NSP Evaluation Roundtable

People with Disabilities and Inclusive Evaluation : Hearing Every Voice

April 4, 2017

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Nonprofit Support Program
Hartford Foundation for Public Giving

Goals

- ✓Promote ongoing nonprofit discussion, sharing and learning about evaluation
- ✓Provide new and relevant information to meet nonprofit evaluation needs
- ✓Provide a community of practice for area nonprofit and evaluation professionals

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Key Concepts for Today…

- ✓Hidden Disabilities
- ✓People First Language
- ✓Universal Design v. Accessible Design

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Agenda

Inclusive Evaluation Essentials

Anita Baker, Evaluation Services

Hearing Every Voice: Evaluation for Listeners with Visual Impairments

Diane Weaver Dunne, CRIS Radio

Evaluating Students With and Without Disabilities

Laura McLelland and Jen McCool,
Unified Theater, Inc.

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Agenda, continued…

Data Collection for the Visual Learner

Jennifer A. Del Conte, American School for the Deaf

Group Discussions Using the Universal Design for Evaluation Checklist

Anita Baker, Evaluation Services

Closing Discussion

Anita Baker, Evaluation Services

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Additionally…

- ✓Facilities
- ✓Food
- ✓Fun !

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NSP Evaluation Roundtable

Inclusive Evaluation Essentials

Presented By: Anita M. Baker, Ed.D.

Evaluation Services

Getting Started

- Personal connections

- Professional connections

It’s Humbling!

NSP Evaluation Roundtable

People with Disabilities and Inclusive Evaluation: Hearing Every Voice

April 4, 2017

NSP Evaluation Roundtable

People with Disabilities and Inclusive Evaluation: **Including** Every Voice

April 4, 2017

Program Evaluation Definition

Thoughtful, systematic collection and analysis of information about activities, characteristics, and outcomes of programs, for use by specific people, to reduce uncertainties, inform decisions.

Evaluation Definition When Working With Participants who are Differently-Abled

Thoughtful, systematic collection and analysis of information about activities, characteristics, and outcomes of programs, for use by specific people, to reduce uncertainties, inform decisions.

Evaluation Strategy Clarification

- All Evaluations Are:
  - ➔ Partly social
  - ➔ Partly political
  - ➔ Partly technical

- Both qualitative and quantitative data can be collected and used and both are valuable.
- There are multiple ways to address most evaluation needs.
- Different evaluation needs call for different designs, data and data collection strategies.

Evaluation Stakeholders

- Decision-makers
- Information-seekers
- Clients/service users/participants

Who are you working with?

How do you know?

Collecting Evaluation Data

- Surveys
- Interviews
- Observations
- Record Reviews

All have limitations and benefits.

All require preparation on the front-end.

Preparing to Collect Data

- Instrument development or selection and testing -- **LANGUAGE**
- Administration plan development
- Analysis plan development
- Reporting template(s) development

Things to Think about Before Collecting Data

1. What are your evaluation questions?
2. Who is your target group? Where are they?
3. Do they need assistance to answer? Do you need consent?
4. What type of data collection strategy will you use? How often?
5. What are the specific strategies – what day, what time, who's responsible? Do you need incentives?
6. How much time do you need to collect data?
7. How will you keep track of what you collect, store it and maintain confidentiality?

Things to Think about Before Collecting Data

1. What are your evaluation questions?
2. **Who is your target group? Where are they?**
3. **Do they need assistance to answer? Available spokespersons?**
4. What type of data collection strategy will you use? How often?
5. What are the specific strategies – what day, what time, who's responsible? Do you need incentives?
6. How much time do you need to collect data?
7. How will you keep track of what you collect, store it and maintain confidentiality?
8. **Do you need comparative data?**

CRIS RADIO

HEARING EVERY VOICE EVALUATION FOR LISTENERS WITH VISUAL IMPAIRMENTS

APRIL 4, 2017

WHO WE ARE

- CRIS Radio [Connecticut Radio Information System];
- Nonprofit 501(c)3 since 1978;
- Began broadcasting in 1979;
- Broadcasts 24/7 articles featured in 50+ newspapers and magazines;
- Connecticut's only radio-reading service for people who are blind or unable to read due to a disability or medical condition/treatment.

CRIS PROGRAMS

CRIS RADIO LISTENER POPULATION

- **Disability:** Predominately blind or print disabled
- **Population:** Not internet savvy
- **Age:** Predominately seniors, very elderly

SURVEY CHALLENGES

- Listener characteristics rule out paper and online surveys – requires telephone surveys;
- Population Size: 2,500 listeners who listen to CRIS at their private home;
- Desired Sample Size: 93 listeners;
- Surveyed: 47 listeners.

SURVEY CHALLENGE - SOLUTION

Problem: Many listeners would not pick up their telephone to an unknown caller.

Solution: CRIS broadcast PSAs announcing that a CRIS Radio representative might call them for a five-minute survey;

We invited listeners to telephone CRIS Radio to participate in the survey.

Results: Gathered 47 telephone surveys.

BEC GOAL

Analyze Quantitative Data on benefits of CRIS Radio broadcasts with listeners residing in their homes

VS

Capturing anecdotal listener feedback

‘CRIS RADIO SAVED MY FATHER’S LIFE!’

We first learned about Ronni and her dad at a professional teacher development session in Tolland. She was sitting in the back of a conference room with a dozen other teachers.

"Has anyone here heard of CRIS Radio?" Ronni's hand went up, and when pressed, she told her story.

Click below to hear Ronni’s story:

Ronni Zoback of Tolland

‘HE JUST FEELS SO MUCH MORE CONNECTED…’

“My dad (Jim Scoville) was an avid reader, and as his vision decreased, it limited what he could get access to. Then he got that CRIS Radio, and he listens every night. He loves it.

He doesn’t like to spend money. So when I told him he could get CRIS Radio if he had Internet access and you won’t have any nights with static, you can listen to it when you are at the beach, he didn’t even ask or care how much it would cost.

He is in heaven [with CRIS Radio’s service]. He just feels so much more connected to the world and in tune with what is happening. Sometimes he doesn’t sleep well. He might wake up at 4 a.m. and turn on the radio and listen to the (CRIS) programming.

It has really been wonderful for him. I want you to know how much I appreciate your organization.”

- Donna Costello about her dad – Jim Scoville

EVALUATION STRATEGY

- Randomize entire listener population using Excel
- Used Excel to indicate responses
- Assigned three CRIS staff to conduct surveys
- Conducted record review
- Replaced listeners who did not respond to telephone calls with others beyond the first 93 or for call-ins

CRIS RADIO: USER SURVEY

Questions:				
1. How often do you listen to CRIS Radio?				
a. Every Day				
b. Several times a week				
c. Once a week				
d. Occasionally				
e. Never (if never, do not continue the survey)				
2. How does access to CRIS Radio benefit you?	Strongly disagree	Disagree	Agree	Strongly Agree
a. Helps reduce my feelings of isolation				
b. Helps inform me about my community, state and country -				
c. Helps me feel connected to my community. -				
d. Helps me better participate in conversations with friends and family.				
e. Other: (Write in answer)				
3. How important is CRIS Radio to you?	Not important	Somewhat important	Important	Very Important
4. **What programs do you frequently listen to on CRIS? (Select the programs that you listen to).**				
a. newspaper articles				
b. magazine articles				
c. local store shoppers				
d. local obituaries				
e. talk shows				
f. Other (Write in answer)				
5. **How could CRIS improve its service? (See Attachment 2)**				

CRIS RADIO: USER SURVEY

Questions:				
1. How often do you listen to CRIS Radio? **Target: 50% will indicate that they listen to CRIS regularly, selecting a, b, or c.**				
a. Every Day				
b. Several times a week				
c. Once a week				
d. Occasionally				
e. Never (if never, do not continue the survey)				
2. How does access to CRIS Radio benefit you? **Target: 50% will indicate agree or strongly agree to the benefits listed below.**	Strongly disagree	Disagree	Agree	Strongly Agree
a. Helps reduce my feelings of isolation				
b. Helps inform me about my community, state and country -				
c. Helps me feel connected to my community. -				
d. Helps me better participate in conversations with friends and family.				
e. Other: (Write in answer)				
3. How important is CRIS Radio to you?	Not important	Somewhat important	Important	Very Important
4. What programs do you frequently listen to on CRIS? (Select the programs that you listen to)				
a. newspaper articles				
b. magazine articles				
c. local store shoppers				
d. local obituaries				
e. talk shows				
f. Other (Write in answer)				
5. How could CRIS improve its service? (See Attachment 2)				

ADDITIONAL SUGGESTIONS

- **References:**
  - People first
  - Avoid using “handicapped” or “impaired”
- **Make effort to make your web site accessible: Web site** should be compliant with World Wide Web Consortium – WCAG - Web Content Accessibility Guidelines
- Public speaking, describe photos if using PowerPoint

MORE SUGGESTIONS

- Paperwork – large print – 16 Point Ariel;
- Offer assistance privately – bring into office, not in waiting room;
- Do not speak to their aide/friend/assistant as if they are not present;
- Know that people with disabilities are grateful to be asked their opinion;

MORE SUGGESTIONS

- When a person complains about a form or web site not being accessible because a third party did the work, it is important for the nonprofit to ensure the vendor complies with accessibility guidelines;
- Computer screen readers can not read PDFs.
- Provide an alternative for people who are blind to access written information.

MORE SUGGESTIONS

- Don’t assume everyone who is blind or has a disability has an assistant or is computer savvy;
- Registering online – I am not a robot – a problem;
- Online surveys work for a limited number of people who are blind or have low-vision;
- Keep the survey short and sweet!
- Ask the consumer how they would prefer to be surveyed.

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SPOTLIGHTING ABILITY FOR 15 YEARS

EVALUATING STUDENTS WITH AND WITHOUT DISABILITIES

Presented by: Laura McLelland, CEO
Jen McCool, Director of Programs

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SPOTLIGHTING ABILITY FOR 15 YEARS

BACKGROUND INFO

- Mission of Unified Theater
  - Unified Theater creates more inclusive communities through student leadership and the performing arts.
- Spotlight School program
- Who participates in Unified Theater?
- Who are we evaluating?

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SPOTLIGHTING ABILITY FOR 15 YEARS

EVALUATION PLAN/METHODOLOGY

2016 – 2017 school year, Greater Hartford schools, new & returning schools, urban and suburban, middle & high schools

- Mixed methodology
  - Surveys
  - Observations
  - Interviews
  - Record Review

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SPOTLIGHTING ABILITY FOR 15 YEARS

GENERAL CHALLENGES

- Asking students to disclose if they have a disability
    - We give them an opt-out
- Only two categories – “with or without disability”
- Ensuring parental consent for all students under 18

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SPOTLIGHTING ABILITY FOR 15 YEARS

SURVEYS

- Collected at school after program ends by UT staff
- Major challenges:
  - Scheduling post-program time for all students
  - Language that is understandable for middle and high school students with and without disabilities
  - Students who need more time/extra help; what if there are no aides/paras to assist?
  - Students who don't use verbal language
  - Students with short attention spans
  - Leaders have 3 surveys post-program; leaders with disabilities might struggle

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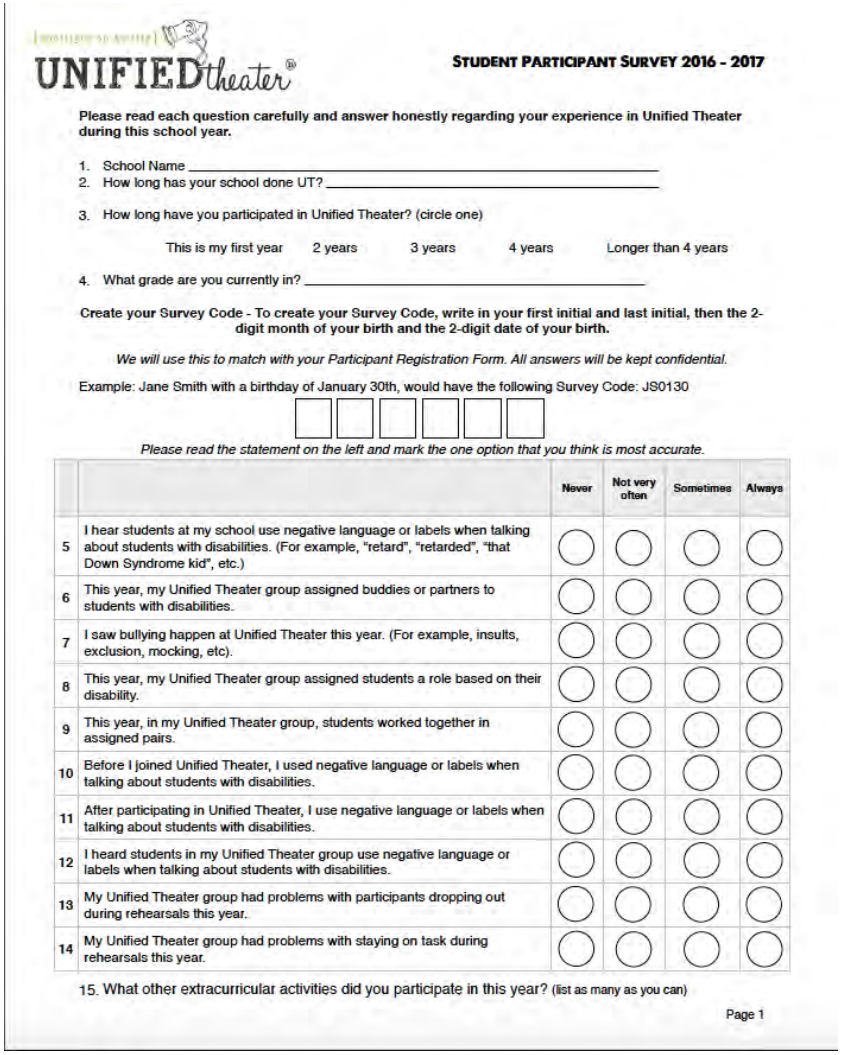
SPOTLIGHTING ABILITY FOR 15 YEARS

SURVEYS



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STUDENT PARTICIPANT SURVEY 2016 - 2017

Please read each question carefully and answer honestly regarding your experience in Unified Theater during this school year.

1. School Name _____
2. How long has your school done UT? _____

3. How long have you participated in Unified Theater? (circle one)

This is my first year 2 years 3 years 4 years Longer than 4 years

4. What grade are you currently in? _____

Create your Survey Code - To create your Survey Code, write in your first initial and last initial, then the 2-digit month of your birth and the 2-digit date of your birth.

We will use this to match with your Participant Registration Form. All answers will be kept confidential.

Example: Jane Smith with a birthday of January 30th, would have the following Survey Code: JS0130

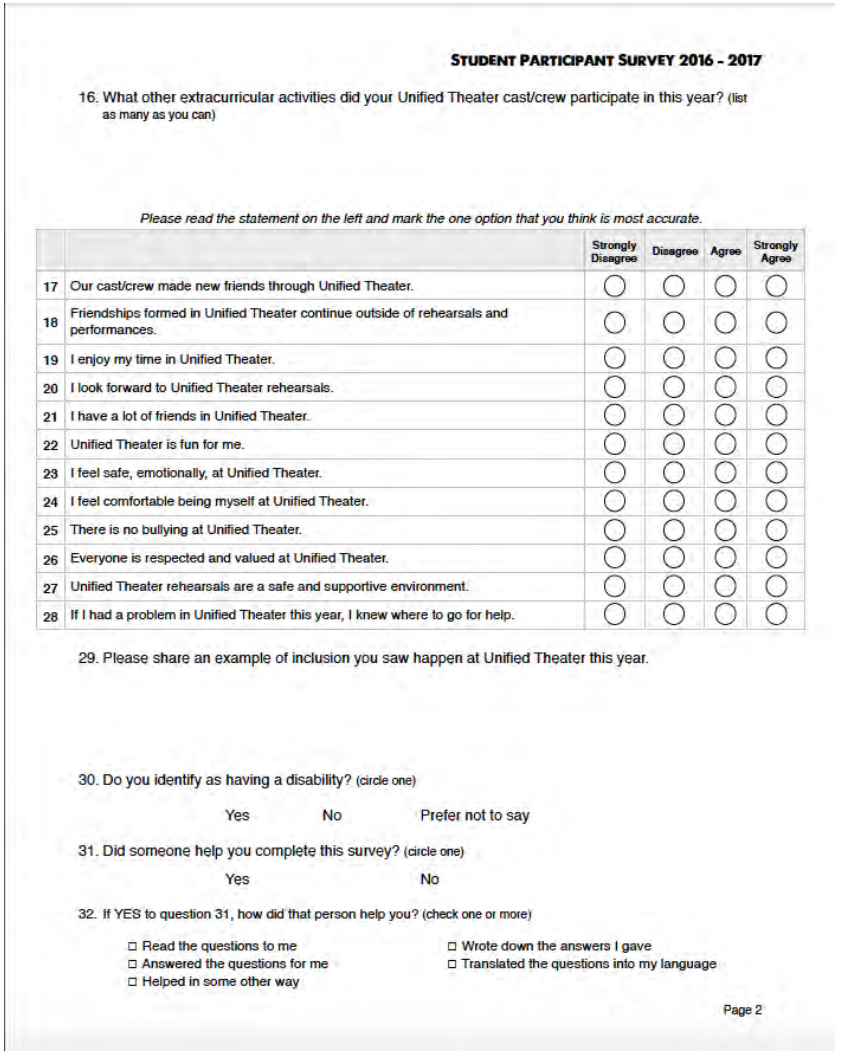
☐☐☐☐☐☐

Please read the statement on the left and mark the one option that you think is most accurate.

		Never	Not very often	Sometimes	Always
5	I hear students at my school use negative language or labels when talking about students with disabilities. (For example, "retard", "retarded", "that Down Syndrome kid", etc.)	◯	◯	◯	◯
6	This year, my Unified Theater group assigned buddies or partners to students with disabilities.	◯	◯	◯	◯
7	I saw bullying happen at Unified Theater this year. (For example, insults, exclusion, mocking, etc).	◯	◯	◯	◯
8	This year, my Unified Theater group assigned students a role based on their disability.	◯	◯	◯	◯
9	This year, in my Unified Theater group, students worked together in assigned pairs.	◯	◯	◯	◯
10	Before I joined Unified Theater, I used negative language or labels when talking about students with disabilities.	◯	◯	◯	◯
11	After participating in Unified Theater, I use negative language or labels when talking about students with disabilities.	◯	◯	◯	◯
12	I heard students in my Unified Theater group use negative language or labels when talking about students with disabilities.	◯	◯	◯	◯
13	My Unified Theater group had problems with participants dropping out during rehearsals this year.	◯	◯	◯	◯
14	My Unified Theater group had problems with staying on task during rehearsals this year.	◯	◯	◯	◯

15. What other extracurricular activities did you participate in this year? (list as many as you can)

Page 1



STUDENT PARTICIPANT SURVEY 2016 - 2017

16. What other extracurricular activities did your Unified Theater cast/crew participate in this year? (list as many as you can)

Please read the statement on the left and mark the one option that you think is most accurate.

		Strongly Disagree	Disagree	Agree	Strongly Agree
17	Our cast/crew made new friends through Unified Theater.	◯	◯	◯	◯
18	Friendships formed in Unified Theater continue outside of rehearsals and performances.	◯	◯	◯	◯
19	I enjoy my time in Unified Theater.	◯	◯	◯	◯
20	I look forward to Unified Theater rehearsals.	◯	◯	◯	◯
21	I have a lot of friends in Unified Theater.	◯	◯	◯	◯
22	Unified Theater is fun for me.	◯	◯	◯	◯
23	I feel safe, emotionally, at Unified Theater.	◯	◯	◯	◯
24	I feel comfortable being myself at Unified Theater.	◯	◯	◯	◯
25	There is no bullying at Unified Theater.	◯	◯	◯	◯
26	Everyone is respected and valued at Unified Theater.	◯	◯	◯	◯
27	Unified Theater rehearsals are a safe and supportive environment.	◯	◯	◯	◯
28	If I had a problem in Unified Theater this year, I knew where to go for help.	◯	◯	◯	◯

29. Please share an example of inclusion you saw happen at Unified Theater this year.

30. Do you identify as having a disability? (circle one)

Yes No Prefer not to say

31. Did someone help you complete this survey? (circle one)

Yes No

32. If YES to question 31, how did that person help you? (check one or more)

☐ Read the questions to me
☐ Answered the questions for me
☐ Helped in some other way
☐ Wrote down the answers I gave
☐ Translated the questions into my language

Page 2

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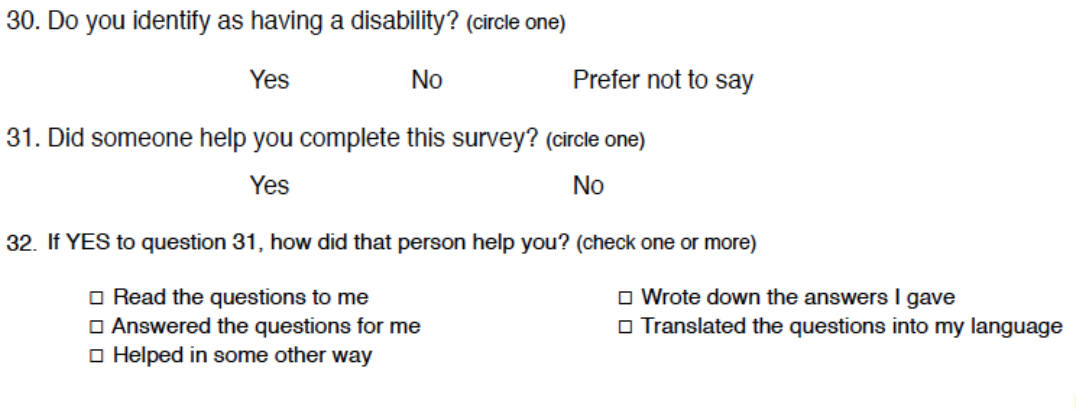
SURVEYS

SPOTLIGHTING ABILITY FOR 15 YEARS



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- ☐ Read the questions to me
- ☐ Answered the questions for me
- ☐ Helped in some other way
- ☐ Wrote down the answers I gave
- ☐ Translated the questions into my language

- Significant challenge
  - How to know what data is still useful and valid after certain answers (ex: Answered questions for me)

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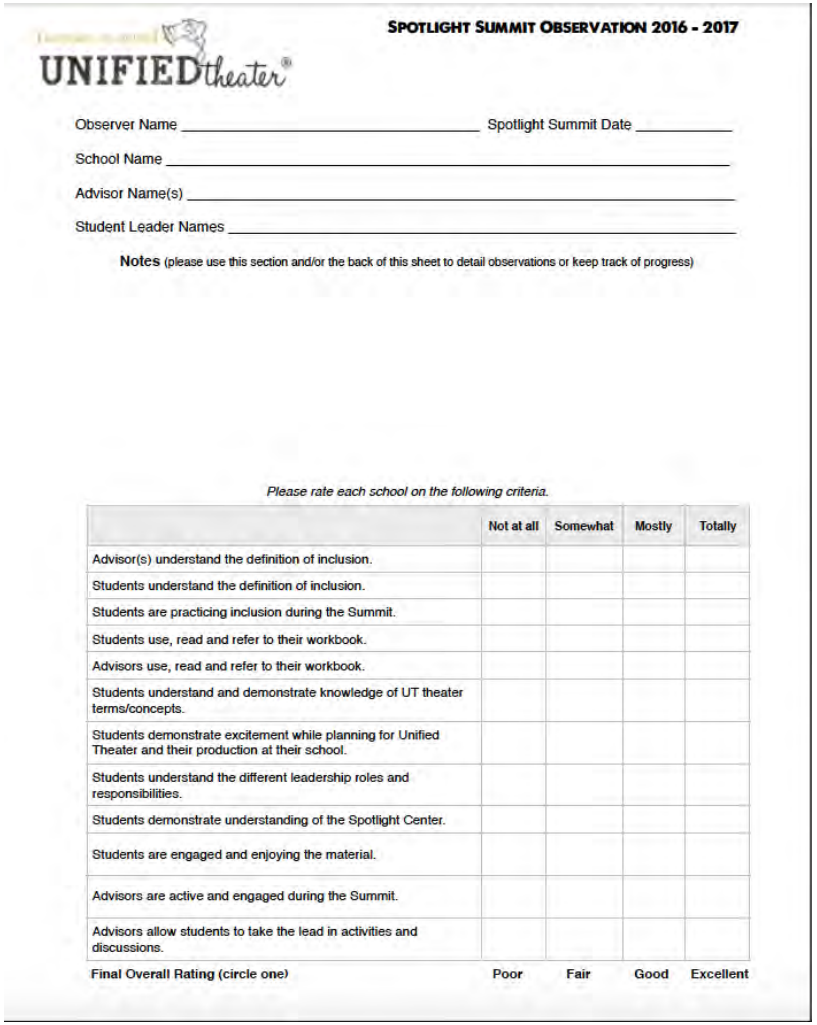
SPOTLIGHTING ABILITY FOR 15 YEARS

OBSERVATIONS

- 3 points of observations throughout the year, by UT Staff & HS Teaching Artist
- Major challenges:
  - We don't know diagnosis or usual behaviors
  - Environmental issues
  - Multiple teaching artists doing observations
  - Evaluating as a "group"



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SPOTLIGHT SUMMIT OBSERVATION 2016 - 2017

Observer Name _____ Spotlight Summit Date _____

School Name _____

Advisor Name(s) _____

Student Leader Names _____

Notes (please use this section and/or the back of this sheet to detail observations or keep track of progress)

Please rate each school on the following criteria.

	Not at all	Somewhat	Mostly	Totally
Advisor(s) understand the definition of inclusion.				
Students understand the definition of inclusion.				
Students are practicing inclusion during the Summit.				
Students use, read and refer to their workbook.				
Advisors use, read and refer to their workbook.				
Students understand and demonstrate knowledge of UT theater terms/concepts.				
Students demonstrate excitement while planning for Unified Theater and their production at their school.				
Students understand the different leadership roles and responsibilities.				
Students demonstrate understanding of the Spotlight Center.				
Students are engaged and enjoying the material.				
Advisors are active and engaged during the Summit.				
Advisors allow students to take the lead in activities and discussions.				
Final Overall Rating (circle one)	**Poor**	**Fair**	**Good**	**Excellent**

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SPOTLIGHTING ABILITY FOR 15 YEARS

OBSERVATIONS

- Additional Challenges
  - Evaluating individual behaviors across a school group
  - Various levels of previous knowledge & experience within one school group; difficult to measure collectively
  - Specifically trying to measure inclusive behaviors is difficult within non-inclusive leader groups
  - Environmental/location changes affected students between fall/spring trainings
  - In large group setting, students from multiple schools, difficult to identify their “group”

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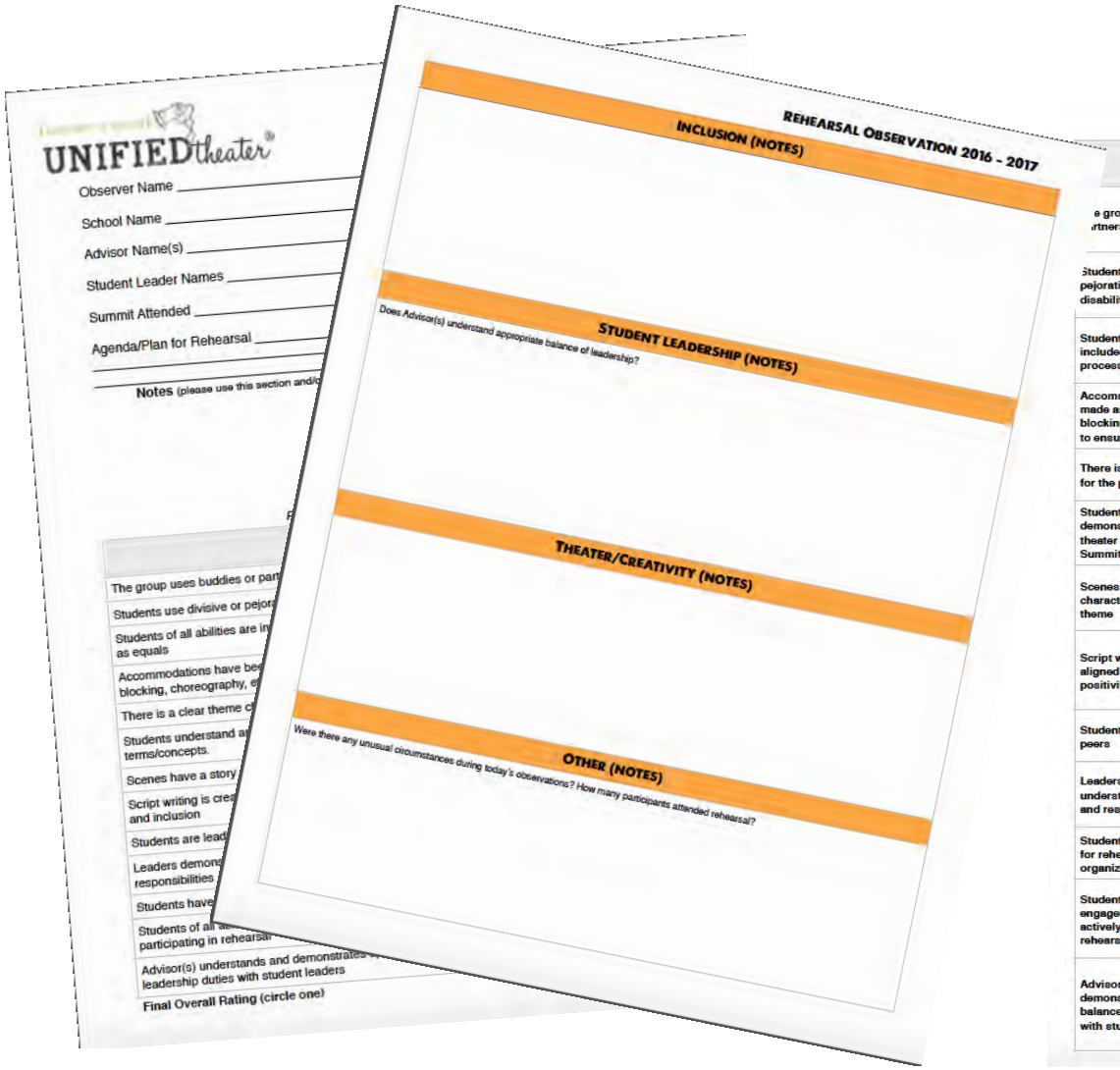
OBSERVATIONS



REHEARSAL OBSERVATION 2016 - 2017

SCORING RUBRIC

	NOT AT ALL 1	SOMEWHAT 2	MOSTLY 3	TOTALLY 4
e group uses buddies or rtners based on ability	Everyone is working individually or in small groups, no differentiation based on ability	1 or 2 partners for students who need more support.	Many SWD working with partners, structure of the group seems based on partners	All participants are paired with a "buddy" along ability/disability divisions
Students use divisive or pejorative language around disability	No instances of insults or the r-word. Person-first and respectful language only.	A few slips of not using person-first or "us vs. them" language but not disrespectful or hurtful	No person-first language and occasional use of r-word or insults around disability	Frequent use of r-word, disability-first language. Insults based on disability heard often.
Students of all abilities are included fully in the rehearsal process as equals.	SWD excluded, used as "props"; not contributing at all to rehearsal	SWD make some contributions, might see patronizing, used as "mascot" or "inspiration"	SWD definitely involved but not quite equally. Or a few SWD but not all	All participants, with or w/o disabilities, fully contributing & collaborating as equals
Accommodations have been made as necessary to script, blocking, choreography, etc., to ensure full inclusion	SWD singled out or not fully incorporated into blocking or choreography. Segregation happening	A couple creative modifications but they seem haphazard or afterthoughts	Generally good inclusion, still room for improvement but strong effort to accommodate all SWD	SWD seamlessly & creatively included with blocking, choreography and writing
There is a clear theme chosen for the performance	No theme, no cohesive ideas, struggling to tie scenes together	Vague ideas but not concrete; or competing ideas. Title but no theme	Theme is confirmed but not fleshed out. Multiple ideas	Theme is set, it makes sense, is aligned with UT values
Students understand and demonstrate knowledge of UT theater terms/concepts from Summit	Group has not made an effort to learn or use theater concepts in their work.	Students struggle to find a way to use theater concepts, are not making use of handbook.	Makes an effort to use theater concepts and have tried to use the handbook or ask for help.	Fully versed in theater concepts and uses them throughout rehearsals
Scenes have a story arc and characters and relate to the theme	Most or all scenes don't tie to theme; scenes don't make sense, have clear action	A few scenes are strong but many fall short - confusing or unrelated	Majority of scenes make sense and relate to theme	Scenes clearly show theme; are cohesive, make sense & relate to other scenes
Script writing is creative and aligned with UT message of positivity and inclusion	No originality or new ideas; scenes show exclusion or negativity	Major issues with creativity but some effort made. May be negative scenes or exclusion	Generally strong content with fun & creative ideas. Little to no exclusion in scenes	Very creative ideas, executed well. UT-appropriate & strong msg of positivity and inclusion
Students are leading their peers	Advisor is doing everything; not clear who the leaders are	A little effort by students to lead but Advisor doing the majority	Students doing most of the work w/support & guidance from Advisor	Students are doing everything; no input from Advisor needed
Leaders demonstrate clear understanding of their roles and responsibilities	Roles not assigned and/or students have no idea of their tasks	A few leaders may know their roles or have vague idea of their duty	Majority of leaders are clear on their tasks; still some confusion	Everyone very clear; knows exactly their roles; tasks clearly assigned
Students have a plan/agenda for rehearsal and are organized	Rehearsal is chaotic w/ no plan; leaders unsure what comes next	Mostly disorganized; 1 or 2 clear objectives for the day	Generally clear plan for the day; may make some changes or ask for input	Leaders know what's happening when; sked is very clear to all
Students of all abilities are engaged and excited and actively participating in rehearsal	Clear uninterest from participants; no one wants to work, easily distracted	A handful of eager participants but majority of students unengaged	Most students are participating, giving feedback, working hard, enjoying the process	Everyone is fully invested, working collaboratively, laughing, talking about the process
Advisor(s) understands and demonstrates appropriate balance of leadership duties with student leaders	Advisor has all or nothing approach; they do everything, not allowing students to lead at all, or they are completely uninvolved/uninterested	Slightly more balance but still obviously unequal division of duties between Advisor and Leaders	Generally a good balance struck with Advisors supporting and helping as needed; may still be some overstepping	Leaders are obviously in charge with Advisors present for support and/or stepping in as necessary to troubleshoot

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SPOTLIGHTING ABILITY FOR 15 YEARS

REVISIONS FOR THE FUTURE

- How can we adapt written surveys for students with processing delays/challenges or students who don't write/speak?
  - Pictures
  - iPad or tech options
  - Physical options (2 choices with 2 hands, vote with your feet)
  - Have additional trained staff present
- Can we make the environment more sensory-friendly when completing surveys?

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SPOTLIGHTING ABILITY FOR 15 YEARS

IMPORTANT CONSIDERATIONS

- If you work with students, you are most likely serving students with disabilities
  - Don’t judge behaviors
  - Coping behavior can often look like disengagement
  - Weigh compliance vs. accomplishing goals
  - UDL in evaluation

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SPOTLIGHTING ABILITY FOR 15 YEARS

CONCLUSIONS

- Still analyzing data for outcomes
- Confident in data from students without disabilities and students with mild to moderate disabilities
- Need to adapt to better collect data from students with mod to severe disabilities

American School for the Deaf: Data Collection for the Visual Learner

Jennifer A. Del Conte, M.A., M.E.D, M.S. Ed., C.A.S.

Working with Deaf Students

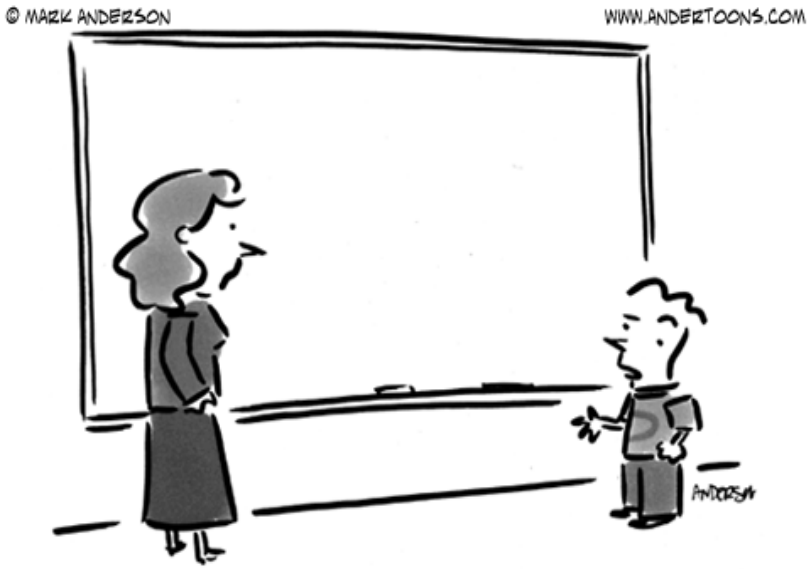
- Visual Learners
- Language delays
- Respond tactilely or visually
- Support their social-emotional learning as well as their academic growth

Purpose of Data Collection

- Determine if growth/progress has been made in a specific skill
- Student ownership over the learning process
- Data Driven Instruction

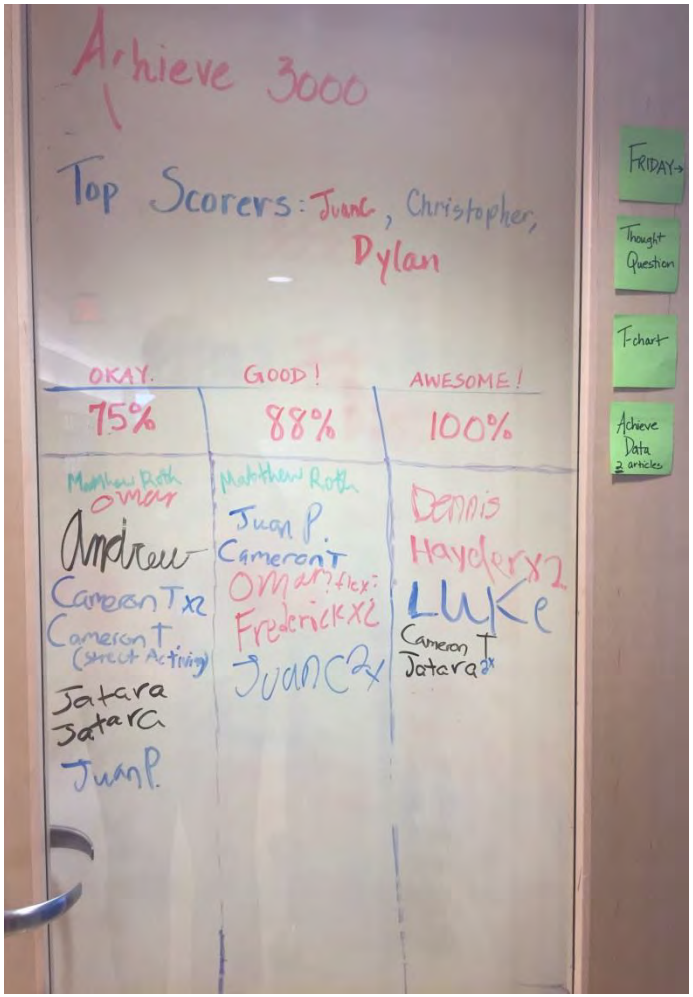
Ways we Collect Data

- Observation-based Feedback
- Visual Feedback
- Tactile Feedback
- Teacher Data Tracking
- Student Data Tracking



"Before I write my name on the board, I'll need to know how you're planning to use that data."

Observation-Based Feedback



Visual Feedback

Tactile Feedback

Teacher Data Tracking

Date:	Group:					
	Sarah	Robert	Will	Jamie	Tiara	Naomi
Use the picture				✓	✓	✓
Get your mouth ready	✓				X	
Stretch it out	✓	✓	✓		X	
Look for chunks	✓		✓			
Skip it and come back		✓				✓
Reread		X	X		✓	
Flip the vowel	✓					X
Does it make sense?	X		X			

Notes:

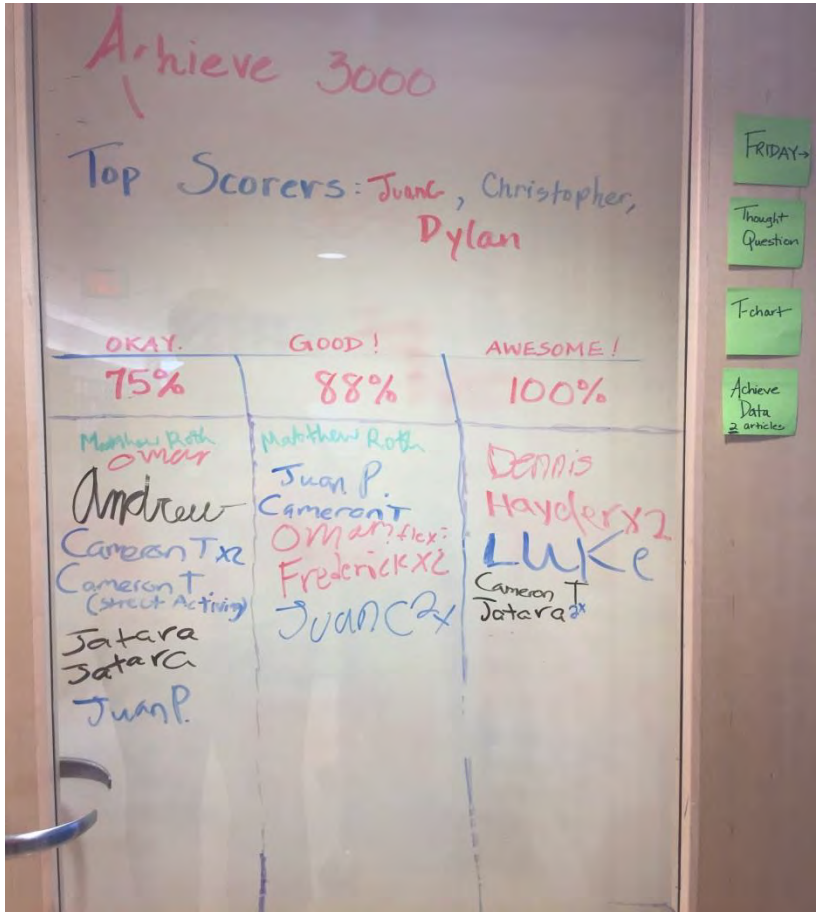
Will is too focused on decoding – tries to sound out known sight words

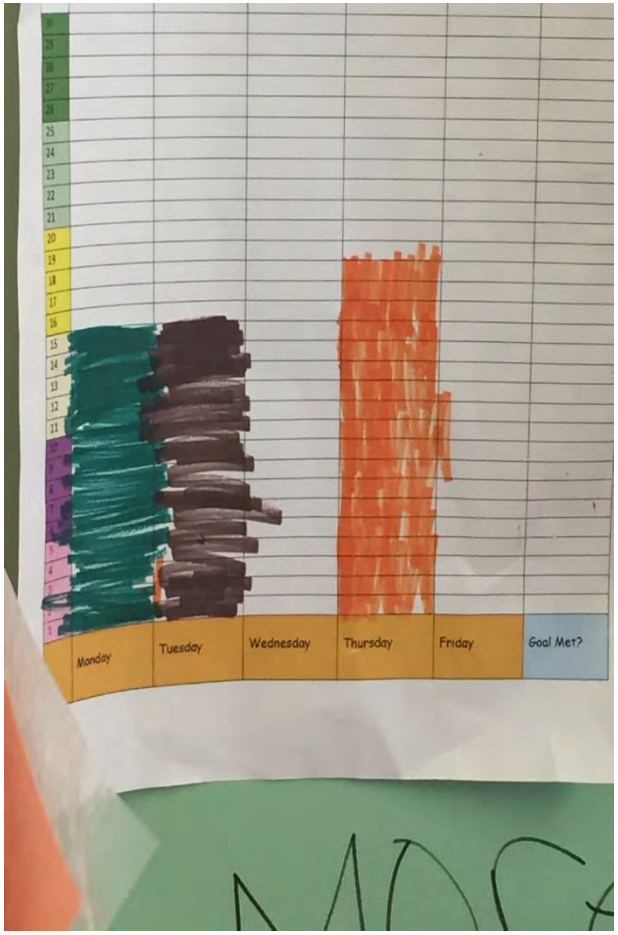
Jamie-nice fluency!

Sarah tries many strategies but sentences don't make sense – not focused on meaning

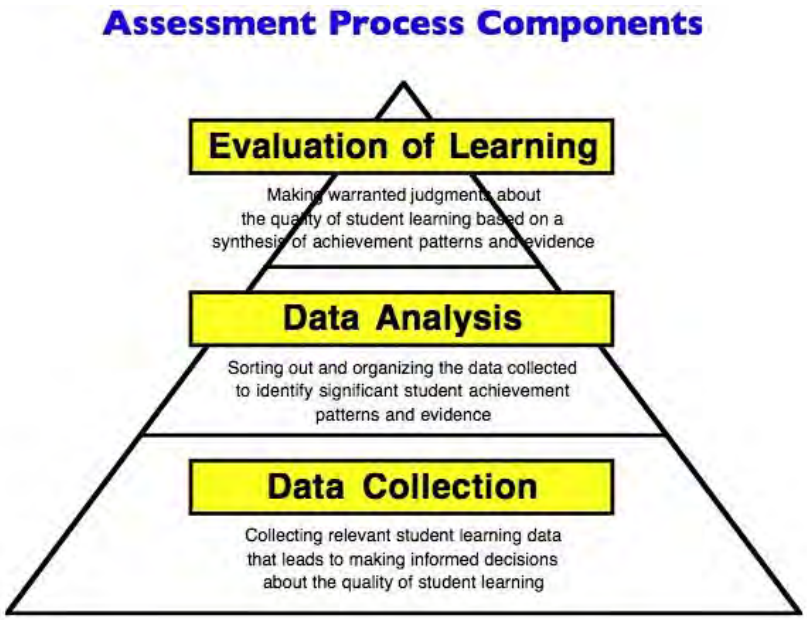
☑ Strategy observed ☒ Strategy prompted

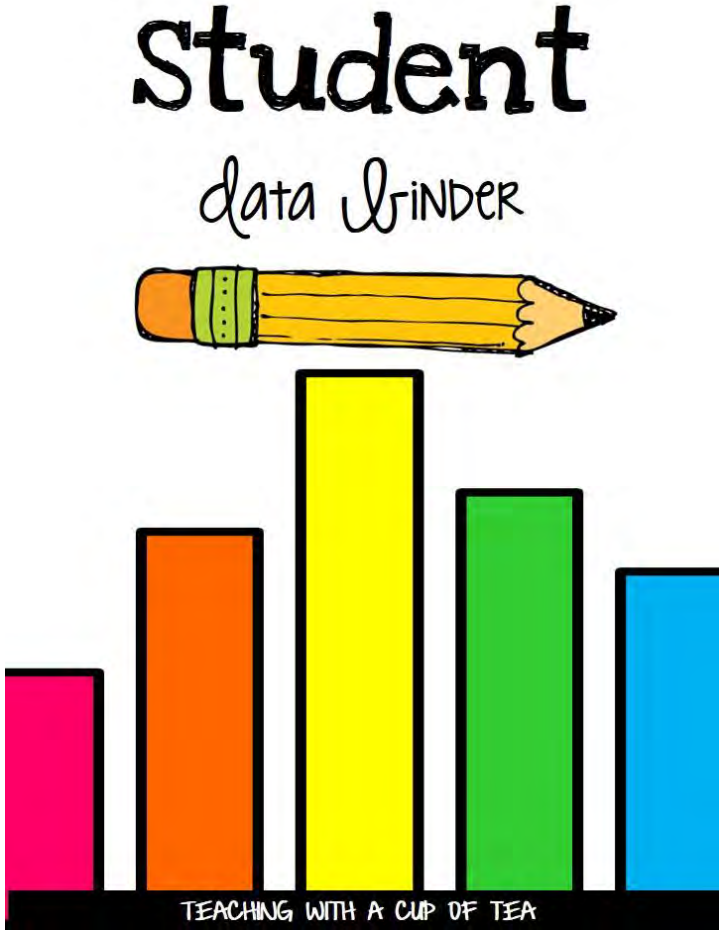
Student Data Tracking





What do we do with all this “data”?





Using the Universal Design for Evaluation Checklist

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Universal Design for Evaluation Checklist (4th ed.)

Developed by Jennifer Sullivan Sulewski & June Gothberg

The purpose of this checklist is to provide support for program evaluators who design, develop, implement, and disseminate evaluations. This checklist is designed to assist the evaluator to include all individuals in the evaluation process; people of all ages and all abilities. To do this, evaluators are encouraged to use the seven principles of Universal Design[1]. "Universal design asks from the outset how to make the design work beautifully and seamlessly for as many people as possible. It seeks to consider the breadth of human diversity across the lifespan to create design solutions that work for all users". This checklist is best implemented during the planning phase of the evaluation project in order to ensure full participation for all populations.

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

- ☐ To the greatest extent possible, the evaluation plan represents the participant population, known or anticipated, as staff, advisers, and/or co-researchers[2].
- ☐ Evaluation plan prepares for locating diverse study participants and providing accessible recruitment materials.
- ☐ Informed consent materials are simple and accessible with alternate forms available[3].
- ☐ Informed consent materials allow participants to understand the plan for data use and dissemination.
- ☐ Evaluation plan is transparent with all steps understood; including proper procedures for publishing for community, cultural, and tribal participants.
- ☐ Evaluation plan is grounded in context with consideration for community and cultural appropriateness of methods used for gathering information.
- ☐ Evaluation plan follows all IRB processes including community, cultural, and tribal protocols.

Principle Two: Flexibility in Use *The design accommodates a wide range of individual preferences and abilities.*

Evaluation plan shows evidence of preparation to:

- ☐ Communicate with participants of diverse abilities, communication styles, and cultural backgrounds.
- ☐ Quickly solve problems in regards to individual needs[4].
- ☐ Include a variety of data collection tools to accommodate communication preferences or needs[5].
- ☐ Include extra time for participants with slower cognition or language barriers.
- ☐ Include extra time to observe cultural practices.

Principle Three: Simple and Intuitive *Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level. Eliminate unnecessary complexity.*

Data collection instruments and materials:

- ☐ Provide for different communication preferences or needs[6].
- ☐ Are available to people with a variety of reading levels and backgrounds[7].
- ☐ Use simple language, concrete questions, and show cultural competency[8].
- ☐ Meet low vision and color blind requirements[9].
- ☐ Are free from acronyms, jargon, slang, and colloquial terms.

Principle Four: Perceptible Information *The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.*

- ☐ Sensory issues are addressed[10].
- ☐ Multiple media options are used to present information[11].
- ☐ All printed publications are available immediately or in a timely manner in alternate formats[3].
- ☐ A statement is included in all materials about procedures for requesting accommodations or assistance.
- ☐ Online materials adhere to web accessibility standards *(see: www.w3.org/WAI/)*.

Universal Design for Evaluation Checklist

1. Equitable Use
2. Flexibility in Use
3. Simple and Intuitive
4. Perceptible Information
5. Tolerance for Error
6. Low Physical Effort
7. Size and Space for Approach and Use

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Key Take-Aways

- Heightened awareness – inclusive evaluation and evaluating inclusiveness
- The importance of language
- Specific strategies and available expertise
- Reassure – not incapacitate

Evaluation with clients who are print-challenged

- Co-occurring evaluation challenges
- Fonts and contrast
- Alternative data collection options
- Using audio
- Work-arounds and playing to strengths
- Limited e-survey use

Evaluation with clients who have intellectual or developmental differences

- Co-occurring evaluation challenges, identification, stigma and disclosure
- Spokesperson roles (consent)
- Time allowances and setting considerations
- Universal collection – selective analysis
- Alternative data collection options
- Comparisons
- Limited e-survey use

Evaluation with clients who are deaf or hard of hearing

- Co-occurring evaluation challenges
- Increased use of observation data collection and visual feedback
- Providing alternatives – tactile response
- Language and interpretation
- Limited e-survey use

E - Resources

http://stephanieevergreen.com/508-compliance-data-visualization/

http://www.afb.org/info/reading-and-writing/making-print-more-readable/35

http://www.worldblindunion.org/English/resources/Documents/wbu-visual-presentations-guidelines.pdf

Final Advice

- Don’t forget the quadrumvirate:
  - **Data collection tools**
  - **Administration plans**
  - **Analysis plans**
  - **Reporting templates (and compliance)**
- Use the UDE checklist on the above and for overall evaluation planning.
- Reach out to colleagues, use resources.
- Be thoughtful and systematic.

Closure

- ***Thank You!***
- For further information…visit our website
- Evaluation Capacity Grant program
- Look for our survey – we want ***your*** feedback!

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Plan and Assess
Strengthen Financial Systems
Enhance Technology
Evaluate
NSP Evaluation Roundtable
Transition to New Leadership
Find Additional Resources

FIND A CONSULTANT
FIND NEW BOARD MEMBERS
ACCESS LEGAL SERVICES

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FOR PUBLIC GIVING

Evaluate

NSP Evaluation Programs

Use evaluation to continually improve

Building Evaluation Capacity (BEC) Program

NSP Evaluation Roundtable

Evaluation Capacity Grants

Evaluation Resources

Check out these great free resources.

Evaluation Services, Inc.

Bruner Foundation Effectiveness Initiatives

W.K. Kellogg Foundation Logic Model Development Guide

Innovation Network / Point K Learning Center

Area Evaluation Consultants

Subscribe to Our Newsletter

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