Universal Design for Evaluation

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An expressed concern that:

- Evaluators need more knowledge and skills to include people with disabilities in their evaluation activities.
Background UDE

An expressed concern that:

• Project PIs and their evaluators need to more fully understand the complexities and challenges inherent to designing, implementing, and managing evaluation studies which involve human subjects with disabilities

UDE Project Timeline

2009

2010

2011

2012

2013

AEJ Presentations, Webinars, and Publications
What is Universal Design?

Universal Design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

Why is UD important?

The elderly:

• 1 in 25 in 1900 (3.1 million)
• 1 in 8 in 1994 (33.2 million)
• 1 in 7 in 2010 (38.8 million)

U.S. Census Bureau, 2010
Why is UD important?

Non-English speaking:

• **59 million** people speak a language other than English at home¹
• 4.8% of U.S. households are linguistically isolated because no one in the home speaks English²

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1. U.S. Census Bureau, 2010 American Community Survey
2. U.S. Census Bureau, 2005-2007 American Community Survey

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Figure 4.
Percentage of the Population Speaking a Language Other Than English at Home Who Spoke English Less Than “Very Well” by State: 2007

Note: Population 5 years and older. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see <www.census.gov/act/www/>. Source: U.S. Census Bureau, 2007 American Community Survey.
Why is UD important?

Persons with disabilities:

• 32 million adults
• 5 million children
• 51 million impaired*

*limitations just short of federally defined disability

U.S. Census Bureau, 2010, advertisinganddisability.com

Designed to be Useable by ‘All’

1. Velcro
2. Electric toothbrush
3. Single tap facets
4. Flexible drinking straws
5. Audio books
6. Automatic doors
7. Q-drums

Principles of Universal Design

1. Equitable use
2. Flexibility in use
3. Simple and intuitive use
4. Perceptible information
5. Tolerance for error
6. Low physical effort
7. Size and space for approach and use

Importance of UD for Evaluation

• There is a need for more rigorous and inclusive evaluation (Academic Competitive Council, 2011).
Importance of UD for Evaluation

• Little has been done to increase the standard of program evaluation in regards to **increasing participation of minorities** (Building Engineering and Science Talent, 2005).

Importance of UD for Evaluation

• Evaluation of programs and increased research on the many dimensions of **underrepresented minorities’ experiences** help ensure that programs are well informed, well designed, and successful (National Academy of Sciences, 2011).
Importance of UD for Evaluation

- Evaluation can contribute to the outcomes of underrepresented groups (Mertens & Hopson, 2006).

Universal Design for Evaluation Checklist

| Universal Design for Evaluation Checklist (3rd ed.) |
| Developed by Jennifer Sullivan-Sulewski and 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. *“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

Consent process
Consent process

- Making the Transition to Work

- Agreement to participate in evaluation

You have been asked to be part of an evaluation of the Making the Transition to Work program. We will collect information from you to help us know how well our project is working. The information you provide will not be used to evaluate you as an individual.

We would like to ask you to:

1. Fill out a form on the first day of training
2. Fill out another form on the last day of training
3. Let us talk to you a few months after the training

Your participation in the evaluation is voluntary. You do not have to answer any questions you do not want to and you can stop answering questions at any time just by saying you want to stop.

Your information is confidential. Your answers will not be linked to your name and will only be used for this evaluation.

Please indicate below if you are willing to participate in the evaluation

Please check one.

___ I agree to fill out the forms
___ I do not agree to fill out the forms

___ I agree to talk with someone after the training
___ I do not agree to talk with someone after the training

Principle Two: Flexibility in Use
Multiple methods and sources

State

Local provider agency
- Individual
- Individual
- Individual

Local provider agency
- Individual
- Individual
- Individual

Local provider agency
- Individual
- Individual
- Individual

Triangulation of data

Interviews with staff, family

Interviews with people with disabilities

Observations
Principle Three: Simple & Intuitive

Different survey versions for different audiences

Post-training survey for parents

Thank you for taking the time to fill out this brief survey. Your answers will help us assess the effectiveness of this training and designing future trainings. Your answers to the questions will not be linked with your name in any report. Any data reported from these assessment forms will be aggregated across all training participants.

Please rate your level of knowledge of each of the following topics, both now and before participating in the training.

<table>
<thead>
<tr>
<th></th>
<th>What is your level of knowledge of this topic now?</th>
<th>What was your level of knowledge of this topic before the training?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How to help my son or daughter set employment or career goals</td>
<td>HIGH</td>
</tr>
<tr>
<td>2</td>
<td>How to use 5 Bold Steps to work toward my son/daughter’s employment goals</td>
<td>HIGH</td>
</tr>
<tr>
<td>3</td>
<td>How to access employment supports for my son/daughter when he/she finishes school</td>
<td>HIGH</td>
</tr>
<tr>
<td>4</td>
<td>How to choose a high-quality employment provider agency</td>
<td>HIGH</td>
</tr>
<tr>
<td>5</td>
<td>How to help my son/daughter explain a variety of jobs or careers</td>
<td>HIGH</td>
</tr>
<tr>
<td>6</td>
<td>How to best incorporate employment or career goals in my son/daughter’s IEP</td>
<td>HIGH</td>
</tr>
</tbody>
</table>

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Different survey versions for different audiences

Post-training survey for students

Thank you for answering these questions. Your answers will help us make our training better. Your answers to the questions will not be linked with your name in any reports or papers.

At the training, did you learn something new about...

<table>
<thead>
<tr>
<th>1. Coming up with career goals</th>
<th>Did you learn anything about this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Working toward career goals</td>
<td>YES</td>
</tr>
<tr>
<td>3. Finding a good job</td>
<td>YES</td>
</tr>
<tr>
<td>4. Learning about jobs</td>
<td>YES</td>
</tr>
<tr>
<td>5. Getting help with jobs and career goals</td>
<td>YES</td>
</tr>
<tr>
<td>6. Talking about career goals in your IEP meeting</td>
<td>YES</td>
</tr>
</tbody>
</table>

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Principle Four: Perceptible Information
Principle Five: Tolerance for Error
Use of probes to clarify questions

• Thinking about the past year, what three issues do you think are at the top of the policy agenda for DDS?

– PROBE: What are three things that DDS cares about most?
– PROBE: They say they care about (insert example here) – do you agree with that?
Use of tooltips to clarify language

Academic Access

Site: Virginia Commonwealth University  
Year: 2011-12

AA1. Are TPSID students required to take placement or ability to benefit tests during the admissions process?  
Yes [O]  
No [ ]

AA2. What types of credentials are available to students who attend your TPSID?  
Check all that apply for answer choices 1 - 9.

We do not offer a credential [X]

1.) Associate degree specifically for TPSID students granted and approved by the Institution of Higher Education and not available to other students [ ]
2.) Bachelor's degree specifically for TPSID students granted and approved by the Institution of Higher Education and not available to other students [ ]
3.) Associate degree granted by the Institution of Higher Education available to both TPSID and non-TPSID students [ ]
4.) Bachelor's degree granted by the Institution of Higher Education available to both TPSID and non-TPSID students [ ]
5.) Certificate specifically for TPSID students granted and approved by the Institution of Higher Education and not available to other students [ ]

Principle Six: Low Physical Effort

Principle Seven: Size and Space for Approach and Use

Meet people where they are at.

http://www.foreveractivemed.com
Questions?
Thank you!

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