

Instructions to complete the FY 2017 Empowerment Evaluation Matrix / Work Plan

Agency:
Program:

Effective Date:

FOR CBHC STAFF USE ONLY - Annual Service Levels (objective)	
Number of unduplicated Parents / Caregivers (including Teen Parents)	_____ Does not apply <input type="checkbox"/>
Number of unduplicated Children (Birth to Elementary School)	_____ Does not apply <input type="checkbox"/>
Number of unduplicated Youth (Middle to High School)	_____ Does not apply <input type="checkbox"/>
Number of unduplicated Providers/Early Childhood Educators	_____ Does not apply <input type="checkbox"/>

Primary Result Area: Children are Developmentally on Track							
Process Objective (What)	Program Activities (How)	Responsible Parties (Who)	Expected Outcomes (Why)	Indicator Measurements (Evidence)	Data Source (Where)	Time of Measurements (When)	Performance
<p>In (1) Sentence: Indicate # to be enrolled (service level) of a specific population (circumstance or age) and describe overall purpose and length of program if applicable.</p> <p>Lead Agents: If subcontractors contribute to the outcome, list individual service levels for each.</p>	<p>List planned activities based on the model of service delivery and specify their frequency.</p> <p>Example: <i>Home visits 2x per week.</i></p>	<p>Include as applicable: Provider of Service; Designated staff; Recipient of services; Community Partners; and/or Lead Agency</p>	<p>Copy EXACTLY from FY 2016 matrix.</p> <p>Include # you plan to measure of the total # to be served in the process objective (<i>if there is a proposed change to your FY 2016 number to be measured, please discuss with your contract manager</i>).</p>	<p>Copy EXACTLY from FY 2016 matrix.</p>	<p>Where is the documented evidence to support the indicator measured?</p> <p>Example: <i>Pretest/Posttest Scores on the Developmental Reading Assessment</i></p>	<p>Timing of tool administration per tool guidelines and/or program model. (When progress towards the outcome can be determined).</p> <p>Example: <i>At time of enrollment and end of school year.</i></p>	<p>Performance will be determined based on the participant demographic and indicator data entered in CATS.</p>
<p>Comments and Status: This is where you explain details of why your data looks the way it does; it tells the story about the numbers (objective; outcome or performance). Example: <i>80 children were screened and 10 were referred for evaluation but 5 refused or moved out of state.</i></p> <p>Next Steps/Actions:</p>							

Adapted from "Empowerment Evaluation Tool 1" by Dr. Barbara Morrison-Rodriguez www.bmrconsult.com