Brushton-Moira k-12 Technology Program Evaluation Proposal

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Section I. Letter of Agreement

To: Brushton-Moira Central School

758 County Route 7

Brushton, NY 12916

From: Evaluation Team

SUNY Potsdam

Potsdam, NY 13676

Donna Andre,

Both parties are agreeing to terms based on the evaluation proposal for the Technology Education Program. By agreeing to these terms It is the responsibility of the evaluation team to keep you and the district updated on any important factors throughout the evaluation.

Your district is agreeing to a budget of $15,500.00 to complete the evaluation of the Technology Education Program. By agreeing to this budget it is required that funds are to be paid to the evaluation team at the start of the evaluation.

The evaluation will run from February 2014 and end April 2014. This timeline will give the evaluation team enough time to address all issues and provide you and the district with a plan that can be implemented at the end of the 2013-2014 academic school year.

We look forward to starting the evaluation process of the Technology Education Program in your district. If you or your administrative/teaching staff have any questions please do not hesitate to contact us.

Sincerely,

Mathew Nichols

Project Manager

Project Manager Signature:____

Mathew Nichols

District Superintendent Signature:___________________________________

Donna Andre

Section II. Introduction to the Report

As a group, we would like to evaluate the technology program/curriculum at Brushton-Moira Central School. There are currently 20 programs that are taught on a rotation schedule and each class is 20 weeks long. The classes teach students technical problem-solving skills with hands on solutions that allow students to utilize machine tools and equipment. There is also an FFA program that allows students to produce and sell maple syrup, vegetables, and flowers. There are opportunities for FFA members to learn how to manage a forest and utilize logging equipment.

At Brushton-Moira Central School there is currently 1,000 student’s k-12. The average graduating class is 40 students. Brushton is a rural farming community and teaching technical hands on skills is important for the students. The program sees about 400 students go through our program each year. Evaluating the program and making it run as efficiently and successfully as possible will benefit not only the district but the students and community members as well.

The program’s course load is heavy for grades 8-12 students. The classes are set up and managed by the district, the teachers teaching the courses, and the standards set by New York State. In New York it is mandatory for every middle school student to take 1 credit of technology, which is a 20-week course. That class lays out the foundations for technology and gives the students a hands on learning experience in building a product and using tools and machines to solve technical problems. Once students complete the middle school technology course they will have the opportunity to take high school technology classes that are electives and can count toward an art or business credit. The current courses that are available to students as electives are materials processing, wood working, construction systems, transportation systems, applied agriculture, forestry, manufacturing systems, metal working, production systems, DDP, technical drawing, architectural drawing, CAD, photography I, photography II, and energy systems. Some of these courses have and follow up course to go along with them. There is a large variety of classes for students to consider taking while in high school. The cliental of the program is made up of rural high school students who need these type of classes to get them through school. Brushton-Moira is a community where students need these classes to teach them hands on skills that will be valuable to them as a contributing member of society upon graduating high school.

Stakeholders, Clients, Audience

The stakeholders involved with the program and who have time and money invested into the program are the teachers, the district administrators and community members. Without these stakeholders this program would not be available to our students. Educators of this program have so much time wrapped up in curriculum development, lesson plan writing, and teaching to give the students the best experience and education in these classes as possible. Administrators hold the responsibility of making sure the teachers are presenting the information to the students in an effective manner. The administrators are also there to help the well-being of the students and to make sure they are succeeding in the class and that they want to be there. The community members play an important role as stakeholders because they are tax payers and it is their money that funds this program. With out money and support from the community members and the state programs like this will not succeed. With that said, in this program the teachers and students need to produce the projects and skills that the community members can look at and be happy to see that some of their tax money is put to good use in the schools.

This program is taught in a school that contains grades k-12. The elementary and secondary schools are at opposite ends of the school. There is a technology wing which is made up of two labs (shops) a wood shop and metal shop. The wood shop is also utilized as a lab for forestry and applied agriculture classes. Those two classes are mostly taught outdoors on the 150-acre property the school has available for students to use and apply the skills they learn in a real agricultural setting. On the 150 acre property there is a green house that has a 500-gallon fish tank and is a place for students to start a garden. There is also a sugarhouse which has an evaporator for boiling sap into maple syrup and the tractors that we utilize are also kept in the sugar house. There is a classroom attached to each shop. One of them is equipped with 20 computer stations that have programs students use to help solve problems out in the shop setting.

The whole program can be evaluated on the interest of the students in the courses offered and how well they do in those courses. If the numbers of the students signing up to take the classes are minimal the district and board members may look at the program and say that there isn't enough interest or what are we doing wrong because students are not taking the courses and the program may be cut. It is very important to keep the stakeholders happy and keep giving them reasons to support the program and by offering hands on classes and projects that will benefit the students and community members is a great way to do that.

Purpose of the Evaluation

The primary focus of this evaluation is to see if the technology program is meeting intended course outcomes, if students, teachers, and stakeholders are satisfied with the courses, are there any improvements that need to be done for each course, and the courses being offered are effective in teaching the content to the students. Overall this evaluation will show how valuable this program is, and if there are any changes needed to keep the value of the hands on learning the program offers to each student. A secondary focus for the evaluation would be, are the assessments for the program valid and do they really help the students, and teachers to be the best they possibly can at their role in this program? Do we need to evaluate the assessment tool that New York State has put in place for stakeholders and students? If the teachers are taking more time away from hands on applications and "teaching to the test" so they can make sure the students are successful in taking a test then the whole idea of a hands on learning experience that will benefit our clients and stakeholders is gone.

The clients and stakeholders that play a role in this program and evaluation are extremely important because they are the ones who are affected by the success of the program. Being that this program deals with the education system in New York State, if the evaluation of the clients and the response of the clients in this program is poor than the longevity of the program is at stake. That means that the primary stakeholders such as the teachers who have the most time and effort invested into the program would be cut and therefore out of a job. The teachers should want to open the eyes of the community and the school board members to the current classes and projects that the students are doing so that they can see the good that comes from a well managed technology program and what benefits there are for the school district and community who have money and time invested in the program.

Factors that influence this program are money, interest, and the area of where this program is being taught. Money plays a huge role in education, especially in a rural community like Brushton-Moira. The majority of our clients who go through the program come from families who are poor and have worked hard farming their whole lives to gain little economic satisfaction. Without the huge support of the community this program at Brushton-Moira Central School would not exist today. The forestry and applied agriculture programs are completely funded by the students who are members of the Future Farmers of America (FFA) through fund raising. Without community members supporting these fundraisers, those two classes which do so much for the school and community would not be here.

The use of the end result of this program evaluation would be a huge source of information for the stakeholders to use in seeing what they could do differently to make the program succeed. It could also show them that they are doing the right things for the clients and to keep improving to the classes, lessons and the projects.

Limitations of The Evaluation

The limitations of the evaluation are based on the Brushton Moira Central School District. Surveys will be available for selected staff including the technology teachers. Students in grades 8-12 will take an electronic survey stating their interests in current technology courses. The information and results provided at the conclusion of this evaluation will be the property of Brushton Moira central School and is to be used to help the technology department grow and be a strong support mechanism in the district. All focus groups and interviews will be conducted at Brushton Moira Central School and will be conducted on staff's free or planning time during the work day/week. There will be no compensation paid to staff or faculty members involved in the evaluation. This evaluation will take place from March 2014 and completed through out the summer ending in

September 2014. If the evaluation exceeds this time frame it will be up the district to come up with extra funding to offset the cost of the extra time needed to complete the evaluation. If the Evaluation is to exceed the expected time frame the evaluation team will make the district aware of the situation in a timely manner and it will be up to the district if they wish to invest further in the evaluation.

Overview of Reporting Contents

Reporting contents will consist of a survey for students asking them their interests in current technology courses. There will be a survey for teaching staff, guidance staff and administrators seeking information of courses being taught that can be cross curricular for the technology department. Interviews will be conducted with both technology teacher, John Root and John St.Mary. The administration, including the high school principal Stephen Grenville, and superintendent, Donna Andre. Interviews will be used to see what new courses can be taught what current courses and working and what needs to be changed. Administrators will answer questions based on what the technology department does for the district as a whole and what positive things come from it and what may need to be improved so the district will benefit from technology classes. Focus groups with teaching staff, administration, and student swill be conducted in groups of 5 to 8 people. Focus groups will benefit the evaluation process because the evaluation team will be able to have meaningful discussions with all parties involved with the evaluation. Stakeholders including board members, community members, and parents will be involved with focus group discussions and a phone survey that will be conducted to a random calling list provided by the district.

III. Focus of the Evaluation

Description of the Evaluation Objects

The instruments for which this evaluation aims to collect and interpret information will include surveys, interviews, and focus groups. Each of which has its own intended purpose, methodology, and analysis outlined below. The intent of each instrument is to gain information, new perspectives, and overall continuity of the four primary questions used to focus the study.

Evaluative Questions Used to Focus the Study

Primary Questions created a focus for the Evaluation and to organize the intended information to be collected. These questions included investigation into the program's overall effectiveness, possible improvement, and ability to hit intended outcomes and objectives, and satisfaction of stakeholders. Each question was further broken down into sub-categories that were created to target specific details of each primary question, in order to gain a better understanding of the Program. *See Appendix A.*

Determining the stakeholders for each of the Primary Questions was required before creating survey questions, interview structures, and focus group prompts. This process allowed for specific details and sub-categories to be properly and effectively created and discussed, with intended audiences identified. Focusing on stakeholders for each question, the evaluation could be targeted according to what was being asked, to whom it would be asked, and what information would be collected.

In order to successfully answer this question, survey instruments, interviews, and focus groups were created and conducted in order to gain a better understanding of the overall effectiveness of this program. *See Appendix B.*

Interviews

Interview with Administration

Purpose:

To gain important details for the creation of survey instruments being created and eventually distributed. These interviews with Administration will allow evaluators to form the focus and structure of the instruments, as well as refine the content of each survey. This will be the first step to ensure continuity among the information being surveyed. This means that the interview will also act as a meeting to discuss the content of each survey, and how well it outlines the primary questions of the evaluation.

Interviewing Administrators will also provide an important perspective of the types of questions that need to be asked of students, parents, and teachers, in relation to primary questions. This will allow for the most appropriate and effective focus for the evaluation, with supporting details from the most important stakeholders of the evaluation.

The interview is designed to be an effective starting point for the evaluation process, building a strong foundation and structure from which to expand upon.

Method:

Administrators will be selected according to their involvement with the program, either directly or indirectly. The interview should include individuals with different perspectives on the program, allowing for a more inclusive and well-rounded population to discuss various details. This sit-down interview will be conducted with the entire evaluation team, allowing for the best exchange of information across different perspectives.

It is the design of the interview to discuss details of the entire evaluation, but more importantly to outline the process of collecting information.

Analysis:

Information collected during the interviews will be used to refine survey instruments, guide basic analysis and interpretation of results, and form the structure from which the evaluation team will begin the evaluation. Details and insights will be organized and analyzed according to their relevance to survey instruments, and overall program analysis. The interview will briefly discuss all details of the evaluation, but will focus primarily on the primary questions and the methods for which these questions will be answered.

Respondent Selection:

Administrators will be selected according to their involvement in the program, as well as their position in the district. Perspectives from high level administrators such as Principals and Superintendents, as well as Guidance Staff members will be needed to accurately and effectively analyze the program overall.

Time Frame:

Interviews will be conducted at the beginning of the evaluation, following the initial contact with Clients and Stakeholders. *See Section*

Survey Instruments

There will be 3 separate types of Surveys used to help gather information for the evaluation, designed for the 3 major stakeholders; students, parents and community members, and teachers and administration. Gathering information directly from each stakeholder will allow each survey instrument, as well as the evaluation as a whole, gather important details regarding each of the primary questions. Surveys aimed to answer each of the four primary questions stated above, while helping to focus future data and information collection and analysis.

Survey to Students

Purpose:

To gain important details from students on the effectiveness of the program, with regards to career and life skills obtained, materials and information presented, and usefulness of the skills and concepts demonstrated and practiced. Questions included throughout the survey ask students about the program's ability to challenge, engage, and support students throughout their learning. There is also a focus on the learning environment and program effectiveness. This survey aims to provide important details directly from students as they finish courses in the Program, to evaluate effectiveness, satisfaction, intended outcomes, and future improvement.

Method:

A short electronic survey will allow students to anonymously respond to questions, with both multiple choice and free response answers. It is the design of the survey to collect important feedback, while also asking students to provide supporting details that will help support future data collection, interpretation and analysis.

Surveys will be distributed in class, allowing students to work on completing the survey in a location of their choosing. Distribution will be done throughout courses of the Program nearing the end of their semester, allowing for accuracy and relevancy of the information collected. This will provide evaluators with summative information from each course of the Program.

Due to the fact that surveys will be electronic, data collection is immediate as soon as the survey is completed. Each response will be time-stamped and organized in a spreadsheet, allowing for ease of organization and collection. There will also be paper-based alternatives for students that may not be able to complete the survey electronically. These will be tabulated with the overall population at the conclusion of the first week of survey-distribution.

Analysis:

Returned data and information will be collected in a spreadsheet, first organized by the timestamp of the evaluation. Results will be collected for one week from when the survey is distributed, according to the timeline found in *Section IV*. Due to the fact that the survey sent to students will be aimed towards answering questions of program effectiveness, satisfaction, and ability to hit intended outcomes, responses will be first analyzed using these criteria. Multiple-choice responses are structured on a scale from complete agreement, to complete disagreement, which will allow for easy interpretation. Free responses will support feelings that are in agreement or disagreement, which will require more analysis. Overall, the data collected will be analyzed to determine how effective the program was according to students, the level of satisfaction for students throughout the program, and if the intended outcomes of the program were achieved.

Respondent Selection:

As identified above, this survey will be distributed to students nearing completion of courses in the Program. The entire student population enrolled in the program will be receiving this survey, allowing for an accurate range of responses and the most effective data for evaluation.

Time Frame:

The time allotment for this survey will be one week for data collection, and one week for data interpretation and analysis. *See Section IV*.

Survey to Parents

Purpose:

To collect information that will support details received from students and act as a check to make sure that responses from students will align with responses from parents. In order to accurately assess if students are able to benefit from the material and concepts taught throughout the program. This survey will also allow evaluators to analyze the program's effectiveness outside of the classroom, as well as any benefit it may have in the community.

Method:

This survey will also be conducted electronically, and will be distributed along with student surveys. Students and parents will be given the same amount of time to complete the survey, so that neither may influence responses on the other survey. Meaning that students and parents should complete the survey without discussing any details with each other.

Again electronic distribution will allow for easy collection and basic organization, with paper survey alternatives available. Parents will be instructed on the purpose and intended outcome of the survey, also including any necessary contact information. It is the intent of this survey instrument to be sent to parents that are already receiving information from the program, describing this survey as a method of evaluating the effectiveness of the program itself, and the effectiveness of communication between the program and parents.

Analysis:

Data collected from this survey will be interpreted alongside the information received from students. It is the design of this survey to have similar questions, so that responses may support data collected from student. This will allow evaluators to more effectively determine how well the program is hitting intended outcomes, overall satisfaction amongst students, and overall effectiveness of the concepts taught throughout the program.

Gaining an outside of school perspective on these questions will allow for evaluators to become more focused in the evaluation process, as well as gain insight into how accurate the information is that was collected. The focus will be on continuity and accuracy, to ensure that the responses from student will correlate with responses from parents.

Time Frame:

The time allotment for this survey will be one week for data collection, and one week for data interpretation and analysis. *See Section IV*.

Survey to Administration

Purpose:

To support information from students and parents, with responses from stakeholders in administration. In order to gain the most inclusive perspective of the primary questions, administration will be surveyed to determine how effective the program is in hitting intended outcomes and objectives. Through this data collection technique, administrators will be asked about program logistics, state-standards, and career skills obtained by students. This perspective will allow for a much better understanding of the information collected from the entire population of parents and students, demonstrating the overall continuity of the district.

Method:

Electronic distribution will once again allow for ease of distributing, and collecting data. These surveys will be sent out via email, allowing for one week of distribution and one week of data collection. Due to the fact that this is the smallest population being surveyed, response analysis and interpretation will be quick. However, responses from Administration will form the basis for the evaluation of specific criteria such as state-standards and outlined goals and objectives of the program.

Analysis:

As mentioned above, Administration will provide crucial details about effectiveness regarding state-standards, goals and objectives, and overall logistical information for course of the program. The information received will provide important details from each of the primary questions, and will reveal the overall continuity of responses from students and parents.

Administrators will also be providing important scheduling and guidance-related details that will allow evaluators to gain better insight on details of effectiveness, satisfaction, and improvement.

Time Frame:

The time allotment for this survey will be one week for data collection, and one week for data interpretation and analysis. *See Section IV*.

Focus Groups

Focus Group with Students

Purpose:

To further explore details from surveys, allowing evaluators to gain more depth of knowledge from each primary question, and information received from surveys. These focus groups will allow for important discussion and exploration into details that the survey was unable to cover, or did not cover in the depth required for appropriate analysis.

Evaluators will lead discussion on various topics and details according to the analysis of the information received from surveys, creating a more thorough interpretation of the primary questions. It is the intent of these groups to support analysis from surveys, in a more structured format. These details will be crucial in the final analysis and interpretation of data collected from survey instruments.

Method:

Chosen students will meet with the evaluation team, discussing necessary topics in need of more information. Students will respond to questions similar to those on the survey instruments, but with a more narrowed approach. The team will provide the prompts for the group discussion, but allow students to freely respond and discuss details on effectiveness, satisfaction, future improvement, and intended outcomes. The primary focus will be on aligning information on effectiveness and satisfaction, with emphasis on improvement for the future. This structure of group discussion will allow for an effective exchange of information, allowing students to include details that would not have been possible to discuss in the survey.

Analysis:

Information collected during the focus group will be analyzed and used to support and interpret the data collected from the survey instrument. Careful consideration will be placed on attitudes and language used by students, allowing for a much more detailed analysis than the survey. It is the intent of the focus groups to explore, in more depth and detail, the overall attitudes presented in the survey. This means that the data trends and averages from the survey will be the primary focus for the details discussed during focus group meetings.

The overall analysis of the data collected during these focus groups will be used to better explain and interpret the data trends from the survey instrument.

Respondent Selection:

Students will be chosen for the focus group by their overall performance and attitude throughout the program. This will be done in cooperation with the Instructors, allowing for the best possible population of students for discussion. This will include high performing students, and low performing students, according to overall participation and interest. This means that the evaluation team and the instructors will need to work together to gather students on the basis of volunteering and directly selecting students.

Time Frame:

Focus groups will follow a week after interpretation and analysis of data collected from survey instruments. *See Section IV*.

Focus Group with Instructors

Purpose:

To further explore details from surveys, allowing evaluators to gain more depth of knowledge from each primary question, and information received from surveys. These focus groups will allow for important discussion and exploration into details that the survey was unable to cover, or did not cover in the depth required for appropriate analysis. This will also allow for details discussed in the student focus group to be discussed with instructors.

Evaluators will lead discussion on various topics and details according to the analysis of the information received from surveys and student discussions, creating a more thorough interpretation of the data received thus far. It is the intent of this focus group to support analysis from surveys, but more importantly to thoroughly analyze effectiveness and satisfaction amongst students. These details will be crucial in the final analysis and interpretation of data collected from survey instruments and other focus groups.

Method:

Chosen instructors will meet with the evaluation team, discussing necessary topics in need of more information. Instructors will respond to questions similar to those on the survey instruments, but with a more narrowed approach. The team will provide the prompts for the group discussion, but allow instructors to freely respond and discuss details on effectiveness, satisfaction, future improvement, and intended outcomes. The primary focus will be on aligning information on effectiveness and satisfaction. This structure of group discussion will allow for an effective exchange of information, allowing students to include details that would not have been possible to discuss in the survey.

Analysis:

Information collected during the focus group will be analyzed and used to support and interpret the data collected from the survey instrument. Careful consideration will be placed on attitudes and language used by students in discussions with instructors, checking for alignment between student responses and instructor responses. It is the intent of the focus groups to explore, in more depth and detail, the overall attitudes presented in the survey and determine if these relate to attitudes of both the instructors and administrators. This means that the data trends and averages from the survey will be the primary focus for the details discussed during focus group meetings.

The overall analysis of the data collected during these focus groups will be used to better explain and interpret the data trends from the survey instrument.

Respondent Selection:

The two instructors for this Program will be the chosen respondents for the focus group.

Time Frame:

Focus groups will follow a week after interpretation and analysis of data collected from survey instruments. *See Section IV*.

Focus Group with Administrators

Purpose:

To present the information and analysis of the data collection from survey instruments and focus groups to gain a final, overall perspective of the responses to primary questions. This focus group will be less analytical and more summative, in the sense that the evaluation team will be informally presenting findings and discussing interpretation and analysis of those findings.

Just as the previous focus groups were designed to explore details in more depth, Administrators will be prompted to discuss the intentions of the evaluation from the opening interviews. This will allow the evaluation team to determine the areas that are in need of more interpretation and analysis, while also getting feedback from the most important stakeholder of the evaluation. This focus group will be the first step into meta-evaluation.

Method:

Chosen instructors will meet with the evaluation team, discussing necessary topics in need of more information. Instructors will respond to questions similar to those on the survey instruments, but with a more narrowed approach. The team will provide the prompts for the group discussion, but allow instructors to freely respond and discuss details on effectiveness, satisfaction, future improvement, and intended outcomes. The primary focus will be on aligning information on effectiveness and satisfaction. This structure of group discussion will allow for an effective exchange of information, allowing students to include details that would not have been possible to discuss in the survey.

Analysis:

The interpretation and analysis of the information covered in this focus group will be focused primarily on the debrief of the evaluation process thus far. This will give administrators and evaluators a chance to discuss the details covered in the beginning interviews, making conclusions and tying up loose ends. There will also be discussion on primary question details throughout surveys and focus groups, attempting to evaluate how well the team was able to hit objectives and goals.

This group will discuss how the information collected relates to each primary question, focusing on future improvement and recommendations. It is the intent of this final focus group to begin the process of meta-evaluation and making conclusions to finalize the overall evaluation of the program.

Respondent Selection:

Respondents for this focus group will be chosen from their involvement in the program, according to their position.

Time Frame:

This will be the final focus group conducted in the last week of data collection and analysis. *See Section IV.*

Section IV. Evaluation Plan and Procedures

Objectives:

This management plan thoroughly describes how the k-12 Brushton-Moira Program Evaluation will be conducted. It focuses on individual project milestones, each with distinct sub tasks. The timeline and resources needed to complete each milestone and subtask is referenced in the chart and further clarified in the "Milestone Summaries."

Milestones:

There are 12 critical project milestones with sub tasks. Each milestone is designated by a number and a short title. Each milestone sub task is designated by a letter and a short title. The chart contains a brief description, whereas the "Milestone Summaries" contains more detail.

Timeline:

The timeline contains a projected "Start Date" and "End Date" for each milestone.

Resources:

Each milestone consumes an estimated fixed quantity of resources to complete. Resources such as time consumed, personnel participating, and personnel cost are estimated for each milestone, and each subtask for a much more detailed level of consumption.

Evaluation Team Personnel:

The evaluation team will consist of 5 core members. Each member has a unique role important to the overall team function. The team will remain small to increase efficiency of the team mechanics, such as team management, coordination, and communication.

Team Leader (TL):

The evaluation team leader holds a founding role within the evaluation team. This team member will be assigned the greatest amount of responsibility regarding team mechanics, and personnel management. They are primarily responsible for the team management, coordination, and communication. They are also accountable for task assignment, meetings, and reporting. The team leader is heavily involved in milestones 1, 2, 3, 4, 6, 11 & 12.

Evaluation Manager (EM):

The evaluation manager holds the administrative role within the evaluation processes. This team member will be assigned the greatest amount of responsibility regarding the evaluation processes. They will be primarily responsible for task management, task assignment, and distribution of information. They are also accountable for managing the interviews and surveys, and time management. The evaluation manager is heavily involved in milestones 1, 2, 5, 7, 11, & 12.

Data Collection Specialist (DCS):

The data collection specialist has the interview and survey expertise. They are primarily responsible for collecting data throughout the evaluation. The DCS role is heavily involved throughout the evaluation. They will be present for all interview and survey collection. The data collection specialist is heavily involved in milestones 1, 2, 4, 6, 8, 11, & 12.

Data Analyst (DA):

The data analyst has the analytical expertise. They are primarily response for analyzing and interpreting any data, to include surveys, interviews, and reporting. The DA is heavily involved in the design, collection, and interpretation processes. The data analyst is heavily involved in milestones 1, 2, 3, 4, 6, 9, 10, 11, & 12.

Bookkeeper (BK):

The bookkeeper holds the organizational role within the team. This team member will be tasked with organizing and preparing data in various phases throughout the evaluation. Responsibilities include data organization, calendaring, finances, paperwork, survey mailings, information dissemination, logging, and reporting. They have an important role supporting the other team members. The bookkeeper is heavily involved in milestones 1, 2, 4, 6, 8, 9, 11, & 12.

Consultant:

A consultant will be hired as a field expert initially to familiarize the evaluation team to the program mechanics. This consultant is not a member of the team and will only be involved in milestones 1 & 2.

***Project Management Plan** (found on next page)*

Milestones		Timeline		Resources		
#	Description	Start Date	End Date	Duration	Personnel	Cost
R.1	Report: Initial Email	2/21/14 8:00 AM	2/21/14 8:00 AM	1 Hours		
1	Preliminary Meeting	2/21/14 1:00 PM	2/21/14 4:00 PM	3 Hours	Evaluation Team Members	$380.96
	a. Determine and define audiences	2/21/14 1:00 PM	2/21/14 1:45 PM	45 Minutes	Consultant, TL, EM, DCS, DA, BK	$95.24
	b. Determine variables to examine: assess wants, needs and desired outcomes for each stakeholder	2/21/14 1:45 PM	2/21/14 2:30 PM	45 Minutes	Consultant, TL, EM, DCS, DA, BK	$95.24
	c. Establish guidelines for conduct, communication, organization, information access, data coding and data storage	2/21/14 2:30 PM	2/21/14 3:15 PM	45 Minutes	Consultant, TL, EM, DCS, DA, BK	$95.24
	d. Develop contingency plans for potential problems	2/21/14 3:15 PM	2/21/14 4:00 PM	45 Minutes	Consultant, TL, EM, DCS, DA, BK	$95.24
2	Conduct Field Investigation	2/24/14 8:00 AM	2/28/14 4:00 PM	40 Hours	Evaluation Team Members	$3,017.91
	a. Study current program design	2/24/14 8:00 AM	2/25/14 10:00 AM	10 Hours	Consultant, TL, EM, DCS, DA	$1,186.20
	b. Study social, personal and political climate surrounding program	2/25/14 10:00 AM	2/26/14 12:00 PM	10 Hours	Consultant, TL, EM, DCS, DA	$1,186.20
	c. Collect existing evaluation information	2/26/14 12:00 PM	2/27/14 2:00 PM	10 Hours	TL, DCS, BK	$552.00
	d. Conduct literature review	2/27/14 2:00 PM	2/28/14 4:00 PM	10 Hours	TL, EM, DCS, DA, BK	$93.51
3	Official Program Proposal and Letter of Agreement	3/3/14 8:00 AM	3/7/14 4:00 PM	40 Hours	Evaluation Team Members	$1,887.60
	a. Create proposal based on preliminary meeting and knowledge of subject area	3/3/14 8:00 AM	3/5/14 12:00 PM	20 Hours	TL, DA	$943.80
	b. Focus on anticipated outcomes, future problems and contingencies	3/5/14 12:00 PM	3/7/14 11:00 AM	15 Hours	TL, DA	$707.85
	c. Discuss relevance and benefits of evaluation to stakeholders	3/7/14 11:00 AM	3/7/14 4:00 PM	5 Hours	TL, DA	$235.95
4	Interview Framework	3/10/14 8:00 AM	3/14/14 4:00 PM	40 Hours	Evaluation Team Members	$2,227.10
	a. Determine question topics based on preliminary meeting and field investigation	3/10/14 8:00 AM	3/10/14 1:00 PM	5 Hours	TL, DCS, DA	$295.10
	b. Create interview framework for faculty members	3/10/14 1:00 PM	3/12/14 12:00 PM	15 Hours	TL, DCS, BK	$828.00
	c. Create interview framework for administration	3/12/14 12:00 PM	3/14/14 4:00 PM	20 Hours	TL, DCS, BK	$1,104.00
5	Conduct interviews	3/17/14 8:00 AM	3/21/14 4:00 PM	40 Hours	Evaluation Team Members	$644.80
	a. Interview program faculty members	3/17/14 8:00 AM	3/19/14 12:00 PM	20 Hours	EM	$322.40
	b. Interview administration	3/19/14 12:00 PM	3/21/14 4:00 PM	20 Hours	EM	$322.40
R.2	Report: Summarizing Email	3/21/14 4:00 PM	3/21/14 4:00 PM			
6	Survey Framework	3/24/14 8:00 AM	3/28/14 4:00 PM	40 Hours	Evaluation Team Members	$2,227.10
	a. Determine survey topics and questions based on preliminary meeting, field investigation and interviews	3/24/14 8:00 AM	3/24/14 1:00 PM	5 Hours	TL, DCS, DA	$295.10
	b. Create internet survey framework for parents	3/24/14 1:00 PM	3/25/14 12:00 PM	7 Hours	TL, DCS, BK	$386.40
	c. Create internet survey framework for students	3/25/14 12:00 PM	3/26/14 11:00 AM	7 Hours	TL, DCS, BK	$386.40
	d. Create paper survey framework for teachers	3/26/14 11:00 AM	3/27/14 10:00 AM	7 Hours	TL, DCS, BK	$386.40
	e. Create paper survey framework for students	3/27/14 10:00 AM	3/28/14 9:00 AM	7 Hours	TL, DCS, BK	$386.40
	f. Create phone survey framework for parents and community members	3/28/14 9:00 AM	3/28/14 4:00 PM	7 Hours	TL, DCS, BK	$386.40
R.3	Report: Meeting	3/28/14 4:00 PM	3/28/14 4:00 PM			
7	Conduct surveys	3/31/14 8:00 AM	4/4/14 4:00 PM	40 Hours	Evaluation Team Members	$644.80
	a. Conduct internet survey framework for parents	3/31/14 8:00 AM	3/31/14 4:00 PM	8 Hours	EM	$128.96
	b. Conduct internet survey framework for students	4/1/14 8:00 AM	4/1/14 4:00 PM	8 Hours	EM	$128.96
	c. Conduct paper survey framework for teachers	4/2/14 8:00 AM	4/2/14 4:00 PM	8 Hours	EM	$128.96
	d. Conduct paper survey framework for students	4/3/14 8:00 AM	4/3/14 4:00 PM	8 Hours	EM	$128.96
	e. Conduct phone survey framework for parents and community members	4/4/14 8:00 AM	4/4/14 4:00 PM	8 Hours	EM	$128.96
8	Data collection	4/7/14 8:00 AM	4/11/14 4:00 PM	40 Hours	Evaluation Team Members	$808.00
	a. Paper and phone surveys to be collected and digitized	4/7/14 8:00 AM	4/9/14 9:00 AM	17 Hours	DCS, BK	$343.40
	b. Electronic survey results are aggregated	4/9/14 9:00 AM	4/11/14 10:00 AM	17 Hours	DCS, BK	$343.40
	c. All results are combined in a central database for storage and access	4/11/14 10:00 AM	4/11/14 4:00 PM	6 Hours	DCS, BK	$121.20
R.4	Report: Phone Call	4/11/14 4:00 PM	4/11/14 4:00 PM			
9	Data analysis	4/14/14 8:00 AM	4/18/14 4:00 PM	40 Hours	Evaluation Team Members	$822.40
	a. Organize data	4/14/14 8:00 AM	4/14/14 1:00 PM	5 Hours	DA, BK	$102.80
	b. Tabulate data	4/14/14 1:00 PM	4/16/14 12:00 PM	15 Hours	DA, BK	$308.40
	c. Perform content analysis	4/16/14 12:00 PM	4/18/14 4:00 PM	20 Hours	DA, BK	$411.20
R.5	Report: Update Email Sent	4/18/14 4:00 PM	4/18/14 4:00 PM			
10	Data interpretation	4/21/14 8:00 AM	4/25/14 12:00 PM	36 Hours	Evaluation Team Members	$438.84
	a. Interpret data results	4/21/14 8:00 AM	4/23/14 10:00 AM	18 Hours	DA	$219.42
	b. Data results recorded	4/23/14 10:00 AM	4/25/14 12:00 PM	18 Hours	DA	$219.42
R.6	Report: Meeting	4/25/14 12:00 PM	4/25/14 12:00 PM			
11	Collection, Analysis, Results Presentation	4/25/14 12:00 PM	4/25/14 4:00 PM	4 Hours	Evaluation Team Members	$334.04
	a. Gather and organize evaluation results	4/25/14 12:00 PM	4/25/14 2:00 PM	2 Hours	TL, EM, DCS, DA, BK	$167.02
	b. Face to face meeting with clients to report data, analysis and findings	4/25/14 2:00 PM	4/25/14 4:00 PM	2 Hours	TL, EM, DCS, DA, BK	$167.02
12	Focus group	4/28/14 8:00 AM	4/28/14 4:00 PM	8 Hours	Evaluation Team Members	$410.43
	a. Gather data	4/28/14 8:00 AM	4/28/14 9:00 AM	1 Hours	DCS, BK	$20.20
	b. Conduct focus group with students	4/28/14 9:00 AM	4/28/14 11:00 AM	2 Hours	TL, EM	$102.24
	c. Conduct focus group with administration	4/28/14 11:00 AM	4/28/14 1:00 PM	2 Hours	TL, EM	$102.24
	d. Conduct focus group with teachers	4/28/14 1:00 PM	4/28/14 3:00 PM	2 Hours	TL, EM	$102.24
	e. Metaevaluation	4/28/14 3:00 PM	4/28/14 4:00 PM	1 Hours	TL, EM, DCS, DA, BK	$83.51
R.7	Report: Official Memo of Complete Technical Report	4/28/14 4:00 PM	4/28/14 4:00 PM			

Reporting Milestones:

Designated evaluation reports are included as "reporting milestones." There are 7 reporting milestones with the designator "R." *Please reference the Reporting section for more specific information.*

Personnel Budget Costs:

The personnel cost for each milestone is calculated using duration and wage. *Please reference the Budget section for more specific information.*

See Appendix C PersonnelHours.pdf

See Appendix D PersonnelHoursDistribution.pdf

See Appendix E TaskCost.pdf

See Appendix F TaskCostDistribution.pdf

Milestone Summaries:

Milestone #1:

We will have a preliminary meeting with our clients. This should be accomplished within a three-hour timeframe on 2/21/14. This meeting will include our entire evaluation team, program personnel (administration and teachers) and a consultant. Our goals are to determine and define our audiences; determine the variables to study, wants, needs and desired outcomes; establish guidelines for conduct, communication, organization, information access, data coding and data storage; and develop contingency plans should potential problems arise.

Milestone #2:

We will conduct a field investigation to gain a thorough understanding of the subject area. This should be accomplished within one work-week (40 hours.) This investigation will include our entire evaluation team, program personnel (administration and teachers) and a consultant. Our goals are to study the current program design; understand the social, personal and political climate surrounding this program; collect existing evaluation information; and conduct a thorough literature review.

Milestone #3:

We will develop and offer an official program proposal and letter of agreement. This should be accomplished within one work week (40 hours.) This proposal and letter will include our entire evaluation team, and program personnel (administration and teachers.) Our goals are to create a proposal based on the preliminary meeting and field investigation; to focus on anticipated outcomes, future problems, and state contingency plans; and to create interest in our clients by emphasizing the relevance and benefits of the evaluation.

Milestone #4:

We will develop framework for our interviews. A preliminary meeting with our clients will be conducted. This should be accomplished within one work-week (40 hours.) This will include our entire evaluation team. Our goals are to determine question topics based on the preliminary meeting and field investigation; to create the interview framework for faculty members; and to create the interview framework for administration.

Milestone #5:

We will conduct the interviews. This should be accomplished within one work-week (40 hours.) These interviews will include our entire evaluation team and the program personnel (administration and teachers) we are interviewing. Our goals are to collect data interview program faculty members; and collect data interviewing administration.

Milestone #6:

We will develop the survey framework. This should be accomplished within one work-week (40 hours.) The development of the survey framework will include our entire evaluation team. Our goals are to determine survey topics and questions based on the preliminary meeting, field investigation and interviews; create an internet survey specifically for parents; create an internet survey specifically for students; create a paper survey specifically for teachers; create a paper survey specifically for students; create a phone survey specifically for parents and community members.

Milestone #7:

We will conduct surveys. This should be accomplished within one work-week (40 hours.) The development of the survey framework will include our entire evaluation team, program personnel (teachers interviewed,) parents, students, and community members. Our goals are to collect data by using the internet survey specifically for parents; using the internet survey specifically for students; using the paper survey specifically for teachers; using the paper survey specifically for students; using the phone survey specifically for parents and community members.

Milestone #8:

We will collect and process our data. This should be accomplished within one work-week (40 hours.) This process will include our entire evaluation team. Our goals are to collect surveys and digitize them; aggregate electronic survey results; combine all survey results from various methods within a central storage database.

Milestone #9:

We will analyze our collected data. This should be accomplished within one work week (40 hours.) This process will include our entire evaluation team. Our goals are to further organize and refine our data collection; tabulate data; and perform content analysis.

Milestone #10:

We will interpret our collected and analyzed data. This should be accomplished within thirty-six work hours, in preparation for the Evaluation Report 4/25/14 at 8:00 AM. This process will include our entire evaluation team, program personnel (teachers to help interpret.) Our goals are to interpret the data results and record them.

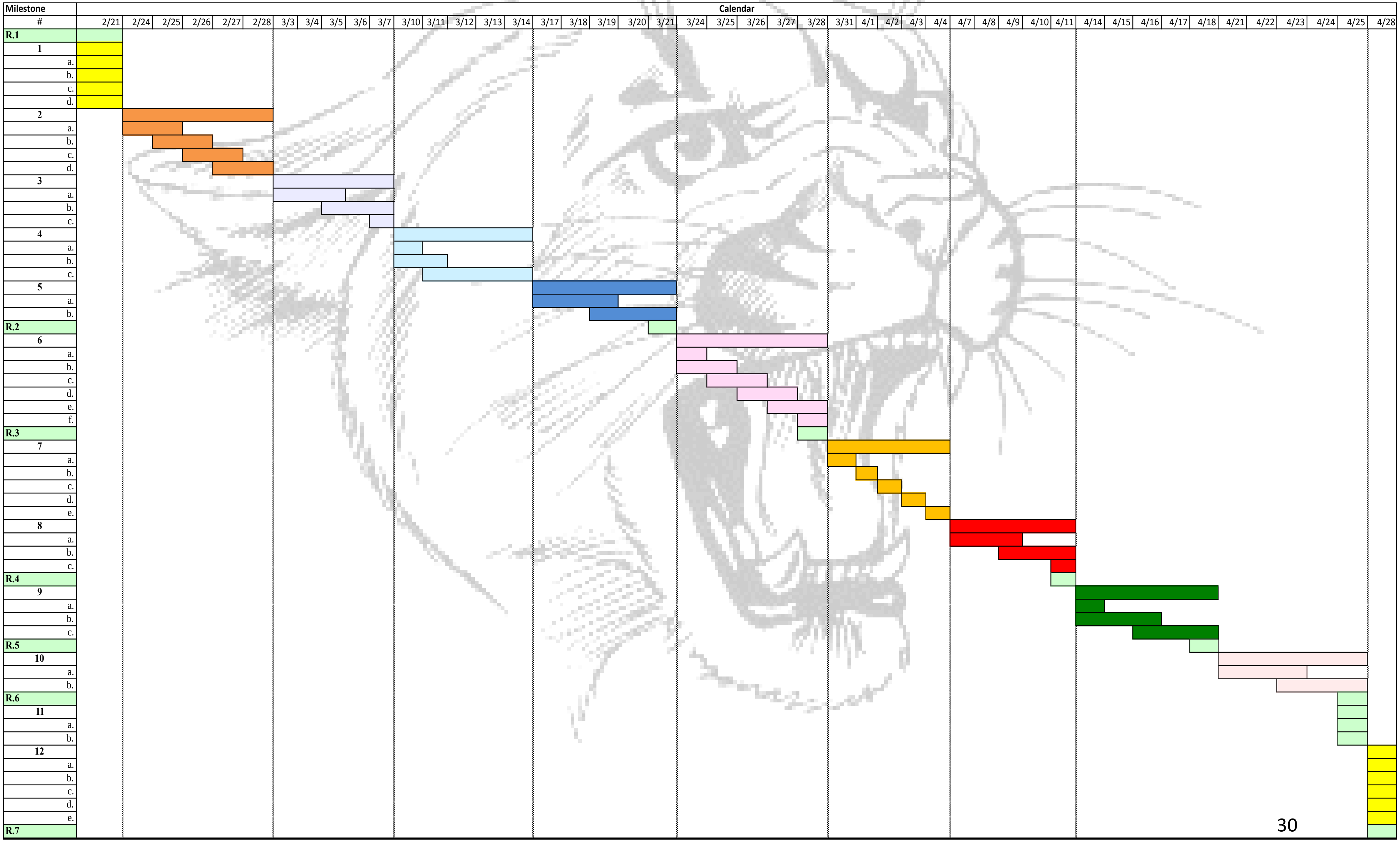
Milestone #11:

We will report our evaluation to our clients. This will be done during four-hour meeting on 4/25/14 at 8:00 AM. This meeting will include our entire evaluation team, and our clients. Our goals are to gather and organize our evaluation results to present our clients with clear report data, a thorough analysis and conclude with any profound findings.

Milestone #12:

We will conduct focus groups. These groups should be directed within a eight hour work day. They will include our entire evaluation team, program personnel (administration and teachers) and students. Our goals are to gather data through focus groups concentrated on students, administration, and teachers; and ultimately perform a meta-evaluation.

Timeline


Milestone
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Calendar
2/21 2/24 2/25 2/26 2/27 2/28 3/3 3/4 3/5 3/6 3/7 3/10 3/11 3/12 3/13 3/14 3/17 3/18 3/19 3/20 3/21 3/24 3/25 3/26 3/27 3/28 3/31 4/1 4/2 4/3 4/4 4/7 4/8 4/9 4/10 4/11 4/14 4/15 4/16 4/17 4/18 4/21 4/22 4/23 4/24 4/25 4/28
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R.7

Budget Plan

The overall budget for this program evaluation will be based on the management plan time line allowed for Evaluation personnel to manage the evaluation, collect the necessary data, and analyze the information for the client and stakeholders. There will also be monies available for travel expenses, hotel arrangements, meal allowance, and miscellaneous supplies such as office equipment, and processing fees for mailings or paper work. The overall budget for this evaluation will not exceed $15,500.00.

Program Evaluation Service Rates:

The budget for this evaluation will be based on rates for personnel to evaluate the Technology Education Program at Brushton-Moira Central School. The following rates will be paid to personnel for their time devoted to the evaluation for a minimum of one year. Time spent for personnel is laid out in management plan.

Team Leader - $28.57 per hour

Team leader will be responsible for task assignment, time management, communicating between client and Evaluation team and reporting. The overall amount to be paid to the Team Leader will be $5,000.00.

Evaluation Manager - $16.12 per hour

Evaluation Manager is responsible for managing the interviews and surveys, Communication, distribution of information and assigning deliverables, task management, calendaring. Total amount to be paid for the Evaluation Manager is $2.000.00.

Data Collection Specialist - $11.83 per hour

The data collection specialist will be present for the surveys and interviews and will assist the Data Analyst in conducting and analyzing the data needed for the evaluation. Total amount to be paid is $2,000.00.

Data Analyst - $12.19 per hour

Data Analyst is be required to analyze and interpret data collected using surveys, interviews, and focus groups. The total amount to be paid is $2,000.00.

Book keeper - $8.37 per hour for

The responsibilities of the book keeper include, organizing, paperwork, filing, keeping the calendar, managing tasks, finances, information sharing, and reporting logs. The amount to be paid for the book keeper is $1.500.00.

Outside Consultant - $1000.00 flat rate

An outside consultant will be used during the preliminary meeting to facilitate a small focus group and to make sure the evaluation gets off to good start. A flat rate of $1.000.00 will be paid to the consultant.

Travel Expenses

Throughout the evaluation process there will be multiple trips to Brushton-Moira Central School. Personnel traveling back and forth to the school will drive their own vehicles and be allotted .55 cents per mile. A mileage log will be provided and is to be filled out by the end of each week and submitted to the Project Manager. The travel costs will be the responsibility of Brushton-Moira Central School.

Lodging

Lodging will be provided to each member of the evaluation team traveling long distances to the school. Lodging will be the responsibility of Brushton-Moira Central. Reservations and arrangements are to be made by the staff working with the Project Manager.

Meals

If members of the evaluation team are staying a long period of time will be given an allowance per week of $100.00 for breakfast, lunch and dinner.

Focus Group Refreshments

Pending on the time focus groups are being conducted light refreshments such as, coffee, juice, water, soft drinks, cookies, donuts, fruits, vegetables, and sandwiches will be served to members involved in data collection through the focus group.

Miscellaneous Supplies

There will be $2000.00 available for supplies needed throughout the evaluation. Supplies that may be needed will be office products such as pens, paper, hole-punchers, staples, paper clips, tape, etc. This miscellaneous money can also be used to process paper work such as mailing surveys to parents of the community, and evaluation paperwork to and from the client and evaluation team.

Expense Report

LINE ITEM		BUDGET	RATE
Personnel:	Team Leader	$5,000.00	$35.00/hr
	Data Analyst	$2,000.00	$12.19/hr
	Evaluation Manager	$2,000.00	$16.12/hr
	Book Keeper	$1,500.00	$8.37/hr
	Data Collection Specialist	$2,000.00	$11.83/hr
Travel Expenses:		$500.00	.65 cents/mile
Lodging:		$0.00	BMC will provide
Meals for Personnel:		$ 1,000.00	$100.00/wk
Focus Group Refreshments:		$300.00	Split between focus groups.
Miscellaneous Supplies:		$1,000.00	As needed.
Facility/equipment usage:		$0.00	Will use schools.
Total:		$15,000.00	

Section V. Presentation of Evaluation Results

Evaluation Report Timeline

The following tabled provides a summary of the Reporting Milestones to take place during the program evaluation. For a detailed description of each milestone, consult *the Evaluation Report Summary*.

Milestone Recipient	Date	Format	Content	
Initial Contact	Feb 21st	*Email*	Include information on: - Stakeholders - Clients - Interview Population - Content of Interview	Administration
Interviews Completed	March 21st	*Email*	Impact of interviews on data collection instruments. Clients will be encouraged to provide feedback on data collection instruments and content. Details will be organized according to the recipients of the survey, as well as what information is intended to be collected.	Administration
Preliminary Survey Distribution	March 28th	*Face-to-Face Meeting*	This meeting will allow the Client to see the structure and content of each survey, modifications can be made prior to Survey distribution.	Administration

Confirmation of Survey Collection	April 11th	*Phone*	This simple phone call will inform the Client that the Surveys have been collected, and analysis is in progress.	Administration
Data Analysis	April 25th	*Face-to-Face Meeting*	Allow for an exchange of thoughts and details from prior reports. Discussion of results and how they align with the intended outcomes discussed in previous reports.	Administration

Evaluation Report Summary

The goal of this report is to educate our Clients before, throughout, and after the Evaluation Process. It is the intent of this report to provide appropriate details during key points of the evaluation, allowing for the best possible exchange of information between Client, Stakeholder, and Evaluator. The schedule for our Reporting will be structured using ***Reporting Milestones*** that will outline the information being reported, and who the recipients of that information will be.

Due to the nature of the Evaluation, Students must be surveyed at the end of their Program so that we may receive the most relevant results. Therefore the schedule for this Report will begin closer to the end of the academic year, allowing for Clients and Stakeholders to elaborate on their experiences of the program throughout the year.

Reporting Milestone 1 (R.1):

March 1st: An initial email will be sent to the Client, outlining who is going to be interviewed, why they were chosen for the interview and what information will be discussed. This will allow the Client to be on the same page as the Evaluators, so that they may better understand the details once the interview has been completed. This will also allow the Client to include any additional information prior to the start of each interview.

Reporting Milestone 2 (R.2):

March 21st: A summarizing email will be sent to the Client, first letting them know that the interviews have been completed. This report will include details on how the interview shaped the Survey that will be sent out next. This will allow the Client to review the information from the interview so that the Survey may represent the best possible questions for the intended results. These details will be outlined and organized according to who the Survey will be sent to and what information it hopes to receive.

Reporting Milestone 3 (R.3):

March 28th: A face-to-face meeting prior to the Survey distribution will allow the Client to see first hand what the Survey will look like and what the questions ask. This will also allow Evaluators to see if the Survey will be effective, also allowing for easy modification. Since the first round of Surveys will be electronic, changes can be made on the spot.

Reporting Milestone 4 (R.4):

April 11th: A simple phone call will report that the Surveys have been collected and that the data analysis will be available with the next report, allowing time for analysis of interview and survey data, reinforced by the second round of paper and phone surveys. It is the intent of this report to inform the Client that data has been collected, and analysis is in progress. Results will be available for them at the end of the next week.

Reporting Milestone 5 (R.5):

April 18th: An email will be sent with an attached document of data analysis from results of the 2 rounds of surveys and one set of interviews. This report will be the majority of the data analysis including correlations with explanations, as well as relevance of data to the information from interviews. It is the intent of this report to house most of the analyzed data, leaving out the detailed analysis until the Focus Groups have been conducted.

Reporting Milestone 6 (R.6):

April 25th: A face-to-face meeting with the Client will occur, allowing the exchange of thoughts and details from the previously received reports. This meeting will allow for discussion of results and how they compare with the intended results discussed at the start of the Evaluation. This exchange will give the Evaluator and the Client a sense of how well the surveys and interviews did, and if there are any details that still need to be collected. This will also inform the Client of the upcoming Focus Groups, after which most of the final data analysis will be done.

Reporting Milestone 7 (R.7):

April 28th: A final report will be drafted and attached with an email. This report will have all of the raw data and analyzed data from Surveys, in-depth analysis of results compared to interviews and focus groups, as well as what all of the information means. This will provide content as well as context, allowing the Client to see all of the analysis that was done. This report will be follow-up with an additional meeting to review the report and get a sense of the effectiveness of the results. This meeting will be done during the Client Focus Group.

Section VI. Meta-Evaluation

Objectives:

The meta-evaluation is both formative and summative in nature. It is formative through continuous reporting. It is summative by examining the evaluation to determine its overall quality, accuracy, and efficacy. It is done this way for two primary reasons. First, it creates an effective avenue of communication with the clients, providing constant input and improvement throughout the process. Second, it provides the clients with a final report regarding the quality of the overall evaluation.

Personnel:

It is important the entire team is involved in the meta-evaluation. This is intentional to increase the subjective input given by team members. It provides different perspectives and opinions, avoiding any individual biases. Since external evaluators are used, we believe evaluator bias should be minimal.

Procedure:

Formative meta-evaluation is done throughout the evaluation through scheduled reporting. The team continuously informs the clients of progress, leaving an avenue of communication open to continuously improve the evaluation design.

The summative meta-evaluation is done after the evaluation has been completed. It is a combination of the evaluation results, focus groups analysis, and overall conclusions and findings.

Application:

Ultimately, the meta-evaluation will be used to improve the ongoing quality of the program evaluation, and any future endeavors. The application of the formative meta-evaluation enhances the program by improving communication and allowing client input, yet using external evaluators to eliminate any bias. The application of the summative meta-evaluation will help the clients and any of the various audience members understand the overall accuracy, and efficacy of the completed program evaluation.

Section VII. Appendices