Evaluation Proposal

Evaluation of Determining Instructional Purposes Training Program
For
Far West Lab for Educational and Research Development

Submitted by Ewing Jenkins Associates
July 11, 2011

Introduction

In June 2011, the Far West Laboratory (FWL) issued a request for proposal for an evaluation of the Determining Instructional Purposes (DIP) training program. This document is a proposal from Ewing Jenkins Associates for the evaluation of Far West Lab's training program and development of its educational unit package. FWL has requested evaluation of the program units, and ways to market this product to school administrators.

Program Description

The Determining Instructional Purposes (DIP) Training Program was designed by the Far West Laboratory for Educational and Research Development. It is designed to help develop the skills in setting goals, analyzing problems and deriving objectives for school administrators and graduate students as related to educational administration. The program is comprised of three self-contained units with four to six modules in each containing reading materials, practice activities and feedback. Each unit takes between 10-18 hours to complete and is designed to be overseen by a coordinator. Printed materials consist of a coordinator handbook, and three individual units, which can be purchased all together or separately.

Far West Labs wants to determine the projected response to the product when it is marketed, and desires feedback on how to communicate with projected consumers about the contents and uses of the product.

Evaluation Methods

This evaluation has been requested to determine the feasibility of creating and marketing the training program to school administrators and graduate programs. Several types of data sources will be used in this evaluation.

Analyzing Other Consumer Products: Data will be collected in narrative form about currently existing programs, which may have similar objectives. This will determine what
other programs exist, how these materials are different, and how they compare to FWL’s product.

**Evaluating Existing Data**
Research data collected by Far West Labs from any internal or external trials of the program will be used in conjunction with the survey data to provide recommendations on the further development of existing educational units.

**Survey of School Administrators and Graduate Program Directors:** A survey developed by the evaluator will be given to school administrators and graduate program directors to determine their attitudes about the program objectives, the decision making process and as a needs analysis.

In order to determine the interest level in educational planning skills curriculum, we propose conducting surveys to measure what percentage of school leaders might purchase this type of product. A survey to be completed by school principals, superintendents, and graduate program directors about staff training will be mailed to a randomly selected group. The survey will also be posted online as an advertisement or blog topic on an online website of 2-4 national educational websites/forums. These results and opinions will be compiled to assist Far West Labs in determining the next steps in the project.

If available, Ewing Jenkins Associates will contact any current or former customers of FWL products and invite them to participate in this survey.

**Interviews with Program Developers:**
Interviews with the program developers will be held to determine information that may help in disseminating the units appropriately.

**Task Schedule**
The task schedule for the proposed project is shown on page 3. The schedule assumes a start date of July 30, 2011 and shows a completion date of December 16, 2012.

**Project Personnel and Bidder Qualifications**
The project personnel and bidder qualifications are outlined in detail on page 4.

**Budget**
The proposed budget for the evaluation of the Far West Laboratory’s *Determining Instructional Purposes* training program is $29,750. A breakdown of the proposed budget is shown on page 5.
### TASK SCHEDULE

**EVALUATION OF THE DETERMINING INSTRUCTIONAL PURPOSES TRAINING PROGRAM**

<table>
<thead>
<tr>
<th>TASK</th>
<th>AGENCY RESPONSIBLE</th>
<th>DEADLINE DATE</th>
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<tbody>
<tr>
<td>1. Meet onsite with FWL staff to discuss the proposal and finalize.</td>
<td>EJA</td>
<td>July 30, 2011*</td>
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<td>2. Submit draft copies of the data collection plan, interview protocol and survey instrument to FWL.</td>
<td>EJA</td>
<td>August 22, 2011</td>
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<tr>
<td>3. Return feedback on data collection plan, interview protocol and survey instrument.</td>
<td>FWL</td>
<td>August 29, 2011</td>
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<td>4. Modify data collection plan and review if needed.</td>
<td>EJA</td>
<td>September 9, 2011</td>
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<td>5. Receive previously collected data from internal &amp; external trials.</td>
<td>FWL</td>
<td>September 23, 2011</td>
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<td>6. Distribute and launch survey by mail and online.</td>
<td>EJA</td>
<td>September 23, 2011</td>
</tr>
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<td>7. Collect and analyze data regarding other consumer products.</td>
<td>EJA</td>
<td>October 7, 2011</td>
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<tr>
<td>8. Summarize consumer product data and present to FWL via videoconference.</td>
<td>EJA</td>
<td>October 14, 2011</td>
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<tr>
<td>10. Summarize survey data and present to FWL.</td>
<td>EJA</td>
<td>November 18, 2011</td>
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<tr>
<td>11. Write final report and submit to FWL.</td>
<td>EJA</td>
<td>December 16, 2011</td>
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*Deadlines assume start date of July 30, 2011. A later start will push all dates forward accordingly and a new timeline will be submitted.
Personnel/Bidder Qualifications

Ewing Jenkins Associates has worked with clients for over 20 years, specializing in business services and educational program evaluation. EJA is especially qualified to evaluate educational programs due to its extensive experience in the public and educational sector. This includes work for the Washington Virtual Academies, the Washington State Quality Award, and Boise State University.

Kristin Ewing, Principal Educational Specialist - Ms. Ewing will direct the FWL evaluation and have primary responsibility for planning and implementing the overall evaluation. Ms. Ewing has several years of experience as an educator and trainer, and has been the lead evaluator on several EJA projects. She holds a B.A. in Psychology and a B.A. in Education from Central Washington University and is currently working on a Masters in Educational Technology from Boise State University.

Michelle Jenkins, Educational Evaluator - Ms. Jenkins will write survey materials, lead data collection and analysis, and write marketing material summaries and the final report of the evaluation. Ms. Jenkins has many years of teaching experience in education and technology education in K-12 schools. Ms. Jenkins has taught dozens of education and technology workshops to educators, and has a masters' degree in educational technology and school technology coordination.

Sarah Smith, Project Assistant - Ms. Smith will participate in data collection and analysis, work with the team to compile recommendations and index the collected data. This staff member has a degree in educational studies.

Aila Mendoza, Data Assistant - Ms. Mendoza will compile database and mailing lists of administrators to be used in surveys, and work on all online work with the survey presentation and data collection. She has several years of experience in web programming, design, and office data work and a degree in web and design research.

The evaluation team will also include additional EJA evaluation specialists and two graduate assistants from Boise State University as needed.
## Evaluation Budget

### Personnel Fees:
- Lead Evaluators
- Program Assistants
- Data Assistant

**$22,000**

### Travel:
- Two, 2-day round trip meetings at FWL offices
- Airfare for 2, hotel, vehicle

**$3,000**

### Communications:
- Telephone and Video Conference

**$460**
- Postage for survey distribution (2000 mailings)

**$900**

### Supplies, Materials:
- 3 sets of the Instructional Program packages

**$90**
- Printing costs

**$3,300**

### Total:

**$29,750**