Evaluation Plans

Robust project evaluation is necessary to meet Board reporting requirements and secure future funding for your project. Use this checklist and sample plans to develop an effective evaluation plan. These tips are based on federal guidance, best practices in the research literature, and past grant projects. You may need to adapt these strategies to best fit your circumstances. Please see the "Demographic Data Collection" document for additional tips.

Item	Action Step	Checklist
1	**Understand the Difference Between Outputs and Outcomes:** Outputs are the immediate result of your effort and tend to quantify processes, products, or people. Outcomes are typically intermediate- or long-term results such as how an individual was impacted and/or how your information was later used. Sample outputs and outcomes for common grant activities are on the following pages.	☐
2	**Identify Outputs <u>and</u> Outcomes for Each Work Plan Activity:** Each work plan activity should have associated outputs as well as outcomes, to the extent possible. If you have difficulty identifying relevant outputs and outcomes, consider developing a logic model and/or restructuring your work plan activities.	☐
3	**Plan to Assess Participant Satisfaction:** Participant satisfaction is technically not an output or outcome, but it is a helpful success measure. Grantees should assess participant satisfaction, including participant likes and dislikes, when possible.	☐
4	**Identify Objective Data That Can Be Tracked:** Identify any objective data that you can track over time to identify project impact. Examples include website or social media analytics, people served, employment rates, participant health metrics, and evidence-based assessments of self-determination, accessibility, inclusion, etc.	☐
5	**Consider Accessibility Needs of Your Target Population:** Identify any challenges that may impact their ability to participate in each evaluation method. Identify whether an in-person or virtual format would be most accessible to them. If you plan to use web-based software, ensure it is accessible to your population. Be prepared to identify and provide any needed accommodations e.g., large print, plain language, interpreters, one-on-one assistance, pictures, etc.	☐
6	**Consider Your Relationship to the Target Population:** The target population is less likely to provide feedback if they have not directly met you or your organization (e.g., they read an electronic document on your website), has not interacted with you in a while, or is in a position of power (e.g., they are a state legislator). In these cases, you may need to minimize your information request. Board staff work with successful applicants to adapt project evaluation to various circumstances.	☐

Item	Action Step	Checklist
7	**Determine if Pre-Participation Assessments Are Appropriate:** They identify baseline knowledge, attitudes, skills, or behavior, which participants may not remember later. They can be compared to post-participation assessments to identify change over time. They may not be appropriate if participants have limited time, motivation, energy, or awareness of what they don't know.	☐
8	**Determine if Immediate Post-Participation Assessments Are Appropriate:** They identify knowledge, attitudes, skills, or behavior immediately after participation. They can ask about the direction and magnitude of any changes that occurred over time if a pre-participation assessment was not done. They are not appropriate to assess changes that need additional time to manifest, in which case they can ask about earlier outcomes e.g., inspiration, motivation, plans.	☐
9	**Determine if Long-Term Post-Participation Assessments Are Appropriate:** They identify knowledge, attitudes, skills, or behavior after some time has passed following participation, typically 1, 3 and/or 6 months. They can assess changes that take time to manifest and whether earlier changes were sustained. They are not appropriate to assess information that participants may no longer remember.	☐
10	**Determine if Surveys Are Appropriate:** Surveys allow you to anonymously collect standardized quantitative and qualitative information from many people. Surveys require relatively few resources. However, participants tend to provide limited qualitative feedback and you can't ask any needed follow-up questions.	☐
11	**Determine if Focus Groups Are Appropriate:** Focus groups allow you to collect qualitative information from small groups. Participants can react to each other. However, they require more resources than surveys. You have limited ability to quantify findings unless you incorporate a poll/survey. You also have limited ability to ask sensitive questions and get honest input because they aren't anonymous.	☐
12	**Determine if Individual Interviews Are Appropriate:** Interviews allow you to collect quantitative and qualitative information from select individuals. However, they require more resources than surveys or focus groups. You have limited ability to ask sensitive questions and get honest input because they aren't anonymous.	☐
13	**Identify Who Can Provide Stories:** Storytelling can communicate both quantitative and qualitative information in a relatable and powerful way. Stories can describe how an individual participant was impacted, how an organization's practices were improved, or how public policy was improved. Stories can be difficult to obtain if people have limited time, motivation, or privacy concerns.	☐
14	**Consider Recommended Approaches:** Sample evaluation plans for common grant activities are on the following pages. Demographic data collection recommendations are in a separate tip sheet. Please adapt them as needed.	☐

Example 1: Self-Advocacy Training

Objective 1: Train self-advocates on advocacy skills.

Activity 1-a: Create training curriculum on advocacy skills to self-advocates.

Element	Description
Outputs	1 training curriculum developed on advocacy skills for self-advocates
Outcomes	Grantee will have increased ability to support self-advocates in advocacy
Stories	N/A
Method	Grant project coordinator will track progress on development of training curriculum

Activity 1-b: Provide a training series on advocacy skills to self-advocates.

Element	Description
Outputs	• 50 people with disabilities, at least 40 (80%) of whom have developmental disabilities (DD), receive training each federal fiscal year (FFY)
Outcomes	• 80% of participating self-advocates report increased knowledge about effective advocacy strategies • 80% of participating self-advocates report feeling prepared to advocate to policymakers • 80% of participating self-advocates report increased self-determination • 80% of participating self-advocates report feeling more motivated to advocate • 90% of participating self-advocates report satisfaction with the training • See Activity 2-a for longer-term outcomes
Stories	• See Activity 2-a
Method	• Grant trainer will track the number of people who attend each session • Grant evaluator will administer anonymous web-based pre-participation surveys, and post-participation surveys immediately after completion of the training series, to assess changes in self-advocate knowledge and preparedness, self-determination, motivation, satisfaction, demographic information, and other immediate impacts • See Activity 2-a for methods to evaluate longer-term outcomes

Objective 2: Self-advocates use their new knowledge and skills to influence public policy.

Activity 2-a: Trained self-advocates will serve on decision-making groups & advocate to policymakers.

Element	Description
Outputs	• 5 (10%) of the trained self-advocates from Objective 1, at least 4 (80%) of whom have DD, obtain new seats on decision-making groups each FFY • 40 (80%) of the trained self-advocates from Objective 1, at least 32 (80%) of whom have DD, advocate to policymakers each FFY
Outcomes	• Self-advocates educate 20 policymakers about how policy affects disability comm. • Self-advocates make 5 policy recommendations • At least 1 policy or procedure is created or changed • 20% of the trained self-advocates from Objective 1 report that the training increased how frequently they advocated • 40% of the trained self-advocates from Objective 1 report that the training increased the effectiveness of their advocacy
Stories	At least 5 stories will be collected from participating self-advocates each FFY that describe how the training impacted their ability to advocate to policymakers

Method	• Grant evaluator will administer an anonymous web-based post-participation survey, six months after the training, to identify whether the trained self-advocates
	    o went on to serve on a decision-making group and/or advocate to policymakers
	    o went on to make policy recommendations and, if so, their impact
	    o feel the training improved their advocacy frequency and/or effectiveness
	    o have a developmental disability
	• Grant evaluator will personally reach out to self-advocates who appear to be impacted by the project, at the end of each FFY, to request stories from them

Example 2: Information Dissemination

Objective 1: Develop culturally and linguistically competent materials for family members of people with DD about key disability decisions during each life stage.

Activity 1-a: Create five guides in English to inform family members of people with developmental and other disabilities about key disability decisions during each life stage.

Element	Description
Outputs	5 informational guides developed in English
Outcomes	Grantee will have increased ability to support English-speaking families
Stories	N/A
Method	Grant project coordinator will track progress on development of the guides

Activity 1-b: Translate each of the five guides into the top five languages spoken in Virginia, other than English, with support from partner organizations and community members.

Element	Description
Outputs	5 informational guides developed in Spanish, Korean, Vietnamese, Chinese, Arabic
Outcomes	Grantee will have increased ability to support non-English speaking families
Stories	Grantee will write 1 story at the end of the project about how their organizational capacity to support non-English speaking families was strengthened
Method	Grant project coordinator will track progress on development of the guides

Objective 2: Connect family members to the informational guides.

Activity 2-a: Disseminate printed guides to families who visit partner organizations and/or attend selected events.

Element	Description
Outputs	500 people receive printed guides in various languages each FFY
Outcomes	500 English & non-English speaking families have increased access to disability info
Stories	See Activity 2-c
Method	• Grant project coordinator, and partner organizations, will track the number of printed guides disseminated • Grantee will add language at the bottom of the guides inviting feedback. Grantee will also collect recipient contact information to the extent possible by inviting recipients to sign up for their listserv and then inviting feedback on the guides in a future listserv email. However, grantee will not be able to collect recipient demographic information, verify that the recipient read the materials, nor follow-up with recipients about outcomes in a robust way without creating access barriers.

Activity 2-b: Disseminate electronic version of the guides via website, social media, and email.

Element	Description
Outputs	• 5,000 people receive email invitation to view the guides on the grantee's website • 5,000 people view social media posts from the grantee and partner organizations inviting them to view the guides on the grantee's website • Electronic guides are downloaded 2,000 times from the grantee's website each FFY
Outcomes	2,000 English & non-English speaking families have increased access to disability info
Stories	See Activity 2-c
Method	• Grant communications staff, and partner organizations, will track the number of people who receive emails related to the guides • Grant communications staff, and partner organizations, will track social media & website analytics including number of downloads & related posts and their views • Grantee will add language inviting feedback at the bottom of webpage that houses the guides as well as in related social media posts and emails. However, grantee will not be able to collect recipient demographic information, verify that the recipient read the materials, nor follow-up with recipients about outcomes in a robust way without creating access barriers.

Activity 2-c: Host a webinar in each of the top 6 languages to provide an overview of the guides to family members of people with developmental and other disabilities.

Element	Description
Outputs	• 6 webinars hosted about the guides in English, Spanish, Korean, Vietnamese, Chinese, Arabic • 600 people attend webinars about the guides, at least 360 (60%) of whom have family members with DD
Outcomes	• 80% of participants report increased knowledge about disability resources • 80% of participants report increased self-determination • 80% of participants report increased motivation to seek disability resources • 90% of participating self-advocates report satisfaction with the training
Stories	4 stories will be collected from participating family members that describe how the webinar and guides impacted them
Method	• Grant evaluator will administer an anonymous Zoom poll at the beginning of the webinar to collect demographic information • Grant evaluator will administer an anonymous Zoom poll at the end of the webinar to assess changes in knowledge, self-determination, motivation, satisfaction, and other short-term impacts. An individual's responses to this poll can be linked to their responses to the first poll to identify DD status. • Grant evaluator will send an anonymous web-based post-participation survey to webinar participants 3 months after the webinar to identify longer-term outcomes, including changes in advocacy frequency and/or effectiveness, and to solicit stories

Example 3: Provision of Equipment and Related Training

Objective 1: Partner with early intervention program coordinators at three community-based organizations to better meet the technology needs of the families they support.

Activity 1-a: Purchase assistive technology to address findings from a community needs assessment.

Element	Description
Outputs	25 assistive technology devices purchased for library each FFY
Outcomes	Infants and toddlers with developmental delays have greater ability to access assistive technology
Stories	N/A
Method	Grant project coordinator will track number of assistive technology devices purchased

Activity 1-b: Provide assistive technology devices, related training, and technical assistance to families of infants and toddlers with developmental delays with support from partner organizations.

Element	Description
Outputs	• 30 staff across 3 community-based organizations receive training each FFY • 50 infants and toddlers with developmental delays receive assistive technology, related training, and ongoing technical assistance each FFY • 50 family members of infants and toddlers with developmental delays receive assistive technology, related training, and ongoing technical assistance each FFY
Outcomes	• 80% of participating staff at community-based org. report increased knowledge about assistive technology and how to use it • 80% of participating staff at community-based org. report feeling prepared to use the new assistive technology devices • 90% of participating staff at community-based org. report satisfaction with training • 45 more infants and toddlers with developmental delays use assistive technology devices that match their needs and preferences • See Activities 2-a and 2-b for longer-term outcomes for participating families
Stories	• 1 story will be collected from staff at each of the 3 participating organizations each FFY that describes how the training impacted their ability to serve their community • See Activity 2-b for additional stories from participating families
Method	• Grant trainer will track the number of people trained • Grant evaluator will administer an anonymous in-person survey to staff at participating organizations immediately following the training to assess changes in knowledge and preparedness levels, satisfaction with the training, and other short-term impacts • Grant evaluator will personally reach out to each participating organization at the end of each FFY to request stories • See Activities 2-a and 2-b for methods to evaluate longer-term outcomes for families

Objective 2: Evaluate longer-term project outcomes for participating families.

Activity 2-a: Evaluate longer-term outcomes for participating infants and toddlers.

Element	Description
Outputs	1 evaluation of participating infants and toddlers completed
Outcomes	• 70% of participating infants and toddlers exhibit increased self-determination as a result of accessing assistive technology and related training through the project • 70% of family members report that their children's overall quality of life improved
Stories	See Activity 2-b for stories from participating families
Method	Grant evaluator will collect existing measures of child progress, based on staff observations and confidential family member input, from participating organizations

Activity 2-b: Evaluate longer-term outcomes for participating family members.

Element	Description
Outputs	1 evaluation of participating family members completed
Outcomes	• 70% of participating family members report increased empowerment as a result of accessing assistive technology and related training through the project • 90% of participating family members report satisfaction with the overall project
Stories	2 stories will be collected from participating family members each FFY that describe how the project impacted them and their children
Method	• Grant evaluator will administer anonymous web-based pre-participation surveys, and post-participation surveys six months after receiving the device, to identify families' 　• understanding of their children's needs and how to best support them 　• sense of empowerment, based on the Psychological Empowerment Scale 　• ability to access assistive technology that meets their children's needs 　• satisfaction with the overall project 　• demographic information • Grant evaluator will personally reach out to specific families who appear to be impacted by the project, at the end of each FFY, to request stories from them