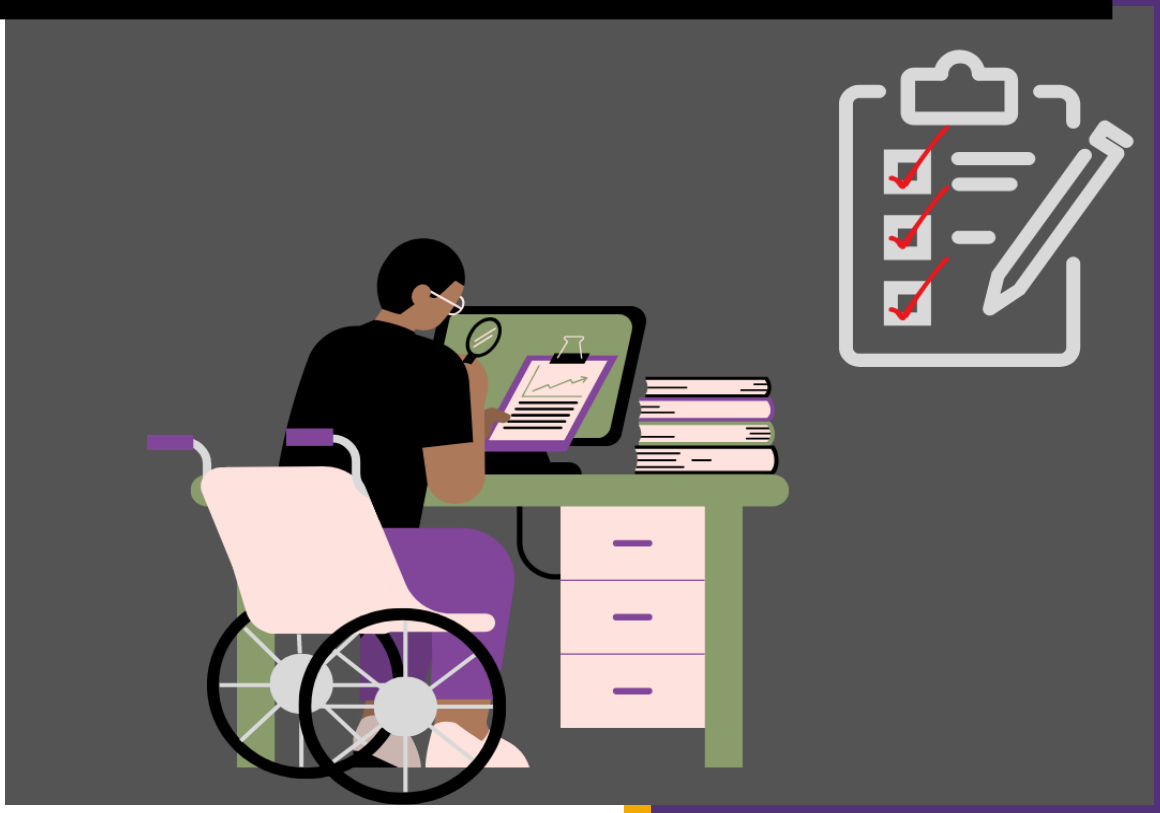
NEW YORK STATE | Council on Developmental Disabilities

Evaluation Toolkit



The CDD Evaluation Toolkit

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Grantee's Frequently Asked Data Questions (FAQ)

Who can be counted?

All project participants can be counted.

This might include members of an advisory council, people who attended trainings, or people receiving services.

If you have any project-specific questions on who to count, reach out to your Grants Coordinator.

How often can they be counted?

Project Participants can be counted once per discreet activity per grant year.

Be careful not to overcount with participants who were doing a single activity across two quarters.

What are discreet activities?

Discreet Activities refers to two or more different tasks within a project.

For example, a person may be involved in the grant's advisory council AND take a training the project created. This person could be counted once for the advisory role and counted again as a training participant.

What counts as a formal training?

A formal training is an event (or series of events) meant to teach participants skills and knowledge they can use to accomplish the goal of the project.

A formal training is NOT a focus group, facility tour, or listening session.

Can we put the sample survey into other formats?

Yes! We encourage grantees to use the survey in whatever way will be most useful and accessible.

For example, an online training might use Survey Monkey or a polling feature imbedded in the platform. Or a project which works heavily with self-advocates who may have limited-to-no reading skills might ask the questions out loud and record responses.

Can we add questions to the sample survey?

Yes! The sample survey we provide is meant to cover ALL of our diverse grant projects. This makes it very broad.

We encourage grantees to collect whatever additional data makes sense for their project. There are sample modified surveys in the Appendix.

What do we do if we know how many people attended an event, but they didn't all submit surveys or self-identify?

Let's say your grant hosted an event that you KNOW had 50 people. Maybe you collected tickets or saw participant numbers on a webinar. However, only 30 people completed the survey.

To count the remaining 20 people that you know were there but did not complete a survey, you can put them in the "others" category. You can add a note in the quarterly report explaining this situation. All DDPC data must be self-reported. This means, for example, participants must identify themselves as someone with a disability or as a parent of someone with a disability. We never want others to be assuming or assigning these roles.

If a participant does not self-identify they should be counted as "other".

Evaluation Basics

Evaluation is an important part of our work at the DDPC. Evaluation helps us understand what a project accomplished and if the project can be improved. Through evaluation, we can know how a project helped people with developmental disabilities and their family members or caregivers. Plus, we can see how the project contributed to systems change. Evaluation helps find out if a project can be expanded to other parts of the state or with different groups of people.

Evaluations can support the continuation of our projects after DDPC funding ends, inform future work and inspire other states and agencies to try similar programs. Data and evaluation from our annual Program Performance Report (PPR) are even used to advocate for continued federal funding of all councils.

The key to a good evaluation is good data. Collecting reliable data on program outputs and outcomes is an essential step in having a reliable, useful evaluation.

Outputs vs Outcomes

There are two main components we look at when evaluating a program: outputs and outcomes.

Outputs are the “products” a grantee creates. It is a measure of what the grantee did and accomplished directly. For example, an output could be the number of trainings held, the toolkits created, or the number of people reached. Outputs are often quantitative data. This means data that can be counted or measured. Outputs give a quick snapshot of something that has been done.

Outcomes, on the other hand, are a longer term look at *the benefits of the outputs*. They are the “so what?” For example, you’ve trained 100 people. That’s great, but so what? What is the larger impact, value, or result of training those 100 people? Outcomes for that output could be 100 people demonstrated increased knowledge on supported decision-making. Or 55 people with disabilities are now independently using public transportation. Outcome data can be quantitative, but it often includes qualitative data

collection and discussion as well. For example, an outcome could be an impact story about the effect a DDPC grant had on a particular person. What in their life changed because of project participation? An outcome could be a cultural shift within an agency. Do people feel the agency is more inclusive now? Maybe it is a system change. Was there a change in policy or legislation?

Outputs answer the question **"What did you do?"**

Outcomes answer the question **"Why does it matter?"**

What data should you collect?

What data you need to collect will obviously vary from project to project. But there are some guidelines that can help regardless. If we consider project sustainability both outputs and outcomes can be useful. But outcome data tends to be the most valuable for finding future funders.

Output data is an evaluation of the process. It tells us how well a program was run. How many people did they reach? Were they satisfied? Etc. This data is good, it shows how reliable a project team is. But outcome data is a measure of how effective a program is at achieving the stated goals. It doesn't matter if you gave a training to 100 satisfied people if no one there actually learned the material. Funders want to support projects that work.

The question of which data you will measure should be answered before project activities even get started. That way you can create your data collection tools.

Before you start any part of the project you should ask yourself:

- What is the overall goal?
- Are the planned activities *really* helping achieve that goal?
    - And if not, how can they be adjusted?
- How can I measure the effectiveness of these activities?

And you should revisit these questions throughout a program.

Many find it helpful to complete a **logic model**. The example below is a logic model for a mentorship program focused on improving job retention for women with developmental disabilities. You can find a blank logic model in Appendix 4.

Resources →	Activities →	Outputs →	Outcomes →	Goals 😊
Use these resources	to do these activities	to get these outputs	and these outcomes	to achieve this goal
Staff, volunteer mentors, participating worksites, created toolkits, classes, disability awareness trainings for sites.	Staff train mentors in working with mentee participants	All participating mentors trained and provided associated tools	Volunteer mentors are more effective and confident	Increase job retention for women with developmental disabilities
	Mentors work with their mentees to help them build hard and soft skills	All mentees meet with mentors a minimum of 8 times a year	Participants are happy in their workplace Participants are effective at their work Participants work well with co-workers	
	Staff run disability awareness trainings at participating worksites	Worksite staff attends the training annually	Staff are more accepting, understanding, inclusive. Worksite staff have a better understanding of developmental disabilities	

Setting Program-Specific Indicators

Knowing what data to get and how to measure it is a huge part of effective evaluation and sustainability. Collecting the right data lets you know how well a program is running and where improvements could be made. When a project is very effective, the data will reflect that. This makes it much easier to pitch your work to future funders. The best indicators measure progress towards the project goals (outcomes), are easy to communicate and understand, and can be measured and collected in the scope of the grant. There is a Selecting Your Indicators chart tool to help with these determinations in the Appendix.

Is it valid? Does it really measure what it means to?

In addition to being outcome-focused, strong indicators need to be valid and reliable. This means the chosen indicators must actually measure what they are meant to.

For example, consider a program focused on building the skills to get a job. The program chooses the number of resumes on file as one of their indicators.

Is a resume on file really showing that the client has attained resume-writing skills?

> YES, if the client developed their resume independently and it passed the quality test.
>
> NO, if the resumes were not created independently or did not meet the standards of the quality test.

There is a Validity and Reliability checklist to help make these determinations in the appendix.

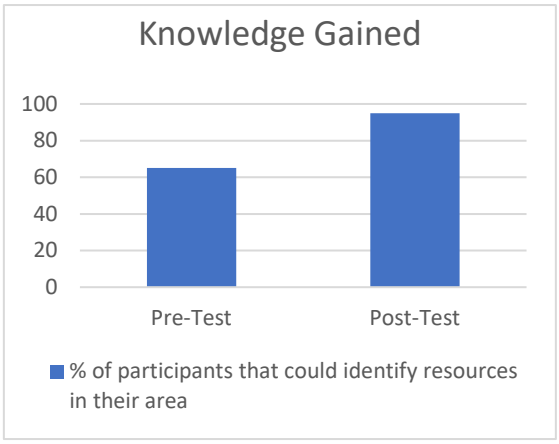
Is the indicator easy to understand and communicate?

Once you know an indicator is valid, you need to think about how you will describe it to others. Ideally, you want indicators that you can easily communicate. It's important that these measures have an impact on the public, potential funders and/or legislators. The best program in the world

will not get sustainably funded if funders don't understand the impact. Can you explain it in a short easy to understand sentence? Could you show it in a simple graphic or chart?

For example:

- 80% of participants were more confident after taking this training
- Since starting this project there have been 70% fewer complaints
- 90% of those who used resumes created with this training received interviews within 3 months of job application.



Can you collect the data needed for the indicator?

For an indicator to be useful, it needs to be measurable. If there is no data for it, it cannot indicate anything at all. Data collection needs to be a key piece of indicator selection. If the necessary data is not within the scope of the project to collect, it is not useful.

If our goal is to increase knowledge on housing, for example, we need a way to measure the knowledge level both *before* and *after* the activity. This would likely mean an identical test given at the start and end of the project. (This is called pre-/post- testing. Example tests can be found in the appendix). This allows grantees to calculate the specific level of increase for any particular indicator.

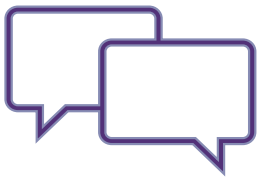
It may be the case that a grantee was late to begin their evaluation planning. If there was no pre-test, grantees could still survey participants to see if they believe they have had an increase in knowledge. However, this would not be a true measure of knowledge gained. Instead, this measures a change in attitude or belief. While it can still be useful data, it is important that it is recorded and shared accurately. "80% of participants *believe* that this training improved their knowledge" vs "80% of participants gained knowledge."

Collection Tools

Surveys, open-ended interaction, pre/post-tests, etc.

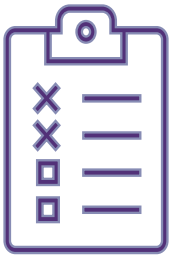
There are many ways to collect and measure data, both qualitative and quantitative. Whenever possible, data collection should be one of the first considerations of a project. Before each activity, grantees should consider what data they will be collecting. Then they will need to consider how they will be collecting that data.

Open-ended questions or discussion in either a survey, interview, or focus group are a good way to collect qualitative outcome data. Open-ended questions allow for richer storytelling. Specific story details can make a huge difference in helping people connect emotionally with the project's importance.



However, be careful when creating written surveys with a lot of open-ended questions. Long surveys with a lot of open-ended questions are more likely to be skipped or left incomplete.

Often even when participants complete an open-ended survey, they will tell you more details in conversation than they would when writing it down. For this reason, it is a good idea to discuss projects with participants in addition to or instead of just a written survey.



Quantitative data is often better collected through simple survey and/or test questions. This might include **multiple choice questions** to measure comprehension or attitude. Multiple choice questions can also sometimes get at the same information that an open-ended question might, but in a less overwhelming way.

For example, a survey question could simply ask,

What did you learn at today's training?

But a more effective or easy-to-answer question might give some suggestions, while still leaving room for additions. For example,

What did you learn at today's training? (Check all that apply)

- ❑ How to safely use dating apps
- ❑ Appropriate first date activities
- ❑ What consent is and why it's important
- ❑ How to practice safe-sex
- ❑ Other _____

This version of the question helps participants frame the question. It prompts them to consider specific aspects of the training. Plus, it can seem less overwhelming than blank lines to fill.

To measure a change affected by the grant, you may want to do a **pre- and post- test**. This is an identical test given both before and after a project or activity. This will allow grantees to calculate what and how much was changed through project activities. You can find sample pre- and post-tests in Appendix 5.

Grantees may also want to use **Likert scale** surveys. Likert scale surveys help to get more nuanced responses. They gives participants a range of answers.

Example:

I am comfortable discussing sexuality with the person I support	Strongly agree	Agree	Don't agree or disagree	Disagree	Strongly disagree

Likert scales are often more effective at getting information in a less leading way than direct questions. When we ask a question, people may answer with the response they think we are looking, for rather than their true feelings. A Likert scale can help minimize this.

Consider the example above. If you were a DSP and you were asked, "Are you comfortable discussing sexuality with the person you support?" would you want to give the "right" answer? Even when surveys are anonymous, people tend to not want to answer in a way that would reflect poorly on

them. Especially around sensitive issues. Additionally, answering with a simple yes or no may cause them to overthink.

For example, they may ask themselves, “If I say I am not comfortable with it, would that mean I am not willing to do it?” They may say yes, because they would do it, even though they are not actually comfortable with it at all. When it is instead phrased as a statement, with a range of choices people have more nuance. That same person may think, “I am not comfortable doing that, but I would if required for my job” and select “disagree” or “don’t agree or disagree”. This is a more accurate reflection of their truth.

There are advantages and disadvantages to all question-types. It’s important to consider what makes sense for your specific needs.

Question Type	Pros	Cons
Open Ended: In-person	-Allows for more details, richer story-telling -Generally casual and comfortable for participants	-Increased need for staff capacity -Time-consuming -Not as “anonymous”. Participants may feel less comfortable discussing sensitive issues face-to-face even if they know the data will not be connected to them
Open Ended: Written	-Allows for more detail -Easy to record and review -More anonymous that face-to-face	-Larger burden on participants -More likely to be left unanswered or incomplete
Multiple Choice	-Easy and fast for participants -Easier for staff to analyze in bulk	-Less in-depth data -Less space for participants to give input beyond what the survey creation team considered
Likert Scale	-More nuanced choices -Can be less leading than traditional questions	-requires more considered analysis -doesn't capture answer reasoning

Some quantitative data will make sense to collect with only a post survey or at the projects end, especially output data. For example, how many people did you reach? How many resources were distributed? Even so, you should consider this data and how it will be collected early in the project as well.

Other data may be available naturally over the course of a project. For example, data from intake forms, participant worksheets, the number of participants on a zoom call, etc. Grantees are encouraged to use this process-data as well, if it doesn't violate any privacy or ethical standards.

Be thoughtful when planning how you will collect particular data points. There is a tool for data collection planning in the appendix.

Federal Indicators

Federal Indicators are the evaluation measurements Councils are required to report to our federal funders. They are also called performance measures. The federal indicators are made up of both output and outcome data. They capture data on an individual and family level as well as at the systems level. These data are then collected annually to report on our program performance report (PPR).

ANNUAL PROGRAM PERFORMANCE REPORT (PPR) TEMPLATE FOR STATE COUNCILS ON DEVELOPMENTAL DISABILITIES

II. Outcome Measures

Performance Measures	Percent (%)
IFA 2.1 After participation in Council supported activities, the percent of people with developmental disabilities who report increasing their advocacy as a result of Council work.	
IFA 2.2 After participation in Council supported activities, the percent of families who report increasing their advocacy as a result of Council work.	

Sub- Outcome Measures	Projects	# People with developmental disabilities	# Family Members
The number (#) of people who are better able to say what they want/say ~~what~~ is important to them	1. Specify Objective #	#	#
	2. Specify Objective #	#	#
	3. Add additional lines as needed	#	#
	Total # of Sub-Outcome Respondents:	#	#
IFA 2.3 The percent of people who are better able to say what they want or say what services and supports they want or say what is important to them		Total sub-outcome # / IFA 1.1 total = X%	Total sub-outcome # / IFA 1.2 total = X%

The indicators are not written in the most accessible way and can be confusing. We no longer use this indicator language on our quarterly reporting form. Instead, we capture this information from open-ended questions and charts. Then staff read through reports pulling out and recording indicators for the PPR as they review. For staff, we have created a plain language version of the indicators with examples to help clarify. A copy of this plain language indicator guide can be found in the appendix.

Grantee Sample Survey

Bare Necessities

At the kick-off of each project, council staff provide grantees with a sample survey they can use to collect the data required by our federal funders. This survey is broad and unspecific. It is used across all our diverse pilot projects. It asks only for the bare minimum reporting requirements. We encourage grantees to modify this form so that it is more useful to their specific project. Collecting more robust outcomes data can help with program improvement and sustainability.

Adapted to Program

Modifying the survey will look different from one program to another. Nearly all parts of the survey can be modified. The goal is to make it a useful tool for grantees and their grant participants.

Grantees changes may include:

- Changing formatting
    - Make a form fillable
    - Move the questions to an online tool such as Survey Monkey or Google forms
    - Adjust the fonts (while being sure to use accessible styles and sizes)
    - Add images, multiple choice responses, or charts
- Adding questions
    - Get at program specific outcomes and information
- Changing wording
    - Make the questions more relevant or specific to their project

There are two sample modified surveys in the appendix. These should help you get a sense of the scope and possibilities for modification.

Crosswalk

If a grantee creates their own survey, they will still need to report outcomes according to our quarterly report. For this reason, it is a good idea to make a crosswalk once a survey is modified. If you change the wording of a question on the sample survey to align with the program more closely, you will still need to know where to report that data on our quarterly reporting form. So, for example, question 2 on the sample survey is:

> "Do you feel that you are better able to say what you want or what is most important to you, because of your participation in this (insert activity: training, event, etc.)?"

This question is modified below to meet the needs of past grant projects. In the first example, it is instead captured with:

> "Do you feel that you are better able to discuss your sexuality and/or what you want in a relationship, because of your participation in this training?"

In the second example, the question is asked twice and in two different ways. First, it is asked as a simple question:

> "Has this training helped you better say what is important?"

It is asked again later as part of a Likert scale. A **Likert scale** is often used to measure attitudes and opinions with more nuance than a simple yes or no. It gives participants a range of options. The Likert scale example in this survey has three choices:

I will now be able to explain to my peers what is important to me	Agree	Neutral	Disagree

Grantees can and should modify their survey in whatever way works best for their project. **Council staff can always provide TA throughout this process**. Once data begins to be reported for a specific project, council staff will monitor whether data collection and reporting is adequate. Council staff may set up a call to discuss grantee data collection methods if the grantee is struggling in this area.

Collecting Long-Term Data

For many projects it makes sense to track the long-term outcomes of a project. This helps determine if a project has a lasting impact or how it could be modified to achieve a lasting impact. For the CDD, “long-term” means follow-up 6 months or further from the project activity.

For example, after an employment event 50 people with developmental disabilities are newly employed. This is the immediate impact of the work. But are those same 50 still employed six months later? A year? Have they received any promotions? Are they still utilizing the skills they learned through grant activities? Etc.

As with all data collection, you should plan out what you will be measuring in advance. The long-term data collection should be considered before project activities even begin. You should consider what performance measures you will be using, how you plan to collect the data, and when and *how often* you will collect data. What your data collection will look like will vary from one project to another. Grantees can *always* reach out to CDD staff for technical assistance with long-term data collection.

Best Practices

- **Be sure participants know about and agree to take part in long-term data collection before starting the activity**. They should know that you will be following-up with them, what you will be asking for and when.
- **When possible, reward participation in ongoing data collection**. This will look different for different projects but some examples include: ongoing technical assistance, access to resources, or monetary stipends. (Keep in mind that council dollars can NOT be used to purchase gift cards, even if they are meant as a stipend)
- **Remain connected to participants even between data collection points**. Regular contact with participants increases cooperation with data collection.
- **Explain to participants the importance of the data and how it will be used**. This could give them an intrinsic motivation to help and/or alleviate fears about giving personal data.

- **Data should be anonymous** or if it cannot be truly anonymous (for example in the case of a focus group where the person can be seen by interviewers) confidential. This often makes participants feel more comfortable being honest. No recorded data should identify participants in any way, unless they have given explicit consent.

Anonymizing Data

It is simple to keep data anonymous in the short-term. But it becomes more complicated if you need to track the progress of a particular participant over time. How can you collect the responses of particular individuals across many surveys if they contain no identifying information? One method is to assign each participant a code. Instead of using their name or other identifying information on collection tools, participants give their code.

A grantee may **keep a key** which connects participant names to codes in an encrypted file or printed and stored in a locked drawer **for the duration of the data collection**. This would be used in case a participant forgets their code and needs to be reminded. However, **it must be completely destroyed once the project data collection is complete**.

It is sometimes beneficial to allow participants to choose their own code around a theme to help them remember. For example, if you choose the theme of animals then each participant chooses an animal as an identifier. Data collection would be sorted into individual participants labeled bear, kangaroo, fox, etc. If there is going to be many participants, number codes are probably more practical. Each code must be unique to a particular participant.

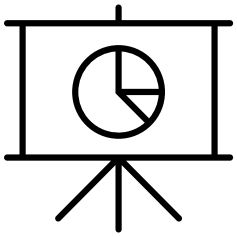
	Pre-Test Score %	Post-Test Score %	6-month Score %	1-year Score %	2-year Score %
Bear	70	95	90	85	85
Kangaroo	60	90	95	95	90
Fox	45	100	90	90	90
Armadillo	80	100	100	100	100

The chart above shows the test scores for individuals at various data collection points. This data shows each participant scored higher 2 years after the training than they did before the training, suggesting the training had a lasting impact.

DEIA - Diversity, Equity, Inclusion, and Access

Collecting Demographic Data

Sometimes, program participants are hesitant to disclose information about their race, ethnicity, gender, disability or geographic location because they don't know how this information will be used. So, it's important to provide information on why this data is being collected and how it will be used.



Below is a sample statement that can be added to the beginning of any survey tool to explain the data collection.

Sample Statement:

> The following survey is being conducted on behalf of the New York Council on Developmental Disabilities (CDD). This survey is anonymous, and completion of it is voluntary. Individual responses will be kept confidential.
>
> Survey results will provide the CDD with feedback about our grant activities and will be used to develop and strengthen better programming for individuals with intellectual and developmental disabilities and their families.
>
> Demographic data is being collected to determine how the CDD can better support un- and underserved communities throughout New York. These questions are designed to collect data to report to the American Association on Intellectual and Developmental Disabilities (AIDD). Demographic information is required to receive continued AIDD funding."

As with other parts of the survey and data collection tools this statement can be modified in order to better serve your individual project and needs.

Finding local population data

Part of ensuring your project is reaching the diversity of your project area is knowing its diversity. To find population data for your project you can use the American Community Survey or Census Data. If you know of other reputable data sources in your community, you may use this data as well, but be sure the data is from a trusted and reliable source.

Making data collection tools more accessible

A data collection tool is only useful if participants can use it. Our projects must make every effort to be accessible to every participant or potential participant. Regardless of abilities, culture or language, our projects should reach the full diversity of New York State.

Disability Access

There are many ways in which a disability can limit someone's capacity to use data collection tools. Be sure you are always considering the population you are working with.

For example, a written survey is a barrier to many people with intellectual, cognitive or visual disabilities. It may make more sense to add images, simplify language, or conduct surveys verbally.

At in-person events, you may want to offer the option to do the survey verbally with a staff person, even if to your knowledge there are no participants with reading difficulty. Some may not feel comfortable to advocate for themselves and ask for that accommodation independently.

Accessing in-person meetings may be hard for those with significant mobility issues. Your project may want to include a virtual option for focus-group participation.

Regardless of how thoughtful and prepared you were in advance, there may still be issues you didn't anticipate. Always be willing and prepared to accommodate for disability, even if you didn't expect a particular barrier. It

is important that you stay flexible, thoughtful and considerate as you work to accommodate a new challenge or need.

If grantees are struggling to adapt data collection tools to their participant population, they can always reach out to council staff for additional technical assistance.

Language Access

Similarly, some may struggle with the collection tools due to their language or country of origin. We want to ensure that language barriers don't prevent anyone from accessing your program. It is illegal for any program receiving federal funds to discriminate based on language or nation of origin.

For English language learners, collection tools may be difficult to complete. It is important that our data collection includes these voices. Some may be able to speak English aloud, but not read or write it. As with disability access, it may make sense to modify surveys to add images, simplify language, or conduct surveys out loud. It may also be the case that a participant is more comfortable answering in their native language. It may also make sense to have the surveys translated or have an interpreter available.

If a grantee is struggling to adapt their particular data collection tools to the participant population, they can always reach out to council staff for additional technical assistance.

Sustainability

DD Councils fund pilot projects. This means programs that have not been tried before. The DDPC cannot fund a program for more than 5 years. If a program is to continue after our funding ends, they will need to find another source of funds. Program evaluation plays a key role in this.

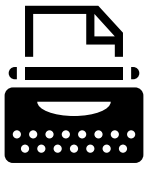
Making the case for future funding

One of the major ways council projects continue after our funding ends is by getting funds from other grants or agencies. Unlike the pilot nature of council funding, many other funders are looking to put money towards projects they know will get results. Good data collection and evaluation can help our grantees demonstrate their hard work. They need to show that the work has been and will continue to be effective.

How should you present the data you collect?

Almost as important as the data itself is how you present it to future funders. There will be different mediums for different situations. Sometimes it may be appropriate to use more than one, but regardless of method, high quality information about a program increases its chance for sustainability.

Written



Often when people look at writing, they don't read everything. Especially online, people tend to skim content and then read only what is important to them. So, organization is extremely important. Information should be presented in clear, logical sections. **Titles and headings** help people find what they want and make text much more accessible.

The average American reads at a **7-8th grade level**. For those with visual, cognitive, or intellectual disabilities the average is even lower. You should always aim for a 7th grade or lower reading level for public documents.

When writing before the public, best practice is that it be in Plain Language. **Plain Language** means the wording, structure, and design are clear and useful. Plain language does NOT mean leaving out more complicated

information. There are a lot of resources to help with using plain language. One particularly helpful resource is the Hemmingway App.

The Hemingway App will give you a grade level and reading time for your text. Plus, it will highlight places you can adjust to lower the reading level. You can see an example of the app in action below.

Original Text

Copy and pasting text into the browser will give you the reading level, suggest simpler words, and highlight difficult to read sentences.

When you utilize convoluted words and lengthy sentences, it often makes text harder for people to read. Passive voice should also be avoided.

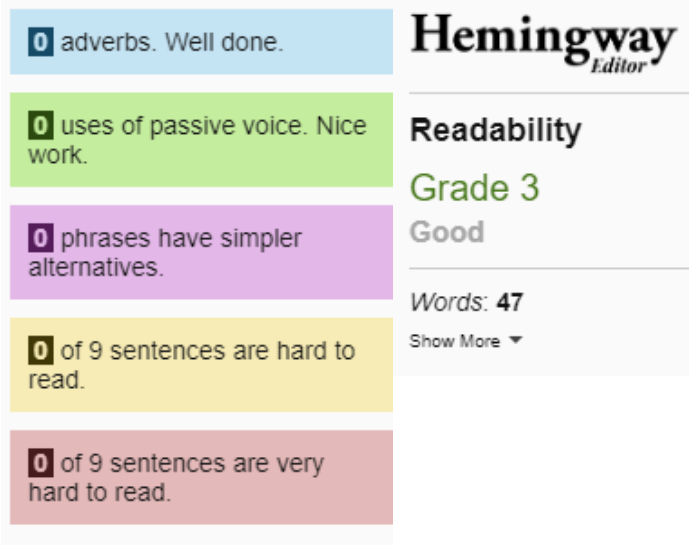
Plain Language Text

To use the Hemmingway App copy and paste text in your browser.

The app will:

-Tell you the reading level
-Suggest simpler words
-Highlight hard to read sentences.

When you use difficult words and long sentences text is harder to read. You should also avoid passive voice.



When possible, you should use pictures, charts and graphics to explain a concept. Presenting information this way makes it easier for visual learners. In addition, graphics often have a bigger impact. For example, the graphic to the right demonstrates the gap is between a million and a billion. For many, the image is more impactful than hearing, “A billion is 1000 times bigger than a million”.

It is important to always consider your intended audience. Who are you writing for? What will be the most effective way for them to understand?

Video

For many, video is a more accessible and memorable medium than text. Best practices for accessibility in videos include **captions or subtitles** and **audio description or transcript**. Informational videos with simple graphics and animations can make concepts clear and interesting. Although video can be used to explain quantitative data, it is often a great place to show more qualitative data.

Videos showing the work of your project often gain more attention than written reports. This is especially true when presenting impact stories. **Impact stories** are stories which show the effects of the project. Participant interviews are a great way to show the impact of your work. **A good story is more persuasive than facts**. Seeing a participant and hearing their story helps make a project personal. It is easier for people to connect to a program when it has a face (or faces). In all mediums, but especially video, a story helps gain support, create empathy and establish credibility for the audience.

In-person

Similar to video, presenting information in-person can help humanize an issue. Whether you are speaking at a legislative hearing or interviewing with a potential funder there are a few basic things that can help.

- **Dress professionally**. Your appearance has a huge impact on someone's first impression.
- **Speak clearly**. If you are unable to speak clearly (due to illness, disability, etc.), provide an alternative for those with difficulty understanding such as an interpreter, live captioning or a hand-out which covers your key points.
- **When possible, include a participant**. Let them explain what is so great about your work. A good story is more persuasive than facts.
- **Have some prepared talking-points**. Knowing generally what you plan to say and having some key facts or statistics to return to helps you stay effective and on-topic.

Grantee Reporting

Quarterly reporting is one of many ways grantees and council staff communicate around a project. If you have a question, update, or event you'd like us to help promote, you don't have to wait for the next quarterly report. We encourage grantees to reach out at any time.

That said, quarterly reports are where you record the official data that we will later report to our federal funders. As with the surveys and the performance measures, we'd like to know more of the data you are collecting than just what is shown in boxes on the form.

You should report on your program-specific indicators in the quarterly report as well. You may include a summary of the collected information in the narrative of the report or attach materials in the program documentation. These might include collection tools, survey results, news articles, photos, and/or videos. All parts of the program promotion and evaluation could be useful in project sustainability. Including program documentation with your quarterly report helps staff support grantees' work.

Creating a Final Report

One tool that can be very effective in summarizing the impact of your project is a final report. A good final report is engaging, informative and concise. Participant and impact stories make a great feature for a final report. Include photos of participants and events where you can.

Final reports should follow the same guidelines as other written presentations as discussed earlier in the toolkit. Council staff have created a template report which grantees can use to organize and layout a final report. Use of this template is not required; some organizations prefer to use their own formats and branding. However, this resource, as well as an example final report in a different format, are available to grantees.

After creating your report, you should share it. It may make sense to reach out to individual stakeholders to share the report or it may make sense to share it broadly with the public. You may even want to do both. Creating and sharing your final report is one way to support program sustainability.

Appendices

*All documents found in the appendices are also available as separate documents for convenience of use.

Appendix 1: Plain Language Federal Indicators

Indicator	Plain Language	Example
IFA 1.1 The number of people with developmental disabilities who participated in Council supported activities designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and/or systems	Number of program participants with IDD	• 31 pwIDD attended a Person-Centered Planning training. • 525 people pwIDD attended the event
IFA 1.2 The number of family members who participated in Council supported in activities designed to increase their knowledge of how to take part in decisions that affect the family, the lives of others, and/or systems	Number of program participants who are a family member of someone with IDD	• 52 family members attended a training on waivers and benefits. • 15 family members attended the sexuality and healthy relationship training
IFA 2.1 After participation in Council supported activities, the percent of people with developmental	The number of people with IDD who increased their advocacy as *a direct result* of their	• Advocated using skills learned at a council training • Spoke to a legislator at a

disabilities who report increasing their advocacy as a result of Council work.	participation in the program	council-organized event
IFA 2.2 After participation in Council supported activities, the percent of family members who report increasing their advocacy as a result of Council work.	The number of family members people with IDD who increased their advocacy as a direct result of their participation in the program	• Advocated using skills learned at a council training • Spoke to a legislator at a council-organized event
IFA 2.3 The number of people who are better able to say what they want or say what services and supports they want or say what is important to them.	The number of people who are better able to say what they want and need and/or what is important to them	• 13 people answered that they are able to say what services and supports they want • 21 people say the are better able to communicate what is important to them on their life plan
IFA 2.4 The number of people who are participating now in advocacy activities.	The number of people doing advocacy *of any kind* since their participation in the grant. Not necessarily as a direct result of grant activities	• A participant contacts legislators and advocates on issues
IFA 2.5 The percent of people who are on cross disability coalitions, policy boards, advisory boards,	The number of people who serve in leadership positions out of the total number of participants.	• As a result of this project, 13 out of 23 people report that they are on a community coalition

governing bodies and/or serving in leadership positions.		• 6 of the total participants are on advisory boards
IFA 3.1 The percent of people with developmental disabilities satisfied with a project activity.	The number of people with IDD who were satisfied	• 16 people with IDD were satisfied with grant participation out of 17 participants
IFA 3.2 The percent of family members satisfied with a project activity.	The number of family members who were satisfied	• 27 family members were satisfied with grant participation out of 27 participants
SC 1.1 The number of policy and/or procedures created or changed.	A rule or way of doing things at an organization is created or changed.	• a taskforce drafts revisions of a Division of Developmental Disabilities (DDD) policy. • A new checklist is created for staff to use every time they work with a new pwIDD
SC 1.2 The number of statute and/or regulations created or changed	**Statute**: A law or other enactment made by a legislature and expressed in a formal document. **Regulation**: A rule or administrative code	• Supported Decision-Making Law is passed as a result of a council supported project • Someone participates on a coalition that

	issued by governmental agencies at all levels, municipal, county, state, and federal. Regulations are not laws but are official, documented ways of doing things under authority granted by statutes.	plans to draft, create, or change a statute to improve services for pwIDD and their families
SC 1.3.1 The number of promising practices created	Promising Practice: a practice with an innovative approach that improves upon existing practice, is successful and could be replicated in other agencies or settings but has not been empirically tested or part of an official study of effectiveness	• A grantee plans to use a new approach to improve an aspect of the state self-advocacy organization. It is expected that other volunteer groups will be able to use the created promising practice to improve their efforts as well.
SC 1.3.2 The number of promising practices supported through Council activities	Supported means continuing an existing program	• a grantee wants to use a training model to develop DSPs. The use of this training method is only counted once per year

SC 1.3.3 The number of best practices created	Best Practice: A technique, methodology, or program that has **proven** to reliably lead to a desired result can be considered a best practice.	• A grantee implements a project using a new employment support package. It is demonstrated to be a best-practice through experience (collected research evidence).
SC 1.3.4 The number of best practices supported through Council activities	Supported means continuing an existing program	• Partners in Policymaking
SC 1.4 The number of people trained or educated through Council systemic change initiatives	# of people trained or taught directly through grant program	• 200 ISC personnel are trained in how to do a new model of person-centered planning. • A project desiring to make change on an issue, personally meets with and educates 5 different legislators
SC 1.5 The number of Council supported systems	The number of systems change activities that are	• A grantee facilitates a coalition on an

change activities with organizations actively involved.	supported by the Council (with funding, or staff support) and that have other organizations actively involved. It is a count of activities, not organizations involved	issue. There are 5 other organizations that roles and responsibilities to the coalition. The coalition meets 6 times per year. **This activity is reported once.** • A project sponsors a legislative day to educate policy makers. There are 20 orgs involved. **This activity is reported once.**
SC 2.1.1 The number of policy, procedure, statute, or regulation changes improved as a result of systems change.		• On behalf of the Council, a grantee participates on a taskforce to draft revisions or a DDD policy. A written draft is completed and given to DDD. DDD takes action and that policy or procedure is changed to include the revisions
SC 2.1.2 The number of policy, procedure, statute, or regulation changes implemented		• Steps are taken to implement the policy or procedure (e.g. a

		training is provided, a guide is provided, etc.).
SC 2.1.3 The number of promising and/or best practices improved as a result of systems change activities		• A grantee implements an existing leadership training program for pwIDD and their families. As part of the implementation, the project plans and expects to improve part of the training program with a new approach
SC 2.1.4 The number of promising and/or best practices that were implemented		• Implementation of an evidence-based transition assessment

Appendix 2: Sample Participant Survey- Unmodified

(Insert project/grantee logo in header)

Participant Survey

The following information is being collected on behalf of our funders, the New York State Council on Developmental Disabilities (CDD) and will be used to develop and strengthen programming for individuals with intellectual and developmental disabilities and their families across New York State. Demographic data is being collected to determine how the council can better support underserved communities in New York. This survey is anonymous and completely voluntary.
Thank you for your participation.

Please share your thoughts on participating in this (insert activity: training, event, etc.), in the below questions.

1.) Were you satisfied with the (insert activity: training, event, etc.)?
Yes _____ No _____

2.) Do you feel that you are better able to say what you want or what is most important to you, because of your participation in this (insert activity: training, event, etc.)?
Yes _____ No _____

3.) Has or will your participation in this (insert activity: training, event, etc.) increase your advocacy?
Yes _____ No _____

4.) Please share any suggestions on improvements for future (insert activity: trainings, events, etc.) you might have below:

5.) Are you currently participating in any advocacy efforts of any kind?
Yes _____ No _____

6.) Are you currently serving in any leadership positions? (ex. advisory boards)
Yes _____ No _____

(Insert project/grantee logo in header)

Please tell us a little more about yourself below.

7.) Are you a: (Check one)

_____ Person with a developmental disability
_____ Family member/caregiver of a person with a developmental disability
_____ Support staff of a person with a developmental disability
_____ Other (please specify): _____

8.) Which of the following best describes your Race/Ethnicity? (Check one)

❑ American Indian or Alaska Native
❑ Asian or South Asian
❑ Black or African American
❑ Hispanic, Latino or Spanish Origin
❑ Native Hawaiian or Other Pacific Islander
❑ White
❑ Some other race, ethnicity, please specify: _____
❑ I prefer not to answer.

9.) Gender:

❑ Female
❑ Male
❑ X
❑ Prefer to self-describe: _____
❑ Prefer not to say

10.) Where do you live?

❑ A big city (for example: Albany, Buffalo, New York City, Rochester)
❑ A medium sized city or a suburb (for example: Binghamton, Cortland, Schenectady, Utica)
❑ A smaller, rural area (for example: North Country)

Appendix 3: Example Individualized Participant Surveys

We'd love your feedback!

This data is for our funders, the Council on Developmental Disabilities (CDD). They use the data to check and improve programs. The CDD uses demographic data to be sure their projects reach the diversity of New York State.

This survey is anonymous. The information reported is not connected to you in any way. The survey is completely voluntary. You may leave blank any question you are not comfortable answering.

Thank you for your participation.

Please share your thoughts on participating in this **Sexuality and Healthy Relationship Training**.

1.) Were you satisfied with today's training?

Yes ☐ No ☐

2.) Do you feel that you are better able to discuss your sexuality and/or what you want in a relationship, because of your participation in this training?

Yes ☐ No ☐

3.) Will you advocate for yourself more now that you know your rights around sexuality and relationships?

Yes ☐ No ☐

4.) If you could change part of this training, what would you change? And Why?

5.) Are you currently participating in any advocacy efforts?

Yes ☐ No ☐

6.) Are you currently serving in a leadership position? (For example, an advisory board)

Yes ☐ No ☐

7.) What Section of today's training was most important for you? Why?

☐ Relationship red and green flags
☐ Finding your own identity
☐ Discussing your sexuality with family, friends, and supporters

Please tell us a little more about yourself below.

8.) Are you a: (Check one)

☐ Person with a developmental disability
☐ Family member/caregiver of a person with a developmental disability
☐ Support staff of a person with a developmental disability
☐ Other (please specify):

9.) Which of the following best describes your Race/Ethnicity? (Check one)

☐ American Indian or Alaska Native
☐ Asian or South Asian
☐ Black or African American
☐ Hispanic, Latino or Spanish Origin
☐ Native Hawaiian or Other Pacific Islander
☐ White
☐ Some other race, ethnicity, please specify:
☐ I prefer not to answer.

10.) Gender:

☐ Female
☐ Male
☐ X
☐ Prefer to self-describe:
☐ Prefer not to say

11.) Where do you live?

☐ A big city (for example: Albany, Buffalo, New York City, Rochester)

☐ A medium sized city or a suburb (for example: Binghamton, Cortland, Schenectady, Utica)

☐ A smaller, rural area (for example: North Country)

Logo for Fake Organization

Mentoring Peers with IDD – Training for Self-Advocates

1.) How do you feel about today's training?

☐ ☐

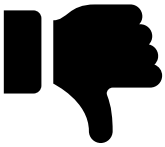
Satisfied

Unsatisfied

2.) Has this training helped you better say what is important?

☐ ☐

Yes

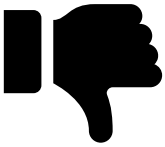


No

3.) Will you use what you learned today to do more advocacy?

☐ ☐

Yes



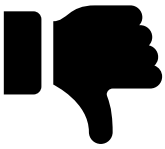
No

4.) What could make this training better?

5.) Are you part of any ongoing advocacy?

☐ ☐

Yes



No

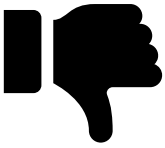
If yes, what advocacy are you doing?

6.) Are you in any leadership positions now?

For example, do you serve on an advisory board?

☐ ☐

Yes



No

7.) For each statement, please check the box showing if you agree or not.

	Agree	Neutral	Disagree
This training was helpful to me.			
I will be better able to mentor my peers because of this training.			
I understand the Peer Advocate Framework.			
I can make plans to meet with my peers and I could travel to the meeting.			
I will now be able to explain to my peers what is important to me			
I could help my peer express what is important to them.			
I know about opportunities to advocate for myself and my peers			
I regularly advocate for myself.			
I will advocate more because of this training.			

Demographic:

This information is anonymous. Answers will not be connected to you or your name. The Council on Developmental Disabilities (CDD) uses this data to make sure they are reaching the diversity of New York.

1.) I am a:

☐ Person with a developmental disability

☐ Family member/caregiver of a person with a developmental disability

☐ Support staff of a person with a developmental disability

☐ Other (please specify):

2.) I identify as:

☐ American Indian or Alaska Native

☐ Asian or South Asian

☐ Black or African American

☐ Hispanic, Latino or Spanish Origin

☐ Native Hawaiian or Other Pacific Islander

☐ White

☐ Some other race, ethnicity:

☐ I prefer not to answer.

3.) My Gender:

☐ Female

☐ Male

☐ X

☐ Prefer to self-describe: _____

☐ Prefer not to say

4.) I live in a:

☐ big city

☐ medium sized city or a suburb

☐ small rural area

Thank you so much for your participation! You are helping make New York State a better place for people with developmental disabilities!

Appendix 4: Tools for Choosing and Using Program Indicators

	Quantity	Quality
Effort (output)	How much service delivered. i.e. # customers served	How well it was done i.e. % participants satisfied
Effect (outcome)	What quantity/quality of change did we produce i.e. % improvement in skills	

The Logic Model (Boxes can merged, split, or added as needed)

Resources →	Activities →	Outputs →	Outcomes →	Goals 😊
Use these resources	to do these activities	to get these outputs	and these outcomes	to achieve the goal(s)

Which indicators should you use? Chart

	Communication Easy to communicate and understand?	**Validity** Measures what it set out to measure?	**Data** The data for the indicator is easy to collect?
Indicator 1	High	High	High
Indicator 2	High	Medium	Low

Are your indicators valid and reliable? Checklist

Validity	☐ Use established survey tools	☐ Hold focus groups or interview participants to get feedback on what they feel is important
	☐ Use standard outcomes and measurements defined by professional associations or other research efforts to create your surveys	☐ Pilot test your questions to be sure the questions you are asking are measuring what you want
	☐ Determine if results from particular measurement items are consistent with other known findings	☐ Establish a measurement approach/tool that works for the specific population with whom it will be used
	☐ Other (please describe)	☐ Other (please describe)
Reliability	☐ Train the individuals implementing the evaluation plan	☐ Provide regular supervision of staff implementing the plan
	☐ Assign one or two people to do data entry	☐ Create scoring instructions on how to code the data collected
	☐ Create instructions on how to interpret the answers to open-ended questions	☐ Create specific definitions of levels of progress or achievement for participants for staff to use in their evaluations
	☐ Check inter-coder reliability. Have two different people score the data and compare the percentage of answers that they agreed upon. Achieve a 90% or higher agreement rate.	☐ Conduct a quality check of data entry
	☐ Other (please describe)	☐ Other (please describe)

Data Collection Planning Chart

Desired Outcome	**Evaluation Design**	**Evaluation Tool**
What you want the tool to evaluate i.e. mentors better prepared for their role	Pre/post with comparison group Pre/post Post only	Survey Test Interview Etc.

Evaluation Planning Key Question Guide

Question	Answer
1. Identify key stakeholders and what they care about	Those involved in operating the program or initiative Those prioritized groups served or affected by the effort Primary intended users of the evaluation (e.g., program or initiative staff, community members, outside researchers, funders).
2. Describe the program or initiative's framework or logic model (e.g., what the program or effort is trying to accomplish and how it is doing so).	Purpose or Mission, Context or Conditions, Inputs, Activities or Interventions, Outputs, Intended Effect or outcome (short and long term)
3. Focus the evaluation design - what the evaluation aims to accomplish, how it will do so, and how the findings will be used.	Purpose or use: what the evaluation aims to do Evaluation Questions: Process measures and outcome measures Methods: How data is gathered
4. Gather credible evidence- decide what evidence is, and what features affect credibility of the evaluation	Indicators of Success, Sources of Evidence, Quality, Quantity, Logistics
5. Outline and implement an evaluation plan	Involve all key stakeholders in identifying indicators of success, track implementation, assess ongoing changes
6. Make sense of the data and justify conclusions.	Standards, Analysis, Interpretation, Judgements, Recommendations
7. Use the information to celebrate, make adjustments, and communicate lessons learned	Take steps to ensure that the findings will be used appropriately

Standards for "Good" Evaluation

Utility	Stakeholder Identification
	Evaluator Credibility
	Information Scope and Selection
	Values Identification
	Report Clarity
	Report Timeliness and Dissemination
	Evaluation Impact
Feasibility	Practical Procedures
	Political Viability
	Cost Effectiveness
Propriety	Service Orientation
	Formal Agreements
	Rights of Human Subjects
	Human Interactions
	Complete and Fair Assessment
	Disclosure of Findings
	Conflict of Interest
	Fiscal Responsibility
Accuracy	Program Documentation
	Context Analysis
	Described Purposes and Procedures
	Defensible Information Sources
	Valid Information
	Reliable Information
	Systematic Information
	Analysis of Quantitative Information
	Analysis of Qualitative Information
	Justified Conclusions
	Impartial Reporting
	Meta-evaluation

***These tools are adapted from several existing evaluation methods including:

Getting to Outcomes
Basic Outcome Based Evaluation
Clear Impact
Evaluating the Initiative Toolkit

Appendix 5: Example Pre/Post Tests and Survey
(example from a work mentorship program)

Questions for Mentees (measure of attitudinal change)

1-Strongly disagree

2-Disagree

3-Neither agree nor disagree

4-Agree

5-Strongly agree

I feel confident in my work skills.	1	2	3	4	5
I have the social skills I need to succeed at work.	1	2	3	4	5
I can fit-in in most workplace settings.	1	2	3	4	5
Others value my opinion in the workplace.	1	2	3	4	5
I can effectively communicate with coworkers.	1	2	3	4	5
I know what supports I need to succeed in the workplace.	1	2	3	4	5
I am comfortable asking for help when I need it.	1	2	3	4	5
I am excited to learn new skills.	1	2	3	4	5
People listen to me when I speak.	1	2	3	4	5
I am a good employee.	1	2	3	4	5

***Mentees still need complete satisfaction survey in addition to pre-/post-test after mentorship is complete

Questions for Employees at Participating Organizations (measures attitudinal change)

1. What does diversity look like in a workplace setting?

1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4 –Agree 5-Strongly agree

Diversity and inclusion are valued in my workplace.	1	2	3	4	5
Disability is an important part of diversity.	1	2	3	4	5
People with developmental disabilities are able to perform their jobs independently.	1	2	3	4	5
People with developmental disabilities are able to complete tasks in a timely manner.	1	2	3	4	5
People with developmental disabilities have the same opportunities for work assignments or promotions as their non-disabled peers.	1	2	3	4	5
People with disabilities would feel included in my workplace	1	2	3	4	5
I would know how to make a person with a disability feel included.	1	2	3	4	5
I'd be just as comfortable talking to a coworker with a developmental disability as a coworker without one.	1	2	3	4	5

*** Only Post Questions below

1. Has participating in the Yes She Can Program changed the general perception of working with people with developmental disabilities in your organization?

2. Would you recommend participating in the Yes She Can program to other organizations? Why or why not?

3. Would you consider hiring the mentee as an employee? Why or why not?

Comments:

Questions for Organizations that Declined Participation (ideally leadership)

1. Why did you decline to participate in the Yes She Can program? Check all that apply.

☐ We did not have enough time to supervise a person with a disability.

☐ We did not have any staff that were willing/able to participate as a mentor.

☐ We do not have any tasks that we could assign.

☐ Our workplace culture would not support an employee with a developmental disability.

☐ We are not able to offer appropriate accommodations to a person with a disability.

☐ Other _____

2. Are there any people with developmental disabilities in your workplace?

☐ Yes, there are people with developmental disabilities in my workplace.

☐ No, there are not people with developmental disabilities in my workplace.

☐ I do not know if there are people with developmental disabilities in my workplace.

1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4 –Agree 5-Strongly agree

Diversity and inclusion are valued in my workplace.	1	2	3	4	5
Disability is an important part of diversity.	1	2	3	4	5
People with developmental disabilities able to perform their jobs independently.	1	2	3	4	5
People with developmental disabilities are able to complete tasks in a timely manner.	1	2	3	4	5
People with disabilities would feel included in my workplace.	1	2	3	4	5
My workplace is able to offer appropriate accommodations.	1	2	3	4	5
People with Disabilities have equal opportunities for work assignments, promotions, etc.	1	2	3	4	5

Comments:

Appendix 6: Final Report Template

Click to download a Word version of this Template for editing

Project Name Impact Report

Company Name

Email:

Website:

Phone:

Logo Name

NEW YORK STATE | Council on Developmental Disabilities

This project was supported, in part by grant number 2201NYSCDD, from the U.S. Administration for Community Living, the Department of Health and Human Services, Washington, D.C. 20201 through the New York State Developmental Disabilities Planning Council (NYS DDPC). Grantees undertaking projects with government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official ACL policy or the opinions, interpretation or policy of the NYS DDPC.

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EXECUTIVE SUMMARY

Project Impacts

Content in this section will look different depending on your project. These are some suggested Headings. You can change/add/delete them as makes sense.

Resources Created

To easily apply any text formatting you see in this document with just a tap, on the Home tab and go to Styles. You can click options there to add text in the same format.

Lessons Learned

Looking Ahead

"Got something very important to point out to your readers? Use this bar to make it stand out."

What do you see as next steps for the project? What would sustainability look like in a perfect world? Are there any emerging or unmet needs you'd like this project to address going forward?

Chief Executive Name
Chief Executive Title
Date

PROJECT IMPACTS

Use this section to give a brief summary of your project, highlighting important points. This will vary for each project based on your objectives and deliverables. You may want to highlight your numbers. How many people did you serve? What percentage of them saw an increase of knowledge? Did this project have a systems impact? Did it effect agency policies or influence legislation? Keep the project goal in mind as your write. Be sure to present info in an accessible way. A wall of text is not an easy read. Keep that in mind when formatting.

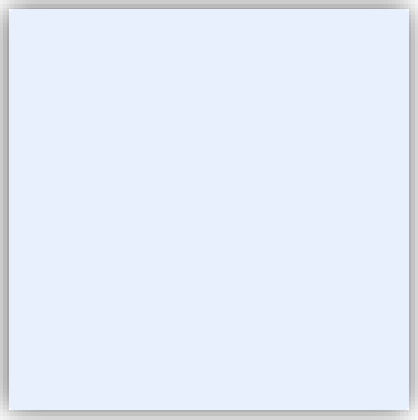
For example, this is the List Bullet style.

Here is another sentence formatted in List Bullet style.

When using Word, you can find easy-to-use tools on the Insert tab, such as to add a hyperlink, insert a comment, or add automatic page numbering.

It's not all about the numbers though. Be sure to capture the human impact of the program too. Include charts, photos, and stories where you can.

Meet the Participants!



A story is often more persuasive than statistics. If you work directly with people with disabilities, their families or caregivers, or professionals let people know how your work affected them. You can include headshots, banner photos and quotations as makes sense.

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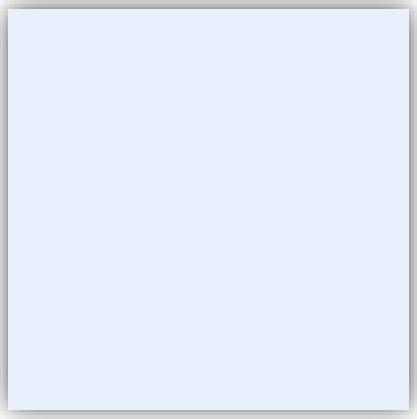
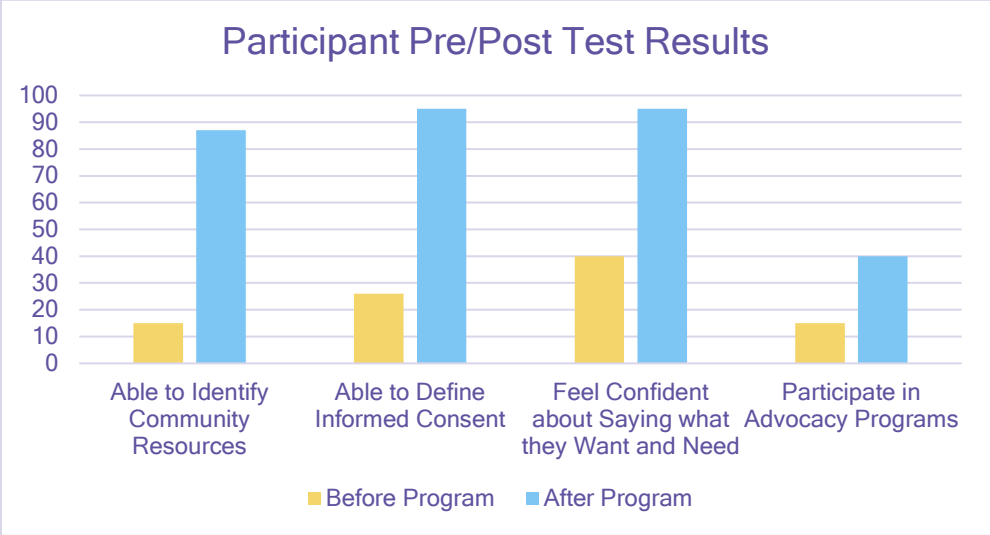


Impact By The Numbers

A brief summary statement here could introduce a chart or graph. For example the graph below could be showing participants pre and post test results for program participation



RESOURCES CREATED

Resource 1

What is it?
How to Use?
Where is it Found?
Include photos/screenshots as makes sense

Resource 2

What is it?
How to Use?
Where is it Found?
Include photos/screenshots as makes sense

LESSONS LEARNED AND/OR RECOMMENDATIONS

A Lesson Learned or Recommendation Heading here

Summary of lesson or recommendation info in the paragraph here

Lesson/Recommendation

Summary of lesson or recommendation info here

Lesson/Recommendation

The icons in the image above are all customizable. You right click, select “change graphic” and then you can update from icons or upload an image of your own.

“Strong Caption Goes Here. Write Something in This Caption Holder.”

Main Takeaways

What would you like your readers to understand? Add notes on key takeaways here. Keep in mind that some of these headings might not apply to your project (and you might have others to add). Each report will be as unique as each project. Feel encouraged to modify this template in any of the ways that help customize it to your project and needs.

LOOKING AHEAD

Next Steps

1

2

3

4

Emerging Needs

Have you noticed any Emerging Needs during the course of the program? How could this project address them in the future?

Areas for Growth

Can this project be doing more? What could improve or expand? What would you add if money weren't a barrier?

Sustainability Plan

How will this project continue now that DDPC Funding Has Ended?

CONCLUSION