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## *Key Performance Indicators*

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Key Performance Indicators are required for all Council subawards. Not all KPI will apply to your project; however, you should review the list and include those that are relevant. The Council Program Specialist may review and request changes to your project's KPI.

When collecting data from people who have a developmental disability AND are family members of a person with developmental disabilities, select the "best fit" category related to the activity for reporting purposes. For example, if a workshop was held to increase knowledge about a topic that is not specific to self-advocacy or family advocacy (e.g., a general health related training), the subrecipient would determine the "best fit" category for the participant(s).

Subrecipient will use all good data provided to them. For example, when collecting satisfaction and outcome data in a survey, if a survey had five questions about outcomes and a respondent only answered three of the questions, responses for those three questions should be reported in the indicators.

Demographic data should report the number of individuals with DD and the number of family members (IFA 1.1 and IFA 1.2) who participated in the project activity. Effort should be made to collect surveys from all participants.

## Individual and Family Advocacy (IFA) Key Performance Indicators

IFA	Output Measures	Subrecipient Guidance
IFA 1.1 IFA 1.2 IFA 1.3	The number of people with developmental disabilities (1.1), family members (1.2), and "others" (1.3) 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.	<p>Collect the number of people with DD, family, and others who participated in Council supported activities.</p> <p><u>Definition</u> <i>Supported:</i> To give resources to something/someone to enable it/them to exist, function, or act. Resources could include such things as staff or volunteer time, funding, technical assistance, and/or in-kind contributions.</p> <p>Examples of how to collect data: Attendance rosters, sign-in sheets, program roll sheets, registration forms, and other documents that document the number of people who participated in a Council supported activity.</p>
IFA 2.1.A 2.2.A	After participation in Council supported activities, the number of people with developmental disabilities (2.1.A) and family members (2.2.B) who <u>responded to follow-up inquiries</u> about increasing their advocacy as a result of Council work.	<p>Collect the <u>total number of responses</u> to the inquiries from people with developmental disabilities and family members who participated. This is a question asked after the project is completed when subrecipient contacts participants to follow up with them on how they used the information learned from the project.</p> <p><u>Definitions</u> <i>Advocacy:</i> Speaking on behalf of or in support of another person and/or actively supporting a cause or proposal.</p> <p><i>Self-Advocacy:</i> Speaking for yourself, making your own decisions, knowing your rights and responsibilities, problem solving, reaching out to others when you need help, learning about self-determination.</p>
IFA 2.1.B 2.2.B	The number of people with developmental disabilities (2.1.B) and family members (2.2.B) who responded to <u>follow up</u> inquiries who reported increasing their advocacy as a result of Council work.	Of the total responses from 2.1A and 2.2A, collect the number of <u>positive responses</u> .

IFA 2.3IND 2.3FAM	The number of people with developmental disabilities (2.3IND) and family members (2.3FAM) who are better able to say what they want or say what services and supports they want or say what is important to them.	Of the total responses from 2.1A and 2.2A, collect the number of <u>positive responses</u> .
IFA 2.4IND 2.4FAM	The number of people with developmental disabilities (2.4IND) and family members (2.4FAM) who are participating now in advocacy activities.	Of the total responses from 2.1A and 2.2A, collect the number of <u>positive responses</u> .
IFA 2.5IND 2.5FAM	The number of people with developmental disabilities (2.5IND) and family members (2.5FAM) who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.	Of the total responses from 2.1A and 2.2A, collect the number of <u>positive responses</u> .
IFA 3.1A 3.1B	The number of people with developmental disabilities (3.1A) and family members (3.1B) who are satisfied with a project activity.	Collect the number of satisfied responses to the question.

### **Systems Change (SC) Key Performance Indicators**

Systems change efforts are intended to be viewed as a continuum and could reflect community systems, statewide systems, or one agency – systems from small to most broad.

Output measures are numbers that reflect efforts related to policy and/or procedures changed or created.

Systemic change activities (as defined in the DD Act Final rule, 2015) is defined as a sustainable, transferable, and replicable change in some aspect of service or support availability, design, or delivery that promotes positive or meaningful outcomes for individuals with developmental disabilities and their families.

## SC Output Measures

### Subrecipient Guidance

<b>SC 1: Output Measure</b>		
<p>The number of efforts <u>to transform fragmented approaches</u> into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life.</p>		
<p>SC 1.1</p>	<p>The number of policy and/or procedures created or changed.</p>	<p><u>Definitions</u></p> <p><i>Policy:</i> A statement of how an organization or entity intends to conduct its services, actions, or business. Policies provide a set of guiding principles to help with decision-making.</p> <p><i>Procedure:</i> A description of how each policy will be put into action. Procedures often outline who will do what; what steps will be taken, and which forms to use.</p> <p><i>Policy and/or procedure change:</i> A policy and/or procedure change reflects a course of action that has the potential to create or improve policies and/or procedures regarding services and supports that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life.</p> <p><i>Created:</i> To cause to come into being.</p> <p><i>Change:</i> The act of making or becoming different.</p> <p><i>Implement:</i> To put into action, carry out.</p> <p><i>Improve:</i> To make or become better.</p> <p>Example: A subrecipient has planned to implement a project to improve services at one specific agency or organization. It is expected that the existing</p>

		<p>policies of the specific agency or organization will be improved. The expected number of policy changes would be reflected as an Output. Note: See definition of systemic change activities to help guide decisions about what types of policies/procedures results to count.</p> <p>If a subrecipient expected to draft a policy and/or procedure, but there was no draft or creation of a policy and/or procedure realized during the project period, subrecipient would include an explanation of the barriers or other circumstances in the objective narrative of the periodic report.</p>
SC 1.2	The number of statute and/or regulations created or changed	<p><u>Definitions</u></p> <p><i>Statute:</i> A law or other enactment made by a legislature and expressed in a formal document.</p> <p><i>Regulation:</i> A rule or administrative code issued by governmental agencies at all levels, municipal, county, state, and federal. Regulations are not laws, but have the force of law since they are adopted under authority granted by statutes.</p> <p><i>Statute and/or regulation change:</i> A law and/or rule or administrative code that has the potential to improve laws, rules, or administrative codes regarding services, supports, and other assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life.</p> <p><i>Created:</i> To cause to come into being.</p> <p><i>Change:</i> The act of making or becoming different.</p> <p>Example: A subrecipient is implementing a project and part of the project is to research, analyze, and recommend regulation changes for a specific issue. A regulation change (drafted, created, or changed) would be reflected in this category as an output.</p>

<p>SC 1.3.1</p>	<p><b>The number of promising practices created</b></p>	<p><b><i>Promising Practice:</i> A practice with <u>an innovative approach that improves upon existing practice and positively impacts the area of practice</u>. The practice should demonstrate a high degree of success and the possibility of replication in other agencies or settings, but has not been tested.</b></p> <p><b>Example: A project implements a proven leadership training program for people with developmental disabilities and their families. As part of the implementation, the subrecipient plans and expects to improve part of the training program with a new approach that positively impacts the overall leadership training program. The expected Output for creating a promising practice would be reflected.</b></p>
<p>SC 1.3.3</p>	<p>The number of best practices created</p>	<p><u>Definitions</u></p> <p><i>Best Practice:</i> A technique, methodology, or program that has <u>proven to reliably lead to a desired result</u> can be considered a best practice.</p> <p><i>Created:</i> To cause to come into being.</p> <p>Example: A subrecipient implements a project that uses a technique to positively impact people with developmental disabilities and their families. The Council expects to demonstrate the technique to be a best practice through experience. The Output of creating a best practice would be reflected.</p>
<p>SC 1.4</p>	<p>The number of people trained or educated through Council systemic change initiatives</p>	<p>Definition</p> <p><i>Trained or educated:</i> Training is an organized activity designed to give information and/or instructions to improve performance or help attain knowledge or skill. Educated means to give information about something. This number would not include public education, marketing, tabling, web-site hits, newspaper subscribers, social media likes, tweets, retweets, etc.)</p> <ul style="list-style-type: none"> <li>• The output number would reflect “others trained/educated” such as service providers, policymakers, direct support professionals, other stakeholders; this Output number would <u>not include</u> people with developmental disabilities or family members of people with developmental disabilities as those Output numbers would be reported under IFA 1.1 and 1.2.</li> </ul>

## SC Outcome Measures

SC 2.1.1	The number of policy, procedure, statute, or regulation changes <b>improved</b> as a result of systems change.
	Outcomes and outputs will align on many items. For example, if the subrecipient planned to improve one policy, procedure, statute, or regulation, the Output (of one policy, procedure, statute, or regulation) would be reported in the Output section, but also as a short term (or immediate) Outcome. The Outcome would be the result of engaging in the activity – in this case one policy, procedure, statute, or regulation was improved.  <b>Note:</b> Outcomes would be considered short-term or immediate. Data could include statewide changes and local or organizational level changes. Improvement could be a result of the creation of, or a change to, a policy, procedure, statute, or regulation.
SC 2.1.2	The number of policy, procedure, statute, or regulation changes <b>implemented</b>
	Outcomes and outputs may align. For example, if the subrecipient planned to improve one policy, procedure, statute, or regulation and the policy <u>was also implemented</u> during the reporting period, the policy, procedure, statute, or regulation would be reflected as an output and the policy, procedure, statute, or regulation implemented would be reflected as an outcome in this section.
SC 2.1.3	The number of promising and/or best practices <b>improved</b> as a result of systems change activities
	Outcomes and Outputs will align on many items. For example, if the subrecipient planned to improve a promising or best practice, the Output (of one promising or best practice) would be reflected in the Output section, but would also be reflected as a short term/immediate Outcome. The Outcome would be the result of engaging in the activity – in this case one best or promising practice was improved.  <b>Note 1:</b> Outcomes would be considered short-term or immediate. Data could include statewide changes and local or organizational level changes. Improvement could be a result of the creation of, or a change a promising or best practice. <b>Note 2:</b> If a subrecipient is replicating the promising or best practice several times during a reporting period, the promising or best practice would be counted once in the data section. However, the replication information could be included in the narrative section of the periodic report.
SC 2.1.4	The number of promising and/or best practices that were <b>implemented</b>
	Outcomes and Outputs may align. For example, if the subrecipient planned to implement a promising or best practice, the Output would be reflected in the Outcome section as one promising or best practice – if the promising and/or best practice was also implemented during the reporting period, the promising and/or best practice implemented would also be reflected as an outcome.

