Consumer and Family Evaluation Mini-Grant Program Toolkit

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INTRODUCTION

Using This Manual

This ***Consumer and Family Evaluation Mini-Grant Program Toolkit*** is a technical assistance manual intended to be used as a reference for the following activities:

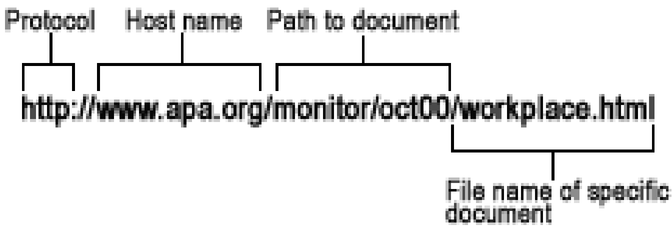
1. Providing guidance to adult and youth consumers, and family members on how to write small grants to fund their own consumer- and family-driven evaluation projects;

2. Teaching adult and youth consumers and family members in the importance and relevance of being actively involved in program evaluation; and

3. Walking other states and communities through the steps of developing and implementing their own Consumer and Family Evaluation Mini-Grant Program.

To make full use of this manual it is important to pay particular attention to **foot notes[1]**, at the bottom of the page, because they will:

- Lead you to specific resources where you can find more in-depth topical information. You can do this by typing the web address (for example: http://webaddress.org) into your internet search engine and explore from there. Sometimes a web address expires but you can usually find the information by typing in the protocol and host name of the web address, see below[2], and search from there.



[1] Footnotes like these provide additional resources not available in the text.

[2] Graphic from APA Style (2007). Electronic Media and URLs. Retrieved November 19, 2007 from: http://apastyle.org/elecmedia.html

- Refer you to the Exhibits which include examples and templates.
- Give credit to organizations/authors of documents that provided information for this manual, while providing you with links to these resources so that they may become valuable tools for you too.

Further Technical Assistance:

For further technical assistance you may contact:

The Washington Institute for Mental Health Research & Training
Attn: Maria Monroe-DeVita, Ph.D.
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SECTION 1: Background & Context

Overview

Consumers and family members are valuable to program evaluation. They are an important asset to identifying core evaluation questions and meaningful measures of success. Their input is critical for developing evaluation questions that lend credibility to consumer- and family-driven services and initiatives, and building a knowledge base for non-traditional programs. They can also lend more validity to data collection by providing a peer-to-peer mechanism for examining important questions. For example, consumer and family respondents may provide more valid answers when a peer poses evaluation questions. Finally, by expanding their research skills and leading their own evaluation projects, consumers and family members can develop professional and leadership skills which can be applied in meaningful and important ways, such as program development, administration, and policy making.

The **Consumer and Family Evaluation Mini-Grant Program** is a project funded by a Mental Health Transformation State Incentive Grant awarded by the Substance Abuse and Mental Health Services Administration (SAMHSA) to Washington State in October, 2005. The Mini-Grant Program serves as a key mechanism for supporting consumers and family members to be more actively involved in research and evaluation projects in Washington State. This manual describes the steps necessary to replicate this program in other states and communities and is intended to provide the necessary tools essential for each step of implementation.

Methodology

In order to develop a credible evaluation project, one of your first considerations is the methodology you will use. The following list describes the methodology used in Washington State to provide an overview of the process.

1. Development of the Mini-Grant Program model:[3] The project evaluation team will work collaboratively with all stakeholders to develop the Mini-Grant Program model and implementation plan. This will include the following development activities:

- Determining the number of Mini-Grant awards to be given;
- Developing the criteria for eligible applicant organizations;
- Developing a protocol for technical assistance to applicants;
- Crafting the project scope and selection process;

[3] Read more about assembling a program planning team in Section 2.

- Designing a process for selection of grantees, including identifying participants on the review committee and criteria for the grant reviews;
- Designing a training and technical assistance plan based on current consumer and family-driven evaluation models (e.g., Campbell, 1997) for Consumer and Family Evaluation Mini-Grant Program grantees; and
- Creating a mechanism for developing a "Consumer and Family Evaluation Toolkit" to include all protocols and training and technical assistance content from these efforts.

2. Dissemination of program announcements and other social marketing for the project: In order to ensure that information regarding the Mini-Grant program is reaching all potential applicants, a broad-based information dissemination approach will be employed.

3. Development and dissemination of the Mini-Grant proposal and selection process: The project evaluation team will work collaboratively with the funding agent to develop, post, and disseminate the Mini-Grant program announcement and application packet to ensure that it is received by a broad range of consumer and family organizations. Development will include specifications of project background and significance, scope, minimum qualifications for applicants, available funding, and procurement schedule and requirements.

4. Provision of technical assistance to applicant organizations: A pre-determined number of hours of technical assistance by the project evaluation team will be available to each applicant organization to assist them in developing their proposals in response to the Mini-Grant program announcement and application packet. Technical assistance may include, but not be limited to:

- Clarification of program announcement and application requirements and processes;
- Provision of content knowledge on evaluation design, methodology, sampling, instrumentation, data entry, data analysis, and/or reporting;
- Assistance with framing evaluation questions; and/or
- Assistance with developing an initial evaluation plan and timeline.

5. Coordination of review of proposals and funding decisions: The project evaluation team will coordinate the review process for each proposal in response to the Mini-Grant application. This will include assembly of a review team to include no fewer than 51% consumers and family members and development of objective criteria and a scoring system by which each proposal will be evaluated.

6. Coordination of funding to Consumer and Family Mini-Grant grantees: Once the review committee has selected the grantees, the project evaluation team will coordinate with the funding agent to develop and issue the appropriate subcontracts to funded organizations and establish the mechanism for issuing funds through the Mini-Grant proposal process.

7. Provision of training and technical assistance to grantees: Successfully funded applicants will be offered training and technical assistance provided by the project evaluation team throughout the duration of this project. Training and technical assistance will be individually tailored to meet the needs of each grantee and may include one or more of the following components, depending on applicant need:

- Provision of content knowledge on evaluation design, methodology, sampling, instrumentation, data entry, data analysis, and/or reporting;
- Assistance with finalizing an evaluation plan based on logic models;
- Assistance with submitting a Request for Determination of Exemption and any other Institutional Review Board (IRB) processes;
- Support in planning for data collection as detailed in the evaluation plan;
- Initiation of practice/behavioral rehearsal of new evaluation skills and consistent feedback on those skills (e.g., role-play of survey or interview administration; in-vivo data analysis with on-the-job support);
- Ongoing assistance in analyzing and interpreting evaluation data and constructing evaluation reports; and/or
- Ongoing consultation on evaluation needs through the duration of the project.

SECTION 2: Program Planning

Establishing a Program Planning Team

Before you get started, we recommend assembling a team or committee of key stakeholders to program plan at the outset of developing your Mini-Grant Program.

Planning Team Composition

Membership should include *consumers, family members, program evaluators* or *applied researchers*, and *representatives from your funder*. Among this mix of participants, it is helpful to have representatives who have some experience with either the types of organizations that will likely apply for such small grants or who have some degree of familiarity of experience with consumer- and family-driven evaluation specifically.

It is important to strike a balance between inclusiveness of key stakeholders, while also ensuring that this group is not too large to be productive. We recommend no more than *eight to 10 team members* be involved in the direct planning of your program.

Planning Team Role

It is essential to establish the specific role of your planning team in the development of your Mini-Grant Program. We recommend that your planning team serve in an *advisory* capacity, focused on gathering initial input on the roll-out of all program announcements and other social marketing materials, the development and dissemination of the application packet, and establishment of the Review Committee and review process.

Key questions and considerations for this team may include:

- What kind of social marketing needs to be undertaken for this project?
- How many projects will be funded and at what funding amounts?
- Who is eligible to apply? Can individual family members or consumers apply, or just organizations?
- What kind of projects will be funded?
- What will the grant application look like? How much should it mirror a more formal grant application?
- What type and level of technical assistance will be offered to applicants and grantees?

- How will successful grantees be chosen among the applicants?

While the planning team serves in an advisory capacity, it is essential to have one to two people who serve as the key leaders or project managers to the project as well as conduct the majority of the content development. This approach best prevents against "group think" and diffusion of responsibility within the group. We recommend these one to two key people prepare drafts of materials before the meeting, which can be reviewed ahead of time by the team members. This gives the team a place to begin, the time to voice suggestions, and opportunities to reach consensus during the meeting. Some of this work can be accomplished through email and teleconferencing; however, regular face-to-face meetings at the outset of the project can better facilitate team bonding and help the group work through any differences in opinion regarding the direction of the project.

How to Run a Successful Planning Meeting

The goal of successfully running a meeting is not to be "in charge," but to use leadership skills to keep the group on task. Your meetings will often be for the purposes of coming to an agreement or consensus about plans for the program.

Each meeting should begin with an agenda. The agenda provides the framework for your work session and gives the group a visual tool for staying on task. We suggest designating one group member to take notes. If there are agenda items left unfinished, you can "table" them until the next meeting. Those items tabled can appear on the next meeting's agenda.[4]

One crucial task for the meeting leader is to create an atmosphere of cooperation and creativity. Here are a few important tips for leading a work group:

- Listen generously – use your active listening skills
- Suspend judgment – seek to understand commonalities
- Care about people
- Focus on others – relationships make good teamwork
- Recognize that all people have value – each person can contribute
- Pay attention
- Ask questions
- Think creatively – encourage group members to open their minds
- Believe in the group process – facilitate for performance, and group connection

An effective leader will also make it a point to learn consensus building tools. Using these tools in a group meeting will help turn ideas into strategies. Visual

[4] See Exhibit 2.1 – Sample Agendas

aids can add an important dimension to the discussion. Have a whiteboard or flipcharts or both available for focusing your group process. One example of a consensus building tool is the *list reduction technique.* The facilitative leader looks for commonalities and themes and presents them to the group for feedback. The facilitator can ask the group to identify opportunities to combine ideas into a single idea or strategy. Remind the group of their vision, mission, goal, or objective. Ask the group to discuss each idea and determine if the item is a "must have" or a "would like." Each idea on the list is then marked with "MH" or "WL". "Must have" ideas are discussed first as the group continues planning.

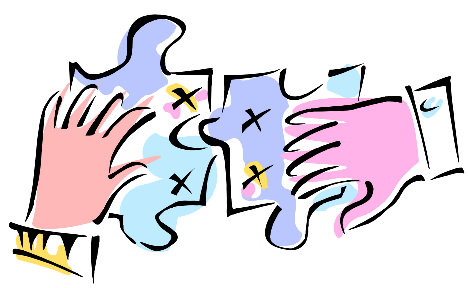
Project Management

As you plan your pilot program, always over-estimate the time it will take you to complete a task, or to prepare for the next check-in point. This will give you flexibility, and create less pressure on your team.

It is very common for a project manager to reassign tasks or to edit plans as your project requires. A change in plans may seem distressing to some team members. However, growth and improvement lead to very positive outcomes, and the program leader can promote a safe environment for learning while working. It is especially important to be aware of team morale and to assign tasks according to individual strengths.

Your project funders(s) will expect reports at regular intervals, and it is crucial to note the due dates on your timeline illustration. Ask for feedback from your funders(s) and share this feedback with your team members. This will keep the team invested and strengthen working relationships.

If you anticipate delivering a report or product later than the due date, it is important to communicate this clearly to all interested parties. Follow-through is critical not only to successfully completing a project, but also affects your organization's reputation. A collaborative working relationship includes forthright communication and a willingness to be as flexible as possible.[5]



[5] See Exhibit 2.2 – Example Timeline

EXHIBIT 2.1: Sample Meeting Agendas

Consumer and Family Evaluation Mini-Grants Project Agenda
December 7, 2006

- Introductions
- Orientation to project scope, timeline, and plans for technical assistance "coaches"
- Confirm the number of Mini-Grant awards to be given (total amount to grantees = $45K)
- Develop the criteria for eligible applicant organizations, with the following considerations:
  - Individual/groups of consumers or family members vs. organizations
  - Do organizations need to have non-profit status?
  - Are colleagues affiliated with our partners in development (WHEN, SAFE-WA) eligible to apply?
- What are the types of projects for which we will solicit applications from consumers and families?
  - Consider timeline of five months for the entire project
  - Outcome evaluations (which will most likely require IRB approval)
  - Process evaluations
  - Fidelity assessment
  - Analysis of public policies
  - Data infrastructure development
- Discuss development of program announcements and social marketing for this project

Topics for Next Meetings:

- Development of training and technical assistance plan for grant applicants -- What are the existing models from which we can draw for developing training and technical assistance plans? Are there existing "toolkits?"
- Development of the RFP for release by late January
- Process development for selection of grantees, including identifying participants on the review committee and criteria for the grant reviews
- Development of training and TA plan for grantees

Consumer and Family Evaluation Mini-Grants Project Meeting
December 19, 2006
AGENDA

1. Overview of Project Coaches for Training and TA
2. Review "Save the Date" flyer announcement and distribution list
3. Update from meeting with Ron Jemelka and University of Washington re: RFP process
4. Review draft material for RFP
5. Identify other program announcements and social marketing materials to send out in early January
6. Set up next meetings in early January

EXHIBIT 2.1: Sample Meeting Agendas (cont.)

Consumer and Family Evaluation Mini-Grants Project Meeting
January 11, 2007
AGENDA

1. Relevant updates from MHTG Evaluation Team Meeting earlier in the day
2. Discuss items in timeline over next several weeks:
   - o Follow-up email announcing the date of release and MHTG website for social marketing resources
   - o Posting social marketing resources on MHTG website with follow-up email/mail, if requested
   - o Other identified social marketing materials?
3. Discuss possible resources for teleconference for grant applicants
4. Review draft Letter of Intent to be distributed with the Grant Program Announcement
5. Review draft Grant Program Announcement
6. Identify next steps and meeting date before January 26th Program Announcement Release

Consumer and Family Evaluation Mini-Grants Project Meeting
January 21, 2007
AGENDA

1. Update on overall project status and review revised timeline
2. Review social marketing materials
   - o one-pager on family evaluation
   - o sample family and consumer evaluation articles for posting
3. Review condensed instructions for letter of intent and sample letter
4. Review sample project budgets
5. Identify next steps

Consumer and Family Evaluation Mini-Grants Project Meeting
January 29, 2007
AGENDA

1. Update on overall project status
2. Status of posting social marketing materials
3. Plan for translation of email and one-pagers in Spanish and Russian
4. Planned completion of Program Announcement and Application Packet
   - o Send hard copies or wait for requests?
5. Review updated Program Announcement
6. Review Application Packet
7. Develop “Frequently Asked Questions” for Applicants
8. Next Steps: Review Committee Meeting Date tentatively scheduled for April 11th

EXHIBIT 2.2 – Sample Timeline

PROJECT STEPS	NOV 2007		DEC 2007		JAN 2008		FEB 2008		MAR 2008		APR 2008		MAY 2008		JUNE 2008		JUL 2008		AUG 2008		SEPT 2008	
	1-15	**16-30**	**1-15**	**16-31**	**1-15**	**16-31**	**1-15**	**16-28**	**1-15**	**16-31**	**1-15**	**16-30**	**1-15**	**16-31**	**1-15**	**16-30**	**1-15**	**16-31**	**1-15**	**16-31**	**1-15**	**16-30**
Save The Date Flyer	15																					
Application Packet			12/14																			
Letter of Intent deadline					1/14																	
Trainings/ TA to applicants																						
Deadline For Proposals							2/11															
Distribute Materials to Review committee							2/12-2/14															
Review of Proposals Grantee selection								2/21														
Execute Contracts								2/25-2/28														
Grantee Projects With Training & Technical assistance									3/1													9/30
Reports																						
Meetings																						

KEY = start point = completion = meeting (staff, coaches, reviewers) = report to T-Grant = announce grantees = grantees mid-point report = preparing final report

SECTION 3: Generating Interest

Laying the Groundwork

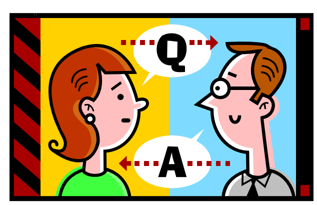
Many consumers and families have had little to no experience with program evaluation and often see research and evaluation as purely academic activities and/or irrelevant to their own work. In order to increase consumer and family participation in evaluation across your state and community, it is imperative to reach out and educate these key stakeholders in your mental health system about both the *importance* of their participation in evaluation and the *relevance* to them.

We recommend taking the following steps to generate initial interest:

Step 1: Develop a comprehensive distribution list and/or post information in a central location. Work with multiple stakeholders to ensure that materials developed for this project reach your intended audience in a range of locations across your state. We recommend working closely with consumer- and family-run organizations to help with forwarding materials. In addition to email and mail, we recommend posting all materials in one centralized location if possible, such as a website. See the Washington State Mental Health Transformation Project's website for a good example.[6]

Step 2: Widely distribute social marketing materials. These materials serve to orient consumers and families early in the process regarding this upcoming opportunity, while also educating them about the importance of their role in evaluation and thereby generating enthusiasm about the upcoming opportunity. We recommend distribution and posting of the following materials simultaneously and approximately one month prior to distribution of the official program announcement and application materials:

- **"Save the Date" Announcement:** Send out a pre-announcement or "Save the Date" flyer to consumers and families across the service system.[7] This will generate enthusiasm and spark interest with consumer and family organizations to brainstorm about their evaluation needs. This preliminary publicity will also raise questions from your stakeholders. Be prepared with one or two key team members to answer their questions. It is recommended that you compile a list of Frequently Asked Questions (FAQ's) with answers to keep the information consistent and easy to understand.[8]



[6] http://mhtransformation.wa.gov/MHTG/minigrants.shtml
[7] See Exhibit 3.1 – Save the Date Flyer

- ***Consumer- & Family-Driven Evaluation Handouts:*** One-page handouts that summarize the value and importance of consumer- and family-driven evaluation are helpful to provide background and context to this unique opportunity. In Washington State, we developed a separate handout for consumers and families and translated them into Spanish and Russian in order to better reach our diverse communities[9].

- ***Example Projects:*** We also suggest posting publications with tangible examples of consumer- and family-driven evaluation projects (for example, the Federation of Families for Children's Mental Health's 1998 newsletter with feature articles on this topic[10] as well as a study in the State of Missouri on *Procovery*[11]).

Step 3: Further engage communities: In addition to distributing social marketing materials by mail/email and posting such information in a central location, it is also essential to make in-person appearances in order to effectively engage consumers and families on their own turf and answer their questions in person. Further, it is essential to talk about the benefits of bringing effective programs to light, and highlighting possible improvements to programs that have been evaluated less favorably or remain untested.

Further engagement of communities may be accomplished through:

- Public community meetings
- Conference presentations[12]
- Newsletter items
- Evaluation workshops
- Blogs
- Interactive web groups

[8] See Exhibit 3.2 – Frequently Asked Questions
[9] See Exhibit 3.3 "Involving Consumers in Evaluation" & "Involving Family Members in Evaluation"
[10] See http://www.ffcmh.org/Claiming%20Sum%2098%20Eng.pdf
[11] See http://www.procovery.com/moprocovery_rptAug06.htm
[12] See *Using Evaluation to Support Consumer Delivered Services*, http://www.mhtransformation.wa.gov/ppt/MHTG/ConferenceEval.ppt

EXHIBIT 3.1

SAVE THE DATE!

A Program Announcement for the 2008 Mini-Grants will be distributed in December, 2007*

THIS IS AN IMPORTANT OPPORTUNITY FOR CONSUMERS, FAMILIES, & YOUTH

The Mental Health Transformation Grant Will Award Several Mini-Grants for Consumers, Family Members, Youth and Organizations Run by These Groups to Conduct Their Own Evaluation Projects

What can this opportunity offer you?

- Your evaluation could serve to increase Washington State's knowledge base about consumer- and family-run programs and other non-traditional services.
- It can help you to answer important questions about your program or other programs of interest to you.
- You can build and expand important research and evaluation skills.
- Learning evaluation can help to build other leadership and professional skills to use in the rest of your work.

For More Information: Contact ____________

Or visit the website at: _________

*If you received this flyer, be assured that you will receive the Program Announcement for these mini-grants. Also, please share this information with other people you think may be interested.

Funding for this min-grants process is made possible (in part) by the Mental Health Transformation - State Incentive Grant Award No. 5 U79 SM57468-02 from SAMHSA. The views expressed in this solicitation and the min-grants process do not necessarily reflect the official policies of the Department of Health and Human Services; nor does mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

EXHIBIT 3.2: Frequently Asked Questions

1. What is the dollar amount of the grants?
   Grants will range from __________ to __________.

2. How many projects will be funded?
   At least ______ projects will be funded.

3. Who can apply?
   Consumer/Family groups, individuals, or organizations can apply.

4. When will the official announcement and call for proposals be?
   Our target date is ________.

5. What is the time frame for a qualifying project?

6. Will funding be available after the project completion date?

EXHIBIT 3.3

Involving Consumers in Evaluation

What is Program Evaluation?

Program evaluation involves gathering information about a program to assist in making decisions about that program –- such as improving, continuing, or expanding it.

Consumer-driven evaluation directly involves consumers of mental health services in various aspects of program evaluation. This can be done in partnership with other stakeholders such as family members, other consumers, providers, and/or researchers. Consumers may be involved in various aspects of evaluation, including:

- Participating in training and education on evaluation practices (for example, developing surveys or learning interviewing techniques)
- Developing important questions about the extent of program success
- Defining program oversight and monitoring processes
- Providing project oversight and evaluation planning
- Collecting data (for example, interviewing others regarding services they use)
- Entering data into a database
- Analyzing data using various statistics and graphics
- Interpreting evaluation findings and identifying the implications of those results
- Writing reports and presenting findings to key stakeholders

Why Involve Consumers in Evaluation?

Consumers have unique experience that is relevant to:

- Defining important evaluation questions
- Suggesting meaningful measures of program success
- Asking tough questions of those receiving services & getting honest answers
- Using evaluation findings to advocate for emerging and ongoing needs of consumers

Why Might You Want to Participate in Consumer-Driven Evaluation?

As a consumer, your participation in evaluation can:

- Help increase knowledge about consumer-run programs, other non-traditional services, and other important issues within the mental health system
- Ensure that issues important to mental health consumers are examined
- Build and expand your research and evaluation skills
- Expand your own professional leadership, policy, advocacy, and organizational skills

For more information on consumer-driven evaluation: http://mhtransformation.wa.gov/

EXHIBIT 3.3 (cont.)

Involving Family Members in Evaluation

What is Program Evaluation?

Program evaluation involves gathering information about a program to assist in making decisions about that program – such as improving, continuing, or expanding it.

Family-driven evaluation directly involves family members of individuals who receive mental health services in various aspects of program evaluation. This can be done in partnership with other stakeholders such as other family members, consumers, providers, and/or researchers. Family members may be involved in various aspects of evaluation, including:

- Participating in training and education on evaluation practices (for example, developing surveys or learning interviewing techniques)
- Developing important questions about the extent of program success
- Defining program oversight and monitoring processes
- Providing project oversight and evaluation planning
- Collecting data (for example, interviewing other families regarding services they or their children use)
- Entering data into a database
- Analyzing data using various statistics and graphics
- Interpreting evaluation findings and identifying the implications of those results
- Writing reports and presenting findings to key stakeholders

Why Involve Families in Evaluation?

Family members have unique experience that is relevant to:

- Defining important evaluation questions
- Suggesting meaningful measures of program success
- Asking tough questions of those receiving services & getting honest answers
- Using evaluation findings to advocate for emerging and ongoing needs of families

Why Might You Want to Participate in Family-Driven Evaluation?

As a family member, your participation in evaluation can:

- Help increase knowledge about family-run programs, other non-traditional services, and other important issues within the mental health system
- Ensure that issues important to children, youth & families are examined
- Build and expand your research and evaluation skills
- Expand your own professional leadership, policy, advocacy, and organizational skills

For more information on family-driven evaluation, go to: http://mhtransformation.wa.gov/.

SECTION 4: Developing the Application Packet

A Note about Technical Assistance: Please note that Technical Assistance (TA) Coaches should be recruited *at the same time* that you develop your Application Packet and *before* it is distributed. This section first describes the development of the application packet. Then, in Section 5 we turn to the recruitment of TA Coaches and the Mini-Grant technical assistance process.

Balancing Priorities

In developing both a credible and accessible Mini-Grant Program, you must strike a balance among competing priorities when developing your application materials: It is important to set the bar at a level that promotes accessibility and ensures that you will have many applicants, while establishing standards high enough that applicants have the opportunity to use available tools to learn more about both grant writing and evaluation design through the application process. Further, by setting the bar high enough, this opportunity has a better chance of mirroring other grant processes, thereby facilitating applicants' seeking of other external funding for their ongoing evaluation projects and developing sustainability over time.

Key Components of the Mini-Grant Application Packet:[13]

We recommend that each Mini-Grant Application Packet consist of the following components:

1. ***A List of Important Dates:*** We recommend that all deadlines and important dates be posted prominently in one place. Allow at least three weeks for submission of Letters of Intent and approximately four to five weeks between submission of Letters of Intent and final application submission.

2. ***Application Forms:*** We recommend that you supply the following template forms to be filled in by each applicant:

   - ***Application Checklist:*** A required application checklist in order to guide applicants toward full completion of their full application;

   - ***Face Page:*** This one-page form includes each applicant's name, contact information, and summary information regarding their proposed project (for example, project title, type of project, budget amount);

[13] See Exhibit 4.1 – Application Packet

- ***Budget Form:*** The budget form allows the applicant to fill in all expenses for completing their project within the funding period.

3. ***Program Announcement:*** The program announcement serves to provide information regarding the program background and concept as well as detailed instructions regarding how to complete the application.

4. ***Plenty of Examples:*** We recommend including several samples of completed forms and required sections of a completed application, including the following:

   - ***Sample Letter of Intent and Guidelines for Completion***
   - ***Sample Cover Letter***
   - ***Example Project Abstract***
   - ***Example Projects at Various Funding Levels***
   - ***Example Project Budget***
   - ***Example Budget Justification***

A copy of a full Mini-Grant Application Packet is included in Exhibit 4.1.

Dissemination of the Application Packet

Once your Program Planning Team has established the "rules" of the program and assembled your TA Coaching staff[14], you are ready to release your Application Packet. This document can be mailed, emailed, posted on community bulletin boards, posted on your website, and included in newsletters. The most important consideration is to get the word out! Send this packet to as many people and organizations as possible.

Plan for the questions to begin immediately. Identify at least one key person available by phone and email to distribute requests for assistance to the TA Coach with the most appropriate type of expertise.

[14] See Section 5 for a description of recruitment of TA Coaches.

Exhibit 4.1: Mini-Grant Application Packet

(Placeholder; See separate attachment until final approval for posting)

SECTION 5: Training and Technical Assistance Resources

General Approach to Technical Assistance (TA)

One of the most unique and valuable features of the Mini-Grant Program is the provision of technical assistance throughout the entire process. Technical assistance (TA) for prospective Mini-Grant applicants should begin as soon as the "Save the Date" announcement is sent out to prospective applicants and continues through the selection of grantees and the completion of grantee evaluation projects.

TA should be available to assist interested parties, applicants, and final grantees with the following grant writing and evaluation activities:

1. Submission of Letters of Intent;

2. Completion of the Mini-Grant Application;

3. Identification of Institutional Review Board (IRB) considerations (and at a minimum, application for a waiver of determination for exemption);

4. Assistance with finalizing an evaluation plan based on a logic model;

5. Provision of content knowledge on evaluation design, methodology, sampling, instrumentation, data entry, data analysis, and/or reporting;

6. Support in planning for data collection as detailed in the evaluation plan;

7. Initiation of practice/behavioral rehearsal of new evaluation skills and consistent feedback on those skills (e.g., role-play of survey or interview administration; in-vivo data analysis with on-the-job support);

8. Ongoing assistance in analyzing and interpreting evaluation data and constructing evaluation reports; and

9. Ongoing consultation on evaluation needs through the duration of the project.

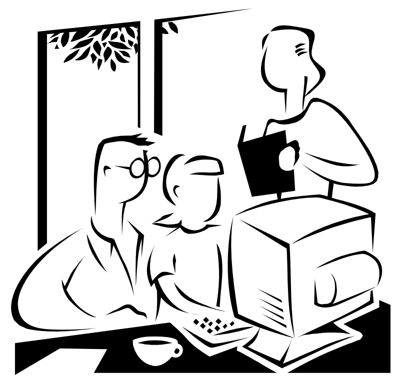
Training and TA may be provided in many forms, including: (1) TA Coaching; (2) Formal training; (3) Development and dissemination of evaluation resource materials (e.g., web-based evaluation resources, publications, tips developed by your Coaching team).

Technical Assistance Coaching

Be sure to recruit your TA Coaches before you disseminate your *Application Packet*[15]. We recommend assembling a team of coaches who have a range of areas of expertise that match the anticipated variation of proposed evaluation projects. Ideally, the TA Coaching team would have members with expertise and skills in:

- Consumer-, youth- or family-run organizations and/or related services;
- Treatment and evaluation of services for adults, youth, and families; and/or
- Program evaluation of community mental health services, particularly participatory evaluation.

When collaborating with academic entities and universities on such projects, it is important to recruit evaluators and researchers who have an applied focus and have experience in working with other community stakeholders on evaluation projects. Typical academic researchers who have more of a traditional approach to research and evaluation methodology may not be a good fit.



The following are a few considerations in providing TA Coaching:

- **Centralize the process:** As described earlier, identify one to two representatives of your project who are the main contact points for interested parties, applicants, and grantees. This is particularly important at the beginning of your project when many interested parties come forward with questions. Centralizing the process also allows for the key contact people to make connections and assignments between specific applicants and TA Coaches.

- **Remember that initial TA may be less formal:** Initial TA and fielding of questions can typically be delegated to TA Coaches on an as-needed basis. Typically, there are many requests that are not directly tied to specific areas of expertise and some questions come from interested parties who do not ultimately apply for a grant. As long as there is a centralized process for fielding such questions, the key contact people can make the judgment call on how much more formal TA and specific assignments between applicants and TA coaches are needed.

[15] For more information on developing your Application Packet, go back to Section 4. A copy of a full Application Packet is also included in Exhibit 4.1 within this Toolkit.

- **Assign TA Coaches to work with specific applicants and grantees:** Once Letters of Intent have been submitted, it is then important to be more formal about the TA process in terms of making specific TA coaching assignments to particular applicants. This better allows for consistency, development of a working relationship between each TA Coach and applicant/grantee, and matching of TA Coach expertise with the content of each grant.

- **Maintain regular contact; Don't be afraid to outreach!** Just because you're not hearing from applicants and grantees doesn't mean that they don't need your help. We recommend checking in on a regular basis, whether you have received requests for TA or not. Ideally, TA is regularly scheduled so that the applicants/grantees can prepare for these meeting and have their questions ready, as well as anticipate that help is on the way.

- **Regularly convene TA Coaches:** It is important to allow opportunities for the TA Coaches to meet regularly in order to further develop and refine training and TA materials, share resources, and troubleshoot as questions and challenges arise. This also allows the Coaches to have a mechanism for getting to know one another so that they can consult to one another or to each other's applicants/grantees based on their own area of expertise.

Formal Training

Once Letters of Intent are received, you can offer more intensive TA and training to prospective applicants. You may choose to conduct trainings in several areas of your state; or you may reach everyone with a teleconference or web cast training. The focus of this opportunity can be learning more about the importance of consumer and family evaluation, learning the basics of proposal writing, and explanations of specific application instructions.[16] If you decide to do a training web cast, an example set of instructions specific to using the Webcastgroup are included in Exhibit 5.3.

Other Evaluation Resource Materials

In addition to hands-on TA coaching and formal training, there are many grant writing and evaluation resource materials widely available. Examples of relevant web-based resources are included in Table 1.

[16] See Exhibit 5.2 - Mini-Grant Training Webcast Sample (view entire webcast at http://www.mhtransformation.wa.gov/MHTG/minigrants.shtml)

Table 1. Family-, Youth-, and Adult Consumer-Driven Evaluation Web-Based Resources[17]

Resource	Topic
http://www.ffcmh.org/evaluation.php	Link to Federation of Families for Children's Mental Health (FFCMH) web page on promoting family and youth engagement in evaluations of child and family serving systems and their use of the findings from such evaluations. Includes downloadable training and technical assistance resources.
http://www.ffcmh.org/training.htm	Link to FFCMH web page on three training courses for families on evaluation provided in collaboration with Portland State University.
http://www.rtc.pdx.edu/pgProj_FamiliesAsEvaluators.shtml	Link to Portland State University's Regional Training Center on Family Support and Children's Mental Health, a leading institution for collaboration with families on evaluation.
http://www.cqi-mass.org/	Link to Consumer Quality Initiatives, a mental health consumer operated research, evaluation and quality improvement organization based in Massachusetts. Offers consumer evaluation resources.
http://www.psych.uic.edu/mhsrp/presentations.htm	Link to presentations by faculty at the University of Illinois at Chicago's Mental Health Services Research Program. Includes several presentations and web casts on consumer evaluation and related evaluation resources.

[17] For a full list of web-based resources for family-driven evaluation, go to www.rtc.pdx.edu/pgPublications.php and order Schutte, K., Jivanjee, P., & Robinson, A. (2003). *Web-based resource list for evaluators and family evaluators*. Portland, OR: Research and Training Family Support and Children's Mental Health, Portland State University.

Other important resources include textbooks on:

- Participatory evaluation, [18,19]
- Instrument development[20]
- Focus groups[21,22], and
- Interviewing and other qualitative research methods[23].

Similar to the approach used to generate interest in this program, it may also be useful to provide tangible examples of methods used in other published and unpublished evaluation projects.[24] In addition to materials already available, we recommend developing and tailoring TA resource materials, particularly if more than one of your grantees is conducting similar evaluation projects.[25]

Parameters of Technical Assistance

TA coaching may be provided via a combination of mechanisms, including in-person, phone communication, and email exchange. While we suggest providing TA throughout the grant application process and the duration of the funded grant project, we recommend two required components of TA for all grant applicants and grantees:

1. **For all applicants:** Participation in an orientation training that walks each applicant through the grant application process and orients them to the basics of program evaluation[26];

2. **For all grantees:** Participation in regularly scheduled monthly technical assistance by their assigned TA Coach.

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18 Patton, M. Q. (1997). *Utilization-focused evaluation: The new century text. Edition 3.* Thousand Oaks, CA: Sage Publications, Inc.
19 Sabo Flores, K. (2007). *Youth participatory evaluation: Strategies for engaging young people*. Jossey-Bass.
20 Colton, D. & Covert, R. W. (2007). *Designing and constructing instruments for social research and evaluation.* Jossey-Bass.
21 Krueger, R. A. (1998) *Developing questions for focus groups (focus group kit)*. Thousand Oaks, CA: Sage Publications, Inc.
22 Krueger, R. A. (1998) Moderating focus groups (focus group kit). Thousand Oaks, CA: Sage Publications, Inc.
23 Esterberg, K. G. (2001). *Qualitative methods in social research*. McGraw-Hill.
24 For some example publications, go to: http://mhtransformation.wa.gov:80/MHTG/minigrants.shtml and scroll down to "Additional Resources."
25 See Exhibit 5.4 for example TA resources for survey development, individualized for Washington State.
26 See description of Formal Training above as well as Exhibit 5.2 - Mini-Grant Training Webcast Sample (view entire webcast at http://www.mhtransformation.wa.gov/MHTG/minigrants.shtml)

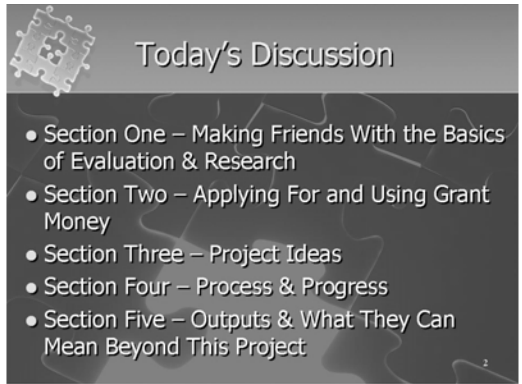
When providing technical assistance to applicants, we recommend setting a time limit on the coaching offered (for example, 5 hours a week) in order to provide consistency across technical assistance, and promote time and resource management. While most of the technical assistance can be provided by phone and email initially as prospective applicants have questions, it is important to reserve enough time and resources in your budget and program planning to ensure hands-on onsite technical assistance as applicants design their projects, through the final selection of grantees. In order to ensure both a consistent approach to technical assistance and analyze the extent of technical assistance for ongoing program planning, it is recommended that each TA Coach keep an accurate record of time used with each person, and questions or challenges addressed.[27]

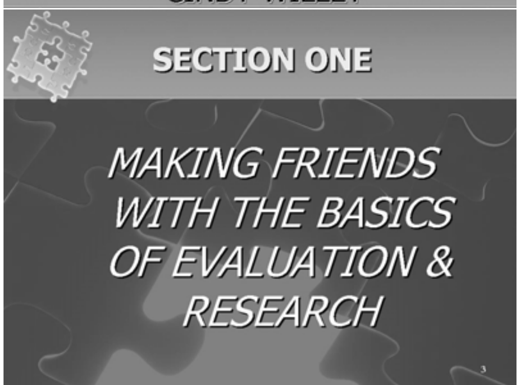
[27] See Exhibit 5.1 – Sample Technical Assistance (TA) Coaching Log

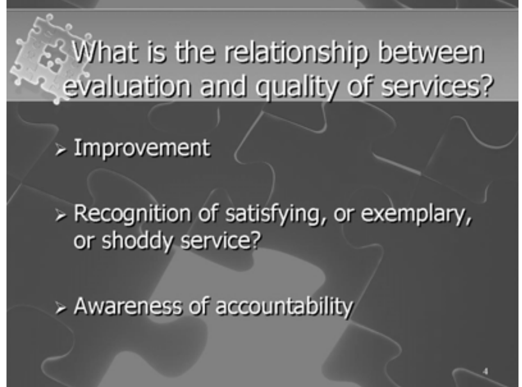
EXHIBIT 5.1: Sample TA Coaching Log

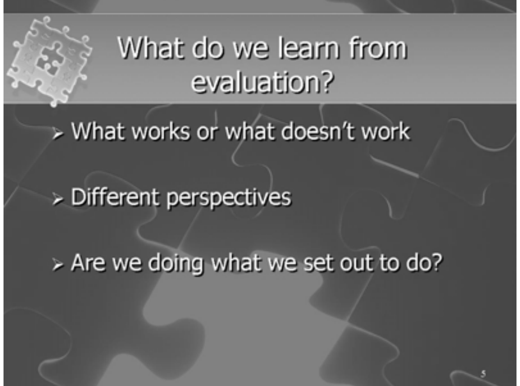
Consumer & Family Evaluation Mini-Grant Program Technical Assistance (TA) Log For: ______________________ (Name of TA Coach)								
Date	Name of Person Calling	Contact Information	On Behalf of Org, Group, or Individual Eval?	Role of Caller	Referral Source(s)	Nature of Question/TA	Outcome/Identified Next Steps	Total Time

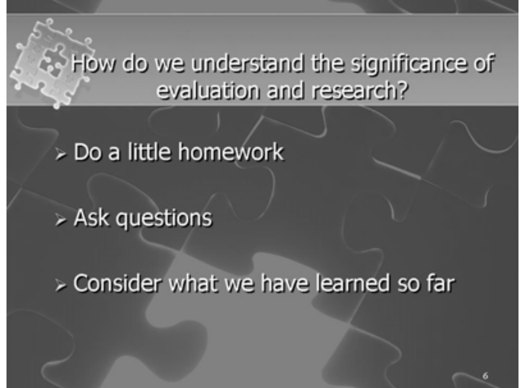
EXHIBIT 5.2: Sample of Mini-Grant Training Webcast











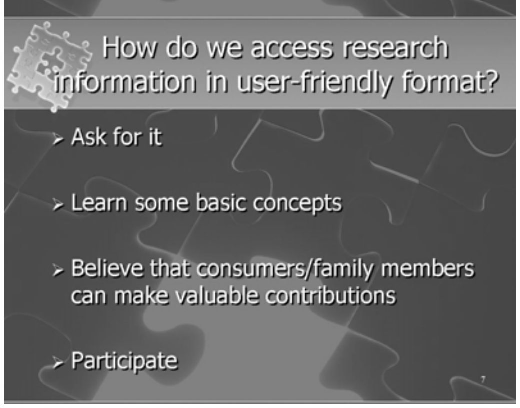


EXHIBIT 5.3: Sample Instructions for Webcast Registration

Greetings, Applicants to the 2007 Consumer & Family Evaluation Mini-Grant Program!

Congratulations on this first step in applying to the Consumer and Family Evaluation Mini-Grant Program -- submission of your Letter of Intent! This email is being sent to now invite you to participate in our upcoming Training Webcast on THURSDAY, MARCH 1st from 11am to 1pm. (If you are unavailable at the time of this webcast, please read #4 below. If you do not have internet or computer access, please read #5 below).

(1) HOW DO I REGISTER FOR THE WEBCAST?
To register for the webcast, go to the Mental Health Transformation Project website at: http://mhtransformation.wa.gov/MHTG/minigrants.shtml. You can access this website by either clicking on this link, cutting and pasting this web address into your internet browser address bar or by simply typing this address in your address bar. Once you get to the Mini-Grant Project webpage, scroll down to "Mini-Grant Training Webcast" and click on "Pre-register for live training webcast now." You will then be instructed to enter your name and email address. After entering this information, you will be officially registered and will use your email address to enter the webcast on March 1st.

(2) HOW DO I KNOW IF MY COMPUTER IS COMPATIBLE FOR VIEWING THE WEBCAST?
When you are within the registration window, please make sure to check to make sure your computer is "webcast ready" by clicking the blue lettering on the registration form that says "System Check: Click here to make sure your system is ready for webcasting." Your computer will immediately be evaluated for system readiness and a pop-up window will tell you if your computer is ready to support the webcast. If the pop-up says that your computer is not ready to support the webcast, click on the "Email Tech" button, type in your problem and a computer technician from our webcast company will email you shortly to troubleshoot the problem.

(3) HOW DO I VIEW THE WEBCAST ON MARCH 1ST?
Once you are registered and your computer is webcast ready, you will be ready to join the webcast. On March 1st at 11:00 am, simply return to the Mental Health Transformation Mini-Grant webpage (http://mhtransformation.wa.gov/MHTG/minigrants.shtml) Once you get to the Mini-Grant Project webpage, scroll down to "Mini-Grant Training Webcast" and click on the link for the webcast. Enter your email address and you will automatically be directed to the webcast.

(4) WHAT IF I'M UNAVAILABLE FOR THE WEBCAST?
If you cannot attend the live webcast this Thursday, an archive of the webcast (including all questions and answers) will be posted on the Mental Health Transformation Project website for your viewing at any time throughout the development of your grant application. If you have any follow-up questions after viewing the webcast, our Technical Assistance (TA) Coaches will be available to answer those questions and to help you as you develop your grant application.

(5) WHAT IF I DON'T HAVE INTERNET ACCESS OR MY COMPUTER DOESN'T ALLOW ME TO PASS THE "SYSTEM CHECK?"
If you are unable to participate in the webcast, we will make arrangements to send the training slides to you ahead of time and will send you the call-in information for a conference call so that you can listen in on the webcast. To arrange for a conference call instead of attending the webcast, please contact Maria Monroe-DeVita at 206-604-5669.

We look forward to working with you!

The Mini-Grant Program TA Coaches

EXHIBIT 5.4: Sample Survey Tool Development TA Resources

Designing a Survey Tool

Additional Tips for Mini-Grantees

No one ever gets the survey questionnaire right the first time!

PILOT TEST THE QUESTIONNAIRE

No matter how hard you work and think to design your questionnaire, you will need to test it before you achieve the final product.

The following slide has suggestions you should follow to improve the quality of the questionnaire so it can teach you what you need to learn about your program.

Suggestions for Survey Questionnaire Development

PILOT TEST THE QUESTIONNAIRE

Step 1. Read the questions out loud to someone and listen to their answers. If the questions don't make sense to you or the other person, or if the answers don't give you the information you need to know, adjust the questions until they make sense and elicit helpful responses.

Suggestions for Survey Questionnaire Development

PILOT TEST THE QUESTIONNAIRE

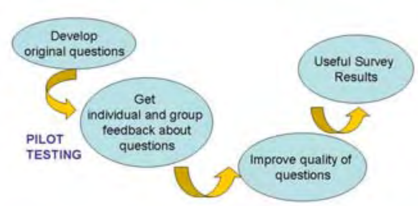
Step 2. Ask a small group to complete the questionnaire. Ask each person to both answer the questions on the questionnaire and give you suggestions about wording, readability, response options, etc.

PILOT TESTING

You won't regret the time you invest up front in pilot testing your survey questionnaire before the moment arrives when it is time to use it in your evaluation.

This investment will help ensure that the time that you and your evaluation participants spend in completing the survey will meet the goal of providing valuable information you need to make your program better.

PILOT TESTING



Suggestions for Survey Questionnaire Development

ASKING SENSITIVE INFORMATION

Your questionnaire very likely will ask some information that is sensitive, that is that the person wouldn't want to answer aloud in public. The evaluation study participants probably don't want you looking over their shoulders when they are asked questions like "How helpful was participating in the XXXX Program to you and your family?"

Suggestions for Survey Questionnaire Development

ASKING SENSITIVE INFORMATION

The most important guideline you can follow is to put yourself in the shoes of the respondent and think about what you would want to know about the information you were providing if you were in their position.

EXHIBIT 5.4: Sample Survey Tool Development TA Resources (cont.)

Suggestions for Survey Questionnaire Development

If you were filling out a questionnaire with sensitive information, would you:

- Want privacy?
- Want to be reassured that your answers were confidential?
- Want to be given the option of not answering a question if you didn't want to?
- Want to be thanked for taking your time to participate?
- Want to know how the information you were providing was going to be used?
- Want to know that the evaluator would help you if you didn't understand a question or a response choice?

Suggestions for Survey Questionnaire Development

ASKING SENSITIVE INFORMATION

In a very matter-of-fact way, you can inform and reassure the respondent that you share her/his concerns that the information be kept confidential, that the time s/he spends filling out the questionnaire is worthwhile, that her/his participation is voluntary.

Suggestions for Survey Questionnaire Development

ASKING SENSITIVE INFORMATION

Creating an atmosphere of safety, confidentiality, respect and appreciation will enable the respondent to be at ease and candid in her/his answers to your questions. This will help to ensure that your survey results will be useful in understanding and improving your program.

SECTION 6: Review of Proposals & Selection of Grantees

Establishing a Grant Review Committee

It is important to form a separate Grant Review Committee to formally review all of the project proposals and make the final selection of grantees. Considerations for selecting an effective Review Committee include:

- **Designation of a Review Committee Chair**. It is essential to have an effective leader for this group. We recommend someone who has a mix of skills and expertise in evaluation/applied research; working with consumers, families, and community mental health stakeholders; and chairing other committees and work groups.

- **Selection of Consumers, Family Members, and Program Evaluators.** Similar to your program planning team, it is important to ensure that you have a mix of consumers, family members, and evaluators on your Grant Review Committee. We recommend pairing each consumer and family member with an evaluator for their reviews (see more information below).

- **Consider Geography and Culture.** Among your Review Committee members, remember to balance participation from across your state or community, also taking into account cultural representation.

- **Use Your Program Planning Team.** Remember to use your program planning team to help you decide the composition of your Review Committee and select specific committee members.

Preparation for the Grant Review and Selection Meeting

Give grant reviewers *at least one week* to scan all proposals before the Review Committee meeting day, with assignments for pairs of reviewers to more thoroughly review and score a subgroup of the proposals.[28]

Much of the preparation for your Review Committee can be done by mail, email, and phone; however, it is recommended that reviewers meet *in person for one full day* for the review and discussion of all of the grant proposals and selection of final grantees.

[28] For more a more detailed overview of a recommended grant review process, see Exhibit 6.1.

Send copies of all proposals to all reviewers with instructions for individual scoring.[29] Questions can be asked and answered before the one-day Grant Review Committee Meeting. This saves time for discussion and recording comments on each proposal when the committee meets together.

It is helpful to assign 3 to 5 proposals to each reviewer to score and then base the size of your Review Committee on the number of applicants. Ideally, your Review Committee will be no larger than *eight to 10* members in order to best facilitate efficiency and discussion during the Grant Review Meeting. Furthermore, it is recommended that each consumer and family reviewer be paired with an evaluator/researcher reviewer to review and score a subgroup of the full set of grant proposals. The two will then come to consensus on their independent ratings and discuss any comments by the full Review Committee who read each grant, but did not provide a rating for that particular pair's grants.

Selecting and Announcing Grantees

Applicants who are selected can be notified by phone and by mail[30]. Those who were not funded must be notified by mail.[31] Make reviewers' comments available to applicants both selected and not selected in order to utilize this feedback as a learning tool.

Once all applicants have been notified, we recommend writing a brief summary of each successful grant applicant in order to disseminate this information and further gain interest in the program. Proposal abstracts may be used, as well as all summary information[32]. Distribute this announcement to all stakeholders, and post it on your website if possible.

[29] See Exhibit 6.1 – Sample Grant Review Instructions
[30] See Exhibit 6.2 – Sample Letter to Funded Applicants
[31] See Exhibit 6.3 – Sample Letter to Unfunded Applicants
[32] See Exhibit 6.4 – Synopsis of Funded Grants

EXHIBIT 6.1: Sample Grant Review Instructions

April 3, 2007

Dear ____________:

Thank you very much for agreeing to participate on the Consumer and Family Evaluation Mini-Grant Review Committee! The State of Washington values its position as a leader in mental health system transformation and your participation will help keep us moving in the right direction.

Please take a look at the review procedures outlined on the following page. There is a worksheet that lays out the scoring criteria which will guide you in generating a score. You will have somewhere between **three and five grants for which to provide a score** but please read **all** of the applications prior to the meeting.

As you know, our Review Committee Meeting is scheduled for Wednesday, April 11th in Seattle. Our meeting will begin promptly at 9:00 am and we will end our meeting no later than 5:00 pm. Morning and afternoon refreshments and lunch will be provided. The location of our meeting will be:

146 N. Canal St., Suite 111
Seattle, WA 98103

If you have any questions at all or have any difficulty finding this location, please contact Maria Monroe-DeVita at 206-604-5669.

Thanks again and we look forward to seeing you in Seattle on the 11th!

Eric Strachan, Ph.D.
WIMIRT-West and the University of Washington

MINI-GRANT REVIEW COMMITTEE MEETING
INSTRUCTIONS FOR SCORING AND REVIEW

Prior to the Meeting:

1. You have a portfolio of applications to carefully review and score (between three and five). Two members of the review committee will be selected to independently score each application prior to the meeting. We will contact you directly to inform you regarding which applications you will score.

2. Please read all grant applications (there are 13). You are welcome to score other applications if you think it will help you during deliberations but it is not necessary. There are **<u>five</u>** copies of the scoring worksheet in this letter but you may not need them all.

3. Please keep your scoring worksheets and bring them with you to the meeting.

During the Meeting (April 11, 2007, all day in Seattle):

1. Each application will be considered for 30 minutes.
   - 5 minute introduction by the reviewers
   - 20 minute group discussion based on the review criteria
   - 5 minutes to determine the final priority score

2. The initial scores (from the two pre-meeting scored reviews) will be posted and will serve as the starting point for the group discussion.

3. The research reviewer assigned to the application will be responsible for keeping detailed notes on the group review for the purpose of generating a written review for the applicant.

4. Priority scores will inform but not fully determine funding.

5. Funding decisions will be made by the review committee as a whole based on priority scores as well as considerations of geographical distribution, funding the largest number of quality applications, and meeting the different goals of Mini-Grant program.

6. The committee reserves the right to modify projects and budgets.

After the Meeting:

1. The research reviewer will generate all written reviews by no later than April 16th with priority going to funded applications.

2. Funded applicants will be required to respond to reviewer comments by the May 1st project start date.

Point Structure for Scoring:

Grant Component	Total Points Possible (out of 100)	Point Distribution
Background and Significance	25	0-5 for the quality of the idea (how compelling is this application?). 0-10 for the description of benefits (who will benefit, how much will they benefit, how important is that benefit?). 0-7 for background information including why the applicant chose this approach and what is currently being done. 0-3 reviewer's quality and demonstrated potential points (quality of the idea, quality of the presentation, applicant's potential irrespective of her or his grant-writing ability).
Proposed Approach and Timeline	40	0-7 for the recruitment strategy. 0-8 for the data collection strategy. 0-5 for the careful consideration of human subjects matters. 0-5 for the data analysis plan. 0-7 for the anticipated impact of the evaluation product. 0-5 for the timeline (both for the funded portion of the project and the overall project if it will go beyond the Mini-Grant time period). 0-3 reviewer's quality and demonstrated potential points.
Staff of the Evaluation Project	30	0-10 for sufficiency of the staff (not quality of the personnel per se, but the appropriateness of the roles and responsibilities for completing the project). 0-5 for the relevant experience of the proposed staff. 0-5 for the objective quality or demonstrated potential of the staff or organization. 0-5 for outside people and organizations including the required Letter of Support. 0-5 for description of available resources.
Budget and Justification	5	All points for the clear description of appropriateness of the budget to meet the aims of the application.

EXHIBIT 6.2: Sample Letter to Funded Applicants

April 25, 2007

[Address block]

Greetings [insert name],

Congratulations! Your evaluation project, “[insert project name]” has been approved for funding by the Review Committee for the 2007 Mental Health Transformation Project Consumer & Family Evaluation Mini-Grant Program. Your current award is in the amount of [insert amount here].

We were very pleased with the great response and participation of all applicants to the Mini-Grant Program. This is an innovative pilot program and the enthusiasm of consumers and family members in this opportunity indicates an increased interest in evaluation of consumer and family services and initiatives. Thank you for joining us in our efforts to bring more statewide attention to consumer and family studies.

We look forward to working with you for the duration of your project, from May through September, 2007. We also anticipate continued collaboration with you in quality improvement and other related evaluation work related to your specific program/area of interest.

You will be contacted soon regarding technical assistance details.

Thank you and congratulations again!

Maria Monroe-DeVita, Ph.D.
The Washington Institute for Mental Illness Research & Training (WIMIRT)
University of Washington

EXHIBIT 6.3: Sample Letter to Unfunded Applicants

April 30, 2007

[Address block]

Dear [insert name],

Thank you for your recent proposal to the 2007 Mental Health Transformation Grant Consumer & Family Evaluation Mini-Grant Program. We were very pleased with the response and participation of all applicants to this new and innovative program, which we hope will serve to increase ongoing consumer and family involvement in research and evaluation activities in Washington State.

While we received many highly qualified applications, the Review Committee was not able to fund your project, entitled “[insert project name]” this year. We encourage you to further discuss your application with your Technical Assistance (TA) Coach to discuss possible next steps with your current ideas, including looking into alternate funding sources or project direction. We look forward to continued collaboration with you with the future.

Thank you,

Maria Monroe-DeVita, Ph.D.
The Washington Institute for Mental Illness Research & Training
University of Washington

EXHIBIT 6.4: Synopsis of Funded Grants

CONSUMER & FAMILY EVALUATION MINI-GRANT PROGRAM GRANTEES
May – September 2007

1. **Name of Applicant:** Steve Tobias, Kitsap County
   Project Title: Peninsula Area Consumer Internet Readiness & Effectiveness Assessment Project (PACIREA)
   Budget: $7,100.00

PACIREA consists of two primary evaluation components and a pilot program development element. The first evaluation project involves development and dissemination of a questionnaire measuring the reach of Internet access and Internet use among people receiving outpatient mental health services. The second evaluation component involves an evaluation of the utility of a variety of existing websites focused on mental health and mental health services. Finally, project staff and volunteers will use this information to develop pilot content for a consumer-friendly website.

2. **Name of Applicant:** A Village Project II, King County
   Project Title: Parent and Youth Partner Evaluation
   Budget: $8,780.50

A Village Project II is a community services nonprofit organization offering support, education, and guidance to children, youth, and families at risk of becoming involved in one or more of King County Washington's child and family serving systems. The primary purpose of this project is to fund an evaluation of the effectiveness of a Village Project II's Parent and Youth Partner program. This will be accomplished by developing an interview tool and training A Village Project II Board members and individuals who have used Parent and Youth Partner services to conduct interviews to assess how well A Village Project II is meeting the needs of each Parent and Youth Partner.

3. **Name of Applicant:** Circle of Friends for Mental Health, King County
   Project Title: We Have Questions: Evaluation of Circle of Friends for Mental Health Art Therapy Project
   Budget: $3,580.25

Circle of Friends (COF) for Mental Health is a nonprofit agency devoted to bringing the arts to individuals with mental illness who live in and are served within King County. COF will use grant funds to develop a survey and evaluate individual consumers' use of and experience within existing COF art programs, in order to make improvements within their program and better serve the needs of adults with mental illness through the arts.

4. **Name of Applicant:** Volunteers of America, Spokane County
   Project Title: Tell Us How We're Doing
   Budget: $8,719.00

The primary purpose of this grant application is to fund an evaluation of the Passages Family Support Program. Passages serves to sustain and provide support to families through mentoring and community-building to further assist parents in navigating systems of care to raise their children with dignity and joy. This project will involve family members as evaluators and will consist of developing the evaluation instrument, surveying the target population, collecting and analyzing the data, and using the information for quality improvement.

5. **Name of Applicant:** New Century Coalition, King County
   Project Title: New Century Empowerment Project
   Budget: $5,000.00

New Century serves to increase consumer involvement in policy development at community mental health agencies. This evaluation includes a needs and services assessment of consumer involvement in community mental health agencies and ultimately the Regional Support Networks. The Community Needs Assessment tool from the National Consumer-Supporter Technical Assistance Center will be the evaluation tool and New Century will survey consumers and relevant agency heads for this project.

6. **Name of Applicant:** Judy Tough and Jennifer Taylor, Jefferson County
   Project Title: Preparation of an Access Guide for Mental Health Recovery in Jefferson County
   Budget: $4,762.00

The grantees are members of the Jefferson County Citizens for Healthcare Access, a volunteer group which convenes regular discussions among agencies concerned with the healthcare of people who live in Jefferson County. This project is focused on using evaluation in the service of developing a self-guide for mental health consumers and family members regarding mental health resources in Jefferson County. Consumers and family members will collect community data by developing and administering a semi-structured interview with approximately 30 different Jefferson County agencies, and will organize those data within a user-friendly format to be published as an Access Guide to Mental Health Recovery across the county.

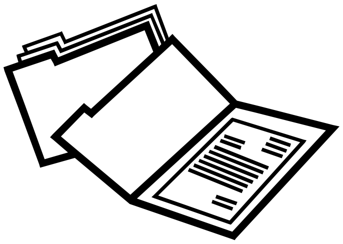
7. **Name of Applicant:** The Alliance–West, Clark County
   Project Title: Handbook of the Streets Program Evaluation
   Budget: $7,058.25

The Alliance–West is a nonprofit corporation which publishes Handbook of the Streets, a comprehensive community resource guide for low-income and homeless people in Clark County. The Alliance-West plans to use grant funds to improve the quality of the data included within this handbook and to evaluate the effectiveness of their Handbook of the Streets Program as a tool for providing current resource information to low-income and homeless individuals living in Clark County.

SECTION 7: Reporting Requirements

Levels of Reporting

As your team plans this program, it is recommended that you include reporting requirements on your timeline. Grantees should report to your program lead, and your planning team should then report to your funders or umbrella organization. This requires a coordination of efforts with coaches, grantees, and team leaders.



Grantee Reporting

It is recommended that grantees submit at least one report at the halfway point of the project, and then a final report at project end. Providing your grantees with report templates can simplify this process and enrich the evaluation education experience.[33] Coaches can extend help to grantees with their reporting, if requested. Report templates may be distributed by email or mail. You can set the deadline for reports at three weeks, or less, depending on the skill level of grantees and coaches' availability.

Program Reporting

Your funding organization will require reports from your project team at regular intervals. Make this a part of your plan from the beginning as a time management practice. Choose one key team member to be responsible for keeping reporting on track. Note that grantee reports can be compiled as part of your required program reports.

Encourage your grantees to prepare a paper or presentation to publish statewide, locally, or nationally. Offer them continued technical assistance with their evaluation needs. Learn more about presentations in Section 8.

[33] See Exhibit 7.1 – Reporting Templates

EXHIBIT 7.1: Example Reporting Templates

PERIODIC REPORTS
2007 MINI-GRANT EVALUATION PROJECT

REPORT 1.1
BUDGET EXPENDITURES

DATE	ITEM	USE	AMOUNT
BALANCE			

REPORT 2.1
PROJECT PROCESS

Are you using anticipated staffing? If so, is it working well? If not, please indicate changes.

____
____
____
____
____
____

Please name your most significant achievement as of today.____
____
____
____
____
____

Please name your greatest challenge faced as of today.____
____
____
____
____
____

Please tell us about your interactions with consumers/family/youth who are part of your study.____
____
____
____
____
____
____
____
____
____

PROJECT PROGRESS
REPORT 3.1

Are you meeting your goals according to your original timeline? Please tell us about it.____

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____

Please tell us approximately how many consumer/family/youth participants you have contacted for your study.

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____

Are you having any significant challenges with finding participants?____

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Tell us how you believe you are handling your budget as of today.____

____

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____

REPORT 4.1
EVALUATION OF TECHNICAL ASSISTANCE

Please rate the following elements of the technical assistance you have received by circling the corresponding numbers.

	Excellent	Very Good	Good	Fair	Poor
1. Is your TA coach available to answer your questions in a timely manner?	5	4	3	2	1
COMMENTS:					
2. I am comfortable calling or emailing my coach.	5	4	3	2	1
COMMENTS:					
3. My coach has given me the support I needed.	5	4	3	2	1
COMMENTS:					
4. What is your overall opinion of technical assistance so far?	5	4	3	2	1
COMMENTS:					
5. What is the best thing about the technical assistance provided?					
6. What improvements might we make to our technical assistance process?					

REPORT 5.1
TEAM MEMBER POLL

Please tell us about your experience as an individual team member on this project.

1. Do you have a clear definition and understanding of your role in this project?

2. How would you describe your relationship(s) with other team member(s)?

3. Do you feel you are using your strengths on this project?

4. What have you learned so far on this project?

5. Do you believe your knowledge and skills are valued by the team?

SECTION 8: Social Marketing of Your Program

In order to fully involve your stakeholders and emphasize the importance of consumer and family evaluation, share information and news about your program in every way available to you. This can be achieved through a variety of mechanisms, including those identified under Section 2 as it relates to generating interest in your program, including:

- Public community meetings
- Conference presentations
- Newsletter items
- Evaluation workshops
- Blogs
- Interactive web groups

The following provides a description and examples of other social marketing both within Washington State and in other venues across the U.S.

Conference Presentations

Statewide or national conferences are a great way to reach a large number of people. Consider making a formal presentation or workshop, or consider a display table for informing conference attendees. A well-organized, friendly presentation with time for questions and answers can lead to more opportunities and networking to further disseminate and make improvements to your program.[34]

Publishing Opportunities

Take advantage of all opportunities to publish information about your program in newsletters, online newsletters,[35] evaluation websites, book chapters, and peer-reviewed journals.

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[34] See Exhibit 8.1 – Sample Proposal for Conference Presentation

[35] See http://gucchdgeorgetown.net/data/action.lasso?-database=CYFdivision&-layout=Details&-response=issues/2007/0807_article.html&-MaxRecords=all&-DoScript=DataMatters0807&-search

EXHIBIT 8.1: Sample Proposal for Conference Presentation

Promoting Recovery and Resilience:
Washington Transformation's Approach to Consumer and Family-Driven Evaluation
1/12/07

Abstract (50 words or less)
The Consumer and Family Evaluation Mini-Grant Program is soliciting proposals from consumers and family members interested in conducting their own research projects. This presentation will provide information about the value of consumer- and family-driven evaluation and share consumers' and family members' experiences within the Mini-Grant Program.

Summary (300 words or less)
Washington State is committed to achieving consumer and family member partnership in its Mental Health Transformation activities, and to promoting consumer and family member leadership in the system as a whole. One of the many ways in which Washington is promoting such a shift is by supporting consumers and family members to be actively involved in research and evaluation projects.

The Washington State Mental Health Transformation Project - Consumer and Family Evaluation Mini-Grant Program will function as a key mechanism for developing this capacity among consumers in Washington State. The Mini-Grant Program, currently in the formative stages of development, is in the process of soliciting grant applications from consumers and family members who would like to propose to conduct their own evaluation projects. The Mini-Grant Program will fund several individual consumers and family members, as well as consumer- and family-run organizations who propose to do this evaluation work. Once consumer and family grantees have been selected, the Mini-Grant Program will provide training and technical assistance to consumer and family grantees in order to help them to develop the capacity for data infrastructure, and well as the evaluation skills to conduct their own evaluation projects.

This presentation will provide: 1) an overview of the value and importance of consumer- and family-driven evaluation, 2) a description of how the Consumer and Family Evaluation Mini-Grant Program developed a formal process of soliciting grant proposals as well as a training and technical assistance curriculum and individualized approach to each consumer and family member grantee, and 3) real stories from consumer and family grantees regarding their own experiences in developing evaluation skills as part of the Mini-Grants Program.