DD Council 5-Year Plan TA Brief
Evaluation and Logic Model
#7 - Part E

iTACC

Information and Technical
Assistance Center for Councils
on Developmental Disabilities

Evaluation

Evaluation helps the Council determine the effectiveness of the DD Council program and to understand why it may or may not be working. The goal of evaluation is to improve the Council program.

Monitoring helps the Council track progress through periodic data collection and provides early indicators of progress.

Roles

The role of Council members is to reach consensus on how they will participate in the review of state plan activities to determine progress towards reaching the goals of the Plan.

The role of Council staff is to develop the evaluation plan and create a logic model that shows the relationship between DD Council activities and desired outcomes.

What to produce and by when?

Develop the evaluation plan and logic model after goals and objectives are developed and given final approval by Council.

Part E: Evaluation Plan [Section 125(C)(3) And (7)]

The DD Act requires DD Councils to examine these items at the end of each grant year:

The extent to which the goals were achieved for the year.

Factors that impeded achievement of the goal(s).

Separate information on the self-advocacy goal/objective.

Needs that require an amendment to the 5-year plan.

Customer satisfaction with the Council supported or conducted activities.

Because the council is required to examine the items above each year, an evaluation plan must be included that describes your methods and process to determine progress towards reaching the 5-year goals.

There are three main components that must be included in the Council's evaluation plan:

1) Methodology
2) Council's role
3) Informing 5-year plan updates or amendments.

Methodology

Methodology includes design, data collection methods, data analysis techniques, and ethical considerations (as applicable).

Consider multi-method approaches to determine if identified needs are being met and if the ultimate goals and outcomes are being achieved.

When designing your evaluation plan, there are different **types of evaluation** to consider:

- Formative evaluation is to improve project design and implementation. It is usually conducted during the development or early implementation of a project. Examples are pilot testing, needs assessment, and feasibility studies.
- Process evaluation is to monitor, or document how a project is implemented, providing information of whether the project is being delivered as planned. Examples are tracking participant attendance, monitoring implementation of the activities, and assessing project reliability.
- Outcome evaluation is to assess the effectiveness of a project in achieving its short-term and intermediate outcomes. Examples are measuring changes in knowledge after a training session, assessing behavior change in participants, and evaluating skill improvement.
- Impact evaluation is to determine the broader, long-term effects of projects and initiatives focusing on impacts to community, systems, or society, and whether these changes can be attributed to the Council's work.
- Summative evaluation is to provide information on the overall effectiveness of a project after it has been implemented. Examples are final reports on program success, evaluations for decision-making on project continuation, and cost-benefit analysis.

Data collection methods are techniques used to gather information for analysis. These methods can be broadly categorized into two types, quantitative and qualitative.

- Quantitative methods involve the collection and analysis of numerical data. Numerical data is often used to measure the extent of changes, group comparisons or to assess relationships between variables. Examples include surveys and questionnaires, structured observations, secondary data analysis, and longitudinal studies.
- Qualitative methods involve the collection and analysis of non-numerical data, focusing on understanding concepts, experiences, or social contexts. They are used to explore meanings, experiences, and perspectives. Examples include interviews, focus groups, observations, case studies, and content analysis.
- Mixed methods include both quantitative and qualitative methods to provide a more comprehensive understanding.

Data analysis techniques are methods used to process and interpret data.

- Describe the methods your Council will use to process and interpret data for insights, patterns, and conclusions. Techniques should reflect the type of data being collected (quantitative, qualitative, or mixed) and the goal(s) of the analysis.

Monitoring Progress involves tracking and assessing how well the Council is moving towards achieving the 5-year goals and objectives. Consider the following:

- Identify federal performance measures and <u>other key performance indicators</u> that will help you measure progress towards the goals and objectives in the plan. Performance measures and indicators should be directly tied to your 5-year goals.
- Consider developing annual benchmarks that are tied to the expected outcomes to support the assessment of progress towards the 5-year goals.
- Use tools for tracking, such as Project Management software, regular reporting, regular meetings or check-in reviews with staff and subrecipients. Document progress so you have a record of what has been achieved, establish a feedback loop so open communication occurs and any identified areas can be addressed promptly.
- Describe the procedures for tracking progress to reduce the disparity for your targeted disparity element.

The evaluation plan should not be <u>limited</u> to solely measuring the progress towards the projected federal performance measures. Councils are encouraged to also measure the extent to which <u>progress</u> is being made toward meeting the expected outcomes for the objectives and five-year goals.

Council's Role:

Include information about the role your Council takes in reviewing and commenting on progress towards reaching the goals of the 5-year plan. Some common activities and practices Councils engage are offered:

- Provide reports and dashboards to the Council at regular Council meetings
- Review benchmarks, federal performance measures and other key performance indicators
- Strategic Planning sessions such as an annual review, or mid-year check-ins
- Executive Director, Key Staffer(s), and Committee Reports that highlight progress, challenges, and opportunities.
- Risk Management and Assessment. Activities to address risks that could interfere with the achievement of goals as well as the process to approve and implement strategies to reduce risk(s).

- Budget monitoring in the context of strategic goals, and resource allocation evaluation to ensure resources are being effectively allocated toward achieving goals.

Informing 5-Year Plan Updates or Amendments:

Describe the process for identifying objective and annual work plan updates and 5-year goal amendments (if needed). Your process should lead to the Council being informed of and approving recommendations about modifying the 5-year plan. When responding to emerging trends and needs that result in a state plan amendment, include information about how the Comprehensive Review and Analysis will be updated to justify the need to take up the work. Consider including information about what circumstances would prompt an update or amendment such as:

- new opportunities
- challenges
- internal or external changes
- resource changes
- evaluation of goals and objectives to determine if they continue to be relevant and achievable

Logic Model

As part of the evaluation plan, Councils must develop and submit a 5-year logic model that presents the logical connections between DD Council activities and desired DD Council outcomes.

What is a logic model?

- A visual way to present the relationships among the resources, activities, outputs, and outcomes of a Council 5-year plan.
- It provides a framework for understanding how the Council 5-year plan works and what the Council intends to achieve.

Logic model basic components include:

1) Process Components: These focus on the "how" of the plan – how resources are used, and activities are carried out to produce specific outputs.

- **Inputs (Resources):** These are the resources the Council uses to implement the 5-year plan such as funding, staff, materials, and time.
- **Activities:** These are the actions (projects, activities) the Council implements using the inputs. For example, workshops, training sessions, policy or systems change.
- **Outputs:** These are the direct products and participation resulting from the activities such as number of people trained, materials produced, workshops conducted, or policies improved

2) Outcome Components: These focus on the "what" of the plan – what changes or benefits occur because of the 5-year plan activities.

Outcomes are the changes or benefits that result from implementing the 5-year plan. Outcomes are typically categorized by the time frame in which they are expected to occur.

Examples:

- **Short-term outcomes**: Immediate effects, such as changes in knowledge, attitudes, or skills.
- **Intermediate outcomes**: Mid-term effects, like changes in behavior or practices.
- **Long term outcomes:** The ultimate impacts such as improved health, economic stability, community well-being.

Impact: Sometimes Councils will include this as a separate category. Impact refers to the broader or more profound effects of the 5-year plan over time, often on an ID/DD Community or system level.
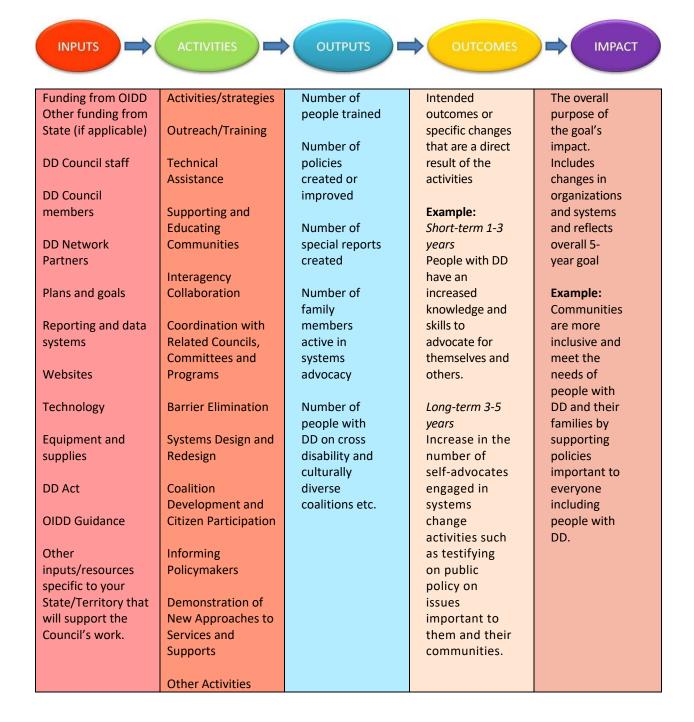
Relationship Between Process and Outcome Components:

- Process components are focused on the implementation and execution of the program (inputs, activities, outputs).

- Outcome components are focused on the results and effectiveness of the program (short-term, intermediate, long-term outcomes, and impact).

Things to keep in mind:

- Each Council can determine their own format for their 5-year logic model.
- 5-year logic models can be more than one page.
- You can develop additional logic models for your Council, if you see benefit but only the 5-year plan logic model will be submitted with your 5-year plan.
- When choosing activities and strategies, think about the short-term and long-term outcomes you expect to achieve. These outcomes will serve as indicators of the progress made by the overall state plan implementation toward its desired results.
- For strong outcomes, ensure your DD Council has the resources necessary to complete the proposed activities and the activities are directly tied to the anticipated/expected outcomes.
- To ensure their usefulness as planning tools, periodically review and compare the 5-year plan, 5-year logic model, and work plans.

There are different logic model diagrams that can be used. See below for a basic version with examples under each component of what is needed.

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT
Funding from OIDD Other funding from State (if applicable) DD Council staff DD Council members DD Network Partners Plans and goals Reporting and data systems Websites Technology Equipment and supplies DD Act OIDD Guidance Other inputs/resources specific to your State/Territory that will support the Council's work.	Activities/strategies Outreach/Training Technical Assistance Supporting and Educating Communities Interagency Collaboration Coordination with Related Councils, Committees and Programs Barrier Elimination Systems Design and Redesign Coalition Development and Citizen Participation Informing Policymakers Demonstration of New Approaches to Services and Supports Other Activities	Number of people trained Number of policies created or improved Number of special reports created Number of family members active in systems advocacy Number of people with DD on cross disability and culturally diverse coalitions etc.	Intended outcomes or specific changes that are a direct result of the activities **Example:** *Short-term 1-3 years* People with DD have an increased knowledge and skills to advocate for themselves and others. *Long-term 3-5 years* Increase in the number of self-advocates engaged in systems change activities such as testifying on public policy on issues important to them and their communities.	The overall purpose of the goal's impact. Includes changes in organizations and systems and reflects overall 5-year goal **Example:** Communities are more inclusive and meet the needs of people with DD and their families by supporting policies important to everyone including people with DD.

For more information

Amy Deaville, MS; adeaville@nacdd.org and Sheryl Matney, EdD; smatney@nacdd.org