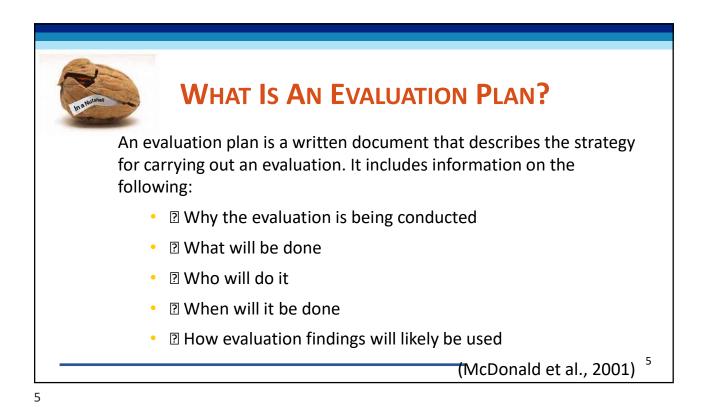


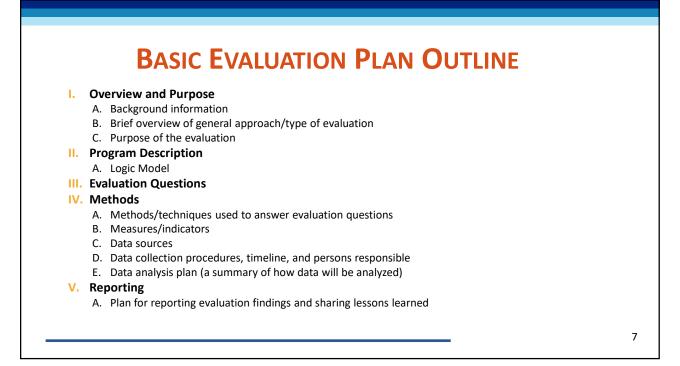
WHAT IS EVALUATION?

The systematic collection of information about the activities, characteristics, and outcomes of an initiative, used to make judgments about the initiative, improve its effectiveness, and/or inform decisions about future development (Patton, 1997).

The examination of the worth, merit, or significance of an initiative (Scriven, 1998).





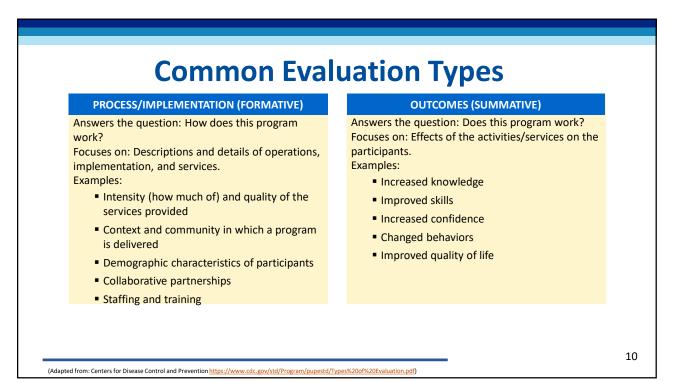


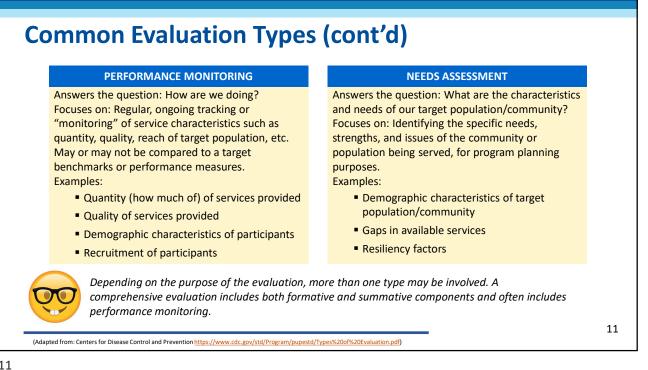


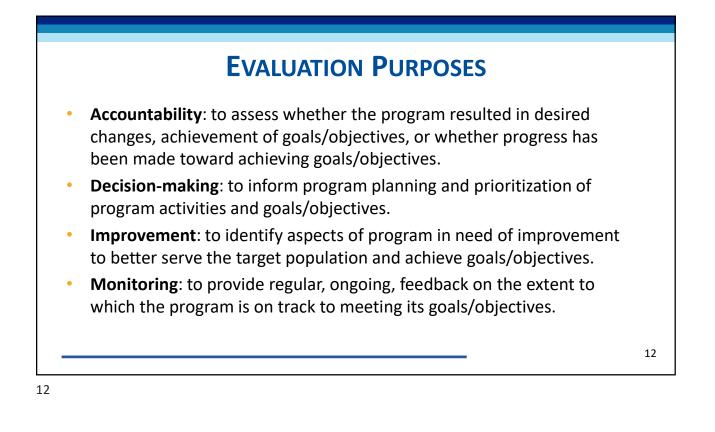
EVALUATION OVERVIEW AND PURPOSE

A short, concise, overview of the evaluation that includes the following:

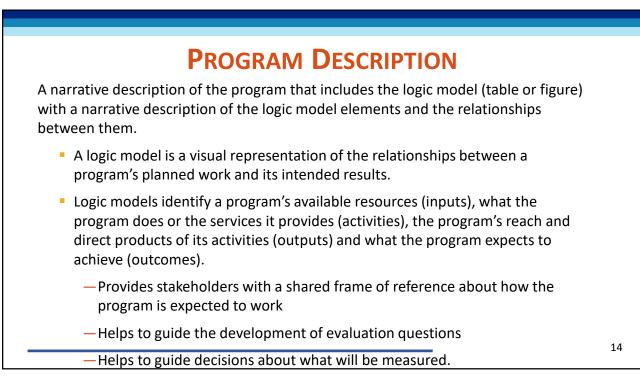
- Type of evaluation
- Timeframe of the evaluation
- Key person/s responsible for conducting the evaluation
- Purpose of the evaluation and what the results will be used for.



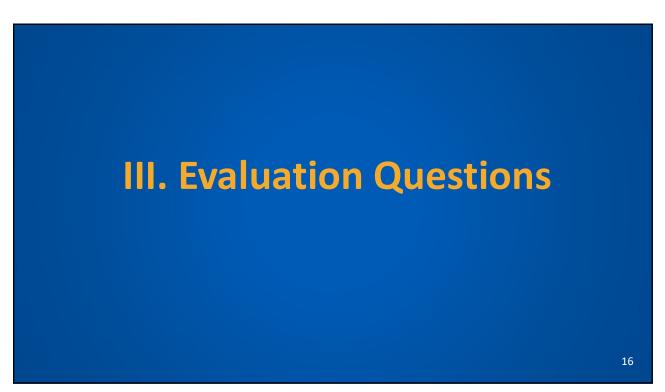




II. Program Description



	PROCESS/IMPLE	EMENTATION	OUTCOMES		
INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MEDIUM-TERM OUTCOMES	LONG-TERM OUTCOMES
In order to accomplish our planned activities we will need the following resources:	In order to achieve our goals, we will accomplish the following activities:	We expect that accomplishing these activities will produce the following tangible evidence, or service delivery:	We expect that accomplishing these activities will lead to the following results: [within approx. 1 year]	We expect that accomplishing these activities will lead to the following results: [in approx. 1-3 yrs.]	We expect that accomplishing these activities will lead to the following result: [in approx. 3-5 yrs.]
 Funding Families Staff Partners Technology 	 Provide online and in-person training for parents Provide individual TA to parents 	 Number and type of resources distributed Number of online and in- person training sessions Number of parents participating in trainings and individual TA 	Increased parental knowledge of the following: (a) The nature of their child's disabilities, (b) Their rights under IDEA, and (c) Special education systems.	Increased parental ability to do the following: (a) Help their child succeed, (b) navigate special education systems, and (c) Use effective modes of collaboration with educators	Parents and educators collaborate to provide improved services to children with disabilities

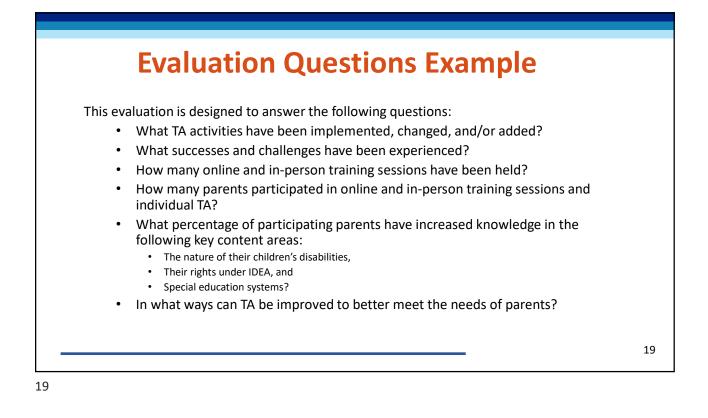


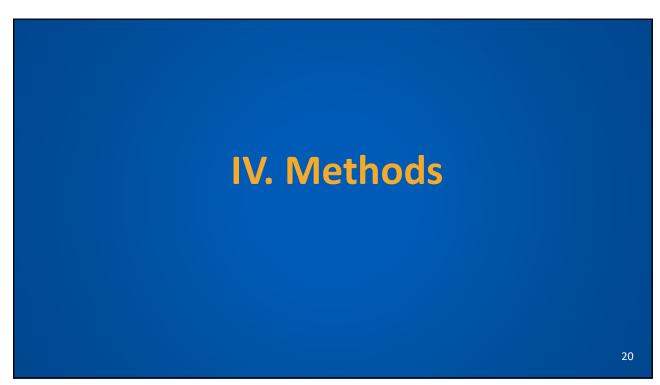
Evaluation Questions

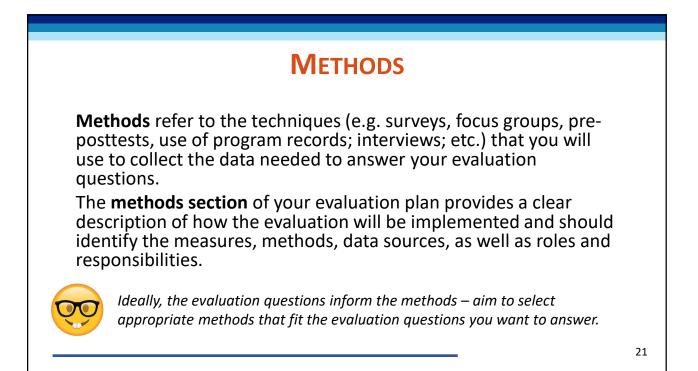
- Use the logic model as a guide to develop a set of evaluation questions for the evaluation to answer. These questions will help to focus your evaluation on what is most important for you/your stakeholders to know.
- It may help to think: "What is it we really want to know about what we do?" or "What would be most useful for us to know about what we do?"
- If necessary, revise the logic model and/or questions to keep them aligned with each other.

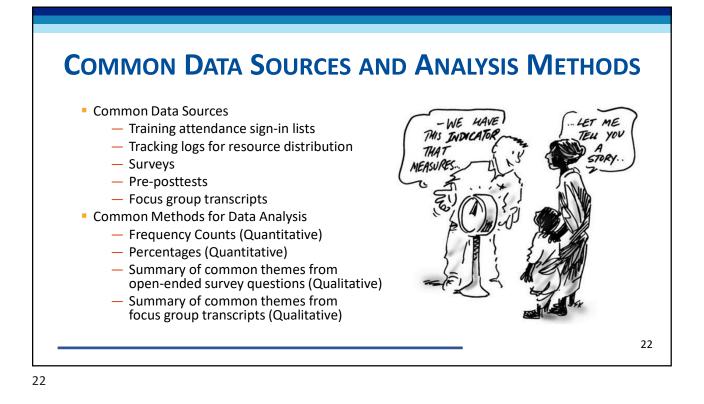
17

PROCESS/IMPLEMENTATION (FORMATIVE)					
Inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
 Families Funding PTI staff Technical assistance (TA) providers State and local educational staff 	 Provide online and in-person training for parents Provide individual TA to parents 	 Number of online and in-person training sessions Number of parents participating in training and individual TA 	Increased parental knowledge of the following: (a) The nature of their child's disabilities, (b) Their rights under IDEA, and (c) Special education systems.	Increased parental ability to do the following: (a) Help their child succeed, (b) navigate special education systems, and (c) use effective modes of collaboration with educators	Parents and educators collaborate to provide improved services to children with disabilities
 What is the total monetary investment in the project? What is the total staff full-time equivalent (FTE) applied to the project? n Gillis, M. Shaver, D., Lamm 	 What TA activities have been implemented, changed, and/or added? What successes and challenges have been experienced? 	 How many online and in-person training sessions have been held? How many parents participated in online and in- person training sessions and individual TA? 	What percentage of participating parents have increased knowledge of the nature of their children's disabilities, their rights under IDEA, and special education systems?	What percentage of participating parents are better able to help their children succeed, navigate special education systems, and use effective modes of collaboration with educators?	What percentage of participating parents collaborate with teachers to provide improved services to children with disabilities?









	METHODS GRID									
Evaluation Question	Measures/ Indicators	Method	Data Source	Data Collection Frequency/Roles						
How many online and in- person training sessions are held?	on sessions held		Center records	Weekly; Training Coordinator will submit weekly training logs to Manager						
How many individuals accessed web resources?	Total number of downloads Number of downloads by type of resource	Review of website analytics	Google Analytics	Annually. IT Director will submit Google Analytics to Manager						
How many parents participated in TA?	Total number of parents who received TA	Program record review	Center records (attendance sign-in lists); spreadsheet with totals entered	Ongoing: training facilitator will collect sign- ins at each event and enter the totals in a spreadsheet. Training facilitator will submit spreadsheet to Manager quarterly.						
How satisfied were parents with TA?	Percentage of parents who reported "satisfied" or "very satisfied" on a TA satisfaction survey question that asks "Overall, how satisfied were you with the TA you received?"	Survey	Completed TA satisfaction surveys (Survey Monkey data file)	Ongoing; after each event, training facilitator will send survey link to all participants. Manager will access to Survey Monkey account for percentages.						
	Summary of reflections expressed by parents	Focus group	Focus group transcripts (MS Word documents)	Focus Group consultant will conduct 2 focus groups per year, prepare and analyze transcripts, and send a summary report to Manager at the end of the year.						
What percentage of parents have increased knowledge?	The percentage of parents with a higher total score on the Parent Knowledge Questionnaire (PKQ) following the training compared to	Pre-Posttest	Completed Parent Knowledge Questionnaire tools and Excel data file.	Ongoing: training facilitator will administer pre-post at each event and will enter data into Excel spreadsheet. Facilitator will submit spreadsheet to Manager quarterly.						

Making Target-Setting More Palatable



SETTING TARGETS: TRY THE SMART APPROACH

Attributes of SMART objectives:

- Specific: includes the "who", "what", and "where". Use only one action verb to avoid issues with measuring success.
- Measurable: focuses on "how much" change is expected, based on your best estimate.
- Achievable: realistic given program resources and planned implementation.
- Relevant: relates directly to program and/or activity goals.
- Time-bound: focuses on "when" the objective will be achieved.

Examples:

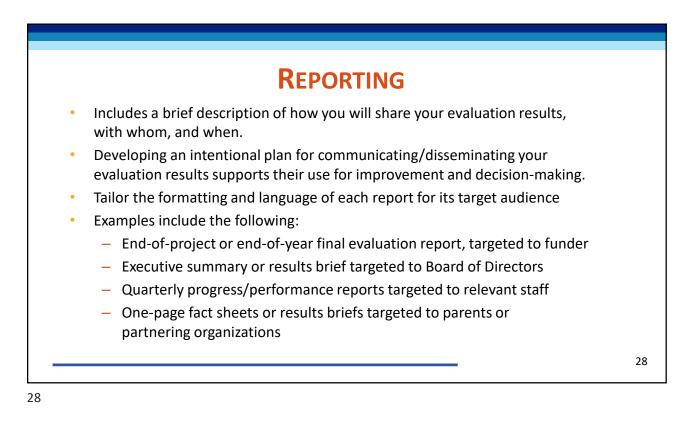
- By December 31, 2020, 95% of parents who request in-person TA will receive it within 2 weeks.
- By June 30, 2021, 90% of parents will report the TA was either "useful" or "very useful."
- By June 30, 2023, the percentage of parents with higher knowledge scores pertaining to their rights under IDEA will increase from 20% before training to 85% after training.
- By June 30, 2020, a range of between 80% and 95% of parents will report increased ability to help their child succeed as a result of participating in our center's training.

Adapted from Centers for Disease Control and Prevention (2007).

25

<section-header><list-item><list-item><list-item><list-item><list-item><list-item><list-item>

V. Reporting



TIPS AND TRICKS

