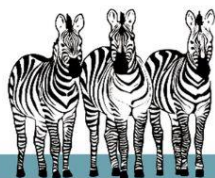




# BUDDIES Project Glossary of Terms

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Version 1:  
2022 - 2023



**PFH** PARTNERSHIPS  
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## BUDDIES PROJECT GLOSSARY OF TERMS: 2022 - 2023

**Collaborative Evaluation:** An evaluation engagement approach in which program participants, funders, experts, and other partners, work together to gather, analyze, and interpret data to assess the effectiveness, impact, or outcomes of a project or initiative. It emphasizes inclusivity, cooperation, and the engagement of diverse perspectives to improve decision-making and enhance the quality of evaluation results (Fetterman, Rodriguez-Campos, & Zukoski, 2018).

*Example:* A DDC is conducting a collaborative evaluation of inclusive education initiatives for individuals with I/DD. Their evaluation includes: DDC staff, educational institutions, parents and caregivers, advocacy groups, health care providers, government representatives, individuals with I/DD, and evaluators. All partners work collaboratively on the evaluation towards a common goal, with the evaluator providing guidance and direction.

**Community of Practice:** A group of people who share a common interest, expertise, or profession and come together to interact, share knowledge, and learn from each other through regular communication, collaboration, and the exchange of experiences and insights (Edmonton Regional Learning Consortium, 2023).

*Example:* The BUDDIES Project is a community of practice.

**Community-based Participatory Action Research:** An approach to research and evaluation that involves active collaboration with community members at all phases of research, from coming up with the evaluation questions, to developing tools to collect data, to analyzing the data and sharing the results (University of Kansas, 2023).

*Example:* A DDC is conducting a collaborative evaluation of inclusive education initiatives for individuals with I/DD. Individuals with I/DD are the group of focus, so the DDC established an evaluation team comprised of individuals with I/DD and their family members/caregivers. The evaluation team drives the evaluation process.

**Developmental Evaluation:** An evaluation approach that is used in complex and dynamic environments, focusing on supporting the development and adaptation of programs, projects, or initiatives by providing ongoing feedback and real-time learning to inform decision-making and enhance their effectiveness (Better Evaluation, 2023).

*Example:* A DDC is conducting a collaborative evaluation of inclusive education initiatives for individuals with I/DD. The DDC's evaluator has pulled together an evaluation team of diverse partners. The evaluation, under the guidance of the evaluator, navigate the complexities of the issue to better understand how to improve their education initiative.

**Empowerment Evaluation:** An evaluation engagement approach in which the evaluator(s) support a group of program participants, funders, experts, and other partners with the tools and knowledge they need to monitor and evaluate the project or initiative themselves (Fetterman, Rodriguez-Campos, & Zukoski, 2018).

*Example:* A DDC is conducting a collaborative evaluation of inclusive education initiatives for individuals with I/DD. The DDC's evaluator has pulled together an evaluation team of diverse partners. Throughout the evaluation, the evaluator takes a back seat and lets the evaluation team lead the process. The evaluator provides coaching and guidance as needed.

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**Evaluation Lifecycle:** The primary stages of evaluation, which typically include engaging stakeholders/partners; describing the project or initiative; designing the evaluation; collecting data; analyzing data; and sharing evaluation findings with others. It is important to note here that the evaluation lifecycle may not be linear – steps of the cycle may be revisited more than once as the evaluation evolves (U.S. Department of Health and Human Services, 1999).

*Example:* A DDC is conducting a collaborative evaluation of inclusive education initiatives for individuals with I/DD. The primary steps along the evaluation lifecycle include: (1) convening partners who have a stake or interest in the evaluation; (2) developing a logic model to describe the initiative; (3) designing an evaluation that will answer key predetermined questions; (4) collecting data and information from initiative participants and other key informants through interviews, surveys, focus groups, etc.; (5) conducting analyses on the data to answer the evaluation questions; and (6) writing up the results and sharing them with partners and funders.

**Evaluative Thinking:** A type of critical thinking that is applied often in the context of evaluation. The way of thinking is motivated by an attitude or inquisitiveness and a belief in the value of evidence. Evaluative thinking involves identifying assumptions, posing thoughtful questions, pursuing deeper understanding through reflection and perspective taking, and informing decisions in preparation for action (Buckley, Archibald, Hargraves, & Trochim, 2015).

*Example:* A DDC is curious about the overall effectiveness of their projects and programs to promote inclusive education initiatives for individuals with I/DD. Staff apply their evaluative thinking to consider how to enhance current projects by asking themselves: What difference is this making? What should we do differently? What assumptions have we made about this work?

**External Evaluator:** An individual or agency that conducts evaluations on behalf of an organization. The evaluator is not employed by the organization but are usually contracted by the organization to conduct an objective evaluation of their work (W.K. Kellogg Foundation, 2004).

*Example:* Partnerships For Health is an external evaluator. They are contracted by other organizations (e.g., ITACC) to conduct evaluations and provide evaluation services.

**Formative Evaluation:** An evaluation that typically ensures a project or program is necessary, feasible, appropriate, and/or acceptable before it is fully implemented. It is usually conducted when a new project or program is being developed or when an existing project or program is being modified. Formative evaluations may include needs assessment, evaluability assessments, etc. (U.S. Centers for Disease Control and Prevention, n.d.).

*Example:* A DDC wants to implement a project to provide career training to individuals with I/DD. They conducted a formative evaluation to better understand the training needs of individuals with I/DD and what training options currently exist.

**Goals:** An important part of describing the project or program that is being evaluated is to determine the overarching goal(s). Goals are broad statements about the anticipated long-term outcomes of a project or program. The goals service as the foundation for developing project or program objectives (see *Objectives* below) (U.S. Centers for Disease Control and Prevention, n.d.).

*Example:* A DDC wants to implement a project to provide career training to individuals with I/DD. The overall goal of the project is to get more individuals with I/DD into the workforce.

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**GUIDE Principles:** A component of Principles-Focused Evaluation that suggests principles for program development and evaluation should GUIDE: principles should provide **G**uidance; be **U**seful; be **I**nspiring; be **D**evelopmental; and be **E**valuable (Patton M. , 2017). (See *Principles-Focused Evaluation* below).

*Example:* A DDC has a core value of collaboration. Their corresponding GUIDE principal is “We leverage the collective wisdom and diverse thinking of our team and partners by collaborating whenever possible”. The principle is guiding in nature; is useful to the DDC; is inspiring to the team; is developmental and able to be built upon; and is able to be evaluated.

**Impact Evaluation:** An evaluation aimed at assessing the ability and effectiveness of a project or program in meeting its ultimate goals / long-term outcomes (U.S. Centers for Disease Control and Prevention, n.d.).

*Example:* A DDC implemented a project to provide career training to individuals with I/DD. They conducted impact evaluation to assess the trainings impact of getting more individuals with I/DD into the workforce.

**Intermediate Outcomes:** Outcomes of a project or program that are focused on behavior changes. Depending on the project or program, intermediate outcomes can be assessed within 3 to 4 years, as behavior changes may take time to take effect (Brighter Strategies, 2019).

*Example:* A DDC implemented a project to provide career training to individuals with I/DD. The short-term outcome of the project is an increase in individuals with I/DD actively applying for jobs.

**Internal Evaluator:** An evaluator that conducts an evaluation of a project or program that their organization implements. The evaluator is employed by the organization that is implementing the project (W.K. Kellogg Foundation, 2004).

*Example:* Cindy Lou works at the North Pole Council and she conducts evaluations of their projects and programs. Cindy Lou is an internal evaluator for the North Pole Council.

**Logic Model:** A graphic depiction that presents the shared relationships among the resources, activities, outputs, outcomes, and impact of a project or program. The logic model shows the relationship between program activities and the intended short-term, intermediate, and long-term outcomes (U.S. Centers for Disease Control and Prevention, 2023).

*Example:* A DDC wants to evaluate a project to provide career training to individuals with I/DD. They start by creating a logic model to depict the projects key activities, outputs, short-term, intermediate, and long-term outcomes. They use [ACL's Logic Model Guidance](#) for help.

**Long-Term Outcomes:** Outcomes of a project or program that are focused on the impact or the big picture the project or program is expecting to see. Depending on the project or program, long-term outcomes can be assessed in 5+ years (Brighter Strategies, 2019).

*Example:* A DDC implemented a project to provide career training to individuals with I/DD. The long-term outcome of the project is an increase in individuals with I/DD entering the workforce.

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**Mixed Methods Evaluation:** An evaluation approach that involves the collection, analysis, and reporting of both quantitative data (numbers) and qualitative data (narrative and stories) in a single evaluation (Creswell & Plano Clark, 2017).

*Example:* A DDC implemented a project to provide career training to individuals with I/DD. They implemented a mixed methods evaluation by surveying all training participants (quantitative data) and also conducting focus groups with potential employers (qualitative data).

**Objectives:** Statements describing the results to be achieved and the manner in which they will be achieved. You typically need multiple objectives to address a single goal (see *Goals* above) (U.S. Centers for Disease Control and Prevention, n.d.).

*Example:* A DDC implemented a project to provide career training to individuals with I/DD. One of the objectives of the initiative was to conduct the training for 100 individuals within the first 6 months of the initiative.

**Outcome Evaluation:** An evaluation that measures project / program effects within the target population group by assessing the progress in outcomes that the project / program aims to achieve (U.S. Centers for Disease Control and Prevention, n.d.).

*Example:* A DDC implemented a project to provide career training to individuals with I/DD. They conducted an outcome evaluation to assess how many training participants went on to apply to jobs.

**Outcomes:** An important component of a logic model, outcomes represent the intended effects of the project or program. Outcomes highlight what happened as a result of the project or program that was implemented. (see *Short-Term Outcomes*, *Intermediate Outcomes*, and *Long-Term Outcomes*) (U.S. Centers for Disease Control and Prevention, n.d.)

*Example:* A DDC implemented a project to provide career training to individuals with I/DD. Outcomes of the project are to increase knowledge and confidence of individuals with I/DD in completing job applications; increase in individuals with I/DD who are applying for jobs; and increase in individuals with I/DD entering the workforce.

**Outputs:** Another key component of a logic model, outputs describe the product(s) that resulted from the project or program that was implemented (see *Logic Model*) (U.S. Centers for Disease Control and Prevention, n.d.)

*Example:* A DDC implemented a project to provide career training to individuals with I/DD. The output of the project was a training curriculum.

**Principles-Focused Evaluation:** An evaluation that aims to assess the effectiveness of an initiative by evaluating adherence to the initiative's principles (Patton M. , 2017) (see *GUIDE Principles*).

*Example:* A DDC developed principles for their Council. A principles-focused evaluation will determine if and how well the DDC is adhering to and embodying those principles in their practices, policies, and decision-making.

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**Process Evaluation:** An evaluation that aims to assess whether a project or program's activities have been implemented as intended. A process evaluation often yields results that help make internal project or program improvements (U.S. Centers for Disease Control and Prevention, n.d.).

*Example:* A DDC implemented a project to provide career training to individuals with I/DD. They conducted a process evaluation to assess their partnership and collaboration with the grantee who implemented the training.

**Short-Term Outcomes:** Outcomes of a project or program that are focused on increasing knowledge, skills, and attitudes. Depending on the project or program, short-term outcomes can be assessed in 1 to 2 years (Brighter Strategies, 2019).

*Example:* A DDC implemented a project to provide career training to individuals with I/DD. The short-term outcome of the project is to increase knowledge and confidence of individuals with I/DD in completing job applications.

**Tamarack Institute's Framework for Measuring Policy Change:** An evaluation framework focused on assessing local, state, or organizational policies. The framework provides a roadmap for assessing policy changes, based on the stage of policy development. The framework has 5 primary levels: (1) assessment of policy capacity, (2) assessment of policy conditions, (3) assessment of policy change, (4) assessment of behavior changes as a result of the policy, and (5) assessment of the policy's impact. Each level includes pertinent evaluation questions that could be asked (Tamarack Institute, 2018).

*Example:* In 2020, a state enacted a new policy regarding guardianship of individuals with I/DD. The DDC in that state wants to better understand the intermediate outcomes of that policy. They used the Tamarack Policy Framework to determine that the policy is in a level 4, so they should assess behavior changes. Their primary evaluation question is "To what extent did the policy trigger changes in behaviors, actions, and practices among guardians?"

**Theory of Change:** A comprehensive description and/or illustration of how and why a desired change is expected to happen within a particular context (Center for Theory of Change, 2023). The main distinction between a theory of change and a logic model is that a logic model describes a logical sequence showing what the project/program's outcomes will be (see *Logic Model*) and a theory of change includes causality to show why each activity is expected to result in the intended outcomes (Center for Research Evaluation, 2021).

*Example:* A DDC wants to evaluate a project to provide career training to individuals with I/DD. They developed a visual representation of that connects their activities, outputs, and outcomes while also including contextual factors, assumptions, and causal connections. This is their theory of change.



**Timeline Mapping:** A process that results in a visual depiction / map of important events, activities, grants, actions, achievements, and other milestones of an organization, project, or program. The map depicts these achievements and events in chronological order to allow insights to be related to one another. The timeline mapping process often includes contextual and historical events that may have acted as external influences (Parkhurst & Preskill, 2023).

*Example:* A DDC wants to capture institutional knowledge before the executive director of 20+ years retires. The DDC team creates a timeline map depicting the evolution of the DDC over the 20-year period, including key grants, funding sources, projects, internal achievements, and external influences.

**Transtheoretical Model of Behavior Change:** An evaluation framework that describes the stages that individuals move through in order to enact behavior change. The stages are precontemplation, contemplation, preparation, action, and maintenance. Progression through these stages is not always linear, and individuals may cycle back to earlier stages, highlighting the dynamic and iterative nature of change (Boston University School of Public Health, 2022).

*Example:* A DDC wants to implement a project to provide career training to individuals with I/DD. Using the Transtheoretical Model, a DDC implemented a formative evaluation to learn that most individuals with I/DD are in the preparation stage and are in the preparation phase and are preparing themselves for the job application process. The DDC used those evaluation results to develop a curriculum focused on completing and submitting job applications.

**Triangulation:** The process of pulling together all data and results from an evaluation to tell the comprehensive story of the project or program being evaluated. The triangulation process involves the consideration of the quantitative data, the qualitative narratives, the perspectives of partners involved, and the literature/lessons learned from previous initiatives. Triangulation can also be used to confirm result and enhance findings (Better Evaluation, 2023).

*Example:* A DDC implemented an evaluation of project to provide career training to individuals with I/DD. The evaluation collected data in multiple ways: (1) quantitative data from a survey, (2) qualitative data from focus groups, and (3) key reflections and contextualization from training participants when the preliminary evaluation results were shared with them. The evaluation team reviewed and connected all data to confirm the evaluation results and present comprehensive findings.

**Utilization-Focused Evaluation:** An evaluation approach based on the theory that evaluation results should be judged on their usefulness to the evaluation's intended users by following a set of 6 guiding principles: stakeholder involvement; relevance and usefulness; contextual considerations; continuous improvement; credibility and rigor; and capacity building (EvalCommunity, 2023).

*Example:* A DDC is interested in assessing the outcomes of a career training project for individuals with I/DD. A utilization-focused evaluation would ask an evaluation question like "To what extent did the training initiative increase individuals' knowledge and confidence in applying for jobs?" to ensure the results provided to the DDC are useful to them.

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