



Team Planning Tool for Student-Focused Planning and Student Development Practices

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Team Planning Tool for Student-Focused Planning and Student Development Practices



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Additional resources are available at:

<http://www.nsttac.org>

<http://www.wmich.edu/ccrc>

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

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

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2007 COLORADO TRANSITION INSTITUTE

TEAM PLANNING TOOL FOR STUDENT-FOCUSED PLANNING AND STUDENT DEVELOPMENT PRACTICES

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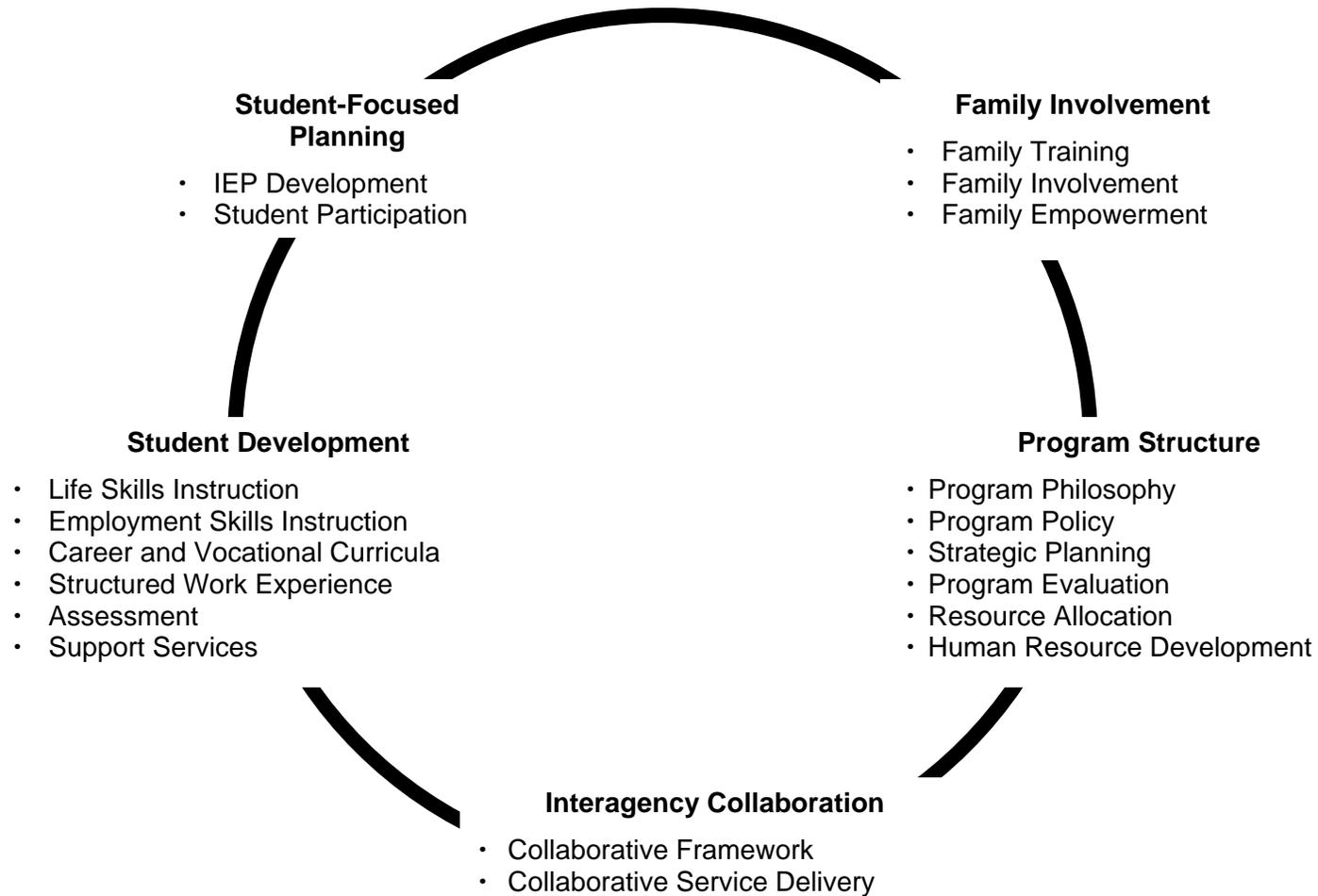
TRANSITION-FOCUSED EDUCATION

This planning tool focuses on assisting school-community teams to review and plan their strategies for implementing *transition-focused education*. 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. The impact of transition-focused education is greatly enhanced when service systems and programs connect and support the implementation and application of such learning.

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 general areas: independent living (home and family), employment (including postsecondary education and training that lead to 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 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, particularly students and their families.

The *Taxonomy for Transition Programming*, 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 *student-focused planning* and *student development* practices—two categories of practices in the taxonomy.

TAXONOMY FOR TRANSITION PROGRAMMING



TAXONOMY FOR TRANSITION PROGRAMMING



STUDENT
DEVELOPMENT

INTERAGENCY
COLLABORATION

FAMILY
INVOLVEMENT

PROGRAM
STRUCTURE

STUDENT-FOCUSED PLANNING

IEP Development	Student Participation	Planning Strategies
<ul style="list-style-type: none"> ▶ Options identified for each outcome area or goal ▶ Post-secondary education or training goals and objectives specified in the IEP ▶ Occupational goals and objectives specified ▶ Community-related and residential goals and objectives specified (e.g., voting) ▶ Recreation and leisure goals and objectives specified ▶ Educational program corresponds to specific goals ▶ Goals are measurable ▶ Personal needs are addressed in planning (e.g., financial, medical, guardianship) ▶ Specific goals and objectives result from consumer choices ▶ Progress or attainment of goals is reviewed annually ▶ Responsibility of participants or agencies specified ▶ Evaluation of participant fulfillment of responsibilities 	<ul style="list-style-type: none"> ▶ Planning team includes student, family members, and school and participating agency personnel ▶ Assessment information is used as basis for planning ▶ Transition-focused planning begins no later than age 14 ▶ Meeting time adequate to conduct planning ▶ Preparation time adequate to conduct planning ▶ Planning meeting time and place conducive to student and family participation ▶ Accommodations made for communication needs (e.g., interpreters) ▶ Referral to adult service provider(s) occurs prior to student's exit from school ▶ Planning team leader identified 	<ul style="list-style-type: none"> ▶ Self-determination facilitated within the planning process ▶ Planning decisions driven by student and family ▶ Planning process is student-centered ▶ Student involvement in decision making ▶ Documentation of student interests and preferences ▶ IEP education for students ▶ Career counseling services provided to student ▶ Student self-evaluation of process

TAXONOMY FOR TRANSITION PROGRAMMING

STUDENT-FOCUSED
PLANNING

INTERAGENCY
COLLABORATION

FAMILY
INVOLVEMENT

PROGRAM
STRUCTURE

STUDENT DEVELOPMENT

Life Skills Instruction	Employment Skills Instruction	Career and Vocational Curricula
<ul style="list-style-type: none"> ▶ Leisure skills training ▶ Social skills training ▶ Self-determination skills training, including goal setting, decision making, and self-advocacy ▶ Independent living skills training ▶ Learning strategies skills training 	<ul style="list-style-type: none"> ▶ Work-related behaviors and skills training ▶ Job seeking skills training ▶ Occupation-specific vocational skill training 	<ul style="list-style-type: none"> ▶ Career education curriculum ▶ Tech prep curriculum
Support Services	Assessment	Structured Work Experience
<ul style="list-style-type: none"> ▶ Identification and development of environmental adaptations ▶ Identification and development of accommodations ▶ Identification and development of natural supports ▶ Provision of related services (e.g., OT, PT, speech therapy, transportation) ▶ Mentoring 	<ul style="list-style-type: none"> ▶ Career assessments (including curriculum-based and situational assessment) ▶ Academic, cognitive, and adaptive behavior assessments 	<ul style="list-style-type: none"> ▶ Apprenticeships ▶ Paid work experience ▶ Work study program ▶ Job placement services (prior to school exit)

TEAM PLANNING TOOL OVERVIEW

Adapted for the 2007 Colorado Transition Institute, this planning tool focuses on assisting teams to review specific practices within the Student-Focused Planning and Student Development categories of the Taxonomy for Transition Programming, such as identifying and articulating students' post-secondary goals, collecting and using transition-related assessment information, and planning and implementing educational programs that prepare students to achieve their goals. Team planning sessions during the transition institute will focus on three primary activities – reflecting on the extent to which and how you currently implement these practices, determining your current strengths and needs, and developing specific goals to address your needs. This planning tool is designed to help guide you through this process.

Use **Part 1—Assessing Current Implementation**, to reflect on the degree to which you are implementing the practices described. To assist with this reflection, we provide a set of questions and indicators that focus on each general area. These questions are designed to help you go beyond simple “yes” or “no” answers as you reflect on implementation and identify **evidence** that supports your reflection.

In **Part 2—Identifying Strengths and Needs**, synthesize your findings from Part 1 to identify your strengths and needs that emerged during your discussions.

Use **Part 3—Setting Goals and Planning** to develop plans that address your needs. In developing your plans, be specific. Refer to the checklist 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 expect 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 (SPP indicator 14).** The questions included herein focus primarily on educational processes and services, designed to provide students with the skills they need to live and work independently. Specific reflective questions focused on students' post-school outcomes are listed below. They should guide your reflection and provide the basis for all your decisions regarding educational and transition programs and services.

Fundamental Questions

- ▶ Regarding short-term outcomes, do your students have the skills they need to be successful?
 - Academic skills?
 - Independent living skills?
 - Social skills?
 - Occupational skills?
 - Work behaviors?
 - Self-determination skills?
- ▶ Regarding long-term outcomes, are your students
 - Employed?
 - Attending postsecondary education?
 - Living independently?
 - Participating in their communities?
- ▶ Do your students have the educational and community supports and services they need to be successful?

Part 1: Assessing Current Implementation

This section of the team planning tool guides you to reflect on the extent to which you are implementing the taxonomy practices included in: (A) Student-focused Planning and (B) Student Development. Use the **Implementation Rating Scale** to indicate the extent to which the practices or activities are implemented in your school or district. Use the **Evidence Rating Scale** to indicate the extent to which your implementation rating is based on **data** that describe the extent of implementation or effectiveness of the practice or activity. Use the space provided to note how the practice or activity is implemented and what you know about effectiveness. For each set of practices, we include a set of reflective questions and suggested indicators as resources to help provide meaning to the practice statements. The reflective questions are designed to help you go beyond simple “yes” and “no” responses by providing substantive examples of the transition practices. The suggested indicators provide examples of evidence you might examine to determine implementation levels and effectiveness.

Implementation Rating Scale	Evidence Rating Scale
DK - We don't know what or how we are doing in this area.	DK - We don't know if data are available, or if so, what they indicate.
1 - This activity or practice is not occurring.	1 - We <i>do not have</i> any data regarding this practice.
2 - We are developing this activity or practice, but it is not yet occurring.	2 - We have <i>very limited</i> data regarding this practice OR the quality of the data we have is not very good.
3 - This activity or practice occurs some of the time or with some of our students, but implementation is not consistent.	3 - We have <i>some</i> data that indicate implementation and/or effectiveness of the activity or practice.
4 - This activity or practice occurs regularly, widely, and consistently.	4 - We have <i>high quality</i> data that indicate implementation and/or effectiveness.

Example: Part A – Student-Focused Planning Practices

Practices	Extent Implemented					Extent/Quality of Evidence				
1. Students' IEPs include measurable post-school goals in (a) education and/or training, (b) employment, and (c) independent living	DK	1	2	3	4	DK	1	2	3	4
<p>Description: Review of IEPs in our school indicated that 30% of students' IEPs include measurable post-school goals. So – we have limited implementation, but good quality data showing where we need to improve. However, our IEP forms were somewhat difficult to evaluate, because people were not consistent about where they put the information. Need to improve content of IEPs, quality of IEP planning; new form would help.</p>										

A. Student-Focused Planning Practices

Practices	Extent Implemented					Extent/Quality of Evidence				
1. Students' IEPs include <i>measurable post-school goals</i> in (a) education and/or training, (b) employment, and (c) independent living.	DK	1	2	3	4	DK	1	2	3	4
Description:										
2. Students' IEPs include <i>measurable annual goals</i> that will enable them to achieve their post-school goals.	DK	1	2	3	4	DK	1	2	3	4
Description:										
3. Students' IEPs include coordinated transition activities and services (e.g., instruction, community experiences, etc.), including a course of study, that will enable them to achieve their post-school goals.	DK	1	2	3	4	DK	1	2	3	4
Description:										

Practices	Extent Implemented					Extent of Evidence				
4. Age-appropriate transition assessment information is (a) used to identify students' preferences, interests, choices, and needs; (b) reflected in the summary of students' present level of academic achievement and functional performance; and (c) used as the basis for the IEP.	DK	1	2	3	4	DK	1	2	3	4
Description:										
5. Students, families, educators, and relevant service providers work together to plan and provide instruction and services.	DK	1	2	3	4	DK	1	2	3	4
Description:										
6. Students are prepared to participate and do participate meaningfully in development of their IEP and in their IEP meeting.	DK	1	2	3	4	DK	1	2	3	4
Description:										

Reflective Questions and Indicators

Reflective Questions

- ▶ To what extent do students and their parents actively participate in the development of their individual education program (IEP)? What strategies are used to foster student and parent participation? How are students prepared to participate?
- ▶ How is information regarding students' interests, preferences, and needs used to identify *postsecondary goals*?
- ▶ To what extent and how is transition-related assessment information (i.e., academic, cognitive, occupational, and/or adaptive behavior assessment information) used in developing *annual goals and objectives* and to determine related *service needs*?
- ▶ To what extent and how is information gathered through career awareness and exploration activities subsequently linked to a student's educational program?
- ▶ To what extent do students' educational programs include goals and objectives identified by the student?
- ▶ To what extent are the goals and objectives identified in students' educational programs (including "transition services") implemented and evaluated?
- ▶ What strategies are used to insure that agency personnel (with parent/guardian permission) and other appropriate individuals actively participate in planning meetings?
- ▶ To what extent and how are the responsibilities assigned through the IEP process reviewed? To what extent do identified services go undelivered?
- ▶ What procedures are used to address discrepancies between services promised and services provided?

Suggested Indicators

- ▶ # students whose present level of academic achievement and functional performance (PLAAFP) regarding transition goals and services are based on transition-related assessments
- ▶ # students with measurable post-school goals
- ▶ # IEP goals that are student-initiated
- ▶ # students with goal-related annual objectives and transition services
- ▶ # students attending their IEP meeting; level of student participation
- ▶ # students whose course of study aligns with post-school goals

Notes and/or Ideas

B. Student Development Practices

Practices	Extent Implemented					Extent/Quality of Evidence				
1. Age-appropriate transition assessment information (e.g., academic, cognitive, career/occupational, adaptive behavior, etc.) is routinely collected.	DK	1	2	3	4	DK	1	2	3	4
Description:										
2. Academic skill development	DK	1	2	3	4	DK	1	2	3	4
Description:										
3. Life skills development, including self-determination skills	DK	1	2	3	4	DK	1	2	3	4
Description:										

Practices	Extent Implemented					Extent of Evidence				
4. Employment and occupational skills development, including paid work experience	DK	1	2	3	4	DK	1	2	3	4
Description:										
5. Identification and provision of support services that foster students' skill development and achievement of post-school goals (e.g., environmental adaptations; accommodations; related services such as AT, OT; etc.)	DK	1	2	3	4	DK	1	2	3	4
Description:										

Sample Questions and Indicators

Reflective Questions

- ▶ What transition-related assessment information is collected (i.e., academic, career/occupational, and/or adaptive behavior information)? When is it collected? By whom? How is it collected?
- ▶ How are target skills determined and subsequently evaluated? What do these assessments indicate regarding student learning/achievement of target skills?
- ▶ Do students' educational programs align with their post-school goals?
- ▶ To what extent do all students participate in work-based education, including paid and/or unpaid work experiences, during high school?
- ▶ In which occupational areas are students employed during their work experiences?
- ▶ Are students' work experiences aligned with their post-school goals?
- ▶ Are students' work experiences aligned with their course of study?
- ▶ 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: Academic skills? Independent living skills? Occupational skills? Employability and work behaviors? Self-determination skills?
- ▶ To what extent do students have the supports, accommodations, and/or related services they need to access work experiences?
- ▶ How are student accommodation needs identified?
- ▶ What methods are used to help students generalize their accommodation needs from school to community environments?

Suggested Indicators

- ▶ # and % of students receiving services in specific settings
- ▶ Cognitive, academic, occupational, and adaptive behavior assessments used; student performance on assessments
- ▶ Specific strategies for student recruitment to co- and extracurricular activities
- ▶ # students participating in work-based, co-curricular, and extracurricular activities
- ▶ # and % of accommodation needs met and unmet
- ▶ % mastery of target skills

Notes and/or Ideas:

Part 2: Identifying Strengths and Needs

(A) Student-Focused Planning Practices and (B) Student Development Practices

Use the information from **Part 1—Assessing Current Implementation** to summarize the current strengths of your transition-focused education and services. Building on the information regarding your strengths, identify specific transition education or service **needs**.

You may find that your needs include a range of activities. In some cases, you may determine that you need to change **practice** in your school or district, such as expanding the opportunities for students to participate in paid work experiences through the curriculum. In other cases, you may determine that to change practice requires a **policy** change at the school, district, or state level. For example, integrating opportunities for work experience in the curriculum may require a change in how staff funding can be used or in the assignment of personnel. In other cases, you might determine that a change in a **form** can improve planning or data collection, such as a change in the IEP form to facilitate addressing the IDEA transition requirements.

To help develop plans that address your needs, use the space provided to indicate the **kind of action** required to address each need you identify (practice, policy, or form) and then code your identified needs with respect to their **priority and/or immediacy** (e.g., high priority/immediate need, moderate priority/intermediate need, or lower priority/long-term need).

Kinds of Actions:

- Practice
- Policy
- Form
- Other

Priority:

- High
- Medium
- Low

Immediacy:

- Immediate
- Intermediate
- Long-term

Example: Student-Focused Planning Practices

STUDENT-FOCUSED PLANNING PRACTICES	CURRENT STRENGTHS	NEEDS	KIND OF ACTION	PRIORITY/IMMEDIACY
6. Students are prepared to participate and do participate meaningfully in development of their IEP and in their IEP meeting.	<ul style="list-style-type: none"> ▸ IEP review indicated about 75% of students attended their IEP meeting ▸ Site review indicates some teachers integrating IEP planning and involvement strategies in their curricula 	<ul style="list-style-type: none"> ▸ Evaluations of the IEP meetings indicated many students were only passively involved in identifying their interests and preferences ▸ Greater implementation of evidence-based strategies to support student involvement is needed 	Practice	High Immediate

A. Student-Focused Planning Practices

STUDENT-FOCUSED PLANNING PRACTICES	CURRENT STRENGTHS	NEEDS	KIND OF ACTION	PRIORITY/ IMMEDIACY
<p>1. Students' IEPs include <i>measurable post-school goals</i> in (a) education and/or training, (b) employment, and (c) independent living.</p>				
<p>2. Students' IEPs include <i>measurable annual goals</i> that will enable them to achieve their post-school goals.</p>				
<p>3. Students' IEPs include coordinated transition activities and services (e.g., instruction, community experiences, etc.), including a course of study, that will enable them to achieve their post-school goals.</p>				

STUDENT-FOCUSED PLANNING PRACTICES	CURRENT STRENGTHS	NEEDS	KIND OF ACTION	PRIORITY/ IMMEDIACY
<p>4. Age-appropriate transition assessment information is (a) used to identify students' preferences, interests, choices, and needs; (b) reflected in the summary of students' present level of academic achievement and functional performance; and (c) used as the basis for the IEP.</p>				
<p>5. Students, families, educators, and relevant service providers (with parent/guardian permission) work together to plan and provide instruction and services.</p>				
<p>6. Students are prepared to participate and do participate meaningfully in development of their IEP and in their IEP meeting.</p>				

B. Student Development Practices

STUDENT-DEVELOPMENT PRACTICES	CURRENT STRENGTHS	NEEDS	KIND OF ACTION	PRIORITY/ IMMEDIACY
1. Age-appropriate transition assessment information (e.g., academic, cognitive, career/occupational, adaptive behavior, etc.) is routinely collected.				
2. Academic skill development				
3. Life skills development, including self-determination skills				

STUDENT-DEVELOPMENT PRACTICES	CURRENT STRENGTHS	NEEDS	KIND OF ACTION	PRIORITY/ IMMEDIACY
4. Employment and occupational skills development, including paid work experience				
5. Identification and provision of support services that foster students' skill development and achievement of post-school goals (e.g., environmental adaptations; accommodations; related services such as AT, OT; etc.)				

Part 3: Setting Goals and Planning

The purpose of this section is to help you make plans for the coming year. Use the responses from your **Part 1—Assessing Current Implementation** and **Part 2—Identifying Strengths and Needs** to identify specific goals that address your identified needs. 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 that will determine whether the outcomes were achieved, and (d) data sources by 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. If you need to include additional stakeholders in your plan and/or need technical assistance to implement your plan, indicate in the space provided.

Example:

STUDENT DEVELOPMENT PRACTICES			
FOCUS: Employment and occupational skills development, including paid work experience			
GOAL: Increase # of students participating in work experience and/or work-based training			
SPECIFIC GOAL-RELATED ACTIVITIES	PERSON RESPONSIBLE	TIMEFRAME	
1. Identify possible community liaisons to develop training sites 2. Establish expected outcomes and expectations for students and community liaisons 3. Complete task analysis of work tasks for skill training in classrooms 4. Conduct student tours of potential training sites and “new employee orientation” 5. Identify key contacts (employers, job coaches, teachers) 6. Assess skills to determine readiness for sites 7. Place students at training sites	<ul style="list-style-type: none"> Ellen (education) with Lynn and Anna (job coaches/para-educators), Audrey R. (rehab), Julia (transition coordinator), and community members 	1. Complete by December 31 2. Complete by December 31 3. Complete by January 20 4. Complete by February 10 5. Complete by February 28 6. Complete by February 28 7. Complete by March 10	
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES
<ul style="list-style-type: none"> Task analyses for various job skills Creation guide (how to create training sites) 	<ul style="list-style-type: none"> Increased student participation in work experiences Increased student employment Increased life skills (budgeting) 	<ul style="list-style-type: none"> # of students participating in work experiences # of students employed after training # of students opening banking accounts, purchasing 	<ul style="list-style-type: none"> Teacher records Job coach evaluations/records Community member surveys

STUDENT-FOCUSED PLANNING PRACTICES			
FOCUS:			
GOAL:			
SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES
Additional stakeholders and/or TA needs:			

STUDENT-FOCUSED PLANNING PRACTICES			
FOCUS:			
GOAL:			
SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES
Additional stakeholders and/or TA needs:			

STUDENT-FOCUSED PLANNING PRACTICES			
FOCUS:			
GOAL:			
SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES
Additional stakeholders and/or TA needs:			

STUDENT-DEVELOPMENT PRACTICES			
FOCUS:			
GOAL:			
SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES
Additional stakeholders and/or TA needs:			

STUDENT-DEVELOPMENT PRACTICES			
FOCUS:			
GOAL:			
SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES
Additional stakeholders and/or TA needs:			

STUDENT-DEVELOPMENT PRACTICES			
FOCUS:			
GOAL:			
SPECIFIC GOAL-RELATED ACTIVITIES		PERSON RESPONSIBLE	TIMEFRAME
OUTPUTS/PRODUCTS	EXPECTED OUTCOMES	POTENTIAL INDICATORS	DATA SOURCES
Additional stakeholders and/or TA needs:			

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? • 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? • Must information be collected about all students? • Can sampling methods be used? 	<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?