EVALUATION PROPOSAL
FOR

‘Determining Instructional Purposes (DIP)’ Training Program
Submitted to: Far West Laboratory for Educational Research & Development
Submitted by: Educational Program Evaluators

7/12/2013
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PROGRAM OVERVIEW

The program evaluation proposal is being submitted to Far West Laboratories (FWL) by Educational Program Evaluators (EPA). The evaluation recommendations will enable the decision makers in FWL to assess the value of their training package to determine if the DIP program is a good product to market and worthy of committing resources to. The recommendations will be based on thorough data analysis to show how effective the DIP package has been in attaining the objective of training school administrators and graduate students in skills related to planning of effective school programs. The proposal will address both the needs of FWL as indicated below.

STATEMENT OF PURPOSE

The primary purpose of this evaluation proposal is to

1. Provide information that will help FWL primary stakeholders make decisions if the DIP units are worthy of committing more resources to in order to get a ROI.
2. Provide recommendations to FWL management that will help them market and sell the units.

The secondary purpose is to identify specific information for use by school administrators that will help them make decisions to buy the units.
The Determining Instructional Purposes (DIP) training package developed by FWL is targeted towards the school administrators and graduate students in educational administration. The purpose of DIP is to train them in skills related to planning of effective school programs.

The Dip package comprises of a handbook and three major units:

1. Setting Goals (10-15 hrs)

2. Analyzing Problems (12-18 hrs) and


The units can be used in a stand-alone situation or in conjunction as the situation demands. Each unit comprises of 4 to 6 modules. Each module is broken down into reading materials, individual or small group activities and feedback for practice activities. The handbook has all the information related to training procedures for the three units. This can be used by the training co-
coordinator who oversees the program to organize, guide and monitor the activities.

EVALUATION METHOD

Click here to see the EDP for the evaluation in Appendix B

Educational Program Evaluators have used their knowledge and experience while planning the most appropriate evaluation design for this project. (EDP in Appendix B) The Goal-Based Method will be used to evaluate the DIP training package. The evaluation will be based on the attainment of the stated objectives shown below.

OBJECTIVES

DIP training package and learning evaluation, the principal questions:

- Did the program achieve the training needs objectives?
- To what extent were the learners' (The school administrators’ & graduate students’) objectives achieved?
- What specifically did the learners learn?
- What are the commitments of the learners about implementing what they learnt in their school?

AUDIENCE

The primary stakeholders are the directors and management staff of FWL.

The secondary stakeholders are:

- The school administrators, who are the learners and will use the DIP training package.
- The graduate students, who are the learners and will use the DIP training package.
The training co-coordinator who will work with DIP and also administer it to the learners.

**INFORMATION REQUIRED (DETAILS IN APPENDIX B)**

- Pre-course understanding of all personnel involved.
- Pre-course identification of learners’ knowledge, skills & attitudes.
- Interim validation of learning, as program proceeds.
- End of course assessment of terminal knowledge and skills.
- Post-course learners’ reaction to training.
- Post-course learners plan of action for implementation in their school.

**DATA SOURCES & COLLECTION INSTRUMENTS (APPENDIX B)**

- Minutes of pre-course meeting with all concerned people, the FWL management, the school administrators, graduate students, the training co-coordinator and the evaluator.
- Pre-course survey and pre-test
- Interim validations by observation, looking at feedback on progress, comparison with project rubrics, and portal data for time on task, task completion, quiz results.
- End of course learning key questionnaire
- Post course survey, test results and reaction questionnaire
- Future action plan
### TASK SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Completion Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meeting with FWL stakeholders to pre-plan DIP implementation. 1. Identify the objectives of the DIP package and procure a copy of the handbook and all materials to be evaluated.</td>
<td>July 15</td>
</tr>
<tr>
<td>2. Second meeting with stakeholders to 2. Shortlist a group of students to participate in the training. 3. Identify the training coordinator.</td>
<td>July 22</td>
</tr>
<tr>
<td>3. Read Handbook thoroughly &amp; Compare with minutes of first meeting to check alignment of goals and objectives and write a report.</td>
<td>July 24</td>
</tr>
<tr>
<td>4. Prepare a checklist of course objectives to give to SME</td>
<td>July 29</td>
</tr>
<tr>
<td>5. *Have SME, Instructional Design compare the objectives in the checklist with the instructional material in the various modules to check alignment with objectives.</td>
<td>July 25 to September 25  * Completed by SME</td>
</tr>
<tr>
<td>6. Prepare pre-course survey</td>
<td>August 15</td>
</tr>
<tr>
<td>7. Prepare post-course survey</td>
<td>August 15</td>
</tr>
<tr>
<td>8. Prepare Learning Questionnaire</td>
<td>August 19</td>
</tr>
<tr>
<td>9. Administer the pre-course survey to identify learners</td>
<td>August 20</td>
</tr>
<tr>
<td></td>
<td>existing knowledge, skills, attitudes</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>Administer the training and monitor interim program activities and collect assessment data from feedback for practice activities after completion of Module 1</td>
</tr>
<tr>
<td>11</td>
<td>Mid-Course Meeting with Stakeholders to discuss progress so far.</td>
</tr>
<tr>
<td>12</td>
<td>Administer the training and monitor interim program activities and collect assessment data from feedback for practice activities after completion of Module 2 &amp; module 3</td>
</tr>
<tr>
<td>13</td>
<td>Administer post-course survey to assess perceptions</td>
</tr>
<tr>
<td>14</td>
<td>Administer Learning questionnaire to assess terminal knowledge, skills</td>
</tr>
<tr>
<td>15</td>
<td>Administer Plan of Action Report to determine future course of action by school administrators and graduate students involved in education administration.</td>
</tr>
<tr>
<td>16</td>
<td>Follow-Up of Action Plan to determine implementation by school administrators after 45 days</td>
</tr>
<tr>
<td>16</td>
<td>Summarize Action Plan Report &amp; provide Recommendations backed by data analysis results in Final meeting with stakeholders</td>
</tr>
</tbody>
</table>

*Optional activity based on approval. Additional cost involved see budget.*
PROJECT PERSONNEL

Dr. William Kastern

Dr. William Kastern founded Education Program Evaluators (EPA) in 2002 to provide quality evaluation of instructional programs based on thorough research. He earned his PhD in Instructional Systems Design from Florida State University and has held academic positions at Georgia State University and New York University. He serves on the editorial board of several instructional science journals. He will serve as the principal evaluator and Program Manager (PM) for this project.

Joe Smith

Joe Smith is responsible for all the statistical analysis at EPA. He will be the Data Analyst for the project (DA). He will be in-charge of Analyzing data collected & also creating surveys, Learning Keys, questionnaires for collecting relevant evaluation data. He is currently completing his dissertation research at Teacher’s College, Columbia University. Joe is a former high school math teacher and an undergraduate statistics major at the University of Pennsylvania.

Jane Hill

Jane Hill will serve as the training coordinator (TC) for this project. She has a master’s degree in Education from NC State. She has six years experience working as an adjunct in the local community college teaching educational technology subjects. She is employed as a contractor by EPA for coordinating training from time to time.

Katy Woods

Katy Woods will serve as the Program Assistant (PA). She has 15 years
experience in administrative and clerical work at various organizations.

She has been working with EPA for the last 5 years. She will be in charge of correspondence, travel arrangements and other administrative works. She will also perform data entry related to the evaluation.

**BUDGET**

<table>
<thead>
<tr>
<th>Professional Salaries</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Dr. Kastern (PM)</strong></td>
<td>30 days @$450/day</td>
</tr>
<tr>
<td><strong>Joe Smith (DA)</strong></td>
<td>30 days @$400/day</td>
</tr>
<tr>
<td><strong>Jane hill (TC)</strong></td>
<td>50 credit hrs @$200/credit hr</td>
</tr>
<tr>
<td><strong>Katy woods (PA)</strong></td>
<td>40 days @$120/day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Travel to FWL &amp; School Sites</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated mileage 500 miles @$0.30/mile</td>
<td>$150</td>
</tr>
<tr>
<td>4 site visits @ estimated average of $150 travel &amp; per diem per visit</td>
<td>$600</td>
</tr>
<tr>
<td>Supplies, Materials, Communication</td>
<td>$1,200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>$42,250</strong></td>
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</table>

*Optional SME Evaluation of Task, Objective, Assessment alignment with goals of 15 Modules @$200/module | $3,000 | *$45,250
APPENDIX A: DETERMINING INSTRUCTIONAL PURPOSES (DIP) COMPONENTS

Determining Instructional Purposes (DIP)

- **Unit 1**: Setting Goals (10-15 hrs)
  - Modules 1 to 6
  - Individual or Small group activity
  - Feedback for Practice activity

- **Unit 2**: Analyzing Problems (12-15 hrs)
  - Modules 1 to 6
  - Individual or Small group activity
  - Feedback for Practice activity
  - Field activity in school district

- **Unit 3**: Deriving Objectives (10-15 hrs)
  - Modules 1 to 6
  - Individual or Small group activity
  - Feedback for Practice activity
  - Reading Materials
  - Field activity in school district
## APPENDIX B

### EVALUATOR’S PROGRAM DESCRIPTION FOR DIP TRAINING PACKAGE:

<table>
<thead>
<tr>
<th>Evaluation Questions</th>
<th>Program Objectives</th>
<th>Project Activities to Observe</th>
<th>Data Source</th>
<th>Population/Sample</th>
<th>Data Collection Design</th>
<th>Data Analysis</th>
<th>Whose Responsibilit y</th>
</tr>
</thead>
</table>
| Goals: Is the purpose stated concisely? | To check if Goal statement is clear       | Evaluator reads & compares Pre-course meeting minutes & handbook materials                   | 1. Notes taken from minutes of meeting with all stakeholders’ pre-course delivery.  
                                                                                                         | FWL Directors, management staff, school administrators, graduate students, training co-coordinator | Request a copy of the minutes of the meeting & a copy of the handbook      | Compar e the two     | Evaluat or            |
| Did the program achieve the training needs objectives? | To check Goal & objective alignment | The training co-coordinator, Students (The school administrators and the graduate students of school administration) read the goal | End-user survey                                                             | The training co-coordinator, (The school administrators and the graduate students of school administration) | Administer end-user survey through webmonkey | Plot graphs          | Evaluat or            |

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<table>
<thead>
<tr>
<th>Question</th>
<th>Action</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent were the learners' objectives achieved?</td>
<td>Observation of interim program activities during training of co-coordinator, Students (The school administrators and the graduate students of school administration)</td>
<td>Interim validation by monitoring feedback for practice activities End of course Learning Key Questionnaire</td>
</tr>
<tr>
<td>To check effectiveness of training</td>
<td></td>
<td>The training co-coordinator, (The school administrator and the graduate students of school administration)</td>
</tr>
<tr>
<td>What specifically did the learners learn?</td>
<td>Observation of interim program activities during training of co-coordinator, Students (The school administrators and the graduate)</td>
<td>Feedback for practice activities End of course Learning Key Questionnaire</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summar y report from data collecte d &amp; analyze d</td>
</tr>
</tbody>
</table>

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**Content:** Is the content in Reading Material & handbook presented in a clear and concise manner?

- To validate appropriateness of content in handbook and reading material and to align with module objectives.
- Subject Matter Expert (Instructional Design) browses reading material in the content & compares with checklists of module objectives.
- Feedback via email & messages to evaluator with the completed checklist of objectives.

**What are the commitments of the learners about implementing what they learnt in their school?**

- To determine future implementation ideas.
- The school administrators and graduate students who are the learners write a plan of action report.
- Plan of Action Report.
- The learners(The school administrator & graduate students).
- Summary of Plan of action report from administrators and graduate students.
- Take key points from all student reports and summarize.

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**SME (ID)**

**Prepare Checklist of module objectives**

**Compare the course content with checklists of module objectives**

**SME (ID)**