

Response to Request for Proposal

The *Determining Instructional Purposes* training package

Submitted to:

Far West Laboratory for Educational Research and Development

Submitted by:

Greendale Educational Associates

Introduction

In October 2012, Far West Laboratory for Educational & Research Development (FWL) issued a request for proposal (RFP) for an evaluation of the training program *Determining Instructional Purposes* (DIP). In short, the following document is a proposal from Greendale Educational Associates (GEA) of Boise, Idaho submitted in response to FWL's RFP. Specifically, the primary purpose of this proposal response is to offer our services for use in the decision-making process regarding the marketing and sale of the units. Additionally, a secondary purpose of this response is to offer our assistance in providing information that is useful to the stakeholders and school administrators responsible for making decisions about the purchase and use of the units. Finally, the overall goal of this particular response is to assist FWL in determining whether or not their organization should commit resources to market the DIP training program package.

Description of Program Being Evaluated

The *Determining Instructional Purposes* (DIP) training package from FWL consists of a Coordinator's Handbook and three training units. Specifically, these training units breakdown in the following manner: Unit 1: *Setting Goals*, Unit 2: *Analyzing Problems*, and Unit 3: *Deriving Objectives*. Essentially, each unit is comprised of four-to-six modules that offer training on a variety of instructional objectives. In probing further into the modules, an individual will find that a typical module contains reading material related to new skills, individual and group activities, and feedback for practice activities. In short, the Coordinator's Handbook and all of the aforementioned materials in the three units are in print form ranging from 155 pages to 259 pages in length, and are currently being sold from FWL at a cost of \$8.95 per single unit or \$24.95 for the entire set. Additionally, the Coordinator's Handbook, which contains the guidelines and directions for all the related units and modules, is priced at \$4.50 per copy.

Specifically, the units of the DIP training package were designed so that either a single, individual unit or any combination of the three units could be used with a group of trainees. In fact, if the trainer wished to concentrate his or her current planning efforts on only one of the units, they could confidently address their individual area of concern. Essentially, the units within the DIP are intended to be self-contained and provide step-by-step progress through the information and activities comprising a unit. In short, whether the unit's information is administered through a workshop or an individual session, the DIP should be effective in helping an instructor reach their desired goal.

Evaluation Method

Essentially, the primary purpose of this evaluation is to determine whether or not FWL should commit money and resources to the marketing of the DIP training package. In short, the DIP training package was created by FWL for the purpose of training school administrators and graduate students in skills related to the planning of effective school programs. In essence, as the evaluating company, GEA would like to determine if FWL should make a large monetary

investment in their DIP program to ultimately grow their organization. As mentioned before, GEA will provide FWL, and in a sense the targeted school administrators and graduate students, with evaluation information that will help them with the decision-making process regarding the DIP training package.

Specifically, the first job the GEA would conduct would be to determine the kinds of information needed for the FWL to make a decision. Typically, this information includes: the amount of content that was able to be covered in the allotted time, the most effective and efficient way the program is presented for maximum expected outcomes, and the way the DIP program is accessed. In short, all of this information converges in an instructional design picture that can ensure the product is evaluated in a fair manner. Essentially, by determining the aforementioned information, GEA would then be able to determine if the DIP is effective in improving administrator, teacher, and school performance. In other words, GEA would be able to determine what sources and what instruments would best provide the information on whether or not the DIP program is a worthy investment.

In short, the GEA believes the best way to determine the DIP's worth is to conduct a simulation of the overall training program. Specifically, the data sources will be the trainees consisting of 15 school administrators and graduate students from the Boise Independent School District and Boise State University as well as the GEA staff who will plan and implement the simulation. The specific simulation will be performed on the Boise State University campus and will take place on 5 consecutive Saturdays starting April 6th, 2013. In short, all three units will be covered as well as attitude surveys, questionnaires, and interviews about the trainee's experience with the program at the end of the simulation. In the end, the direct observations of the simulation combined with the survey, questionnaires, and interviews will provide a comprehensive basis to be able to determine if FWL's DIP program is marketable.

Task Schedule

Evaluation of the Determining Instructional Purposes Training Package

Task	Agency Responsible	Deadline Date
1. Meet with FWL staff to discuss GEA proposal and FWL's desired modifications.	GEA	Nov. 15, 2012
2. Submit data-collection strategy for evaluation and simulation methods as well as draft copies of all surveys, questionnaires, and interview techniques for FWL to review.	GEA	Dec. 14, 2012

3. Provide GEA with feedback on evaluation and simulation methods, data collection, survey methods, and interview methods.	FWL	Jan. 15, 2013
4. Complete revisions to data-collection plan and evaluation and simulation methods, and then submit final plans to FWL.	GEA	Feb. 4, 2013
5. Start simulation and collection of data from simulation, survey and interview strategies.	GEA	April 6, 2013
6. Summarize collected data in a presentation meeting with FWL.	GEA	June 3, 2013
7. Provide GEA with educational standards needed to ensure the DIP training materials and modules have been independently examined by GEA's SME expert and endorsed by a national panel.	FWL	July 1, 2013
8. Summarize and analyze 2013 data on the effectiveness, efficiency, and impact of training materials on trainees during the simulation.	GEA	Sep. 2, 2013
9. Write final report and submit to FWL.	GEA	Nov. 15, 2013

Project Personnel

Joshua Smith, a Senior Evaluation Specialist at GEA, will guide and direct the overall planning and implementation of the DIP evaluation. In short, Mr. Smith has worked under the direction of the CEO of GEA to advise on and develop appropriate mixed methods evaluation designs and work plans that are highly tailored to client needs, project purpose, context, data quality standards, time, budget, and political constraints. Additionally, he has led the design and implementation of rigorous quantitative and qualitative methodologies for evaluations and assessments of numerous international development corporations. Mr. Smith holds a B.A. from Ashford University and master's degree in Educational Technology from Boise State University.

Dr. Troy Barnes, a SME in evaluations and evaluation methods and Chief Evaluation Specialist at GEA, will formulate and design the survey and interview methods used in the evaluation. Additionally, he will supervise the data collection as well as summarize the interpretations of the

data. In short, Dr. Barnes works with organizations to develop the methodologies necessary to meet deliverables required in the SOWs for evaluation tasks. Furthermore, he is an internationally renowned consultant and evaluation expert on interpreting the results of surveys and other field data for the purpose of report preparation. Dr. Barnes has a MBA from Cornell University as well as a Ph.D. degree in Mathematics from the University of Liverpool. Lastly, he is the author of over 40 academic papers and journals on the subject of survey methods and evaluations.

Finally, the evaluation team will also consist of three additional GEA evaluation specialists and two graduate assistants from Boise State University.

Budget

Personnel

Professional Salaries:

Joshua Smith: 90 days at \$200/day	\$18,000
Dr. Troy Barnes: 45 days at \$250/day	\$11,250
Three GEA Evaluation Specialists: 30 days at \$125 ea. /day	<u>\$11,250</u>
TOTAL PERSONNEL	\$40,500

Travel and Per Diem

Estimated miscellaneous mileage: 4800 miles at \$.30 per mile	\$ 1,440
Two site visits with \$15 travel and \$25 per diem per visit	<u>\$ 80</u>
TOTAL TRAVEL AND PER DIEM	\$ 1,520

Communications

Telephone (Estimated \$100 per month for 12 months)	\$ 1,200
Postage	<u>\$ 250</u>
TOTAL COMMUNICATIONS	\$ 1,450

Supplies, Materials and Photocopying

Boise State University Facility Rental Rate: 5 days @ \$100/day	\$ 500
Supplies and Photocopying	\$ 1,000
Materials (includes 20 DIP training packages	

and 5 Coordinator's Handbooks)	<u>\$ 390</u>
TOTAL SUPPLIES AND MATERIALS	\$ 1,590
TOTAL BUDGET	\$45,360