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**Created by Evaluate Before You Invest (EBYI)**

**Presented to: Far West Laboratory**

Evaluation Proposal for Educational Research and Development

# Evaluation Proposal

RFP for Far West Laboratory - Educational & Research Development

## Introduction

The purpose for the evaluation proposal is to provide information, data, and recommendations in order to decide if Far West Laboratory (FWL) should commit resources, including monetary investments, to market the Determining Instructional Purposes (DIP) training package. The secondary purpose of the evaluation is to provide marketing information that would help school administrators choose to utilize and purchasing the training product. The overall goal is to determine if there is a viable market for the DIP training materials.

## Description of the Program Being Evaluated

The item that is being evaluated is a Determining Instructional Purposes (DIP) training package that consists of a Coordinator's Handbook and three training units. The first unit, Unit 1, is Setting Goals. The second unit, Unit 2, is on Analyzing Problems. The third unit, Unit 3, is on Deriving Objectives. All of the units contain four to six modules that provide training on specific goals. The modules are designed around reading material pertaining to the skills that are taught, individual or small group activities to practice the skills, and assessments to these assignments.

In order to promote teamwork as in a school district, the learning activities could be done in groups. Within a group of trainees, the units could be administered so that either one unit could be utilized or any combination of three units could be used. Although the units are self-contained with step-by-step problems through the materials and activities, it is specified that a coordinator oversee the training courses through a workshop. According to the program developers, the coordinator's function is to organize, guide, and oversee the activities and material contained in the units. A Coordinator's Handbook is part of the training package, but it and all the materials for the units are in print form which is sold separately but created by FWL. The cost is \$8.95 per single unit or \$24.95 for a set of the three units, and the Coordinator's Handbook is priced at \$4.50 a copy.



## Evaluation Method

***What does FWL want to be able to decide because of the evaluation?*** Far West Laboratory wants an evaluation done on the (DIP) training packages to evaluate the training's worthiness and if the FWL could sell them in the market place. Thus, operating costs and the cost to the consumer need to be analyzed to find the best price that needs to be defined for the attended market. The market information that is collect can help define the audience and channels that can be used to disseminate information to school administrators in order for them to choose to utilize and purchasing the training product.

***What kinds of information are needed to make the needed decisions?***

1. **Planning:** An Decision-Making Evaluation Model as the future use of the program will be analyzed and reviewed. The materials will first need to be tested. Both quantitative methods as results of the DIP training package will be applied and qualitative methods such as observations and surveys will be employed. Therefore, formative evaluations and a summative evaluation will both be utilized.
2. **Audience:** The audience is training school administrators and graduate students in educational administration; thus, these school administrators can be primary, secondary, or post-secondary schools, either private or public. They may be school principals, superintendents, or directors of specific school programs (such as an athletic director). In order to reach the graduate students in educational administration, college and university graduate professors in education are included in the product's market.
3. **Data Collection:** The type of Information that is collected is data in both quantitative methods as age, demographics, improvement scores in the subject areas and qualitative data through a survey as effectiveness, how much the product costs, and how it is dispersed will also be gathered. The Lead Project Coordinator with the two Operations Collection Analysts and FWL marketing personal will create surveys and a quiz to decide on the data to be collected. Approximately thirty test sites from schools randomly drawn from schools in Idaho, Oregon, and Washington will be used to gather data. As travel costs are limited, an online questionnaire will be sent out to schools in those three states to evaluate interest in the (DIP) training program. Approximately thirty test sites will be broken down to include primary, secondary, and post-secondary schools and include universities and colleges and will be selected by the city in which they reside. A reverse ordering of the cities that show interest in the pilot program will be devised, and the cities then will be selected from the list. In order to save costs, all those schools in that city that showed interest can be included in the pilot program.

## EVALUATION PROPOSAL TO FAR WEST LABORATORY

The size of the sample will be limited as what questions are going to be asked. If the product is going to distributed world-wide or nationally, the population is greater than five hundred, a sample size of 10 to 25 percent should be used. Besides a questionnaire to the schools in regard to interest of the (DIP) training program a post-survey of questions regarding cost and dissemination of the program will be given to the schools chosen. For instance, analyzing if a coordinator is utilized and needed, and if the copies could be disseminated cheaper through the internet and reach more potential clients. An online pre-survey and a post-survey will be conducted on the trainees to evaluate the material of the (DIP) training program.

4. **Data analysis:** The data will have to be organized and then prioritized to determine learning needs. Analyzing information involves examining it in ways that reveal the relationships, patterns, trends, etc. that can be found within it. It will be entered into a database and spreadsheets will be utilized by the Data Analyst. The Data Analyst will perform the mathematical operations needed to get both quantitative and qualitative data ready for analysis. For instance, this might include entering numerical data into a chart or table, or figuring the mean (average), median (midpoint), and/or mode (most frequently occurring) of a set of numbers. Statistical analysis will be utilized to see if the independent variable (the training program) will influence the dependent variable at the .05 significance. Thus, this instrument demonstrates that there is a 95% probability of likelihood that the (DIP) training program had the desired learning effect.
5. **Reporting on results:** EBYI will create a summary of results will be included in order to make the recommended solution.





### Task Schedule

Start Date	Task Event	# of Days	Person Responsible
1/7/2019	Lead Project Coordinator meets with FWL	2 days	Lead Project Coordinator
1/14/2019	Lead Project Coordinator and two Operation Collection Analysts meets with FWL stakeholders to create questionnaires, pre and post surveys and any tests	5 days	Lead Project Coordinator and Operations Collection Analysts
1/21/2019	Questionnaires are created disseminated to administrators in market	35 days (15 days for dissemination)	Lead Project Coordinator and Operations Collection Analysts

## Task Schedule Continued

Start Date	Task Event	# of Days	Person Responsible
2/26/2019	Lead Project Coordinator and Operations Collection Analysts and Data Analyst Program and create all pre and post surveys and tests	15 days	Lead Project Coordinator, Operations Collection Analysts and Data Analyst (2 days)
2/27/2019	Surveys and tests sent to FWL for review and teleconference discussions with FWL	2 days	Lead Project Coordinator and FWL Stake holders
3/15/2019	Data Analyst	3 days	Decides on Cities and schools to set-up pilot training program
3/19/2019	Schools are contacted, and flight arrangements are made, and training material post surveys, tests, and pre-surveys are administered	44 days (20 days in actual contact of schools)	Lead Project Coordinator and Operations Collection Analysts
4/23/2019	Reminders of post-surveys to administrators are sent and data collection has started	4 days	Data Analyst, Lead Project Coordinator and Operations Collection Analysts
5/10/2019	Post surveys from school administrators is gathered and data is organized. On-going data compellation.	5 days	Data Analyst
5/20/2019	Data compellation and analysis is completed, and all pilot programs are complete.	6 days	Data Analyst
5/23/2019	Summary report is created with results and suggestions	7 days	Data Analyst, Lead Project Coordinator and Operations Collection Analysts
6/3/2019	Summary report is presented to FWL	1 day	Lead Project Coordinator and Operations Collection Analysts

## Project Personnel

	<p><b>Suzi Allred – Lead Project Coordinator</b></p> <p>Suzi has many years of experience in program evaluation. She has a bachelor's degree in Economics from the University of California Santa Cruz, a degree in Computer Graphics, and a master's degree in Educational Technology. She is detailed oriented individual and has worked in large corporations doing probability and statistics, helping organizations improve efficiency, and an understanding of markets.</p>
	<p><b>Josie Salamek -- Operations Collection Analyst</b></p> <p>Josie has a master's degree in statistics from the University of Mexico. She has worked for many large corporations and has many years examining complex issues and solving problems.</p>
	<p><b>Kyle Sedrick – Operations Collection Analyst</b></p> <p>Kyle has a bachelor's degree in Business Administration and mathematics from University of Pittsburg. He has many years working in start-up companies working in marketing, engineering, and IT management.</p>
	<p><b>Josh BianCian– Data Analyst</b></p> <p>Josh has a bachelor's degree in statistics and mathematics from University of Montana. He is a quite individual who is a mathematical wizard. He loves to analyze data to prove relationships and market predications. He knows how to collect, analyze data, and use databases.</p>

## Budget

Personnel – Professional Salaries:			
	<b>Suzi Allred: 75 days at \$275/day</b>	<b>\$ 20,625</b>	
	<b>Josie Salamek: 40 days at \$225/day</b>	<b>\$ 9,000</b>	
	<b>Kyle Sedrick: 40 days at \$225/day</b>	<b>\$ 9,000</b>	
	<b>Josh BianCian: 20 days at \$225/day</b>	<b>\$ 4,500</b>	
	<b>Total Personnel Costs</b>		<b>\$43,125</b>
Travel and per Diem			
	<b>Plane tickets from Boise to seven cities</b>	<b>\$2800</b>	
	<b>Mileage 800 x .54 per mile</b>	<b>\$ 432</b>	
	<b>Per diem for 20 days in locations (20 x 150)</b>	<b>\$3000</b>	
	<b>Total Travel and Per Diem</b>		<b>\$ 6,232</b>
Supplies, Materials, and Photocopying			
	<b>Supplies and Photocopying</b>	<b>\$120</b>	
	<b>Materials (classroom sets and instructional material approx. 30 sets provided by FWL)</b>	<b>\$ 0</b>	
	<b>Total Supplies and Materials</b>		<b>\$ 120</b>
	<b>Total Budget</b>		<b>\$49,477</b>