**Task 5: Research Plan**

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**Stakeholders**

The primary purpose of an evaluation is to determine a program’s value, especially concerning the need(s) it is supposed to meet in the community. One of the first steps in the evaluation process is identifying the stakeholders in this program. This would be anyone who is involved in the program. These include staff members, volunteers, program participants, caregivers/parents/guardians, and board members. For the evaluation of Girls on the Run CVABR, the stakeholders included in the study are program participants (young girls between ages 13 and 15), staff members, and parents. The primary purpose behind utilizing staff members is because they can offer insight into how the program or curriculum is implemented. They could also provide records that complement the information gathered from participants and parents. Parents serve a two-fold purpose. One, contact with program participants would require contact and work with the parents. Two, parents can best offer information on program effectiveness because of the first-hand knowledge of their children’s skills and characteristics pre- and post-program. Lastly, program participants are genuinely experiencing the program, and to measure effectiveness, it is critical to know their thoughts on what the program has done for them.

**Evaluation Type**

The type of evaluation that best suits the study of Girls on the Run CVABR is a summative evaluation that measures the outcomes and impact of the program. This type of evaluation can become complex; however, this study is meant to be an introductory study of whether participants are being taught the skills the program purports to instill in young girls. While studies have been conducted comparing program participants with non-participants to determine effectiveness, this will not be the case here. I am seeking to answer the evaluation question: “What observable behaviors do you feel show this program’s impact on young girls in the community battling low self-esteem and bullying?” This question goes hand in hand with the type of evaluation being performed on many levels. First, to notice a change in behaviors, we will need to gather information at the end of the program. Second, we want to ensure that the changes in behavior are due to the program itself and not based on other variables or factors.

**Methods**

The data collection methods that will be used are surveys, records, interviews, and checklists. Program participants will be provided surveys to complete at the end of the program to get a more objective look at the program implementation. For example, program participants will be asked if they believe the program's activities have helped them learn how to make connections. Records will be able to provide information about program participants, such as service cost, client characteristics, and curriculum. For interviews and checklists, the goal is to utilize the parents’ ability to observe their child. Parents are aware of their children’s behavior before the program and can distinguish what changes have taken place due to the program. To accommodate their schedule, interviews can be face-to-face or over the phone. Last, checklists provide a thoroughness to determining the outcomes of a program. Based on the behaviors that parents have noticed in their children, we can develop a checklist to be completed between the post-program interview and the follow-up to see if these skills are being maintained.

Qualitative research methods are the best for evaluating GOTR and the evaluation question. The key term for this evaluation is observable behaviors. We aren’t seeking a numerical value. Instead, we strive to understand how the experience of program participants, the curriculum, and parents’ observations combine to show the program's effectiveness. We are looking at what the program means to the young girls participating and the parents who want to see their children develop skills they may be struggling with.

**References**

Linfield, K. J., & Posavac, E. J. (2019). Program evaluation: Methods and case studies(9th ed.). Routledge.