program evaluation

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From the Global Learning in Afterschool Self-Assessment Tool:
"A program that successfully builds global competence in youth has identified specific outcomes for its global goals, and uses observation and data collection to measure progress. Youth are surveyed regarding their level of global competence, as well as given opportunities to demonstrate their level of global competence to their peers, families, and communities. The program also collects feedback from families and partners regarding its global learning efforts."

Program evaluation allows you to take an honest look at what's happening in your program so that you can replicate what works and strengthen areas in need of improvement. Carrying out a meaningful program evaluation will help you to create an action plan to move the program closer to achieving its global learning (and overall) goals. While you may already be doing some form of program evaluation (e.g., surveys or other data collection), it is important to look at your program holistically. Involving staff, partners, and young people in the process of evaluating your global programming allows you to get a full view of how well your program is achieving its desired outcomes, to what extent young people are achieving the desired global outcomes, and in what areas you might wish to improve. The *Global Learning in Afterschool Self-Assessment Tool* (http://asiasociety.org/selfassessment) outlines a process for carrying out a global program evaluation and can be used in conjunction with other program quality evaluation tools to help you strengthen global learning initiatives within the context of your broader afterschool program. This section consists of resources to help program directors involve various stakeholder groups (including youth) in program evaluation.

how to motivate stakeholders to participate in programmatic self-assessment

A critical element of a high-quality program is the involvement of multiple stakeholders in program planning. In the same way, involving partners is an important approach to measuring your progress. But your partners are all busy, juggling multiple priorities just like you, so how do you motivate them to participate in your self-assessment process? Here are a few strategies:

Remember that self-assessment is different from formal evaluation—you can make it less formal and more spontaneous. Conduct informal surveys whenever the opportunity presents itself and keep records of your results. Because you are not an evaluator, you don't need to feel bound by standard protocols relevant to data collection. Whenever you see an opportunity to solicit feedback from a stakeholder, take it. Follow former New York City Mayor Ed Koch's example. When Koch was mayor, he would walk the streets of the city and ask citizens, "How am I doing?" For example, if you are walking down the hallway with the vice principal of the school you work with, you can say something like, "We're making a real effort to make our program a place where kids and families can learn about the world and make global connections to what they're learning. Have you noticed? Are there ways you think we can do better?" Sometimes the most honest and helpful feedback comes at these unexpected times because stakeholders don't feel they are on the record, and they can say what they really think.

Help partners to see that self-assessment is key to the program's success. Self-assessment is about taking your goals seriously and holding yourself accountable for making progress toward them. You can show stakeholders that your program's policies on global learning are more than platitudes by inviting them to help you look at the progress being made.

Emphasize the importance of receiving everyone's perspectives—all stakeholders have valuable contributions to make. When you invite partners to the table, customize the way you invite them to make sure that they understand that you are interested in their own unique perspective and the value that they personally bring. When people know that you are inviting them personally, not just as stakeholders generically, they are more likely to feel motivated to participate in the process.

While ideally you will have the opportunity to conduct regularly scheduled stakeholder meetings, where everyone can share their perspectives and you can gather a lot of feedback, many stakeholders will be unable or not highly motivated to attend those meetings, so it is helpful to utilize multiple strategies for collecting feedback. Here are a few alternate strategies that require less commitment of time and focus on behalf of the stakeholders but will still yield data that will help you to create a high-quality global learning program:

Conduct online and written surveys. If you keep your online or written survey straightforward and easy to complete, stakeholders are more likely to actually do it. Tell them up front how many minutes it should take them to complete the survey and aim for a maximum of 5–10 minutes, so that they don't perceive completing your survey as a burden. When writing the survey questions, try to just focus on what would be helpful information to you about the stakeholder's feedback on your global learning program. If there is no value in collecting basic information like address and phone number, then leave those kinds of standard questions out. Make sure the stakeholders can easily understand the purpose of the survey and how valuable their feedback is.

Incorporate short focus groups into programmatic events. If you have program-wide culminating events such as holiday programs, talent shows, or other events, you can announce to the group that you would like to gather a small group together to get some feedback about how the afterschool program could be more globally connected. Let potential stakeholders know that you just want 15 minutes of their time, and that they have the opportunity to have a real impact on the program and the young people. That way you can facilitate a brief, focused conversation without stakeholders having to go out of their way to attend.

stakeholder meeting agenda: programmatic self-assessment

Self-assessment is a dynamic, informal process that helps you gain valuable, critical perspective on program quality. The process of self-assessment can change according to the needs of your program and the working style of your partners. Because it is not a formal evaluation process, when you conduct self-assessment, you are free from the protocols of external evaluations.

The self-assessment process gives you a way to compare the different opinions of the various stakeholders and relies on the observations of those stakeholders. Once you have the chance to hear from the stakeholders and compare notes, you can strengthen your own perspective as a leader and make changes in your program that will help you better achieve your global learning goals.

Ideally, the self-assessment process involves multiple meetings over the course of a school or program year, guided by a facilitator, structured by an assessment tool. The *Global Learning in Afterschool Self-Assessment Tool* is designed just for this use. This self-assessment tool builds upon the experience, knowledge, and research of Asia Society's Partnership for Global Learning and afterschool practitioners (http://asiasociety.org/selfassessment).

The tool is separated into eight domains, each of which has a related list of quality indicators. The domains are:

☐ VISION, MISSION, CULTURE, AND ENVIRONMENT

☐ ORGANIZATION AND MANAGEMENT

☐ PROGRAM PLANNING

☐ PROGRAM DELIVERY

☐ YOUTH DEVELOPMENT AND OUTCOMES

☐ PROFESSIONAL DEVELOPMENT

☐ FAMILIES, COMMUNITIES, AND PARTNERSHIPS

☐ PROGRAM EVALUATION

It is important to plan how you will facilitate the self-assessment meeting. Here are a few strategies to consider as a facilitator:

• Provide plenty of time and space for participants to share their observations of the program.

• Listen actively and try to notice themes that arise. It may help to write observations on chart paper as a way to record the meeting and make sure everyone feels heard.

• Try to remain objective, especially when stakeholders have critical observations to make. If you are defensive as a facilitator, many participants will feel reluctant to raise their concerns.

STAKEHOLDER MEETING AGENDA:

programmatic self-assessment of global learning opportunities within the program

agenda

STEP 1: (5 MIN)

Begin by explaining to staff that in order to help young people become global learners, all program stakeholders need to be actively involved. Distribute a copy of the *Global Learning in Afterschool Self-Assessment (GLAS) Tool* (http://asiasociety.org/selfassessment). Describe the goals of the self-assessment process and ask if participating stakeholders have any questions about the process or the GLAS Tool.

STEP 2: (15 MIN)

Ask participants to choose which GLAS domain they would like to focus on. You can choose one domain as a group, or different people can choose different domains that they are interested in. Once a domain or domains are selected, have participants work independently to fill in the rubric for the chosen domain. Give participants about 5 minutes to do this. Then, give a few volunteers the chance to share their responses with the group.

STEP 3: (20 MIN)

Ask the group to brainstorm tangible ways that the program might improve aspects of the domain they focused on. Facilitate a discussion that focuses on actions that stakeholders and program staff can take to enhance global learning in the program. Have each stakeholder write down at least one contribution they can make and have them work in pairs or as a whole group to determine:

• Action steps needed to fulfill the objective

• Who needs to be involved

• Resources needed to take the necessary action steps

• Potential challenges and how they might be addressed (see the handout "Addressing Challenges")

STEP 4: (5 MIN)

Next, ask each participant to think of at least one stakeholder that they could invite to participate in the self-assessment process in order to further diversify the perspectives of the group.

Wrap up by thanking stakeholders for participating. Make sure to set a date for the next stakeholder meeting and tell participants that you'd like them to report back on their progress toward these goals the next time the group meets.

NEXT STEPS:

After the meeting, brainstorm what you, as a program director, or other staff can do to follow up on the ideas developed by the program stakeholders. Remember that while stakeholders might have great intentions to contribute to your program, you are not their first priority, so they might require a bit of gentle nudging to get them to follow through.

addressing challenges

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When you consider how to address the challenges that you face in enhancing the global learning environment, it can be helpful to brainstorm some potential strategies and solutions. Considering what resources are needed to enact the proposed strategy and determining who's responsible for that strategy helps to concretize the brainstormed ideas.

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challenge	potential strategies/solutions	resources needed	who's responsible

how to use self-assessment data to improve programming
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The *Global Learning in Afterschool Self-Assessment Tool* is a resource to help your program assess and improve your program's capacity to build global competence in youth (http://asiasociety.org/selfassessment). You should review the tool in detail and make a plan for using the tool to carry out a program self-assessment on a timeline that makes sense for your program. Be sure to carefully review the other resources in this section about how to involve various stakeholders in this process, and review the sections in the self-assessment tool about how to use it to facilitate the assessment process.

Once you've carried out the self-assessment process, it's time to create an action plan to translate the self-assessment data into actionable steps to help you improve program quality. Your action plan should consist of:

- Priority areas of improvement, including the domains and indicators on which your program received a rating of 1 or 2

- A realistic timeline for making changes

- A list of the person(s) who will be involved in implementing those changes

- A list of resources needed, including financial, technological, and/or human resources

The *Global Learning in Afterschool Self-Assessment Tool* encourages users to indicate priorities and determine the appropriate timeframe for different types of improvements using the following categories:

RIGHT NOW:

Area will be addressed immediately after the self-assessment is complete. These are small changes that you can use to get started right away.

THIS YEAR:

Area will be addressed during the current program year. These longer-term projects require some planning and time to develop and might require collaboration among program staff and partners.

NEXT YEAR:

Planning in this area will take place in the current year, for implementation in the following year. These target areas require a planning process and collaboration between program stakeholders. It might be necessary to reevaluate your plans for this area prior to the start of the next program year.

You can use a template like the one below to help you create your action plan or modify it to meet the needs of your program:

DOMAIN	INDICATOR	RATING	ACTION STEPS FOR IMPROVEMENT	TIMELINE FOR IMPROVEMENT	PERSON/PEOPLE RESPONSIBLE	RESOURCES NEEDED
EXAMPLE: **Organization and Management**	The program schedule provides opportunities for all youth to participate in global learning activities	2	Adjust program schedule to offer global learning experiences to all groups at least once per week.	This Year	Program Director	Planning Time
EXAMPLE: **Program Delivery**	Staff assist all participants to access international information, media, and authentic materials that support their global learning.	2	Each staff person will share resources (media, materials, or other resources) to monthly staff meetings to share with colleagues.	Right Now	Program Director, Program Staff	Internet Access, Staff planning time outside of program hours

new hampton community school 21st century community learning center, new hampton, NH

The following is an excerpt from the New Hampton Community School (NHCS) 21st Century Community Learning Centers grant proposal. NHCS is an elementary school in a rural area in New Hampshire. It is one of four local elementary schools and is the only school in the district without an affordable afterschool program.

GOAL 3: Project PROMISE – NHCS will infuse concepts of global learning to help students develop the knowledge, lifelong habits, and dispositions needed to understand others' perspectives, their own connections to their community, and the world.

NEED ADDRESSED: Students in need of social skill development, students referred by teachers and Student Support Center, and community concern around lack of ethnic diversity.

OUTCOMES	DATA/INDICATORS TO BE COLLECTED	WHEN AND HOW DATA COLLECTED	WHO IS RESPONSIBLE
1. Minimum of 30 students will identify and analyze sports/dance traditions popular locally and internationally, pinpointing origin, commonalities & differences, and comparing ways different countries prioritize active, healthy lifestyles.	1. Registration/sign-up sheets and attendance forms, Elementary Physical Education and Wellness Matrix to evaluate student progress, and student presentations at one family literacy night.	Registration/sign-up sheets and Phys Ed and Wellness Matrix collected every six weeks. Program from the student presentation event collected once per year.	Site Coordinator and after-school enrichment leaders.
2. 50 students will participate in one club that investigates social-emotional development and good sportsmanship and the role it plays in collaboration and bridging differences.	2. Incident reports, student surveys, staff feedback, and Student Center and Guidance reports.	Incident reports collected monthly, student survey annually, staff feedback monthly, and referral sheets monthly (student support center).	Site Coordinator, Student Support Center Coordinator, and Guidance Director.
3. A minimum of 25 students will help plan and present their ideas/projects four times per year at family literacy events.	3. Family nights and club schedules, student projects, and evening event program.	Family event program, and six-week club schedules.	Site Coordinator and after-school enrichment leaders.
4. 100% of the participants in Project PROMISE that attend 30 days or more will participate in a service-learning project, and 10 students will participate in an annual state service-learning event.	4. Attendance record of program and of students doing service learning, community partner feedback survey, photo documentation, and service-learning annual event.	Youth Services report of weekly attendance, annual evaluation of project by community partners, and yearly event.	Site Coordinator and K-8 Data Administrative Assistant.

The plan for dissemination of information to the community includes evaluation information and a continuous feedback loop will include all key stakeholders. To ensure a safe and quality program, student academic success, gains on physical fitness and enrichments goals, and student, parent, and community satisfaction, all ongoing surveys and anecdotal information will be distributed by Project PROMISE staff to students, parents, teachers, staff, school administration, and community volunteers. A year-end report will be presented to key stakeholders (all partnering organizations staff and community are invited) in addition to the district school board with the results of all qualitative and quantitative evaluation guiding logistics, program content, and delivery.

STAFF MEETING AGENDA 1:
staff's role in assessing global learning programming

agenda

STEP 1: (5 MIN)

Begin by explaining to staff that it is important for afterschool programs to carry out regular evaluations of their programming in order to see what's working and determine which aspects of the program may need to be improved upon. Because afterschool programs are multidimensional, it is important to get feedback from all program stakeholders in order to get a full picture of the program. Staff are among the most critical stakeholders to involve in program evaluation. In fact, staff can and should play a variety of roles in carrying out a program evaluation.

STEP 2: (20 MIN)

Explain that there are various tools (including the *Global Learning in Afterschool Self-Assessment (GLAS) Tool*) that afterschool programs can use to see how effectively they are meeting a variety of outcomes or indicators (http://asiasociety.org/selfassessment). You may wish to review a section of the GLAS Tool with staff to give an example of the domains that are included and what the indictors are. The self-assessment process leads to the creation of an action plan for improving program quality. This includes things that can be done immediately as well as things that the program can do over time to improve various aspects of programming.

Post a sheet of chart paper at the front of the room and ask staff to brainstorm what they think their role should be in carrying out a program self-assessment. Elicit things such as:

- Give feedback about how well the program is meeting various indicators.

- Reach out to families, community partners, and other stakeholders about the self-assessment and encourage them to get involved in the process.

- Participate in meetings with other stakeholders to help collect their feedback.

- Explain to students what a program self-assessment is and why the program is doing it.

- Conduct focus groups or surveys with students to collect their feedback.

- Implement the action plan that results from the self-assessment.

Next, explain to staff that in order for the program self-assessment to be meaningful, all stakeholders (including staff) need to be able to speak freely and give honest feedback about how things are going. Make it clear that this type of program evaluation isn't meant to be a critique of the program or staff member's performance. Rather, it is a tool for strengthening the program and moving it closer to meeting its global learning (and overall) goals. Furthermore, in order for the evaluation to be worthwhile, staff need to be empowered to implement the resulting action plan. Express your commitment to hearing staff's honest feedback, communicating constructively about what's working and what needs to be improved, and equipping staff to make changes and implement the action plan when the program evaluation is complete.

Post another sheet of chart paper at the front of the room. Divide it into two columns. At the top of one column, write "Director Agrees To:" and at the top of the other column, write "Staff Agree To:". Spend time brainstorming a list of what both parties can agree to in order to carry out the self-assessment in a positive and productive way.

STEP 3: (5 MIN)

Wrap up by thanking staff for participating. Make sure to set a date for the next staff meeting and tell staff that you will continue to work with them to plan and carry out the program self-assessment process.

NEXT STEPS:

- At the next staff meeting or professional development training day, take time to review the *Global Learning in Afterschool Self-Assessment Tool* with staff in depth. Make sure they have a clear understanding of all 8 domains and the indicators associated with each.

- Work with staff to create a plan for carrying out the program self-assessment. Make sure to be specific about which role each staff member will play and the timeline for the process. Be sure to build time for celebration into your plan! Remember that program self-assessment isn't just about making changes, it's also about celebrating what your program is doing well. Be sure to recognize staff contributions to your program's successes when it comes to implementing global programming.