

# Tony Gramscas Youth Services Program (TGYS)

Application Workshop

February 2, 2005

1:00 p.m. - 4:00 p.m.

# What Makes a Good Program and a Good Application?

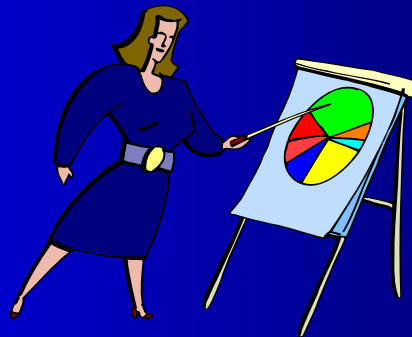


Start with a clear statement of  
the problem(s) or need(s)  
among your target population



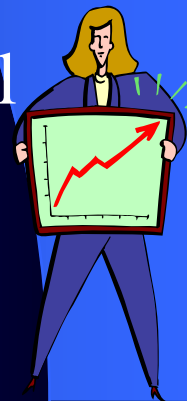
# Needs/Problem Statement

- Be specific about who you plan to serve
- Describe the crime, violence, and/or other problems to be addressed by the project.
- Describe the data and/or needs assessment used to identify the problem in the proposed services area.
- Link your services to the population and their needs.



# Examples of relevant data

- Poverty data – e.g. free and reduced lunch rate, census data, etc.
- Numbers and rates of juvenile arrests, school suspensions and dropouts, teen births, homelessness, child abuse, uninsured children, lack of resources, lack of quality/affordable child care
- Student survey data, e.g. rate of substance use/abuse, involvement in violent behavior, school performance/bonding



# Data Resources

- OMNI Resource and Indicator Database:  
Go to: [www.omni.org](http://www.omni.org)
  - Click on Resource & Indicator Database
- COHID Database: (CDPHE)  
Go to: [www.cdphe.state.co.us](http://www.cdphe.state.co.us)
  - Click on Health/Disease Statistics
  - Go to Colorado Health Information Dataset (COHID)



# Data Resources

- Colorado Department of Education
  - Go to: [www.cde.state.co.us](http://www.cde.state.co.us)
  - School/District Statistics
- Colorado Bureau of Investigation/Department of Public Safety
  - Go to: [www.cbi.state.co.us](http://www.cbi.state.co.us)
  - Documents and reports
- US Census Bureau
  - Go to: [www.census.gov](http://www.census.gov)



# Characteristics of a Good Needs Assessment



- Includes data on the number of people affected/rate of problem in the population.
- Provides *descriptors* of population in need: age, income, ethnicity, geography, etc.
- Uses credible source of data. May include severity/risk.
- May include evidence that community perceives this as a problem (readiness).

# Sample Needs Statement THAT NEEDS WORK

- In Shadowrock, Colorado, a quarter of the students never finish high school. Of those who don't complete high school, one-third drop out due to pregnancy. Many abuse alcohol and other drugs. One-tenth have had at least one arrest. Last year three high school students died in alcohol-related motor vehicle crashes.

# What's good about needs statement?

- Gives percentage of students that don't complete high school
- Provides data on pregnancy as cause of drop out
- Provides percentage of juveniles experiencing arrest
- Provides data on number killed in motor-vehicle crashes

# What's lacking?

- No data on poverty (either census, free and reduced lunch rate or other)
- No information on numbers affected  
Percentages are good but provide an incomplete picture (Use numbers & rates)
- Substance abuse data lacks specificity
- Pregnancy data unclear (all students or girls?)
- Do these data represent only a single year?
- No population descriptors (ethnicity, etc.)
- No data sources cited

## Good Needs Statement

- Crane Middle School has 400 students: 66% Latino, 20% black, 12% anglo, and 2% other. Of these students, 94% qualify for free or reduced lunch. Half of the students speak English as their second language. The school's CSAP scores last year were the third lowest in the state. A student survey revealed that in the past 30 days 57% of the students used alcohol, 33% used marijuana, 17% carried a weapon, 8% had been suspended, 15% reported getting mostly As and Bs, and 12% reported being involved in an after school program. A community coalition including parents, school personnel and nonprofit staff identified lack of after school programs and tutoring as a major deficit.

# Keys



- Be sure data are linked to the target population
- Use a combination of numbers and percentages
- It may be useful to compare local data with state data to substantiate need
- Link the population's needs to the services your agency plans to provide

# Analysis of Contributing Factors: Problem Diagnosis

- Begin by stating the problem to be addressed
- Second, identify the factors which contribute to the problem
- Contributing factors may coincide with “risk and protective” factors
- Link contributing factors with research, youth development principles, theory.



# Example of contributing factors for school dropout:

- high mobility
- immigrant families with language barriers
- poverty resulting in the need for students to quit school and help support the family
- academic failure
- lack of school “connectedness”
- peer norm to drop out
- pregnancy



# Things to Consider: Importance and Changeability

- For EACH contributing factor, assess:
  - how **IMPORTANT** a contributing factor this is
  - how **CHANGEABLE** the contributing factor is



# Priority Factors (both important and changeable)

- Academic failure
- School “connectedness”
- Language barrier



# Keys



- Contributing factors (positive and negative) should relate directly to the problem/need and the program focus
- Contributing factors should be specific to the target population
- Contributing factors should be amenable to amelioration
- Contributing factors are linked to the problem/need and supported by research and/or prior experience

# Goals and Outcomes

- A good goal statement:
  - States overall purpose of program
  - Relates to the goal of the TGYS Program
  - Does not specify numbers, nor types of activities to be carried out
  - Programs generally have only one or two broad goals and multiple outcomes which relate to the goal(s)



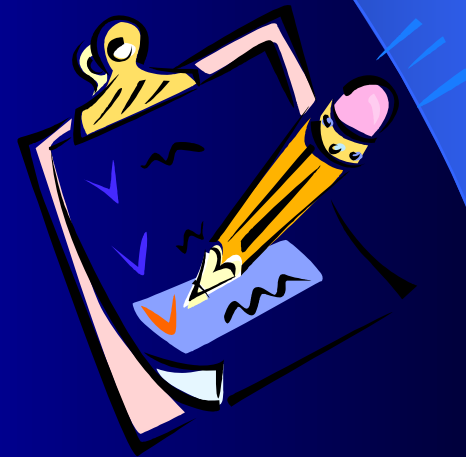
# Examples of Goal Statements

- All students in River City graduate from high school
- Children in Chocolate County enter school ready to learn
- Youth crime and violence in Custard County will be reduced



# Characteristics of Good Outcomes

- Based on the problem diagnosis, or contributing factors
- Outcome oriented: specify what will go up or what will come down
- Specify expected changes in:
  - knowledge
  - attitude
  - skill
  - behavior
  - &/or status

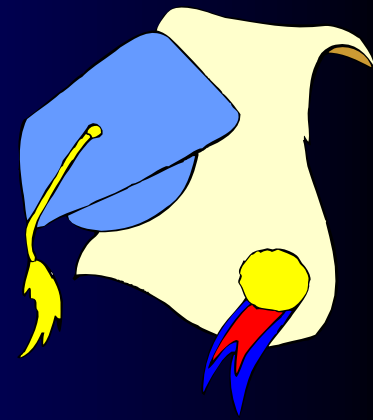


# Outcomes

- They are:
  - specific
  - measurable
  - time-framed
- They are realistic and doable



# Outcomes



- Most common error in writing outcomes is writing activities instead of outcomes.
- The outcome should represent the “so that...” response to an activity, e.g. an activity might be after school tutoring, so that the participants improve academic achievement by an average of one letter grade (objective).

# Examples of Outcomes:

- At least 90% of students participating in the after school tutoring program will show an improvement of at least one letter grade in overall grade point average at the end of the semester.
- By the end of the project period, there will be a 10% reduction in alcohol and marijuana use among students in Rockville High School, as measured by the Colorado Youth Survey.

# Keys in Developing Outcomes

- Pick at least one outcome from TGYS list
- Select from suggested measurement tools to measure progress on outcome(s)
- Use consistent process for defining and measuring program-specific outcomes
- Outcomes are specific, time-framed and measurable and relate directly to impact of program on clients/participants



# Project Strategies/Services/Activities

Link with:

- Target population needs/problems
- Contributing factors
- Program goal(s)
- Desired outcomes
- How you'll measure/evaluate



# Characteristics of Good Services and Activities



- Relate directly to the stated outcomes which are based on the contributing factors
- Specify what, how, when, where, to whom, to how many and by whom services will be provided
- Are evidence-based: research, literature and/or past experience have shown that these services will produce the desired outcomes
- Demonstrate fidelity to proven strategies

# Services & Activities (cont.)

- Are culturally and developmentally appropriate
- Are of sufficient intensity and duration to achieve the expected outcome
- Include strategies for recruitment and retention
- Describe unique program characteristics that will ensure success



# Resource:

- Best Practice website:

[www.cdphe.state.co.us/ps/bestpractices/bestpracticeshom.asp](http://www.cdphe.state.co.us/ps/bestpractices/bestpracticeshom.asp)



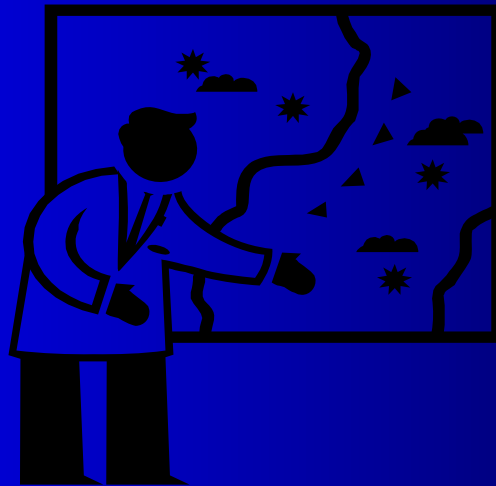
# Evaluation



- Willingness to use Colorado KIT
- Have process, procedures and timeline for collecting data
- Identified measurement tools
- Have methods for collecting both process and outcome data
- Have staff responsible for this function

# Evaluation

- More information will follow about both general evaluation principles and about Colorado KIT

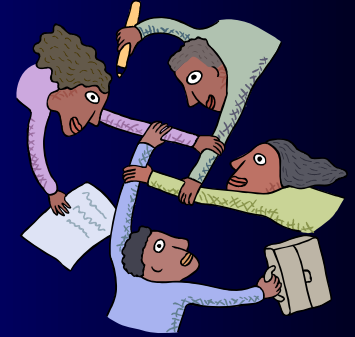


# Agency Capacity



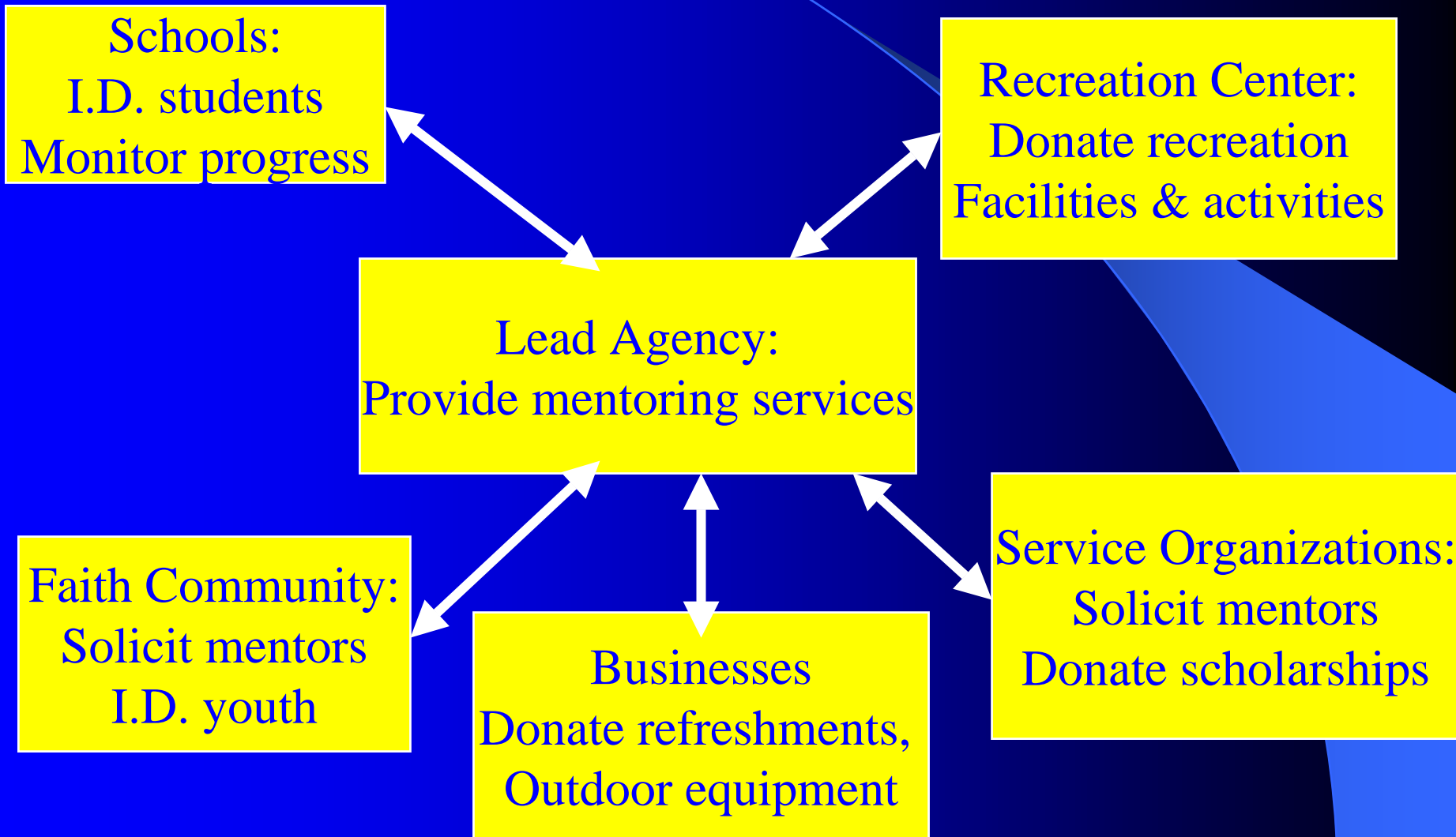
- Personnel have adequate training and experience
- Agency has prior history in the community for its ability to provide this or related services
- Agency demonstrates administrative capability
- Has strong fiscal management system
- Has a business plan and other funding sources to assure sustainability

# Collaboration



- Program actively collaborates with other agencies and groups in community
- Letters of support/commitment *specifically* state what other agencies and groups will contribute
- Provides evidence of past collaboration
- Schematic representation is helpful

# Collaboration Schematic



# Characteristics of a Good Budget/Justification

- Expenses clearly related to carrying out proposed program
- Narrative explains derivation of costs
- Accurate
- Total amount required=Applicant and Other + Requested from TGYS
- Cost effective/reasonable cost per client (e.g. mentoring about \$1000-\$1200 per match per year of service is reasonable)
- 20% minimum match shown



# Overall

## Keys to a Strong Proposal:



- Read through RFA before starting
- Follow all directions
- Make sure each part is linked to all the other sections conceptually
- Pay attention to criteria for scoring each section
- Make headings consistent with RFA
- Double check for completeness
- Number pages
- Don't assume reader knows anything about your program