



Serve Washington

Changing Communities. Changing Lives.

Grant-Writing Part I: Searching for Statistics & Finding Evidence

July 9 – 9:30am – 10:30am Session

Please sign-in via the chat box:

- Program
- Name
- Favorite summer food

Welcome!

City Year

Chelan Douglas CAC

College Access Now

College Success Foundation

Common Threads Farm

Communities In Schools

Community Youth Services

Cowlitz AmeriCorps Network

EarthCorps

Kitsap Community Resources

Port Angeles School District

Serve Tri-Cities

Spokane Service Team

United Way King County

Up2Us Sports

Vet Corps

WA Conservation Corps

WA Reading Corps

WA Service Corps



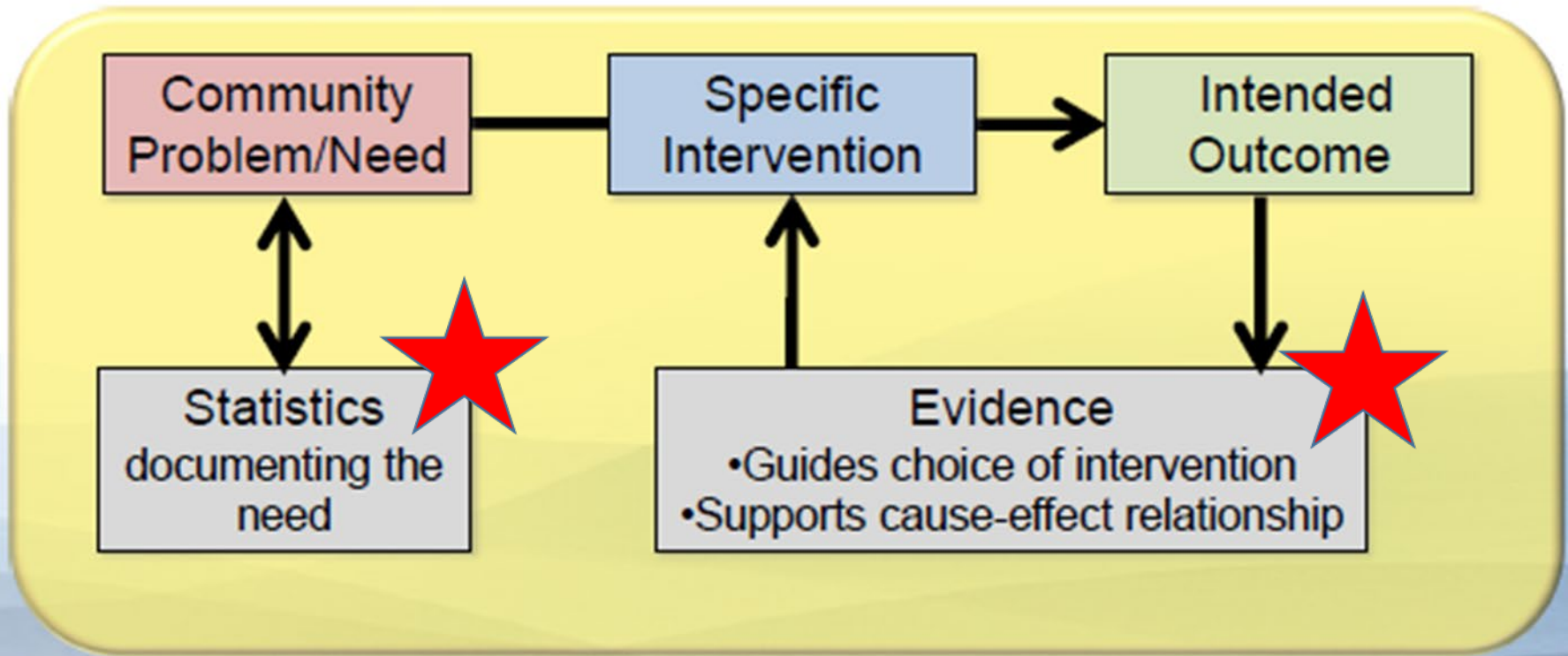
Searching for Statistics & Finding Evidence



Searching for Statistics & Finding Evidence



Session Focus

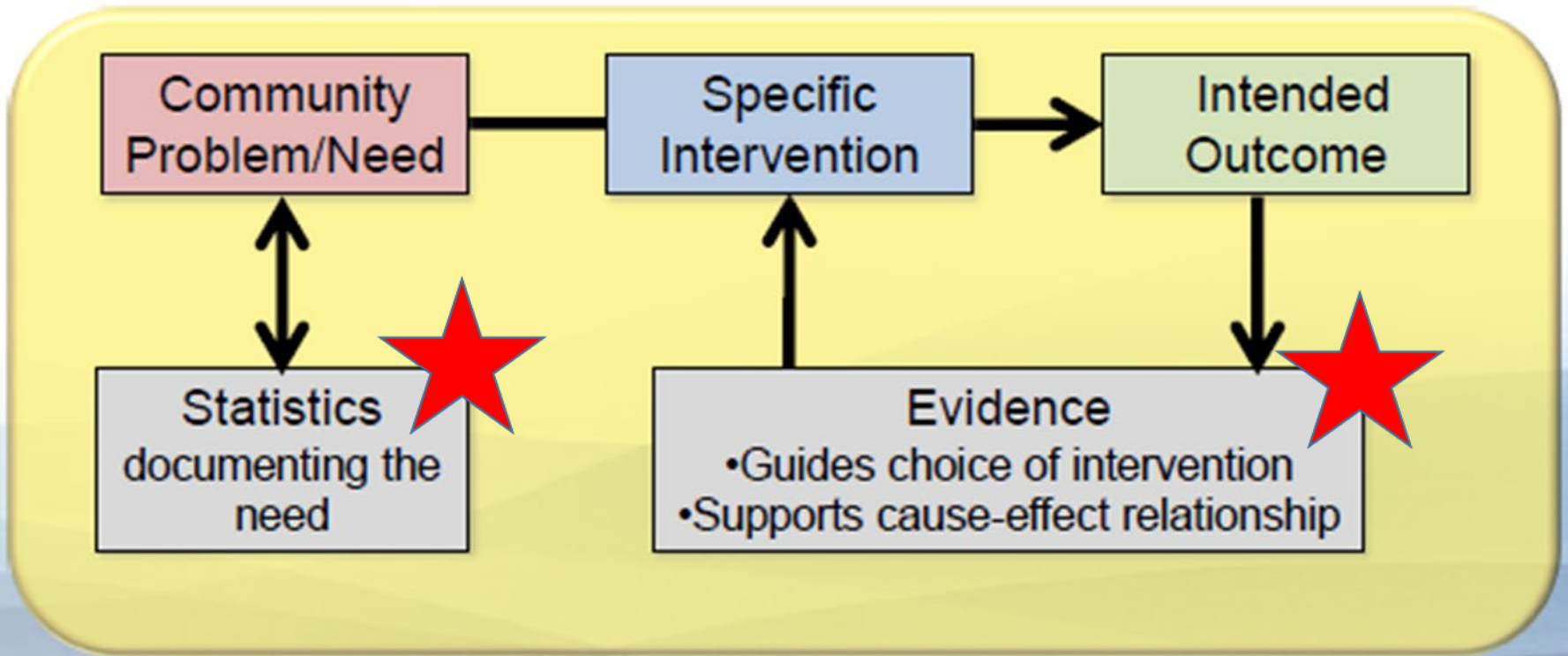


Searching for Statistics

- Reputable
- Current
- Locally relevant
- Applying an equity lens to our language



Session Focus



Finding Evidence

- Applicants must
 - (1) summarize the study design and key findings of any outcome or impact evaluation report(s) submitted and
 - (2) describe any other evidence that supports their program, including past performance measure data and/or other research studies that inform their program design.



RESEARCH?

**YOU MEAN LIKE
GOOGLE?**



Searching for Statistics

Data documenting the need should focus on answering these questions:

- **SCOPE:** Who and how many are directly affected? How severe is this?
- **SIGNIFICANCE:** What makes this a compelling need? Is it likely to become worse? What will happen if we do nothing?
- **CAUSE(S):** Why does the need exist? How is it perpetuated?



Searching for Statistics

- The best data come from **reputable** primary sources, (such as government agencies, institutes, foundations, and universities that have conducted their own research), are as **current** (up to date) as possible, and are as **locally relevant**, as possible.
- News reports are NOT primary sources.
- Data from multiple (reputable) sources increase reliability.



Searching for Statistics

Examples

- Census data
- County Health Rankings
- Office of Superintendent of Public Instruction
- Environmental Protection Agency
- National Oceanic and Atmospheric Administration
- Department of Natural Resources



Searching for Statistics

COMMON ISSUE

- Turns into a “data dump” with too many indirect or (seemingly) unrelated statistics provided.
 - This makes it difficult to identify the specific need that the intervention will address as there is irrelevant information to sift through.



Searching for Statistics

COMMON ISSUE: DATA DUMP

- *Example*

Iberia County parks have deteriorating trails. Lack of maintained trail system leads to soil erosion and water runoff polluting nearby streams as well as hikers not staying on the trail and damaging fragile habitats. EnviroCorps maintains trails throughout public parks.

What data is LESS directly relevant?

Water pollution

Measures of soil erosion

Poverty rates

Invasive species cover rates

Miles of unmaintained trail

Average number of hikers

Number of native bird species



Searching for Statistics

COMMON ISSUE: DATA DUMP

- *Example*

Rose High School students aren't graduating on time and teachers report struggles with classroom management. The Rose Program offers 1-1 mentoring in order to increase school engagement.

What data is LESS directly relevant?

High school graduation rate

Graduation rate trends

Drug use rates

Poverty rates

Teen pregnancy rates

Discipline rate

County unemployment rate



Searching for Statistics

EQUITY LENS – consider these common terms

- ***At-Risk Youth***
- ***Underserved Community***
- ***Achievement Gap***
- ***Under Resourced***

<https://shelterforce.org/2019/11/12/the-opposite-of-deficit-based-language-isnt-asset-based-language-its-truth-telling/>



Searching for Statistics

Terms to Avoid	<u>Ideal Language</u> Better Language
Aliens, Illegals, Illegal immigrants	Individuals who are undocumented, immigrants
Challenged, Differently-abled, Handicapable, Handicapped, Special needs	People with disabilities
Citizens	If it is not necessary to refer to citizenship status, use people or residents.
Developing nations, Developing world, First world, Third world, Global South	Be specific—name the country (e.g., Somalia) or the geographical region (e.g., East Africa). When trying to communicate the level of monetary resources, use low-, middle-, and high-income countries.
Disparities due to race, Disproportionality by race/ethnicity	Inequities due to racism – see next section, Improving the Way We Talk About Inequities Due to Racism
Homosexual	LGBTQ+ people, the LGBTQ+ community
Minorities	People of color, Communities of color
Sexual preference(s)	Sexual orientation
Special interest groups, Special populations, Vulnerable populations	Marginalized communities, Marginalized people
Transgendered, Transsexual	Transgender, Trans



Searching for Statistics

EQUITY LENSE

SCOPE: Who and how many are directly affected? How severe is this?

SIGNIFICANCE: What makes this a compelling need? Is it likely to become worse? What will happen if we do nothing?

CAUSE(S): Why does the need exist? How is it perpetuated?



Searching for Statistics

RACIAL EQUITY LENS

Language matters. “State data have consistently pointed to differences in access and outcomes experienced by people of color. ...Be explicit about racism and other forms of oppression as the underlying causes for the inequities that exist and show up in state data.”



Searching for Statistics

- **Recap**
- **Any questions?**
- **Comments?**
- **Resources?**



Finding Evidence

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Finding Evidence

- Evidence Tiers
 - No evidence
 - Pre-preliminary
 - Preliminary
 - Moderate
 - Strong



Finding Evidence

- Applicants must
 - (1) **summarize the study design and key findings of any outcome or impact evaluation report(s) submitted** and
 - (2) describe any other evidence that supports their program, including past performance measure data and/or other research studies that inform their program design.



Finding Evidence

In order to qualify for consideration, the intervention evaluated in the submitted report(s) must match the intervention proposed by the applicant in the following areas:

- Characteristics of the beneficiary population
- Characteristics of the population delivering the intervention
- Dosage (frequency, intensity, duration) and design of the intervention, including all key components and activities
- The context in which the intervention is delivered
- Outcomes of the intervention



Finding Evidence

Example

Intervention: Afterschool small group tutoring, structured physical activities, field trips etc. 3-4 hours daily, throughout the school year.

Evidence: There is growing evidence that quality out of school opportunities matter- that they complement environments created by schools and families and provide important activities that deter failure and promote success - and that they matter in ways that are observable and measurable.



A close-up image of Morpheus from the movie The Matrix, wearing his signature sunglasses. The text "WHAT IF I TOLD YOU" is overlaid in white, bold, sans-serif font with a black outline at the top of the image.

WHAT IF I TOLD YOU

THE EVIDENCE IS WEAK

Finding Evidence

- Applicants must
 - (1) summarize the study design and key findings of any outcome or impact evaluation report(s) submitted and
 - **(2) describe any other evidence that supports their program, including past performance measure data and/or other research studies that inform their program design.**



Finding Evidence

Sources to search:

- CNCS Evidence Exchange:
<https://www.nationalservice.gov/impact-our-nation/evidence-exchange/advanced-search>
- Google Scholar:
<https://scholar.google.com/>



Finding Evidence

- **Any questions?**
- **Comments?**
- **Resources?**





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COMING UP

Grant-Writing Part 2: Performance Measures Simplified

July 9 – 10:30am – 11:00am Session

BREAK

1. Twinpowerment Self-holds (1 minute)
<https://www.instagram.com/p/B-plHz5nyVZ/>
2. Chair Yoga (5 minutes)
https://www.youtube.com/watch?v=-YTPV0f_DFs



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Grant-Writing Part 2: Performance Measures Simplified

July 9 – 10:30am – 11:00am Session

Performance Measures Simplified

- Activity/Icebreaker
 - **In the chat box, share your favorite thing about summer**



Performance Measures Simplified

- Review of Robyn's PM Template



Performance Measures Simplified

Common pitfall #1

- Problem Statement – let's keep them brief! 1-2 sentences



Performance Measures

Simplified

- **Which problem statement more closely follows the instructions:**

Example 1

Economically disadvantaged youth in Tacoma are the most at risk for not attaining academic success. The City of Tacoma report also indicated that students from academically disadvantaged neighborhoods within city limits experienced additional barriers that impeded academic success, such as "lack of affordable housing, inadequate transportation options, and lack of affordable child care," (Neighborhood & Community, 2014). Even though graduation and dropout rates in the Tacoma School District have improved slightly in recent years, a 2012-2013 report from OSPI found that 4 out of 10 Tacoma high school students did not graduate, 62% of eighth grade students did not pass algebra, 52% of students entering kindergarten did not meet age-level expectations in six areas and 41% of Tacoma Public Schools graduates did not enroll in post-secondary education (OSPI, 2014).

Example 2

Many students are not reaching 3rd grade reading level benchmarks. Research shows when students get behind, they often stay behind.



Performance Measures Simplified

Common pitfall #2

- Described Intervention does not include the dosage.
 - The intervention (who does what with whom) should be clear as well as the intervention's dosage (frequency, intensity, and duration)



Performance Measures Simplified

Common pitfall #3

Output and Outcome Instruments – need details but the right kind of details

- What's being counted?
 - For example, “participants who attend a session”
- How (i.e. what tool is being used to track)?
 - For example, “sign-in sheet that members collect and transfer into Excel”



Performance Measures Simplified

Common pitfall #4

Outcome Instrument should also

- Specify who is counted (e.g. only those who complete the full dosage)
- Explain the change required between pre and post in order to be counted
- Indicate how this change is significant or meaningful

Performance Measures Simplified

Common pitfall #4

Example

- Participants who have completed at least four 30 minute sessions are expected to demonstrate an increase in knowledge by scoring at least 20% higher on the 15 item Nutrition Assessment post-test compared to pre-test. A 20% increase demonstrates the knowledge gain is likely due to the effects of the program instruction and not chance.

Performance Measures Simplified

Recap

Questions?

Comments?

Next Up: Office Hours

- 11:15-12:00
- No presentation
- Q&A with Serve WA staff
 - Robyn Harris
 - Jenny Benson
 - Lou Thompson

