

# **ATTACHMENT B. Measure Guideline**

## **Descriptions**

### **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 and qualitative data.

### **Introduction to Data Types: Quantitative and Qualitative Data**

- Quantitative data 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. All projects will be provided with standard quantitative measures in GV after the project is awarded. Additional, non-standard measures may be considered after a project has been awarded, dependent upon DDS review and approval.
- Qualitative data 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”. All projects will be provided with standard qualitative measures in GV after the project is awarded. Additional, non-standard measures may be considered after a project has been awarded, dependent upon DDS review and approval.

### **Introduction to Project Types: Education and Training, and Promotora/Community Connection**

- Education and Training: Increase self-advocacy/family knowledge about topics relating to service access, the regional center system, leadership development, business development, advocacy, independent facilitation, service planning tools, and developmental disabilities. Provide training and support to regional centers and service provider staff to increase cultural and linguistic responsiveness to their catchment area population(s). Training materials are subject to Department review and approval.
- Community Connection: Engage trained peer partners, including community leaders, family members, and self-advocates, to deliver culturally responsive, individualized service connection support that facilitates equitable access to regional center services, community resources, and transition planning. These projects require comprehensive peer partner training, structured supervision, detailed budget management, and ongoing quality assurance monitoring throughout the grant period.

## How to Enter your Objectives and Activities in GV

### Step 1: Identify the Project Objective

Each applicant will identify a **single** 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

See the next page for a screenshot of the GV view and explanations of the entry fields to create your project's objective.

GV application view of entering an objective:

**Objective**

Objective Name \* ← A short description of your project's goal(s)

Objective Number \* ← Enter "1"

Start Date ← Your project start date      End Date ← Your project end date

Manager \* ← Person in charge of the project      Ref. ID ← Leave blank

Objective Description \* ← A longer description of your project's goal(s)

Click Save before exiting

Cancel Save

## Step 2: Identify Project Activities

Once the objective has been created, options to add activities 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 area in GV to add Activities.

Finalize Project Plan Save Project Plan Instructions

+ Add Objective

Obj. #	Ref. ID	Objective Name	Objective Description	Manager	Start Date	End Date
1		Objective	Description			
		Click dropdown arrow next to Objective				
		> Performance Measure (0)	No need to add Measures			
		> Activity (0)	+ Add Activity	Click to add an activity		

**Activities.** Activities are the major actions of a project conducted to reach the project objective. First, choose from the DDS list of standard activities shown below. 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 Community Connection 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.

### Grant Activity

1. Write the name and numbered order of the activity.  
Example: "01. Recruit, hire, and train outreach coordinator"

Activity Description \*

2. Write the dates when your activity is planned to begin and end.

Start Date Due Date

Active Manager \*

Not Started

Ref. ID

LEAVE THIS BLANK

3. Choose the manager who oversees this activity from the dropdown.

4. Click "Save" to save changes to your activity in the system.

Cancel Save

When you have finished adding activities, click on "Finalize Project Plan", as shown below, to save your project plan.

☐ Finalize Project Plan Click here to finalize and save your project plan Save Project Plan Instructions

+ Add Objective

Obj. #	Ref. ID	Objective Name	Objective Description	Manager	Start Date	End Date
1		Objective	Description	To Be Determined		
> Performance Measure (0)						
> Activity (2) + Add Activity						
Ref. ID	Activity Description	Manager	Start Date	Due Date		
02.	Activity 2	To Be Determined				
01.	Activity 1	To Be Determined				

## Step 2 (cont'd): Review Project Measures

You will be unable to enter measures in your grant application. **Please review the standard list of measures for your project type to determine which activities will work with these measures. Standard measure lists are found on pages 5-9 of this Attachment B. Please note standard qualitative grant measures will be added to your GV profile during the post-award phase.**

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

### Education and Training, and Promotora/Community Connection Projects

All Education and Training projects and Promotora and Community Connection projects must provide pre/post assessments to measure impact on participants.

- DDS has standardized measures that must be used for all Community Connection, and Education and Training projects. (See additional pages below). These will be added to your GV account by DDS during the post-award process.
- The standardized measures are located on the following pages.

### Required Measures for Education and Training Projects

Total Number of people directly served by ethnicity	An unduplicated count of people directly served by your project, tagged by ethnicity. If someone identifies with more than one ethnicity, tag them as "multi-racial" and list the specific ethnicities in the notes tab.
Total number of people directly served by language	An unduplicated count of people directly served by your project, tagged by primary language. Report only the primary language of each person.
Number of workshop sessions conducted	A count of workshops. Workshops are events that deliver 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.
Number of attendees at workshop sessions	A count of people who attend the workshops. If the same individual attends multiple workshops they should be counted once for each workshop they attend.
Results of Knowledge gain and satisfaction 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. This survey is a summary of the overall knowledge gain and satisfaction demonstrated by participants after workshops/trainings, using pre/post surveys.
Narrative description of training impact for individuals/families/communities	A description of the impact that your workshops/trainings have had for families of children, self-advocates, and other individuals served. This is an opportunity to provide qualitative information about your training's positive effects for individuals/families/communities.

## Required Measures of Project Impact for Promotora/Community Connection Projects

All promotora/community connection projects are required to report on a standard set of impact measures as indicated below. This will allow information about all promotoras/community connection projects to be aggregated at the state level, providing a more robust summary of the impact of this project type across the state. **If a required measure is not applicable** or practical for your project, email a short explanation to [saegrantprogram@dds.ca.gov](mailto:saegrantprogram@dds.ca.gov).

### INFORMATION ABOUT YOUR PROJECT

#### SECTION 1. Information about your promotoras/community navigators

- a. Criteria for selecting promotoras/community navigators: e.g., are all promotoras/community navigators 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 completed training and began serving as promotoras/community navigators; number of trainings provided to promotoras/community navigators
- c. Topics your promotoras/community navigators were trained in and the number of hours of training per topic

#### SECTION 2. 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. Number of participants who started in your project; number who completed, by ethnicity and language

#### SECTION 3. 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 in notes)

#### SECTION 4. 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. Post-secondary education
- n. Job training or internship
- o. Assistance with legal documents such as establishing a conservatorship or trust
- p. Other (please specify in notes)

## SECTION 5. 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. Outreach and/or educational campaign
- f. Develop curriculum for a workshop, outreach event, parent support group, etc.
- g. Identify and coordinate with community partners
- h. Navigating RC service
- i. Navigating generic resources
- j. Assistance with other basic needs such as housing and finances
- k. Mental wellness/mental health services
- l. Assistance with legal documents such as establishing a conservatorship or trust
- m. Post-secondary education
- n. Job training or internship

## SECTION 6.

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 childcare
- l. Other (please specify in notes)

## SECTION 7. 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 7a, the number assessed for eligibility by a RC, by age group
- c. Of 7b, the number determined to be eligible for regional center services, by age group

## 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 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. DDS will provide a template for collecting pre/post survey information from participants. **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 below.

### 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?
  - i. Yes / Somewhat / No
- b. I know who to contact and what to do when I have questions or concerns about RC services.
  - i. Strongly disagree / Disagree / Not sure / Agree / Strongly agree
- c. I believe I have the power to make positive changes for my family.
  - i. 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?
  - i. 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 UCI and dates of participation in your project to DDS. DDS will provide a template for collecting this information from participants.

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 their information, 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 Connection 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.
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.
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.
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.
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.