EVALUATION TOOLKIT

Second Edition

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National Secondary Transition Technical Assistance Center

nsttac

Western Michigan University
Career Connections Research Center

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Table of Contents

* Denotes a new tool to this toolkit in the 2nd Edition

Table of Evaluations by Evaluation Level

NSTTAC Evaluation Level—Evaluation Planning

NSTTAC Evaluation Level One—Quality, Usefulness, and Relevance

* Denotes a new tool to this toolkit in the 2nd Edition

Overview of NSTTAC's Evaluation Toolkit Second Edition

Welcome to the National Secondary Transition Technical Assistance Center's (NSTTAC) *Evaluation Toolkit Second Edition*, an updated version of our original *Evaluation Toolkit* published in 2008, updated 2010. Since that time, we have expanded our work to include many more evaluations of state and local district activities. In this edition, you will find an increased number of evaluation examples to adopt and adapt in your own evaluation efforts. As always we hope you find this to be a great resource.

At NSTTAC, we are committed to data-based decision making and view evaluation as a critical tool for improving our work. For some, the idea of evaluation and data analysis can be an overwhelming task—we created the NSTTAC *Evaluation Toolkit Second Edition* with that in mind! We want to assist transition educators and service providers to improve their programs and services by determining what is working, what is not working, and what needs to be changed or replicated. This toolkit will show you how. It provides specific examples for state and local teams to use while developing goals and activities to improve effective transition education and services for students with disabilities. The toolkit is designed to help determine what is important to stakeholders, what needs to be measured to satisfy stakeholders, what is feasible to measure, how to measure these items, and how to report, disseminate, and use your evaluation findings.

The first section provides a general overview of evaluation, information regarding the SPP/APR transition indicators, evidence-based transition practices, and NSTTAC's program improvement process; as well as specific strategies for planning and developing your own evaluations. In subsequent sections, we provide details of the NSTTAC capacity building model and associated tools for implementation, the *NSTTAC Team Planning Tool* used to facilitate strategic planning, "real-life" examples of evaluation tools for each Taxonomy area, and strategies and templates to report, disseminate, and use your results. The accompanying CD includes electronic copies of the evaluation instruments; electronic files are also available as a free download at our website: **www.nsttac.org**. The toolkit is a work in progress and as such will continue to grow as we further identify and develop sound evaluation tools.

Why Evaluation is So Important

You may be asking: "Why evaluate?" or "Why is evaluation so important?" The rationale to evaluate our impact comes from sources internal and external to our field of transition and special education. With the passage of several important legislative acts, the field of special education has been assigned with the tasks of evaluating both the in-school and post-school outcomes of students with disabilities, as well as the special education programs that serve them.

Years ago, evaluation of educational programs took a back seat to hands-on daily work with students. Frequently, evaluations of students' programs were not performed at all, resulting in a loss of valuable information to use to improve instruction and services. Today, our field recognizes that for students to achieve their optimal capabilities and reach their goals, we must capitalize on every moment of opportunity and provide instruction and services supported by evidence of effectiveness. We've moved away from talking about the theoretical value of special education, to a context where we must account for results. This context requires that we determine what strategies will produce the intended effects.

Further, our local, state, and federal governments invest significant resources in the education of our children, and stakeholders are demanding accountability at an ever-increasing rate. They want to know both the short and long term impact of our educational programs. We recognize that isolated case studies and anecdotal information do not provide the evidence we need to improve what we do. For this reason, evaluations must be viewed as an integral piece of every program, not as an add-in or afterthought. Without an evaluation plan, program impact is difficult to predict or to determine. Evaluations allow us to analyze our predictions about our programs and to understand what has worked and what has not. Lessons learned from evaluations help everyone involved improve results. In addition, evaluations help justify investment in educational programs by demonstrating program impacts.

The challenges that confront us in the field of transition are multidimensional and complex. There is no one size-fits-all model that may be applied to our transition education and services that will fit all students in all situations.

Therefore, we combine what we know about evidence-based practices with performance data to create goals and improve services within our local contexts. Ultimately, however, there comes a point when we must measure "what works, what doesn't work, and why" (W.K. Kellogg Foundation, 1998, p. 1). Osborne and Gaebler (1992) caution us:

- What gets measured gets done.
- If you don't measure results, you can't tell success from failure.
- If you can't see success you can't reward it.
- If you can't reward success, you're probably rewarding failure.
- If you can't see success, you can't learn from it.
- If you can't recognize failure, you can't correct it.
- If you can demonstrate results, you can will public support.

Without effective evaluations of our programs, we will never know if they are successful or make any difference to the students and families with whom we work. Accordingly, the question is no longer "Why evaluate?" but "What and how do we evaluate?"

Improving Results: The SPP/APR Transition Indicators

In addition to increasing knowledge about program evaluation, this *Evaluation Toolkit Second Edition* is designed to assist state, district, and local teams develop evaluation plans and evidence to improve their performance on the Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicators. When the Individuals with Disabilities Education Act (IDEA) was reauthorized in December 2004, and became effective in July 2005, the U. S. Department of Education, through the Office of Special Education Programs (OSEP), required states to develop State Performance Plans around 20 Part B indicators, on which data are submitted annually in an Annual Performance Report (APR). Indicator 13 relates to content in a student's individual education program (IEP) regarding education and transition services. Effective with the 2010 data collection for the 2011 APR, Indicator 13 is as follows:

> **Percent of youth aged 16 and above with an individualized education program (IEP) that includes appropriate measureable postsecondary goals that are**

annually updated and based on age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those post secondary goals, and annual IEP goals related to the student's transition service needs. There must also be evidence that the student was invited to the IEP team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority [20 U.S.C. 1416(a)(3)(B)].

Data for the APR are provided from a state monitoring or state data system. When calculating their performance on Indicator 13, state agencies use the following formula: the number of youth with IEPs, aged 16 and above, with an IEP that includes appropriate measureable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and the annual IEP goals related to the student's transition services needs, with evidence that the student was invited to the IEP team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority, divided by the number of youth with an IEP, aged 16 and above, multiplied by100. In their State Performance Plans, states must set their Indicator 13 target at 100 percent.

Three other SPP/APR indicators—Indicators 1, 2, and 14—serve to illustrate the effectiveness of special education; these indicators are considered performance indicators. Respectively, their focus includes graduation rates, dropout rates, and students' post-school outcomes in terms of employment and attending post-secondary education. Information about these indicators can be especially useful for identifying what is working and what is not. The IEP content represented in Indicator 13 reflects practices associated with improving post-school outcomes of students with disabilities, such as setting post-school goals based on transition-related assessments; aligning annual goals, instruction, and services with post-school goals; and collaborative planning and implementation among students, families, educators, and service providers (Kohler and Field, 2002). Improving transition education and services can improve students' post-school outcomes (Test, Mazzotti, Mustain, Fowler, Korterling, and Kohler, 2009). As illustrated in Figure 1, asking specific questions about your state and local performance on the four "transition" indicators can guide you toward improvement. NSTTAC's mission is to assist state agencies to build capacity for program improvement at the local level and one aspect of this mission is to improve performance on SPP/APR Indicator 13.

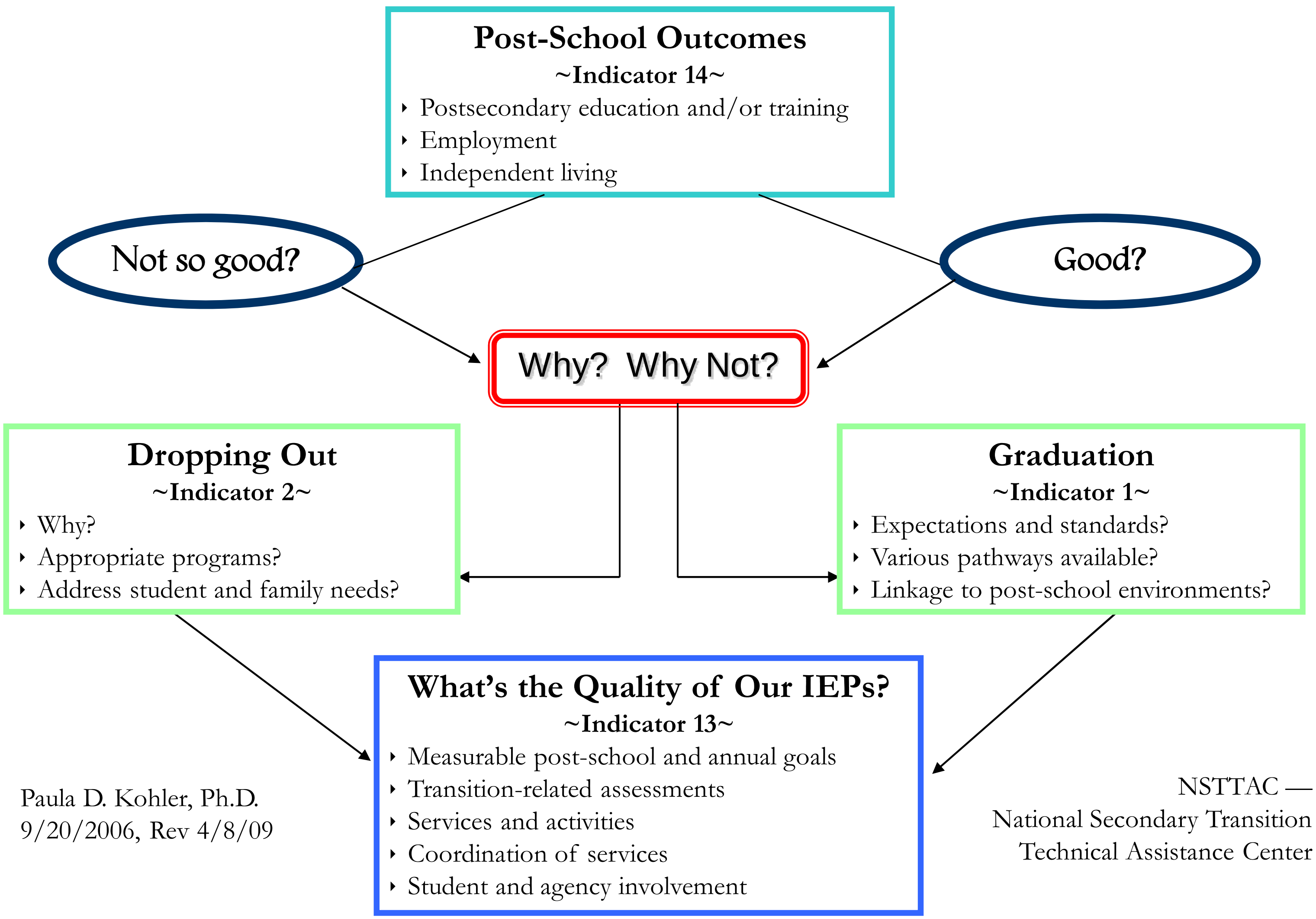

Figure 1. Using transition indicators to improve what we do.

Effective Transition Practices

Over the past decade, transition practices research has illustrated that post-school outcomes of students with disabilities improve when educators, families, students, and community members and organizations work together to implement a broad perspective of transition planning, more appropriately referred to as transition-focused education (Kohler & Field, 2002). In general, this concept of transition-focused education represents the perspective that "transition planning" is the fundamental basis of education that guides development of students' educational programs, rather than an "add-on" activity for students with disabilities when they turn age 14 or 16. The impact of transition-focused education is greatly enhanced when service systems and programs connect and support the implementation and application of such learning.

Kohler and her colleagues developed a *Taxonomy for Transition Programming*, which presents a comprehensive, conceptual organization of practices through which transition-focused education and services are developed and delivered. This taxonomy emerged from several investigations that reviewed research literature (Kohler, 1993), evaluation studies (Kohler, DeStefano, Wermuth, Grayson, & McGinty, 1994), and model transition project outcomes (Rusch, Kohler, & Hughes, 1992). Through a three-phased research process, effective practices emerging from these studies were synthesized and organized into five categories: (a) student–focused planning, (b) student development, (c) interagency collaboration, (d) family involvement, and (e) program structure and attributes (Kohler, 1996). The practices included in the model were evaluated using criteria proposed by Peters and Heron (1993) to determine "best practices". They are associated with positive student outcomes, have a sound basis in theory, are supported in the literature, and were socially validated by a national group of transition experts. Empirical support exists for specific strategies for implementing many of the practices (see www.nsttac.org).

NSTTAC is using the *Taxonomy* to organize our work to further identify evidence-based practices and as a foundation for building state capacity. This *Toolkit* is organized to provide you evaluation examples in each of the five taxonomy areas. A graphical representation of the *Taxonomy for*

Transition Programming is presented in Section 3 in the Team Planning Tool for Improving Transition Education and Services.

The NSTTAC Program Improvement Process

At NSTTAC, we want to assist you in building capacity to support and improve transition education, services, and outcomes for youth with disabilities. NSTTAC staff members have spent several decades of research and field-testing to identify proven methods for building this capacity. What has resulted is a five-step planning process for implementing evidenced-based practice that utilizes the *Taxonomy for Transition Programming*.

As illustrated in Figure 2, the five-step process begins with building a committed team of key members who are passionate about program improvement. First, the team gathers to assess implementation levels and effectiveness of their taxonomy practices by reviewing their existing data. Next, the team creates an annual plan for improvement and data collection, based on the needs of their current program. The third step is to implement the annual plan and collect formative and summative evaluation data. Fourth, the team evaluates the outcomes based on what their data show. Finally, the team identifies what worked and celebrates the accomplishments; at the same time, they identify remaining needs and start the process again. In its simplest form, the program improvement process is to evaluate, plan, act, and evaluate in an ever-improving scaling-up cycle.

Evaluation Strategies

In this section, we provide information and ideas for designing and developing your evaluations. As we illustrate, an evaluation can be broad and complex, or narrow and simple. The first considerations are when to evaluate your program and what you intend to learn. Then you can determine how to collect and analyze your data and how to report, present, and disseminate your findings.

Figure 2. The NSTTAC program improvement process

When to Evaluate

Evaluation may occur at the end of a program or project; this is referred to as summative evaluation and it represents the sum total of what you've accomplished when you reach your final goal. An evaluation focused on determining the extent to which students with disabilities go to work or attend post-secondary education within one year of school exit (SPP/APR Indicator 14) is an example of a summative evaluation. Summative evaluation is important, but the on-going assessment of your programs is also essential. This is known as formative evaluation or evaluation used to measure progress towards your goals in order to determine the next steps needed. Harvey (1998) notes that "When a cook tastes the soup, it is formative evaluation; when the dinner guest tastes the soup, it is summative evaluation" (p. 7).

"Effective evaluation is not an 'event' that occurs at the end of a project, but is an ongoing process which helps decision-makers better understand the project; how it is impacting participants, partner agencies, and the community; and how it is being influenced and/or impacted by both internal and external factors" (W.K. Kellogg Foundation, 1998, p. 3). Although NSTTAC assists states to focus on formative evaluation through our annual and mid-year institutes, on-going attention to formative evaluation in your local and state teams will increase the sustainability of effective practices and programs (Gothberg, Coyle, & Kohler, 2011).

Planning for Evaluation

The most effective evaluations are created in the planning phase (CDC, 2011). In fact, ideally the evaluating process itself begins ex ante or with the initial program design (Morra-Imas & Kist, 2009). Good planning will enable you to make the most of your resources, increase the quality of the evidence you produce, and ensure the results will be constructive. Keeping in mind that good evidence is not hard to come by "if you know what you are looking for before you begin" (Gusky, 2000, p. 88). Evaluation planning has two questions:

- What are the desired outcomes of your program?
- How will you measure the outcomes?

Evaluations should match the scale of your work. For example, if you are trying to improve interagency collaboration, don't plan to measure this outcome by merely counting how many agencies attend the fall transition workshop. The evaluation will need to provide a variety of evidence that illustrates improved collaboration and its consequences. In contrast, if you are focusing on building student competence, be sure to focus on student skill level or achievement.

We have found critical connections between program and evaluation planning. In a six-year study of team planning we found:

- If teams don't anticipate their outcomes during the planning phase, they can't tell what they achieved later.
- If teams do not plan for evaluation during the planning phase, they are not likely to evaluate anything.

Creating a Logic Model

In the planning phase, we recommend you draw a logic model for your project to help visualize how activities lead to outcomes. A logic model is a simple yet very powerful tool that helps clarify thinking, measure progress along the way, and communicate your objectives to others. A typical logic model has five parts which include resources, activities, outputs, outcomes, and impact (see Figure 3). Once you draw out your logic model, it becomes easy to look at the logic of your project or program and determine its feasibility. You may want to ask yourselves some of the following questions:

- Are the activities you planned likely to lead to the outcomes you want?
- Are there any internal or external factors which may create barriers to your project?
- Do you have the necessary resources to complete your project?
- Are there other key stakeholders who need to be involved in this process?
- Are you trying to accomplish too little or too much in one year?

For further assistance in creating a logic model we highly recommend The W.K. Kellogg Foundation *Logic Model Development Guide* found at

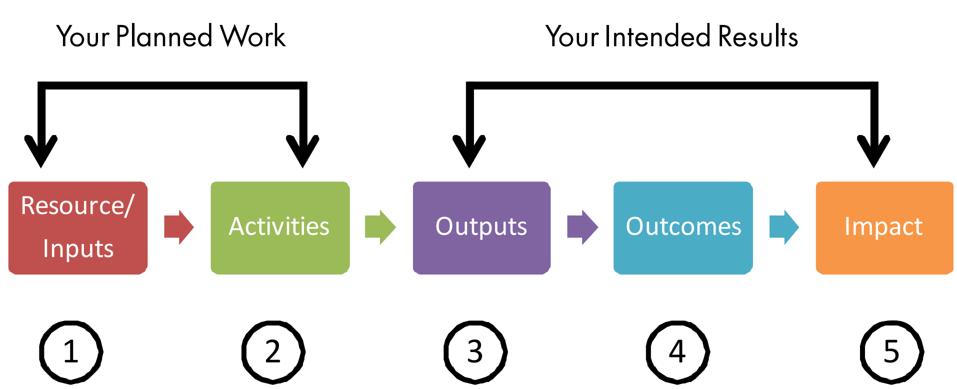

Figure 3. Logic model.

www.wkkf.org in the publications and resources section. This Guide is also included with permission on the CD accompanying this toolkit.

Evaluation Questions

Being clear about what questions you want your evaluation to answer is the key to conducting an evaluation that meets your needs (W.K. Kellogg Foundation, 1998). By looking at your logic model and your NSTTAC Team Planning Tool, you should be able to list what questions your evaluation needs to answer and methods that may be appropriate for answering them. For example if your goal is to increase attendance of parents at your transition fair by 30%, you need to ask the question of how much did parent attendance increase at the fair and then compare this year's attendance with last year's attendance; to help with this measure, you may want to utilize a sign-in sheet. If your goal is to increase parental knowledge of post-secondary options for their child, you will need to ask a question that encompasses how many post-secondary options parents are knowledgeable about and follow that with some sort of survey or questionnaire to parents. Table 1 illustrates some general evaluation questions associated with the four SPP/APR transition indicators. Further, the state planning tool examples provided in Sections 4—8 provide specific reflective evaluation questions for each of the five taxonomy categories.

Evaluation Methods

Quantitative and qualitative methods represent the two basic approaches for organizing and analyzing evaluation data—strong evaluations include both methods. Quantitative evaluations are objective in nature and generally focus on numbers and frequencies that lead to statistical analyses or comparisons. Qualitative evaluations are rich with descriptions and personal meaning and lead to deeper understanding for those doing the evaluating. Qualitative methods are often used in evaluations because they tell the program's story by capturing and communicating the participants' stories (Patton, 2003, p. ii). While each of these approaches is acceptable, you need to decide what is most appropriate for answering your evaluation questions. Often, a mixed-methods evaluation using both quantitative and qualitative components will

Table 1. Data Collection Methods

Method	Prep Time	Partici-pant Time	Analysis Time	Usefulness	Uses
Attendance Sheets	Low	Low	Low	Low	To Count number of participants at an event
Documents and checklists	Low	Low	Low-moderate	Low-moderate	Quick feedback from a large group
Surveys	Moderate	Low-moderate	Low-moderate	Moderate	Ability to gain information from a large group in a limited amount of time
Pre and post testing	Moderate	Low-moderate	Low-high	Moderate	To assess learning that takes place from a training or over a period of time
Observations	Moderate	Low	Moderate	Moderate-high	An unbiased approach to gain insight on a phenomenon
Interviews	Moderate-high	Moderate	Moderate-high	Moderate-high	In-depth information for a small group of participants
Focus groups	Moderate-high	Moderate	Moderate-high	High	In-depth information from a moderate group of participants
Testimonials	Low	Moderate	Low	Low-moderate	In-depth information from a select group of participants
Case study	Moderate	Moderate	High	Moderate	In-depth information from select individuals
Follow-up needs assessment	Moderate-high	Low	High	High	Provides more in-depth information than found while using other methods

lead to a more complete understanding of what is working and what isn't. Examples and characteristics of evaluation methods are presented in Table 1. Throughout this toolkit, we provide examples of both quantitative and qualitative tools such as samples of surveys, interview and focus group protocols, checklists, and pre and posttests.

Checklists

Checklists are a way to gain information from a large group quickly. They are inventories of "Factors, properties, aspects, components, criteria, tasks, or dimensions" that guide users (Scriven, 2007, p.1). Further, checklists are known to improve compliance, processes, data acquisition, outcomes, and in the medical field, save lives (Gawande, 2009; Varela & Brunt, 2012). Stufflebeam (2001) states "sound checklists can have profound evaluative applications" (p. 71). Although checklists may be just "check the box" (see Figure 4), Scriven (2007) notes that a criteria of merit checklist (COMlist) is the most powerful form of checklist. He outlines the key criteria for a sound COMlist as:

- The checkpoints should refer to criteria and not mere indicators.
- The list should be complete (no significant omissions).
- The items should be contiguous, i.e., non-overlapping.
- The criteria should be commensurable.
- The criteria should be clear.
- The list should be concise.
- The criteria should be confirmable (e.g., measurable) (Scriven, 2007, p. 3).

Which of the following breakout sessions did you find useful? (check all that apply)

☐ Student-led IEPs	☐ Getting parents involved	☐ Interagency collaboration
☐ School dropout rates	☐ Monitoring I-13	☐ Initiative in Fairview County

Figure 4. Example of a simple checklist.

Checklist of Teaching and Learning Practices for Team Teaching	
☐ Teacher-student ratio	The teacher-student ratio for inclusive team-taught classrooms is sufficiently low to provide adequate technical and classroom management support while engaging in learning tasks
☐ Planning time to develop lessons	Teachers have adequate planning time to rethink lesson design to take advantage of team-taught classrooms
☐ Access to concrete lesson ideas	Strategies and structures exist to facilitate the sharing of high quality lessons that can be applied to classrooms with students of all levels

Figure 5. Example of a COMlist.

When identifying the difference between criteria and indicators, "the key question to ask is this: What properties are parts of the concept (the meaning) of 'a good X,' for someone who is an expert on Xs" (Scriven, 2007, p. 7). Figure 5 is an example of a partial COMlist.

Surveys

Surveys are one of the most popular methods of information collection. They allow for collecting information in a confidential, systematic, and standardized manner. Surveys may be handed out in paper format, mailed, taken over the telephone, or filled out electronically via email or webpage. Questions to ask when making a decision on the type of survey to conduct include:

- Who is your audience and what is the best way to reach them?
- Do you want to capitalize on respondents who are already available (e.g., parent-teacher conferences or a professional development workshop)?
- Do you need immediate feedback?
- What types and how sensitive are the questions?
- Do your participants have characteristics that lead to one form of survey or another (e.g., no internet in the home, no telephone, transient populations, or low literacy skills)?
- Do your participants have a vested interest in your survey?
- What resources are available (e.g., money for mailing or people to call)?

After determining your audience and type of survey, the next step is creating the questionnaire. Questions need to be written concisely with the end in mind. Remember, people are busy and time is precious, so adequate questions need to be asked to gain the information, but not so many as to create "survey fatigue". Decide just how many open-ended, short-answer, and rating scales you really need answer your evaluation questions.

For the most reliable surveys, rating scales should be consistent across all sections. For example, if in one section you are rating agreement regarding an outcome using a Likert-like scale of 5 4 3 2 1, with 5 being strongly agree and 1 being strongly disagree, then in another section you are rating internet usage also with a Likert-like scale, that section needs to also read 5 4 3 2 1

Items	Scale				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Legislation has been developed to improve services to persons with disabilities because of the efforts of the interagency team	5	4	3	2	1
	20+ hours	15-20 hours	10-15 hours	5-10 hours	0-5 hours
The amount of time I use the internet to collaborate with other agencies on a monthly basis	5	4	3	2	1

Figure 6. Example of Likert-like rating scale.

rather than 1 2 3 4 5. In addition the value of 5 needs to correspond to the greatest number of hours and the value of 1 with the least number of hours (see Figure 6).

After creating the survey, it is prudent to pilot test it with a small group of respondents similar to your potential respondents. During the pilot test, the participants should be allowed the opportunity to comment on the survey instrument. The pilot test can answer the following questions:

- Do respondents understand the directions and interpret the questions similarly?
- Does the survey elicit the type of data you need?
- How long does the survey take to answer and are your respondents showing survey fatigue?
- What feedback do the respondents have for improving your survey instrument?

Finally, make a plan of encouragement for responding. A survey must have a good response rate in order to produce accurate, useful results; lower response rates increase the amount of potential bias in your results. Maybe your participants are passionate about the subject and will yield a high response rate, but if not how will you increase the likelihood of a response? Some ideas for increasing the number of responders include:

- Make it convenient to fill out (provide time, pencils, and an easy way to turn it in).
- Make it relevant (tell them what's in it for them or what happens to the results).
- Use several methods (paper and internet).
- Send follow-up reminders.
- Allow some open-ended questions.
- When possible, personalize the survey invitation.
- Be clear about confidentiality and data security.
- Publish your results or offer to give results to respondents.
- Use a pre-incentive (guilt works!).
- Use a post-incentive (money, gift card, tickets, drawings, think outside the box and offer things that are relevant to the participant: a drawing for the principal to teach your class for an hour, shaving a teacher's head, getting the school band to play on your lawn, give a student a free day from homework).
- Personally thank the responder.

Interviews

Interviews are useful when pursuing in-depth information around a topic and are extremely helpful when exploring differences between experiences and outcomes. Kvale (1996) explains that a qualitative interview is used to "understand the world from the subjects' point of view, to unfold meaning of peoples' experiences" (pp. 1-2). Interviews may be a stand-alone evaluation method or be used as follow-up to further investigate participant responses to a survey. Interviews may be conducted face-to-face, over the telephone, or over the internet. Interviews may be informal with no standard questions, semi-structured with open-ended questions that allow for further probing, or structured with the same questions asked of all participants allowing for increased ability to analyze and compare responses. Interviews generally require a signed informed consent and/or parental consent if you are interviewing minors, and are usually recorded (which needs to be disclosed and participant approval gained).

When designing your interview, an interview protocol or script will help you succeed in gathering the information you need. In addition to the actual interview questions, an interview protocol typically provides the time, date, and name of interviewee; briefly introduces the interviewer; tells why you are conducting the interview and what you plan to do with the information; and insures confidentiality. At a minimum, plan for the interview to last 30 minutes, although most thorough interviews tend to range between 45 and 60 minutes in duration. Some things to keep in mind about interviewing include:

- Turn on your recording device.
- Be friendly and establish rapport.
- Start your interview with basic information to gain the trust and comfort of the interviewee.
- Be considerate of time, location, and sensitivity of the questions.
- Take notes during the interview even if you are recording.
- Besides noting what is said, it may be relevant to note body language, non-verbal cues, signs of frustration or enthusiasm, and any interruptions that occur.
- Don't offer your own opinion—remain neutral.
- Have interviewees define any acronyms or terms you don't understand.
- Probe into answers, ask for clarification, details, and examples.
- At the conclusion ask if there was anything left out they want to add.
- Thank the interviewee.

Focus Groups

Focus groups are a form of interviewing that capitalize on small group interaction, usually 4 to 12 participants, to generate knowledge. In focus groups, people are encouraged to talk to one another, ask questions, and explore each other's experiences and points of view. By becoming active, participants are empowered in the facilitated process, which generally creates larger buy-in for the issue at hand.

Much like interviews, the focus group requires a detailed moderator's guide with similar question focus, but question structure is designed to encourage interaction of participants. There is no set rule for how many focus groups are required to ensure you have not missed any information, but two is generally the minimum. However, if only two groups are conducted, the results may be biased and not capture all the pertinent information.

When looking at costs and resources, focus groups are relatively inexpensive for the number of people interviewed. Enough time needs to be set aside for thorough discussion with two hours being the norm. The environment should be friendly, open, and comfortable with seating arranged for participants to see each other. If the group needs to include hard-to-reach populations some ideas to increase participation include:

- Provide free on-site child care.
- Provide free transportation.
- Time it around your participants' schedules.
- Include incentives such as gift cards or a drawing.
- Provide food or snacks for group members and any children they bring.

NSTTAC's Levels of Evaluation

At NSTTAC, we believe the evaluation of transition education and services is multi-faceted and multi-leveled, and includes multiple stakeholders. To fully investigate the phenomena of successful capacity building and program improvement through a rigorous and systematic process, NSTTAC implements a multi-level model of evaluation. This NSTTAC model of evaluation is grounded in Guskey's (2000) five-level model for evaluating professional development, Fetterman's (2001) model of empowerment evaluation, and Patton's (2008) model of utilization-focused evaluation. In our work, we have found that transition teams most successful in applying data-based decision making for program improvement apply the NSTTAC model. This model focuses on six levels of assessment that represent both formative and summative evaluation.

Level One: Quality, Usefulness, and Relevance

The first level evaluates the participant's reactions to professional development, technical assistance, or coaching. The focus at this level of evaluation is content, delivery, and context. This very basic level of evaluation data is easy to gather through surveys or checklists that use Likert-like questions, and in some cases, open-ended questions to gather participant demographics and perceptions. Three areas of interest are participant reactions to quality, usefulness, and relevance of the information provided in the event. Guskey (2000) identified key questions in this area as:

- Did participants find the experiences enjoyable and useful?
- Was the leader knowledgeable and helpful?
- Was their time well spent?
- Did the materials make sense (at national, state, and local levels)?
- Were facilities conducive to learning?
- What worked, what didn't work?

Evaluation at level one provides an indication of how the content is regarded, guides improvements in designing learning activities, and provides a foundation for subsequent levels. We've found that many are comfortable at this level of evaluation and use it frequently. It is important to remember that this level rarely leads to sound programmatic, data-based decision making and needs to be combined with evaluation that goes beyond basic satisfaction information.

Level Two: Participant Learning Outcomes

The second level focuses on participant learning and provides a means to measure "the relationship between what was intended and what was achieved" (Guskey, 2000, p. 122). In our education-based context, agencies often create a time-based measure in the form of credit hours or CEUs. While this measure shows participation in learning activities (message delivered), it does not assess the critical component of learning (message received). Prior to achieving a fuller understanding at subsequent levels, the team must first assess if the knowledge and skills were acquired to ensure fidelity of implementation. Three areas may be measured at level two:

- Cognitive learning – did participants learn the content?
- Psychomotor learning – did the participants gain the skills needed for implementation?
- Affective learning – did the participants gain in attitudes and beliefs?

Data collection for level two is more involved than the previous level. Many evaluations include pretests and posttests that give evidence only for the cognitive domain. Other options for collecting evidence include interviews, reflective journals, self-assessment, demonstrations, and case studies. For evaluating affective learning, many warn that people only change their attitudes and beliefs over time. In particular, educators tend to change their attitudes and beliefs only after they gain evidence of increased student learning outcomes (Guskey, 2000).

Level Three: Organizational Policies, Procedures, and Support

Level three shifts its focus from participants to the organization. Once your participants are given learning opportunities, it is critical the organization has the right policies and procedures in place and is ready to support that learning and change if needed. Guskey (2000) warns:

> Many improvement efforts in education fail simply because they are unclear or misleading about the kind of organizational support required for change…sometimes organizations impose structural or procedural barriers to the implementation of new ideas or practices that prevent even modest level of success. (p. 149)

Organizational structures may facilitate implementation or set up barriers to success. Nine critical areas need to be evaluated at this level: policies, resources, protection, encouragement, support from colleagues and peers, administrative support at the local and district level, provision of time, and recognition. Specific questions might include:

- What was the organizational impact?

- Do organizational policies and procedures support implementation?
- Was implementation advocated, facilitated, and supported?
- Was the support public and overt?
- Were problems addressed quickly and efficiently?
- Were sufficient resources available, including time to plan, reflect, and improve programs?
- Were successes recognized and shared?

Organizational support and change may take on different forms, thus evaluations must be adaptable to situations and context. This level of evaluation is not a one-size fit all. Evaluation data may be collected in the form of district records, minutes from meetings, surveys, observation, interviews, portfolios, logs, and journals.

Level Four: Program Implementation

At the fourth level, we evaluate the fidelity to which participants are implementing their new knowledge and skills. Evaluation at this level is a foundational cornerstone of understanding outcomes. If you don't know enough about the fidelity of implementation, your evaluation findings are limited in their usefulness and often lead to incorrect conclusions. Patton (2008) explains:

> At the most simple level, programs may fail for two fundamental reasons: (1) failure of implemented programs to attain desired outcomes, which is called theory failure, that is, the idea didn't work as hoped, versus (2) failure to actually implement the idea (or theory), which is implementation failure, and means the idea (program) was never really tested for effectiveness because it was not implemented adequately or sufficiently. (p. 194)

Implementation evaluation measures not only whether the new knowledge and skills are being implemented, but also the degree and quality to which they are implemented. The best data collection tool for measuring implementation is trained, direct observation followed by video and audio observation. In addition, participant documentation in the form of logs, journals, and self-assessment may aid to understand the facilitators and barriers to implementation. Interviews or focus groups with participants, their supervisors, and those accessing the program are also useful in gathering implementation data. Level four is often conducted as part of summative evaluation, however improvements to implementation may occur if these efforts are conceived as formative evaluation as well.

Level Five: In-school and Post-school Outcomes

Ultimately, the purpose of scaling up transition education and services is to impact those they serve. Level five addresses short-term, in-school and long-term, post-school student outcomes. Multiple measures are often needed at this level. Important questions at this level include:

- How did the program impact student learning and achievement?
- How did the program impact student participation in non-academic activities?
- Has student participation in post-school planning increased?
- Has student decision-making increased?
- Have graduation rates increased? Have dropout rates decreased?
- Have student post-school outcomes improved in the areas of employment, education, and independent living?

To measure in-school outcomes, relevant data may include classroom grades, school achievement records, student referrals, student attendance rates, homework completion rates, classroom participation rates, graduation and dropout rates, and extra-curricular activity participation rates. Sources of information might include student portfolios; analyses of student products; interviews with students, families, and teachers; case studies; and direct observation.

To measure post-school outcomes, data collection should focus on levels and characteristics of employment, education, and independent living. Data may also be collected on specific areas of interest as well. For instance, a district may experience a high incidence of students with mental health needs, provide instruction or assistance in this area, and be interested in the post-school outcomes of this group of students. Thus, you will want to be able to disaggregate your data to more closely examine specific areas or groups of interest. Post-school outcome data sources may include Indicator 14 data;

agency data; and interviews, focus groups, or surveys with students, families, employers, agencies, and/or community representatives.

Level Six: Evaluation Use and Dissemination

Finally, evaluation results need to be disseminated and applied. Level six examines (a) the dissemination of evaluation findings and (b) the extent to which findings are used to improve transition education and services. Important questions at this level include:

- What stakeholders were interested in the evaluation findings (e.g., federal, state, and local agencies, school boards, administrators, teachers, and school staff, parent groups, families, and students)?
- What methods of dissemination were implemented to reach all stakeholders?
- Did stakeholders understand the findings to the extent that they made informed decisions regarding their use? How do you know?
- What changes were made to improve transition education and services?

The methods used to disseminate findings affect their application. Often evaluation findings are disseminated in the form of a formal report. This manner of dissemination can narrow the intended audience to only those stakeholders with a fiscal or political interest in the findings. However, when findings are disseminated via multiple modes and venues, additional stakeholders may use those findings to assist with decision making and program improvement.

Universal Design for Evaluation

Another important consideration when conducting evaluations for or with persons with disabilities is the need to design your evaluation to make it accessible to all people. At NSTTAC, we apply the principles of Universal Design (UD) during the design, planning, implementation, and analysis phases of evaluation. The seven principles of UD are:

- **Equitable Use:** The design is useful and marketable to people with diverse abilities.

- **Flexible in Use:** The design accommodates a wide range of individual preferences and abilities.
- **Simple and Intuitive Use:** The design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level. Eliminate unnecessary complexity.
- **Perceptible Information:** The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.
- **Tolerance for Error:** The design minimizes hazards and the adverse consequences of accidental or unintended actions.
- **Low Physical Effort:** The design can be used efficiently and comfortably, and with a minimum of fatigue.
- **Size and Space for Approach and Use:** Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

Applying these principles has helped us avoid lost data due to unexpected circumstances. In one situation, we conducted a student focus group in which a student with a hearing impairment was substituted at the last minute. Because we planned for the unexpected, we were able to quickly adjust to include the young man and collect rich information on educational practices in that school. In the resource section of the this toolkit, we include the Universal Design for Evaluation Checklist (Sulewski Sullivan & Gothberg, 2012) to assist you during the evaluation-planning phase.

Evaluation Analysis

Once the evaluation plan has been designed and data are collected, the information must be analyzed, interpreted for meaning, and shared with others. When analyzing data, always start with a review of your evaluation goals to help you organize your data and focus your analysis.

Quantitative Data

Quantitative data require some number crunching. If you kept your analysis simple, the first step will be to report descriptive statistics, such as frequencies and means. The W.K Kellogg Foundation (1998) notes:

> Remember that we want evaluation to support programs and help them improve. Complex statistical analyses of a well-designed experimental investigation that does not lead to improvements are less desirable than a thorough but simple statistical analysis of existing tracking records that leads to positive changes in both the program and in the tracking system. (p. 88)

Depending on the complexity of your analysis, you may need to use a software program like Excel, SPSS, or SAS, or you may be able to use only a calculator.

Recommendations for analyzing quantitative data include:

- Check your data for accuracy and eliminate, set to missing, or if possible correct obvious errors (e.g., you are interested in means and a teacher answers he sees 10,000 students a day).
- Allow sufficient time to conduct thoughtful and in-depth analyses.
- Use the right software by matching your study with team member skills.
- Seek outside assistance when you need specialized knowledge.
- Use analyses that best inform your work.
- Disaggregate your data into meaningful subgroups.

Qualitative Data

Like quantitative data, narrative evidence needs to be summarized to be useful to stakeholders. Qualitative data include information gathered from observation notes, interviews, focus groups, written documents or journals, and open-ended survey questions. Information is found in the form of lengthy narratives, field notes, and often from recorded sessions which need to be transcribed. The process of transcribing and coding data may be a lengthy one so time for such must be embedded into your evaluation plans. Results, however, can be valuable and well worth the effort.

Categorization and coding consist of examining the data or conducting a content analysis of your transcripts, notes, and documents for emerging patterns and themes. These are categorized into recurring topics, assessed for fit, and matched to your evaluation questions. Although using categorization techniques is a powerful way to document patterns and themes in a program, unless used with contextualization techniques which focus more on how things fit together, categorizing can lead to premature generalizations about the program (W.K. Kellogg Foundation, 1998, p. 89). Thus, use caution. Software programs are available to aid in this process, but it is important to include human understanding and intuition in the final analysis by personally reading and reflecting on the narratives.

Strategies for Reporting Results

As we discussed in describing level six, the communication of findings and insights is an important piece of your evaluation. Unfortunately, reporting evaluation findings is an often forgotten component of program improvement. We especially want to encourage you to share your evaluation with your various stakeholders. The W.K. Kellogg Foundation (n.d.) tells us:

> Reporting is the establishment of a consistent and interactive communication system between the evaluation team and relevant stakeholders throughout the evaluation process. Besides increasing ownership and motivation to act on what is learned, this system will also assist in refining the evaluation design, questions, methods, and interpretations. (¶ 1)

Reporting may take the form of a formal evaluation report or a short presentation at a parent meeting. A formal evaluation report should include the following:

- Executive summary.
- Background and purpose.
- Evaluation methods.
- Results.
- Discussion, conclusions, and recommendations (may be one section or broken apart).
- References.
- Appendices.

The executive summary is a short section, usually 2 to 10 pages at the beginning of the report. It provides a brief picture of the program, includes the evaluation questions, data collection methods, and the most significant evaluation findings and recommendations. The background and purpose describes the history and mission of the organization with a brief description of the project or program you are evaluating, its purpose, participants, and funders. It also defines the purpose of the evaluation and identifies the target population.

A section should include the evaluation methods, ideally with enough detail so the methods may be replicated. In this section, include information on the data collection procedures: instruments used, timing and frequency, from whom the data were collected, sampling procedures, data sources (records, questionnaires, interviews, etc.), and who was responsible for data collection.

The results section presents the findings gleaned from your data. Organize your data in a way that reaches your audience. Graphics are particularly powerful for communicating your findings, but use them with discretion to increase their effectiveness. For example, pie charts for answers on 20 separate questions on a survey will not be as effective (and may create reader fatigue) as one or two bar charts.

Finally a discussion, conclusions, and recommendation section helps to determine the "what worked, what didn't, and why". This section also guides future work. Remember to interpret your results based on your original evaluation questions and goals. Keep in mind that unexpected results often are the most interesting. The CDC (2006) reminds us:

> Moving from data to recommendations can be difficult. It is critical to identify different audiences in the early stages of the evaluation to determine what information is relevant to them, so that your recommendations can be adopted. Making realistic recommendations requires not only the input of the evaluator and program staff, but also primary decision makers, who will use the results to generate their own recommendations (p. 2).

We have included templates in the CD to help you report your successes in several ways, including a formal evaluation report, a PowerPoint presentation, and a poster presentation.

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NSTTAC Capacity Building Model and Examples

Title: 2012 NSTTAC Indicator 13 Checklist

Evaluation example: Checklist

Context for use: This checklist is used by compliance and monitoring personnel, as well as teachers, administrators and other educators, to determine if students' IEPs include information required by IDEA and the SPP/APR Indicator 13

Protocol for use: This checklist can be used during monitoring visits, as a professional development tool, or by educators to evaluate the existence of Indicator 13 components in IEPs. The data collected from this checklist can provide information for the SPP/APR reports required by the federal government.

Evaluation level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Three: Organizational Policies, Procedures, and Support**. This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

Title:	Extending Research to Practice: School and Agency Policies that Influence Provision of Transition Education and Services
Evaluation example:	Policy analysis
Context for use:	Initial phases of policy analysis
Protocol for use:	This document identifies policies that affect the implementation of evidence-based transition education and services. It can be used as a "conversation starter" with administrators, policy makers, and other educational stakeholders to begin discussion about the practices in place and how school and agency policies influence their implementation.
Evaluation level:	This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

Title:	Framework for Analyzing Transition-Related Policy Instruments
Evaluation example:	Policy analysis
Context for use:	Initial and developing phases of transition-related policy analysis
Protocol for use:	This data collection instrument is used to record and organize information about a variety of transition-related policies at the federal, state, and local levels that influence transition education and services. The findings generated can be used to inform policy change or new policy development.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Three: Organizational Policies, Procedures, and Support.** This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

Section 3

Planning Tools for Improving Transition Education and Services

Title:	Team Planning Tool for Improving Transition Education and Services
Evaluation example:	Planning tool
Context for use:	Transition institute or meeting with school-community teams
Protocol for use:	This planning tool focuses on assisting school-community teams to review and plan their strategies for implementing transition-focused education. It can be used annually to reflect upon effectiveness of practices, determine strengths and needs, and develop plans; as well as during the year as a formative evaluation tool.
Evaluation level:	This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

Title:	Checklist for Identifying and Evaluating Program Goals, Activities, Outputs, and Outcomes
Evaluation example:	Example of criteria to use when developing program goals, activities, and other aspects of your program logic model
Context for use:	Educational personnel can use this checklist in all aspects of program development and evaluation
Protocol for use:	This checklist is used when evaluating taxonomy plans, reviewing progress toward goals, or to establish evaluations of program goals, activities, outputs, and outcomes.
Evaluation level:	This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

Title:	Basic Logic Model Worksheet
Evaluation example:	Planning tool
Context for use:	The planning team can use this as a first step in strategic planning process
Protocol for use:	This tool should be used in conjunction with strategic planning to assist with creating a basic logic model. The full *W.K. Kellogg Foundation Logic Model Development Guide (2004)* is included with permission in the Evaluation Toolkit CD.
Evaluation level:	This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

Title:	Examples for Planning and Evaluating Goals, Activities, and Outcomes
Evaluation example:	Examples of goals, activities, and outcomes in the various taxonomy areas
Context for use:	Example of goals, activities, and outcomes to use when developing your program goals, activities, and other aspects of your program logic model
Protocol for use:	These examples are used to plan transition education and services using the *Taxonomy for Transition Planning*, review progress of goals, or to establish evaluations of program goals, activities, and outputs.
Evaluation level:	This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

Title:	NSTTAC's Six Critical Levels of Evaluation
Evaluation example:	Evaluation planning tool
Context for use:	Use to plan evaluation of professional development, technical assistance, coaching, and other training activities
Protocol for use:	This tool should be used by administrators, educators, and technical assistance providers as a framework for planning and evaluating training opportunities regarding evidenced-based strategies and practices.
Evaluation level:	This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

Title:	Universal Design for Evaluation Checklist
Evaluation example:	Evaluation planning tool
Context for use:	Tool for planning and implementing evaluations
Protocol for use:	This tool should be used during the evaluation design phase to ensure inclusion of all stakeholders in the evaluation planning, implementation, analysis, and dissemination.
Evaluation level:	This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

Title:	Evaluation Planning Matrix
Evaluation example:	Evaluation planning tool
Context for use:	This template is used to assist with the planning the evaluation during the strategic planning phase
Protocol for use:	To help plan the evaluation specifics for each of your goals, use the matrix to identify your outcomes, evaluation questions, and indicators. "Check" the data gathering method(s) that will best meet your needs.
Evaluation level:	This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

Title:	Evaluation Planning Tool
Evaluation example:	Evaluation planning tool
Context for use:	This template is used to assist with the planning the evaluation during the strategic planning phase
Protocol for use:	To help plan the evaluation specifics for each of your goals, activities, and intended outcomes, use the matrix to identify your audience, participants, level of proof, indicators, and data sources. You should also form a data analysis and dissemination plan.
Evaluation level:	This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

Section 4

Student-Focused Planning Evaluation Examples

Title:	Colorado Transition Institute 2008 Team Planning Tool for Student-focused Planning
Evaluation example:	Planning tool
Context for use:	Transition institute with school-community teams
Protocol for use:	This planning tool focuses on assisting school-community teams to review and plan their strategies for implementing transition-focused education regarding student-focused planning. It can be used annually to reflect upon effectiveness of practices, determine strengths and needs, and develop plans; as well as during the year as a formative evaluation tool.
Evaluation level:	This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

Title:	Implementing Student Involvement Curricula
Evaluation example:	Evaluation instructions
Context for use:	A framework for tracking the implementation of student involvement curricula to be used by educational personnel
Protocol for use:	The overview and instructions should be used in advance of the curriculum implementation.
Evaluation level:	This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

Title:	Tool 1: Educator Implementation Information — Student Involvement and Self-Determination Curriculum
Evaluation example:	Feedback form
Context for use:	Form for educators to describe the curriculum implementation, including lesson modification and barriers encountered
Protocol for use:	Tool should be completed during and after the curriculum is implemented.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Four: Program Implementation**. This level evaluates the fidelity to which participants implemented their new knowledge and skills.

Title: Tool 2: Student Demographic Information—Student Involvement and Self-Determination Curriculum

Evaluation example: Spreadsheet

Context for use: Form for educators to document demographic information about students who participated in the curriculum

Protocol for use: Tool should be completed after the curriculum has been implemented.

Evaluation level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Three: Organizational Policies, Procedures, and Support**. This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

Title:	Tool 3: Educator Information on Student Involvement in Their IEP Meeting
Evaluation example:	Survey
Context for use:	Form for educators to document information about the student's involvement in his/her IEP meeting
Protocol for use:	Tool should be completed at the conclusion of the IEP meeting.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Five: In-school and Post-school Outcomes**. This level evaluates short-term and long-term outcomes. In the area of transition education and services, these are usually short-term in-school outcomes and long-term post-school outcomes of students with disabilities.

Title:	Tool 4: Student Feedback Tool—Student Involvement in the IEP Meeting
Evaluation example:	Survey
Context for use**:**	Form for students to provide information about how they feel about their involvement in their IEP meeting
Protocol for use:	Tool should be completed by the student at the conclusion of the IEP meeting.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Five: In-school and Post-school Outcomes**. This level evaluates short-term and long-term outcomes. In the area of transition education and services, these are usually short-term in-school outcomes and long-term post-school outcomes of students with disabilities.

Title:	Tool 5: Parent/Guardian/Family Feedback Form-Student Involvement in his/her IEP Meeting
Evaluation example:	Survey
Context for use:	Form for parent/guardian/family member to provide information about how they feel about their student's involvement in the IEP meeting
Protocol for use:	Tool should be completed by the parent/guardian/family member at the conclusion of the IEP meeting.
Evaluation Level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Five: In-school and Post-school Outcomes**. This level evaluates short-term and long-term outcomes. In the area of transition education and services, these are usually short-term in-school outcomes and long-term post-school outcomes of students with disabilities.

Title:	Assessment of Student Involvement in Transition Planning
Evaluation example:	Checklist and scale
Context for use:	Form for educator to document information about the involvement of a student in his/her IEP meeting
Protocol for use:	Assessment should be completed at the conclusion of the IEP meeting.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Five: In-school and Post-school Outcomes**. This level evaluates short-term and long-term outcomes. In the area of transition education and services, these are usually short-term in-school outcomes and long-term post-school outcomes of students with disabilities.

Title:	Using Transition Assessment Results to Build a Transition-Rich IEP Evaluation
Evaluation example:	Overall workshop evaluation
Context for use:	Two-day workshop for special educators and other service providers
Protocol for use:	Evaluation is provided to participants at the beginning of the workshop and turned in at the conclusion of the event.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

Title:	Using Transition Assessment Results to Build a Transition-Rich IEP Tests
Evaluation example:	Pretest and posttest
Context for use:	Two-day workshop for special educators and other service providers
Protocol for use:	Using several key objectives of the workshop, create a pretest for the participants to complete at the beginning of the workshop. Participants use a code name on their test to ensure anonymity. At the conclusion of the day(s), the participants complete a posttest with the same questions as the pretest, using the same code name. The evaluator scores each participant's tests and compares the scores to determine if participants' knowledge of the content changed.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Two: Participant Learning Outcomes**. This level evaluates to what degree participants learned what was attended.

Title:	Using Transition Assessment Results to Build a Transition-Rich IEP—Gathering Data Regarding Indicator 13: Checklist for Reviewing IEPs
Evaluation example:	Pretest and posttest
Context for use:	Two-day workshop for special educators and other service providers
Protocol for use:	Prior to the workshop, participants are instructed to bring a sample student IEP, with identifying information "blacked" out. At the beginning of the workshop before any content is provided, the participants are given the NSTTAC Indicator 13 checklist. Participants choose a code name to record on both their pre and posttests to ensure anonymity. Using the pretest checklist, they evaluate the transition components in their sample IEP. This pretest is collected before the content begins. At the conclusion of the workshop, the participants are instructed to rewrite the transition areas of their IEP and to use a new checklist with the same code name to evaluate their changes. The posttest checklist and the IEP are collected. The evaluator scores each participant's tests and compares the scores to determine if content of the IEP improved.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Three: Organizational Policies, Procedures, and Support**. This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

Title:	Student Involvement in Educational and Transition Planning Evaluation
Evaluation example:	Overall workshop evaluation
Context for use:	One-day workshop for special educators and other service providers
Protocol for use:	Participants complete the evaluation at the conclusion of the event.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

Title: Student Involvement in Educational and Transition Planning Tests

Evaluation example: Pretest and posttest

Context for use: One-day workshop for special educators and other service providers

Protocol for use: Using several key objectives of the workshop, create a pretest for the participants to complete at the beginning of the workshop. Participants use a code name on their test to ensure anonymity. At the conclusion of the day(s), the participants complete a posttest with the same questions as the pretest, using the same code name. The evaluator scores each participant's tests and compares the scores to determine if participants' knowledge of the content changed.

Evaluation level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Two: Participant Learning Outcomes**. This level evaluates to what degree participants learned what was attended.

Title: Post-secondary Goals Training Evaluation Tests

Evaluation example: Post-then-pretest

Context for use: Participants receive a one-day training on writing post-secondary goals. They are asked to rate themselves at the conclusion of the training of their understanding level prior to training and at the completion of training

Protocol for use: This tool can be used to measure self-reported growth of professional development training.

Evaluation level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Two: Participant Learning Outcomes**. This level evaluates to what degree participants learned what was attended.

Title: Transition Concepts Student Survey

Evaluation example: Pretest and posttest

Context for use: Students enrolled in a transition class were given this pre-post assessment at the beginning of 2nd semester and at the end of the semester to evaluate their knowledge of concepts taught in the class.

Protocol for use: This assessment can be used to measure the awareness of transition-based concepts, either as a pre-post test or as a stand-alone evaluation. It could also be used to determine if certain topics are being taught in transition classes.

Evaluation level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Five: In-school and Post-school Outcomes**. This level evaluates short-term and long-term outcomes. In the area of transition education and services, these are usually short-term in-school outcomes and long-term post-school outcomes of students with disabilities.

Title: Transition Perception Student Letter and Survey

Evaluation example: Letter and Survey

Context for use: This letter invites students to participate in the Transition Perception Student survey. The survey is used to gather the student's perception of the transition planning process and IEP meeting

Protocol for use: Students are sent a letter asking them to complete the survey to rate the transition planning process and IEP meeting. The survey may be sent with the letter to be completed and returned or the letter may be used to introduce the upcoming survey. Schools often will ask students to complete the survey just after participating in their IEP meeting. The survey may be used to gather baseline information, as well as, summative information after a school-based intervention to improve student involvement in the transition planning process. The context of survey use may help to measure program implementation or student learning outcomes.

Evaluation levels: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Four: Program Implementation.** This level evaluates the fidelity to which participants implemented their new knowledge and skills.

This evaluation tool primarily focuses on **NSTTAC Evaluation Level Five: In-school and Post-school Outcomes**. This level evaluates short-term and long-term outcomes. In the area of transition education and services, these are usually short-term in-school outcomes and long-term post-school outcomes of students with disabilities.

Section 5

Student Development Evaluation Examples

Title: Colorado Transition Institute 2007 Team Planning Tool for Student Development

Evaluation example: Planning tool

Context for use: Transition institute with school-community teams

Protocol for use: This planning tool focuses on assisting school-community teams to review and plan their strategies for implementing transition-focused education regarding student development. It can be used annually to reflect upon effectiveness of practices, determine strengths and needs, and develop plans; as well as during the year as a formative evaluation tool.

Evaluation level: This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

Title:	Life Skills, Safety, and Social Skills in Transition Planning Evaluation
Evaluation example:	Overall workshop evaluation
Context for use:	One-day workshop for special educators and other service providers
Protocol for use:	Participants complete the evaluation at conclusion of the event.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

Title:	Life Skills, Safety, and Social Skills in Transition Planning Tests
Evaluation example:	Pretest and posttest
Context for use:	One-day workshop for special educators and other service providers
Protocol for use:	Several key objectives are identified and used to create a pretest for the participants to complete at the beginning of the workshop. Participants use a code name on their test to ensure anonymity. At the conclusion of the day(s), the participants complete a posttest with the same questions as the pretest, using the same code name. The evaluator scores each participant's tests and compares the scores to determine if participants' knowledge of the content changed.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Two: Participant Learning Outcomes**. This level evaluates to what degree participants learned what was attended.

Title: Integrating Self-Determination Across the Curriculum Tests

Evaluation example: Pretest and posttest

Context for use: Educational personnel are given this pre-post test at the beginning and end of a one day workshop on self-determination and how to integrate it throughout all classes.

Protocol for use: This assessment can be used to assess the knowledge learned in a workshop.

Evaluation level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Two: Participant Learning Outcomes**. This level evaluates to what degree participants learned what was attended.

Title: Student Self-Determination Performance Battery

Evaluation example: Rubric

Context for use: This rubric is used to assess student performance after participating in a semester-long course in self-determination.

Protocol for use: This rubric is designed to be used by an observer or group of observers to assess the performance of students that completed a semester-long course in self-determination. It is based on the intended outcomes for the course.

Evaluation level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Five: In-school and Post-school Outcomes**. This level evaluates short-term and long-term outcomes. In the area of transition education and services, these are usually short-term in-school outcomes and long-term post-school outcomes of students with disabilities.

Title: Student Self-Determination Focus Group Protocol

Evaluation example: Focus group

Context for use: This protocol may be used to conduct focus groups with students on their experiences participating in a self-determination curriculum.

Protocol for use: The protocol is designed to be used with students that completed a semester-long course in self-determination. It is broken into three main areas: self-advocacy, participation in the IEP meeting, and changes in attitude and behavior.

Evaluation level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Five: In-school and Post-school Outcomes**. This level evaluates short-term and long-term outcomes. In the area of transition education and services, these are usually short-term in-school outcomes and long-term post-school outcomes of students with disabilities.

Title: Student Self-Determination Focus Group Agenda

Evaluation example: Focus group

Context for use: The organizer is a hands-on aid for students to use during the focus group.

Protocol for use: The organizer is given to students prior to starting the focus group. It gives the student a visual aid for the focus group and helps keep the focus group moving and the students on the current topic.

Evaluation level: This evaluation tool primarily focuses on **NATTAC Evaluation Level Five: In-school and Post-school Outcomes**. This level evaluates short-term and long-term outcomes. In the area of transition education and services, these are usually short-term in-school outcomes and long-term post-school outcomes of students with disabilities.

Title: Student Self-Determination Mentor Surveys

Evaluation example: Survey

Context for use: In 8th grade, students with disabilities received a high-school mentor that was taking a self-determination course. Mentors coached 8th graders on self-advocacy and prepared them to transition into high school. The survey was given to the mentees during their first semester of high school.

Protocol for use: Two forms of the survey are provided. One for those students who received formal mentoring and a second survey with similar questions for those students that did not receive formal mentoring. The answers from the two groups may be compared to determine the impact of the mentoring program.

Evaluation level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Five: In-school and Post-school Outcomes**. This level evaluates short-term and long-term outcomes. In the area of transition education and services, these are usually short-term in-school outcomes and long-term post-school outcomes of students with disabilities.

Title:	Job Readiness Workshop
Evaluation example:	Pretest and posttest
Context for use:	One-day workshop for high school students
Protocol for use:	Several key objectives are identified and used to create a pretest for the participants to complete at the beginning of the workshop. Participants use a code name on their test to ensure anonymity. At the conclusion of the day(s), the participants complete a posttest with the same questions as the pretest, using the same code name. The evaluator scores each participant's tests and compares the scores to determine if participants' knowledge of the content changed.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Two: Participant Learning Outcomes**. This level evaluates to what degree participants learned what was attended.

Title:	Alternate Pathway Pre-Focus Group Survey
Evaluation example:	Survey
Context for use:	Have student complete survey just prior to the student focus group to assist student to think about their experiences in the program.
Protocol for use:	This survey prepares students to fully participate in the focus group. Students fill in the survey out and bring it with them to the focus group. The survey asks basic questions that are covered more in-depth in the focus group. This process is especially helpful for students who get nervous or have communication challenges.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Five: In-school and Post-school Outcomes**. This level evaluates short-term and long-term outcomes. In the area of transition education and services, these are usually short-term in-school outcomes and long-term post-school outcomes of students with disabilities.

Title: Alternative Pathway Student Focus Group Protocol

Evaluation example: Focus group

Context for use: This protocol is used to collect information from students on their experiences participating in an employment-focused alternative pathway to graduation.

Protocol for use: Students are given the pre-focus group survey prior to participating in the focus group. The protocol instructs them to refer back to the survey to answer several of the focus group questions. Participants selected for the focus group all participated in the program during the same school year although not necessarily with the same instructor.

Evaluation level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Five: In-school and Post-school Outcomes**. This level evaluates short-term and long-term outcomes. In the area of transition education and services, these are usually short-term in-school outcomes and long-term post-school outcomes of students with disabilities.

Title:	Student Feedback Form: Work-related Experiences
Evaluation example:	Student feedback of employment experience and needs
Context for use:	This feedback form is administered as a pre-test at the beginning of the school year to assess the greatest needs for an employment centered course (ACE). It is administered again as a post-test at the completion of the course to determine gains and continuing needs.
Protocol for use:	This feedback form may be used in a pre-post test situation or as a stand-alone assessment to determine the greatest employment needs of the students. In pre then post test situation, the wage data collected may be a way to determine student outcomes for the program.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Five: In-school and Post-school Outcomes**. This level evaluates short-term and long-term outcomes. In the area of transition education and services, these are usually short-term in-school outcomes and long-term post-school outcomes of students with disabilities.

Section 6

Interagency Collaboration Evaluation Examples

Title: Arkansas Transition Summit 2008 Team Planning Tool for Student-focused Planning and Interagency Collaboration

Evaluation example: Planning tool

Context for use: Transition institute with school-community teams

Protocol for use: This planning tool focuses on assisting school-community teams to review and plan their strategies for implementing transition-focused education regarding student-focused planning and interagency collaboration. It can be used annually to reflect upon effectiveness of practices, determine strengths and needs, and develop plans; as well as during the year as a formative evaluation tool.

Evaluation level: This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

Title: Sample Transition Services Database

Evaluation example: Spreadsheet for recording and analyzing data

Context for use: Teachers and service providers use the spreadsheet for tracking students' service needs, agency referrals, and services provided; these data are helpful for determining met and unmet service needs.

Protocol for use: This tool can be used to track students' needs identified in their IEP, agency referrals, and service provision. When used to project service needs, these data are useful in strategic planning.

Evaluation levels: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Three: Organizational Policies, Procedures, and Support**. This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

This evaluation tool primarily focuses on **NSTTAC Evaluation Level Four: Program Implementation**. This level evaluates the fidelity to which participants implemented their new knowledge and skills.

Title: Interagency Self Assessment

Evaluation example: Likert-like self assessment ratings

Context for use: Participants are asked to rate each of the areas of interagency collaboration. Section one asks questions related to knowledge and authority. Section two asks questions related to collaboration and growth.

Protocol for use: This tool can be used to determine the facilitators and barriers to collaboration in an interagency council.

Evaluation level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Three: Organizational Policies, Procedures, and Support**. This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

Title: Interagency Regional Transition Council Personnel Survey

Evaluation example: Qualitative open-ended survey

Context for use: Interagency Regional Transition Council participants are asked to describe demographic and development in their region. Questions determined participant knowledge of area agencies and post-secondary options as well as regional outcome and needs of students served.

Protocol for use: This tool can be used as a formative assessment to determine knowledge needs of members of the regional interagency councils and student needs in the regions served.

Evaluation level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Three: Organizational Policies, Procedures, and Support**. This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

Title: Interagency Regional Transition Council Effectiveness Assessment

Evaluation example: Collection of demographic information, 4-point Likert-like rating scales of yearly goals, and open-ended qualitative data

Context for use: Interagency Regional Transition Council participants are asked to assess progress towards yearly intended outcomes of the council. In addition, members were asked for any barriers or facilitators to completing their yearly goals and for stories of positive effects.

Protocol for use: This tool can be used as a formative assessment to improve the work of regional interagency councils.

Evaluation level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Three: Organizational Policies, Procedures, and Support**. This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

Title:	School and VRS Collaboration: Policy Alignment and Conflicts
Evaluation example:	Policy analysis
Context for use:	This template is used to analyze state or local education and rehabilitation policies to assess alignment and conflicts in the transition planning process.
Protocol for use:	A team uses this template to record transition education and services policies under the education and rehabilitation agencies. A sample of a completed state policy analysis is included in the Evaluation Toolkit CD.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Three: Organizational Policies, Procedures, and Support**. This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

Title:	Transition Policy Workgroup Forum
Evaluation example:	Focus group
Context for use:	This template is to guide a focus group with transition policy workgroups.
Protocol for use:	Each participant is given a handout of the transition forum questions. A neutral moderator conducts the forum while another takes notes or the focus group is recorded. The transcribed notes or recording is then verified with the policy workgroup participants to confirm what is working and what needs improvement.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Three: Organizational Policies, Procedures, and Support**. This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

Section 7

Family Involvement Evaluation Examples

Title:	Oklahoma Transition Institute 2008 Team Planning Tool for Family Involvement and Program Characteristics
Evaluation example:	Planning tool
Context for use:	Transition institute with school-community teams
Protocol for use:	This planning tool focuses on assisting school-community teams to review and plan their strategies for implementing transition-focused education regarding family involvement and program characteristics. It can be used annually to reflect upon effectiveness of practices, determine strengths and needs, and develop plans; as well as during the year as a formative evaluation tool.
Evaluation level:	This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

Title:	Continuous Improvement Monitoring Process (CIMP): Focus Group Development Questionnaire—Parents
Evaluation example:	Pilot questionnaire for developing a focus group script
Context for use:	This questionnaire can be used by an educational evaluation team to test potential focus group questions
Protocol for use:	This questionnaire is used by evaluators interested in conducting parent focus groups. The questionnaire is provided to a group of parents for their review and critique. The evaluator reviews the feedback and uses it to construct the final focus group script.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Three: Organizational Policies, Procedures, and Support**. This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

Title: CIMP Parent Questionnaire

Evaluation example: Questionnaire

Context for use: Focus group of parents, prior to the actual focus group discussion

Protocol for use: To gather demographic and other information about their experiences, this questionnaire is completed by a group of parents before they participate in the focus group.

Evaluation levels: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Three: Organizational Policies, Procedures, and Support**. This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

This evaluation tool primarily focuses on **NSTTAC Evaluation Level Four: Program Implementation**. This level evaluates the fidelity to which participants implemented their new knowledge and skills.

Title: CIMP Parent Focus Group Script

Evaluation example: Focus group script

Context for use: Used by the facilitator(s) to conduct and manage the flow of a focus group discussion

Protocol for use: This script is used by the focus group facilitator to provide a structure for the discussion. A script helps ensure all questions are asked and provides consistency across groups.

Evaluation levels: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Three: Organizational Policies, Procedures, and Support**. This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

This evaluation tool primarily focuses on **NSTTAC Evaluation Level Four: Program Implementation**. This level evaluates the fidelity to which participants implemented their new knowledge and skills.

Title:	Transition Family Night Evaluation
Evaluation example:	Event evaluation
Context for use:	This evaluation is completed by parents during a family transition night to get their feedback on content and to assess their pre and post knowledge of the topics presented.
Protocol for use:	This evaluation is provided to participants at the beginning of the transition fair, to be completed by the end of the event. Incentives for completing the evaluation (e.g., gas cards, gift certificates, etc.) have shown to be an effective method of increasing the response rate.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Two: Participant Learning Outcomes**. This level evaluates to what degree participants learned what was attended.

Title:	Informal Family Forum
Evaluation example:	Discussion questions
Context for use:	Informal family forum held in conjunction with a regional transition or transition cadre meeting
Protocol for use:	Regional or transition cadre meetings can provide opportunities to gather information from students and families in the geographical area where the meeting held. These questions can be used to foster discussion about students' preparation for their post-school lives, information useful for those planning and implementing transition education and services.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Three: Organizational Policies, Procedures, and Support**. This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

Title:	Transition Perception Family Member Letter and Survey
Evaluation example:	Letter and Survey
Context for use:	This letter invites families to participate in the Transition Perception Family Member survey. The survey is used to gather family perception of the transition planning process and IEP meeting.
Protocol for use:	Family members are sent a letter asking them to complete the survey to rate the transition planning process and IEP meeting for their child. The survey may be sent with the letter to be completed and returned or the letter may be used to introduce the upcoming survey. Schools often will ask parents to complete the survey just after participating in their child's IEP meeting. The survey may be used to gather baseline information, as well as, summative information after a school-based intervention to improve family involvement in the transition planning process. The context of survey use may help to measure program implementation or student learning outcomes.
Evaluation levels:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Four: Program Implementation.** This level evaluates the fidelity to which participants implemented their new knowledge and skills. This evaluation tool primarily focuses on **NSTTAC Evaluation Level Five: In-school and Post-school Outcomes**. This level evaluates short-term and long-term outcomes. In the area of transition education and services, these are usually short-term in-school outcomes and long-term post-school outcomes of students with disabilities.

Section 8

Program Structures Evaluation Examples

Title:	New Mexico Summer Transition Institute 2004 Team Planning Tool for Program Structures and Characteristics
Evaluation example:	Planning tool
Context for use:	Transition institute with school-community teams
Protocol for use:	This planning tool focuses on assisting school-community teams to review and plan their strategies for implementing transition-focused education regarding program structures and practices. It can be used annually to reflect upon effectiveness of practices, determine strengths and needs, and develop plans; as well as during the year as a formative evaluation tool.
Evaluation level:	This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

Title:	Transition-Related Legislation Quiz
Evaluation example:	Pretest and posttest
Context for use:	Test is used at the beginning and end of a content session regarding transition legislation
Protocol for use:	Participants complete test before and after content session. The evaluator scores each participant's tests and compares the scores to determine if participants' knowledge of the content changed.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Two: Participant Learning Outcomes**. This level evaluates to what degree participants learned what was attended.

Title: Self-Assessment: Ability to Implement Professional Development

Evaluation example: Self-assessment

Context for use: Assessment can be used with a variety of educational professionals, particularly those responsible for providing transition-related professional development

Protocol for use: Assessment is used when planning professional development, as a measure of strengths and potential issues to be addressed.

Evaluation level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Three: Organizational Policies, Procedures, and Support**. This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

Title:	Self-Assessment: Knowledge of Transition-Related Services
Evaluation example:	Self-assessment
Context for use:	Assessment can be used with a variety of educational professionals
Protocol for use:	Assessment is used to identify professional development needs, or as a measure of participant knowledge before planning content.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Three: Organizational Policies, Procedures, and Support**. This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

Title:	Self-Assessment: Knowledge of Transition Practices Content
Evaluation example:	Pretest and posttest
Context for use:	Assessment can be used with a variety of educational professionals and/or transition service providers
Protocol for use:	Participants complete test before and after content session. The evaluator scores each participant's tests and compares the scores to determine if participants' knowledge of the content changed.
Evaluation levels:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Two: Participant Learning Outcomes**. This level evaluates to what degree participants learned what was attended. This evaluation tool primarily focuses on **NSTTAC Evaluation Level Three: Organizational Policies, Procedures, and Support**. This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

Title:	Strategic Planning for Transition Services and Education Evaluation
Evaluation example:	Overall event evaluation
Context for use:	One-day strategic planning meeting with district level transition teams
Protocol for use:	Participants complete evaluation at the conclusion of the meeting.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

Title:	SPP Indicators 1, 2, 13, and 14: Understanding National, State, and Local Needs
Evaluation example:	Overall event evaluation
Context for use:	One-day workshop for district-level transition teams
Protocol for use:	Participants complete evaluation at the conclusion of the event.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

Title:	Arkansas Transition Unit Strategic Planning Evaluation
Evaluation example:	Overall event evaluation
Context for use:	One-day strategic planning meeting for state transition team
Protocol for use:	Participants complete evaluation at the conclusion of the event.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

Title:	Oklahoma Transition Institute: Facilitator Preparation Evaluation
Evaluation example:	Training
Context for use:	Evaluation of participants' preparation to facilitate at a state institute for local transition teams
Protocol for use:	To assess the effectiveness of their preparation to facilitate a team, participants complete the evaluation at the conclusion of the institute.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

Title:	Oklahoma Transition Institute Evaluation
Evaluation example:	Training
Context for use:	Two-day state institute for local teams of transition educators and service providers to assess and plan transition education and services
Protocol for use:	Participants complete the evaluation at the conclusion of the institute.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

Title:	Secondary Transition State Planning Institute: Building for the Future—Facilitator Preparation Evaluation
Evaluation example:	Training
Context for use:	Evaluation of participants' preparation to facilitate at a national institute for state transition teams
Protocol for use:	To assess the effectiveness of their preparation to facilitate the work of a state team, participants complete the evaluation at the conclusion of the institute.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

Title:	Secondary Transition State Planning Institute: Building for the Future Evaluation
Evaluation example:	Training
Context for use:	Three-day national institute for state teams of transition educators and service providers to assess and develop state capacity-building plans
Protocol for use:	Participants complete the evaluation at the conclusion of the institute.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

Title: Indicator-13 Training Evaluation

Evaluation example: Post-then-Pre Test

Context for use: Participants receive a one-day training on I-13 monitoring components. They were asked to rate themselves at the conclusion of the training of their understanding level prior to training and at the completion of training.

Protocol for use: This tool can be used to measure self-reported growth of professional development training.

Evaluation level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Two: Participant Learning Outcomes**. This level evaluates to what degree participants learned what was attended.

Title:	Effectiveness of District IEPs Form
Evaluation example:	Assessment table
Context for use:	This table is used to review IEP forms
Protocol for use:	Use this table to reflect upon the effectiveness of the IEP you reviewed. The table can help you determine what changes, if any, are needed to create an effective transition IEP form.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Two: Participant Learning Outcomes**. This level evaluates to what degree participants learned what was attended.

Title: Team Planning Implementation Assessment

Evaluation example: Collection of demographic information, Likert-like rating scales of participation levels of plan implementation, and availability of resources, as well as open-ended qualitative data

Context for use: Every member of the transition planning team was asked to complete this assessment whether or not they attended the state transition institute. Through this assessment, team members identified facilitators and barriers to plan implementation. Additionally, stories of the positive effects of implementation were also collected.

Protocol for use: This tool is used as a transition planning team yearly summative assessment. The results may be used to improve plan implementation in future goals.

Evaluation level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Three: Organizational Policies, Procedures, and Support**. This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

Title:	Young Adult Transition Programs Planning Evaluation
Evaluation example:	Technical assistance evaluation
Context for use:	Evaluate technical assistance provided at the local district level
Protocol for use:	District teams consisting of special educators and other education personnel participated in a two-day concept mapping process to develop a detailed conceptual model of their young adult transition programs. Participants completed the evaluation at the conclusion of the process.
Evaluation Level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level One: Quality, Usefulness, and Relevance**. This level evaluates participant reactions to professional development, technical assistance, training, or coaching.

Title: Community Conversation Process

Evaluation example: Focus group

Context for use: Community conversations were held across the state to determine the state of transition. Stakeholders included school administration and personnel, youth and adult community agency personnel, community post-school educational personnel, area business partners, and parents. These conversations were used to gather data to determine greatest technical assistance and professional development needs for the state.

Protocol for use: This one-page process guide may be shared with transition liaisons to assist with gathering the appropriate stakeholders for the conversation. The guide outlines the process and expectations for the conversation.

Evaluation Level: This evaluation tool focuses on **NSTTAC Evaluation Planning**. This level assists in the strategic planning and evaluation planning processes.

Title: MI-TOP Community Conversation Observer Guide

Evaluation example: Focus group

Context for use: Community conversations were held across the state to determine the state of transition. Stakeholders included school administration and personnel, youth and adult community agency personnel, community post-school educational personnel, area business partners, and parents. Conversations were used to gather data to determine technical assistance and professional development needs for the state.

Protocol for use: To increase trust, community conversations were not audio or video recorded. MI-TOP employed four to eight observers that were knowledgeable about transition practices. Each observer took notes using the guided notes. A debrief was held after each community conversation. Data was aggregated into debrief notes at the end of the guide.

Evaluation level: This evaluation tool primarily focuses on **Evaluation Level Three: Organizational Policies, Procedures, and Support.** This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

Title:	Survey of Cultural and Linguistic Transition Planning Practices
Evaluation example:	Survey
Context for use:	This survey may be used to collect longitudinal data on culturally and linguistically responsive transition planning practices in a state or local unit.
Protocol for use:	Each participant is given a survey to complete. It may be implemented as a stand-alone survey or as longitudinal data to determine if practice is improving over time. Data is measured in a Likert-like scale showing the degree of culturally and linguistically responsive transition planning practices.
Evaluation level:	This evaluation tool primarily focuses on **Evaluation Level Three: Organizational Policies, Procedures, and Support.** This level focuses on the organization. After participants are given a learning opportunity, this level evaluates if the organization has the right policies and procedures in place and if the organization is ready to change if needed.

Section 9

Evaluation Dissemination and Use

Title:	Implementing Transition—Focused Education: Reporting Program Outcomes–Planning Form
Evaluation example:	Evaluation planning form
Context for use:	This form can be used by educational personnel to plan evaluation of transition program areas
Protocol for use:	This form is used to evaluate or review progress toward goals, or to establish evaluations of program goals, activities, and outputs.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Six: Evaluation Use and Dissemination.** Level six evaluates (1) the dissemination of evaluation findings and (2) the extent to which findings are used to improve transition education and services.

Title:	Reporting Transition Practices Achievements
Evaluation example:	A reporting method
Context for use:	Use this form to collect and identify progress on transition program goals
Protocol for use:	This form is used to evaluate or review progress of goals, to identify continued areas of need, and/or to report progress to other stakeholders.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Six: Evaluation Use and Dissemination.** Level six evaluates (1) the dissemination of evaluation findings and (2) the extent to which findings are used to improve transition education and services.

Title:	Transition Activities–Report of Program Outcomes
Evaluation example:	A reporting method
Context for use:	Use to present summary of program development and evaluation activities and findings
Protocol for use:	This template is aligned with the *Taxonomy* team planning tools. It is used to summarize the goals, activities, outputs, evidence, and outcomes achieved during the year. It provides a comprehensive, structured format that can be used alone or to inform a descriptive evaluation report.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Six: Evaluation Use and Dissemination.** Level six evaluates (1) the dissemination of evaluation findings and (2) the extent to which findings are used to improve transition education and services.

Title:	Professional Development Leadership Academy (PDLA) Evaluation Plan
Evaluation example:	Evaluation and Dissemination Plan
Context for use:	This evaluation tool is used during the planning phase to plan for evaluation and dissemination of results.
Protocol for use:	This planning template may be used by teams during the strategic planning phase. The template helps teams to identify benchmarks towards achieving the short and long-term goals of their plan. In addition, the template prepares team members to disseminate results.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Six: Evaluation Use and Dissemination.** Level six evaluates (1) the dissemination of evaluation findings and (2) the extent to which findings are used to improve transition education and services.

Title:	Professional Development Leadership Academy (PDLA) Evaluation Plan Review
Evaluation example:	Evaluation Plan Document Review
Context for use:	This tool may be used to review completed plans.
Protocol for use:	After strategic planning is concluded, this document can assist with reviewing the overall integrity of the plan, evaluation, and dissemination. It provides a section for improvement feedback and clarifications.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Six: Evaluation Use and Dissemination.** Level six evaluates (1) the dissemination of evaluation findings and (2) the extent to which findings are used to improve transition education and services.

Title:	Implementing Transition-Focused Education: Evaluation Report Template
Evaluation example:	Example of an evaluation report template
Context for use:	Educational personnel can use this form to compile information from an evaluation in a comprehensive and concise format.
Protocol for use:	This template is used to present evaluation results or information to other stakeholders.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Six: Evaluation Use and Dissemination.** Level six evaluates (1) the dissemination of evaluation findings and (2) the extent to which findings are used to improve transition education and services.

Title:	Request for Presentations
Evaluation example:	Reporting and dissemination
Context for use:	A call for proposals is an opportunity to allow your state teams to report results and disseminate to a broader audience.
Protocol for use:	This request for proposals may be sent out by a state Department of Education or other large group to solicit presentations highlighting the outcomes of local sites.
Evaluation level:	This evaluation tool primarily focuses on **NSTTAC Evaluation Level Six: Evaluation Use and Dissemination.** Level six evaluates (1) the dissemination of evaluation findings and (2) the extent to which findings are used to improve transition education and services.

Title: Plan Implementation Poster Evaluation

Evaluation example: Rubric

Context for use: The rubric is used to evaluate posters used in dissemination of results from yearly strategic plans.

Protocol for use: Teams are invited to report out their yearly progress in the form of a poster. Each team is given a list of criteria for sharing information. Two to three 'judges' rate each poster using the rubric. Scores are calculated and given back to the teams. Prizes may be given for the poster with the highest score, the most creative poster, the most state (or local) spirit, or any other important category.

Evaluation level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Six: Evaluation Use and Dissemination.** Level six evaluates (1) the dissemination of evaluation findings and (2) the extent to which findings are used to improve transition education and services.

Title: NSTTAC Evaluation Levels Report Template

Evaluation example: Report template

Context for use: This report template was created to document all evaluations conducted over the course of the year.

Protocol for use: The report template may be used to document your evaluation results over time. An evaluation for each event is recorded on its own page. We recommend creating a folder (electronic or hard copy) and dividing by tabs into the six levels. Evaluations are then documented in backward order by date with the most recent at the beginning of each tab. Not only does this provide a quick overview of your work, it also makes year end reporting quicker and less complicated.

Evaluation level: This evaluation tool primarily focuses on **NSTTAC Evaluation Level Six: Evaluation Use and Dissemination.** Level six evaluates (1) the dissemination of evaluation findings and (2) the extent to which findings are used to improve transition education and services.