

# STRUCTURE

## *Focus Area 6:* Program Planning and Evaluation

**Indicator Six:** Program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources, economic or technological trends, and local labor market conditions.

### *Overview*

Planning and evaluating a program which addresses the needs of minorities, adults with disabilities, at-risk, senior citizens, as well as ESL, ABE and GED adult education students requires a cooperative effort among home, school, and community. Demographic shifts, technological advances, and educational equity concerns are major reasons a “learning society” framework is beneficial to adult education programs.

Evaluating such programs requires total consideration for the stakeholders, including students, teachers, community members, local supporting agencies, and administrators.

Focus Area 6.0: Program Planning and Evaluation, is researched in this manual through four descriptors and accompanying modules. Resources related to these modules are also identified.

## Table of Contents

### **Focus Area Six: Program Planning and Evaluation**

***Indicator Six:*** Program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources and economic or technological trends, and local labor market conditions.

<b>Descriptor</b>	<b>Page</b>
6.1	<b><i>Types and scope of program plans</i></b>
	Module 1: The Learning Community Framework . . . . . 6-3
6.2	<b><i>Program evaluation activities</i></b>
	Module 1: Program Evaluation . . . . . 6-6
6.3	<b><i>Procedures for student follow-up</i></b>
	Module 1: Student Follow-Up . . . . . 6-8
6.4	<b><i>Student involvement in program planning and evaluation</i></b>
	Module 1: Student Inclusion in Program Planning and Evaluation . 6-10
	Teacher/Administrator Evaluation Checklist . . . . . 6-12

# STRUCTURE

## *Focus Area 6:* Program Planning and Evaluation

**Indicator Six:** Program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources, and economic or technological trends, and local labor market conditions.

### *Descriptor 6.1* Types and scope of program plans.

Measured by:

- ✓ The learning community framework



### **Module 1:** The Learning Community Framework

**Why?** To meet the challenge of educating diverse groups enrolled in Adult Education programs, and to develop the community education framework.

**How?** A. Identify documentation that relates to the program planning process. Ensure that the program plan includes strategies that address the needs of a diverse community.

B. Community education has as its base the philosophy that schools belong to the community and that sharing of resources is mutual. Reciprocity of facilities, knowledge, time, and any other available resources is encouraged. The key is that the community must feel it is a stakeholder in the schools.

Specific strategies to implement the learning community are developed to create community school programs. Such an approach to program planning can change traditional programs into lifelong learning activities that meet the identified needs of the community.

**Module 1:**

The Learning Community, cont.

Involving the community in program planning is one such strategy. A program plan that encourages community input seems to be the most effective way for addressing educational pursuits of a diverse population.

The development and implementation of a program plan is necessary for several reasons:

- Demographic shifts
- Technological advances (*for more information on technology issues, refer to Indicator 10: Technology*)
- Concerns of Educational Fairness
  - Undereducated, seeking employment
  - Diverse groups- unmet educational needs

**Resources for Module 1:**

#6-1: Strategy to develop a Learning Community

#6-2: Section 353 Abstracts 1995-1996

# STRUCTURE

## Focus Area 6: Program Planning and Evaluation

**Indicator Six:** Program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources, economic or technological trends, and local labor market conditions.

**Descriptor 6.2** Program evaluation activities

Measured by:

✓ Program evaluation



### Module 1: Program Evaluation

**Why?** To assess program effectiveness in meeting the needs of the student population and the community.

**How?** A. Using the following table, determine the current evaluative method used for the Adult Education program. Identify if current methods are meeting the needs of the student population and the community. Document any information gathered via exit interviews and other methods of gathering information (i.e., community council meetings, etc.)

#### Major Approaches to Evaluation

**Tylerian Approach:** Emphasis is on goals and objectives. Evaluation is perceived as identifying the degree to which the goals and objectives of a program are met. Measuring attainment of specific goals and objectives is central to this approach.

**Module 1:**

Program Evaluation, cont.

**Social Scientists' Approach:** Emphasis is on the scientific method. Experimental designs and concerns of “quantity” more than “quality” are valued. The “method” employed to evaluate is strictly identified in a scientific manner.

**Comparative Approach:** Emphasis is on comparing the costs and benefits of two or more programs. Differences in programs are evaluated.

**Valuation Approach:** Emphasis is on judging a program's value. Evaluation is equated with judgment of a program's worth.

**Problem-Solving/Decision-Making Approach:** Emphasis is on the process of solving problems or providing information for making decisions about a program.

**Systems Analysis Approach:** Emphasis is on quantitative data used to relate differences resulting from analysis of program inputs and outputs. Strategies to implement effective inputs to produce wanted outcomes are analyzed.

**Utilization-Focus Approach:** Emphasis is on supplying stakeholders in a program with useful information. The stakeholders determine the focus of the evaluation based on their needs. Therefore, the evaluation may hone in on goals, systems, value comparisons, decisions, etc., depending on the needs of the intended users.

B. Determine the purposes behind the evaluative method currently in use. Evaluation guidelines provide a framework for design and implementation of activities and programs. Consider the following points when improving your program evaluation methods:



## Module 1:

- ✎ Identify the primary users or stakeholders of the evaluation.
- ✎ Determine the purpose or goals of the evaluation.
- ✎ Collect pertinent information related to the evaluation.
- ✎ Analyze information gathered in relation to its “meaning” for primary users.
- ✎ Report and share findings from the evaluation with all stakeholders.



### Resources for Module 1:

#6-4: List of Types of Evaluations

# STRUCTURE

## *Focus Area 6:* Program Planning and Evaluation

**Indicator Six:** Program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources, economic or technological trends, and local labor market conditions.

***Descriptor 6.3*** Procedures for student follow-up.

Measured by:

✓ Student follow-up



### **Module 1:** Student follow-up

**Why?** To determine whether the adult education program is meeting student needs.

**How?** A. Identify documentation of exit interviews, home visits, teacher progress reports, student self-reports and student portfolios which may identify if needs are met.

B. Follow-up strategies include the following:

- attitudinal surveys
- interviews (entry-exit & follow-up)
- home visits
- job site visits
- teacher progress reports
- student portfolios (for short term and long term goals)
- student self-reports

### **Module 1:**

Last revised 09/08/98

6-8



## Student follow-up, cont.

Take a look at the strategies that your program is currently using for follow-up. There is no one better than the student to tell you if needs are being met by the adult education program. Try and incorporate different strategies to increase the likelihood that quality information is being received.

Using the sample strategies listed above, solicit the help of teachers and volunteers in the community to help increase your follow-up procedures.

# STRUCTURE

## *Focus Area 6:* Program Planning and Evaluation

**Indicator Six:** Program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources, and economic or technological trends, and local labor market conditions.

**Descriptor 6.4** Student involvement in program planning and evaluation

Measured by:

- ✓ Student inclusion in program planning and evaluation



**Module 1:** Student Inclusion in Program Planning and Evaluation

**Why?** Student inclusion in program planning will ensure student needs are being met.

**How?**

A. Identify documentation that shows student input in the program planning process (minutes of meeting, individual notes, etc.)

B. Engage students in the planning and evaluation process:

- When the “learning community framework” is applied to the adult education setting, students play a key role in program planning.
- Implement user-friendly evaluations. The intended users of any evaluation, including students, assess the purpose of the evaluation and guide its direction according to their identified needs.

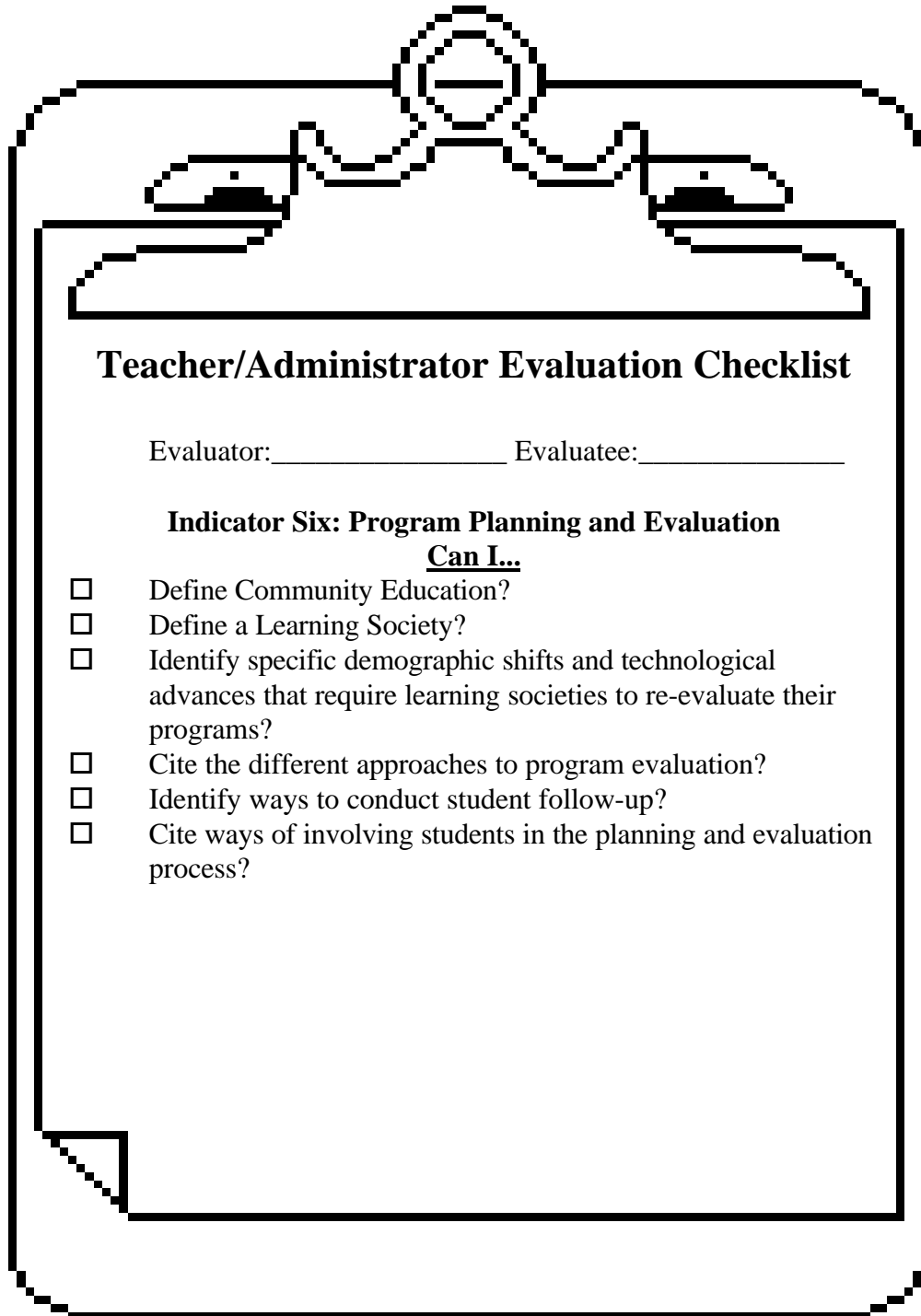


**Resources for Module 1:**

#6-1: Strategy to develop a Learning Community

#6-3: Tutorial: User-Friendly Evaluation

#6-4: Types of Evaluations



**Teacher/Administrator Evaluation Checklist**

Evaluator: \_\_\_\_\_ Evaluatee: \_\_\_\_\_

**Indicator Six: Program Planning and Evaluation**  
**Can I...**

- Define Community Education?
- Define a Learning Society?
- Identify specific demographic shifts and technological advances that require learning societies to re-evaluate their programs?
- Cite the different approaches to program evaluation?
- Identify ways to conduct student follow-up?
- Cite ways of involving students in the planning and evaluation process?