

NEW MEXICO SUMMER 2005 TRANSITION INSTITUTE

Team Planning Tool for

Building Systems that CARE: Community, Academics,
Recreation/Leisure, and Employment



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TEAM PLANNING TOOL FOR BUILDING SYSTEMS THAT CARE

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Additional resources are available at:

<http://homepages.wmich.edu/~kohlerp/research>

- Taxonomy for Transition Programming
- Worksheet for Student-Focused Planning and Student Development Practices
- Worksheet for Student Development Practices (example)
- Worksheet for Interagency Collaboration
- Worksheet for Family Involvement
- Worksheet for Program Structures

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**Team Planning Tool for Building Systems that CARE:
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Team Information	4
Transition-Focused Education	5
Overview of Team Planning Tool	7
Part 1 – Current Implementation Assessment	8
Part 2 – Needs Assessment	14
Part 3 – Program Planning	20
Checklist for Identifying and Evaluating Program Goals, Activities, Outputs, and Outcomes	32

Team Planning Tool for Building Systems that CARE

Team Information

Team Name: _____ Primary Contact: _____ Position: _____ Organization: _____ Address: _____ _____ Phone: _____ Fax: _____ E mail: _____	Team Member: _____ Position: _____ Organization: _____ Address: _____ _____ Phone: _____ Fax: _____ E mail: _____
Team Member: _____ Position: _____ Organization: _____ Address: _____ _____ Phone: _____ Fax: _____ E mail: _____	Team Member: _____ Position: _____ Organization: _____ Address: _____ _____ Phone: _____ Fax: _____ E mail: _____
Team Member: _____ Position: _____ Organization: _____ Address: _____ _____ Phone: _____ Fax: _____ E mail: _____	Team Member: _____ Organization: _____ Address: _____ _____ Phone: _____ Fax: _____ E mail: _____ <i>To include all members, use back of page if necessary</i>

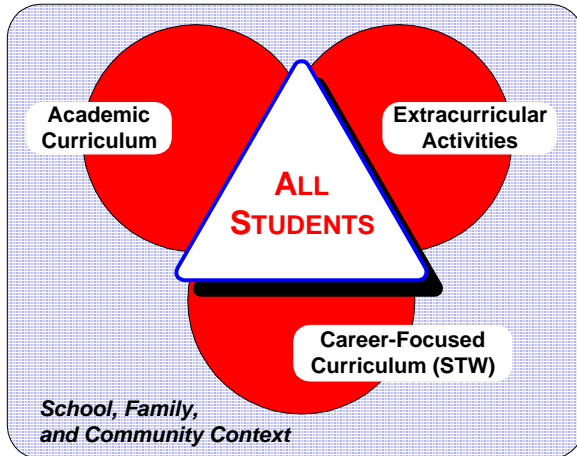
Transition-Focused Education

This planning tool focuses on assisting school-community teams to review and plan their strategies for implementing *transition-focused education* as an element of critical *program structures and supports*. 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. 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. ***In addition, the impact of transition-focused education is greatly enhanced when systems and programs connect and support the implementation and application of such learning.***

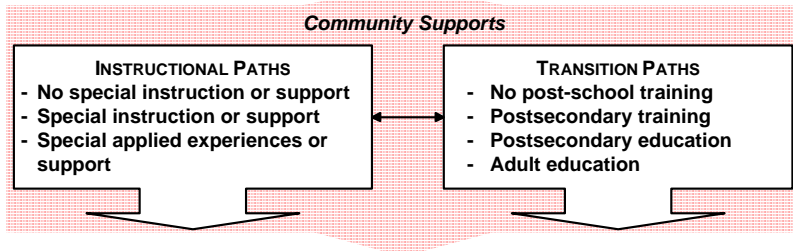
As illustrated on the next page, transition-focused education is directed toward adult outcomes and consists of academic, career, and extracurricular instruction and activities, delivered through a variety of instructional and transition approaches, and responsive to the local context and students’ learning and support needs. Primary to the concept of transition-focused education is the expectation for *all* students to achieve a quality life, valued within the context of their family, school, and community. Quality of life outcomes include those in four areas: independent living (home and family), employment, community citizenship and participation, and leisure and recreation. To prepare students to achieve such outcomes, transition-focused education builds student competence through academic, occupational, and social development. Further, to insure that all our students can develop and achieve at their greatest potential, transition-focused education provides a variety of instructional pathways that may include **few** or no specialized supports to extensive applied experiences or supports. This framework of transition-focused education provides a **structure** for educational planning that is outcome-oriented and promotes greater involvement and ownership in the decision-making process by key stakeholders.

The *Taxonomy for Transition Programming*, also represented on the next page, provides concrete practices—identified from effective programs—for implementing transition-focused education. As described in the next section, this tool is designed to help you reflect broadly on your application of transition-focused education. Detailed worksheets are also available for reflecting on specific aspects of program structures and supports, as well as other practices in the Taxonomy.

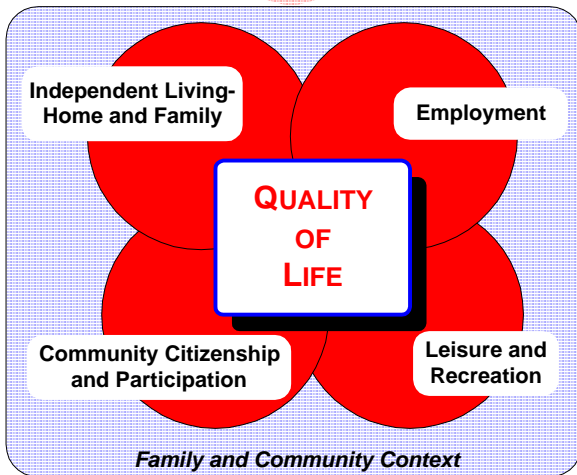
TRANSITION-FOCUSED EDUCATION



Instruction and Activities



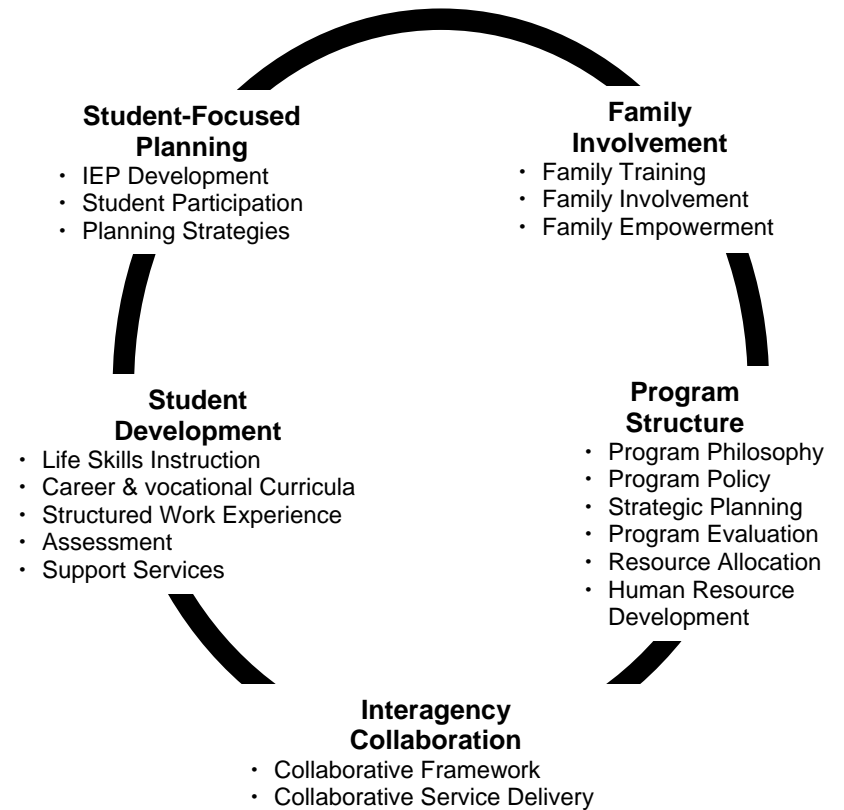
Approaches



Adult Outcomes

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TAXONOMY FOR TRANSITION PROGRAMMING FOR IMPLEMENTING TRANSITION-FOCUSED EDUCATION



Overview of Team Planning Tool

This planning tool focuses on assisting school teams to review their practices associated with implementing *transition-focused education*. The structures and attributes of a school—and the families and community that represent the context for the school—provide the framework for implementing transition-focused education. Concepts that promote outcome-based education and expanded curricular options include high expectations for all students, cultural and ethnic sensitivity, a clearly articulated mission and values, qualified staff, and sufficient allocation of resources. Transition-oriented schools focus also on systematic community involvement in the development of educational options, community-based learning opportunities, systematic inclusion of students in the social life of the school, and increased expectations related to skills, values, and outcomes for all students. We suggest you use a team approach to reflect on the *extent* to which and *how* you currently implement transition-focused education practices, determine strengths and needs, and develop specific goals to address your needs. This worksheet is designed to help guide you through this process.

Use **Part 1—Current Implementation Assessment**, to reflect on the degree to which you are implementing the practices described. These practices focus on three general areas: instruction and activities, approaches, and quality of life outcomes (see figure on page 6). To assist with this reflection, we provide a set of questions and indicators that focus on each area. These questions are designed to help you go beyond simple “yes” or “no” answers as you rate your implementation levels and identify the evidence that supports the selected rating level.

In **Part 2—Needs Assessment**, use your findings from Part 1 to identify your strengths and specific needs. Subsequently, prioritize your needs.

Use **Part 3—Program Planning** to develop plans that address your needs. In developing your plans, be specific. Refer to the guidelines on the last page of this tool to help you set meaningful, achievable, and measurable goals. It is helpful to identify specific goals that your team can achieve in the next year, and then the activities you will implement to achieve your goals. Also think about the things you will produce (products), the outcomes you want to achieve, and how you will tell if you achieved them.

Remember that the purpose of these efforts is to improve student outcomes! *Thus, one’s efforts must begin and end with the knowledge of what students are achieving after leaving high school.*

Part 1: Current Implementation Assessment

Use the following **Implementation Level Rating Scale** to indicate to what extent you are implementing the practices described. Also describe evidence that illustrates the practice is being implemented at the level indicated. Use the reflective questions and suggested indicators to help clarify and expand the reflective process. The reflective questions are designed to help you go beyond simple “yes” and “no” responses and substantively reflect on the degree of implementation in each area. The questions and indicators also help provide examples of evidence you might examine to determine the implementation level. An example is provided.

Implementation Level Rating Scale

- DK - We don't know the status of practices in this area – We need more information
- 1 - This is not occurring, this does not happen, or this is not evident.
- 2 - This seldom occurs, this happens with/for a few students, or this is seldom evident.
- 3 - This usually occurs, this happens with/for a moderate number of students, or this is usually evident.
- 4 - This always occurs, this happens with/for most students, or this is always evident.

Example:

QUALITY OF LIFE OUTCOMES	IMPLEMENTATION LEVEL	EVIDENCE OF IMPLEMENTATION
<p>1. <i>All</i> students achieve a quality life, valued within the context of their family, school, and community, including:</p> <p>a. Independent living (home and family)</p> <p>b. Employment</p> <p>c. Community participation</p> <p>d. Leisure and recreation.</p>	<p>DK 1 (2) 3 4</p>	<ul style="list-style-type: none"> ▶ Student follow-up survey piloted; revisions underway ▶ Pilot results showed: <ul style="list-style-type: none"> ▪ 25% of students out two years employed full-time ▪ 75% live with family ▪ 75% no or limited social activity ▪ 30% voted in 2004 election

A. INSTRUCTION AND ACTIVITIES	IMPLEMENTATION	NOTES AND EVIDENCE OF IMPLEMENTATION
1. Students are engaged in a range of high quality academic programs, based on their individual needs and post-school goals: <ul style="list-style-type: none"> a. College preparatory b. Functional, objective-based 	DK 1 2 3 4	
2. Students are engaged in a range of occupational-related experiences, based on their individual needs and post-school goals: <ul style="list-style-type: none"> a. Employability skills instruction b. Occupational-specific instruction c. Paid and/or unpaid work-experience 	DK 1 2 3 4	
3. Students are engaged in co-curricular and extracurricular activities, based on their individual needs and post-school goals: <ul style="list-style-type: none"> a. Arts-related activities (e.g., marching or concert bands) b. Sports or fitness (individual or team) c. Service clubs d. Student government e. Other 	DK 1 2 3 4	
4. Educators, students, families, and community members work together to assure that instruction and educational experiences reflect and address family and community needs and values	DK 1 2 3 4	

INSTRUCTION AND ACTIVITIES – CONT'D	NOTES AND EVIDENCE OF IMPLEMENTATION
<p>Reflective Questions</p> <ul style="list-style-type: none"> ▶ To what extent are a range of placement and service options available? ▶ Are placement decisions made upon the basis of ability and need rather than disability category? ▶ Do students' educational programs align with their post-school goals? ▶ To what extent do educational programs and services reflect local values and needs? ▶ How are students informed of and recruited for co-curricula and extra-curricular activities? ▶ Do students have the skills they need to be successful, including: <ul style="list-style-type: none"> ▪ Academic skills? ▪ Independent living skills? ▪ Occupational skills? ▪ Employability and work behaviors? ▪ Self-determination skills? ▶ How are results for students with disabilities included in accountability standards? ▶ How are the needs of students with IEPs addressed in school reform efforts? <p>Suggested Indicators</p> <ul style="list-style-type: none"> ▶ Educational program planning process implemented ▶ List of placement options, settings, and decision-trees ▶ Community labor projections ▶ # and % of students receiving services in specific settings ▶ Student performance on cognitive, academic, vocational, and adaptive behavior assessments ▶ Specific strategies for student recruitment ▶ # students participating in co-curricular and extracurricular activities ▶ TOPs data regarding IEP analyses 	

B. APPROACHES	IMPLEMENTATION	NOTES AND EVIDENCE OF IMPLEMENTATION
1. Students have the supports or services needed for successful participation in: <ol style="list-style-type: none"> a. Academic programs b. Occupational programs c. Co-curricular and extracurricular activities 	DK 1 2 3 4	
2. Students' post-school options and pathways are specified for: <ol style="list-style-type: none"> a. Employment, including post-secondary education b. Independent Living c. Community access and participation d. Recreation and leisure 	DK 1 2 3 4	
3. When appropriate, accommodations and support services are identified to meet students' needs in post-school outcome areas.	DK 1 2 3 4	
4. Educators, students, families, and community members work together to identify and plan for students' support needs and services prior to graduation or school exit.	DK 1 2 3 4	

APPROACHES – CONT'D		NOTES AND EVIDENCE OF IMPLEMENTATION
<p>Reflective Questions</p> <ul style="list-style-type: none"> ▶ When and how are the “Pathways to the Diploma” described to students and families? ▶ How are “pathways” decisions made and supported? ▶ How are student accommodation needs identified? ▶ What accommodation needs are identified in students’ IEPs? ▶ How many and what % of accommodation needs are met? Unmet? ▶ What methods are used to help students identify their accommodation needs in different environments? ▶ To what extent do community service agencies provide accommodations and services for students with disabilities? <p>Suggested Indicators</p> <ul style="list-style-type: none"> ▶ Assessment strategies for identifying accommodation needs ▶ Types and # of accommodations ▶ # and % of students whose accommodation needs are met, unmet ▶ Pre/post assessments regarding student knowledge and ability to request accommodations ▶ Types and # of accommodations provided by community agencies ▶ Related services identified to support student learning needs in: <ul style="list-style-type: none"> • General education classes • Occupational curricula • Work-based education experiences • Co-curricular and extra-curricular activities 		

C. QUALITY OF LIFE OUTCOMES	IMPLEMENTATION	NOTES AND EVIDENCE OF IMPLEMENTATION
<p>1. <i>All</i> students achieve a quality life, valued within the context of their family, school, and community, including:</p> <ol style="list-style-type: none"> a. Independent living (home and family) b. Employment c. Community participation d. Leisure and recreation. 	<p>DK 1 2 3 4</p>	
<p>Reflective Questions</p> <ul style="list-style-type: none"> ▶ What are local schools’ expectations for <i>all</i> their students, including students of different abilities, genders, and cultural and language backgrounds? ▶ How are students’ post-school outcomes measured? ▶ What indicators are used to measure students’ outcomes? ▶ Regarding long-term outcomes, are your students <ul style="list-style-type: none"> ▪ Employed? ▪ Living independently? ▪ Participating in their communities? ▪ Participating in recreation and leisure activities ▶ Do your students have the educational and community supports and services they need to be successful? ▶ How do the outcomes of students of different genders, ethnicities, and with and without disabilities compare? ▶ Do current data collection systems at local and district levels satisfy data information needs? Are these systems compatible? <p>Suggested Indicators</p> <ul style="list-style-type: none"> ▶ Summary of student service needs generated from IEP documents ▶ # and types of services provided ▶ # students who drop out ▶ #/% employed, levels of independent living, engaged in community, and participating in recreation/leisure activities 		

Part 2: Needs Assessment

Instructions

Use the responses from your implementation assessment in Part 1 to identify current *strengths* of your transition-focused education. Then, using your identified strengths as a baseline, identify specific *needs*. Subsequently, code your identified needs with respect to their priority or immediacy (e.g., high priority/immediate need, moderate priority/intermediate need, or lower priority/long-term need).

Example

C. QUALITY OF LIFE OUTCOMES	CURRENT STRENGTHS	NEEDS	PRIORITY
<p>1. <i>All</i> students achieve a quality life, valued within the context of their family, school, and community, including:</p> <ul style="list-style-type: none"> a. Independent living (home and family) b. Employment c. Community participation d. Leisure and recreation. 	<ul style="list-style-type: none"> ▶ Pilot follow-up survey ▶ Assigned staff to collect data ▶ Commitment of community transition council ▶ Some students working and engaged in community 	<ul style="list-style-type: none"> ▶ Student outcome data (generated by student follow-up survey) on more students ▶ Information on students' unmet service needs ▶ Annual projected service needs ▶ Employment and residential options and services 	<p>High</p> <p>High</p> <p>Moderate</p> <p>High priority</p>

A. INSTRUCTION AND ACTIVITIES	CURRENT STRENGTHS	NEEDS	PRIORITY
<p>1. Students are engaged in a range of high quality academic programs, based on their individual needs and post-school goals:</p> <ul style="list-style-type: none"> a. College preparatory b. Functional, objective-based 			
<p>2. Students are engaged in a range of occupational-related experiences, based on their individual needs and post-school goals:</p> <ul style="list-style-type: none"> a. Employability skills instruction b. Occupational-specific instruction c. Paid and/or unpaid work-experience 			

INSTRUCTION & ACTIVITIES— CONT'D	CURRENT STRENGTHS	NEEDS	PRIORITY
<p>3. Students are engaged in co-curricular and extracurricular activities, based on their individual needs and post-school goals:</p> <ul style="list-style-type: none"> a. Arts-related activities (e.g., marching or concert bands) b. Sports or fitness (individual or team) c. Service clubs d. Student government e. Other 			
<p>4. Educators, students, families, and community members work together to assure that instruction and educational experiences reflect and address family and community needs and values.</p>			

B. APPROACHES	CURRENT STRENGTHS	NEEDS	PRIORITY
1. Students have the supports or services needed for successful participation in: <ul style="list-style-type: none"> a. Academic programs b. Occupational programs c. Co-curricular and extracurricular activities 			
2. Students' post-school options and pathways are specified for: <ul style="list-style-type: none"> a. Employment, including post-secondary education b. Independent Living c. Community access and participation d. Recreation and leisure 			

APPROACHES—CONT'D	CURRENT STRENGTHS	NEEDS	PRIORITY
<p>3. When appropriate, accommodations and support services are identified to meet students' needs in post-school outcome areas.</p>			
<p>4. Educators, students, families, and community members work together to identify and plan for students' support needs and services prior to graduation or school exit.</p>			

C. QUALITY OF LIFE OUTCOMES	CURRENT STRENGTHS	NEEDS	PRIORITY
<p>1. <i>All</i> students achieve a quality life, valued within the context of their family, school, and community, including:</p> <ul style="list-style-type: none"> a. Independent living (home and family) b. Employment c. Community participation d. Leisure and recreation. 			

Part 3: Planning Program Structures and Practices

Instructions

The purpose of this section is to help you make plans for the coming year. Use the responses from your implementation assessment in Part 1 and needs assessment in Part 2 to identify specific goals in each area. Then identify specific goal-related activities, the person(s) responsible for the activity, and the timeframe for implementation. As you are planning, also identify (a) the outputs or products to be produced, (b) your anticipated or expected outcomes, (c) indicators to determine whether the outcomes were achieved, and (d) data sources through which evidence will be collected. As a resource, use the **checklist on the last page** to help you clarify your goals, activities, outputs, and anticipated outcomes.

Example

QUALITY OF LIFE OUTCOMES			
Goal: Evaluate students' post-school outcomes			
SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
<ul style="list-style-type: none"> ▸ Revise student follow-up survey based on pilot study ▸ Implement; track responses; input data; summarize findings ▸ Plan program and service improvements based on family and student responses and identified service gaps 		<ul style="list-style-type: none"> ▸ Scott and Emily with Parent Advisory Committee (PAC) ▸ Scott and Emily ▸ Scott w/Comm Trans Council 	<ul style="list-style-type: none"> ▸ Implement by Dec. 31 ▸ Summarize by April 30 ▸ Planning by July 15
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES
<ul style="list-style-type: none"> ▸ Questionnaire ▸ Data base and summary ▸ Report ▸ Plan 	<ul style="list-style-type: none"> ▸ Increased knowledge of student outcomes ▸ Increased knowledge of service needs ▸ Reduced gap between services needed and provided 	<ul style="list-style-type: none"> ▸ #/% employed, living independently, engaged in community and leisure ▸ Identified service needs ▸ Services provided ▸ Gap between needs and services provided 	<ul style="list-style-type: none"> ▸ Response records ▸ Completed questionnaires ▸ Referral records ▸ Monthly services summary

A. INSTRUCTION AND ACTIVITIES

1. Students are engaged in a range of high quality academic programs, based on their individual needs and post-school goals:
 - a. College preparatory
 - b. Functional, objective-based

GOAL:

SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

A. INSTRUCTION AND ACTIVITIES—CONTINUED

2. Students are engaged in a range of occupational-related experiences, based on their individual needs and post-school goals:
- a. Employability skills instruction
 - b. Occupational-specific instruction
 - c. Paid and/or unpaid work-experience

GOAL:

SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

A. INSTRUCTION AND ACTIVITIES—CONTINUED

3. Students are engaged in co-curricular and extracurricular activities, based on their individual needs and post-school goals:
- a. Arts-related activities (e.g., marching or concert bands)
 - b. Sports or fitness (individual or team)
 - c. Service clubs
 - d. Student government
 - e. Other

GOAL:

SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

A. INSTRUCTION AND ACTIVITIES—CONTINUED

4. Educators, students, families, and community members work together to assure that instruction and educational experiences reflect and address family and community needs and values.

GOAL:

SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

B. APPROACHES

1. Students have the supports or services needed for successful participation in:
- a. Academic programs
 - b. Occupational programs
 - c. Co-curricular and extracurricular activities

GOAL:

SPECIFIC GOAL-RELATED ACTIVITIES

PERSON RESPONSIBLE

TIMEFRAME

OUTPUTS/PRODUCTS

EXPECTED OUTCOMES

POTENTIAL INDICATORS

DATA SOURCES

B. APPROACHES—CONTINUED

2. Students' post-school options and pathways are specified for:
- a. Employment, including post-secondary education
 - b. Independent Living
 - c. Community access and participation
 - d. Recreation and leisure

GOAL:

SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

B. APPROACHES—CONTINUED

3. When appropriate, accommodations and support services are identified to meet students' needs in post-school outcome areas.

GOAL:

SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

B. APPROACHES—CONTINUED

4. Educators, students, families, and community members work together to identify and plan for students' support needs and services prior to graduation or school exit.

GOAL:

SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

C. QUALITY OF LIFE OUTCOMES

1. *All* students achieve a quality life, valued within the context of their family, school, and community, including:
- a. Independent living (home and family)
 - b. Employment
 - c. Community participation
 - d. Leisure and recreation

GOAL:

SPECIFIC GOAL-RELATED ACTIVITIES	PERSON RESPONSIBLE	TIMEFRAME

OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES

OTHER ASPECTS OF TRANSITION-FOCUSED EDUCATION

FOCUS:

GOAL:

SPECIFIC GOAL-RELATED ACTIVITIES

PERSON RESPONSIBLE

TIMEFRAME

OUTPUTS/PRODUCTS

EXPECTED OUTCOMES

POTENTIAL INDICATORS

DATA SOURCES

OTHER ASPECTS OF TRANSITION-FOCUSED EDUCATION

FOCUS:

GOAL:

SPECIFIC GOAL-RELATED ACTIVITIES

PERSON RESPONSIBLE

TIMEFRAME

OUTPUTS/PRODUCTS

EXPECTED OUTCOMES

POTENTIAL INDICATORS

DATA SOURCES

**CHECKLIST FOR IDENTIFYING AND EVALUATING
PROGRAM GOALS, ACTIVITIES, OUTPUTS, AND OUTCOMES**

Focus Area	Considerations and Criteria	
Goals	<ul style="list-style-type: none"> ▸ Be specific. ▸ Identify what you are trying to accomplish. ▸ Think in terms of outcomes rather than process or products. ▸ Is the goal achievable within the specified timeframe? 	<ul style="list-style-type: none"> ▸ Is the goal measurable? ▸ Is the goal within the scope of your control? ▸ Is the goal action-oriented? ▸ Is the goal realistic?
Activities	<ul style="list-style-type: none"> ▸ Is the activity action-oriented? ▸ Will the activity move you toward your goal? 	<ul style="list-style-type: none"> ▸ Is the activity theoretically-based? ▸ Is the activity do-able with available resources?
Outputs	<ul style="list-style-type: none"> ▸ Think in terms of “product” – something that will be produced? 	<ul style="list-style-type: none"> ▸ Is the “product” producible with the available resources? ▸ Will the outputs move you toward your goal?
Expected Outcomes	<ul style="list-style-type: none"> ▸ Think in terms of impact—what do you expect to happen as a result of your activities and outputs? ▸ What do you expect to achieve? ▸ Is the expected outcome an important aspect of your goal(s)? 	<ul style="list-style-type: none"> ▸ Is the expected outcome specific? ▸ Is the expected outcome meaningful? ▸ Is the expected outcome measurable?
Outcome Indicators	<ul style="list-style-type: none"> ▸ Are specific indicators needed or required by specific audiences (e.g., Feds, state, etc.?) ▸ What information do you need to answer the important evaluation question(s)? ▸ Is the indicator specific? 	<ul style="list-style-type: none"> ▸ Is the indicator measurable? ▸ Is the indicator meaningful? ▸ Is the indicator short or long-term (need both)? ▸ Is the indicator possible with available resources?
Outcome Data Collection	<ul style="list-style-type: none"> ▸ Are information sources identified? <ul style="list-style-type: none"> ▪ Available from existing sources? ▪ New sources must be developed? ▸ What methods will you use to collect information? <ul style="list-style-type: none"> ▪ Can sampling methods be used? ▪ Must information be collected about all students? 	<ul style="list-style-type: none"> ▸ Who will collect the information? ▸ Do arrangements need to be made for data collection? ▸ Do data collection instruments need to be developed?