<u>ATTACHMENT B. Measure Guideline Descriptions</u>

Project Objective, Activities and Measures (all applicants)

All projects are required to report data in GrantVantage (GV) to show progress and outcomes of activities and collect both standardized quantitative or qualitative data.

Introduction to Data Types: Quantitative and Qualitative Data

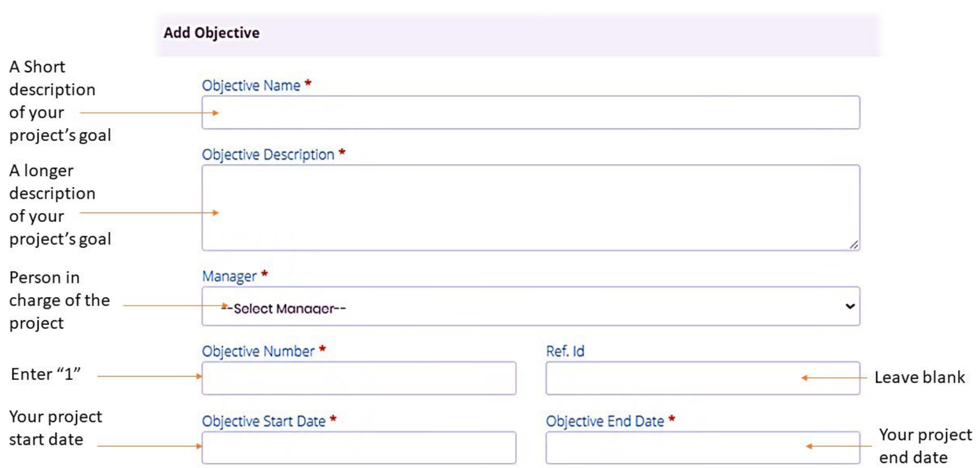
- <u>Quantitative data</u> can be measured in numbers. Examples of quantitative data include: number of participants in Promotora/navigator programs, pre/post surveys that are scored with numbers, and comparison of POS expenditures before and after participation in a project. These types of measures are classified as “number”, “percentage”, or “percentage increase” in GV—depending on the measure. <u>All projects will enter standard quantitative measures in GV after the project is awarded. Additional, non-standard measures may be proposed if desired.</u>

- <u>Qualitative data</u> is a description, such as what participants say about their experiences with your project. Qualitative data is used to gain an understanding of underlying reasons and motivations and uncover trends in thoughts and opinions. Qualitative data may be collected using open-ended written or verbal questions in surveys, focus groups, and interviews. Findings from qualitative data are typically summarized in writing. These types of measures will be classified as “narrative”. <u>All projects will enter standard qualitative measures in GV after the project is awarded. Additional, non-standard measures may be proposed if desired.</u>

How to Enter your Objectives, Activities, and Measures in GV

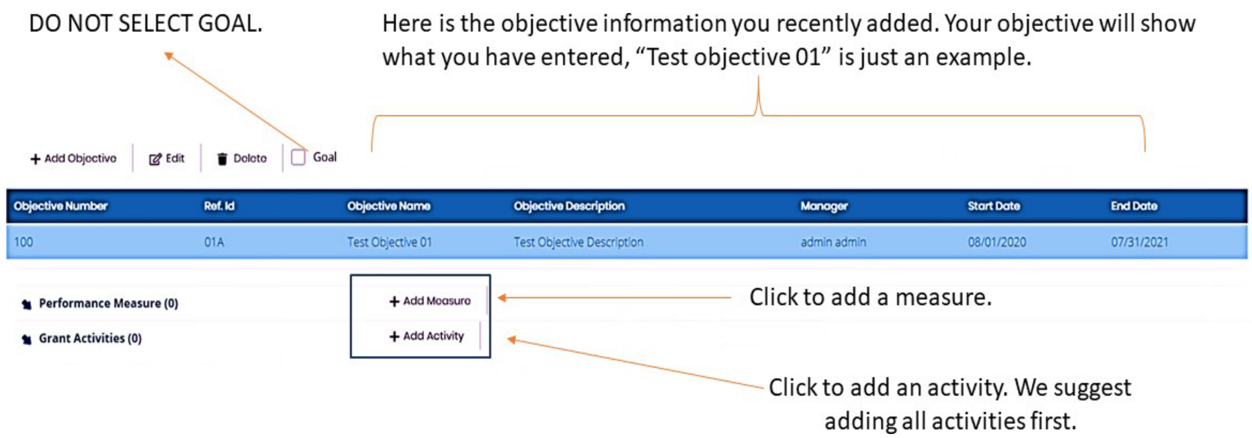
Step 1: Identify the Project Objective. Each applicant will identify a **<u>single</u>** primary objective that the project will accomplish. To keep objectives consistent, DDS requests only one objective per project. Examples of objectives include:

- Increase advocacy among Spanish-speaking parents of adult children who have autism
- Facilitate access to generic and RC services for the African American community
- Increase Early Start assessment and enrollment for the Native American community
- Train parents in adult services options and facilitate high school-to-adult service transitions
- Expand the developmental services workforce within rural areas



Step 2: Identify Project Activities and Measures

Once the objective has been created, options to add activities and measures will appear on the screen. Projects must collect and report data to show how activities were implemented or what they produced ("project outputs") and how individuals or organizations were affected by the project ("project outcomes"). Below is a screenshot of the main area in GV to add Activities and Measures.



Activities. Activities are the major actions of a project conducted to reach the project objective. DDS suggests entering project activities first, to help you identify the important items you will want to measure. First, choose from the DDS list of standard activities. Non-standard activities may be chosen if it is part of the proposed model. In GV, enter a brief activity description, the person responsible for the activity, and the activity start/end dates. DDS prefers an overview of major activities instead of a list of steps performed to accomplish a task. For example, while emailing, creating a flyer and posting on social media may be steps to recruit participants for a training, they are not necessary to show as individual activities. However, the single activity of "Schedule workshop sites and recruit participants" would be appropriate to report.

Education/Training project type - examples of standard activities include:

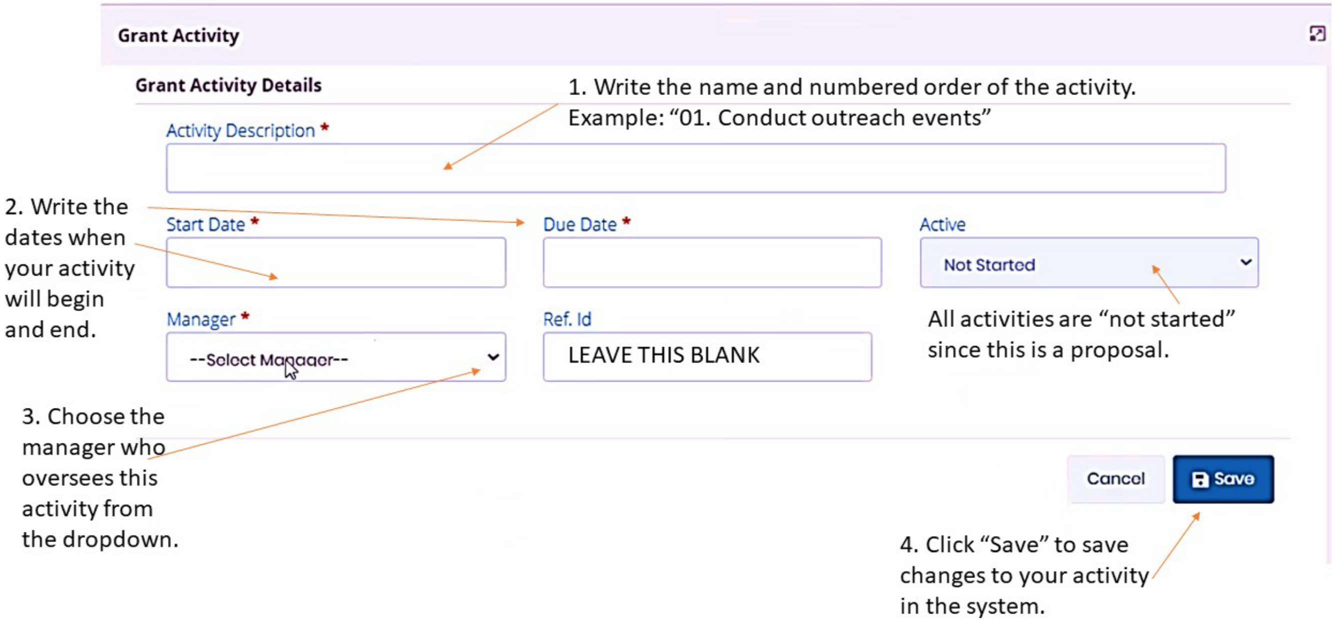
1. Outreach to community & recruit participants
2. Create the workshop curriculum
3. Recruit/hire trainers for workshops
4. Schedule workshop sites and recruit participants
5. Conduct workshop sessions & collect standard pre/post workshop data
6. Conduct follow-up survey 1 or 2 months after training sessions

Standard Connector project type - examples of standard activities include:

1. Review data collection requirements & setup data collection system
2. Outreach to community & recruit participants
3. Hire Connectors, Create Connector training curriculum
4. Conduct RC and Generic Service navigation
5. Host support groups
6. Conduct follow-up contacts with families
7. Create & Conduct training for families, community, or providers

Note: Enter only the activities that apply to the project and add other activities if not listed.

Below is a screenshot of the GV view and explanations of the entry fields to create your project's activity list.



Step 2 (cont'd): Identify Project Measures

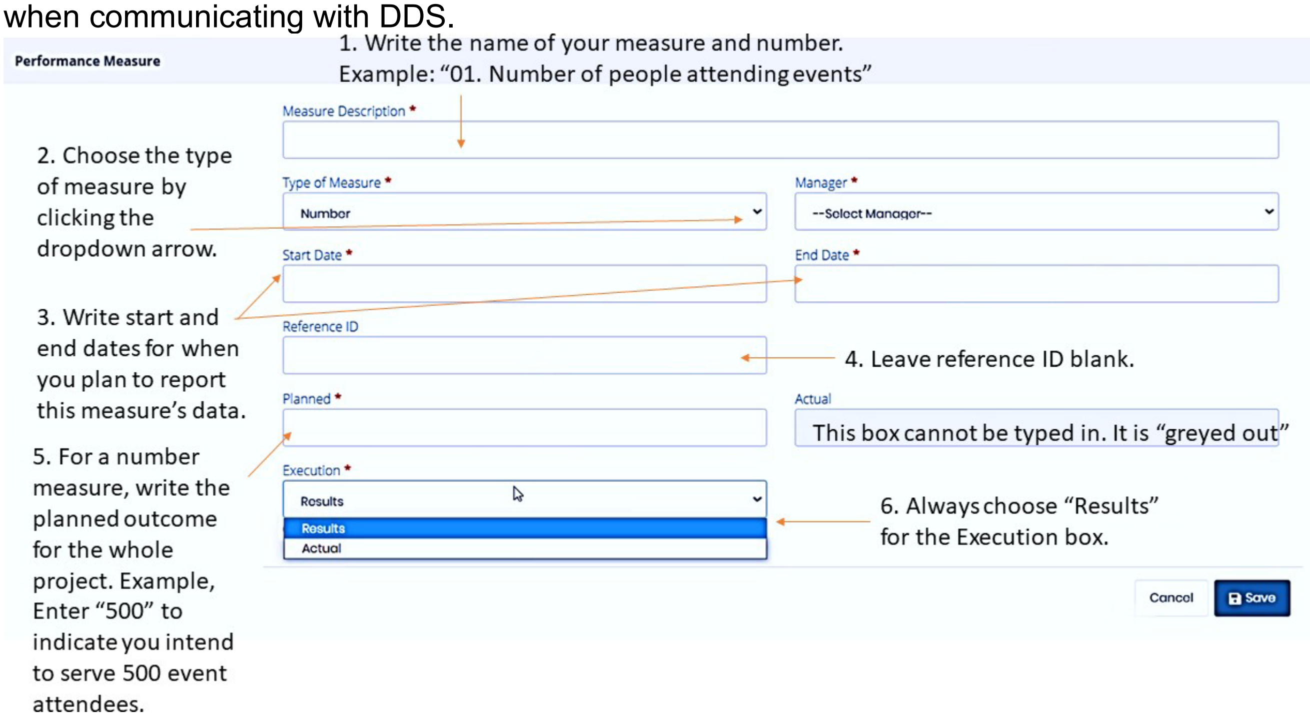
Measures. Review the project activities to decide what data is needed to measure activity progress or impact. In GV, there are several major categories of measures. Below is a table of the measure categories and examples of measures that belong to each.

GV Measure Category	Description	Examples of Measures in Each Category
Number	A count of people, events, items, etc.	Count of attendees at workshops/events, number of referrals to RC services, number of documents translated, number of social media posts
Milestone	Major accomplishment that isn't easily quantified or only happens one time	PLEASE DO NOT USE THIS MEASURE CATEGORY. INSTEAD, PLEASE CREATE A PROJECT ACTIVITY.

Percentage	A number is reported as a part divided by the whole group or total count	Percentage of people who increase knowledge after a workshop, percentage of families reporting greater satisfaction with the RC, percentage of staff who complete an entire training series, percentage of families who report greater confidence in advocating for their child, percentage of parents who report feeling more connected to their community
Percentage Increase	A number change that is compared from one point in time to the next, expressed as a percent	Percentage increase in POS from before and after participating in a program, percentage increase in utilization rates for project participants, percentage increase in knowledge from pre to post test at a workshop
Narrative	A description or summary of qualitative and/or survey information	Results of pre/post-tests, summary of information collected in interviews or focus groups, general comments from participants, Stakeholder discussions, summaries of methods that were successful in reaching a population
Currency	NOT APPLICABLE	PLEASE DO NOT USE THIS CATEGORY

Step 2 (cont'd): Identify Project Measures

Only add measures in GV that are feasible and appropriate to measure the impact of your project. **Please review the standard list of measures for your project type before creating your own. Standard measure lists are found on pages 6-12 of this Attachment B.** You can choose any type of measure (see previous table for types). See below for a GV view and explanations for how to add a measure. Please number measures in the measure description when communicating with DDS.



Data Collection Design Considerations

- Plans for collecting and analyzing data must be clear, well thought out, feasible, and appropriate for evaluating project implementation and success in meeting the project's goals. For example, if the project's goal is to increase the number of intake assessments, the project should provide a plan for gathering data about the number of assessments both before and after project implementation.
- Consider the costs and resources to collect a measure. Do the resource expenses justify the information you will get? Fewer (but strategically selected) measures can be more informative than lots of measures that are less relevant to the project's impact. Excessive measures may also overwhelm project management and/or produce lower quality data from collectors.
- Ask yourself, are the claims I am making about the impact of my project measurable? It is easy to write that a project will improve people's lives, but how can you measure or demonstrate your claims? Project measures are a great opportunity to show that you have carefully thought about your project's design and how to demonstrate its success.

Note: All surveys, assessments and other measurement tools must be sent to DDS for review and approval prior to use.

Training and Promotora/Community Connectors Projects
All training projects and Promotora and Community Connector projects must provide pre/post assessments to measure impact on participants.

- DDS has standardized measures that must be used for all Community Connector and Training projects. (See additional pages below). These will be added to your GV account by DDS during the post-award process. Grantees may also collect additional information for these projects.

- The standardized measures are located on the following pages.

Number of workshop sessions conducted	A count of parent workshops. Parent workshops are an event that delivers educational content to a specific group of participants on a specialized topic. A session is generally 20 or more minutes duration. This can be offered in-person or virtually.
Number of attendees at workshop sessions by type:	A count of people attending a session that delivers educational content to a specific group of participants on a specialized topic. A session is generally 20 or more minutes duration. This can be offered in-person or virtually. Person must attend 90% of session duration to be counted.
Results of Knowledge gain survey	Standardized general knowledge gain survey questions will be provided by the Dept. You can add your own knowledge-specific questions if desired. DDS will provide guidance on reporting format of results.
Results of Satisfaction survey	Standardized general satisfaction survey questions will be provided by the Dept. You can add your own specific questions if desired. DDS will provide guidance on reporting format of results.
Results of 1 month parent follow-up survey	Standardized survey to assess knowledge retention/application 1 month after the parent attends a training session. Standardized general questions will be provided by the Dept. You can add your own follow-up questions as desired. DDS will provide guidance on reporting format of results.

Results of 1 month parent follow-up survey	Standardized survey to assess knowledge retention/application 2 months after the staff member attends a training session. Standardized general questions will be provided by the Dept. You can add your own follow-up questions as desired. DDS will provide guidance on reporting format of results.
Narrative description of training impact for families of children with disabilities	This is a description of any other positive impacts to report that do not show in your numbers or other measures. This is an opportunity to provide qualitative information about your training's positive effects for families of children with disabilities.

Required Measures of Project Impact for Promotora/Community Connector Projects

All promotora/community connector projects are required to report on a standard set of impact measures as indicated below. This will allow information about all promotora/community connector projects to be aggregated at the state level, providing a more robust summary of the impact of this project type across the state. Other measures may be used with DDS review and approval. If a required measure is not applicable or practical for your project, email a short explanation to saegrantprogram@dds.ca.gov.

INFORMATION ABOUT YOUR PROJECT

SECTION 1. Information about your promotoras/community connectors

a. Criteria for selecting promotoras/community connectors: e.g., are all promotoras/community connectors parents of children with a developmental disability? Are they from a particular ethnic or cultural group? Must they have a particular kind of experience or expertise?
b. Number of individuals who started in your project as a promotora/community connector; number who completed training and began serving as promotoras/community connectors
c. Topics your promotoras/community connectors were trained in and the number of hours of training per topic

SECTION 2. Your project's activities

If your project conducts any of these activities, provide the number of each activity and the number of participants who participated in each. **(See Attachment 1 for definitions of these activities.)** If your project reaches more than one ethnic community or language group, please report separately for each community or group.

a. Workshops for parents or providers
b. Parent support groups
c. Translation
d. Follow-up with families
e. Develop culturally and linguistically appropriate materials
f. Outreach and/or educational campaign
g. Develop curriculum for a workshop, outreach event, parent support group, etc.
h. Identify and coordinate with community partners
i. Navigating RC service
j. Navigating generic resources

SECTION 3. Information about your participants

If your project reaches more than one ethnic community or language group, please provide this information separately for each community or group.

a. Criteria for selecting participants: e.g., “low POS” (define the POS threshold); language; ethnicity; age; geographic area; other (specify)
b. Criteria for determining that a participant has completed your program
c. Number of participants who started in your project; number who completed, by ethnicity and language

SECTION 4. Engagement with RCs

a. Number of participants referred to a RC for services, by age group (birth through two years, three through 21 years, 22 year and older)
b. Of 4a, the number assessed for eligibility by a RC, by age group
c. Of 4b, the number determined to be eligible for regional center services, by age group

SECTION 5. Number of participants who received the following generic services before engaging with your program and the number receiving these services when they completed your program.

a. Behavior intervention services through Medi-Cal or insurance
b. Speech, occupational or physical therapy through Medi-Cal or insurance
c. Special education services (IEP)
d. Medi-Cal (health insurance)
e. SSI/SSDI (Supplemental Security Income/Social Security Disability Insurance
f. In-home supportive services (IHSS)
g. Transportation services (Access/Rider Relief)
h. Parenting workshops
i. Community public health services
j. Food assistance: CalFresh (food stamps), WIC (Special Supplemental Nutrition Program for Women,
   Infant and Children) and/or food banks
k. Assistance with other basic needs such as housing and finances
l. Mental wellness/mental health services
m. Assistance with legal documents such as establishing a conservatorship or trust
n. Post-secondary education
o. Job training or internship

SECTION 6. Number of participants who received the following RC services before engaging with your program and the number receiving these services when they completed your program.

a. Respite
b. Day care
c. Social skills
d. Behavior intervention
e. Speech, occupational or physical therapy
f. Day program
g. Employment services
h. Independent living, supported living
i. Other (please specify)

SECTION 7. Number of participants reporting the following barriers in accessing RC services before engaging with your program and the number reporting these barriers when they completed your program.

a. Lack of communication with RC staff
b. Information about services and supports are not provided in an understandable way
c. Lack of communication with service provider staff

d. Language barrier with RC staff
e. Language barrier with service provider staff
f. The family needs to focus on meeting basic needs
g. Lack of transportation (personal or public)
h. Not sure what services are available
i. Not sure what to do if a service is denied
j. Busy schedules
k. Lack of child care

SECTION 8. Impact on participants' knowledge and sense of efficacy
It is important that all projects use the same wording for the following survey questions for promotoras and participants and offer the same response options. (If you implement these questions in a language other than English, please use wording that is appropriate in your target language.) If your project reaches more than one ethnic community or language group, please report separately for each community or group. **Please implement questions b, c, d and e as pre-post surveys and report separately by ethnic or language group.**

The standardized questions are located on the following page.

PRE/POST SURVEY

Mandatory introduction: We would like to ask you some questions to help us do a better job. We will ask some of the same questions when you start our project and when you finish. No one will know it was you who answered these questions. Your answers will be combined with information from other families. Thank you for helping us.

a. Has information or support from [name of your project] helped you better understand your child's disabilities and needs?
   Yes / Somewhat / No

b. I know who to contact and what to do when I have questions or concerns about RC services.
   Strongly disagree / Disagree / Not sure / Agree / Strongly agree

c. I believe I have the power to make positive changes for my family.
   Strongly agree / Agree / Not sure / Disagree / Strongly disagree

d. How easy or difficult is it for you to access the services you need through your RC?
   Very difficult / Difficult / Neutral / Easy / Very easy

e. I feel a sense of community with other parents who have a child with a developmental disability. Strongly Agree / Agree / Not sure / Disagree / Strongly disagree

SECTION 9. Authorized purchase of service (POS) and expended POS
DDS would like to study the change in POS authorizations and expenditures for participants in your program, before and after their participation. Please ask your participants for their consent for you to provide their name, UCI and dates of participation in your project to DDS. See Attachment 2 for a draft consent form you may use. (Feel free to modify this form as appropriate for the population(s) you serve.)

We understand some participants may be uncomfortable with you sharing this information. It may work better to wait to request consent until you have developed a relationship of trust with the participants. If participants prefer not to provide consent, please let DDS know why you think that is the case (for instance, fear of being identified to a government agency).

We would like to have consent to access POS authorization and expenditure data for participants for two periods of time:

a. The 12 months before they begin the promotora project; and
b. The first 12 months after they complete their engagement with the promotora/community connector project.

Attachment 1

Definitions of Promotora / Community Connector Project Activities

Workshops	Delivering educational content to a specific group of participants on a specialized topic. Generally 20 or more minutes. This can be offered in-person or virtually.
Parent Support Groups	Facilitating 2 or more parents in interacting and creating parent-to-parent relationships. Parent support group meet regularly in time duration (e.g., one or two times a month.) This can be offered in-person or virtually.
Translator Services	Translation of written materials, live translation during an event held in a different primary language, or live translation to facilitate an interaction between individuals who do not share a preferred language.
Follow-Up with Families	Interacting 2 or more times with a parent/caregiver to ensure rapport, intervention success, and follow-through. Can be in person or via phone or social media.
Culturally and Linguistically Appropriate Materials	Materials created to be approachable and appropriate for a specific cultural/ language population.
Outreach and/or Educational Campaign	Brief, accessible materials or presentations delivered to as many people as possible within a certain population to promote general awareness of a topic. Can be in-person or virtually.
Develop and Implement Curriculum	The creation of a series of workshops/lessons to be delivered to the target population(s) and the subsequent use of that curriculum. Can be in-person or virtually.
Identify and Coordinate with Community Partners	Partnering with or recommending the use of other community members and resources outside of project staff. (Note: this does not include a CBO working with their respective RC.)
Navigating RC services	1:1 guidance to assist participants in gaining and/or maximizing services through their RC. Can be in-person or virtually.
Navigating generic resources	1:1 guidance to assist participants in gaining and/or maximizing generic services or external community services. Can be in-person or virtually.

Attachment 2
Permission to Share Your Personal Information with the California Department of Developmental Services (DDS) for Research

What is happening:

DDS wants to use information about you and services you received. If you approve, we will be able to use your information for research.

Why this is happening:

We want to find out whether [promotora project name] helped you and other families.

Why we're asking you:

We'd like to use your information because you worked with the [promotora project name].

What happens if you agree:

[promotora project name] will give us some information about you. They will give us:

- Your name
- Your UCI, which is your RC record number
- The dates you were part of the [promotora project name]

This information and information about services you received will be combined with information from other families. The answers will let us know if the [project] helped families get the services they need from their RC.

What happens if you don't agree:

You do not have to let us use your information. You can change your mind at any time. Your decision will not change your RC services.

Who will see your information:

Only the DDS Research Section will see your personal information. We will not give it to anyone outside of DDS. We may share a summary of information from [name of promotora project] with other people. No one will know which information is yours.

Approval:

If you sign this form, you agree to participate. You are letting [promotora project name] give us your personal information.

Questions?

If you have any questions, please call:

For answers in English: Jessica Love, DDS Research Section Supervisor, at (916) 516-5047. For answers in Spanish: Mayra Ochoa, DDS Cultural Specialist, at (916)-594-3130.

Sign here____Date ________________

Print your name here _______________________________