

## Findings from the Follow Through Planned Variation Study

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**T**hough Follow Through was originally conceived in 1967 to be a large-scale compensatory education program extending Head Start services through third grade, budget problems quickly reduced it to a small program and its goals changed accordingly. Follow Through became known for its *Planned Variation* of educational approaches, and the hope was that study of these variations would increase knowledge of which kinds of educational programs would have different patterns of effects in various kinds of settings. Nearly twenty different educational models were studied. Each model was implemented in a variety of settings, and children in those settings were exposed to their model from kindergarten through third grade. Though the program and the planned variations are still in place, the study of effects is now completed.

The Follow Through study was not a true experiment, or even a well-designed quasi-experiment. For example, school districts were nominated by states to participate in the program, and once accepted, they selected the models they would implement. Only after the school districts had identified the classrooms and children in their districts who would participate in Follow Through were they asked to help identify comparable groups to serve as controls. The study is an experiment in the sense that it systematically varies the treatments, but it is a natural study in the sense that disruptions to the setting

were minimized by compromising experimental requirements.

Abt Associates, Inc., who were commissioned to analyze third-grade outcomes on some 20,000 children involved in the study as well as their parents and teachers, recently submitted a final report to the Office of Education that stacks nearly six inches high (Abt Associates, Inc., 1977). The results have already been described in newspapers and news magazines as favoring more structured educational approaches. Such a conclusion is important to the educational community, but its validity and generalizability need to be evaluated, since the Follow Through study did not employ strict experimental standards. This paper will present an analysis of the findings from the Follow Through study and evaluate some of their meanings.

### The Follow Through Study

The Follow Through design is complex, and data analysis strategies developed to compensate for weaknesses in design added to the complexity.

#### Design

The Follow Through program supports nearly 170 different projects across the country, and employs model sponsors to implement their models in these communities. In 1968, each project selected a model and the model sponsor trained the project staff to implement the model. A given sponsor

might work with only one project or as many as twenty. The study included only a subset of sponsored models (17) and projects (70), with the set being determined by three rules: First, since the projects varied in the presence or absence of kindergarten classes, it seemed important to include some of each in the study. Second, since replication of effects was considered paramount, the study was limited to models with at least five entering-kindergarten projects or at least three entering-first grade projects. (Within these replication rules, atypical projects were deleted from consideration and some attempt was made to use similar sites across models, to increase the likelihood of valid cross-model comparisons.) Finally, since two large cities, New York and Philadelphia, were each implementing several models, all the projects in these two cities were included in the hope that these sites might provide for direct comparisons among models. As the study progressed, political pressures forced several modifications of these criteria. The ultimate study sample included several models which were implemented in only one or two projects.

#### Unit of Analysis

Several levels of data aggregation were considered as units of analysis: the child, the classroom, the school building, and the community (the site). Tradition dictates the use of the child as the unit of analysis, probably because

# Education As Experimentation A Planned Variation Model An Evaluation Of Follow Through

**M Mosston**



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**Resources in education** ,1984-09      **Compendium of HEW Evaluation Studies** HEW Evaluation Documentation Center,1980      **Compendium of HEW Evaluation Studies** ,1980      **Research in Education** ,1974      **Reevaluating Evaluation** Laura M. Desimone,2018-12-07 In the context of the evolution of education program evaluation and the current emphasis on scientific precision this special issue presents several of the challenges to program evaluation that scholars are facing today In addition it shares recent insights and experiences that will contribute to continued improvement of program evaluation and responds to the call for more exactness without losing sight of the lessons learned from evaluation over the past several decades The eight papers address five main areas evaluation design instrumentation implementation politics and analysis As a whole this issue is designed shed light on the five issues as well as provide information useful for those interested in increasing the rigor of education research to increase the ability to improve schools      Education As Experimentation Stebbins,Richard B. Anderson,1984-01-01 This report prepared by Abt Associates Inc for the U S Office of Education is the fourth in a series which contains results of the continuing evaluation of Project Follow Through The evaluation of Project Follow Through which was begun by Stanford Research Institute and continued by Abt Associates is designed to examine the effects of a variety of compensatory education approaches for improving the performance of disadvantaged children Additional contributors are Linda B Stebbins Robert G St Pierre Elizabeth C Proper and Thomas R Cerva Project Officer was Mary M Kennedy      **DHHS Publication No. (OHDS).** ,1983      **Education as Experimentation: a Planned Variation Model, Volume IVA** ,1977      **Research in Education** ,1973      **Resources in Education** ,1984      Reauthorization of the Follow Through Program United States. Congress. House. Committee on Education and Labor. Subcommittee on Human Resources,1986      Federal Evaluations , Contains an inventory of evaluation reports produced by and for selected Federal agencies including GAO evaluation reports that relate to the programs of those agencies      **Federal Program Evaluations** ,1980 Contains an inventory of evaluation reports produced by and for selected Federal agencies including GAO evaluation reports that relate to the programs of those agencies      Children ,1967

*Education, International Affairs and Social Security Task Forces of the Committee on the Budget, United States Senate, One Hundred Fifth Congress, First Session, October 28, 1997--The State of American Education; November 6, 1997--Federal Pre-kindergarten Through Twelve Grade Education Programs; October 30, 1997--International Affairs Funding--150 Account; November 20, 1997--Financing Social Security in the 21st Century* United States. Congress. Senate. Committee on the Budget,1998      **History and Educational Policymaking** Maris A. Vinovskis,2008-10-01 In this book an eminent scholar

and policymaker analyzes the lessons history can teach those who wish to reform the American educational system Maris Vinovskis begins by tracing the evolving role of the federal government in educational research providing a historical perspective at a time when there is some movement to abolish the U S Department of Education He then focuses on early childhood education exploring trends in the nineteenth and twentieth centuries He examines the troubling history of the Follow Through Program which existed from 1967 to 1994 to help Head Start children make the transition into the regular schools and he reviews the development of the Even Start Program which works to improve the literacy of disadvantaged parents while providing early childhood education for their children He discusses changing views toward the economic benefits of education and critically assesses the validity and usefulness of the idea of systemic or standards based reform Finally he develops a conceptual framework for mapping and analyzing education research and reform activities

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