Program Evaluation Plan

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Program Analysis

This program analysis covers a program evaluation by Ronald Dietel titled, "After-School Programs: Finding the Right Dose". The evaluation is looking at the effectiveness of the afterschool programs that have run at different institutions and what their findings are to potentially establish a guide of how they can impact student learning (Dietel, R., 2009.

Analysis

Description of the program goals/objectives

The goals of this program are to see if after-school programs improve achievement, attendance and other outcomes of students in the programs. It's also to see if there is a problem with how the evaluators measure and report the amount of time that students actually spend in their after-school program, which is referred to as "the Dose".

Operations

Each school used different metrics of assessing doses and their effects. One school broke attendance doses into groups of those who attended after-school programs based on durations of:

1. Less than 20 days

2. 51 to 100 days

3. And more than 100 days.

The Harvard Family Research project found that nearly 70% of after-school evaluations counted attendance as full participation in the program. So widely different attendance rates weren't considered. Ultimately the methods varied but the recommendation for measuring the dosage was:

1. **Intensity** (the amount of time youth attended a program during a given period)

2. **Duration** (the history of attendance like the total number of years in an after-school program)

3. **Breadth of attendance** (the variety of activities that youth attend within and across programs)

Outcomes / Performance history

The outcomes varied based off of the different methods of measuring duration, intensity and what was considered a reasonable outcome. It should also be noted that several of these studies didn't measure the breadth of attendance making the performance accuracy more variable. Some of the studies show that high dosage did correlate with doing better in certain subjects while other studies showed that students seemed to do better not because of the activities they did but just because they were at school more because of the after-school programs.

<u>Stakeholders</u>

The stakeholders in this project evaluation are:

Current schools/institutions- that want to evaluate their programs' effectiveness in comparison to other schools to see if they are using the proper dose and to verify their metrics for evaluating the programs.

Future schools/institutions- interested in starting their own after-school program and need a foundation of how long to make the program, to begin with.

Teachers designing an After-School program- So they can get ideas and give suggestions to schools they work at using this data as a resource.

Parents- as incentives to put their children in after-school programs.

Contextual Factors

The contextual factors of this program are:

Policies- depending on the policies of the particular school (how many hours is after-school, is it every day, how is attendance kept, etc.) and who the evaluations were done by will results vary.

Resources- Each school has a different budget for after-school teachers, supplies, books, and tools for activities.

School- How much is the school supporting the program and linking activities and goals of the program with regular classes?

Collaboration- Students working in groups while some are working by themselves will be a factor of the school and the individual student.

Potential Ethical Challenges

Some of the challenges would be:

Incomplete Data- some of the schools participating. Because they are so diverse and using different tracking methods, they might leave out things that they judge unimportant and it would be easy for the evaluator to not dig deeper.

Big Names- A lot of the groups who are doing the studies are bigger names and all want their program to look good. The evaluator would have to make sure that the data isn't biased before adding it to the project.

<u>Summary</u>

An analysis shows that there are positive results with the evaluation of the different programs. However, they are mixed and inconsistent results due to the different metrics used to track attendance, a number of activities the students are doing, the time they are in the programs and how many "doses" they are getting from the after-school program. With that said, the results have shown as positive, there is just a need to globally solidify how things are tracked to be a more accurate evaluation.

Program Evaluation Plan

This logic model covers a program evaluation by Ronald Dietel titled, "After-School Programs:

Finding the Right Dose". The evaluation is looking at the effectiveness of the afterschool

programs that have run at different institutions and what their findings are to potentially establish

a guide of how they can impact student learning (Dietel, R., 2009).

Logic Model

Description of Model

The model is broken into Inputs, Activities, Outputs and Outcomes.

The end result is the longterm outcomes that we're hoping to see through assessments of

the different after-school programs effectiveness on student learning over the next 3 years based

and a unified reference that can be used as a guideline for success not only to the participating

institutions but to institutions considering starting an after-school program.

After-School Program Dose Logic Model

Inputs	Activities	Outputs	Outcomes

Resources
Transportation
Money
Donations
Supplies
Technology
    Computers

Stakeholders
Parents
Volunteers
School
    Teachers

Field Trips
    Forest
    Park
    Zoo
    Museums

Projects
    Reading
    Essays
    Story writing
    Critiques
    Exercises
    Tests

Meetings
    Clubs
    Research

Collaboration
    Problem solving
    Study groups
    Critiques

Participation
    # of Students
Intensity
    (time youth
    attended program)
Duration
    (# of years or
    months in the
    program)
Breadth of Attendance
    (variety of activities
    attended in the
    program)
Active Participation

Short—Term (Expecting to see)
    Safe Environment
    Changed attitudes towards learning
Skills
    More Tutoring
    Improved Study Habits
immediately after program

Medium—Term (wanting to see)
    6 month assessment results
    Policy changes
    Consistency
6 months to a year after program

Long—Term (hoping to see)
    Assessment Results
        Science
        Math
        Reading
        Attendance in Face to Face cources
        Unified format of "Doses" between
        institutions
1 to 3 years after program

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Summary

Based off of the resource data and some research from external sources. This model should breakdown the flow of the evaluation of the programs. Its design is primarily using a program-orientated approach for outcomes that will be used for decision making and effectiveness of existing after-school programs.
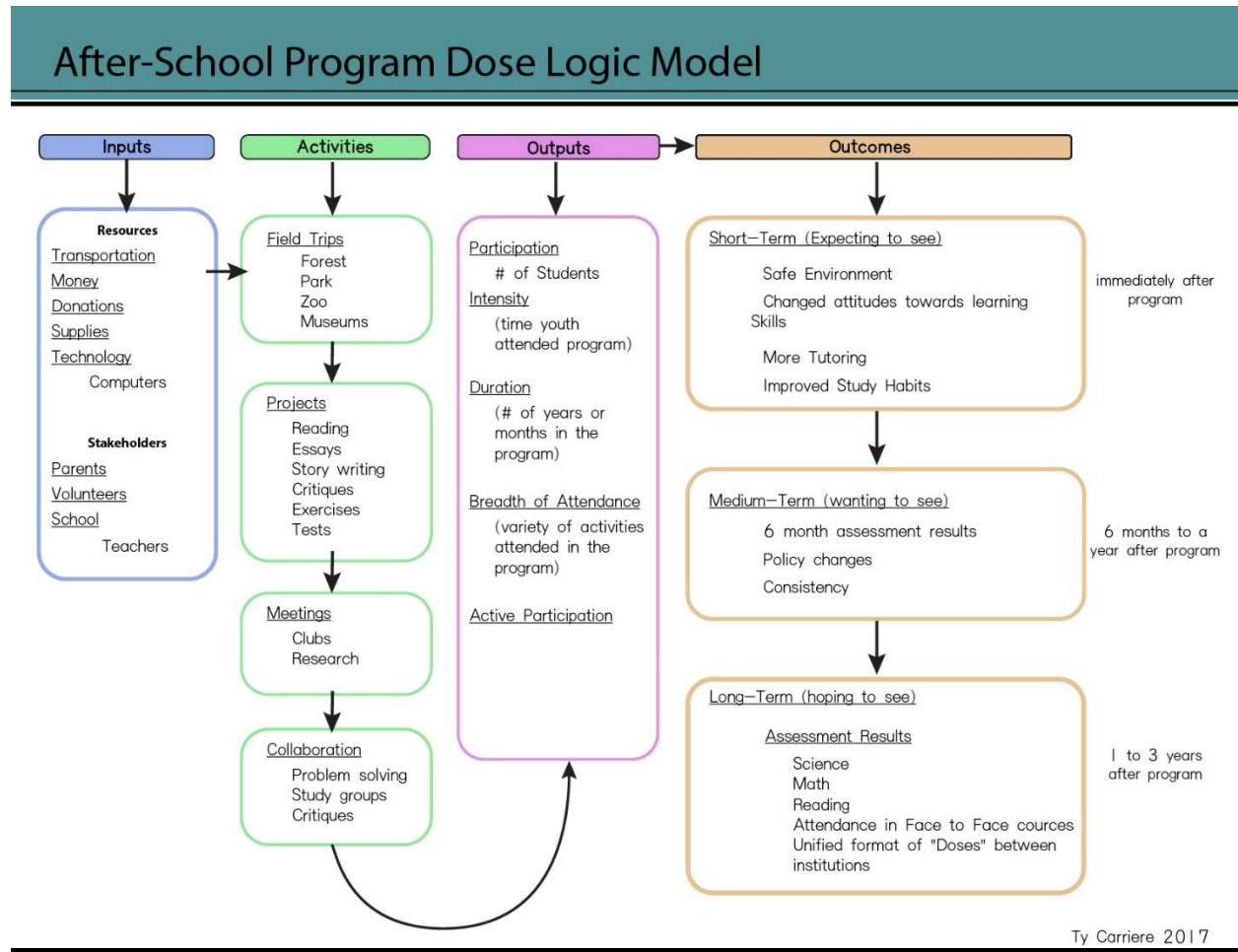
Program Evaluation Plan

This evaluation criterion covers a program evaluation by Ronald Dietel titled, "After-School Programs: Finding the Right Dose". The evaluation is looking at the effectiveness of the after school programs that have run at different institutions and what their findings are to potentially establish a guide of how they can impact student learning (Dietel, R., 2009).

Rationale

The questions for the evaluation are to determine the effectiveness of the program and the most effective ways of gathering the data. The goal is to not only find out what is an effective dose of an after-school program but to establish if certain methods are better than others so that the information can be shared with not only the participating institutions but institutions deciding the best approach in initiating and tracking their own after-school programs.

Evaluation Questions

1. Can after-school programs improve student attendance and achievement?

2. Which courses benefited the most (ie. Math, reading, science, etc.) from the programs?

3. What are the comparable outcomes of students in the after-school programs using Intensity, Duration, and Breadth as a measurement?

4. What measurements are more reliable for tracking after-school programs?

5. What "Dose" of after-school programs show the most positive results? And what were those Doses?

Not Included in the Evaluation

The evaluation parameters needed to be focused on duration, intensity, and breadth of attendance given the parameters of the program. Things that are not being considered now are race, gender, economic status of the students, and any student disabilities. The reason being is that the amount of data and research for such an initial evaluation including all this information would take too long. Also, the participating institutions weren't collecting this data so it would be inconclusive.

Standards

The standards established for this evaluation are intended to:

- ascertain the proper dose of after-school programs for students,

- develop a standardized guide for institutions to create an effective after-school program,

- improve student success in school, and

- support the stakeholders (people running the afterschool programs like volunteers and teachers

Stakeholder Involvement

The primary stakeholders involved in this evaluation are the participating institutions and their faculty who are implementing and collecting the data. Secondly are the institutions interested in starting their own after-school programs who are making decisions based off of the findings of the current evaluations. The primary stakeholders are involved so the evaluation can get consistent information that is comparable to the data obtained from the other participating institutions. This is probably the most difficult part, considering each of the institutions are "cowboying" it, meaning that they are all using different approaches. I've witnessed the same

problem from different programs at one of the schools I worked at when they all had their own type of portfolio/exit course at the end. Projects were different, timelines and criteria for grading were different from program to program. In the end, common comparable outcomes needed to be created to get a better picture of what was successful.

Summary

The evaluation criteria laid is designed to focus on what the proper dose of after-school programs are to students and to utilize the stakeholder's information to better the existing institutions and institutions who are interested in starting an after-school program. Data that might be useful in the future is omitted at this stage of evaluations.

Data Collection Design and Sampling Strategy

For the evaluation of After-School Programs: Finding the Right Dose

Reporting Strategy

Stakeholder	Reporting Strategy	Implications	Stakeholder Involvement
Participating School	The reporting for the participating schools will be a comparative evaluation of based gathered metrics from different schools success measured through **Intensity** (the amount of time youth attended a program during a given period), **Duration** (the history of attendance such as the total number of years in an after-school program) and **Breadth of Attendance** (the variety of activities that youth attend within and across programs). This information will be shared in a formative and summative format bi-annually for updates and forming annual conclusions. The information would be given and shared through a central website where the participating schools would view and add data.	Participating institutions will be able to share and add metrics that could affect, existing and potential after-school programs, eventually incorporating their cost, resources and implementations to increase student academic performance.	The participating schools will have to submit and keep accurate records continuously both qualitative and quantitative by whatever means they are using. The data will then need to be formatted and entered into a consistent online database for comparison.
Potential Schools	The reporting for the schools looking to create or reevaluate their own after-school programs, the data will be summative showing Intensity, Duration and Breadth of Attendance figures along with success rates of participating students in the areas of Math, Science and Reading outcomes of students who have attended the programs compared to students who did not. The data would be	Participating schools will benefit from other institutions that have already tried different methods of using the proper dose of After-school activities, attendance and projects and rather than starting from scratch, will be able to make a much more educated decision on how to initiate a program at their institution. Ultimately, they will also see what's amount of resources, staffing	The involvement of potential schools is post evaluation of the participating schools. They would benefit from the information gathered and utilize the information to make their own programs either using the outcomes as a model, or to come up with something different if the evaluations didn't yield the results expected for their economy, location or social situation.

	shared through a website (video and text), video conferencing, and printed documents showing comparative before and after results of attendance and success.	and cost could be involved such as computers or other devices used by other schools.	
Teachers/Faculty	Reporting strategies for the teachers and faculty would be more internal showing activities used, the time given for activities, results short and long term of the activities and programs related to the areas that the teachers were trying to get the most results in. Qualitative and Quantitative information on the structure and results as wells as formative and summative results of the most effective strategies and executions of after-school programs. The data would be disclosed and shared through a website, mailed documents, peer reviewed articles and face to face presentations .	The data collected could change the internal structure of existing programs in favor of more successful strategies from other institutions. It could also help cut cost on resources not properly used.	The teachers and faculty are the initiating stakeholders. Internal changes start with them so the impact is great and affects all the other stakeholders. Teachers and faculty are also most responsible for documenting and organizing the data for the evaluation so accuracy is paramount.
Students	Even though students are the foundation and bases of the evaluation, reporting to them is minimal. Reports to the students are limited to stats and empirical data from other students of the success and or potential success of academic achievement if they participate in the after-school program. Success stories of the percentage of students that were successful, the number of hours and activities that were	The condensed results could potentially inspire and excite students about after-school programs to raise their grades and have more opportunities for college.	The students are the source and results of the programs effectiveness. They show whether or not the program needs to be altered, intensified, reduced or even valid.

	on average needed for that success and what the medium numbers are. This information would be given both in print, online and visits to the classrooms in face to face promotion of the programs.		
Parents	Very similar to student reporting strategies, parents don't require every single once of data, but rather summaries of the evaluation results. Parents would be notified of after-school programs through the school website, mail sent to them showing states, times and benefits, presentations during parent teacher meetings and email contact through teachers who feel that their students would benefit from after-school programs.	Parents want their children to do well, they also want their children to be in a safe environment while they are at work. Getting the parents on board means larger numbers in the after-school programs and depending on participation, could mean more volunteers, funding, donations and of course, more student achievements.	Parents will have adjusted schedules (in most cases, easier ones) having their students at the schools longer. Some parents will volunteer helping in the programs to cut the cost of staffing the after-school programs. Parents will help document some information such as attendance and help with field trips and offer their own quantitative feedback to be added to the data and disclosed to other stakeholders.

Values, Standards, and Criteria used to validate data:

Values:

1. The evaluator is value-neutral and will separate the evaluation from politics to maintain his/her objectivity (Fitzpatrick, J., Sanders, J., & Worthen, B., 2010).

2. All information both positive results and negative results will be will be available to all stakeholders.

3. Student gender, economic status, or any other personal data will not be included with the exception of anonymous grades from before and after participating in the after-school program, and anonymous surveys giving qualitative information on the program.

4. Data will be collected, entered and stored accurately based on the guidelines established for the evaluation and approved by the academic stakeholders.

5. All participants will adhere to the highest level of integrity, non-bias reporting with their findings for the sake of the fundamental goal of the evaluation. To establish what is the proper dose of after-school content as a guideline for schools wanting to start an after-school program and schools wanting to make their current program more successful.

Standards:

The data reporting standards are combined and agreed upon by the participating stakeholders using guideline from the Harvard Family Research Project, the National Center for Research on Evaluation, Standards and Student Testing (CRESST), and The After-School Corporation (TASC).

- ascertain the proper dose of after-school programs for students,
- develop a standardized guide for institutions to create an effective after-school program,
- improve student success in school, and
- support the stakeholders (people running the afterschool programs like volunteers and teachers

Criteria:

Data collected from multiple currently running programs at different schools are comparing Intensity, Duration and Breadth of Attendance to the results collected from the other different school. The gathered data is **Attendance** (gathered data showing how often students attend, for how long, how many days and hours per day, per week, per year, does it affect non-after-school classes attendance and by what values), **Activities** (how many and how often were activities, field trips, exercises, quizzes), **Improved achievement** (daytime attendance of students who have participated in the after-school programs, status of their grades compared before to after participating in the programs).

Potential ethical issues:

Ethical issues should be minimal in this program. The primary ethical issue will be with reporting accurate data. The potential of a participating school either not being accurate or even worst, padding the numbers to make it look like their solution for an effective after-school program is possible could taint the data and evaluation. Total transparency, tracking and occasionally be peer reviews of the data will be paramount. The second potential problem could be an individual or group trying to justify starting an after-school program by not showing all the data. The evaluator will have to include both positive and negative data in all disclosures, presentations, printable information, and websites to maintain the integrity of the information.

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