

**NO CHILD LEFT BEHIND ACT: TITLE I, PART A
SECTION 1118: PARENTAL INVOLVEMENT**

**POLICY COMPLIANCE & EVALUATION
GUIDANCE**

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NO CHILD LEFT BEHIND ACT: TITLE I, PART A SECTION 1118: PARENTAL INVOLVEMENT

POLICY COMPLIANCE & EVALUATION GUIDANCE

INTRODUCTION

The No Child Left Behind Act contains many requirements related to parent involvement and notification. A substantive number of these requirements can be found in the Title I school- and district-level parent involvement policies. In order to assist schools and districts with compliance and evaluation of these policies, the Consolidated Federal Programs Unit at CDE is providing additional guidance and sample tools.

The resources and tools in this document are designed to guide and focus districts on the key elements of the Parent Involvement legislation that the State and districts are required to monitor and evaluate. Suggestions are provided for methods that districts can use to evaluate the key components that are outlined in the legislation, as well as checklists to assess implementation of required activities.

Included in this guidance is:

- ✚ An overview of the legislation
- ✚ Oversight of parent involvement requirements
- ✚ List of required documentation for districts and schools
- ✚ Suggestions for evaluating the effectiveness of parent involvement activities
- ✚ Logic models for use in building an evaluation
- ✚ Description of logic models and how to use them

No Child Left Behind Act, Title I, Section 1118: PARENTAL INVOLVEMENT

This document summarizes the key points and pertinent language from the legislation as it pertains to district and school-level evaluation requirements.

IN GENERAL:

In general, districts will develop parent involvement programs and activities with the meaningful consultation of parents.

State Requirements:

Each state will review districts' parent involvement policies and activities to determine if they meet the requirements of this section

District Requirements:

Each district will develop a written parent involvement policy. This policy must be developed jointly with, agreed on with and distributed to parents. Districts must:

- help schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance
- build schools' and parents' capacity for strong parent involvement
- coordinate parent involvement strategies with other programs, such as Head Start, Parents as Teachers, etc.
- conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools
 - the evaluation will identify barriers to greater participation by parents of diverse backgrounds
 - the evaluation findings will be used to design more effective strategies for greater parent involvement
- districts will involve parents in the activities of the schools

Building Capacity for Involvement

- assist parents in understanding the State's academic content standards, student academic achievement standards and academic assessments
- provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, to foster parent involvement
- educate school personnel, with the assistance of parents, in the value and utility of contributions of parents, how to reach, communicate and work with parents
- coordinate and integrate parent involvement programs and activities with other organizations such as Head Start, Parents as Teachers, etc.
- ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format and language that parents can understand
- provide reasonable support for parent involvement activities as parents may request

School Requirements:

Each school will develop a written parent involvement policy. This policy must be developed jointly with, agreed on with and distributed to parents. The policy will describe how the school will carry out the requirements of subsections (c) through (f), which are:

(c) POLICY INVOLVEMENT

- (d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT
- (e) BUILDING CAPACITY FOR INVOLVEMENT
- (f) ACCESSIBILITY

The following information provides details for each of the subsections listed above:

(c) POLICY INVOLVEMENT

- convene an annual meeting, at a convenient time, to explain the requirements of the written parent involvement policy
- offer a number of meetings at varying times, e.g. morning and evening
- involve parents in the planning, review and improvement of the parent involvement policy and plan
- provide parents timely information about parent involvement programs
- provide parents with a description and explanation of the school's curriculum
- provide parents a description and explanation of the forms of academic assessment used to measure student progress
- provide parents with a description and explanation of the proficiency levels students are expected to meet
- if requested by parents, provide regular meetings for parents to offer suggestions and to participate in decisions relating to the education of their children
- if the school wide program plan under section 1114(b)(2) is not satisfactory to parents, submit any parent comments on the plan to the District

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

- each school will jointly develop, with parents, a school-parent compact that outlines how parents, school staff and students will share responsibility for improved student academic achievement
- the compact will describe the school's responsibility to provide high-quality curriculum and instruction, and parents responsibility for supporting their children's learning
- the compact will address the importance of communication between teachers and parents through conferences and reports to parents on children's progress
- the compact will address parents having reasonable access to staff, opportunities to volunteer and observe classroom activities

(e) BUILDING CAPACITY FOR INVOLVEMENT

- assist parents in understanding the State's academic content standards, student academic achievement standards and academic assessments
- provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, to foster parent involvement
- educate school personnel, with the assistance of parents, in the value and utility of contributions of parents, how to reach, communicate and work with parents
- coordinate and integrate parent involvement programs and activities with other organizations such as Head Start, Parents as Teachers, etc.
- ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format and language that parents can understand
- provide reasonable support for parent involvement activities as parents may request

(f) ACCESSIBILITY

provide opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, and provide information and school reports in a format and language such parents understand

(g) INFORMATION FROM PARENT INFORMATION AND RESOURCE CENTERS

Each school and district will inform parents and parent organizations of the existence and purpose of the Colorado Parent Information and Resource Center.

OVERSIGHT OF TITLE I PARENT INVOLVEMENT REQUIREMENTS

This matrix provides a reference point with respect to the oversight responsibilities for the State and districts with respect to parent involvement requirements, as well as possible sources of evidence for documentation purpose.

	State Oversight of Districts	Possible Evaluation Tool/Method	District Oversight of School	Possible Evaluation Tool/Method
<p>The SEA ensures that the LEA and schools meet parental involvement requirements.</p> <hr/> <p>Sec. 1118 (a)-(h) Sec. 1111(c) (14) Sec. 1111(d) Sec. 1116(a)(1)(D)</p>	<p><u>Requirements:</u></p> <ul style="list-style-type: none"> ▪ The SEA reviews LEA district Title I parent involvement policies ▪ The SEA has reviewed the effectiveness of LEA parental involvement activities ▪ The SEA has encouraged LEAs and schools to use Title I funds to offer family literacy services if the LEA determines that a substantial number of students have parents with low levels of literacy and without a secondary school diploma or its recognized equivalent. ▪ SEA monitors the LEA implementation of requirements, including the six requirements to build parents' capacity to be involved in school. ▪ Evidence that the LEA has 	<p>LEA annual evaluation of Title I district parent involvement policy</p> <p>District Evidence of Effectiveness Report</p> <p>District indicators of adult literacy</p> <p>District survey to determine level of participating children (accompanies District Evidence of Effectiveness Report)</p> <p>State monitoring</p> <p>District Title I parent involvement policy evaluation</p>	<p><u>Requirements:</u></p> <ul style="list-style-type: none"> ▪ School-level written parent involvement policy and evidence that it is updated periodically ▪ School parent involvement policies have been distributed to parents ▪ Title I schools have a written school-parent compact that meets the requirements ▪ Schools hold an annual meeting to inform participating parents about Title I programs ▪ The district has reviewed the effectiveness of school parental involvement activities ▪ Schools have carried out the six requirements to build parents' capacity to be involved in school 	<p>Copies of parental involvement policies</p> <p>Copy of cover letter mailing/distribution schedule</p> <p>Copies of written school compacts</p> <p>Copies of annual meeting notification and sign-in sheets</p> <p>District Evaluation Report (may include the capacity building evidence listed below)</p> <p>(1) Copies of notification of meeting or materials to help parents understand state assessments, etc.</p>

	<p>informed parents about the existence of a parent resource center, if one exists. (Colorado has a parent information resource center, CPIRC; thus this is a requirement.)</p>	<p>Copy of notification to parents</p>	<ul style="list-style-type: none"> ▪ Evidence that schools have informed parents about the existence of a parent resource center, if on exists. (Colorado has a parent information resource center, CPIRC; thus this is a requirement.) 	<p>(2) Copies of materials or training materials and schedules to help parents work with their children, such as literacy training and using technology</p> <p>(3) Staff development opportunities regarding school-parent partnerships and parent involvement</p> <p>(4) Copies of school – home communications regarding parent programs, meetings and parent activities</p> <p>(5) Statistics of participating parents language and education levels</p> <p>(6) Coordinate and integrate parent involvement programs and activities with other organizations</p> <p>Copy of written notification to parents describing the Colorado Parent Information and Resource Center.</p>
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District Parent Involvement Policy Compliance Checklist
Colorado Department of Education

		Yes	No	Requires Documentation	Requires Evidence of Effectiveness
1	The district develops, jointly with parents, a written parent involvement policy, updates it periodically with input from parents and distributes policy to parents	<input type="checkbox"/>	<input type="checkbox"/>	✓	
2	The district helps schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance	<input type="checkbox"/>	<input type="checkbox"/>	✓	
3	The district promotes family literacy and parenting skills	<input type="checkbox"/>	<input type="checkbox"/>	✓	
4	The district decides, with parents, how Title I funds will be used for Parent Involvement activities	<input type="checkbox"/>	<input type="checkbox"/>	✓	
5	<i>Each school and district receiving assistance under Title I, Part A must ensure effective involvement of parents and support a partnership among the school, the parents, and the community to improve student academic achievement through training, information, and coordination activities. The district helps build schools' and parents' capacity for strong parent involvement:</i>				
5.a	Assist parents in understanding the State's academic content standards, student academic achievement standards and academic assessments, including how to monitor their student's academic progress, and how to work with school staff to improve the achievement of students, including written materials and training for staff.	<input type="checkbox"/>	<input type="checkbox"/>		✓
5.b	Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, to foster parent involvement.	<input type="checkbox"/>	<input type="checkbox"/>		✓
5.c	Educate school personnel, with the assistance of parents, in the value and utility of contributions of parents, how to reach, communicate and work with parents.	<input type="checkbox"/>	<input type="checkbox"/>		✓
5.d	Coordinate and integrate parent involvement programs and activities with other organizations such as Head Start, Parents as Teachers, etc.	<input type="checkbox"/>	<input type="checkbox"/>		✓

District Parent Involvement Policy Compliance Checklist
Colorado Department of Education

		Yes	No	Requires Documentation	Requires Evidence of Effectiveness
5.e	Ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format and language that parents can understand.	<input type="checkbox"/>	<input type="checkbox"/>		✓
5.f	Provide reasonable support for parent involvement activities as parents may request.	<input type="checkbox"/>	<input type="checkbox"/>		✓
6	Coordinate parent involvement strategies with other programs, such as Head Start, Parents as Teachers, etc.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
7	For districts that must set aside 1% of the Title I allocation for parent involvement, distribute 95% of this set aside to schools receiving Title I funds.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
8	Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools	<input type="checkbox"/>	<input type="checkbox"/>	✓	
8a	The evaluation identifies barriers to greater participation by parents of diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	✓	
8b	The evaluation findings are used to design more effective strategies for greater parent involvement	<input type="checkbox"/>	<input type="checkbox"/>	✓	
9	Inform parents and parent organizations of the existence and purpose of the Colorado Parent Information and Resource Center	<input type="checkbox"/>	<input type="checkbox"/>	✓	

School Parent Involvement Policy Compliance Checklist
Colorado Department of Education

		Yes	No	Requires Documentation	Requires Evidence of Effectiveness
1	The school jointly develops with, and distributes to, parents of participating children a written parental involvement policy, agreed on by such parents, that describes the means for carrying out the stated requirements. Parents are notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy is made available to the local community and updated periodically to meet the changing needs of parents and the school.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
2	The school convenes an annual meeting, at a convenient time, to explain the requirements of the written parent involvement policy.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
3	Meetings are offered to parents at varying times, e.g. morning and evening.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
4	Parents are provided with timely information about parent involvement programs.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
5	Parents are provided with a description and explanation of the school's curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
6	Parents are provided with a description and explanation of the forms of academic assessment used to measure student progress, and an explanation of the proficiency levels students are expected to meet.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
7	If requested by parents, schools provide regular meetings for parents to offer suggestions and to participate in decisions relating to the education of their children.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
8	<i>School jointly develops, with parents, a school-parent compact that outlines how parents, school staff and students will share responsibility for improved student academic achievement:</i>				
8.a	The compact describes the school's responsibility to provide high-quality curriculum and instruction, and parents' responsibility for supporting their children's learning.	<input type="checkbox"/>	<input type="checkbox"/>	✓	

School Parent Involvement Policy Compliance Checklist
Colorado Department of Education

		Yes	No	Requires Documentation	Requires Evidence of Effectiveness
8.b	The compact addresses the importance of communication between teachers and parents through conferences and reports to parents on children's progress.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
8.c	The compact addresses how parents have reasonable access to staff, are provided frequent reports on their children's progress, and have opportunities to volunteer and observe classroom activities.	<input type="checkbox"/>	<input type="checkbox"/>	✓	
9	<i>The school helps to build parents' capacity for strong parent involvement:</i>				
9.a	Assist parents in understanding the State's academic content standards, student academic achievement standards and academic assessments, including how to monitor their student's academic progress, and how to work with school staff to improve the achievement of students, including written materials and training for staff.	<input type="checkbox"/>	<input type="checkbox"/>		✓
9.b	Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, to foster parent involvement.	<input type="checkbox"/>	<input type="checkbox"/>		✓
9.c	Educate school personnel, with the assistance of parents, in the value and utility of contributions of parents, how to reach, communicate and work with parents.	<input type="checkbox"/>	<input type="checkbox"/>		✓
9.d	Coordinate and integrate parent involvement programs and activities with other organizations such as Head Start, Parents As Teachers, etc.	<input type="checkbox"/>	<input type="checkbox"/>		✓
9.e	Ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format and language that parents can understand.	<input type="checkbox"/>	<input type="checkbox"/>		✓
9.f	Provide reasonable support for parent involvement activities as parents may request.	<input type="checkbox"/>	<input type="checkbox"/>		✓

**School Parent Involvement Policy Compliance Checklist
Colorado Department of Education**

		Yes	No	Requires Documentation	Requires Evidence of Effectiveness
10	The School informs parents about the Colorado Parent Information and Resource Center.	<input type="checkbox"/>	<input type="checkbox"/>	✓	

EVALUATING THE EFFECTIVENESS OF PARENT INVOLVEMENT ACTIVITIES

Both districts and schools that receive Title I, Part A funds must conduct activities that build the capacity of parents. These required activities are designed to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. The six required activities are:

- assist parents in understanding the State’s academic content standards, student academic achievement standards and academic assessments;
- provide materials and training to help parents work with their children to improve their children’s achievement, such as literacy training and using technology, to foster parent involvement;
- educate school personnel, with the assistance of parents, in the value and utility of contributions of parents, how to reach, communicate and work with parents;
- coordinate and integrate parent involvement programs and activities with other organizations such as Head Start, Parents as Teachers, etc.;
- ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format and language that parents can understand; and
- provide reasonable support for parent involvement activities as parents may request.

Evaluating these activities will require attention to how districts and schools ultimately carried them out. The matrix that follows provides some examples of activities and effectiveness measurements associated with each required activity.

Examples of Measuring the Effectiveness of Required Parent Involvement Activities

REQUIRED ACTIVITY	SPECIFIC ACTIVITY	MEASURE OF EFFECTIVENESS
Assist parents in understanding the State's academic content standards, student academic achievement standards and academic assessments	<ul style="list-style-type: none"> ▪ Conduct parent workshops ▪ Provide monthly newsletter articles ▪ Hold Q & A nights for parents 	<ul style="list-style-type: none"> ▪ Workshop evaluations ▪ Pre/post survey ▪ Pre/post survey
Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, to foster parent involvement	<ul style="list-style-type: none"> ▪ Conduct parent workshops ▪ Provide monthly Tip sheet 	<ul style="list-style-type: none"> ▪ Workshop evaluations ▪ Pre/post survey ▪ Levels of Use
Educate school personnel, with the assistance of parents, in the value and utility of contributions of parents, how to reach, communicate and work with parents	<ul style="list-style-type: none"> ▪ Conduct an inservice workshop ▪ Provide written materials 	<ul style="list-style-type: none"> ▪ Workshop evaluations ▪ Pre/post survey
Coordinate and integrate parent involvement programs and activities with other organizations such as Head Start, Parents as Teachers, etc.	<ul style="list-style-type: none"> ▪ Develop a single parent involvement plan 	<ul style="list-style-type: none"> ▪ # of jointly sponsored events and activities
Ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format and language that parents can understand	<ul style="list-style-type: none"> ▪ Develop policy and procedures related to the distribution of information 	<ul style="list-style-type: none"> ▪ Pre/post survey ▪ Parent focus group
Provide reasonable support for parent involvement activities as parents may request	<ul style="list-style-type: none"> ▪ Document requests and any subsequent activity 	<ul style="list-style-type: none"> ▪ Pre/post survey ▪ <i>(dependent on activity type)</i>

INTRODUCTION TO LOGIC MODELS FOR EVALUATION

Often, the most difficult task in designing an evaluation is to actually describe the program or intervention in enough detail so that it can be understood. Logic model development is a straightforward, clearly defined way to understand the program to be evaluated, and may be used as the foundation for subsequent evaluation activities. Logic models are not necessarily rigid. While they are used in evaluation, and usually include resources, activities, outputs and outcomes, logic models can be defined generally as flow charts that display a sequence of logical steps in program implementation and the achievement of desired outcomes. There is no single correct model for a program, and therefore, these evaluation materials may be used as helpful guidance for districts in developing annual evaluation plans.

Logic model development is accomplished through addressing the following questions:

- What conditions or needs does the program address?
- Who or what will the program target?
- What assumptions will be made or what theory will be used to guide the development of the program? Be clear about the intent of the program.
- What inputs such as finances, staff, volunteers, equipment, supplies, technical assistance are needed to construct an effective program strategy?
- What specific activities are required to address the program strategy?
- What outputs (objectives) will be produced and/or met as a result of the program strategy?
- What immediate and long-term outcomes are expected?

Reading the “Logic Model Guidance” and using the accompanying worksheets may help in developing an evaluation plan to measure the effectiveness of the district parent involvement policy and plan. Developing a logic model to describe and clarify a program is helpful in a number of ways. It helps:

- define program strategies in a simple, understandable graphic format
- communicate program strategies to a variety of audiences
- in planning, training and resource allocation
- develop a measurement model – how will effectiveness be measured?
- develop an evaluation model

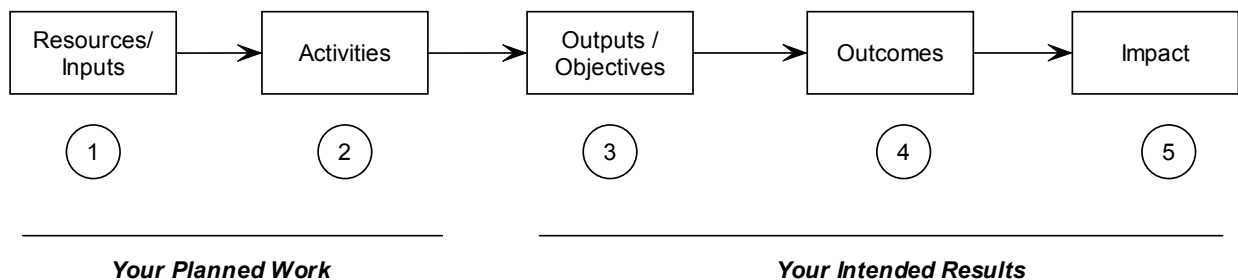
LOGIC MODEL GUIDANCE

Effective program evaluation does more than collect and analyze data. It is not an “activity” that happens at the end of a program year or project, but is an ongoing process, helping administrators and other decision-makers better understand and use information. Program evaluation helps all stakeholders improve the program/plan and provides valuable information about how the program/plan is affecting participants, in this case, parents, children, school personnel and the community. Evaluation is not conducted merely to prove that something works, but also to improve the way it works.

Decide what to evaluate. Districts’ Parent Involvement Policies and Plans have multiple program components. To help guide the evaluation plan, the district may want to create a Logic Model of the program or plan, or a model of particular component. Whether you decide to evaluate an entire program or a single component, a Logic Model will provide a structural framework for the evaluation. Using evaluation and the logic model result in effective programming and offers greater learning opportunities, better documentation of outcomes and shared knowledge about what works and why.

Basically, a logic model is a systematic and visual way to present an understanding of the relationships between the goals of the program, the planned activities and the changes or results that are anticipated.

Basic Logic Model



The most basic logic model is a picture of how you believe the program will work. It uses words and pictures to describe the sequence of activities thought to bring about change and how these activities are linked to the results the program is expected to achieve. A simple model focuses on project-level results and explains five basic program components. The elements outlined below are typical of the model promoted by United Way of America to support an outcomes-based approach to program planning and evaluation, and is taken from the *W.K. Kellogg Foundation Logic Model Development Guide*.

Resources / Inputs – Resources are factors that may include available human, financial, organizational and community resources, such as collaborating partners and existing organizational or interpersonal networks, facilities, equipment and supplies.

Program Activities – Activities are the processes, techniques, tools events, technology and actions of the program – they are what the program does with the resources. These may include products, such as promotional materials and educational curricula, and services,

including education, information sessions, meetings and trainings. Activities are interventions used to bring about the intended changes or results.

Outputs / Objectives – Outputs are the direct results of program activities. They are usually described in terms of the size and/or scope of the services and products delivered or produced by the program. They indicate if a program was delivered to the intended audiences at the intended “dose.” A program output or objective, for example, might be the number of classes or trainings offered, meetings held, or materials produced and distributed; program participation rates and demography; or hours of each type of service provided.

Outcomes – Outcomes are specific changes in participants’ behavior, knowledge or skills expected to result from program activities (short term).

Impact – Impacts are organizational, community and/or system level changes expected to result from program activities, which might include improved academic achievement, increased capacity for parents to be involvement in their child’s school and education – impacts refer to fundamental long-term change.

Logic Model Activity – How to use a Logic Model through the Life of Your Program:

BACKGROUND (see worksheet #1):

1. **ISSUE OR PROBLEM STATEMENT:** Describe the issues(s) / problem(s) the plan/program is attempting to address
2. **DESIRED RESULTS (OUTPUTS, OUTCOMES AND IMPACTS):** Identify desired results or vision of the future, by describing what is expected to be achieved near and long-term
3. **INFLUENTIAL FACTORS:** List the factors believed to be influential for change in the community
4. **STRATEGIES:** List general successful strategies or "best practices" that have helped other districts and schools achieve these results
5. **ASSUMPTIONS:** State the assumptions behind how and why the change strategies will work in your district/schools



PROGRAM IMPLEMENTATION (see worksheet #2):

1. **RESOURCES:** Describe resources available to support program/plan activities
2. **ACTIVITIES:** Describe each planned activity
3. **OUTPUTS:** For each activity identify what outputs (service delivery/implementation targets) the district/schools intend to produce
4. **OUTCOMES:** Identify the short-term outcomes the district/schools expect to achieve for each activity
5. **IMPACT:** Describe the long-term impact expected for each activity as a result of the program/plan.



EVALUATION QUESTIONS AND INDICATORS (see worksheet #3 & #4):

1. **FOCUS AREA:** List the components of the most important aspects of the program/plan
2. **QUESTIONS:** For each focus area, list the questions that are being asked about the program/plan
3. **INDICATORS:** Describe what information could be collected that would indicate the status of the program/plan and its participants for each question
4. **TECHNICAL ASSISTANCE:** Indicate the extent to which the district/schools has the evaluation and data management expertise to collect and analyze the data that relates to the indicators

Logic Model Development
PROGRAM BACKGROUND
Worksheet #1

PROBLEM STATEMENT	DESIRED RESULTS	INFLUENTIAL FACTORS	STRATEGIES	ASSUMPTIONS

Logic Model Development
PROGRAM IMPLEMENTATION
Worksheet #2

RESOURCES / INPUTS	ACTIVITIES	OBJECTIVES / OUTPUTS	SHORT TERM OUTCOMES	LONG TERM OUTCOMES / IMPACT
<i>In order to accomplish our set of activities, we will need the following:</i>	<i>In order to address our issue or problem, we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following outputs and meet these objectives:</i>	<i>We expect that if accomplished, these activities will lead to the following:</i>	<i>We expect that if accomplished, these activities will lead to the following systemic changes:</i>

Logic Model Development
EVALUATION QUESTIONS AND INDICATORS
Worksheet #3

FOCUS AREA	QUESTIONS	INDICATORS	TECHNICAL ASSISTANCE NEEDED

Logic Model Development

INDICATORS DEVELOPMENT CHECKLIST Worksheet #4

Establishing Indicators		Yes	Not Yet	Comments Revisions
1.	The indicators respond to the identified focus areas and questions	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Indicators are specific, measurable, action-oriented, realistic and have a timeline	<input type="checkbox"/>	<input type="checkbox"/>	
3.	The cost of collecting data on the indicators is within the evaluation budget	<input type="checkbox"/>	<input type="checkbox"/>	
4.	The source of data is known	<input type="checkbox"/>	<input type="checkbox"/>	
5.	It is clear what data collection, management and analysis strategies will be most appropriate for each indicator	<input type="checkbox"/>	<input type="checkbox"/>	
6.	Strategies and required technical assistance have been identified and the necessary assistance is available	<input type="checkbox"/>	<input type="checkbox"/>	
7.		<input type="checkbox"/>	<input type="checkbox"/>	
8.		<input type="checkbox"/>	<input type="checkbox"/>	
9.		<input type="checkbox"/>	<input type="checkbox"/>	
10.		<input type="checkbox"/>	<input type="checkbox"/>	

LOGIC MODEL FOR PARENT INVOLVEMENT PROGRAM

