

Evaluation Plan: An Example to Follow

Your Program or Project Title: After School Arts Education Program (ASAE)

Brief Description of the Program: Based on our work with numerous clients, a generic example that highlights some of the common outcomes from after-school programs that aim not only to teach art, but to increase social capital and build life skills.

Outcome(s) Selected <i>Focus on the top priorities</i> <i>Refer to Outcomes Worksheet</i>	Indicator(s) of Success <i>How will you know if this outcome has been attained?</i> <i>What would you see, or hear, or review that would provide measurable evidence?</i>	Data Collection <i>Remember Innonet's Four Ways of Collecting Information:¹</i> <ol style="list-style-type: none"> 1. <i>Observing people</i> 2. <i>Talking to people</i> 3. <i>Getting written responses</i> 4. <i>Reviewing written records</i>
Outcome 1. Increased Skills -Students demonstrate increased skills in the artistic discipline studied at ASAE. -Students develop social and life skills that position them for other areas of their lives.	<ol style="list-style-type: none"> 1. Demonstrated artist skill in class, in performances and at student exhibits. 2. Observed behavior changes that show social skills, in interaction with fellow students, classroom demeanor, interest in helping others, and overall communication style. 	-Review of students' work products by staff or teachers. -Surveys of teachers' observations of student behavior throughout the semester, citing growth or lack thereof in key areas. -Interviews with parent/guardians about any changes in behavior or progress in arts skills.
Outcome 2. Changed Aspirations -Young people consider becoming professional artists or arts teachers, based on the study and exposure they get at the arts center.	<ol style="list-style-type: none"> 1. Students speak about these aspirations either voluntarily or when asked. 2. Students write about these aspirations. 3. Students exhibit behavior that indicates aspirations, such as reading books about artists, or attending outside arts events. 	-Comments from teachers, parents or staff that register changes in student aspirations. -Surveys that ask students to list their aspirations. -Reports from teachers, staff, parents and students themselves about arts-related behavior changes.
Outcome 3. Social Capital -Students build relationships with adult artists/teachers, who serve as mentors and informal counselors. -Students build a network of students, who are friends and artistic collaborators.	<ol style="list-style-type: none"> 1. Students and/or adults can list the names and attributes of specific adult mentors, and the role these mentors play in their lives. 2. Perceptions by young people that they have friends within ASAE. 3. Perception of students about relationships in their lives as assets – that they feel supported, safe and loved, despite any threatening environmental factors. 	-Interviews or surveys with students that ask about their adult mentors and friends, including names, nature of relationships, degree of closeness, and other descriptive information that reveals desired social capital. -Additional questions ask about student's sense of safety and comfort within ASAE.

¹ See www.innonet.org. Any mention of collecting data from young people assumes that consent has been obtained in advance from parents or guardians.

Evaluation Plan: Your Blank Template

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Brief Description of the Program: _____

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Outcome 1.	<ol style="list-style-type: none"> 1. 2. 3. 	-
Outcome 2.	<ol style="list-style-type: none"> 1. 2. 3. 	-
Outcome 3.	<ol style="list-style-type: none"> 1. 2. 3. 	-

² See www.innonet.org