- IRS Federal Form 990 (within the last tax season)
- Your organization's most recent audit OR Revenue/expense statement for most recent fiscal year

FOR THOSE SUBMITTING AN AUDIT: Description of any material audit, compliance or other regulatory findings over the last three years that have not been cured

APPENDICES

Appendix 1.0 Definitions of Key Terms

Activities: A description of the proposed actions or services to be completed to achieve the program's goal.

Demographic Data (Demographics): Information about groups of people based on certain traits. These may include age, race, gender, socioeconomic status, ethnicity, place of residence, marital status, education, employment, etc.

Economic Security: Gaining and maintaining financial resources needed to sustain a healthy life. This includes, but not limited to, affordable housing, access to reliable transportation, employment with livable wages, worker protections, paid sick leave, and childcare.

Education Access and Quality: Key social and economic issues focusing on participating and attaining general education. These factors influence people's ability to access meaningful learning experiences that promote growth, remove barriers, and ensure that schools and learning environments have the resources to create these opportunities.

Health Care Access and Quality: Key social and economic issues focusing on gaining and maintaining healthcare. This includes, but not limited to, access to health care, access to primary care, health insurance coverage, and health literacy.

Historically marginalized communities: Groups that have been historically and systematically excluded and denied access to social, economic, political, and cultural participation. This may include race, ethnicity, nationality, gender, gender identity, religion, sexual orientation, ability status, etc.

Individuals or households facing a crisis: Persons or families who are currently experiencing or in danger of experiencing a disruption in their usual pattern that cannot be resolved by their customary problem-solving skills and resources. Examples may include job loss, unhousing, death in the family, natural disasters, or other adverse events.

Individuals or households with health needs or disabilities: Persons or families who have physical, mental, intellectual, or sensory health care needs that may hinder their full and effective participation in society.

Individuals or households with low income and/or wealth: Persons or families who have little income or wealth to buffer against the negative impacts of an adverse event.

Individuals involved in the justice system: People who have or are at risk of interacting with the criminal justice system as a defendant. This may include being or having been incarcerated in a jail or prison, being placed on parole, being placed in a diversion and/or re-entry program, or being temporarily incarcerated while awaiting trial.

Inputs: The resources (funding, personnel, supplies) needed to achieve the goal.

Methods of Evaluation: A description of how data will be collected, including how often and the tools used.

Older adults: A person over 60 years of age.

Outcomes: The impact of the activities and progress made toward achieving the program/project goal, such as reducing food or housing insecurity.

Outputs: The immediate and direct results of the activities, such as the number of clients served or meals delivered.

Program Objective: The specific, measurable, and achievable results a program/project aims to achieve within a given timeframe and budget. The objective should align with the organization's goals, mission, vision and reflect the needs of the beneficiaries.

Racial Equity: Eliminating race-based opportunity gaps so that race does not predict one's success in life and improving outcomes for all. This approach centers those who are at a systemic disadvantage and moves beyond a service-based approach toward focusing on policies, institutions, and structures.

Racial Inequity: Outcome gaps between people of different races based on historical or current factors or structures that benefit white people.

SMART Goal: A SMART statement – Specific, Measurable, Attainable, Relevant, and Time-bound – describing what you will accomplish with your proposal. Each SMART goal should contribute to your Program Objective.

Social Connection and Community Building: Key social and economic issues related to feeling a sense of belonging, closeness, or opportunities to interact with others in a person's life. Key issues include obtaining and maintaining support and care from other people when needed, as well as the number, quality, and diversity of relationships with other people. High quality relationships can help people live longer, healthier lives. Supportive and inclusive relationships can protect against the harmful health effects of loneliness and social isolation.

Social Equity: As defined by the National Academy of Public Administration, “the fair, just and equitable management of all institutions serving the public directly or by contract; and the fair and equitable distribution of public services, and implementation of public policy; and the commitment to promote fairness, justice and equity in the formation of public policy.”

Social Inequity: The unequal distribution of power, wealth, privilege, and resources among people and groups in society. This can be seen through the disparities of those who are marginalized or disadvantaged.

Appendix 2.0 Resources for Section 2: Evaluation

<p>SMART Goals</p>	<p>MindTools describes the history of SMART goals. The University of California developed a resource to help you write SMART goals, including descriptions of the qualities of SMART goals, questions to ask yourself when developing them, and numerous examples.</p>
<p>Logic Models</p>	<p>The Management Library provides a good, basic description of the elements of a logic model. Social Impact Architects explains the purpose of a logic model and provides distinctions between the different elements of logic models.</p>

SMART Goal Example:

Specific: identifies ‘Who’ will be served and ‘What’ they will receive; also to what ‘Purpose’

Measurable: “Prevent and reduce the effects” can be defined, operationalized and measured

Attainable: Organization’s size, capacity, and history of delivering services to Arlington families can determine whether objective is attainable

Relevant: Proposed objective aligns with grant’s purpose

Timebound: clearly defined time period in which objective would be completed

Program Objective:

Provide 100 Arlington school district students and their families with a trauma-informed care program that aims to prevent and reduce the effects of Adverse Childhood Experiences (ACEs) during a 12-month period.

Logic Model Instructions:

You can edit the areas highlighted in yellow. You do not need to use every line of the model if not needed. Refer to the NOFA application for a description of what to include in your logic model. A sample is included on the second tab of this file and in the appendix.

Sample Organization Provide 100 Arlington school district students and their families with a trauma-informed care program that aims to prevent and reduce the effects of Adverse Childhood Experiences (ACEs) during a 12-month period.				
Intended Results				
Program Goal	Resources / Inputs	Activities	Outputs	Outcomes
<p>Receive 100 school-based referrals within the 12-month grant period, conducting an intake and assessment process for each referral to identify their needs and connect them to appropriate resources (e.g., academic support, mental health services, family counseling) within two weeks of each referral</p> <p>Co-develop and execute individualized program service plans for up to 100 students and their families, in collaboration with program staff and family members, facilitating therapeutic mentoring activities (e.g., one-on-one mentoring sessions, group therapy) and community engagement/education sessions (e.g., workshops, seminars) within the 12-month grant period.</p>	<p>School district stakeholders School level staff Parents Counselors (Provider staff)</p> <p>Social worker (CM / SW)</p>	<p>Receive, assess, and refer students and families continuously throughout the year</p> <p>Conduct Student / Family case management across 4 month cycle;</p> <p>Design Program Service Plan (3-4 weeks)</p> <p>Assist in helping family conduct Program service plan activities (3-4 weeks)</p> <p>Facilitate individual and small group therapeutic mentoring program (TMP) sessions with Student / Family within a 10-week period in English</p> <p>Facilitate Hispanic-based therapeutic mentoring sessions based on language and cultural needs determined at intake (up to 12 weeks)</p>	<p>100 Student / Family intakes completed within 12 months.</p> <p>100 Program service plans co-developed within 12 months.</p> <p>- Referral to TMP, with min. 3 home interventions completed as needed</p> <p>- Enhanced family dynamics coaching delivered as needed</p> <p>Min. 3 enhanced violence-related community engagement and education sessions delivered as needed</p> <p>4 cohorts of up to 8 families participated in the therapeutic mentoring program within 12 months</p>	<p>Expanded awareness, understanding, and uptake for students via Student / Family referrals for program service plans</p> <p>Families informed of ACEs triggers and effects of trauma on behaviors</p> <p>Increased knowledge of ways to overcome ACEs and build resilience</p> <p>Student/ Family participants in program more likely to prevent future harms and destructive behaviors</p> <p>Improved school and classroom behaviors</p> <p>Increased student attendance</p> <p>Improved sense of belonging and school relationship</p>
<p>Deliver individual and family-based therapeutic services focused on understanding and reducing the effects of Adverse Childhood Experiences (ACEs) and other trauma through evidence-based interventions (e.g., cognitive-behavioral therapy, family counseling) as part of co-designed program service plans with students, families, and program staff, for up to 100 students and their families within the 12-month grant period.</p>	<p>Mental Health (MH) Counselors (Provider staff) Student/Family</p>	<p>Individual and/or Family Counseling services, per referral basis, ongoing</p> <p>Clinical appointments using several modalities: art and play therapy, Eye movement desensitization and reprocessing (EMDR), talk therapy, per referral and assessment basis, ongoing</p> <p>On-school-site, ongoing</p> <p>Telehealth services, ongoing</p>	<p>Individual or family mental health behavior counseling. 80% of parents/youth to recognize their ACE triggers, acknowledge any grief, fear, depression, or other adverse emotional impact, and participate in developing a resiliency service plan.</p> <p>Increased individual knowledge about behavior health and interactions associated with family trauma or negative experiences</p> <p>Increased knowledge and ability to deploy coping mechanisms</p>	<p>Mentally healthier families equipped with tools to increase their resiliency</p> <p>Behavior modification preventing further ACEs</p> <p>Improved school and classroom behaviors</p> <p>Increased student attendance</p> <p>Improved sense of belonging and school relationship</p>
<p>Increase awareness and outreach around this program's services by hosting at least 10 school and community events, address potential or perceived stigma related to program participation through educational sessions and testimonials, and promote school-community involvement through collaborative events and outreach efforts, all within the 12-month grant period.</p>	<p>Provider staff, School district stakeholders, school-level stakeholders</p>	<p>Conduct school forums, participate in school-district related community events within a 12-month period</p>	<p>10 community outreach events held on ACEs prevention, rights, and program service availability within a 12-month period</p>	<p>Increased school-community involvement</p> <p>Target population has enhanced awareness and understanding of ACEs/Trauma-related information and services</p>

Appendix 3.0 Resources for Section 4: Funding Request

FTE Conversion Chart

Hours per Week	FTE	Hours per Week	FTE
40	1.00	20	0.50
32	0.80	16	0.40
30	0.75	10	0.25
24	0.60	8	0.20

Sample budget

Organization Name	Sample Organization
Total Funding Request	\$77,750.00

PERSONNEL	NARRATIVE	FTE COUNT	BUDGET
Salaries	Program Director who will oversee the daily operations of the program.	1	\$50,000
Benefits	10% of Program Director's health care benefits	1	\$5,000
TOTAL PERSONNEL			\$55,000

NON-PERSONNEL	NARRATIVE	BUDGET
Professional or Contracted Services	Contracted Mental Health Service Providers to support students and families	\$20,000
Travel & Transportation	Travel Stipends for Families to Attend Community Meetings	\$1,000
Supplies & Equipment	Snack for 4 Community Meetings per year for up to 15 participants per meeting	\$150
Direct Client Expenses	\$100 gift cards for up to 15 participants who complete mental health program	\$1,500
Communication & Marketing	Flyers and handouts for 4 community meetings	\$100
Other		\$-
TOTAL NON-PERSONNEL		\$22,750

Appendix 4.0 Reviewer Rubrics

Appendix 4.1 Written Application Rubric for Organizations with Operating Budgets of \$250,000 and Above

Data Questions		
Questions	Is the Question Answered? (Y/N)	Feedback Written Notes on Scores
In which primary and secondary area will your proposal help prevent or reduce inequities and disparities to improve outcomes?		
Who does your proposal most directly benefit? Select a primary and secondary population.		
Describe the community your proposal supports, including any shared geography (such as specific neighborhoods and zip codes), shared identity, and/or shared needs. Use any relevant demographic data.		
Does at least half of your organization's leadership (e.g., leader and leadership team or leadership decision-making body) reflect the community you serve in any of the following respects?		

Section 1: Population and Program/Project Description (20%)

Q#	Questions	Unacceptable or Did Not Respond (0 points)	Acceptable (1 point)	Good (2 points)	Excellent (3 points)	Score	Feedback Written Notes on Score
1	What are the most important needs in your community? Include more than one example that connects relevant data, stories, and details to the population to be served to support your explanation.	<input type="checkbox"/> Does not describe the most important needs in their community	<input type="checkbox"/> Describes the most important needs in their community <input type="checkbox"/> Expresses the importance of the needs through only one relevant data point, story, or detail to address the need in their proposal.	<input type="checkbox"/> Describes the most important needs in their community <input type="checkbox"/> Expresses the importance of the needs through more than one relevant data point, story, or detail to address the need in their proposal.	<input type="checkbox"/> Describes the most important needs in their community <input type="checkbox"/> Expresses the importance of the needs through more than one relevant data point, story, or detail to address the need in their proposal. <input type="checkbox"/> There is a connection between the important needs, the relevant data or stories, and the population to be served.		
2	What services are you proposing to address these identified needs in your primary community? Include more than one example of how the services will address the identified needs.	<input type="checkbox"/> Does not describe proposed services that will address the needs in their primary community	<input type="checkbox"/> Describes proposed services <input type="checkbox"/> Includes only one example of how the services will address the needs.	<input type="checkbox"/> Describes proposed services <input type="checkbox"/> Includes more than one example of how the services will address the needs.	<input type="checkbox"/> Describes proposed services <input type="checkbox"/> Includes more than one example of how the services will address the needs. <input type="checkbox"/> Examples show logical relationship of services fulfilling the stated needs		

3	<p>How is your organization equipped to provide these services? Include details on staff qualifications, past experience, and supporting data or statistics.</p>	<input type="checkbox"/> Does not describe how organization is equipped to provide proposed services.	<input type="checkbox"/> Describes how organization is equipped to provide proposed services.	<input type="checkbox"/> Describes how organization is equipped to provide proposed services.	<input type="checkbox"/> Describes how organization is equipped to provide proposed services.		
			<input type="checkbox"/> Includes details on staff qualifications and past experience only.	<input type="checkbox"/> Describes staff qualifications and past experience. The qualifications and experience are related to the services proposed.	<input type="checkbox"/> Describes staff qualifications and past experience. The qualifications and experience are related to the services proposed.		
					<input type="checkbox"/> Includes at least one supporting data point or statistic. This data point or statistic is related to the proposed services that will make the program effective.		

Section 2: Evaluation (20%)

Q#	Questions	Unacceptable or Did Not Respond (0 points)	Acceptable (1 point)	Good (2 points)	Excellent (3 points)	Score	Feedback Written Notes on Score
4	For organizations with an operating budget of more than \$250,000, please complete the following logic model using the template included in Appendix 2.0. Include 3 or more SMART goals in your logic model.	<input type="checkbox"/> Does not complete the outcome logic model.	<input type="checkbox"/> Completes the outcome logic model. <input type="checkbox"/> Includes only one or two goals. <input type="checkbox"/> Some goals listed are missing elements of SMART - specific, measurable, attainable, relevant, and time-bound.	<input type="checkbox"/> Completes the outcome logic model. <input type="checkbox"/> Includes 3 or more SMART goals. <input type="checkbox"/> All goals listed are SMART - specific, measurable, attainable, relevant, and time-bound. <input type="checkbox"/> Includes corresponding Inputs, Activities, Outputs, and Outcomes for each SMART goal listed. <input type="checkbox"/> There is a connection between each goal and its corresponding Inputs, Activities, Outputs, and Outcomes.	<input type="checkbox"/> Completes the outcome logic model. <input type="checkbox"/> Includes 3 or more SMART goals. <input type="checkbox"/> All goals listed are SMART - specific, measurable, attainable, relevant, and time-bound. <input type="checkbox"/> Includes corresponding Inputs, Activities, Outputs, and Outcomes for each SMART goal listed. <input type="checkbox"/> There is a connection between each goal and its corresponding Inputs, Activities, Outputs, and Outcomes. <input type="checkbox"/> There is a connection between each goal and the program objective.		

5	How will you use the data that you collect to know that you have achieved your SMART goals? Include at least one specific method of data collection.	<input type="checkbox"/> Does not describe the data collection process.	<input type="checkbox"/> Describes the data collection process.	<input type="checkbox"/> Describes in detail the data collection process.	<input type="checkbox"/> Describes in detail the data collection process.		
			<input type="checkbox"/> Includes at least one specific method of data collection (e.g., surveys, focus groups).	<input type="checkbox"/> Includes at least one specific method of data collection (e.g., surveys, focus groups).	<input type="checkbox"/> Includes at least one specific method of data collection (e.g., surveys, focus groups).		
				<input type="checkbox"/> Describes in detail how the data will be used to evaluate some but not all SMART goals listed in the logic model.	<input type="checkbox"/> Describes in detail how the data will be used to evaluate all SMART goals listed in the logic model.		
					<input type="checkbox"/> There is a connection between data collection and evaluation of SMART goals, outputs, and outcomes listed in logic model.		

Section 3: Advancing Racial and Social Equity (50%)

Q#	Questions	Unacceptable or Did Not Respond (0 points)	Acceptable (1 point)	Good (2 points)	Excellent (3 points)	Score	Feedback Written Notes on Score
6	Who benefits? Explain how you know they benefit from the program/project using data, anecdotes, etc.	<input type="checkbox"/> Does not describe who benefits.	<input type="checkbox"/> Describes who benefits. <input type="checkbox"/> Includes at least one group/population that benefits from the program/project.	<input type="checkbox"/> Describes who benefits. <input type="checkbox"/> Includes at least one group/population that benefits from the program/project. <input type="checkbox"/> Provides detail on how the group/population benefits.	<input type="checkbox"/> Describes who benefits. <input type="checkbox"/> Includes at least one group/population that benefits from the program/project. <input type="checkbox"/> Provides detail into how the group/population benefits. <input type="checkbox"/> There is evidence on how the group/population benefits from the program/project using data, anecdotes, stories, etc.		

7	<p>Who is burdened? Explain how you know they are burdened from the program/project using data, anecdotes, etc.</p>	<input type="checkbox"/> Does not describe who is burdened.	<input type="checkbox"/> Describes who is burdened. <input type="checkbox"/> Includes at least one group/population that is burdened from the program/project.	<input type="checkbox"/> Describes who is burdened. <input type="checkbox"/> Includes at least one group/population that is burdened from the program/project. <input type="checkbox"/> Provides detail into why the group/population is burdened.	<input type="checkbox"/> Describes who is burdened. <input type="checkbox"/> Includes at least one group/population that is burdened from the program/project. <input type="checkbox"/> Provides detail into why the group/population is burdened. <input type="checkbox"/> There is evidence on how the group/population is burdened from the program/project using data, anecdotes, stories, etc.		
8	<p>Who is missing? Explain how you know they are missing from the program/project using data, anecdotes, etc.</p>	<input type="checkbox"/> Does not describe who is missing.	<input type="checkbox"/> Describes who is missing. <input type="checkbox"/> Includes at least one group/population that is missing from the program/project.	<input type="checkbox"/> Describes who is missing. <input type="checkbox"/> Includes at least one group/population that is missing from the program/project. <input type="checkbox"/> Provides detail into why the group/population is missing.	<input type="checkbox"/> Describes who is missing. <input type="checkbox"/> Includes at least one group/population that is missing from the program/project. <input type="checkbox"/> Provides detail into why the group/population is missing. <input type="checkbox"/> There is evidence on how the group/population is missing from the program/project using data, anecdotes, stories, etc.		

9	How can the proposed program/project address those who are burdened and missing?	<input type="checkbox"/> Does not describe how the program/project addresses those who are burdened and missing.	<input type="checkbox"/> Describes how the program/project addresses either those who are burdened OR those who are missing.	<input type="checkbox"/> Describes how the program/project addresses both those who are burdened AND those who are missing.	<input type="checkbox"/> Describes how the program/project addresses both those who are burdened AND those who are missing. <input type="checkbox"/> There is evidence on how they know the proposed program/project will address those who are burdened and missing.		
10	How do you currently advance racial and social equity within your organization? Include more than one example of relevant detail related to policies, practices, values, and staff trainings beyond general nondiscrimination policy.	<input type="checkbox"/> Does not describe internal practices the organization has to advance racial and social equity.	<input type="checkbox"/> Describes internal practices the organizations has to advance racial and social equity. <input type="checkbox"/> Includes only one example of how the organization advances racial and social equity within itself.	<input type="checkbox"/> Describes internal practices the organizations has to advance racial and social equity. <input type="checkbox"/> Includes more than one example of how the organization advances racial and social equity within itself.	<input type="checkbox"/> Describes internal practices the organizations has to advance racial and social equity. <input type="checkbox"/> Includes more than one example of how the organization advances racial and social equity within itself. <input type="checkbox"/> There is evidence on how they advance racial and social equity within the organization.		

Section 4: Funding Request (10%)

Q#	Questions	Unacceptable or Did Not Respond (0 points)	Acceptable (1 point)	Good (2 points)	Excellent (3 points)	Score	Feedback Written Notes on Score
11	Complete the budget template in Appendix 3.0. Use the definitions and descriptions below to inform your calculations and narratives.	<input type="checkbox"/> Does not complete the budget template.	<input type="checkbox"/> Completes the budget template. <input type="checkbox"/> Includes costs and narratives for some but not all line items.	<input type="checkbox"/> Completes the budget template. <input type="checkbox"/> Includes both costs and narratives for all line items.	<input type="checkbox"/> Completes the budget template. <input type="checkbox"/> Includes both costs and narratives for all line items. <input type="checkbox"/> All narratives are detailed and easy to understand.		
12	Describe any other revenue sources (government, fundraising, fees/dues/sales, other) that may be used to support the implementation of this program/project. Include more than one specific revenue source.	<input type="checkbox"/> Does not describe other revenue sources that may be used to support the implementation of this proposal.	<input type="checkbox"/> Describes other revenue sources that may be used to support the implementation of this proposal OR a plan to secure such resources. <input type="checkbox"/> Includes only one specific revenue source that may be used to support the implementation of this proposal.	<input type="checkbox"/> Describes in detail other revenue sources that may be used to support the implementation of this proposal. <input type="checkbox"/> Includes more than one specific revenue source that may be used to support the implementation of this proposal.	<input type="checkbox"/> Describes in detail other revenue sources that may be used to support the implementation of this proposal. <input type="checkbox"/> Includes more than one specific revenue source that may be used to support the implementation of this proposal. <input type="checkbox"/> Describes at least one specific secured revenue source that can be used to support the implementation of this proposal.		

13	If the County could only provide a portion of the total requested amount, how would your approach to the proposed program/project differ? Include more than one change or example on how the approach will differ.	<input type="checkbox"/> Does not describe how the approach would differ.	<input type="checkbox"/> Describes how the organization's approach would differ in a general manner.	<input type="checkbox"/> Describes how the organization's approach would differ. <input type="checkbox"/> Includes one or more changes or examples on how the approach to the work in the proposal would differ.	<input type="checkbox"/> Describes how the organization's approach would differ. <input type="checkbox"/> Includes two or more changes or examples on how the approach to the work in the proposal would differ. <input type="checkbox"/> Offers detailed description on the aspects of the proposal the organization would change.		
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BONUS POINT Opportunity

	Question	Bonus Point (+1 available)	Feedback
	The applicant wrote a compelling proposal that meets a demonstrated need and will likely result in significant community impact.		

Appendix 4.2 Written Application Rubric for Organizations with Operating Budgets of \$249,999 and Below

Data Questions		
Questions	Is the Question Answered? (Y/N)	Feedback Written Notes on Scores
In which primary and secondary area will your proposal help prevent or reduce inequities and disparities to improve outcomes?		
Who does your proposal most directly benefit? Select a primary and secondary population.		
Describe the community your proposal supports, including any shared geography (such as specific neighborhoods and zip codes), shared identity, and/or shared needs. Use any relevant demographic data.		
Does at least half of your organization's leadership (e.g., leader and leadership team or leadership decision-making body) reflect the community you serve in any of the following respects?		

Section 1: Population and Program/Project Description (20%)

Q#	Questions	Unacceptable or Did Not Respond (0 points)	Acceptable (1 point)	Good (2 points)	Excellent (3 points)	Score	Feedback Written Notes on Score
1	What are the most important needs in your community? Include more than one example that connects relevant data, stories, and details to the population to be served to support your explanation.	<input type="checkbox"/> Does not describe the most important needs in their community	<input type="checkbox"/> Describes the most important needs in their community	<input type="checkbox"/> Describes the most important needs in their community	<input type="checkbox"/> Describes the most important needs in their community		
			<input type="checkbox"/> Expresses the importance of the needs through only one relevant data point, story, or detail to address the need in their proposal.	<input type="checkbox"/> Expresses the importance of the needs through more than one relevant data point, story, or detail to address the need in their proposal.	<input type="checkbox"/> Expresses the importance of the needs through more than one relevant data point, story, or detail to address the need in their proposal. <input type="checkbox"/> There is a connection between the important needs, the relevant data or stories, and the population to be served		
2	What services are you proposing to address these identified needs in your primary community? Include more than one example of how the services will address the identified needs.	<input type="checkbox"/> Does not describe proposed services that will address the needs in their primary community	<input type="checkbox"/> Describes proposed services	<input type="checkbox"/> Describes proposed services	<input type="checkbox"/> Describes proposed services		
			<input type="checkbox"/> Includes only one example of how the services will address the needs.	<input type="checkbox"/> Includes more than one example of how the services will address the needs.	<input type="checkbox"/> Includes more than one example of how the services will address the needs. <input type="checkbox"/> Examples show logical relationship of services fulfilling the stated needs		

3	How is your organization equipped to provide these services? Include details on staff qualifications, past experience, and supporting data or statistics.	<input type="checkbox"/> Does not describe how organization is equipped to provide proposed services.	<input type="checkbox"/> Describes how organization is equipped to provide proposed services.	<input type="checkbox"/> Describes how organization is equipped to provide proposed services.	<input type="checkbox"/> Describes how organization is equipped to provide proposed services.		
			<input type="checkbox"/> Includes details on staff qualifications and past experience only.	<input type="checkbox"/> Describes staff qualifications and past experience. The qualifications and experience are related to the services proposed.	<input type="checkbox"/> Describes staff qualifications and past experience. The qualifications and experience are related to the services proposed.		
					<input type="checkbox"/> Includes at least one supporting data point or statistic. This data point or statistic is related to the proposed services that will make the program effective.		

Section 2: Evaluation (20%)

Q#	Questions	Unacceptable or Did Not Respond (0 points)	Acceptable (1 point)	Good (2 points)	Excellent (3 points)	Score	Feedback Written Notes on Score
4	List three to five SMART goals you will accomplish with your proposal.	<input type="checkbox"/> Does not list any SMART goals.	<input type="checkbox"/> Lists 1 or 2 goals. <input type="checkbox"/> All goals listed are in-line with the proposed services.	<input type="checkbox"/> Lists 3 or more goals. <input type="checkbox"/> All goals listed are in-line with the proposed services. <input type="checkbox"/> Some goals listed are missing elements of SMART - specific, measurable, attainable, relevant, and time-bound.	<input type="checkbox"/> Lists 3 or more goals. <input type="checkbox"/> All goals listed are in-line with the proposed services. <input type="checkbox"/> All goals listed are SMART - specific, measurable, attainable, relevant, and time-bound.		
5	What proposed activities will help you accomplish these SMART goals? Include at least one activity per SMART goal listed.	<input type="checkbox"/> Does not describe any proposed activities.	<input type="checkbox"/> Describes proposed activities in a general manner.	<input type="checkbox"/> Describes proposed activities and how they will help accomplish the SMART goals. <input type="checkbox"/> Includes at least one proposed activity per SMART goal listed. Every SMART goal has at least one proposed activity (overlap is allowed).	<input type="checkbox"/> Describes proposed activities and how they will help accomplish the SMART goals. <input type="checkbox"/> Includes at least one proposed activity per SMART goal listed. <input type="checkbox"/> There is evidence that the proposed activities will accomplish the SMART goals		

6	<p>What outputs and outcomes will you achieve as a result of these activities? Include at least one output and at least one outcome per SMART goal listed.</p>	<input type="checkbox"/> Does not describe outputs or outcomes.	<input type="checkbox"/> Describes outputs or outcomes in a general manner.	<input type="checkbox"/> Describes outputs/outcomes in relation to the proposed activities. <input type="checkbox"/> Includes at least one output and at least one outcome per SMART goal listed.	<input type="checkbox"/> Describes outputs/outcomes in relation to the proposed activities. <input type="checkbox"/> Includes at least one output and at least one outcome per SMART goal listed. <input type="checkbox"/> The connection is made between the outputs/outcomes and the proposed activities.		
7	<p>How will you measure the progress toward completion of these SMART goals? Include at least one method of evaluation per SMART goal listed.</p>	<input type="checkbox"/> Does not describe how progress will be measured toward completion of SMART goals.	<input type="checkbox"/> Describes how progress will be measured toward completion of SMART goals. - general	<input type="checkbox"/> Describes how progress will be measured toward completion of SMART goals. <input type="checkbox"/> Includes at least one method of evaluation per SMART goal listed.	<input type="checkbox"/> Describes how progress will be measured toward completion of SMART goals. <input type="checkbox"/> Includes at least one method of evaluation per SMART goal listed. <input type="checkbox"/> All methods of evaluation listed are detailed including the frequency and tools used.		

Section 3: Advancing Racial and Social Equity (50%)

Q#	Questions	Unacceptable or Did Not Respond (0 points)	Acceptable (1 point)	Good (2 points)	Excellent (3 points)	Score	Feedback Written Notes on Score
8	Who benefits? Explain how you know they benefit from the program/project using data, anecdotes, etc.	<input type="checkbox"/> Does not describe who benefits.	<input type="checkbox"/> Describes who benefits. <input type="checkbox"/> Includes at least one group/population that benefits from the program/project.	<input type="checkbox"/> Describes who benefits. <input type="checkbox"/> Includes at least one group/population that benefits from the program/project. <input type="checkbox"/> Provides detail on how the group/population benefits.	<input type="checkbox"/> Describes who benefits. <input type="checkbox"/> Includes at least one group/population that benefits from the program/project. <input type="checkbox"/> Provides detail into how the group/population benefits. <input type="checkbox"/> There is evidence on how the group/population benefits from the program/project using data, anecdotes, stories, etc.		

9	<p>Who is burdened? Explain how you know they are burdened from the program/project using data, anecdotes, etc.</p>	<input type="checkbox"/> Does not describe who is burdened.	<input type="checkbox"/> Describes who is burdened. <input type="checkbox"/> Includes at least one group/population that is burdened from the program/project.	<input type="checkbox"/> Describes who is burdened. <input type="checkbox"/> Includes at least one group/population that is burdened from the program/project. <input type="checkbox"/> Provides detail into why the group/population is burdened.	<input type="checkbox"/> Describes who is burdened. <input type="checkbox"/> Includes at least one group/population that is burdened from the program/project. <input type="checkbox"/> Provides detail into why the group/population is burdened. <input type="checkbox"/> There is evidence on how the group/population is burdened from the program/project using data, anecdotes, stories, etc.		
10	<p>Who is missing? Explain how you know they are missing from the program/project using data, anecdotes, etc.</p>	<input type="checkbox"/> Does not describe who is missing.	<input type="checkbox"/> Describes who is missing. <input type="checkbox"/> Includes at least one group/population that is missing from the program/project.	<input type="checkbox"/> Describes who is missing. <input type="checkbox"/> Includes at least one group/population that is missing from the program/project. <input type="checkbox"/> Provides detail into why the group/population is missing.	<input type="checkbox"/> Describes who is missing. <input type="checkbox"/> Includes at least one group/population that is missing from the program/project. <input type="checkbox"/> Provides detail into why the group/population is missing. <input type="checkbox"/> There is evidence on how the group/population is missing from the program/project using data, anecdotes, stories, etc.		

11	How can the proposed program/project address those who are burdened and missing?	<input type="checkbox"/> Does not describe how the program/project addresses those who are burdened and missing.	<input type="checkbox"/> Describes how the program/project addresses either those who are burdened OR those who are missing.	<input type="checkbox"/> Describes how the program/project addresses both those who are burdened AND those who are missing.	<input type="checkbox"/> Describes how the program/project addresses both those who are burdened AND those who are missing. <input type="checkbox"/> There is evidence on how they know the proposed program/project will address those who are burdened and missing.		
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Section 4: Funding Request (10%)

Q#	Questions	Unacceptable or Did Not Respond (0 points)	Acceptable (1 point)	Good (2 points)	Excellent (3 points)	Score	Feedback Written Notes on Score
12	Complete the budget template in Appendix 3.0. Use the definitions and descriptions below to inform your calculations and narratives.	<input type="checkbox"/> Does not complete the budget template.	<input type="checkbox"/> Completes the budget template. <input type="checkbox"/> Includes costs and narratives for some but not all line items.	<input type="checkbox"/> Completes the budget template. <input type="checkbox"/> Includes both costs and narratives for all line items.	<input type="checkbox"/> Completes the budget template. <input type="checkbox"/> Includes both costs and narratives for all line items. <input type="checkbox"/> All narratives are detailed and easy to understand.		
13	If the County could only provide a portion of the total requested amount, how would your approach to the proposed program/project differ? Include more than one change or example on how the approach will differ.	<input type="checkbox"/> Does not describe how the approach would differ.	<input type="checkbox"/> Describes how the organization's approach would differ in a general manner.	<input type="checkbox"/> Describes how the organization's approach would differ. <input type="checkbox"/> Includes one or more changes or examples on how the approach to the work in the proposal would differ.	<input type="checkbox"/> Describes how the organization's approach would differ. <input type="checkbox"/> Includes two or more changes or examples on how the approach to the work in the proposal would differ. <input type="checkbox"/> Offers detailed description on the aspects of the proposal the organization would change.		

BONUS POINT Opportunity

	Question	Bonus Point (+1 available)	Feedback
	The applicant wrote a compelling proposal that meets a demonstrated need and will likely result in significant community impact.		

Appendix 4.3 Oral Presentation Rubric

Presentation Rubric

Questions	Unacceptable or Did Not Respond (0 points)	Acceptable (1 point)	Good (2 points)	Score	Feedback Written Notes on Score
The applicant defines the inequities that the organization is addressing through data and/or stories.	Did not define the inequities that the organization is facing.	Defines inequities but does not provide supporting data and/or stories.	Defines inequities and provides supporting data and/or stories.		
The applicant describes how the proposed services are addressing the inequities through data and/or stories.	Did not describe how the proposed services are addressing the inequities.	Describes proposed services but does not provide data and/or stories.	Describes proposed services and provides data and/or stories to show how services are addressing the inequities.		
The organization demonstrates expertise in providing the services proposed (staff qualifications and history of the organization).	Did not demonstrate expertise in providing the services proposed.	Provides general information only on staff qualifications or only history of the organization.	Provides specific expertise on both staff qualifications and history of the organization.		
The applicant demonstrates direct community impact through their proposed services (data, anecdotal stories, survey results).	Did not demonstrate direct community impact through their proposed services.	States community impact but either impact is limited in its reach OR impact is not supported by data, anecdotal stories, etc.	Demonstrated specific, far-reaching community impact through data, anecdotal stories, etc.		

The applicant describes how the organization works with partner organizations (i.e. other nonprofits, faith-based organizations, corporations, etc.) and individual community members to improve programs and outcomes.	Does not work with partner organizations and individual community members to improve programs and outcomes.	Describes how the organization works with one but not both partner organizations and individual community members to improve programs and outcomes.	Describes how the organization works with both partner organizations and individual community members to improve programs and outcomes.		
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Questions	Additional (Bonus) Point (1 point)	Feedback Written Notes on Score
I have seen or felt this need in the community, or I believe it is an important need.		
The applicant gave a compelling presentation that connected each question and provided a detailed picture of the need and the proposed services.		

Appendix 5.0 Sample Grant Agreement

ARLINGTON COUNTY
RACE TO REBUILDING TRUST &
COMMUNITY GRANT AGREEMENT

This is a Grant Agreement (“Agreement”) by and between the COUNTY BOARD OF ARLINGTON COUNTY, VIRGINIA (“County”) and ORGANIZATION, a 501(c) nonprofit organization located in Arlington, Virginia (“Grantee”). The County and the Grantee are hereinafter collectively referred to as “the Parties.”

1. BACKGROUND

- a. As part of the County’s racial equity work, the County collaborated with the United Way of the National Capital Area (UWNCA) to establish transparency and accountability as foundational values to help rebuild trust between County government and community members.
- b. As part of the collaboration, the Arlington County RACE to Rebuilding Trust & Community Notice of Funding Availability (“Grant Program”) provides financial assistance to nonprofits providing community and human services. The County allocated up to _____ Dollars (\$_____) in one-time funding to support this Grant Program as a part of the FY 2026 budget process.
- c. Grantee is a tax-exempt nonprofit under Section 501(c)(3) of the Internal Revenue Code. Grantee’s mission is XXXXXXXX.
- d. On xxxx, 2025, the County Board approved the Grantee to receive grant funding in the amount of \$_____ (“Grant”).
- e. County desires to support Grantee’s mission by making this Grant on the basis set out in this Agreement.

2. CORE TERMS

- a. Grant Amount. Pursuant to this Agreement, County will disburse 25% of total Grant amount to the Grantee within 10 business days after the following have been completed: (1) Parties have signed this Agreement (“Execution Date”), (2) Grantee has submitted the required financial form (Exhibit A), (3) the County has confirmed that the Grantee is current on Arlington County taxes as of December 31, 2024 and on its Arlington County business license, and (4) the Grantee has submitted its first invoice in the grants management platform. Thereafter, 25% of total grant Amount will be disbursed quarterly to the Grantee within 10 business days after the Grantee submits a satisfactory quarterly report and invoice in accordance with Section 3(b), unless Grantee has not spent at least 75% of its disbursed funding by its second quarterly report and/or failed to submit documentation accurately reflecting expenditures in any quarterly report. If Grantee has not spent at least 75% of its disbursed funding upon submission of the second quarterly report and/or if Grantee fails to submit documentation which accurately reflects expenditures, then the Grantee will thereafter receive its funding via reimbursement. Reimbursement funding will be the amount of expenses reported for the previous quarter.
- b. Grant Period. This Agreement will take effect on July 1, 2025, and terminate 12 months thereafter (“Grant Period”) unless an extension is mutually agreed upon.

- c. Agreement Extension Option. The County Manager may at any time before this Agreement expires elect to extend the term of this Agreement for up to six (6) additional months by giving notice in writing to Grantee. The Agreement must be modified to reflect the time extension in accordance with the Section 6(n).
- d. Grant Use. The Grant must be used for operating costs associated with the Grantee's application.

3. COMMUNICATION; REPORTS; RECORDS

- a. Notices, Demands, and Communications between the Parties. Formal notices, demands, and communications between the Parties shall be given by (i) personal service; (ii) reputable document delivery service, such as Federal Express, with a receipt showing date and time of delivery; or (iii) certified or first-class United States mail, postage prepaid, with a receipt showing date and time of delivery.

To the County: Arlington County
 Office of the County Manager
 2100 Clarendon Blvd, Suite
 302
 Arlington, Virginia
 22201 Attn: Elizabeth
 Matlock
 Assistant to the
 Deputy County
 Managers
 [ematlock@arlingtonva](mailto:ematlock@arlingtonva.us)
 [.us](mailto:ematlock@arlingtonva.us)
 703-228-0454

With Copies to: Arlington County
 Office of the County Attorney
 2100 Clarendon Blvd, Suite
 403
 Arlington, Virginia
 22201 Attn: County
 Attorney

To the Grantee:

Written notices, demands, and communications shall be sent in the same manner to other addresses that any party designates in writing.

- b. Reporting. Grantee will submit reports for the information included in Exhibit B, documentation evidencing expenses, and invoice for its quarterly amount of funding using the grants management platform. For a progress or final report to be considered satisfactory, it must demonstrate meaningful progress against the targets or milestones for that period. If meaningful progress has not been made, the report should explain why not and what adjustments are being made to get back on track. Additionally, documentation must accurately and thoroughly reflect expenditures made in the quarter. Grantee will notify the County's Primary Contact if Grantee needs to modify any targets or milestones. Invoices and quarterly reports that are not submitted correctly and/or not sufficiently documented will be rejected

by the County in grants management platform and sent back to the Grantee for correction. The Grantee will not receive funding until the report and invoice are correctly submitted. The Grantee agrees to submit other reports which the County may reasonably request.

- c. Recordkeeping & Audits. Grantee must retain all financial records, including receipts and invoices, books, records, and other documents related to this Agreement for at least five years after the Grant Period and must allow the County or its authorized agents to examine the records during this period and during the Grant Period. Grantee must provide any requested records to the County within 15 days of the request, at the Grantee's expense, for the County to audit, examine, and make excerpts or transcripts of all relevant data. Any deficiencies noted in audit reports must be fully cleared by the Grantee within 30 days after receipt by the Grantee. Failure of the Grantee to comply with the above audit requirements will constitute a violation of this Agreement and may result in the withholding of future payments. Notwithstanding the above, if there is litigation, claims, audits, negotiations or other actions that involve any of the records cited and that have started before the expiration of the five-year period, then such records must be retained until completion of the actions and resolution of all issues, or the expiration of the four-year period, whichever occurs later.
- d. Feasibility. The County may require the Grantee to demonstrate that it has the necessary facilities, ability, and financial resources to comply with the Agreement and furnish the service, material or goods specified herein a satisfactory manner at any time during the term of this Agreement.

4. GRANT ADMINISTRATION

- a. Payment Procedures. The County Board will pay to the Grantee funds available under this Agreement based upon information submitted by the Grantee and consistent with any approved budget and County policy concerning payments. Payments of twenty-five percent (25%) of the total Grant amount will be issued quarterly to the Grantee within ten days of its quarterly report and invoice, unless Grantee has not spent at least 75% of its disbursed funding by its second quarterly report and/or has failed to submit satisfactory documentation in any of its quarterly reports. If Grantee has not spent at least 75% of its disbursed funding upon submission of the second quarterly report and/or has failed to submit satisfactory documentation in any quarterly report, then the Grantee will thereafter receive its funding via reimbursement. Payments will be adjusted by the County Staff in accordance with advance fund and program income balances available in Grantee accounts. In addition, the County Board reserves the right to liquidate funds available under this Agreement for costs incurred by the County on behalf of the Grantee.
- b. Funds Management. Grantee will manage the Grant funds in accordance with applicable law and the provisions of this Agreement. Expenditures must be (i) consistent with the Grant Use; (ii) necessary to accomplish the goals of the Grant Program; (iii) reasonable for the goods and services purchased; (iv) incurred during the Grant Period; and (v) satisfactorily recorded with supporting documentation.
- c. Funds Reallocation. Grantee may reallocate funds among Categories of

Expenditures provided that the reallocation does not affect the basic purpose of the Agreement. If the allocation change exceeds 10% of the total budgeted amount in any category, Grantee will provide an explanation for the deviation in the Grant Report.

- d. Changed Circumstances. Grantee will notify the County immediately if Grantee determines in good faith that, because of factual or other changes in circumstances, it is no longer possible to complete the activities set out in the Grant Use. In that case, and in cases where a portion of the Grant remains unspent or unallocated upon completion of the Grant Period, County may extend Grant Period, request the return of unexpended Grant funds, evaluate whether further programming will be consistent with the overall objectives of the Grant Program, or discuss other options.
- e. Repayment of Grant Funds. If the Grantee does not use the Grant as required by Section 2(d), then the Grantee must repay the County within 60 days of the Grantee's final report. If the Grantee ceases operation before the end of the Grant Period, the Grantee must notify the County Contact Person and must complete the Final Report and repay any unused portion of the Grant to the County within 30 days of closure.

5. COMPLIANCE

- a. General Compliance. Grantee will conduct, control, manage, and monitor activities conducted under the Grant Use in compliance with all applicable ethical, legal, regulatory, and safety requirements, including applicable state, local, institutional, and school district standards. Grantee will obtain and maintain all necessary approvals, consents, and review before conducting the applicable activity.
- b. Non-Discrimination. The Grantee will not discriminate against any individual with regard to employment or participation or in any other manner for reasons of race, color, religion, gender or gender identification, sexual identity, pregnancy, childbirth or related medical conditions, national origin, age, marital status, disability, or any other characteristic that is protected by local, state, or federal law.
- c. Anti-Corruption. Grantee will not offer to provide money, gifts, or any other things of value directly or indirectly to anyone in order to improperly influence any act or decision relating to the County.
- d. Lobbying and Electioneering Prohibition. Grantee will not use Grant funds to influence the outcome of any election for public office, to carry out any voter registration drive, to support lobbying activities, or to otherwise support attempts to influence legislation.

6. GENERAL PROVISIONS

- a. Entire Agreement. This Agreement constitutes the entire agreement among the parties as to the Grant.
- b. Assignment. Grantee may not assign or transfer by operation of law or court order any of Grantee's rights or obligations under this Agreement without the County's prior written approval. This Agreement will bind and benefit any permitted successors and assigns.
- c. Third-Party Beneficiaries. This Agreement is for the exclusive benefit of the Grantee and the County, and not for the benefit of any third party, including,

- without limitation, any partner, employee, or volunteer of the Grantee.
- d. Governing Laws; Venue. This Agreement is made and is intended to be performed in Arlington County, Virginia, and shall be construed and enforced by the laws of the Commonwealth of Virginia. Jurisdiction and venue for any litigation arising out of or involving this Agreement shall lie in the Circuit Court of the County of Arlington or in the United States District Court for the Eastern District of Virginia, and such litigation shall not be brought in any other court.
 - e. Severability. Each provision of this Agreement must be interpreted in a way that is enforceable under applicable law. If any provision is held unenforceable, the rest of the Agreement will remain in effect.
 - f. Interpretation. The terms of this Agreement shall be construed in accordance with the meaning of the language used and not for or against any Party by reason of the authorship or any other rule of construction that might apply. The Section headings are for purpose of convenience only and shall not be construed to limit or extend the meaning of this Agreement.
 - g. Non-Liability of Officials, Employees, and Agents. No member, official, employee, or agent of the County Board shall be personally liable to the Grantee in the event of any default or breach by the County Board for any amount that may become due to the Grantee or its successors or assigns under the terms of this Agreement.
 - h. Attorney's Fees. Each Party shall pay its own attorney's fees.
 - i. Force Majeure. No Party will be held responsible for failing to perform its responsibilities under this Agreement if the failure results from any act of nature, public health emergency, or other cause that is beyond the reasonable control of the Party and that makes performance impossible or illegal.
 - j. Breach. If the County determines that the Grantee submitted false information or otherwise has not complied with this Agreement, Grantee will be required to return any awarded grant funds in full upon request by the County.
 - k. Business Day Convention. If the date of any required action falls upon a weekend day or a holiday when the New York Stock Exchange is not open for business, the required action may be deferred to the next business day.
 - l. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be an original and all of which together shall be one and the same instrument. A facsimile, pdf copy or other electronic signature (e.g., DocuSign) of this Agreement, when signed in compliance with this Section, is an enforceable, original agreement for all purposes.
 - m. Dispute Resolution. In the event that an issue regarding or arising under this Agreement cannot be resolved by the parties, the issue will be brought to the County Manager for a final decision.
 - n. Amendments. The County Manager or Grantee may amend this Agreement at any time provided that such amendments make specific reference to this Agreement, and are executed in writing, signed by a duly authorized representative of each organization. Such amendments shall not invalidate this Agreement, nor relieve or release the County Board or Grantee from its obligations under this Agreement.
 - o. Hold Harmless. The Grantee shall indemnify, defend and hold the County Board and its respective officers, employees, agents, successors and assigns harmless from and against: (1) any and all claims, liabilities and losses whatsoever (together with any expenses related thereto, including but not limited to, damages, court costs and

attorney's fees) occurring to or resulting from any and all persons, firms or corporations furnishing or supplying work, services, materials, or supplies in connection with the performance of this Agreement, and (2) any and all claims, liabilities and losses occurring or resulting to any person, firm, or corporation for damage, injury, or death arising out of or connected with the Grantee's performance or nonperformance called for in this Agreement. "Grantee's performance" includes Grantee's action or inaction and the action or inaction of Grantee's officers, employees, agents, contractors, and subcontractors. This provision shall survive the expiration or termination of this Agreement

- p. Relationship of Parties. The provisions of this Agreement are intended solely for the purpose of defining the relative rights of the Parties as grantor and grantee and no relationship of partnership, relationship of employment, joint venture or other joint enterprise shall be deemed to be created hereby by and among the Parties pursuant to this Agreement.
- q. Conflict of Interest. No member of the County Board or any employee of Arlington County shall be admitted to any share or part of this Agreement or to any pecuniary benefit that may arise therefrom.
- r. Workers' Compensation. If applicable, the Grantee shall provide Workers' Compensation Insurance coverage for all employees involved in the performance of this Agreement.
- s. No Waiver of Sovereign Immunity by County. Notwithstanding any other provisions of this Agreement to the contrary, nothing in this Agreement nor any action taken by County Board pursuant to this Agreement nor any document which arises out of this Agreement shall constitute or be construed as a waiver of either the sovereign immunity or governmental immunity of the County's elected and appointed officials, officers and employees.
- t. Suspension or Termination. The County Board or their designee may suspend or terminate this Agreement if the Grantee materially fails to comply with any terms of this Agreement, which include (but are not limited to) the following: (i) Failure, for any reason, of the Grantee to fulfill in a timely and proper manner its obligations under this Agreement; (ii) Ineffective or improper use of County Grant Funds provided under this Agreement; or (iii) Submission by the Grantee to the County Staff of reports that are incorrect or incomplete in any material respect. In addition, this Agreement may also be terminated for convenience by either the County Board or the Grantee, in whole or in part, upon written notification, setting forth the reasons and conditions for such termination, including the effective date, and, in the case of partial termination, the portion to be terminated. However, if in the case of a partial termination, the County Board determines that the remaining portion of the award will not accomplish the purpose for which the award was made, the County Board may terminate the award in its entirety.
- u. Language Construction. The language of each and all paragraphs, terms and/or provisions of this Agreement, shall in all cases and for any and all purposes, and in any way and all circumstances whatsoever, be construed as a whole, according to its fair meaning, and not for or against any Party and with no regard whatsoever to the identity or status of any person or persons who drafted all or any portion of this Agreement.
- v. Remedies. All remedies available to the County Board under this Agreement are cumulative and no remedy hereunder shall be exclusive of any other remedy available to the County Board at law or in equity.

In witness thereof, the County and Grantee have caused this Agreement to be executed by the following duly authorized officials.

Click or tap here to enter text.

Date

By:

COUNTY BOARD OF ARLINGTON COUNTY, VIRGINIA

Mark Schwartz, County Manager

Date

By:

<p>Form W-9 (Rev. December 2011) Department of the Treasury Internal Revenue Service</p>	<p>Request for Taxpayer Identification Number and Certification</p>	<p>Give Form to the requester. Do not send to the IRS.</p>																											
<p>Print or type See Specific Instructions on page 2.</p>	Name (as shown on your income tax return)																												
	Business name/disregarded entity name, if different from above																												
	Check appropriate box for federal tax classification: <input type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____ <input type="checkbox"/> Exempt payee <input type="checkbox"/> Other (see instructions) ▶ _____																												
	Address (number, street, and apt. or suite no.)	Requester's name and address (optional)																											
	City, state, and ZIP code																												
List account number(s) here (optional)																													
<p>Part I Taxpayer Identification Number (TIN)</p> <p>Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see How to get a TIN on page 3.</p> <p>Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.</p>																													
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="9" style="text-align: center;">Social security number</th> </tr> <tr> <td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td> </tr> <tr> <td colspan="3">-</td> <td colspan="3">-</td> <td colspan="3"></td> </tr> </table>	Social security number																		-			-					
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<p>Part II Certification</p> <p>Under penalties of perjury, I certify that:</p> <ol style="list-style-type: none"> The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and I am a U.S. citizen or other U.S. person (defined below). <p>Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 4.</p>																													
<p>Sign Here</p>	<p>Signature of U.S. person ▶ _____</p>	<p>Date ▶ _____</p>																											
<p>General Instructions</p> <p>Section references are to the Internal Revenue Code unless otherwise noted.</p> <p>Purpose of Form</p> <p>A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.</p> <p>Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:</p> <ol style="list-style-type: none"> Certify that the TIN you are giving is correct (or you are waiting for a number to be issued), Certify that you are not subject to backup withholding, or Obtain exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income. 																													
		<p>Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.</p> <p>Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:</p> <ul style="list-style-type: none"> An individual who is a U.S. citizen or U.S. resident alien, A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States, An estate (other than a foreign estate), or A domestic trust (as defined in Regulations section 301.7701-7). <p>Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.</p>																											
<p>Cat. No. 10201X</p>		<p>Form W-9 (Rev. 12-2011)</p>																											

RACE to Rebuilding Trust & Community Quarterly Report
To be completed in Online Grant Platform

Demographics:

- # of households served:
- # of individuals served:
- # of client impact points:
- # of individuals identifying as Black:
- # of individuals identifying as White:
- # of individuals identifying as Asian:
- # of individuals identifying as Other:
- # of individuals identifying as Hispanic:
- # of individuals identifying as not Hispanic:
- # of individuals served under 18 years old:
- # of individuals served over 60 years old:
- # of households served per zip code:

SMART Goals

For each SMART goal, describe accomplishments that your project or program achieved, making progress towards that goal.

SMART Goal 1 Update:

SMART Goal 2 Update:

SMART Goal 3 Update:

SMART Goal 4 Update:

SMART Goals 5 Update:

Reflection

(2nd Quarter Report only)

- Describe any significant challenges you have faced so far, including lessons learned.
- Briefly describe any adjustments you have had to make to your proposed programming, if applicable, describing the need for that change.

(Final Report only)

- Use the Equity Lens to evaluate your project or program's impact in eliminating inequities and disparities.
 - Who benefited?
 - Who is burdened?
 - Who is missing?
 - What can you do moving forward?
- What is the lasting impact of your program?

Budget

Include appropriate backup detail and documentation.

Expense	Budget	Expenses this Quarter	YTD Expenses	Budget Remaining
Salaries				
Benefits				
Professional/ Contracted Services				
Travel & Transportation				
Supplies & Equipment				
Direct Client Expenses				
Communications & Marketing				
Other				
TOTAL				