

Developing an Outcomes-Focused SPIL: Three Easy Steps

Module 1

A series of online workshops for SILCs

Facilitated by:

Mike Hendricks, Ph.D.

Who am I?

- Consultant in program outcomes and evaluation
- Worked closely with Independent Living Research Utilization (ILRU) and the National Council on Independent Living (NCIL) for the past 5 years
- Developed training, TA materials (ILRU website)
- Given several webinars and in-person trainings
- Worked with the NCIL Outcome Measures Task Force

Overview of These Video Modules

- 4 modules, covering the entire process
- Each lasts about 40 minutes
- Roughly the same format for each module:
 - I explain some concepts and examples
 - You apply the material to your own SILC
 - Together we review your first attempt
 - You improve your first effort
- We recommend you work in a group

Module #1

- Introduction
- A state's "total IL program"
- An "outcome"
- A "logic model"

State Plan for Independent Living

- To receive federal funding for the State Independent Living Services (SILS) program and the Centers for Independent Living (CIL) program, states are required by section 704 of the Rehabilitation Act of 1973 as amended to submit a State Plan for Independent Living (SPIL) every three years.
- The purpose of this plan is to describe how the state's IL network of independent living programs and services will meet the IL needs of persons with disabilities in the state.

State Plan for Independent Living, cont'd.

- The plan must address how federal, state, and other funds will be used within the state to develop and maintain an IL program.
- Part I of the plan is a series of assurances based on legal and regulatory provisions governing the SILS and CIL programs.
- In Part II, the state describes its IL objectives, services, activities, financial plans, and operational details. These four training modules will help you with Part II.

Content of These Modules Has Been Vetted and Approved by RSA



We want to be very clear about what we mean

- The federal agency with oversight of the independent living program, the Rehabilitation Services Administration (RSA), has approved the content of these modules
- RSA agrees these are good suggestions
- However, RSA does NOT require you to do what we're suggesting
- So, these are ideas for you to consider

An Important Caveat

- States are different—in lots of ways
- There's no *one* way to develop a SPIL
- Do what works for YOUR state
- However, we've given this a lot of thought
- So, please—consider our ideas seriously

Three Key Terms We All Need to Use in the Same Way



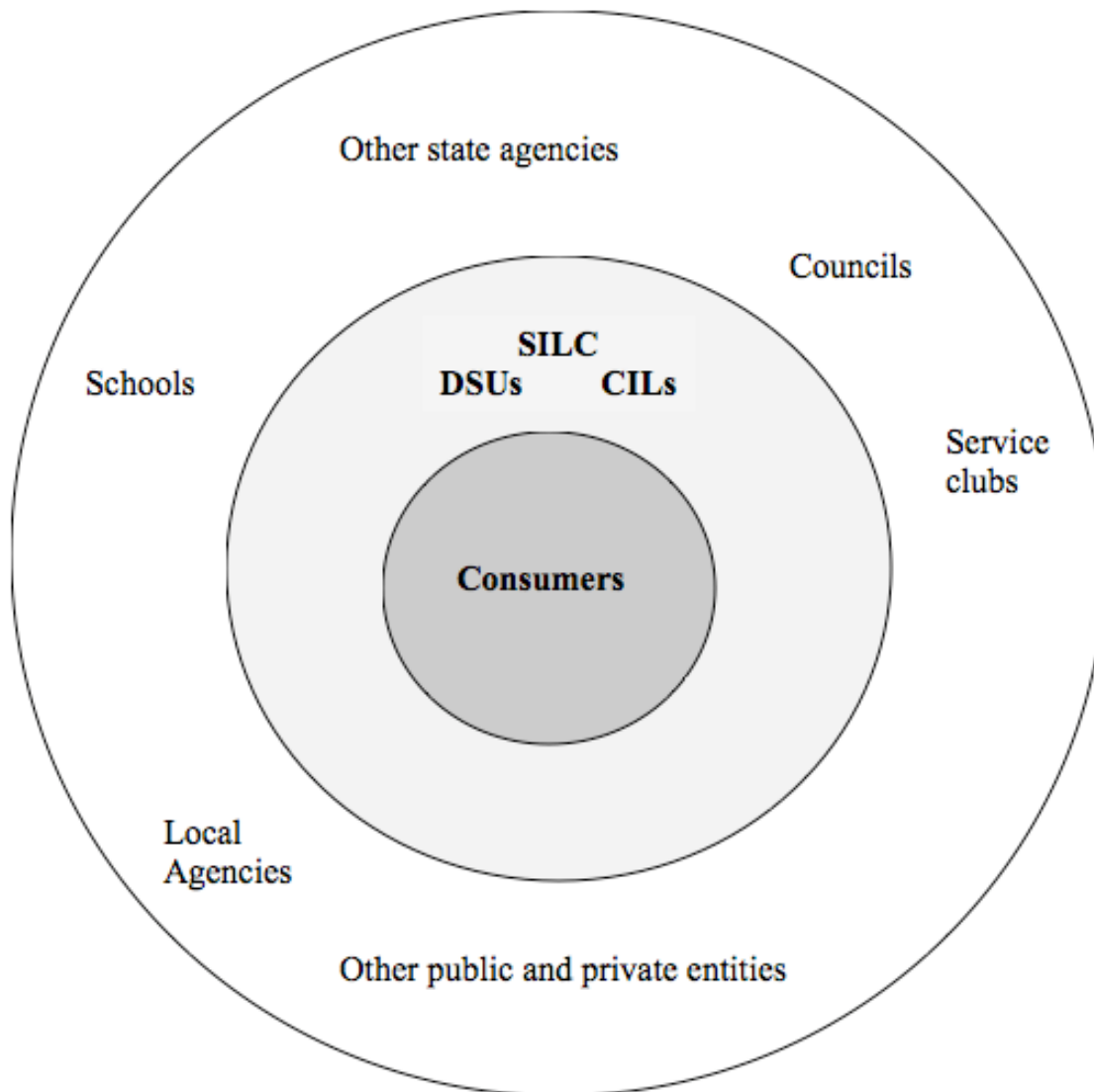
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Three Key Terms We All Need to Use in the Same Way



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A State's total IL program



The Core IL Network

- Consists of
 - the state's Centers for Independent Living (CILs)
 - the Statewide Independent Living Council (SILC)
 - the Designated State Unit(s) (DSU(s))
- Is most significantly impacted by the content of the SPIL financially.
- Carries the imperative responsibility for maintaining a cooperative and productive working relationship in drafting and implementing the SPIL.

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“The Way the World Used To Be”



- Resources your program uses

- ✓ money
- ✓ staff & staff time
- ✓ volunteers & volunteer time
- ✓ facilities
- ✓ equipment & supplies

- What your program does with its inputs

- ✓ feeding and sheltering homeless families
- ✓ providing job training
- ✓ educating teachers about signs of child abuse
- ✓ counseling pregnant women

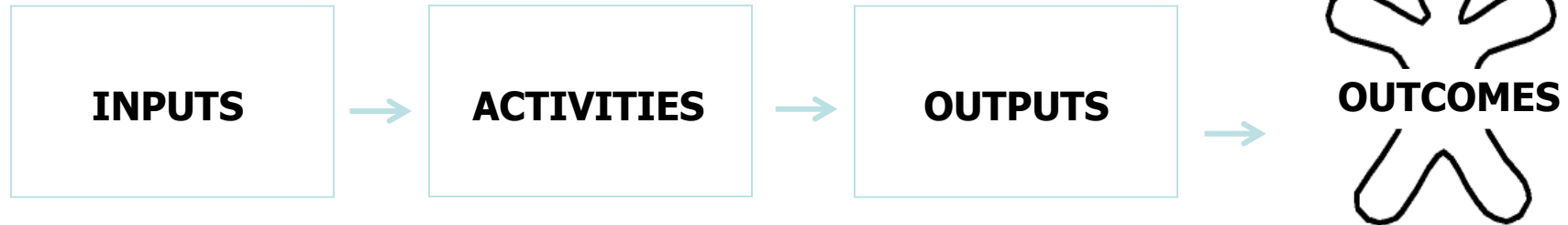
- How much work your program does

- ✓ # of classes taught
- ✓ # of counseling sessions conducted
- ✓ # of educational materials distributed
- ✓ # of hours of service delivered
- ✓ # of participants served



what matters.™

“The Way the World Is Now”



- Resources your program uses
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- How much work your program does
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 - ✓ # of educational materials distributed
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 - ✓ # of participants served
- Changes in individuals, families, organizations, or communities
 - ✓ new *knowledge*
 - ✓ increased *skills*
 - ✓ changed *attitudes* or *values*
 - ✓ modified *behavior*
 - ✓ improved *condition*
 - ✓ altered *status*



what matters.™

Examples of Generic Service Outcomes

- High-risk teenagers show healthy attitudes about young parenthood
- Seniors have new knowledge about mental health and aging
- Homeless individuals display adequate job search skills
- Patients follow medical advice (behavior)

Examples of IL Outcomes



- Independent living services operate efficiently
- Individuals currently residing in institutions transition successfully into community settings
- Members of the IL network are effective at community organizing
- Persons with disabilities have the capacities to participate and choose
- Transportation options are accessible to persons with disabilities

Why Focus on Outcomes?

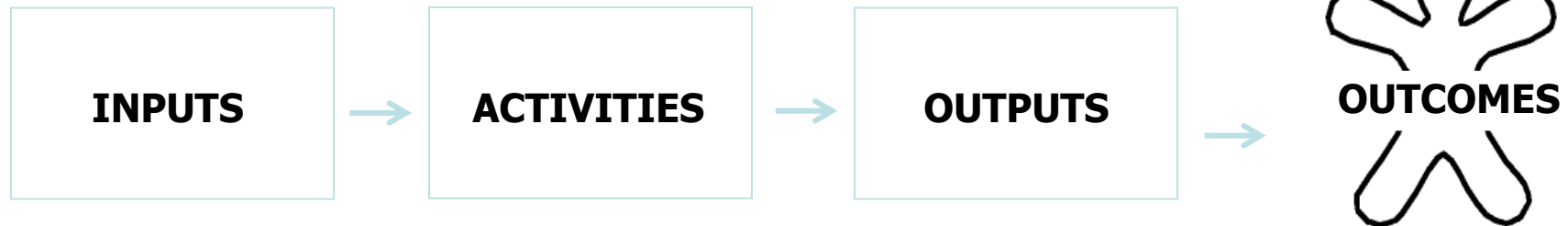
- Why not focus on inputs, activities, or outputs?
- Not good enough anymore; there is a growing national emphasis on results
- Start from where you want to end up—what you want to achieve—then figure out the steps to get there
- Like programming a GPS for a trip—your final destination determines how you'll get there
- RSA requires that we focus on outcomes

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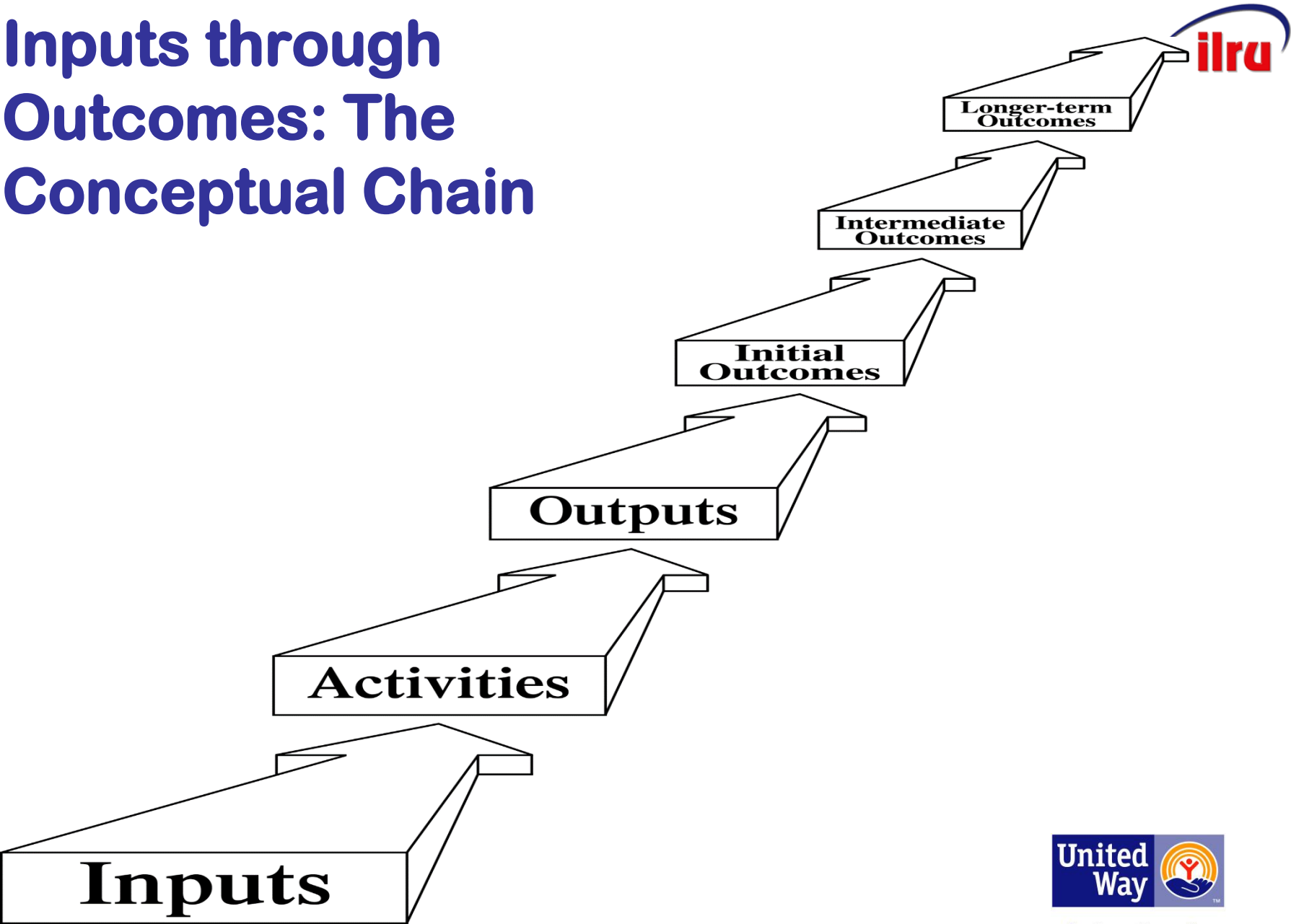


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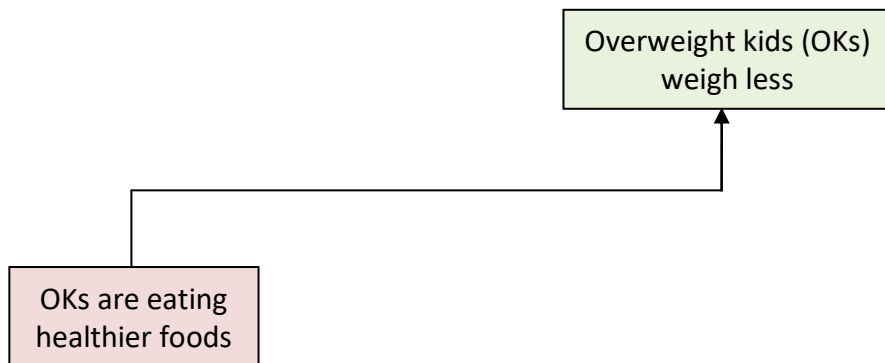
Inputs through Outcomes: The Conceptual Chain



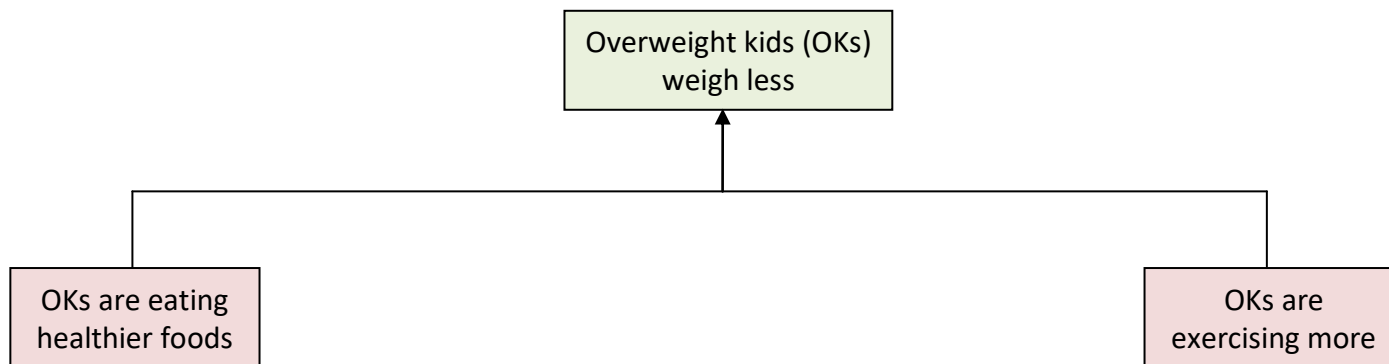
Logic Model for a Non-IL Program

Overweight kids (OKs)
weigh less

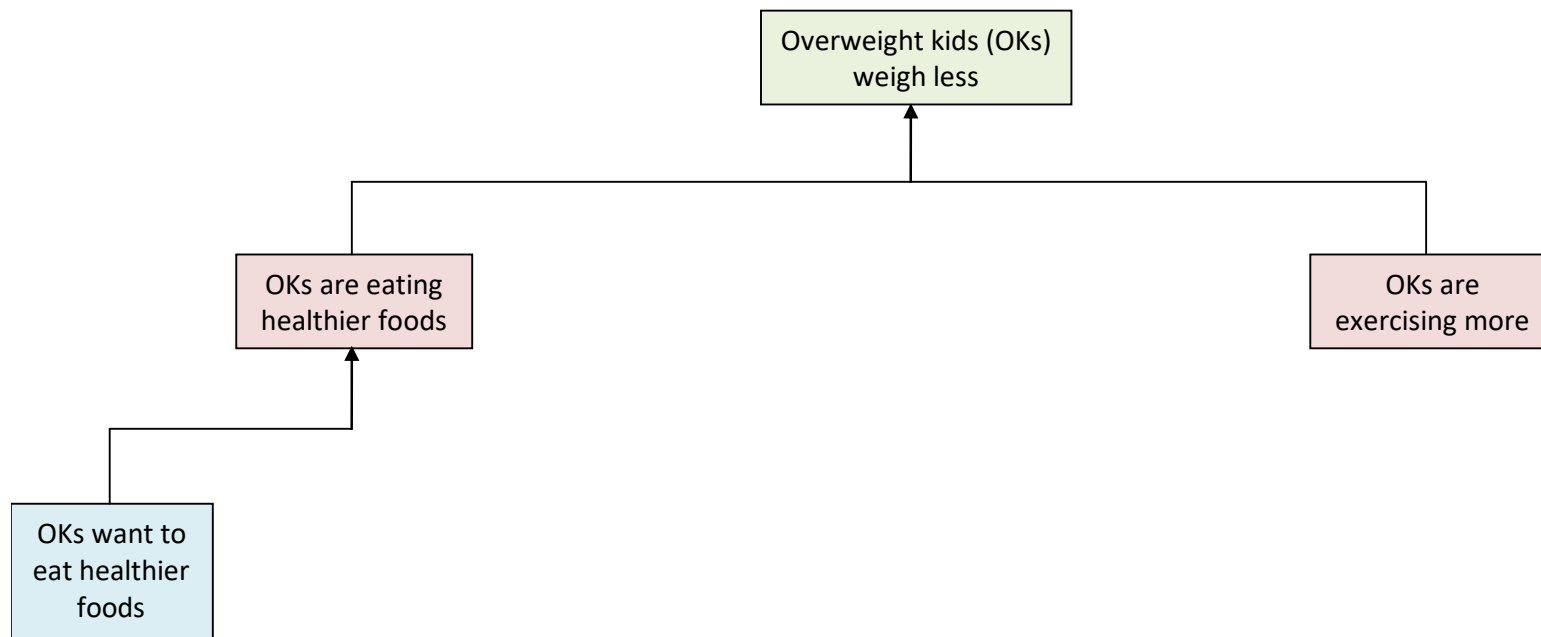
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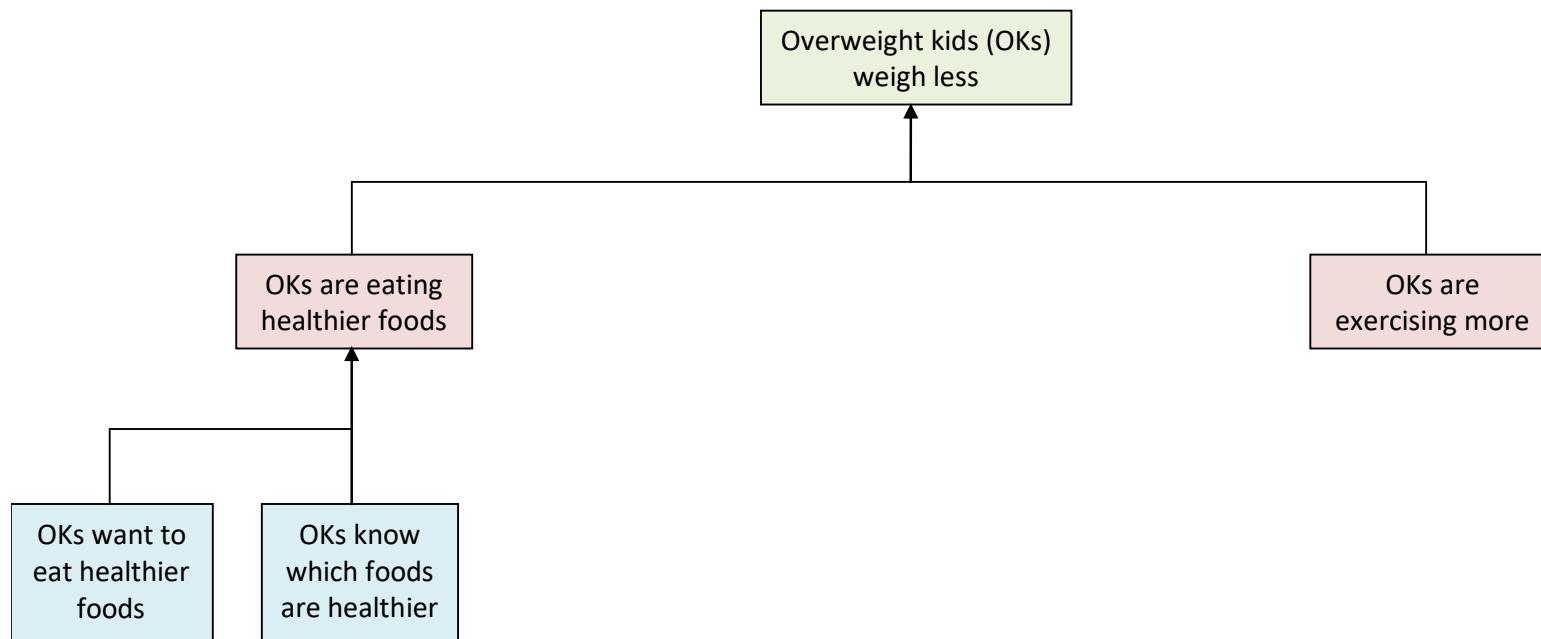
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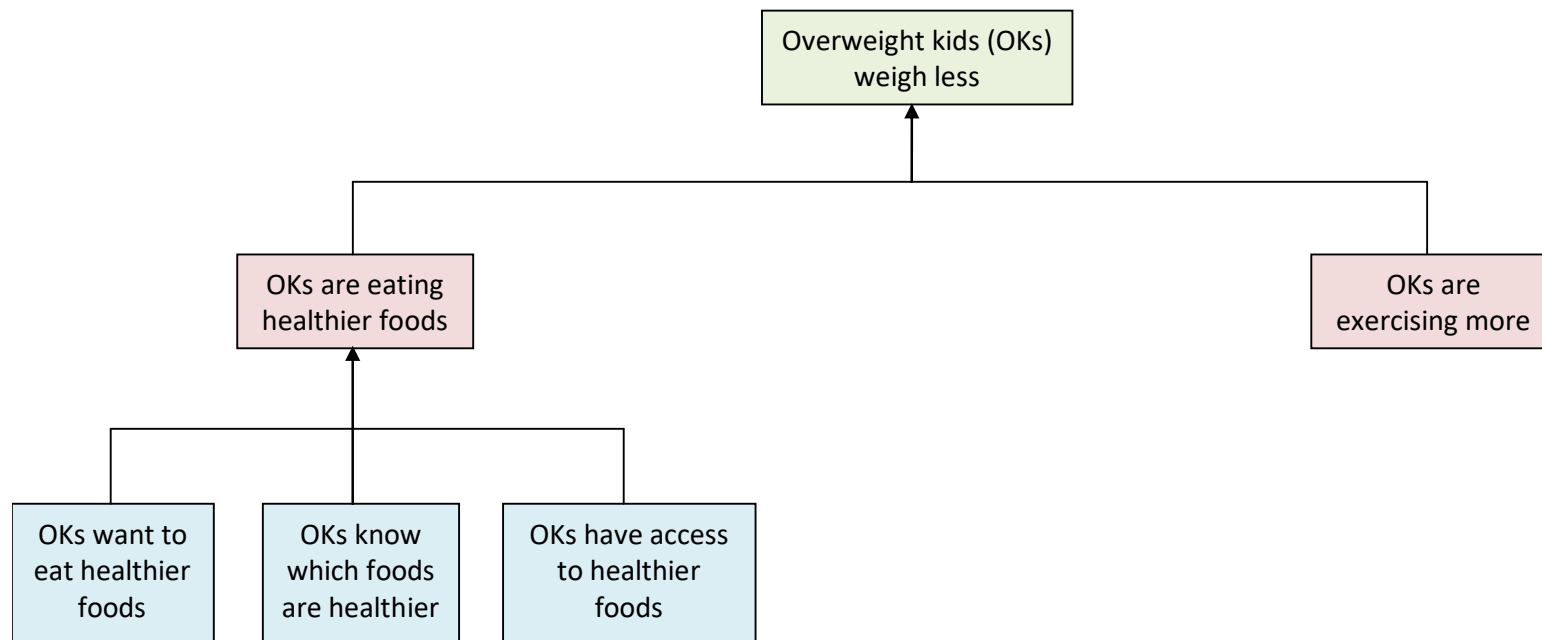
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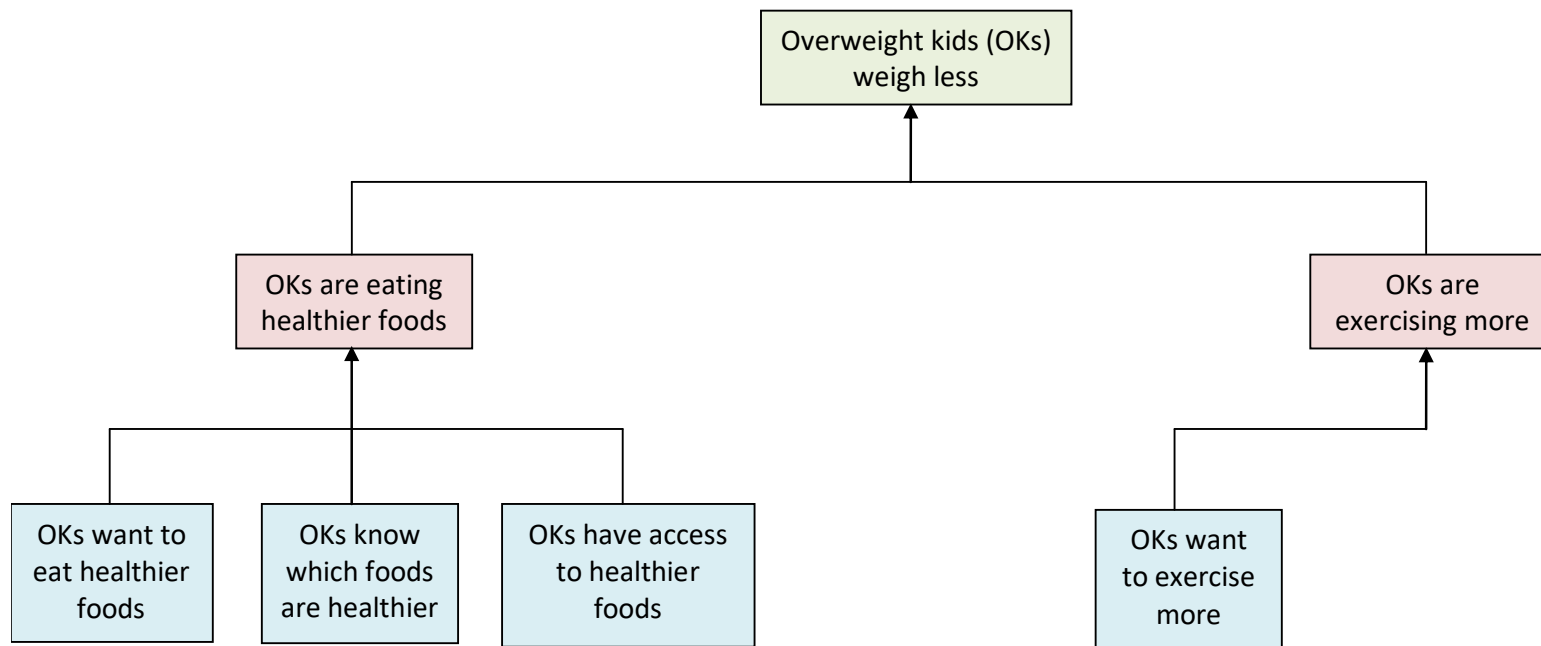
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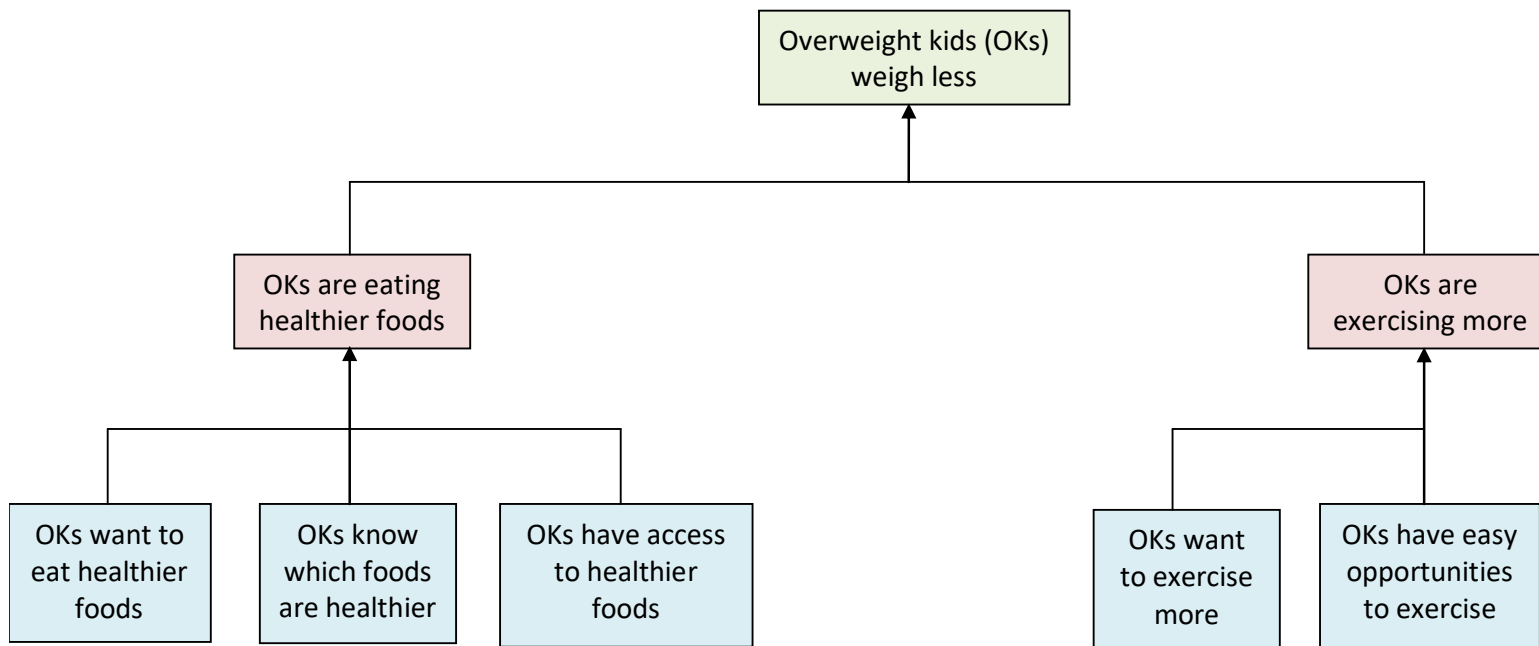
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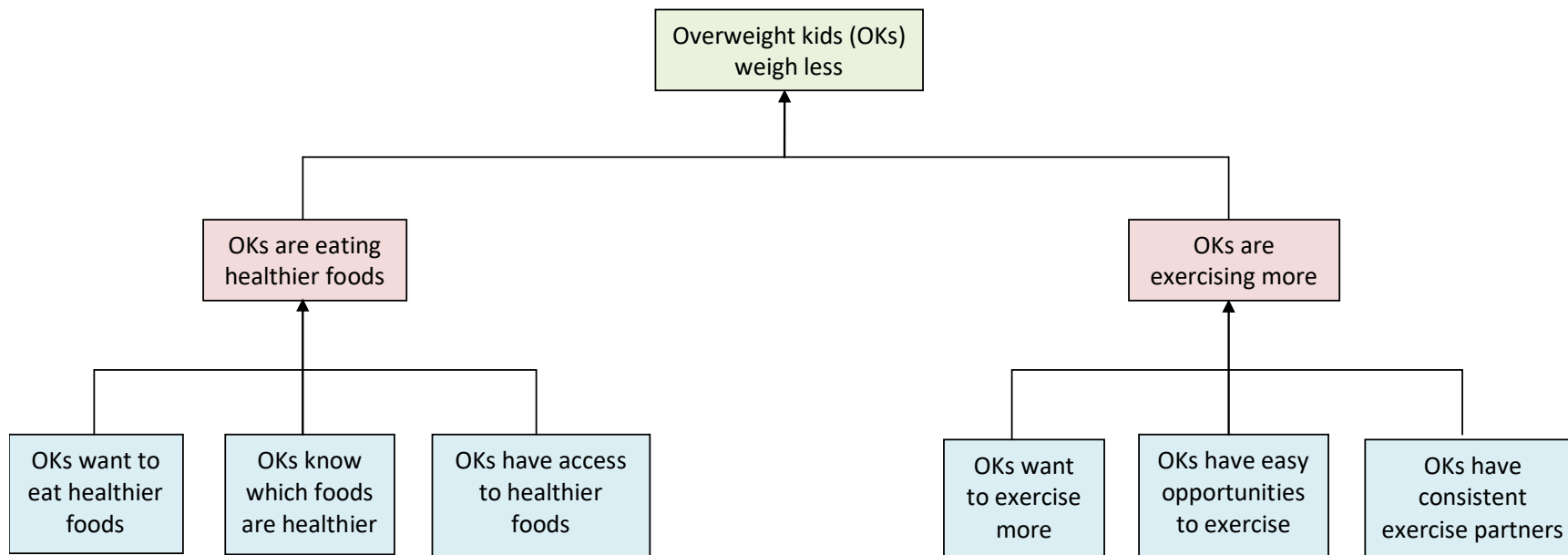
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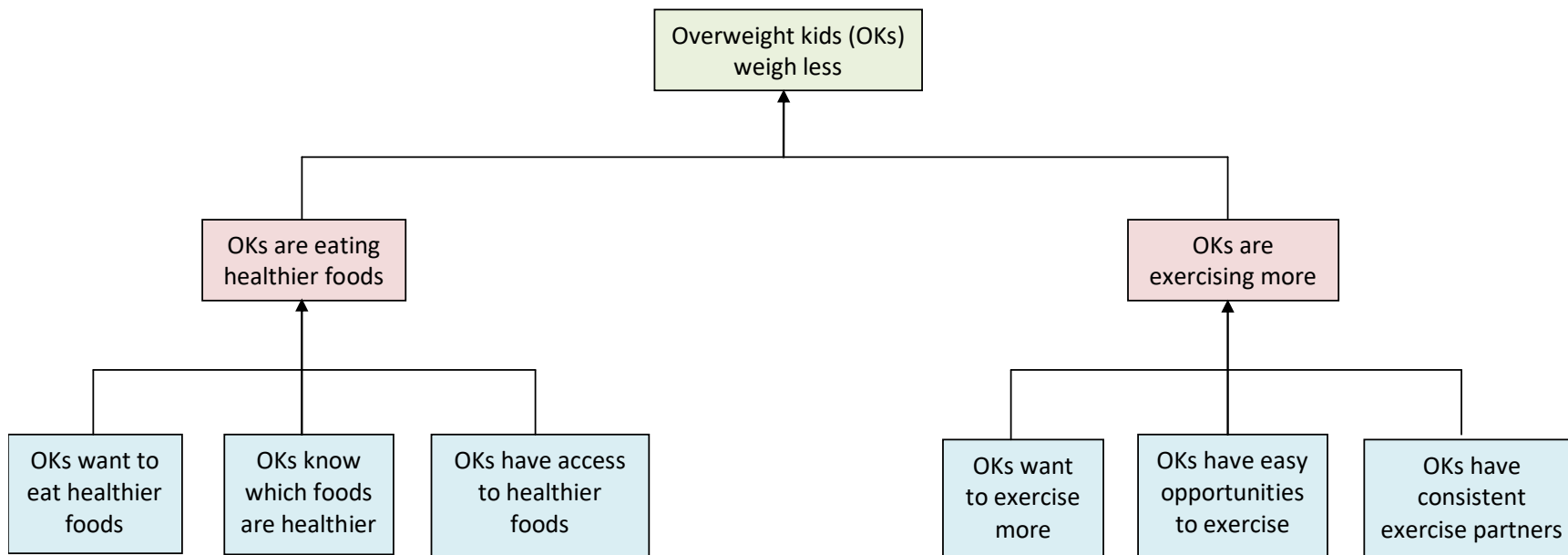
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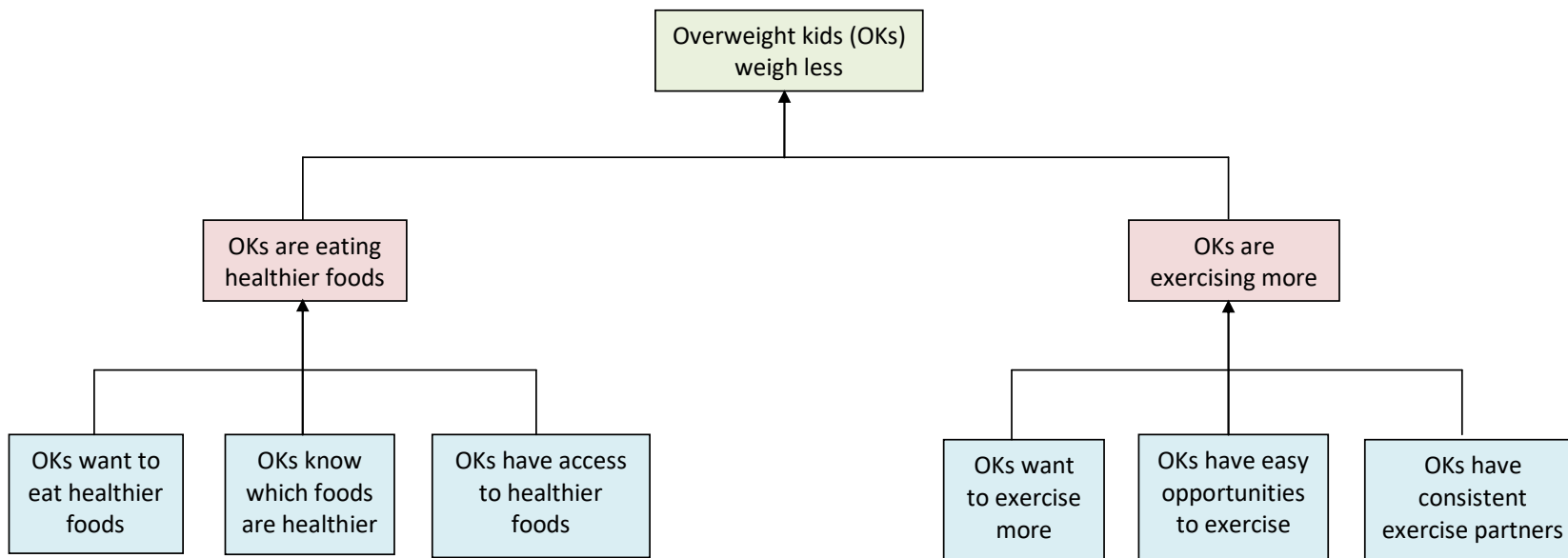
RSA Uses Its Own Special Terms

- RSA has special terms to describe these three levels of outcomes:
 - Top-level, highest outcome = “Mission”
 - Intermediate outcomes = “Goals”
 - First-level, initial outcomes = “Objectives”

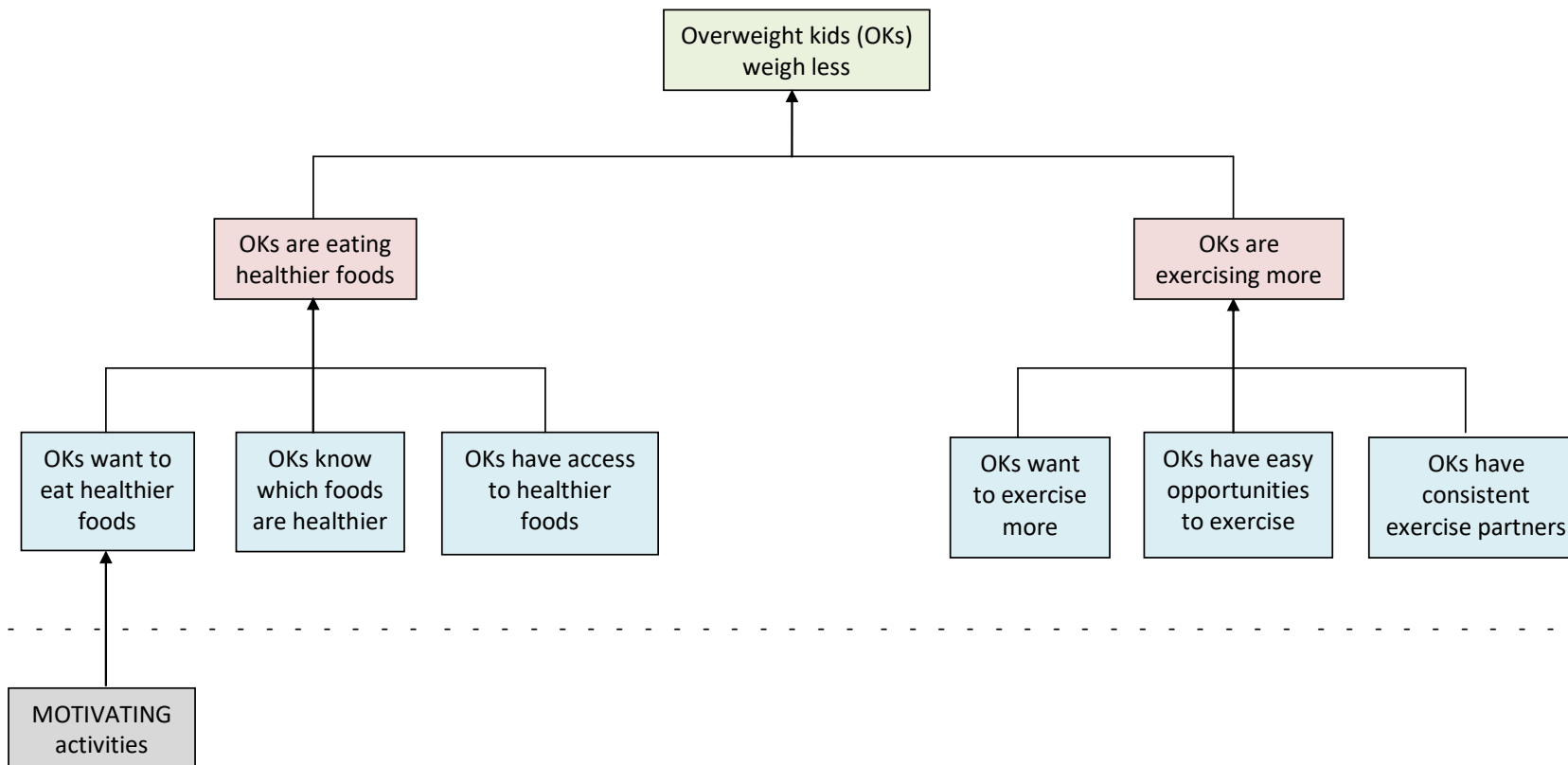
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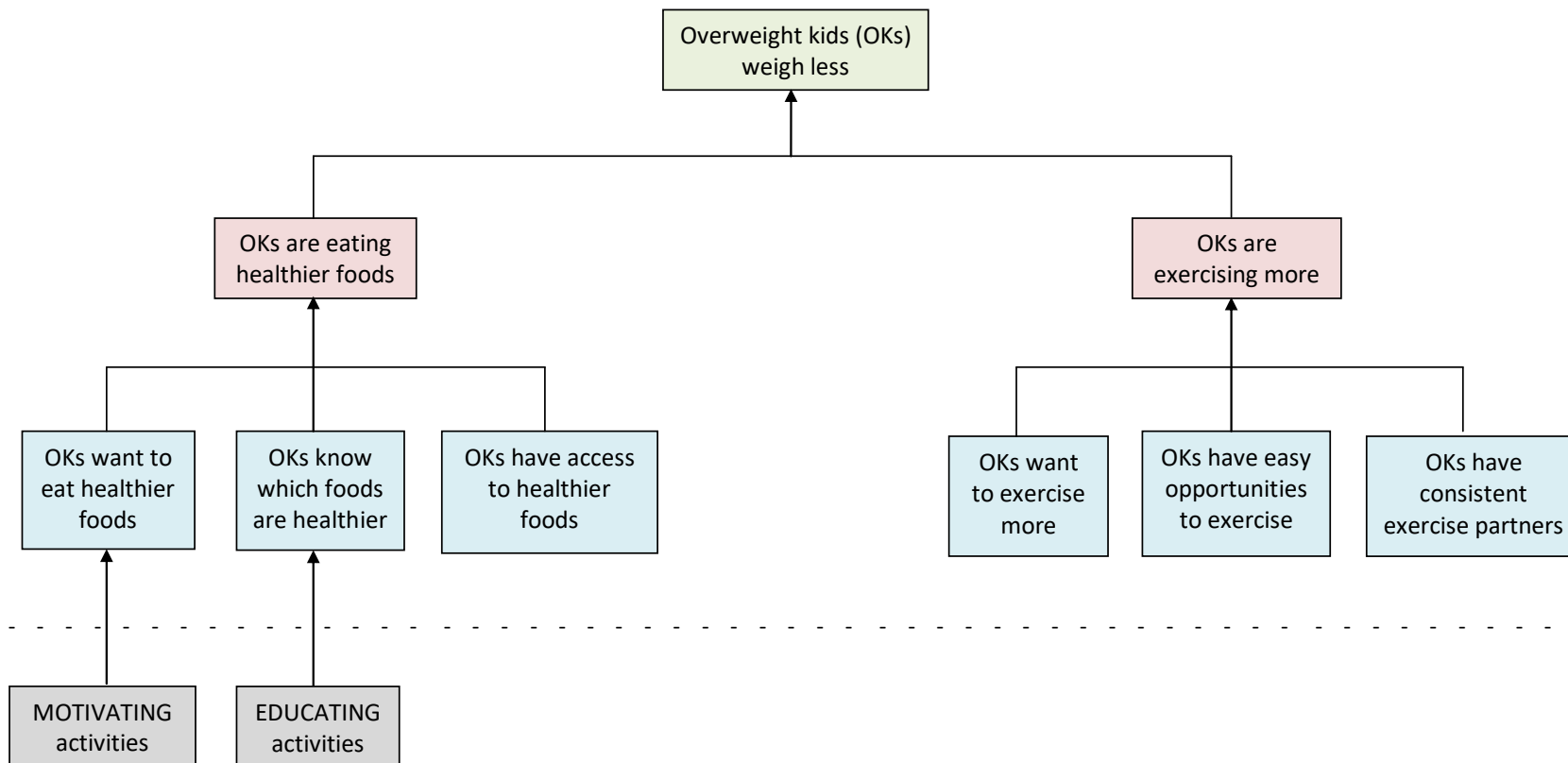
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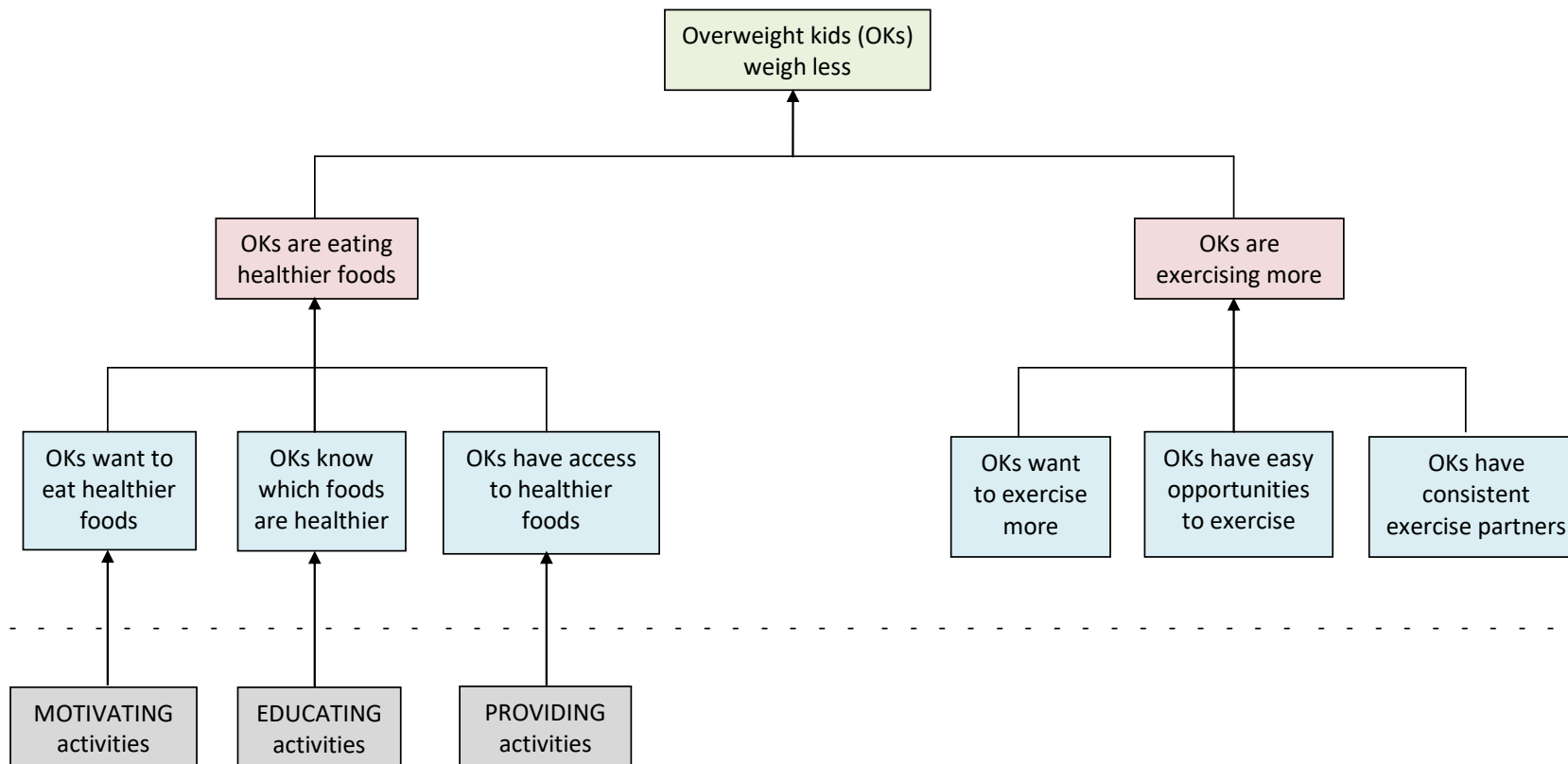
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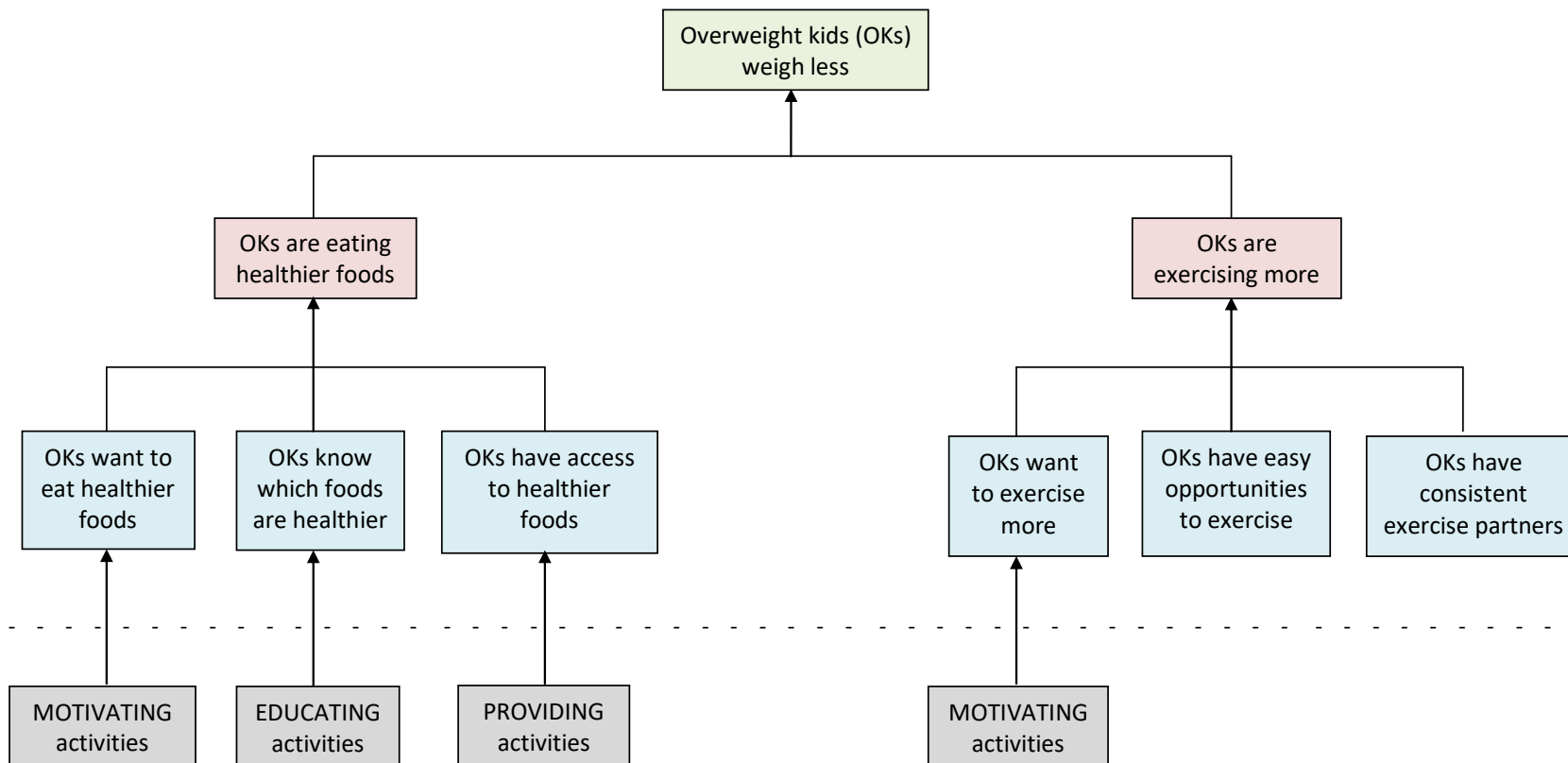
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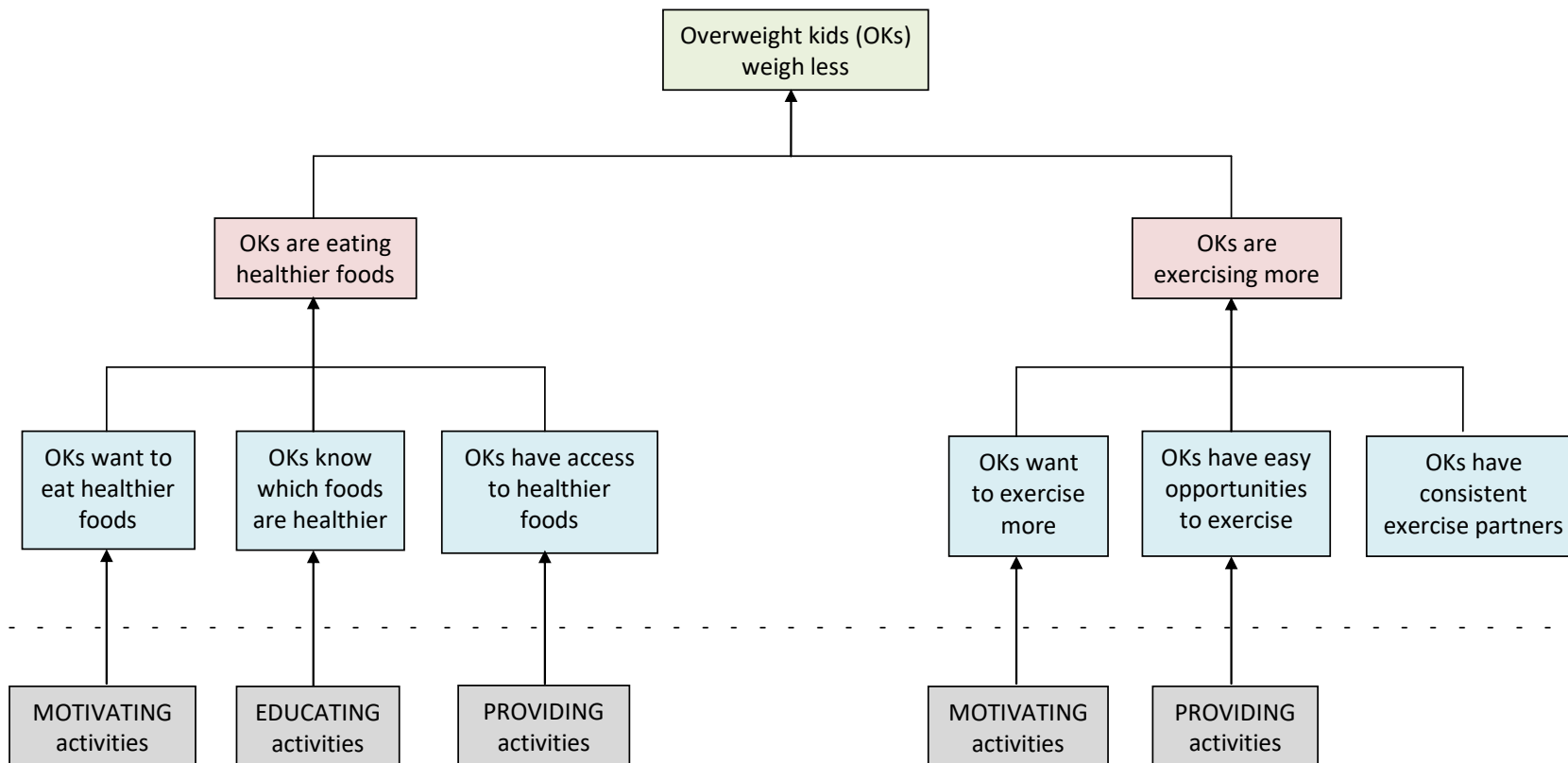
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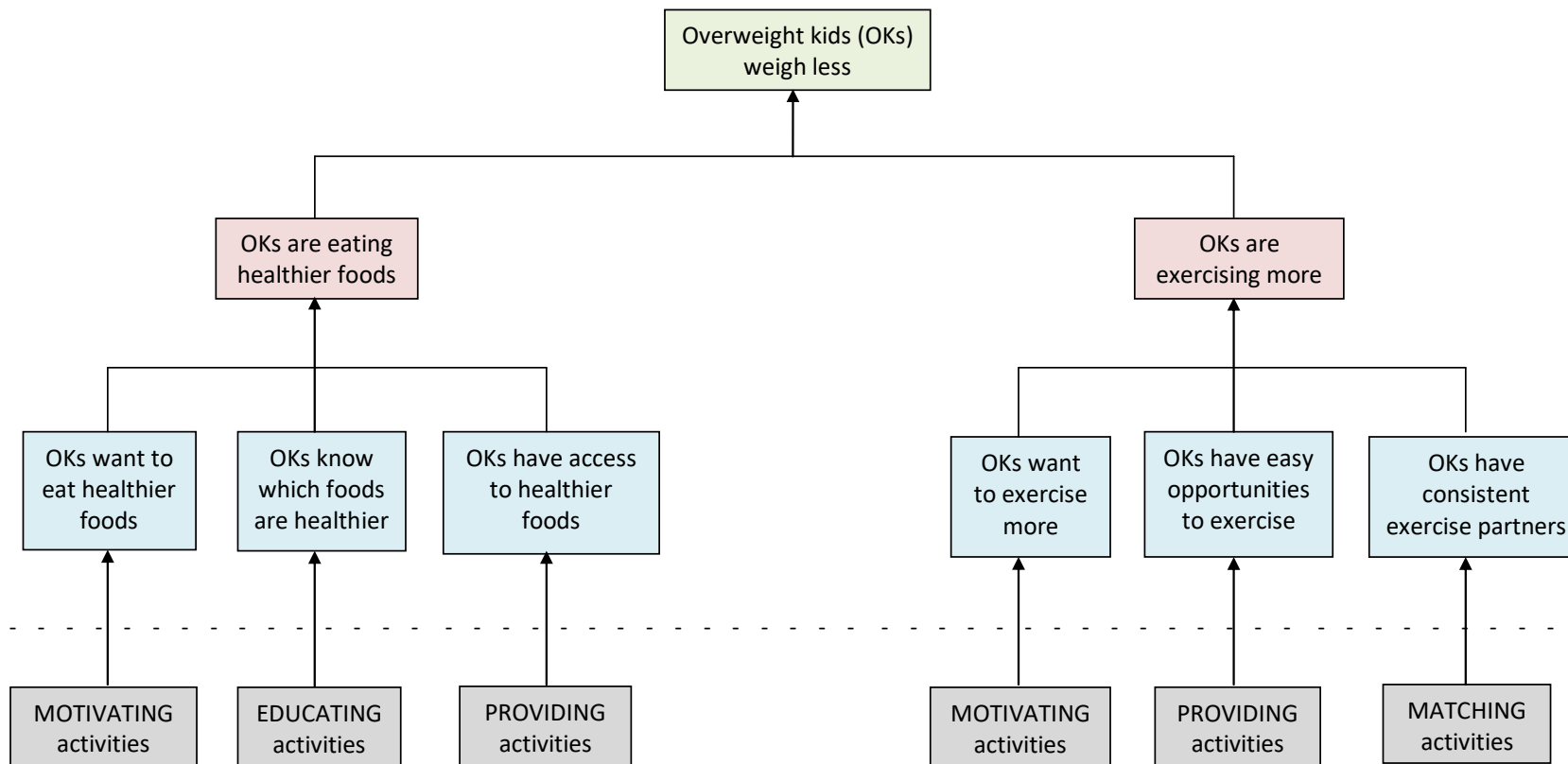
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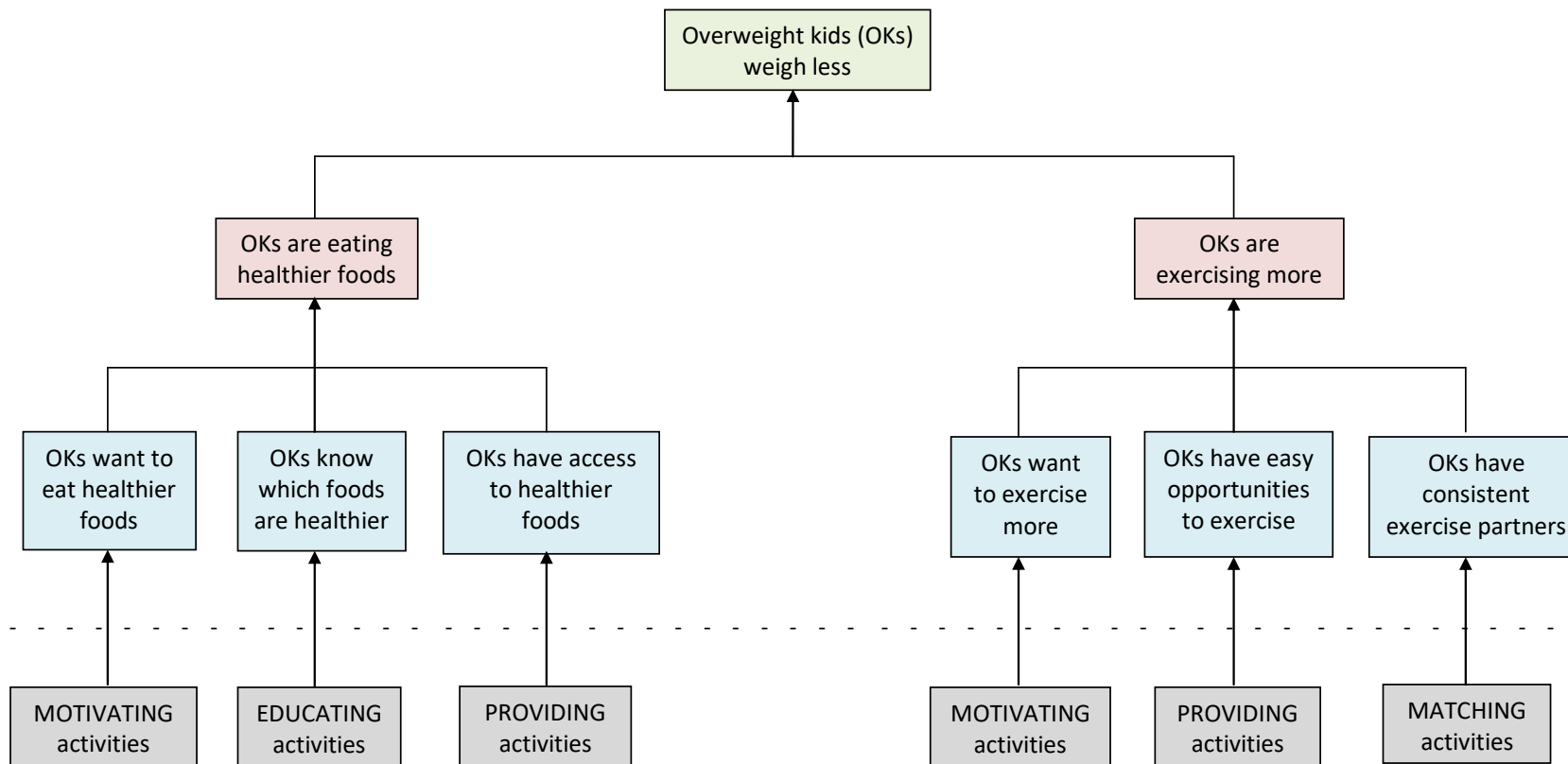


Objectives vs. Activities?

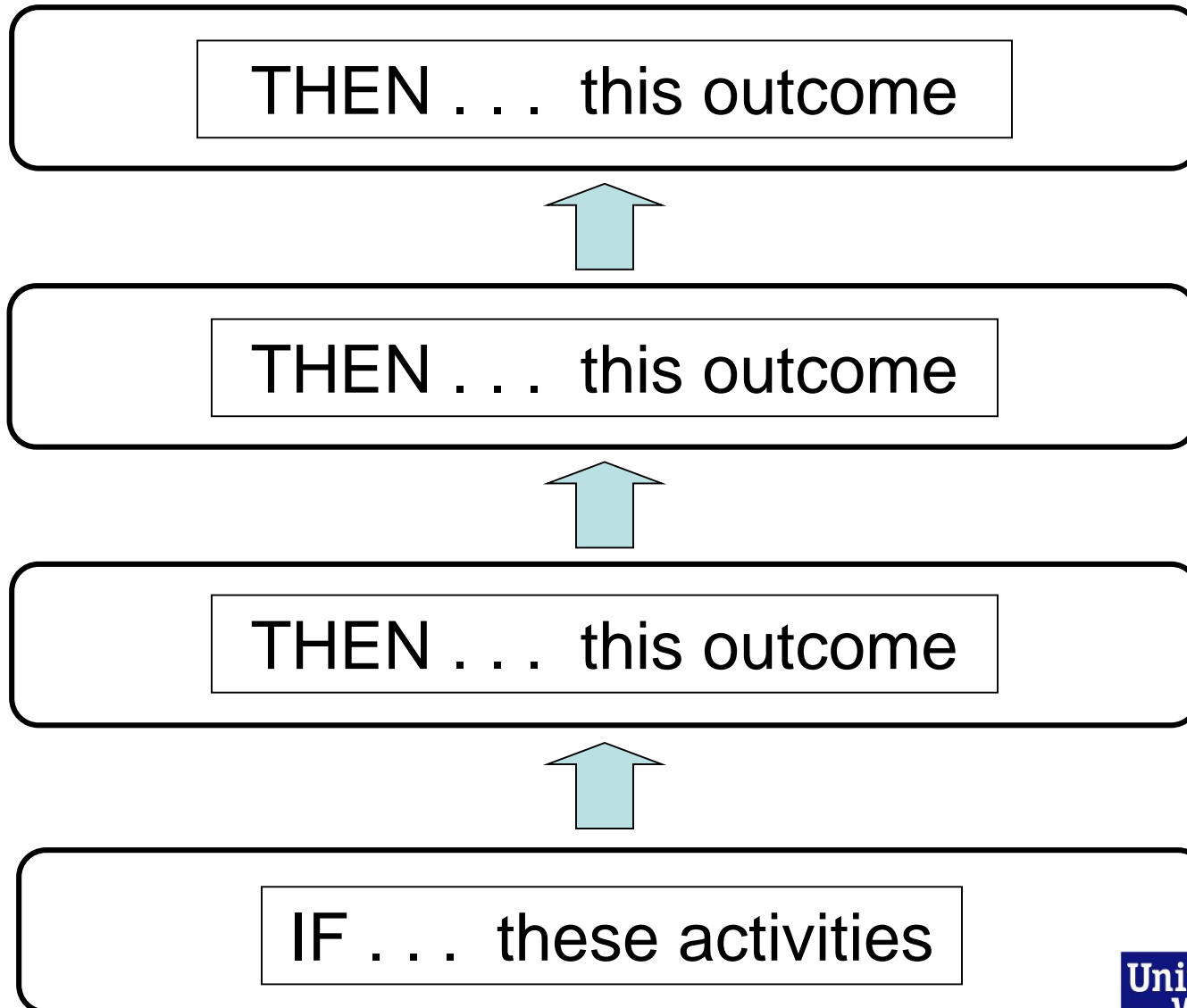
Objectives = Changes you want to result among persons' lives or institutions; how the world will be different because of the activities (action steps) that are done.

Activities = What will be done to achieve these desired results or outcomes; the actions that will be conducted with the available resources to change the world.

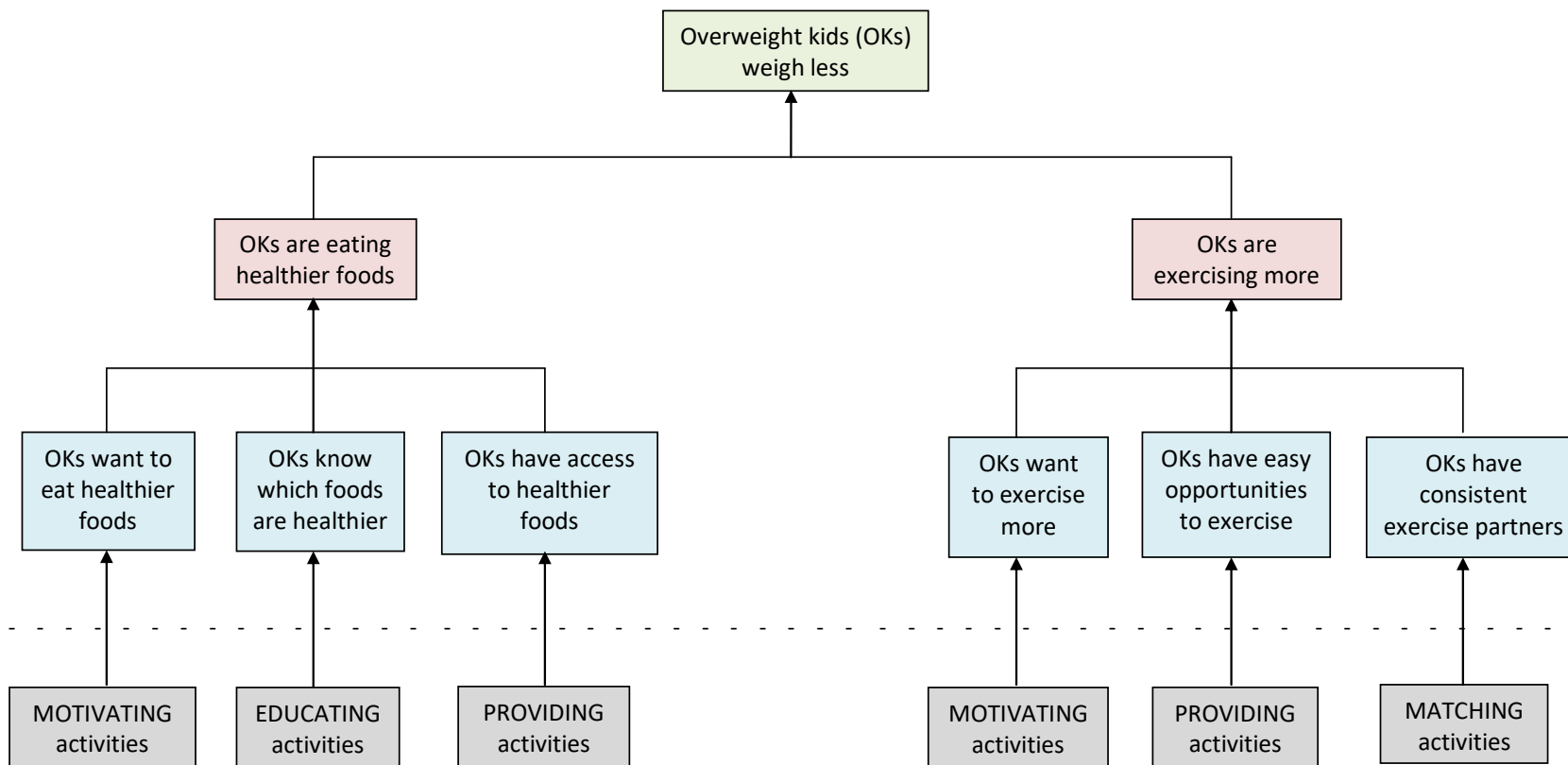
Logic Model for a Non-IL Program



Activities → Outcomes: A Chain of Influence



Logic Model for a Non-IL Program



Seven (7) Reasons to Develop a Logic Model

1. Start a discussion about the program's overall Mission
2. Make the program's logic (or "theory") very explicit and succinct
3. Create a shared vision of the program
4. Orient and train staff
5. Explain the program to potential consumers
6. Describe the program to funders and other stakeholders
7. Negotiate fair accountability for the program

Now It's Your Turn

- Stop this video
- Individually, jot down anything that stood out for you as you watched this module
- Discuss as a group what you saw individually and collectively
- Jot down your questions, so you can watch for the answers in future modules
- Turn this video back on

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