

DOCUMENT RESUME

ED 091 479

UD 014 242

TITLE Satellite Academies Program: Evaluation Plan.
INSTITUTION Center for Urban Education, New York, N.Y.
PUB DATE 11 Jan 72
NOTE 22p.; For related documents, see UD 014 240 and 241

EDRS PRICE MF-\$0.75 HC-\$1.50 PLUS POSTAGE
DESCRIPTORS *Alternative Schools; Cost Effectiveness; Curriculum Development; *Evaluation Criteria; *High Schools; Personnel Selection; Program Administration; Program Development; *Program Evaluation; Pupil Personnel Services; School Industry Relationship; Site Selection; Urban Schools; Work Study Programs
IDENTIFIERS *New York City

ABSTRACT

The contents of this document describe the revised Center for Urban Education (C.U.E.) plan for carrying out evaluation of the Satellite Academies Program. The 10 "areas of interest" are as follows: (1) Instructional and guidance staff selection and training; (2) Program entrance and exit criteria; (3) Legal issues; (4) Guidance and pupil services; (5) Curriculum development; (6) Cost analysis; (7) Program planning and development; (8) Selection of Satellite Academy sites; (9) Establishment and maintenance of school-industry liaison; (10) The initiation and development of plans for future expansion. The contents of this document include: (1) Evaluation Model; (2) Stages of Evaluation; (3) Evaluation Process Diagram; (4) Schedule of Tasks; (5) Categories of Investigation; (6) Major Evaluation Questions; (7) Statement of Expenditures to Date. (Author/JM)

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ED 091479

DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
1200 K STREET, N.W.
WASHINGTON, D.C. 20004

Center for Urban Education
105 Madison Avenue
New York, New York 10016

Satellite Academies Program
Evaluation Plan

Career Education Division

11 January, 1972

ED 024342



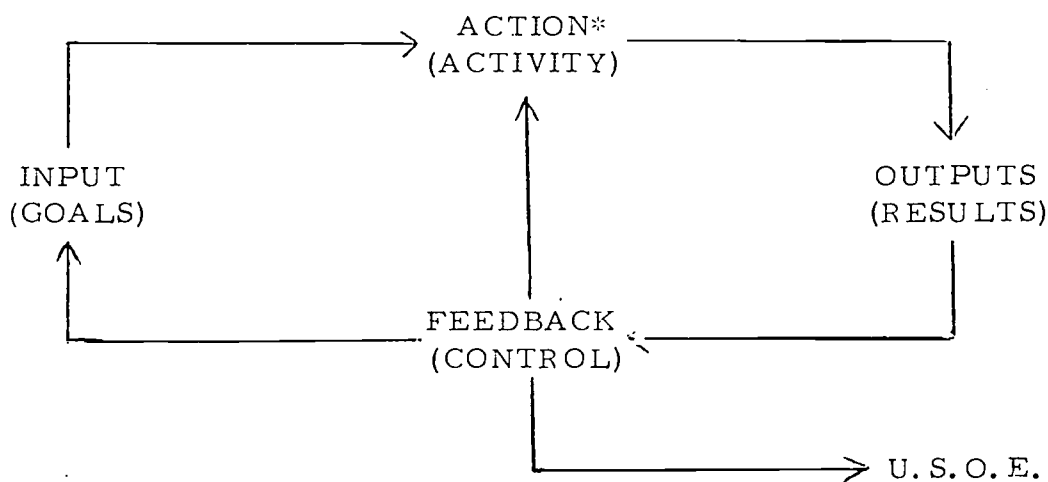
Satellite Academies Program Evaluation Plan

The contents of this document describe the revised C. U. E. plan for carrying out evaluation of the Satellite Academies Program as stipulated in Amendment of Solicitation/Modification of Contract # 11, Project # 6-2868, June 15, 1971, and in subsequent correspondence of July 30, 1971. The ten (10) "areas of interest" agreed upon were as follows: (1) Instructional and guidance staff selection and training; (2) Program entrance and exit criteria; (3) Legal issues; (4) Guidance and pupil services; (5) Curriculum development; (6) Cost analysis; (7) Program planning and development; (8) Selection of Satellite Academy sites; (9) Establishment and maintenance of school-industry liaison; (10) The initiation and development of plans for future expansion.

The contents of this document include: (1) Evaluation Model; (2) Stages of Evaluation; (3) Evaluation Process Diagram; (4) Schedule of Tasks; (5) Categories of Investigation; (6) Major Evaluation Questions; (7) Statement of Expenditures to date.

SATELLITE ACADEMIES PROGRAM

EVALUATION MODEL



*S. A. P. Evaluation is Process (Activity) Focused

SATELLITE ACADEMIES PROGRAM EVALUATION STAGES

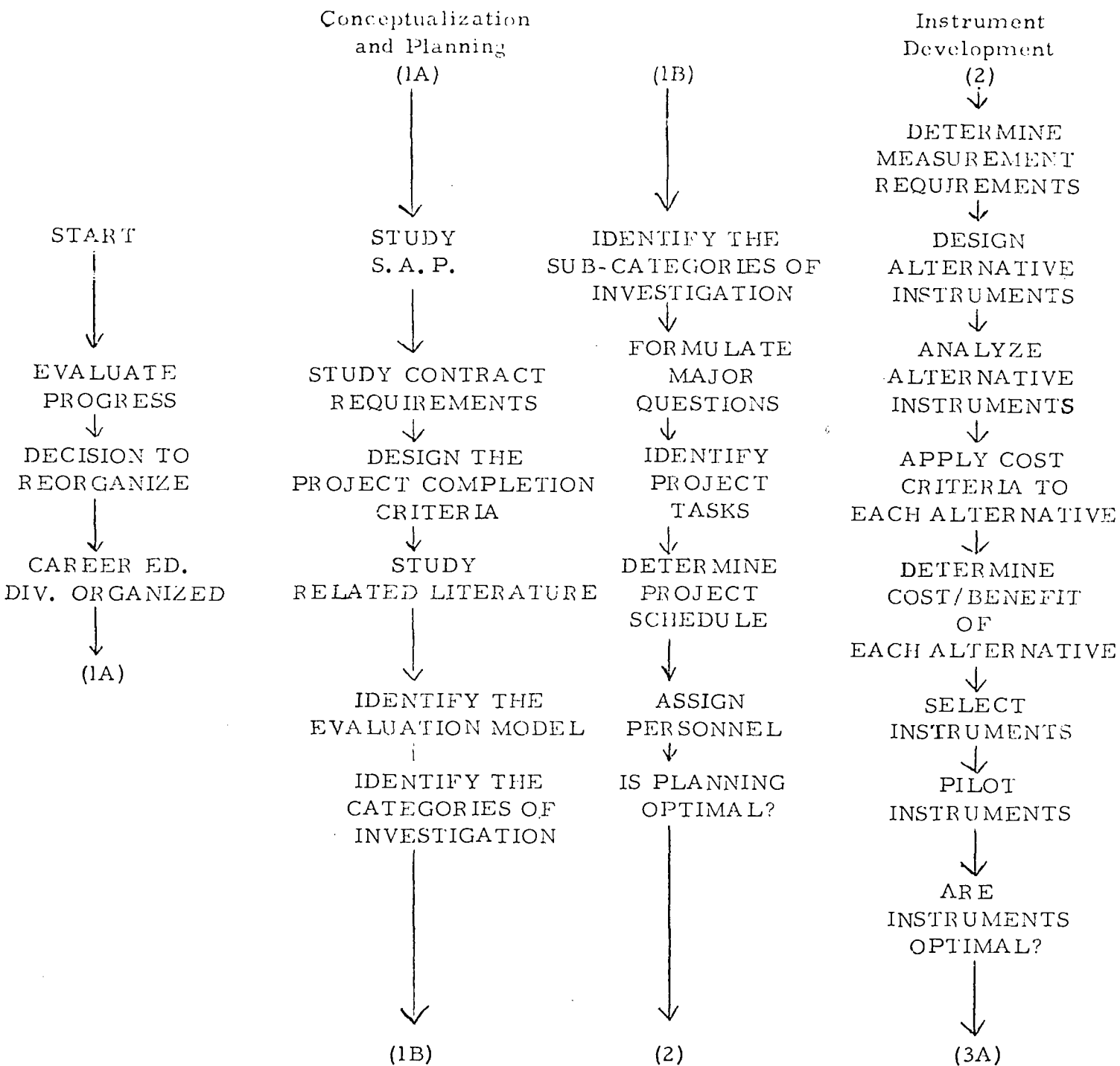
STAGE I	<u>% of Project Completion</u>	<u>Cumulative %</u>
Conceptualization and Planning	30	
1. Study the S.A.P.	3	3
2. Study the contract requirements	3	6
3. Design the project completion criteria	4	10
4. Review the related literature	1	11
5. Identify the evaluation model	2	13
6. Identify the categories of investigation	2	15
7. Identify the sub-categories of investigation	2	17
8. Formulate the questions	5	22
9. Identify the tasks	4	26
10. Determine the schedule	2	28
11. Assign the personnel	2	30
STAGE II		
Instrument development	20	
1. Determine Measurement requirements	1	31
2. Design alternative instruments	4	35
3. Analyze the alternative instruments	3	38
4. Apply the cost criteria to each alternative	3	41
5. Determine the benefit of each alternative	3	44
6. Select the instruments	2	46
7. Pilot the instruments	4	50

STAGE III	<u>% of Project Completion</u>	<u>Cumulative %</u>
Data collection	40	
1. Determine data requirements	1	51
2. Select data collectors	3	54
3. Train the data collectors	4	68
4. First data collection round	10	72
5. Analyze data	4	74
6. Discuss the results in-house	2	84
7. Second data collection	10	88
8. Analyze data	4	90
9. Discuss the results	2	

STAGE IV

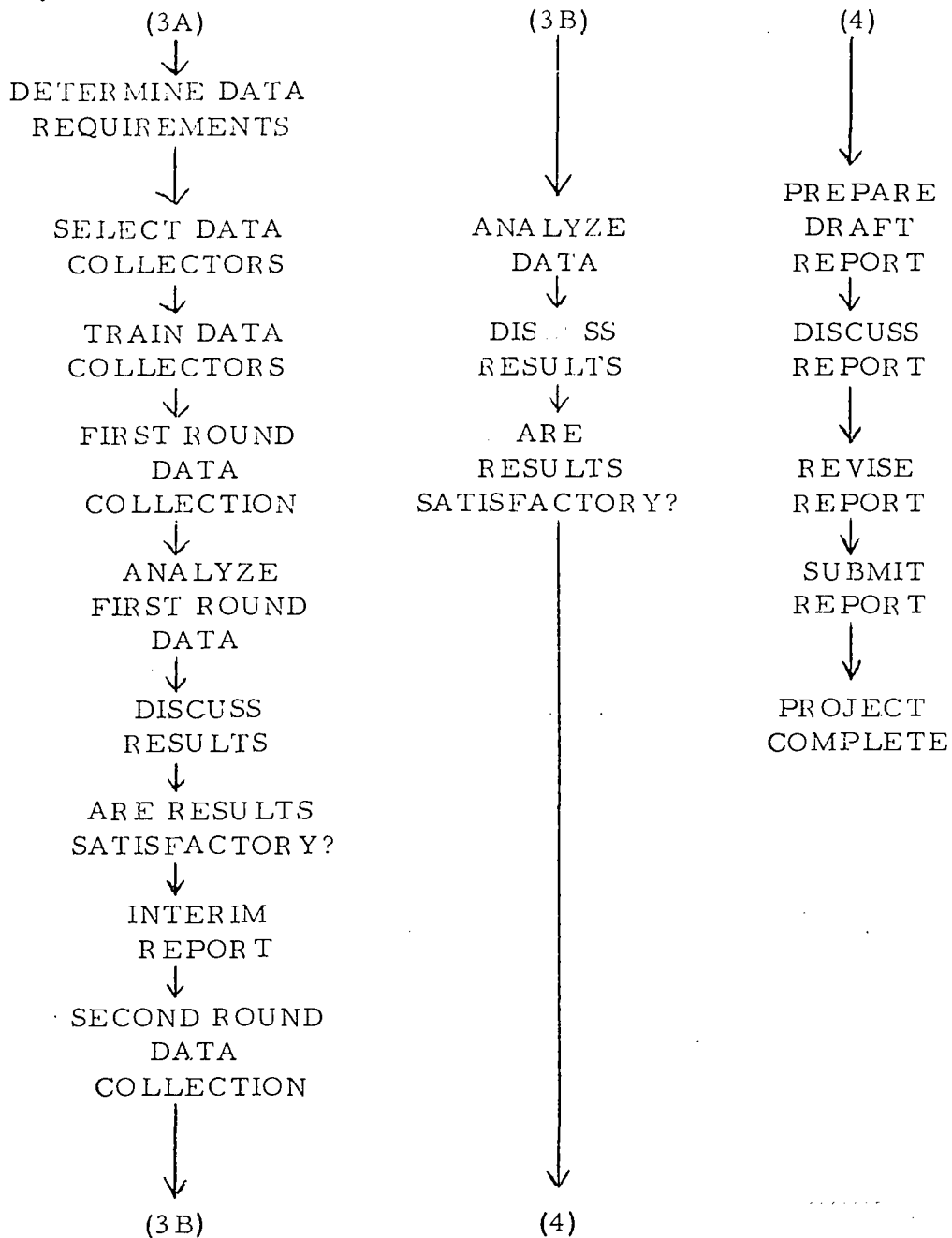
Reporting	10	
1. Prepare the report draft	4	94
2. Collegial review	2	96
3. Report revision	2	98
4. Submit the report	2	100

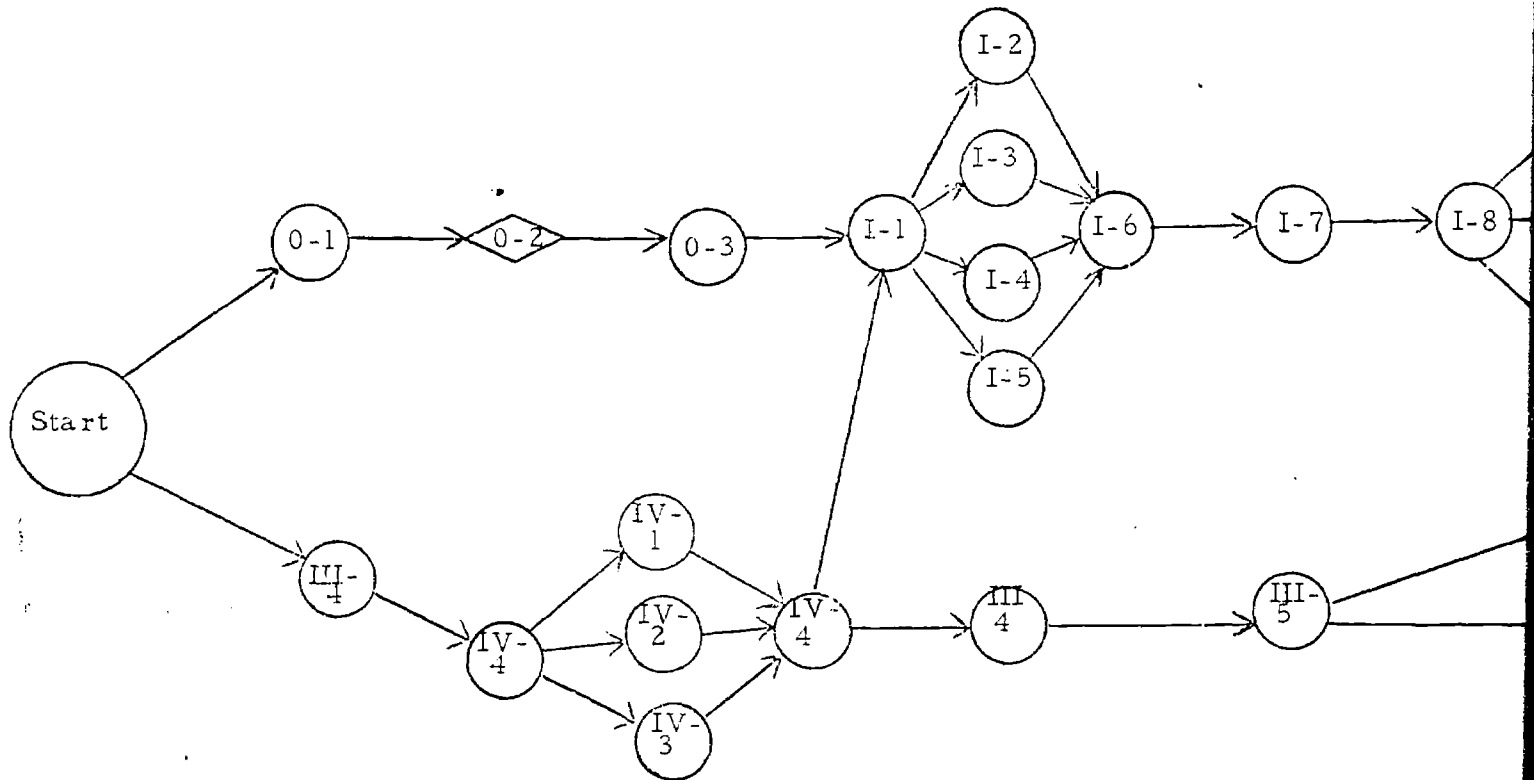
S. A. P. EVALUATION PROCESS



S. A. P. Evaluation Process (concluded)

Data Collection



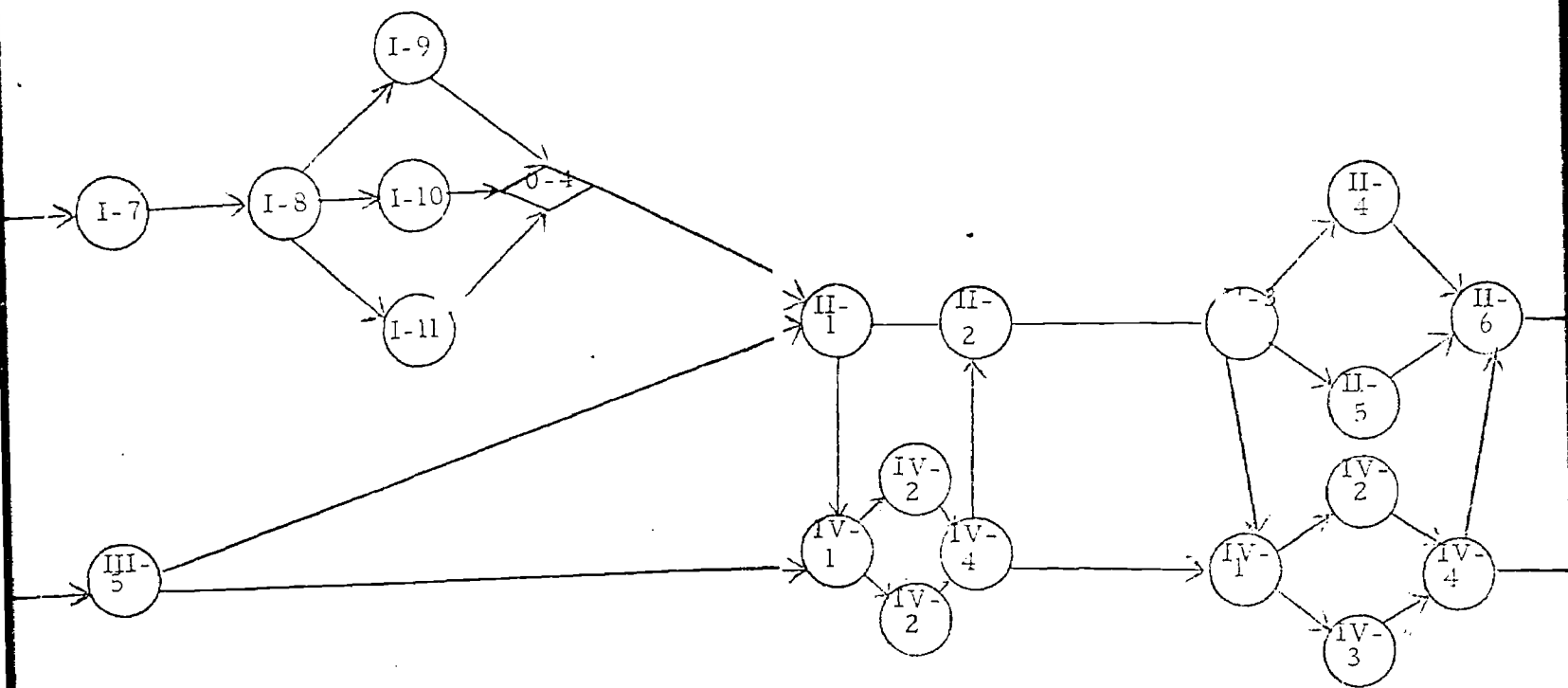


TASK IDENTIFICATION

0-1 Evaluate progress
 0-2 Decision to reorganize
 0-3 Career Ed. Div. organized
 0-4 Is plan optimal?
 0-5 Are instruments optimal?
 0-6 Are results optimal?

I-1 Study the S. A. P.
 I-2 Study the contract requirements
 I-3 Design the project completion
 criteria evaluation
 I-4 Review the related literature
 I-5 Identify the model
 I-6 Identify categories of investigation

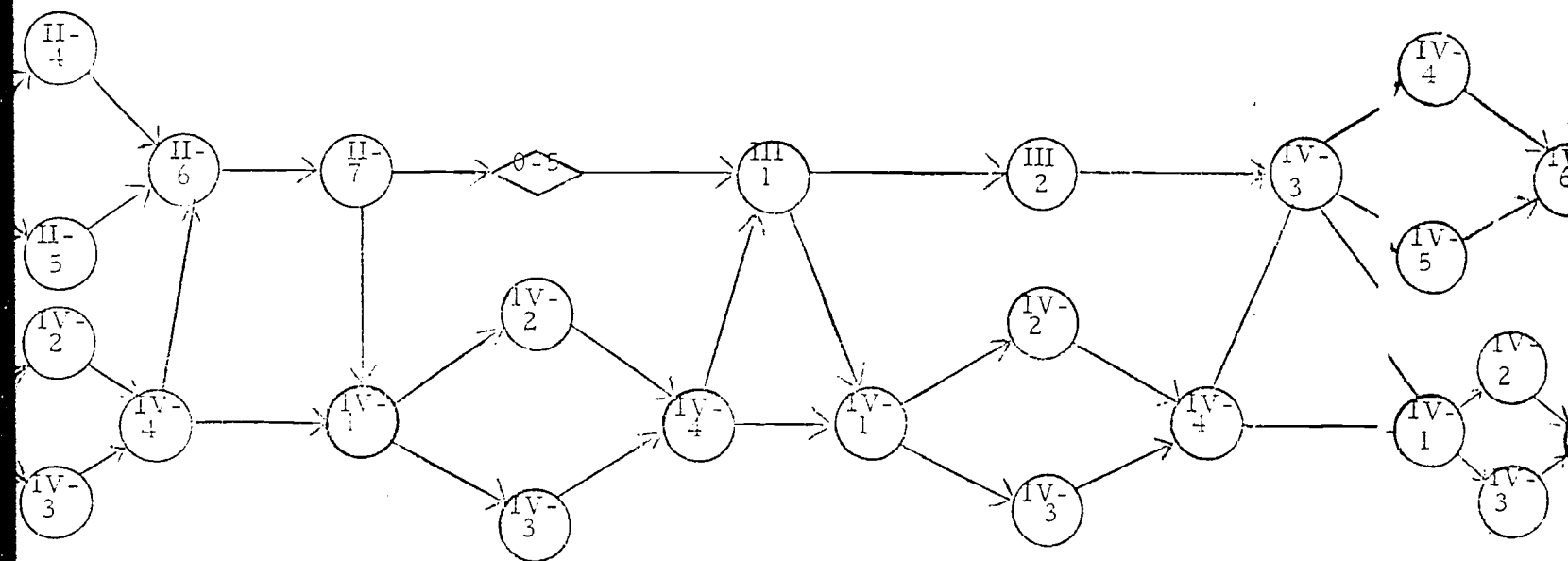
SUMMARY NETWORK



- | | | | |
|------|--|------|----------------------------|
| I-7 | Identify the sub-categories of investigation | II-1 | Determine requirements |
| I-8 | Formulate the questions | II-2 | Design a |
| I-9 | Identify the tasks | II-3 | Analyze instrument |
| I-10 | Determine the schedule | II-4 | Apply the each alternative |
| I-11 | Assign the personnel | | |

P.
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 ries of investigation

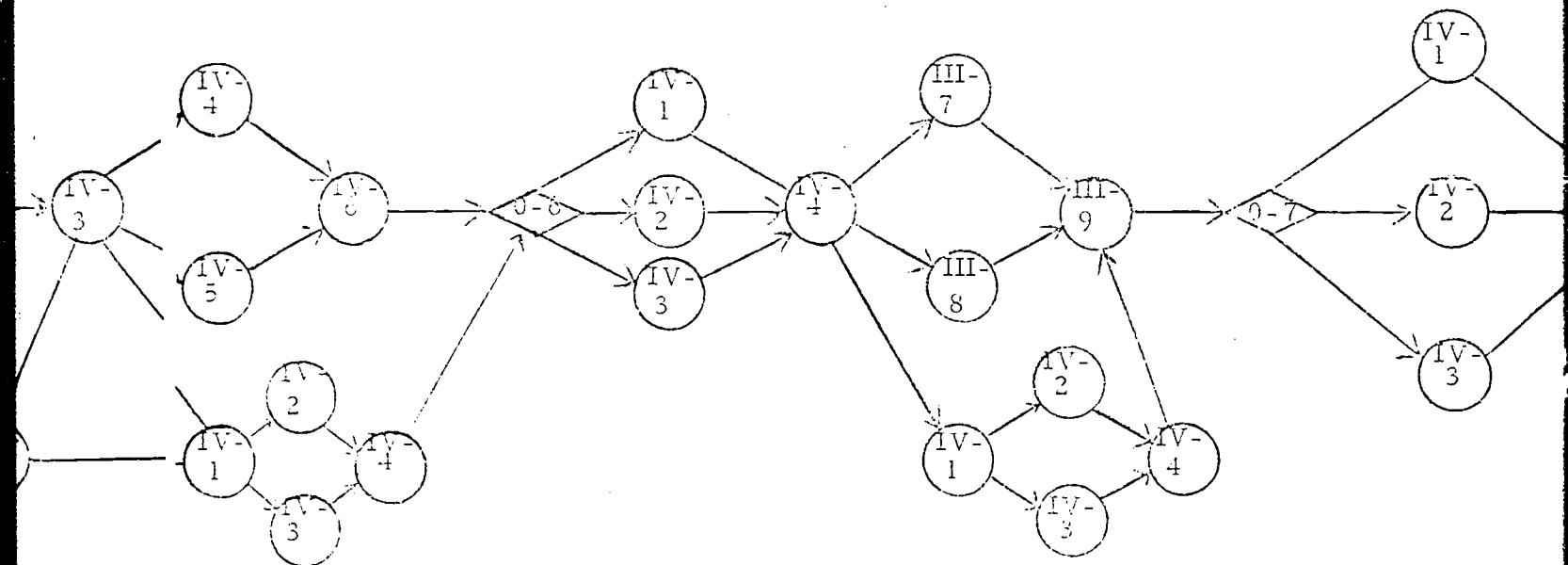
NETWORK FOR S.A.P. EVALUATION PLAN



- II-1 Determine measurement requirement
- II-2 Design alternative instrument
- II-3 Analyze the alternative instruments
- II-4 Apply the cost criteria to each alternative

- II-5 Determine the benefit of each alternative
- II-6 Select the instruments
- II-7 Pilot the instruments

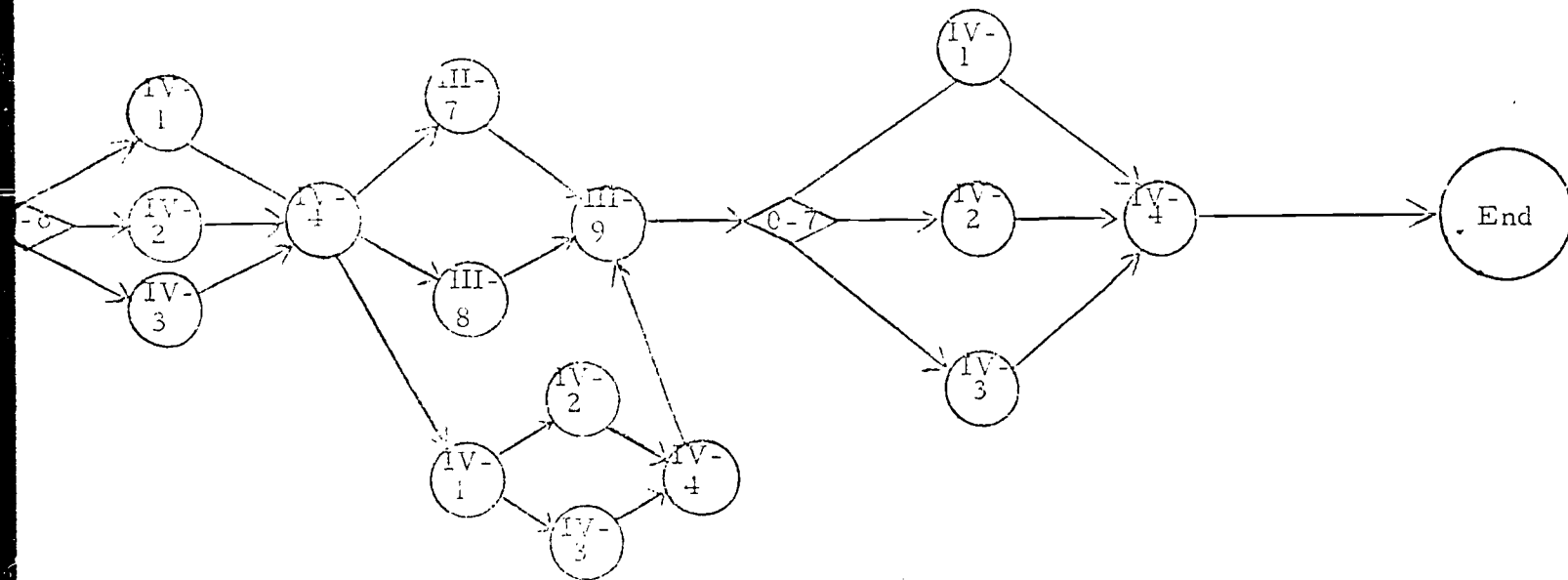
- III-1 Determine the benefit of each alternative
- III-2 Select the instruments
- III-3 Train the instruments
- III-4 1st d
- III-5 Anal



III-1 Determine data requirements
 III-2 Select data collectors
 III-3 Train data collectors
 III-4 1st data collection round
 III-5 Analyze data

III-6 Discuss the results in hours
 III-7 2nd data collection
 III-8 Analyze data
 III-9 Discuss the results

IV-1 Prepare
 IV-2 Review
 IV-3 Report
 IV-4 Submit



requirements	III-6	Discuss the results in hours	IV-1	Prepare the report draft
ectors	III-7	2nd data collection	IV-2	Review the report
ectors	III-8	Analyze data	IV-3	Report revision
on round	III-9	Discuss the results	IV-4	Submit the report

Project Name: Satellite Academies Program

ANTICIPATED TIMING - box in, with heavy rule, expected overall time of project.

Studied in area indicates work completed to date.
 X-Forecasted anticipated project work to be completed by next reporting date.
 A Month of Report.

CODE	TASK TITLE	1971												1972											
		J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
I-1	Study the S. A. P.																								
I-2	Study the contract requirements																								
I-3	Design the project completion criteria																								
I-4	Review the related literature																								
I-5	Identify the evaluation model																								
I-6	Identify categories of investigation																								
I-7	Identify the sub-categories of investigation																								
I-8	Formulate the questions																								
I-9	Identify the tasks																								
I-10	Determine the schedule																								
I-11	Assign the personnel																								
II-1	Determine measurement requirements																								
II-2	Design alternative instruments																								
II-3	Analyze the alternative instruments																								
II-4	Apply the cost criteria to each alternative																								



Project Name: Satellite Academies Program Evaluation

AMOUNT OF TIME - box in, with heavy rule, expected overall time of project.

Shaded in area indicates work completed to date.
 Unshaded anticipated project work to be completed by next reporting date.

CODE	TASK TITLE	1971							1972						
		J	F	M	A	M	J	J	J	F	M	A	M	J	J
II-6	Select the instruments														
II-7	Pilot the instruments														
III-1	Determine data requirements														
III-2	Select data collectors														
III-3	Train the data collectors														
III-4	1st data collection round														
III-5	Analyze data														
III-6	Discuss the results in-house														
III-7	2nd data collection														
III-8	Analyze data														
III-9	Discuss the results														
IV-1	Prepare the report draft														
IV-2	Review the report														
IV-3	Report Revision														
IV-4	Submit the report														

CATEGORIES OF INVESTIGATION

1. Program Management
 - a. Program Planning and Development
 - b. Establishment and Maintenance of School-Employer Liaison
 - c. Planning
 - d. Cost Analysis
 - e. Site Selection
 - f. Legal Issues

2. Instructional Personnel
 - a. Instructional Staff Recruitment, Selection, Training and Evaluation
 - b. Legal Issues

3. Pupil Personnel Services
 - a. Guidance and Counselling
 - b. Personal Welfare
 - c. Payment
 - d. Legal Issues

4. Pupil Personnel
 - a. Program Entrance and Exit Criteria
 - b. Population Characteristics
 - c. Attendance and Achievement (Work)
 - d. Attitudes (Pupil and Parent)
 - e. Pupil Behavior
 - f. Legal Issues

5. Curriculum
 - a. Scope, Sequence and Instructional Strategies
 - b. Organization
 - c. Relationship with Actual Job Performance Standards
 - d. Performance Objectives and Evaluation
 - e. Legal Issues

PROGRAM MANAGEMENT

1. What are the S. A. P. goals?
2. Why were these goals chosen?
3. What are S. A. P. objectives?
4. Why were these objectives chosen?
5. What were the progress indicators chosen for S. A. P. ?
6. Why were these indicators chosen?
7. What was the time frame of S. A. P, objectives?
8. How was this time frame chosen?
9. What minimum levels of progress toward objectives were established?
10. Why were these levels chosen?
11. What program tasks were identified to achieve S. A. P. objectives?
12. What alternative tasks were identified?
13. What was the planned completion schedule for S. A, P. ?
14. What has been the actual schedule of objective completion?
15. What were the management personnel requirements?
16. What were the criteria for management personnel selection?
17. How were management personnel selection?
18. What procedures were planned for evaluation of management personnel?
19. What is the plan to expand S. A. P. program in the future?

39. How are these facility costs estimated?
40. What are the estimated materials costs for installation of another site in future expansion?
41. How are these materials costs estimated?
42. What are the estimated training costs for installation of another site in future expansion?
43. How are these training costs estimated?
44. What are the estimated staffing costs for installation of another site in future expansion?
45. How are these staffing costs estimated?
46. What are the estimated costs for equipment replacement in future expansion?
47. How are these equipment replacement costs estimated?
48. What are the estimated costs for facilities replacement in future expansion?
49. How are the costs for facilities replacement estimated?
50. What are the estimated costs of maintenance of equipment in future expansion?
51. How are these equipment maintenance costs estimated?
52. What are the estimated costs of maintenance of facilities in future expansion?
53. How are these facilities maintenance costs estimated?
54. What are the estimated staffing costs to operate these sites in future expansion?
55. How are these staff costs estimated?

20. How were the S. A. P. school-employer relations established?
21. How have school-employer relations been maintained?
22. What were the criteria for selecting employers for S. A. P. ?
23. What legal requirements for employer selection were identified?
24. What are the S. A. P. requirements for school-employer liaison?
25. What legal constraints of school-employer liaison were identified?
26. What are the current problems in school-employer liaison?
27. What are the foreseen constraints in the future of school-employer relations?
28. How might problems in school-employer relations be avoided?
29. What were the criteria for selecting S. A. P. sites?
30. How many alternative sites were considered?
31. What legal or contractual constraints for site selection were identified?
32. What are the characteristics of the current S. A. sites?
33. What current requirements for site selection were identified?
34. What were the costs per-participant (pupil) for S. A. P. ?
35. How were these costs determined?
36. How do these costs per participant (or costs per pupil) compare with other training programs or vocation educational programs?
37. What are the estimated pre-adoption costs for installation of another
38. What are the estimated facility costs for installation of another site in future expansion?

INSTRUCTIONAL PERSONNEL

1. What number of instructional staff was deemed necessary for the implementation of S. A. P., i. e., academic, skill training, etc. ?
2. What were the conceptualized characteristics of the instructional staff?
3. What were the actual characteristics of the selected staff?
4. What were the conceptualized characteristics of auxilliary instruction personnel?
5. What were the actual characteristics of selected auxilliary instructional personnel?
6. What was the rationale for the different instructional staff selection standards?
7. What was the talent pool from which instructional personnel were to be drawn?
8. What methods of instructional staff recruitment were employed?
9. What was the number of applicants responding to recruitment efforts?
10. Which recruitment method yielded the greatest number of respondents?
11. Which souce yielded the largest number of qualified respondents?
12. What was the mechanism for staff selection?
13. How did actual instructional staff selection deviate from plan?
14. How might selection problems be avoided?
15. What was the rationale for the decision to train instructional staff?
16. What was the nature of instructional staff training?

17. What organizational structures were planned to accomplish instructional staff training?
18. How did instructional staff training deviate from plan?
19. How might training problems be avoided?
20. What is the record of retention of instructional personnel?
21. What procedures were planned for evaluation of instructional staff performance?
22. What has been the performance record of instructional personnel?
23. What legal constraints were identified as bearing on the employment of instructional personnel?
24. What procedures were planned in consideration of these constraints?
25. What legal constraints subsequently arose?
26. What steps were taken in consideration of these additional constraints?

PUPIL PERSONNEL SERVICES

1. What guidance/counselling services were planned?
2. Why were the planned guidance/counselling services selected?
3. What guidance/counselling services have actually been provided?
4. How have guidance/counselling services been evaluated?
5. What has been the results of the evaluation of guidance/counselling services?
6. What were anticipated personnel requirements for guidance/counselling?
7. How were guidance/counselling personnel recruited?
8. How were guidance/counselling personnel selected?
9. How were guidance/counselling personnel trained?
10. How were guidance/counselling personnel evaluated?
11. What problems have been encountered in the guidance/counselling program?
12. How might guidance/counselling problems be avoided?
13. What pupil personal welfare services were planned?
14. Why were these pupil personal welfare services selected?
15. What actual pupil personal welfare services have been provided?
16. What were the anticipated staff requirements for pupil personal welfare services?
17. What were the actual staff requirements for pupil personal welfare services?
18. What procedures for evaluation of personal welfare services were planned?

19. What has been the evaluation of personal welfare services?
20. What provisions for payment to pupils was planned?
21. What is the rationale for payment to pupils?
22. What problems have been encountered in providing payments to pupils?
23. How might problems due to pupil payment be avoided?
24. What legal issues have been encountered in providing payment to pupils?
25. How have these legal issues been resolved?

PUPIL PERSONNEL

1. What were the characteristics of the projected pupil population of the S. A. P. program?
2. What was the rationale for the selection of those characteristics?
3. Did the characteristics of the actual pupil population to those of the projected pupil population?
4. If significant variation between projected and actual pupil population developed, what were the factors which influenced deviation?
5. What considerations influenced the determination of pupil population size?
6. Did the actual pupil population size conform to the projected population size?
7. If significant variation developed between projected and actual population size, what factors influenced deviation?
8. What was the projected population phase-in schedule and the rationale for its determination?
9. If the projected phase-in schedule varied significantly from the actual events, what factors influenced deviation?
10. How did the attendance pattern of the S. A. P. pupil population compare with attendance norms for similar populations in traditional school settings?
11. What factors can be associated with comparative attendance pattern results?
12. What was the pupil retention record of the S. A. P. program?
13. How does the S. A. P. pupil retention record compare with that of similar populations in traditional settings?
14. What factors can be associated with comparative retention rate results?

15. What formal and/or informal systems were employed to measure job skill acquisition levels?
16. What were the rationales for decisions to utilize selected systems of job skill acquisition measures?
17. What was the achievement record of S. A. P. pupils in job skill acquisition?
18. What was the nature and the contexts of pupil behavior problems observed in the course of S. A. P. operations?
19. Which pupil behavior problems could be clearly associated with the special circumstances of S. A. P. operations?
20. What mechanisms, techniques and strategies were successfully and unsuccessfully employed in response to pupil behavior problems?
21. What were pupil attitudes towards various aspects of the S. A. P. ?
22. What were parent attitudes towards various aspects of the S. A. P. ?
23. What was the nature of legal problems encountered prior to and during S. A. P. operations in regard to pupil personnel?
24. How were pupil personnel legal problems managed and solved prior to and during S. A. P. operations?
25. Which pupil personnel legal problems were particularly difficult to manage and solve?
26. What solutions were developed for legal problems of special difficulty?
27. How did pupil personnel legal problems effect program planning and operation?

CURRICULUM

1. What is the scope and sequence and instructional strategies of the "Vestibule" curriculum for each Academy?
2. What was the rationale for developing "Vestibule" curricula?
3. What is the scope and sequence and instructional strategies of the "Academic" curriculum for each Academy?
4. What is the scope and sequence and instructional strategies of the "Electives" curriculum for each Academy?
5. Are the subjects in the "Academic" and "Elective" curricula work-related?
6. What types of professional personnel were involved in curricula construction and to what extent?
7. Why were these types selected?
8. What types of non-professional personnel were involved in curricula construction and to what extent?
9. Why were these types selected?
10. Are programmed materials employed in curricula application?
11. Which instructional materials were developed by S. A. P. personnel?
12. What are the student options in the "Academic" curricula?
13. Do combined curricula meet high school diploma requirements at state and local levels?
14. What was the rationale for the selection of only two occupational areas?
15. What was the rationale for the selection of the clerical and health areas of study?