

# THE POWER OF **MANAGING** YOUR MONITORING AND EVALUATION PROCESS

Management: The organization and coordination of activities of an entity  
in order to achieve defined objectives



## Presenters

- Alicia Cone, PhD  
Director of Program Operations  
Tennessee Council on Developmental Disabilities  
[Alicia.cone@tn.gov](mailto:Alicia.cone@tn.gov)
- Sheryl Matney, EdD  
Director of Technical Assistance  
ITACC/National Association of Councils on  
Developmental Disabilities  
[smatney@nacdd.org](mailto:smatney@nacdd.org)





## Learning Objectives

- Increased understanding about the differences between monitoring and evaluation;
- Increased understanding of managing the capturing and measuring of results as an essential activity in the evaluation phase of Council work;
- Explore data collection strategies to manage performance results of Council staff working on state plan activities.

## Council projects and activities: The Big “3”



4

When we think about Council projects and activities – there are three major activities Council staff perform. Planning, Monitoring, and Evaluation. Of course, planning is when the Council sets goals and identifies expected outcomes. Following planning is monitoring – Councils need a plan to monitor projects and activities; Councils need to implement the plan to monitor, and then a Council should use the information gained through monitoring. Evaluation rounds out the major activities – Councils must MANAGE and use the evaluation process to determine impact and effectiveness.

In this session, we will focus on monitoring and evaluation activities.

How are they different and the same?

Monitoring is an organized process of overseeing and checking the activities undertaken in a project or activity, to determine whether planned results are being achieved

Evaluation is a process that supports staff to assess the success of the project or activity in meeting the objectives

**Both are management tools**  
**When both are used as management tools, there is some cross-over**

## Monitoring – what is it?



**Management function** to check performance against plans;



Activity to check progress of works against intended outcomes and performance targets;



A systematic, regular collection of data and occasional analysis of information.

At its most basic level, monitoring is process you design to collect the information that you need.

The information will be used in the evaluation process.

## Basic Steps in Monitoring: Compare with your own

-  Identify the measures involved in planning & implementation
-  Identify items on which feedback is needed
-  Develop a standard document for reporting
-  Determine the frequency of reporting
-  Assign responsibility of reporting
-  Process and analyze reports
-  Identify problem areas/challenges in project implementation
-  Provide feedback and corrective measures

2019 Technical Assistance Institute

7

There are eight basic steps in a monitoring process. Some of you have sophisticated monitoring systems and some of you have more basic ones – as we move through this portion of the presentation, it may be helpful for you to compare these steps with your own process to see where you align, or you may find some information helpful to enhance your process.

## Step 1: Monitoring – Planning phase

Questions to ask to assist with identifying the monitoring information needed:

What do I think people will get from interacting with and participating in Council activities?

(HINT: this question leads you to outcomes!)

What do I need to count or keep track of to verify the activity was completed or that improvement has occurred?

(HINT: this question will suggest outputs...meaning numbers of things that need to be counted!)

Step 1 is the planning phase – in this phase, start with the end in mind – what do you want as an outcome for the activity? Then determine what you need to monitor in order to determine if the outcome was achieved?

Reminder – you are looking at the grant and Council staff activities that are contained in your Council's State Plan, Logic Model, and FY work plan (the one submitted to ACL) to locate all the activities for which you need to plan monitoring and evaluation activities.

## Step 1 - Considerations



- Think into the future...project out in time what you believe the change will be for people who engage with your Council on this activity.
- How will people, at a very basic level, benefit from their participation?
- How do you think their participation will potentially change their life for the better?
- How do you believe the person or environment will change because that person or group engaged with the Council in this activity?
- What AIDD PMs did you identify and plan to achieve in your FY work plan?

When planning for subsequent work:

- Am I comparing one year to the next year to see if there is improvement?

2019 Technical Assistance Institute

9

Some basic considerations are on this slide – you will recognize the first four items as elements in the logic model.

It is important to remember this is a prediction activity – what you plan to do – what you plan to achieve – what you expect at some point in the future.

## Step 1: What if I am wrong?



Remember – when trying to predict what people will get out of being part of your Council’s activity...it is okay to be wrong!



This is a prediction (a forecast; a statement about a future event)



Collect data on this prediction



Analyze the data



Based on the data analysis, decide if your prediction was correct.

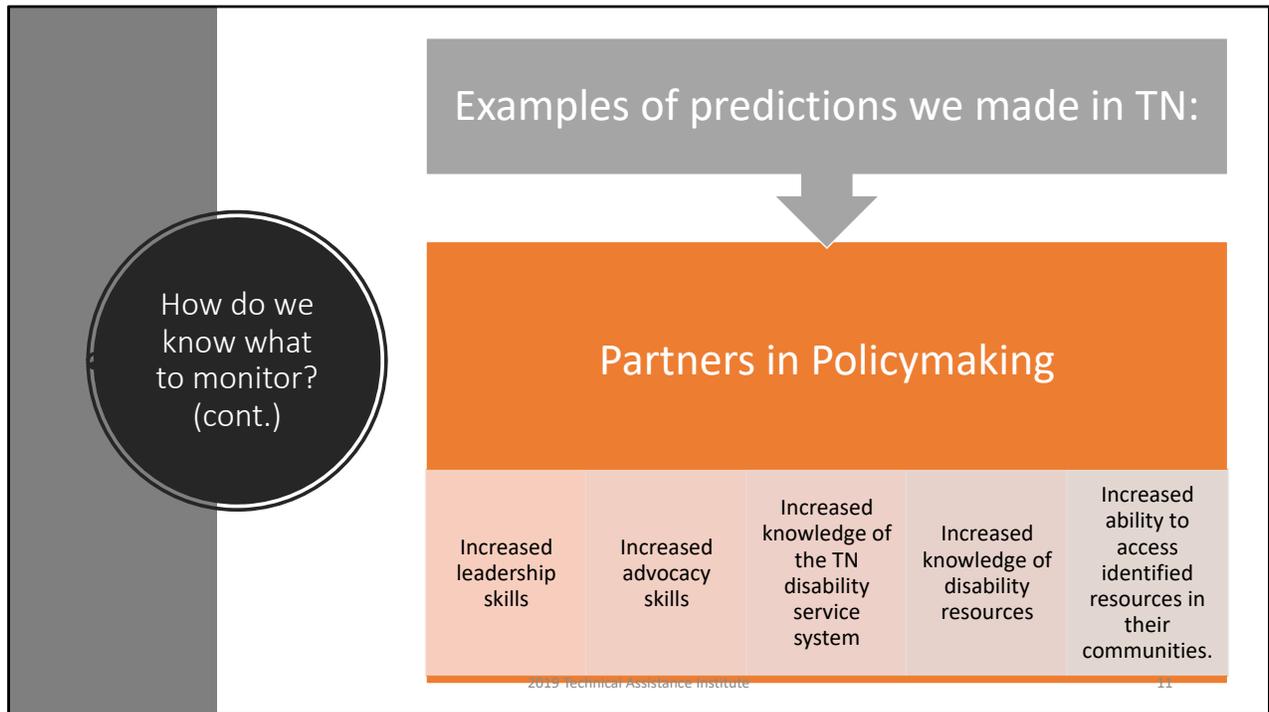


If not correct, make a new prediction!

©2019 Technical Assistance Institute

10

Some Councils struggle with predictions – and being wrong...



Please see handout of TNCDD Outcomes/performance measures.

You will see in the handout that we took this a little farther and have a very basic “evaluation model” and based on that learning model we split the outcomes/performance measures into short term (1-3 years) and long term (3 to 5 years) outcomes.

Please also note that this evaluation model is 1) part of our evaluation plan, and 2) we took staff activities and grant activities into consideration from the very beginning...the planning phase of the process, AND 3) they were co-equal...one was not overlooked for the other.

I’d also like to note that the document you are looking at was developed specifically for our Evaluation Committee and our full Council. That document was developed early in the state planning process and shared with the full Council for review and approval. Later once the Evaluation Committee and new state plan was in place, it was shared once again for any further required edits, and as part of grounding the Evaluation Committee in their purpose of tracking our progress on achieving our 5-year state plan.

Activity!!  
How do we know what to monitor?

Provide three examples of predictions you can make about...

Council public policy activities that are focused on the State service system

- 1.
- 2.
- 3.

2019 Technical Assistance Institute 12

Examples of things to measure in public policy:

1. Increased knowledge of disability policies and practices that affect Tennesseans with disabilities and their families/of the TN service system.
2. Increased skill in sharing personal stories/personal perspectives on important disability issues with policymakers.
3. Increased ability to access and educate policymakers about disability issues.

## Example of predictions we made in TN

How do we know what to monitor?  
(cont.)

### Communications activities

Increased access to information about disability resources for families in 6 priority rural counties identified by the Governor.

Increased engagement with the Council through tracking increases in the "engagement metrics" offered via Facebook (like, click on, comment on, and share).

Targeting e-newsletter "open rate" of 22% (TN CDD open rate is 20.3%, industry average is 21%, looking for a percent increase from 1 year to the next).

## Leading Practices

- The Council and staff in **partnership** with the subrecipient (grantee, staff member, contractor or others) determine what the intended outcomes will be and develop measures of progress;
- The Council staff manages the reporting of outcomes and results and determines what AIDD performance measures apply based on programmatic reports.



There are 2 core leading practices you can use when making predictions about the outcomes of your work. Collaborate with the people doing the work in the state plan paying attention to culturally competent practices and manage the information provided to inform reporting on AIDD performance measures.

Step 2:  
Identify items  
on which  
feedback is  
needed

Once you have predicted what you think people will gain from participating in Council activities...

Decide what information (data) you will need to collect so that you will be able to tell if your prediction is correct or not.

Step 2 –  
Activity

If you are measuring increased leadership skills, what data could you collect to tell if a participant's leadership skills had increased?

If you are measuring an increased ability to share personal stories with public policymakers, what data could you collect to tell if participant's abilities to share personal stories had increased?

If you were looking at a percent increase in distributing information and resources from 1 year to the next, what data would you need to collect?

Step 2 : Identify items on which feedback is needed.

## Step 2: Manage the data collection instruments & methods

After the decisions about what data you need and how you will collect the data, you must **manage** the design of the needed data collection instruments:

- **Survey instruments** – includes the language to use in the questions you ask, when to ask the questions, the types of questions to ask.
- **Focus groups** – questions to ask, details about who the target audience is, when to have the focus groups.
- **Comparing data** – do you have a baseline from the previous year, are the analytics offered by your platform still the same as last year (or, even better, did they just change mid-year (trust me...this happens...been there – got the t-shirt).

Is there a third party you can work with to assist you with data collection if this is not your strength? If yes, will this be a collaboration that does not involve money, or will this require payment?

- **How is your Council going to contribute to the development of these tools?**

2019 Technical Assistance Institute

17

Step 2: The “How” of data collection - Once you determine WHAT data you need the focus becomes HOW data is collected (**consider cultural and linguistically appropriate strategies** as well)

Some additional notes that might be helpful but may just be ignored!! -

How do you collect the data you need to decide that a program increased leadership skills of the participants?

A post-participation survey?

A before and after (pre and post) participation survey?

A focus group of participants

A long-term post participation survey

How do you collect data, so that you can tell if subscription rates or engagement rates are improving?

Collecting data from the analytics already offered by a communications platform?

Collecting data quarterly for a year and comparing it to the end of year rate from the previous year?

Comparing your rate to an industry standard?

Ex of free –

We have a collaboration with STEP (our state PTI program), and for all youth trainings they are involved with, they have agreed to use their software to collect and analyze data collected from an agreed upon survey instrument.

Ex of cost –

We have a contract with UT Boling Center specifically for Partners in Policymaking and in FY20 for assistance with some long term evaluations of several programs.

In TN – Our Evaluation Committee serves as a think tank on early drafts of evaluation instruments. Then staff completes the instruments often in collaboration with another entity like STEP or UT Boling Center.

The grantee does not design this!! You drive and manage this as the Council!!!

## Step 3: Develop a standard document for reporting

### Manage the process!

Brief review:

*Step 1 - what you want to measure*

*Step 2 - what data points will allow you to measure  
what you want to measure and what  
methods will be used to collect the  
data points that will allow you to measure  
the items you want to measure*

Step 3: THEN you need a place to collect it all so you can look at the data by goal, objective, and across a specific timeframe, in our case a FY.

- In Tennessee, we developed the Summary Report, the TN State Plan Scorecard, and a grantee quarterly reporting form.

NOTE – Manage the format and content of your monitoring system...both should be standard.

### Common Practices

- A regular program report (usually quarterly) that is required from all grantees or contractors.
- A review of the invoice compared to a project budget (monthly or quarterly).
- A review of program expenditures compared to progress on the work plan (quarterly).

### Leading Practices

- **Manage** the format and content of a program report.
- Tie submission of program reports to invoice payments and “good standing” ratings.
- Review reports in a timely manner – do not wait until the end of the year!

## Common and Leading Practices

2019 Technical Assistance Institute

19

Each Council has to manage this process!!

## Here's what we do in Tennessee

A grantee quarterly report in a standardized format is required.

- The standardized format includes looking at proposed versus actual activities, outputs and outcomes!

Staff quarterly reports in a standardized format is required.

Staff responsible for invoices, also take responsibility for conducting a quarterly fiscal review and completes a standardized fiscal review quarterly.

At the end of this monitoring process, an evaluation process begins which results in one Summary Report for each state plan goal, and 1 overall Scorecard report for the quarter.

The grantee quarterly report matches the grantee work plan in their contract, which matches or aligns the FY work plan submitted to ACL.

Step 4:  
Determine  
the  
frequency of  
reporting

In order to monitor your projects and staff activities you must decide on a regularly recurring frequency to monitor your state plan activities.

In deciding the frequency or how often to monitor activities remember –

- Don't look too often or there will not be enough information or change to be noteworthy;
- Likewise, if you wait too long, you will not have time to adjust during the FY and may miss important nuances;
- Lastly, there may be differences in the frequency based on whether you are looking at fiscal or programmatic data.

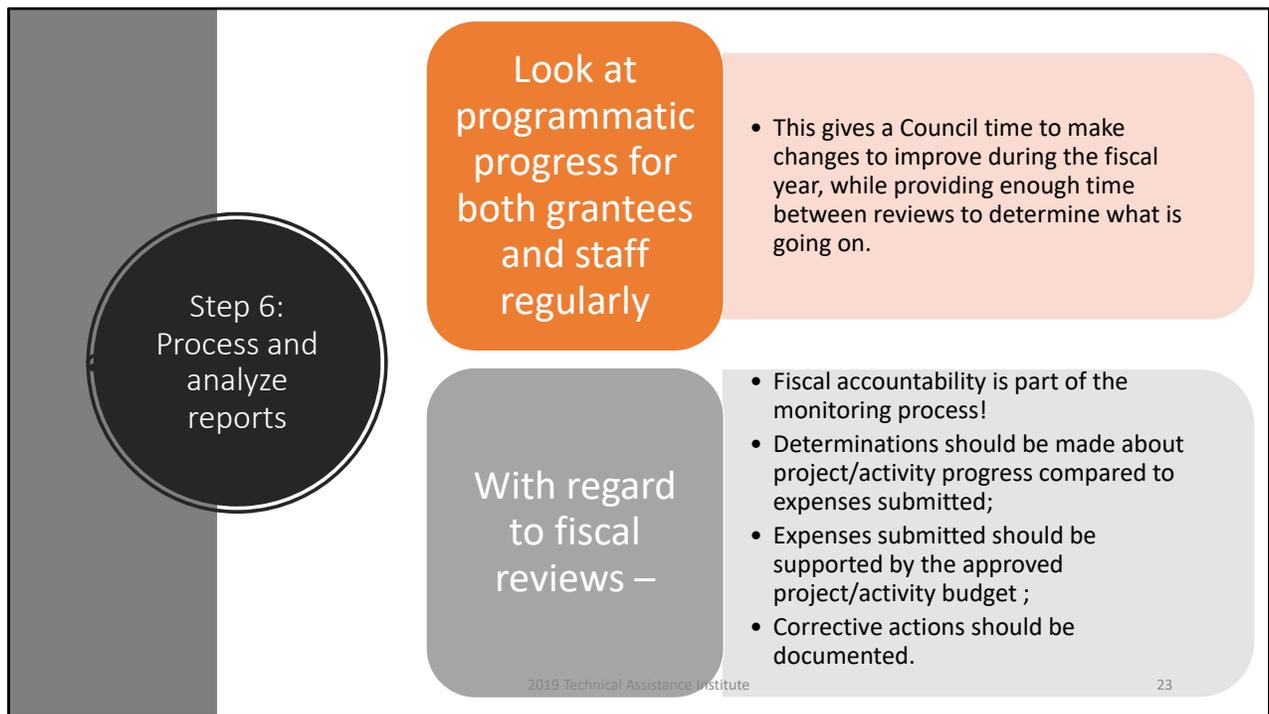


## Step 5: Assign responsibility for reporting

Staff should be assigned and responsible for the following

- Monthly or quarterly programmatic reporting processes
- Monthly or quarterly fiscal review processes
- Tracking and/or conducting data collection activities for use in monitoring and evaluation
- Entering the individual data collected from grantees and about staff activities into a Summary Report
- Analyzing the data from the monitoring process in order to make an evaluation on progress made in achieving the state plan goals and objectives and entering those determinations into a Summary Report (and in TN the Scorecard) which includes any follow up that needs to occur based on the analysis of the quarterly reporting.
- Synthesizing all the data for use in reporting to the Council and ACL at the end of year.

Please note – most of the time, there are 1 to 3 staff doing all aspects of this...I acknowledge we all wear many hats.



The leading practice is to look at programmatic progress for grantee and staff alike, not focus on just the grants.

In Tennessee:

We informally monitor progress during each invoice. Program staff most closely associated with each invoice must first review the invoice and make the determination that program progress was made during the time identified in the invoice, while fiscal staff ensures no expenditure occurred that was not in line with the budget associated with the activity.

Quarterly, we formally perform a fiscal review to ensure that timelines were met, to determine percent of budget that is spent and if that is on track for the work contained in the work plan, whether any fiscal issues were noted, and any deviations from the agreed upon budget.

## Step 7: Identify the problem areas/challenges in project implementation

---

- Based on review of the planned work/activities, identify areas that are concerning and need to be addressed, such as work:
  - Not implemented at all during the quarter it was indicated it should start;
  - Not implemented as planned/outlined in the grant or staff work plan;
  - Not implemented in a timely manner;
  - Not working within the budget or as outlined in the budget ;
  - Not producing the deliverables agreed upon;
  - Not being staffed as outlined in the work plan and budget;
  - Implemented with low quality;
  - Implemented outside of the scope of the contract or agreement.

2019 Technical Assistance Institute

24

The planned work/activities are in your ACL FY work plans, grantee work plans, and staff work plans!

Monitoring quarterly for any staff changes as part of the fiscal review is a leading practice and important.

## Step 8: Provide feedback and corrective measures



Once you have identified problem areas/challenges that are or will impact the success of the Council work, the Council must

Follow up with these findings in order to provide a course correction and keep the Council work on track



If Councils don't do this, how will a grantee or staff person implementing state plan activities know if they are meeting expectations?



Providing feedback and technical assistance to grantees and staff supports the corrective measure process.

### Logic Model

- Shows shared relationships among resources, activities, outputs, outcomes, and impact.
- Shows the relationship between Council activities and its intended effects.

### Annual work plan(s)

- Objectives – the foundation for activities
- Activities – are a means to an end, not ends in themselves.
- Data to assess progress – types of information that can be used to assess program activities or outcomes.

## What are your “built in” management tools?

2019 Technical Assistance Institute

26

As you heard earlier, Councils have “built in” program management tools as part of the required federal reports. The logic model and the annual work plans are designed to help a Council see why they are making funding investments, what the funding will generate (expected outputs, outcomes), and what the Council will ultimately achieve as a result of the funding investment.

Using these documents as a management tool to help you organize and coordinate Council projects and activities in order to achieve defined objectives will benefit your work and outcomes!



To understand the contributions and targets set and agreed by partners for the year to achieve a planned result.



To review ongoing progress against the plan and identify challenges.



To use as a basis for reporting at the end of the year (PPR) and planning future work.

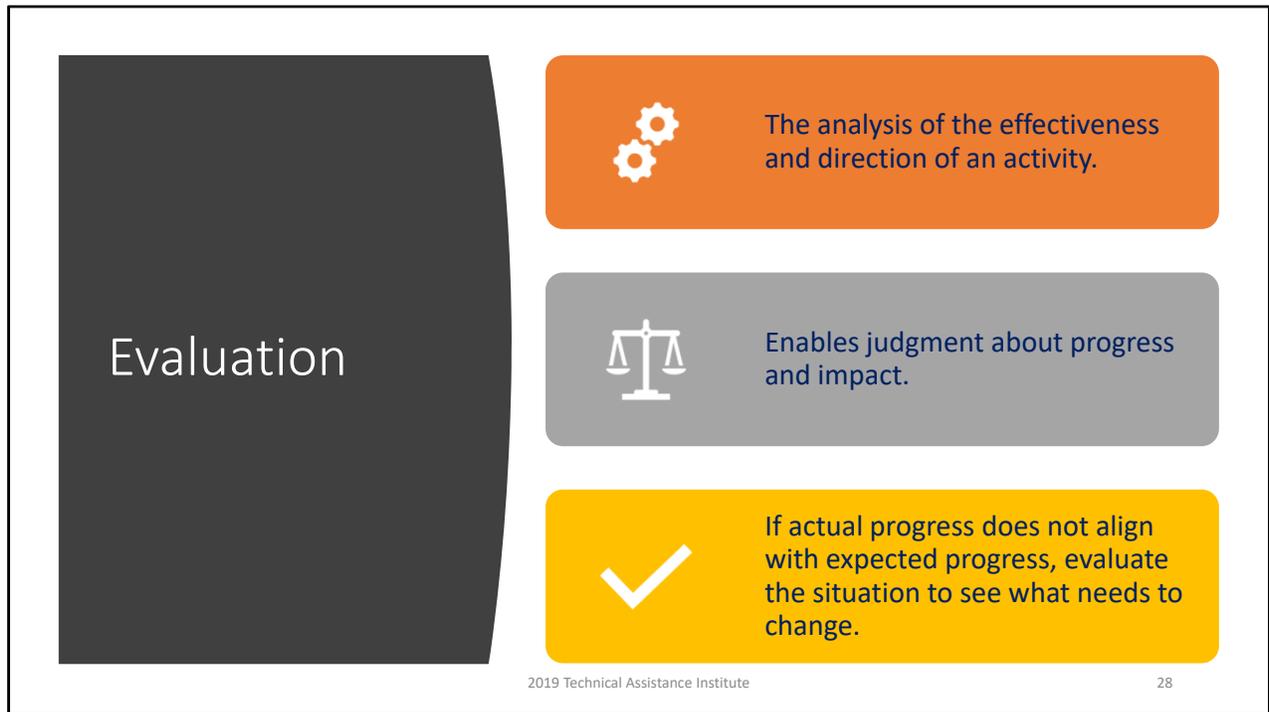
## Highlight!

### Annual Work Plans: Multiple uses in monitoring

2019 Technical Assistance Institute

27

You do not have to “reinvent the wheel”; as we just reviewed, Council’s have built in management tools – the annual work plan has multiple uses in monitoring activities – let’s look at 3 primary uses 1) the information helps us understand the contributions (inputs) and targets (expected outcomes and expected outputs) that grantees, contractors, and staff have agreed to achieve as a planned result; 2) the information helps us review ongoing progress (real-time) against what was planned which helps us identify areas of challenge (or success); 3) it can serve as a basis for reporting at the end of the year and help us plan future work.



In simple terms evaluation is the analysis about the effectiveness and direction of an activity that supports a judgment about progress being made and impact of activities.

## Types of Evaluation

- 1) By timing (when to evaluate)
  - a) Formative Evaluation – conducted during the project/activity;
  - b) Summative Evaluation – conducted when the project/activity ends.
- 2) By entity (who is evaluating)
  - a) Monitoring by the Council (ongoing/concurrent);
  - b) External (unbiased assessment by an outside entity).
- 3) By stages
  - a) Ongoing – during the implementation of a project;
  - b) Terminal – at the end of or immediately after completion of a project/activity;
  - c) Ex-post – after a time lag from the completion of a project/activity.

There are different types of evaluation – as you see here, evaluation is impacted by timing – when you evaluate; who is evaluating; and by stages - most Councils evaluate during the implementation of a project -this is why monitoring and evaluation lines get blurred. Evaluation is deciding/judgment that progress is being made – in essence, you are taking all data collected in a monitoring process and analyzing the information.

Evaluation calls for you to decide if progress was made – how do you know?

# Evaluation: Analysis & Judgement Applied to Action In Order to Determine Progress, Learn, & Improve



At its most basic level, evaluation is a judgment made based on the information collected during the monitoring process.



**Key point** - Evaluation is an analysis function (evaluation does not occur if no analysis is applied to the information collected during the monitoring process).



**Key point** – analysis involves...ASKING QUESTIONS!



An evaluation process should be systematized and **managed** just like the monitoring process.



Evaluation involves looking at what was planned compared to what happened (activities, outputs, outcomes, and cost) in order to make a judgement about progress being made that FY on the 5-year state plan goals.

Look at Summary Report and Report Card

## TN Quarterly Summary Report – Key Components

A Quarterly Summary Report is completed by State Plan goal

- Includes grant and staff activities;
- Looks at all objectives under each goal;
- Includes timeline for activities.

Compares Proposed versus Actual for the following:

- Activities
  - Outputs
  - Outcomes
  - Budget/expenditures
- 
- Compares outcome data in one place for every year of a project.
  - Asks important evaluation questions each quarter.

What does this look like? Let's take a look at an example - TN

## Formative and Summative Evaluation Questions (TN Summary Report)

Were the staff/grant activities implemented as proposed in the either the state plan/FY work plan/grant contract or staff work plan? Yes/No

Were timelines met per state plan/FY work plan/or grant contract or staff (both work plan and budget)? Yes/No

Was there deviation from the logic model/state plan/FY work plan/staff or contract work plan or budget? Yes/No

Are any adjustments needed? Yes/No If yes, explain.

Were any concerns/barriers/challenges to progress identified with this grant/staff activity? Yes/No If yes, what?

Was quarterly evaluation data collected this quarter? Yes/No

Is the evaluation data being collected consistent with the CDD Evaluation Plan and current FY work plan? Yes/No

Is the staff/grantee on track to collect outcome data per Council evaluation plan? Yes/No

What percent of the total budget is spent?

Any fiscal issues noted (like staff changes or a slow start)? If yes, what and how resolved?

Any deviations from the agreed upon budget? If yes, what and how resolved?

2019 Technical Assistance Institute

32

Here are examples of evaluation questions – formative being as the activity is occurring; and summative is after the activity is over.

## TN State Plan Scorecard

The Scorecard provides a concise summation of where we stand on progress on the state plan goal each quarter.

It also serves as a quick visual reference for the Evaluation Committee Council members to use as they review and determine if we made progress on the state plan for a specific quarter.

### Key features:

- Organized by goal and objective;
- Each objective/project after review and analysis of monitoring process information is assigned a green, red or yellow “light”;
  - Green means already met within 10% of all activities/outputs/outcomes;
  - Yellow means on track, no issues, just not complete yet;
  - Red means there is an areas of concern;
    - Areas of concern can be programmatic, or budget/expenditure related;
- The notes section allows staff to add quick reminders as to why something is green/yellow/or red light.

2019 Technical Assistance Institute

33

We also developed a state plan “scorecard” to help our committee members and Council members quickly see progress on state plan activities.

When reviewing this document with Council members on Evaluation Committee talk is focused mostly on the green and red lights



Monitoring and Evaluating State  
plan activities implemented by  
Council staff

**Accountability is  
Expected**

2019 Technical Assistance Institute 34

Let's turn our attention to state plan activities implemented by Council staff –  
Accountability is expected, and activities should be part of the processes.

Do you have planned expectations and measures identified for projects and activities that are conducted by Council staff?

Data collection and evaluation of state plan activities performed by Council staff is expected!

Are we overlooking something?

2019 Technical Assistance Institute

35

The great expectation for Councils is to identify, plan, implement, and track progress on all state plan activities regardless of who is implementing the project/activity.



## Let's start with the elephant in the room...

- Monitoring state plan activities conducted by **Council staff**
  - can feel uncomfortable for the staff member conducting monitoring and evaluation activities,
  - Can be perceived as “overstepping” by staff having to report on their activities to a co-worker.
- Keep the purpose and focus in view
  - This a program report on a staff conducted state plan activity, not a performance review of a staff member...it is a process for monitoring progress on staff activities directly tied to accomplishing work outlined in the State Plan.

Monitoring (or tracking) state plan activities conducted by Council staff is a frequent question by Councils – how do we do it? Before we talk about “how”, we need to recognize some of the factors for the staff members involved – this is why keeping the purpose and focus in view is so important – this is not a performance review of a staff member (that is the responsibility of the staff member’s supervisor) – it is part of the monitoring process to determine progress towards state plan goals and objectives.

Focus is on the “whole”

You cannot monitor and evaluate one piece of the puzzle (grants) and not another (staff activities) if you hope to manage an accurate monitoring and evaluation process that provides an accurate picture of yearly Council accomplishments.

Every Council needs a process for monitoring staff activities

Council leadership must support a staff activity monitoring process

The process must be done continually and systematically...just like it is for grant activities

Develop a consistent method for a program report for staff activities...why would you not have this for staff activities related to the state plan when you do for grant activities?

Remember it is a process, not an event

If you do not have this piece of the puzzle (Staff activities), then you are not reporting the full picture to your Council as you share progress on your state plan

Guidance for managing state plan activities conducted by Council staff

2019 Technical Assistance Institute

38

TN CDD – Example of quarterly report with staff stuff included!!

And mention this not a performance review. You are not evaluating a co-worker you do not supervise! This is managing the process! Managing and organizing all the work towards the goals and objectives...so you have to include staff activities...you cannot leave out a component and get an accurate monitoring and eval process.

What is the template – activity, output, outcome, and cost (products, not staff salaries)

NOTE – it was actually going to the ACL FY work plans that prompted us to really start to monitor and evaluate staff activities as they relate to the State Plan.

## Staff State Plan Activities – Life Cycle 😊

- Staff activities must follow a similar monitoring and evaluation process to grant activities –
  - Meet with staff before submitting/updating the Annual Work Plan to ACL;
  - Together decide upon proposed activities, outputs, outcomes, monitoring and evaluation process details, and budget (as applicable) ;
  - Require regular programmatic reports from staff to report on their progress toward achieving the year’s activities, outputs, outcomes, and spending plan;
  - Analyze staff activities ((state plan related) for any problems/challenges;
  - Work with staff to identify and perform follow up activities to correct the problem/challenges;
  - Evaluate staff activities (state plan related) for agreed upon outcomes ;
  - Report on staff activities (state plan related) in reports to Council and the annual PPR;
  - Meet with staff before submitting/updating the state plan work plans to ACL in order to determine any needed changes related to staff work (state plan activities, outputs, outcomes, monitoring and evaluation).

The cycle begins again!



The information that follows is taken directly from our new five year state plan evaluation plan.

**Council Evaluation Model**

Council grant projects and staff initiatives lead to increased knowledge and skills for those who are participants.

The increased knowledge and skills of the participants then leads to increased action (increased engagement) over time.

Demonstration of participant’s increased action leads to positive progress toward achieving the impact statements through system advocacy and/or systems change.

**Council Performance Measures**

<b>Short Term Measures</b>	<b>Long Term Measures</b>
Increased leadership skills (i.e., creating leaders).	Increased ability/demonstration of ability to lead.
Increased skills to advocate (i.e., developing better advocates).	Increased ability/demonstration of ability to advocate (engage in systems change).
Increased sense of empowerment (defined as sense of choice and control)/increased choice and control in their lives.	Increased ability to access and educate policymakers about disability issues.
Increased sense of being connected to others with a similar life experience.	Increased ability to impact policies and practices both disability specific and generic.
Increased knowledge of disability topics/issues.	Increased ability to access their communities/to access more activities in their communities.
Increased knowledge of disability policies and practices that affect Tennesseans with disabilities and their families/of the TN service system.	Increased ability to access identified resources in their communities.
Increased knowledge of their communities/of activities in their communities.	Increased number of self-advocates assuming leadership roles.
Increased knowledge of resources available/Increased ability to identify resources.	Recognized and respected TNCDD presence at the legislature
Increased skill in sharing personal stories/personal perspectives on important disability issues with policy makers.	Considered as a ‘go to’ source for the disability community to learn about public policy
Strong working relationships with policymakers and other stakeholder groups.	TNCDD is able to influence activities of policy groups.
Consistently add value to policy as it is being made.	



75% of Council priority bills have a positive outcome based on Council recommendations.	
20% increase in number of MailChimp subscribers as compared to final count last year	
20% increased reach in Facebook followers as compared to last year	
50% increased reach in Twitter followers as compared to last year	
5% increased reach in Breaking Ground subscribers as compared to last year	
5% increased reach in website visits as compared to last year	



# State Plan Scorecard for FY19 3<sup>rd</sup> Quarter

Goal 1: Developing Leaders - Prepare Tennesseans to be leaders who influence policy and practice through stipends, information, internships and training		Notes	Met within 10%	On track; not yet complete	Not met; area of concern
Objectives	1.1 Partners in Policymaking		✓		
	1.2 Youth Readiness Training (YRD); and Youth Leadership Trainings with Centers for Independent Living	Reminder: Youth Leadership Academy will occur in FY20.	✓		
	1.3 People Planning Together			✓	
	1.4 Leadership Academy for Excellence in Disability Services	Reset meeting not set			✓
	1.5 Provide support to strengthen Tennessee self-advocacy organizations or statewide self-advocacy initiatives led by individuals with developmental disabilities. Two items: 1) assistance to self-advocacy group for a conference, and 2) assistance to a self-advocacy group for a needs assessment.	1. Self-advocacy Symposium 100% successfully completed. 2. Contract budget revision was completed in March, and all work should be completed in 4 <sup>th</sup> quarter.	✓	✓	
	1.6 Funds for people with developmental disabilities to attend cross disability and culturally diverse leadership coalition meetings.		✓		
	1.7 Provide at least 50 scholarships between \$500 and \$1000 to Tennesseans with disabilities and their families, including individuals from culturally and linguistically diverse groups, to attend disability conferences.		✓		
	1.8 Provide a minimum of 6 scholarships, which will fund one of the following options: 1) organizations to support Tennesseans with disabilities to attend			✓	



# State Plan Scorecard for FY19 3<sup>rd</sup> Quarter

disability conferences; 2) Tennessee disability conferences; or 3) organizations to fulfill a Council priority.				
---	--	--	--	--

<b>Goal 2: Impacting Policy and Practice - Improve Tennessee policy and practice through tracking key legislative activity, developing and nurturing collaborations, and providing resources for grant projects.</b>		<b>Notes</b>	<b>Met within 10%</b>	<b>On track; not yet complete</b>	<b>Not met; area of concern</b>
<b>Objectives</b>	2.1 Target at least 3 key policy proposals to identify opportunities to educate policymakers about the impact of specific policies and make recommendations to ensure policies align with the principles of the DD Act and the priorities of Council members.			✓	
	2.2 Disseminate public policy information to Council members and the Tennessee public in order to educate and inform			✓	
	2.3 Collaborate with at least 3 policy groups to improve policies and practices that impact the Tennessee disability service system	Outputs met. Work ongoing to implement program.	✓		
	2.4 As needed, research or fund at least one grant project that highlights promising or best practice or policy.	Outputs met. Work ongoing to implement program.	✓		
	2.4.a. Researching best or promising practice projects (as needed) – Voting Accessibility & Awareness.			✓	
	2.4.b. Researching best or promising practice projects (as needed) – Supported Decision-Making TA and training.	Program activities on target. However, no invoices submitted resulting in grant being currently underspent.			✓



# State Plan Scorecard for FY19 3<sup>rd</sup> Quarter

<b>Goal 3: Informing and Educating Stakeholders - Implement public information activities that increase Tennesseans' awareness of disability policies and practices.</b>		<b>Notes</b>	<b>Met within 10%</b>	<b>On track; not yet complete</b>	<b>Not met; area of concern</b>
<b>Objectives</b>	3.1 Implement strategic communications activities that increase Tennesseans' awareness of disability policies and practices.	All outputs met, except 1. Work ongoing.	✓		
	3.2 Facilitate state government partnership to oversee, evaluate and sustain a Tennessee disability information and referral service.			✓	
	3.2.a. TN Disability Pathfinder - Rural – to develop promotional activities that target Northwest Tennessee rural counties, specifically Henry and contiguous counties, and develop a replicable outreach program that will serve as a guide to use in other rural areas of the state.			✓	
	3.2.b. TN Disability Pathfinder – Diversity & Inclusion – to develop promotional activities that target counties with higher ethnically and linguistically diverse populations in Tennessee and develop a replicable outreach program that will serve as a guide to use in other areas of the state.			✓	



FIRST/SECOND/THIRD/FOURTH QUARTER – FY19-20

<b>Goal Area – The goal areas are Developing Leaders; Impacting Policy (Public Policy) and Practice (CDD Grants); and Informing and Educating Stakeholders (Communications)</b>			
<b>Project Name:</b>		<b>Summary of Project:</b>	<b>Contract dates or dates of staff activity.</b>
<b>Evaluation Data:</b>	<p><b><i>This section examines formative/process, and summative/outcome evaluation data.</i></b></p> <p><b><i>Lists Objectives/Activities from grantee work plan or activities from staff reports.</i></b></p>	<p>In this section you will be looking at activities, outputs, outcomes, and data used for evaluation.</p> <p><b><i>Formative/process evaluation questions:</i></b></p> <ol style="list-style-type: none"> <li>1. Implemented as proposed in the work plan? Yes/No</li> <li>2. Timelines met per work plan? Yes/No</li> <li>3. Was there deviation from the logic model, grantee work plan, or grantee budget? Yes/No If yes, analyze for any concerns, and decide if adjustments are needed.</li> <li>4. Any adjustments needed? Yes/No If yes, it will be described fully in the Follow-Up section</li> <li>5. Objectives will be listed and analyzed regarding whether they are met/unmet/or in progress. This will include updates on outputs from the work plan. For each quarter, the progress that has been made toward specific objectives/activities from grantee quarterly reports or staff reports will be summarized.</li> <li>6. Any barriers to progress will be identified. Barriers will be described in the Follow-Up section along with action steps to address them.</li> </ol> <p><b><i>Summative/outcome evaluation questions:</i></b></p> <ol style="list-style-type: none"> <li>7. If applicable, was quarterly evaluation data collected? Yes/No</li> <li>8. If applicable, provide a quarterly summary of the evaluation data.</li> <li>9. Is evaluation data being collected consistent with the CDD Evaluation Plan and FY Work Plan? Yes/No If no, address plan to correct this finding in the Follow-Up section.</li> <li>10. Annually, describe the summative evaluation results. Did the activity have the desired outcome based on our evaluation data?</li> <li>11. Annually, determine based on evaluation data whether progress is being made in reaching the Council state plan goals.</li> </ol>	<p><b><i>Formative/process evaluation questions:</i></b></p> <p><i>Fiscal Comments (if applicable)</i></p> <p>If applicable - Contract total:</p> <p>Contract is XX% spent.</p> <p>Balance of Council dollars remaining: \$.</p> <p>For any invoices processed, was program staff consulted and did they determine whether work for that timeframe was completed as outlined in the grantee work plan?</p> <p>List any fiscal issues - Provide narrative about issue.</p>
<b>FOLLOW-UP</b>	<b><i>List any follow up actions that need to be taken with the grantee or staff based on the quarterly program report.</i></b>		<b><i>List any follow up actions that need to be taken with the grantee or staff based on the quarterly fiscal report.</i></b>