Donors Tools Differentiated

Cutting Edge Use	Typical Use
Matching Grants spur partner to identify resources within community that they can leverage, build connections in order to garner resources, including requirement for matching donors to support core operations as a path to valuing work.	*Matching Grants* taken to existing donor base as a rationale for another iteration of giving; measured as dollars leveraged rather than donor pool developed.
In-Kind Contributions spur partner to create new opportunities for community to volunteer or otherwise support partner.	*In-Kind Contributions* spur partner to account for existing, qualifying resources in financial reporting to donors; measured as amount of contribution rather than change in behavior or relationships.
Subgrant Processes spur partner to create a grant committee or otherwise involve community in making decisions over resource flows, generating sense of agency as well as connection to partner work, with clear standards and transparent processes that foster trust.	*Subgrant Processes* spur smaller organizations to write proposals to and otherwise connect with partner in order to access financial resources; partner power over smaller organizations is reinforced; measured through amount and number of subgrants distributed rather than community perceptions.
Exit Plans serve to define the expectations around how the partner will take advantage of a period of support/incubation toward their desired end state, with an emphasis on the assets, capacities, and trust that the partner desires to reach through the partnership.	*Exit Plans* serve to define the length of the partnership and the expectations by the donor of the local partner, including efforts to raise outside assets; primary is on assurance to the donor of the situation the partner will achieve by the end point, rather than on defining how the donor can serve the partner's needs.
Learning Agenda is co-created around discovery of important aspects of the local ecosystem, ways that change can be pursued among the community, and other questions of mutual interest to the community, partner, and donor.	*Learning Agenda* is anchored by the partnership and the donor's theory of change, and involves other stakeholders in the community to the extent that their input helps answer questions; purpose is more around adjustment of programming than discovery.
Constituent Feedback is gathered for the purpose of accountability of the partner to their community, subgrantees, and other actors, in order to enhance relationships and trust with the local community and improve their own performance in meeting community needs.	*Constituent Feedback* may be gathered by the local partner to allow them to enhance relationships and trust with the local community and improve their own performance. The donor may support this at the partner's behest, but is primarily interested in

	whether it yields performance improvements toward mutually agreed objectives.
Technical Assistance is funded by the donor, primarily through locally-available expertise, as directed by the partner, toward strengthening their organization, enhancing their self-defined capacities, ability to earn trust, or gathering and use of assets.	*Technical Assistance* is funded by the donor, through locally-available or other expertise, often administered by the donor, to strengthen the partner in carrying out the key tasks that the donor and partner have agreed on, or to assist in partner compliance with donor requirements; purpose is around successful project execution with trust and asset building as secondary objectives if present.
Ecosystem Mapping is conducted by the partner, with donor support and engagement as appropriate, to allow the partner to better establish what they may tacitly know or not know, and for them to inform future community engagement and programming as they find appropriate.	*Ecosystem Mapping* is conducted by the partner and/or donor, in order to demonstrate the contextual situation to the donor and allow both partner and donor to see how their efforts may be creating change, both for learning and accountability; the purpose is primarily for external clarity and legibility, rather than for local sense-making.