

Proposal for Evaluation of Determining Instructional Purposes Program

Submitted to: Far West Laboratory



Submitted by:
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Statement of Purpose

The purpose of this evaluation is to establish if the Determining Instructional Purpose (DIP) training program is suitable for propagation. From these results the Far West Laboratory for Educational and Research Development can decide the future of marketing and distribution of a DIP training program package to schools and Universities. The ultimate goal of this proposal is to justify the program's worthiness for capital funding.

Description of the Program

The DIP program was developed for administrators and graduate students majoring in administration to learn how to effectively plan school programs. The program consists of a handbook and three training units: *Unit 1 - Setting Goals*, *Unit 2 - Analyzing Problems*, *Unit 3 - Deriving Objectives*.

Each unit is broken up further into modules. There are 4 to 6 modules in each unit and each cover a specific number of objectives. Each module contains readings that relate to the skills, and include both small group and individual activities. Planning teams are made up from the participants and given hypothetical issues. The units can be used one at a time or in conjunction with each other depending on the needs of the school or district. The design of the program allows for flexibility so that it can either be presented in a workshop format or individual sessions. Units 1 and 3 require 10-15 hours of instruction, while unit 2 requires 12-18 hours. A coordinator must oversee the program, and is only present to act as a guide and organizer, as well as to monitor progress.

Evaluation Method

The purpose of this evaluation is to discover the validity of implementing the DPI training program into a marketing tool geared towards school administrators and graduate students. The main goal is to definitively decide if the DIP training program is suitable for capital investment and if FWL should continue to print and distribute the program materials.

A decision will be made through this evaluation, as stated above, to determine the future of the DIP training program. As a result of this evaluation the participants will make the determination about the effectiveness of the program. The evaluation will help FWL stakeholders to decipher the affect the program has on the attitude of the participants. Through both quantitative and qualitative evaluation methods, it will be clear how much of an impact DIP has on the behavior of the participants as well as the affects on the participant's thinking and approach towards the planning and implementing of effective school programs.

The audience for the data analysis information presented from this evaluation will be the FWL team. This is to include the FWL executive officers, staff, and marketing department. The types of different information needed for a well-developed decision will be presented through different approaches, both quantitative and qualitative.

Stage 1: Evaluation of DIP Materials

Using the DIP materials, an expert on implementing school programs will assess the material content. The purpose of this stage is to evaluate the quality of the materials as it pertains to the objectives the DIP program strives to meet. The expert will take a survey and also be interviewed before and after to help assess materials.

Data Sources: Interviews and survey.

Materials: A full set of training materials

Stage 2: Sample Group

The sample group will consist of 5 graduate students and 5 current Administrators. The purpose of the sample group is to participate in a training session using the DIP. Assessments will be done by interviews, as well as pre and post surveys. Participants will also have the opportunity to give suggestions and offer feedback. The evaluation team will evaluate and report the findings.

Data Source: Interviews, pre and post surveys.

Materials needed: 10 sets of the materials, plus coordinator materials.

Stage 3: Questionnaire

For a broader understanding about the relevance of the materials, a questionnaire will be sent to those who have previously used the materials. The questionnaire will ask for opinions as well as the amount of time spent with the materials and how often, if ever they were utilized. If DIP materials were not utilized or their use was discontinued the evaluation will help discover the reason. The populace will rate the material using a scaled evaluation, as well as participate in interviews. They can respond to the questionnaire and submit their answers. The evaluation team will then collect the data and report the findings.

Data Sources: questionnaire, scaled evaluation, interview.

Materials: No outside materials since the participants already have the DIP program sets. Questionnaire can be given and turned in online avoiding the cost of physically mailing them.

Schedule of Tasks

Tasks	Participants	Estimated Dates
1. Initial meeting between FWL and Marion Evaluations to address goals and desired outcomes.	FWL Stakeholders FWL Marketing ME Evaluators	August 1
2. Contact Subject Matter Expert (SME) and supply DIP materials for their perusal.	ME Evaluators Subject Matter Expert	August 3-10
3. Complete perusal of DIP materials by the SME and receive survey to review.	ME Evaluators Subject Matter Expert	August 20
4. Review SME's comments and findings and to collect data.	ME Evaluators SME	August 20-24
5. Choose the 5 graduate students and 5 administrators to participate in presentation of DIP materials.	ME Evaluators	August 25
6. Prepare the pre and post survey for the sample group.	ME Evaluators	September 1
7. Hold the DIP training session for the sample group.	ME Evaluators Coordinator Training Session Participants	September 20- September 25
8. Review the pre and post survey to collect data and review suggestions. Present findings.	ME Evaluators FWL stakeholders FWL Marketing	September 25 October 1
9. Review data collected thus far to create a survey to send to previous users of the DIP program.	ME Evaluators	October 2-9
10. Collect and review data from the surveys of the previous users of the DIP program and assimilate the data both quantitative and qualitative with the SME's findings as well as the sample group.	ME Evaluators	October 9-31
11. Present findings to FWL stakeholders and Marketing.	FWL Stakeholders FWL Marketing ME Evaluators	November 10

Project Personnel

Melodee Sweeney ED.D, President

Dr. Sweeney founded Marion Evaluation Firm in 2002, which focuses on evaluating educational related materials. Dr. Sweeney obtained a bachelors degree in History and Russian Language from Valdosta State University. Afterwards she decided to pursue a career in education and received her professional teaching license with the state of Florida. She received a Masters in Educational Technology at Boise State, and continued there to receive her doctorate in Curriculum and Instruction. Prior to founding Marion Evaluation, Dr. Sweeney taught AP History and Russian at Lakeland High School in Ocala, Florida. She went on to become Curriculum Coordinator and Technology Integration Specialist at Lakeland.

Tabitha Brown CPA

Ms. Brown is a certified public accountant that started working with Marion Evaluation 7 years ago. Prior to starting with Marion Evaluations, Ms. Brown worked for the H&T Public Accounting Firm. Ms. Brown also holds a bachelor in Secondary Math Education from Miami College, and is in charge of the data analysis for all the evaluations.

John Handover PhD

Mr. Handover is the subject matter expert for this evaluation, and the coordinator for the sample group. Mr. Handover is currently a Curriculum and Instruction Professor at Florida College. Prior to his becoming a professor and subcontractor for Marion Evaluations, Mr. Handover served as Curriculum Coordinator at Westwood High School, as well as head of Professional Development.

Mr. Thomas Johnson

Mr. Johnson has been with Marion Evaluations for 3 years. He works as an associate with Marion Associate and helps coordinate, organize, and present findings to the stakeholders. Prior to joining Marion Evaluations, Mr. Johnson received his bachelors from Georgia and worked as an office manager for large law firm.

Budget

Personel

Professional Salaries

Dr. Melodee Sweeney	102 days X \$175.00 = \$17,850.00
Tabitha Brown	102 days X \$150.00 = \$15,300.00
Dr. John Handover	12 days X \$150.00 = \$ 1,800.00
Mr. Thompson	102 days X \$ 80.00 = \$ 8,160.00

Total = **\$43,110.00**

Travel and Lodging

Round-trip from Ocala to Miami
307.2 miles X \$.25 per diem = \$76.80

\$76.80 per diem per month X 4 months = \$ 307.20

Lodging (2 people \$110.00/night pp.) 4 nights X \$220.00 = \$ 880.00

Total = **\$1187.20**

Supplies

Paper and photocopies Total = **\$ 300.00**

Budget Total = **\$44,597.20**