How to Prepare A Grant Proposal to the California State Council on Developmental Disabilities

Module 3: Outcomes and Evaluation Plan

1

Before we get started

California State Council on Developmental Disabilities **= SCDD**

Request for Proposal = RFP

2

About this Training

1. Designed to help you understand the grant writing process
2. Provide guidance to complete the application for SCDD RFP for Cycle 43

3

Produced and Presented by

- The Center for Excellence in Developmental Disabilities at the MIND Institute (CEDD), University of California Davis
- The Tarjan Center at the University of California Los Angeles (UCLA)
- The University of Southern California (USC), University Center for Excellence for Developmental Disabilities

4

DISCLAIMER

- This training does NOT replace the SCDD RFP Application and Instructions for the Cycle 43 Grants Program
- Taking this training does NOT advantage you in the grant review process

So Where Are We So Far?

1. Getting Ready to Write the Proposal
2. The Project Narrative
3. **Outcomes and Evaluation Plan**
4. Budget
5. Required Attachments of the RFP

Module 3
Outcomes and Evaluation Plan

3a. Defining, Identifying and Measuring Outputs

3b. Writing Goals and Developing Outcomes

3d. Linking Outcomes to SCDD Performance Measures and State Plan Goals

3e. Timeline Development, Dissemination & Sustainment

Module 3

Outcomes and Evaluation Plan

Defining, Identifying & Measuring Outputs

Module 3a

1

Module Topics

- Defining & Identifying Promising/Best Practices
- Defining & Identifying Outputs
- Measuring Outputs

2

Practice Activity

- Use the accompanying handout
  - *Evaluation Module Worksheet*
- Stop and fill out each section
- This module covers Section A

3

Promising vs. Best Practice Outputs

- Decide on the practice you will use
- The practice will lead to your outputs and outcomes
- Is it a promising practice or a best practice?
- Are you creating a new practice or improving/supporting an existing practice?

4

Practice Outputs (Worksheet A.1.)

A. What outputs do you have in your project?

1) *PROMISING VS. BEST PRACTICE OUTPUTS*

a) Are you applying to create or improve/support a Promising Practice?

☑ Yes ○ No

↳ If yes, what is the promising practice? SibShop

↳ If yes, will you: ☑ Create (**SC 1.3.1**) ○ Improve/Support (**SC 1.3.2**)

b) Are you applying to create, or improve/support a Best Practice?

○ Yes ○ No

↳ If yes, what is the best practice? ________________

↳ If yes, will you: ○ Create (**SC 1.3.3**) ○ Improve/Support (**SC 1.3.4**)

5

Picture Description

- The previous slide had a picture of the Evaluation Module worksheet, section A.1. It included an example for an application applying to create a firefighter awareness program called FireUP. In response to the question "Are you applying to create or improve/support a promising practice (1.a)" we checked, "Yes." We then wrote in FireUp. On the next line we checked "create a promising practice" since

6

What is an Output?

- An output is any participant, tangible product or system from your project.
- Your first output is your practice.

7

Participant Outcomes

- Number of people participating
  - People with developmental disabilities
  - Family of people with developmental disabilities
  - People who learn to deliver a practice
  - Agencies you collaborate with

8

Product and System Outputs

- Products Developed
  - Manual or toolkit
  - Trainings conducted
- Systems Products
  - Policies or procedures
  - Regulations or statutes

9

Participant Outputs (Worksheet A.2.)

- Do you have participants?
  - People participating in an activity
  - People with developmental disabilities
  - Family members
  - People who are being trained
- Who are your collaborators?

10

System Outputs (Worksheet A.3.)

- Policies/procedures
- Statues/regulations
- Creating or changing?

11

Other Outputs- (Worksheet A.4.)

- Will you develop any products as you create, support or develop your practice?
  - Will you develop instructions for how to use the practice?
  - Will you have trainings? How many and how often?

12

How will you measure output? Part 1

- How will you show that you created or adapted a promising/ best practice?
  - *Example:* Videos describing how to do the training; training manual
- How will you show you supported a promising/best practice?
  - *Example:* Report number training sessions completed

13

How will you measure output? Part 2

- How will you count the number of people affected by your program?
  - *Examples*:
    - Sign in sheet for training sessions
    - Surveys completed by IEP team members of trained students

14

How will you measure output? Part 3

- More examples for counting the number of people
  - The number of people with developmental disabilities and their families firefighters help after your training
  - The number of children attending their own IEP

15

How will you measure output? Part 4

- How will you show system change?
  - *Example:* Survey of participating special education teachers asking if they are inviting students to IEPs since the policy change
  - Number of Fire agencies who will provide annual trainings

16

Measuring Outputs- (Worksheet A.5.)

Output	Measurement
Creating promising practice- FireUP	Create a FireUP manual
FireUP participants	Sign-in sheet at FireUP sessions

17

Table Description

- The table on the previous slide give an example for listing project outputs (A.5). The table has two vertical columns, labeled from left to right as “Output” and “Measurement.” Using our FireUP example, under the “Output” column, we’ve written, “creating a promising practice- FireUp”. On the same row under “measurement,” we’ve written, “create a FireUp manual.

18

Table Description continued

- The second row under “Output” says “FireUp Participants,” and under measurement, says “sign-in sheet at fireUp sessions” as this is one way that we could measure participants.

19

Next Steps…

- Develop your goals
- Develop and measure your outcomes.

20

Next Steps…

- Develop your goals
- Develop and measure your outcomes.

21

Writing Goals and Developing Outcomes

Module 3b

1

Module Topics

- Identifying Your Project Goals
- Writing Measurable Goals
- Identifying Outcomes
- Measuring Your Outcomes

2

Identify Your Goals (Worksheet B.1.)

1. What do you hope to change with this project?
2. How might this help people with I/DD and/or their families advocate for themselves?

3

How to Write a Measurable Goal

- Goals should be clear and something you can measure

4

Example Goal

- Overall Objective: Our promising practice will help students with I/DD participate more in their Individual Education Plan (IEP) meetings and developing their own IEP goals.

5

Example Goal Measurement

- Measurable:
  - Student attends IEP meeting
  - IEP team reports student chose at least one annual goal

6

What is an outcome?

- An outcome is something you measure to see if your practice or program worked.
- SCDD has two types of outcomes:
  - Participant outcomes
  - System outcomes

7

What outcomes can you measure with your project? Part 1

- What changes do you expect for:
  - Individuals with disabilities
  - Their family members
  - People you are training (and those they help)
  - Any system you expect to change

8

What outcomes can you measure with your project? Part 2

- Outcomes should be based on your practice and how you expect the practice to make things better.
- You should also find out how satisfied people are with your practice.

9

Participant Outcomes (Worksheet B.2.)

- Percent of participants…
  - Satisfied with activities
  - Using skills
  - With improvement in skills
  - Participating in advocacy activities
  - Participating in leadership positions/ advocacy groups

10

Satisfaction Example Survey Question

- How satisfied are you with this activity?
  - Very satisfied
  - Somewhat satisfied
  - Not satisfied at all

11

Skill Building Example Survey Question

- Do you feel like you are better able to say what you want because of this activity?
  - Yes
  - Not Sure
  - No

12

System Outcomes
(Worksheet B.3.)

- Implementation (use) of a new practice
- Improving an existing practice
- Implementing (starting) new policies, procedures, statues, or regulations
- Improving policies, procedures, statues, or regulations

13

Your Outcomes
(Worksheet B.5.)

- Review your worksheet
- Identify your outcomes
- Identify how you will measure them

14

Examples of Outcome Measurement Part 1

- How will you know if people use the skills you taught them?
  - The number of goals suggested
  - The number of goals adopted
  - The number of trained students that attended the IEPs
  - Survey measuring student self-confidence
- •

15

Examples of Outcome Measurement Part 2

- How will you know if people/policy makers/admin are satisfied with the program?
  - Satisfaction survey rating satisfaction with the training and the outcomes

16

Next Steps…

1. Link outcomes to SCDD Performance Measures
2. Link Outcomes to State Plan Goals

17

Linking Outcomes to SCDD Performance Measures and State Plan Goals

Module 3c

1

Module Topics

- Linking Outcomes to the SCDD Performance Measures
- Linking Objectives to the State Plan Goals

2

SCDD Performance Measures

- In the appendix
- Map your outputs and outcomes to these
- Do not need all of them
- Depends on your project

3

Using the Outputs and Outcomes Flowcharts

- Handouts to help you navigate the SCDD Performance Measures Outputs and Outcomes
- Can be used with the Evaluation Worksheet

4

Link Practice Outputs (Worksheet A.1.)

- SC 1.3.1: The number of promising practices created
- SC 1.3.2: The number of promising practices supported
- SC 1.3.3: The number of best practices created
- SC 1.3.4: The number of best practices supported

5

Link Participant Outputs (Worksheet A.2.)

- IFA 1.1: The number of people with disabilities participating in an activity
- IFA 1.2: The number of family members participating in an activity
- SC 1.4: The number of people trained or educated
- SC 1.5: The number of organizations involved with activities

6

Link System Outputs (Worksheet A.3.)

- System outputs are the number of items being created or changed.
  - This can include items being drafted.
- SC 1.1: The number of policy and/or procedures created or changed.
- SC 1.2: The number of statutes and/or regulations created or changed.

7

Link Participant Outcomes (Worksheet B.2.)

- Outcomes related to satisfaction
  - IF 3.1: people with I/DD
  - IF 3.2: family members
- Outcomes related to advocacy
  - IF 2.3: advocacy skills
  - IF 2.4: advocacy activities
  - IF 2.5: groups or leadership positions

8

Link System Outcomes (Worksheet B.3.)

- Policy/procedure/statute/regulation
  - SC 2.1.1: Improvements
  - SC 2.1.2: Implementation
- Promising/Best practices
  - SC 2.1.3: Improvements
  - SC 2.1.4: Implementation

9

Link Goals to the State Plan Goals/Objectives

- How well does the project advance the State Plan Goals/Objectives?
- Read the SDCC State Plan Goal priority FOR YOUR REGION
- Look at the objectives for the goal chosen by your region

10

State Plan Goals/Objectives Example Part 1

- Goal 1: Self-Advocacy
  - 1.1: Self-determination and person-centered planning
  - 1.2: Self-advocates in leadership roles in statewide networks

11

State Plan Goals/Objectives Example Part 2

- If your region chose **Goal 1: Self-Advocacy**
  - Your outcomes: increase student participation in IEP development
  - Fits with: **Goal/objective 1.1** helping people participate in self-determination.

12

Next Steps…

- Develop your timeline
- Develop your workplan
- Show how the activities will continue after the grant ends

13

Timeline Development, Dissemination & Sustainment

Module 3d

1

Module Topics

- Writing your timeline
- Writing your workplan
- Showing how the activities will continue after the grant ends (Sustainability)
- Showing how you will tell others about the project (Dissemination)

2

Timeline & Workplan Definitions

- What is a timeline?
  - A timeline shows the funder when you do each of the things you say you will do in the project.
- What is a workplan?
  - Your workplan lists the specific tasks you will complete and their benchmarks

3

Task and Benchmark Definitions

- What is a task?
  - A task is a small job that needs to be completed to further your project
- What is a benchmark?
  - The benchmark is the way you know that your task is completed

4

Writing your timeline

- How long will each task take?
- How long will the grant support your activities?
- When should your final product(s) be complete?
- Divide your timeline into phases
- Provide a sample based on the grant timing

5

Developing your workplan

- What are the different tasks?
- What benchmarks are appropriate?
- When should benchmarks be completed?
- Map your workplan onto your timeline

6

Example – Preparation Phase

Time	Workplan Activities	Benchmark
Preparation October-November, 2020	Develop outreach/marketing plan to gather fire agency participation, Draft training program materials for review by fire agency partners.	-Final outreach materials created -Training materials drafted
Nov – Dec 2020	Partner review of materials & materials finalized based on feedback.	-Draft materials reviewed -Final training materials made and length of training confirmed
Dec 2020-Jan 2021	Conduct outreach to recruit participants; begin identifying potential dates and locations	-Participant enrollment -Dates and locations established for training

7

Timeline Table Description

- The table on the previous slide has an example for our pretend FireUP program.
- On this slide, we have an example table showing implementation and evaluation phases. There are three vertical columns, reading from left to right: time, workplan activities, and benchmark.

8

Timeline Table Description Continued

- There are three horizontal rows underneath these headers. Let’s look at the first row. Under “time,” it says “Preparation, October-November, 2020.” Under “workplan activities,” it says: “develop outreach/marketing plan to gather fire agency participation, draft training program materials for review by fire agency partners.” Under “benchmark,” the first row says: “final outreach materials created, and training materials drafted.”

9

Timeline Table Description Continued

- In the second row, under “time,” it says: “November- December 2020.” Under “workplan activities,” it says: “partner review of materials and materials finalized based on feedback.” Under “benchmark,” we have written “draft materials reviewed and final training materials made and length of training confirmed.”

10

Timeline Table Description Continued

- In the third row, under “time,” it says: “December 2020- January 2021.” Under “workplan activities,” it says: “conduct outreach to recruit participants; begin identifying potential dates and locations.” Under “benchmark,” we have written: “participant enrollment, dates and locations established for training.”

11

Example – Implementation & Evaluation Phases

Time	Workplan Activities	Benchmark
Implementation February - August 2021	Ongoing outreach and recruitment Teach team to do trainings	Number of outreach meetings Number of staff trained to conduct FireUP
February 2021	Conduct first training and evaluation	First training completed and evaluations collected
March – August, 2021	Conduct and evaluate one training per month Review evaluations	Number of trainings completed Number of evaluations Evaluation scores
September, 2021	Compile and analyze data and develop final report, including evaluation of satisfaction, efficacy, number of participants and other outcomes	Final report completed within 30 days of project completion

12

Timeline Table Description 2

- The previous slide has an example table showing implementation and evaluation phases. There are three vertical columns, reading from left to right: time, workplan activities, and benchmark.

13

Timeline Table Description 2 Continued

- There are four rows underneath these headers. In the first horizontal row, under “time,” we have written: “ Implementation February-August 2020.” Under workplan activities, it says: “ongoing outreach and recruitment; teach team to do trainings.” Under benchmark, it says: “number of outreach meetings, number of staff trained to conduct FireUp.”

14

Timeline Table Description 2 Continued

- In the second horizontal row, under “time,” we have written: February 2021.” Under workplan activities, it says: “Conduct first training and evaluation.” Under benchmark, it says: “First training completed and evaluations collected.”

15

Timeline Table Description 2 Continued

- In the third horizontal row, under “time,” we have written: “ March-August 2021.” Under workplan activities, it says: “Conduct and evaluate one training per month; review evaluations.” Under benchmark, it says: “number of trainings completed, number of evaluations, and evaluation scores.”

16

Timeline Table Description 2 Continued

- In the fourth and final horizontal row, under “time,” we have written: “ September 2021.” Under workplan activities, it says: “compile and analyze data and develop final report, including evaluation of satisfaction, efficacy, number of participants, and other outcomes.” Under benchmark, it says: “final report completed within 30 days of project completion.”

17

How will your activities continue after the grant ends?

- Do you have a plan for supporting your project afterwards?
- How will you pay for these activities after the grant ends?
- Do you have any collaborators or supporters who will help?

18

How will you let others know about the program and your outcomes?

- Will you train other groups to use the practice?
- Will you share your outcomes on your webpage? Facebook? Twitter?
- Will you share your findings during meetings with other programs?

19

Next Steps…

- Module 4: Budget

20