The South Dakota Alliance of Distance Education Evaluation Matrix

Introduction

Distance Education in South Dakota has a long and rich history. Structures and events of distance education have included a network infrastructure that has wide area wired every K-12 school in the state. Every high school in the state is connected to the Digital Dakota Network (DDN), South Dakota's statewide data and video Intranet. Formal teacher development for comprehensive technology use is in it's 6th year of operation and has been complemented recently by more intensive summer residential development activities that address more sophisticated uses of the technology. South Dakota has entered into partnership with many other institutions to ensure the quality of the use and delivery of distance education in the state. This commitment to distributed learning systems continues.

Evaluation Purpose

The purpose of this evaluation is to determine how the development of the Digital Dakota Network progresses at the K12, higher education, and wider community levels. The evaluation will also aim to discover what support structures are necessary for project sustainability and what impacts emerge from the implementation of the distance learning resource.

Approach and Audience
The evaluation is both formative and summative, encouraging stakeholder participation in the sense-making of evaluative data. The evaluation employs the A, E, I, O, U model that seeks to use program accountability, effectiveness, impact, organizational context, unanticipated consequences as key measurement criteria.

The primary client for the evaluation is the South Dakota Department of Education and Cultural Affairs (DECA) from which all reporting and report dissemination is initiated. Other stakeholders include school administrators and teachers, parents, and students, and other audiences outside our state who are vesting resources in the distance education initiatives.

Evaluation Planning

The evaluation matrix below identifies each of the objectives of the South Dakota Alliance of Distance Education (SDADE) with the key questions related to that objective. Each of these questions correspond to the A, E, I, O, U evaluation model. The data collection methods and analyses procedures are also identified. A tentative timeline is included as are sources which will inform the evaluation. While this plan provides a blueprint for evaluation activities, it will be responsive to necessary changes.

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Evaluation team

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Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
1.1 A **BLUE** Produce a promotional Program on SD Public TV	A,E) In what ways did the SDADE personnel and SDPTV conform to their video development process? I) In what ways were the intended audiences of the video program impacted? • How did target audiences respond to information? • What are the perceptions and concerns of viewers relative to the DDN and DE in S.D.? • Did number of teachers attending/or registering for TTL or DTL academies increase after program aired? • Did number of classes offered via DE increase in public, private K-12 and higher education? • Did number of students taking DE classes increase in K-12 or higher education? • Did community or business groups express increased interest in using the DDN? U) Were there any unexpected changes or consequences? O) What structures, policies, or events in the organizations or environment helped or hindered the video development project in accomplishing its goals?	Background – review existing literature on history on DDN and DE in SD. (A one page synopsis as a product.) Interview 1.0 – SDADE Personnel to gather additional background. Interview 1.1 SDPTV Document Review – of the development process and of the design criteria Observe Formative evaluation: Collect longitudinal data at the beginning, middle and end. Interviews with key personnel Possible focus groups with students, faculty, community groups? Possible survey asking for narrative information	Event histo-map development. Formative and summative review of promotional program development process. Comparative analysis against intended impacts. Develop a rubric to be used for analyzing all videos produced.	Beginning of script until air time and response to video Needed: A procedure for getting permission to intervene.	Determine when production of program is started. SDADE Study script. Collect times program aired. Determine who might have seen the program. SDTV is information source	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
1.1 B **GREEN** Produce and distribute pamphlets and brochures	A) What pamphlets and brochures dealing with SDADE, DDN, and distance education were produced? Who participated in the development of these products? E) How were pamphlets and brochures distributed? I) How did target audiences respond to the pamphlets and brochures? O) What awareness to distance education (DE) services and products did pamphlets and brochures make? U) What unanticipated events resulted from the distribution of pamphlets and brochures?	Content Review of products (artifacts) Interview responsible personnel Distribution lists and feedback. Distribution timeline and DDN schedule.	Interview(s) data from GOED personnel will be analyzed to determine development and dissemination structures Analyses of distribution lists and feedback will focus on breadth and depth of dissemination. Review of distribution timeline and the DDN schedule will be made to track usage.	11/19 Interview GOED project personnel 11/26-30 Collect and review relevant products and distribution lists. 12/10-14 Collect and review DDN schedule.	Governor's Office of Economic Development DECA SDADE project management **Resource Requirements** Cooperation of GOED personnel and DECA SDADE project management	
1.1 C **GREEN** Produce and distribute news releases and other promotional material	A) What news releases and other promotional materials dealing with DE activities in South Dakota were produced? Who participated in the development of these products? E) How and to whom were news releases and other promotional materials distributed? I) How did target audiences respond to news releases and other promotional materials? O) What awareness to (DE) services and products did pamphlets and brochures make? U) What unanticipated outcomes	Content review of products (artifacts) Interview responsible personnel Distribution lists Secondary review of feedback from producers, promoters, etc.	Interview(s) data from GOED personnel will be analyzed to determine development and dissemination structures. Analyses of distribution lists will focus on breadth and depth of dissemination Feedback data will be analyzed for audience perceptions and response to product(s) themes.	11/19 Interview GOED personnel 11/26-30 Review relevant products and distribution lists	*Governor's Office of Economic Development *DECA SDADE project management **Resource Requirements** Cooperation of GOED personnel and DECA SDADE project management.	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
	resulted from this information distribution?					
1.2 A **BLUE** Produce a series of videos to explain the potential of DE	A, E) In what ways did the SDADE personnel and SDPTV/NOVA conform to their video development process? I) In what ways were the intended audiences of the video program impacted? • How many videos were produced and what was the focus of each? • How did target audiences respond to information? • What are the perceptions and concerns of viewers relative to the DDN and DE in S.D. • Did number of teachers attending/registering for TTL or DTL academies increase after program aired? • Did number of classes offered via DE increase in public, private K-12 and higher ed? • Did number of students taking DE classes increase in K-12 or higher education? U) Were there any unexpected changes or consequences? O) What structures, policies, or events in the organizations or environment helped or hindered the video development project in accomplishing its goals?	Interview 1.0 – SDADE Personnel to gather additional background. Interview 1.1 – SDPT Nova Document Review – of the development process and of the design criteria Review scripts Review videos Possible focus groups with students, faculty, community groups?	Event histo-map development. Formative and summative review of promotional program development process. Comparative analysis against intended impacts. Develop a rubric to be used for analyzing all videos produced.	Beginning of script Review production of video	Nova South Eastern University SDPTV	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
1.2 B **GREEN** Contribute to existing online news letters	A) What contributions have been made in relevant publications about SD distance education? E) How broad do these publications reach? I) How do target audiences respond to the information? O) What organizational barriers or aids arose in the development and distribution of the literature? U) What unanticipated events resulted from the distribution of the literature?	Periodical survey Author interviews Reader responses to publisher Reader interviews	On-line and print periodicals serving the state will be identified and searched for relevant contributions. Sponsors of online journals will be queried for reader feedback, which will be topically organized. Author and reader interviews will be thematically analyzed.	10/11- Identify online sources and authors. 10/15- Analysis of publications. 11/20- Completion of interviews.	Governor's Office of Economic Development (GOED); Department of Education and Cultural Affairs (DECA) **Resource Requirements** Survey tabulation;	
1.3 A **GREEN** Produce information al brochures for parents	A) In what form do informational brochures exist? E) To whom were the brochures disseminated? In what fashion? I) What impact did these brochures have on its target audience? O) What organizational barriers or aids emerged in the development of the brochures? U) What unanticipated events resulted from the development and distribution of the brochures?	Document analysis Reader interviews Production Audit	Brochures will be examined for content appropriateness and accuracy relevant to DDN use and distance education in SD. Indicators and reader satisfaction and brochure quality will be gained from telephone interviews of a small sample of readers.	10/15-analyze production plans and participants. 12/30-complete interviews of brochure readers and the accompanying analysis.	Governor's Office of Economic Development (GOED); Department of Education and Cultural Affairs (DECA) **Resource Requirements**	
1.4	A) In what form and for whom	Interview DECA	Interview data from DECA	11/20	DECA SDADE project	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
A **GREEN** Plan and offer abbreviated DTLs for community members	did abbreviated Distance Teaching and Learning Academies for community learners take place? E) Were participants satisfied with their academy experience? I) Do participants feel prepared to use DL technologies to promote new learning experiences for themselves and others? U) What new insights for both learner and trainer resulted from the abbreviated DTL Academies?	SDADE project management DTL participant evaluations DTL participant interviews Lesson review Document review	SDADE project management will be analyzed for planning and implementation structures. DTL participant evaluations will be tabulated and thematically analyzed. A sample of DDN lessons will be analyzed to document, tally, and categorize practices and themes. A sample of DTL participants will be interviewed in conjunction with lesson plan review Room scheduling records will be examined for usage frequency.	Interview SDADE project management and review of planning and program documents 11/26-28 Survey DTL participants and tabulate results 2/02 Schedule interviews and lesson plan collection. 3/11-13/02(TBD) Lesson review and interviews completed. Record review complete.	management Site teachers and personnel **Resource Requirements** *Cooperation of DECA SDADE project management and site personnel Survey tabulation Evaluation tabulation	
1.4 B **BLUE** Prduce explanatory videos on how to use DDN classrooms	A, E) In what ways did the SDADE personnel and SDPTV/Nova conform to their video development process? I) In what ways were the intended audiences of the video program impacted? • What community groups were/are using the DDN currently? • How did target audiences respond to information? • What are the perceptions and	Interview 1.0 – SDADE Personnel to gather additional background. Interview 1.1 – SDPTV Nova Document Review – of the development process and of the design criteria	Event histo-map development. Formative and summative review of promotional program development process. Comparative analysis against intended impacts. Develop a rubric to be used for analyzing all videos		Find out how videos were disseminated and if they were used Check with NOVA SDPTV	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
	concerns of viewers relative to the DDN and DE in S.D.? • Did the number of community groups using the DDN increase? • Were additional conferences scheduled? U) Were there any unexpected changes or consequences? O) What structures, policies, or events in the organizations or environment helped or hindered the video development project in accomplishing its goals?	Review scripts Review videos Check use records. Possible focus groups with students, faculty, community groups?	produced.			
1.4 C **GREEN** Install a number of DDN classrooms that are education resources for schools teachers & students	A) Where were DDN sites installed in locations that are educational resources for schools, teachers, and students? Are those locations accessible for students and teachers? E,I) For what purpose are the sites used? O) What institutional barriers and/or organizational facilitators contributed to the installation of these DDN sites? U) What unanticipated events resulted from the installation of these DDN sites?	Document review DDN hardware audit	*Dedicated DDN sites will be audited for the presence of identified equipment. Room scheduling records will be examined and program offerings analyzed. Themes and frequencies will be identified from the data.	1/15-18/02 TBD Conduct hardware audit and document review	DDN Classroom site coordinators; DECA SDADE project management; **Resource Requirements** Cooperation of DDN classroom site coordinators; DECA SDADE project management	
2.1 A **GREEN** Install a	A) At what stage of completion are DDN classrooms in teacher colleges around the state? E) For what purposes are DDN classrooms used?	DDN hardware audit Document review Instructor and student interview	Dedicated DDN rooms will be audited for the presence of appropriate equipment using SDADE specs. Room scheduling records will be examined at both the	TBD-Site visits to institutions (coordinate with the evaluation of COE faculty	Higher Education Institutions; State central video bridging facility (MTI). **Resource Requirements**	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
DDN class room for each SD public teacher education program	I) In what ways has the DDN provided enhancement experiences and extended instructional experiences for preservice teachers? O) How has the addition and use of the DDN affected College of Education curriculum and programming at respective institutions? U) What unanticipated outcomes are a result of the placement and use of DDN classrooms?	College of Education course offering audit	institution and central bridging locations. A sample of instructors and students will be selected for interviews. Themes and frequencies will be identified from the data.	development activities conducted by NSE). 11/30-Review of scheduling documents completed. 12/10-Final phone/ video interviews.		
2.1 B GREEN Offer special DDN academies for teacher education	A) In what stage of planning, development, or delivery are education faculty DTL's? E) How did participants perceive the effectiveness of these events? I) How did/does training affect the practice and attitudes of faculty toward distance education? O) How did/does the college or institutional context affect the delivery and receipt of development? U) What unanticipated outcomes are a result of the training?	Attendance records Event observation Participant interviews and focus group Participant survey	Attendance records will be audited to determine levels of faculty participation at each institution. Survey data will be tabulated and interview and focus group data will be thematically analyzed.	Sept. 12-Identify training dates. Dec. 5-Complete site visits and collection of data at sites.	Nova Southeastern University Trainers; Faculty participants **Resource Requirements** College of Education Dean to gain access to development events	
2.1 C GREEN Produce model DE foundations	A) In what stage of planning, development, or delivery are graduate and undergraduate "foundations"distance courses? E) Is the content of these courses appropriate? I) How do students perceive the effectiveness of courses?	Expert panel syllabus review Student course evaluations Analysis of student teacher lesson plans	Using the expertise of a team (3) of external reviews, DE foundations course Syllabi will be evaluated for their scope and sequencing of content. Student course evaluations will be statistically tabulated	9/15-Complete analysis of each college's course development proposals 10/15-Conduct syllabus review 12/15-Conduct	College of education Deans or designees; Course instructors and their students; **Resource Requirements** Independent expertise to serve on syllabus review panel;	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
courses for teacher education undergrad courses	I) What results have the courses had in encouraging and helping student integrate DE enhanced curricular activities? O) What factors within the COE's or their institutions helped or hindered the development of DE Foundations courses? U) What new institutional changes are developed and delivered DE Foundations courses responsible for?	Student and teacher interviews	and represented in the aggregate by institution. Evaluators will examine student lesson plans for their ability to integrate DE supported experiences—the examination will be summarized according to strengths and weaknesses. Interviews will be thematically tabulated.	student and teacher interviews 1/15/02- Complete analysis of student lesson plans		
2.2 A,B GREEN Plan and implement a DE conference	A) What conference(s), held in the state, deal/dealt with distance education in South Dakota? E) How did the conferences address issues in DE and what were participants' perceptions of the effectiveness of the messages? I) How did conference strands affect changes in the organizations sponsoring these events? O) What factors contributed to the inclusion of DE strands in state and regional conferences? U) What unanticipated consequences are a result of conferences in DE?	Conference programs Conference evaluation forms Organizer and participant interviews	Conference programs will be reviewed for strands, sessions, and keynotes addressing DE. Sub themes addressed in DE will also be identified. Conference evaluation forms will be statistically and qualitatively analyzed for some indication of affect on attitudes and knowledge of participants. Interviews with key participants will be thematically analyzed and compared against other data forms.	9/24-Identify regional and state conference planning documents 10/26-Gather conference data and participant lists 11/30-Last date for interviews 12/15-Data analysis complete	DECA; Technology Innovations in Education (TIE); State K-12 and Higher Education Disciplinary associations. **Resource Requirements** Cooperation from conference organizers for access to conference evaluation forms;	
2.3 A STEVE	A) What provisions have been made by DECA for inservice training and staff development? E,I) How many schools and	Inspection of DECA documentation. Focus Groups	DECA staff will produce schemes of work and delivery schedules of inservice training and staff development programs.	Visit to SDADE office to be arranged. Short questionnaire	Schools and Higher Education Institutions (HEIs) Department of Education and Cultural Affairs (DECA)	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
Provide in service staff development for SD teachers	individuals have received this training? What have been the positive outcomes? E,I) What training needs have yet to be met? O) How did the schools help to facilitate the inservice training program? U) What unanticipated outcomes have resulted from the inservice training?	Teacher and administrator survey (Questionnaire)	Teachers from schools and HEIs in focus groups will be invited to give personal accounts through a free form section in the questionnaire. Focus group contributions will be thematically analyzed.	administered to Governor's 'Show Case' delegates on the final day.	**Resource Requirements** Analysis of focus group interviews. Analysis of questionnaires.	
2.4 A **BLUE** Offer innovation funds to schools and teachers to assist them to develop special events	A, E) In what ways did the SDADE personnel conform to their process of offering innovation funds? U) Were there any unexpected changes or consequences? O) What structures, policies, or events in the beneficiaries environment helped or hindered the innovation funds activity from accomplishing its goals? I) In what ways were the intended beneficiaries of the innovation funds impacted?	Interview 2.0 – SDADE Personnel to gather additional background regarding the RFP process, selection criteria, accountability requirements, etc. Document Review – of the "offering" process that has been developed Interview & Survey to Collect data regarding the fidelity of the process. Interviews with key Informants regarding RFP process, benefits, impacts.	Event histo-map development. Formative and summative reporting on "RFP" for innovation funds. Comparative analysis of "special event" ideal and "fit" with local curriculum.		Project Management Project Beneficiaries & Project Management	
2.5 A **BLUE**	A, E) In what ways did the SDADE personnel, NOVA and SDPTV conform to their training video development	Interview 2.1 – SDADE Personnel to gather additional background	Event histo-map development. Formative & summative		Project Management NOVA	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
Produce training videos for preservice, inservice & stakeholder use	process? U) Were there any unexpected changes or consequences? O) What structures, policies, or events in the organizations or environment helped or hindered the training video development project in accomplishing its goals? I) In what ways were the intended audiences of the video training program impacted?	regarding the training video production process. Document Review – of the production process that has been developed Interview & Survey to Collect data regarding the fidelity of the process. Interviews with key Informants regarding RFP process, benefits, impacts.	reporting of video development process via interviews and document review		Project Management & other players. Other players and intended audience.	
2.5 B **BLUE** Conduct online DDN sessions for SD users of DDN	A, E) In what ways did the SDADE personnel conform to their process for conducting DDN sessions? U) Were there any unexpected changes or consequences? O) What structures, policies, or events in the organizations or environment helped or hindered the online DDN session in accomplishing its goals? U) In what ways were the SD users of DDN impacted by the online DDN sessions?	Interview 2.1 – SDADE Personnel to gather additional background regarding the Implementation of DDN sessions.. Document Review – of the implementation process that has been developed Interview & Survey to Collect data regarding the fidelity of the process. Interviews with key Informants regarding	Event histo-map development. Formative & summative reporting of implementation process via interviews, and observation and document review Comparative analysis?		Project Management & other players. Other players and intended audience.	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
		RFP process, benefits, impacts.				
3.1 A **BLUE** Develop alternative classroom designs for DDN class rooms, evaluate and publish results Not in budget	A, E) In what ways did the SDADE personnel conform to the design and implementation processes for U) Were there any unexpected changes or consequences? O) What structures, policies, or events in the organizations or environment helped or hindered the design and implementation of each of the activities? I) In what ways were the schools (and other audiences) impacted by the (i) alternative classroom designs, (ii) model classrooms, (iii) evaluation of these classrooms, and (iv) the publishing of the results?	Interview 2.1 – SDADE Personnel to gather additional background regarding the process for developing and implementing the processes to conduct each of the activities identified in the guiding question? Document Review – of the design and implementation process that has been developed Interview & Survey to Collect data regarding the fidelity of the design/implementatio n process. Interviews with key Informants regarding RFP process, benefits, impacts.	Event histo-map development. Formative and summative analysis of implementation process of (i) developing "alternative" classroom designs, (ii) equip model classrooms, (iii) evaluate these classrooms, and (iv) publish the results? Comparative analysis of design and equipping criteria with actual.		Project Management Project Management & other players. Other players and intended audience.	
3.1 B **BLUE** Provide funds to upgrade DN	A, E) In what ways did the SDADE personnel conform to the design and implementation processes for (i) identify leaders in offering distance education courses and experiences, and (ii) provide funds to upgrade DDN classrooms?	Interview 2.1 – SDADE Personnel to gather additional background regarding the process for developing and implementing the processes to conduct each of the activities	Event histo-map development. Formative and summative analysis of implementation of funding and leader identification processes. Comparative analysis of		Project Management	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
classrooms to leader schools

Not in budget | U) Were there any unexpected changes or consequences?

O) What structures, policies, or events in the organizations or environment helped or hindered the design and implementation of each of the activities?

I) In what ways were the schools impacted by the funds provided? | identified in the guiding question?

Document Review – of the design and implementation process that has been developed

Interview & Survey to Collect data regarding the fidelity of the design and implementation process.

Interviews with key Informants regarding RFP process, benefits, impacts. | leader criteria vs actual.

Comparative analysis of "upgraded" classroom with actual. | | Project Management & other players.

Other players and intended audience. | |
| **3.2** A **BLUE**

Develop a clearing house for curriculum units and modules developed in SD | A, E) In what ways did the SDADE personnel and SDPTV conform to the design and implementation processes for (i) developing a clearinghouse ?

U) Were there any unexpected changes or consequences?

O) What structures, policies, or events in the organizations or environment helped or hindered the design and implementation of each of the activities?

I) In what ways were the teachers | Interview 2.1 – SDADE Personnel to gather additional background regarding the process for developing and implementing the processes of developing a clearing house.
Document Review – of the design and implementation process that has been developed

Interview & Survey to Collect data | Event histo-map development.

Formative and summative analysis of implementation of clearinghouse development process.

Comparative analysis of effective clearinghouse criteria with actual. | | Project Management

Project Management & other players.

Other players and intended audience. | |

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
	impacted by the development of the clearinghouse?	regarding the fidelity of the design and implementation process. Interviews with key Informants regarding RFP process, benefits, impacts.				
3.2 B **BLUE** Identify private sector partners to provide on line education resources for SD teachers	A, E) In what ways did the SDADE personnel and SDPTV conform to the design and implementation processes for (i) identifying partners for the private sector to provide on-line education resources? U) Were there any unexpected changes or consequences? O) What structures, policies, or events in the organizations or environment helped or hindered the design and implementation of each of the activities? I) In what ways were the teachers impacted by the online education resources?	Interview 2.1 – SDADE Personnel to gather additional background regarding the process for developing and implementing the processes developing partners Document Review – of the design and implementation process that has been developed Interview & Survey to Collect data regarding the fidelity of the design and implementation process. Interviews with key Informants regarding RFP process, benefits, impacts.	Event histo-map development. Formative and summative analysis of process of identifying partners. Comparative analysis of criteria of an ideal partner with ideal.		Project Management Project Management & other players. Other players and intended audience. Liaison to private sector through USDLA - John Flores contact.	
3.2	A, E) In what ways did the	Interview 2.1 –	Event histo-map		Project Management	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
C **BLUE** Plan and hold a meeting of education leaders from neighboring states	SDADE personnel and SDPTV conform to the design and implementation processes for (i) planning and hold a meeting of education leaders ….? U) Were there any unexpected changes or consequences? O) What structures, policies, or events in the organizations or environment helped or hindered the design and implementation of each of the activities? I) In what ways were the intended audiences of the meeting impacted?	SDADE Personnel to gather additional background regarding the process for planning and holding the meeting. Document Review – of the design and implementation process that has been developed Interview & Survey to collect data regarding the fidelity of the design and implementation process. Interviews with key Informants regarding RFP process, benefits, impacts.	development. Formative and summative analysis of process of meeting development and implementation. Comparative analysis of effective meeting characteristics with actual. Comparative analysis of desired impact indicators with actual.		Project Management & intended audience. Other players and intended audience.	
3.3 A **BLUE** Assist schools to expand their telecommunications networks	A, E) In what ways did the SDADE personnel and SDPTV conform to the design and implementation of the processes of (i) identifying the "remote" schools, and (ii) assisting schools in expanding their telecommunications infrastructure? U) Were there any unexpected changes or consequences?	Interview 2.1 – SDADE Personnel to gather additional background regarding the processes designing and implementing the activities identified in the guiding question? Document Review – of the design and implementation	Event histo-map development. Formative and summative analysis of the implementation of the process of identifying remote schools and assisting schools. Comparative analysis of characteristics of remote schools with those actually selected.		Project Management Project Management & other players.	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
	O) What structures, policies, or events in the organizations or environment helped or hindered the design and implementation of each of the activities?

I) In what ways were the intended audiences of the expanded telecommunications infrastructure impacted? | process that has been developed

Interview & Survey to Collect data regarding the fidelity of the design and implementation process.

Interviews with key Informants regarding RFP process, benefits, impacts. | Comparative analysis of effective assisting process "rubric" with actual process conducted. | | Other players and intended audience. | |
| **3.3** **B** **BLUE**

Identify partners to assist schools in using DDN more effectively | A, E) In what ways did the SDADE personnel conform to the design and implementation of the processes of (i) identifying partners to assist schools, and (ii.i) insuring that partners' efforts resulted in the DDN being used more effectively and (ii.ii) insuring that education opportunities increased?

U) Were there any unexpected changes or consequences?

O) What structures, policies, or events in the organizations or environment helped or hindered the design and implementation of each of the activities?

I) In what ways were the | Interview 2.1 – SDADE Personnel to gather additional background regarding the processes designing and implementing the processes identified in the guiding question?

Document Review – of the design and implementation process that has been developed

Interview & Survey to Collect data regarding the fidelity of the design and implementation process. | Event histo-map development.

Formative and summative analysis of the implementation of the process of identifying partners.

Comparative analysis of characteristics of an effective partner with actual performance of selected partner.

Comparative analysis of actual increased educational opportunity achieved to pre-selected indicators. | | Project Management

Project Management & other players.

Other players and intended audience. | |

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
	intended audiences of the DDN assistance impacted?	Interviews with key Informants regarding RFP process, benefits, impacts.				
3.3 C **BLUE** Initiate a pilot program for Associate of Arts degree	A, E) In what ways did the SDADE personnel and MTI conform to the design and implementation of the processes of (i) initiating an Associate of Arts Degree pilot program? U) Were there any unexpected changes or consequences? O) What structures, policies, or events in the organizations or environment helped or hindered the design and implementation of each of the activities? I) In what ways were the intended audiences of the Associate of Arts degree impacted?	Interview 2.1 – SDADE Personnel to gather additional background regarding the processes designing and implementing the processes identified in the guiding question? Document Review – of the design and implementation process that has been developed Interview & Survey to Collect data regarding the fidelity of the design and implementation process. Interviews with key Informants regarding RFP process, benefits, impacts	Event histo-map development. Formative and summative analysis of implementation of the process of initiating an AA pilot program. Comparative analysis of "rubric" for high quality AA program with actual program initiated. Comparative analysis of actual knowledge, skills and attitudes possessed with pre-determined ideal.		Project Management Project Management & other players. Other players and intended audience.	
4.1 A **GREEN**	A) What formal strategies for course sharing by schools and districts using the DDN were/are established? E) Who established these	Document review Interview DECA and SDADE project management	Interview data will be analyzed for planning and implementation structures End user school and district	10/12/01 Conduct interview 10/29-31/01 Administer	DECA SDADE project management	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
Develop formal strategies for course sharing through DDN	strategies and by what process? I) What were the results of formal strategy implementation? O) What were the barriers and facilitators to establishing formal strategies for course sharing? U) What unanticipated outcomes resulted from formal strategy implementation?	School and district survey	survey data will be tabulated and thematically categorized.	survey 11/01 Survey tabulation	**Resource Requirements** Cooperation of DECA SDADE project management Survey tabulation	
4.1 B **GREEN** Develop a clearing house of courses and course units available over DDN	A) Was a clearinghouse of courses and course units available over the DDN developed? E) How do the courses and course units directly relate to state standards and professional association curriculum reform guidelines? I) How were/are quality processes established for course development? O) What were/are the barriers and facilitators for course and course unit development and availability? U) What unanticipated events resulted from developing a clearinghouse?	Web site review Course and course unit analyses Document review	The clearinghouse web site will be reviewed for accessibility and usability. Sample course and course units will be analyzed for themes regarding standards relation and content.	11/26-30/01 Web site review 12/17-19/01 Course and course unit analyses	Clearinghouse Web site DECA SDADE project management **Resource Requirements**	
4.2 A,B **GREEN**	A) Is the needs assessment complete? E) What stakeholder groups does the needs assessment reference?	Needs assessment analyses Client interviews	Assessment documents will be analyzed for their ability to identify and detail steps for program staff outreach to underserved groups.	11/1-Check on status of assessments 11/30-Due date for interviews	Nova Southeastern Lead Evaluators/needs assessment developers	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
Conduct needs assessment to identify needs of underserved groups in SD	I) In what ways do clients perceive that that the needs assessments assist them in serving the needs of underrepresented groups? I) What impacts do stakeholders currently envision for the future of a more inclusive policy of DE outreach to underserved groups? O) What statewide and programmatic organizational structures were tapped while conducting the needs assessment? In what ways were these structures facilitative? Inhibiting? U) What unforeseen outcomes resulted from needs assessment development?	Assessor interviews	Interviews will be thematically analyzed and summarized in a final report. Analyses will be evaluated for their thoroughness and tractability.	1/15/02- Content review of assessments	**Resource Requirements**	
4.3 A **GREEN** Offer support to partnerships of SD teachers to develop and offer exemplary curriculum units	A) What support was offered to partnerships of South Dakota teachers to develop and offer exemplary curriculum units using the DDN? How did recipients perceive the support? E) What criteria provided guidance for forming partnerships? Who established the criteria? E) How were partnerships of South Dakota teachers selected for support? E) What role do other state and federal supported initiatives play in bringing DE technology use to scale?	Document review Curriculum unit review Interview teachers and students Interview DECA SDADE project management Expert analysis of state delivered technology programming.	The partnership RFP will be reviewed for guiding structures and criteria. Curriculum units will be reviewed for themes and integration of DE strategies. Interview data from a sample of teachers and students will be analyzed for accessibility and affect on participant knowledge and attitudes. To determine the relationship and perhaps synergistic effect of the multiple statewide technology programs supported by state and federal government, experts and staff interview	9/15/01 Review RFP 11/15 Interview SDADE project management 12/15/01 TBD Review of curriculum units 2/15/02 TBD Interview teachers and students.	**Resource Requirements** Cooperation of teachers, students, and DECA SDADE project management. Curriculum unit acquisition.	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
	I) How were structures for quality determined and put in place to guide the development of exemplary curriculum units using the DDN? What were the results? I) How was the offering of units organized and implemented? With what results? O) What barriers and facilitators were encountered in partnership formation and curriculum unit development? U) What unanticipated events resulted from curriculum unit partnerships?		and focus group will be thematically analyzed.			
4.3 B **GREEN** Explore and develop partnerships with private sector to enhance curriculum offerings	A) What partnerships with private sector organizations to enhance curriculum offerings in South Dakota exist? A,E)What guidance and strategies were offered for partnership development? Who determined the guidance and strategies? I) What partnerships resulted? What background did each partner contribute? O) What were the challenges and facilitators for partnership exploration and development? E) What resulted from these partnerships? U) What unanticipated events resulted from partnerships with private sector organizations?	DECA SDADE project management interview Partner interviews Document review	Interview data will be analyzed for themes and structures related to planning and implementation.	11/12/01 Conduct interviews 11/13-14 Review documents	USDLA **Resource Requirements** Cooperation of partners and DECA SDADE project management.	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
4.3 C **GREEN** Develop links with other states to offer DE courses	A) What interstate compacts in DE exist with SD and her neighbors? E) How were links with other states that offer courses at a distance via two-way telecommunications networks developed? I) What changes in distance education resulted from links that were made?	DECA SDADE project management interview Multi-state participant interviews Document review	Interview data will be analyzed for planning and implementation structures. Documents will be reviewed to study the results of multi-state links. Documents TBD.	11/29-30 Conduct interviews 12/14 Complete document review	DECA SDADE project management Multi-state contacts. **Resource Requirements** Cooperation of DECA SDADE project management and participating state contacts. Document acquisition.	
4.4 A **GREEN** Offer support to partnerships of teacher groups for developing exemplary assessment strategies for DE	A) How do those working to implement assessment in DE perceive the quality of support rendered by external agencies to be? E) Is the support resulting in usable assessments? How usable? I) In what new and unique ways are these assessments determining what students have learned and how curriculum responds to learning needs? O) What barriers or aids exist in the process of supporting assessment development? U) What unanticipated consequences are a result of assessment development?	Review of teacher lesson plans Survey of formal and informal assessment strategies Teacher interviews Service logs of external agencies designated to assist in assessment development Respond to distance learning pedagogy.	A sample of lesson plans from teachers participating the delivery of DE courses, or enhancing their curriculum with DE experience. Assessment practices will be documented, tallied, and categorized (performance, alternative, norm/criterion referenced, standardized, etc.). Analysis will also detect for informal assessment practices (documented and tallied). Interviews will be thematically categorized.	11/12-Sources for lesson plans will be identified 11/26-Lesson plan collection complete and analysis commences 12/5-Sample of teachers identified for interview— interviews begin. 12/12-Interviews complete	DECA; Nova Southeastern University; K-12 school teachers **Resource Requirements** The cooperation of teachers in select school districts in sharing their lesson plans for content analysis;	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
4.4 B **GREEN** Collect and make available online a variety of assessment resources	A) What assessment strategies exist, who developed them? E) By what means and to whom are assessments accessible? E) What quality control process guides the selection of assessment for inclusion to the database? I) What is the frequency of access to online assessment resources? I) What contributions in engaged learning do assessments make in the classrooms of teachers who use them? O) What state/local governmental processes are helping or hindering the dissemination of exemplary DE assessments? U) What are the unanticipated outcomes of posting of assessments online?	Assessment database server log files End users of assessment resources Assessment site Webmaster and database developer interviews	Assessment website log files will reveal individuals (unique IP addresses) accessing the resource. Frequencies of various assessments will be tallied and summarized by content area, grade level, etc. Developer interviews will be thematically summarized. End users of assessment resources will be interviews—short case reports will result from these interviews.	10/2-Those charged will the responsibility of developing the database are identified 12/5-Analysis of server log file daily reports begins. 12/15-Interviews with developers are conducted.	Parties whose discharge it is to collect and disseminate assessment assets; DECA; **Resource Requirements** Server log file analysis package applied to online assessment database; Process for identifying users of the assessment database.	
5.1 A **BLUE** Offer action research funds to teachers to support scientific research of the DDN	A,E) In what ways did SDADE personnel conform to their process for dissemination of the research and evaluation efforts? I) In what ways were the intended audiences of the presentations and dissemination activities impacted? U) Were there any unexpected changes or consequences? O) What structures, policies, or events in the organizations or	Interview Students taking classes on DDN could journal throughout the semester. Study documents prepared/published Focus groups Interviews Survey	Event histo-map development. Formative and summative review of promotional program development process. Comparative analysis against intended impacts.		Project Management & other players. Mike Simonson, NOVA Other players and intended audience.	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
	environment helped or hindered the dissemination process in accomplishing its goals?					
5.1 B **BLUE** Develop a state wide research agenda	A, E) In what ways did SDADE personnel conform to their publication of research process? I) In what ways were the intended audiences of the publication impacted? U) Were there any unexpected changes or consequences? O) What structures, policies, or events in the organizations or environment helped or hindered the project in accomplishing its goals?	Survey? Success stories from teachers and students and other users of DDN? Conduct scientifically appropriate studies on different innovations of DE	Event histo-map development. Formative and summative review of promotional program development process. Comparative analysis against intended impacts.		Contact NOVA Project Management & other players. Mike Simonson, NOVA Other players and intended audience.	
5.2 A **EXT** Collect comprehensive evaluation data about SDADE and DDN						

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
5.2 **B** **EXT** Conduct needs assessment to identify future activities using DDN						
5.2 **C** **EXT** Identify a team of external evaluators to conduct a site visit to evaluate the activities of SDADE						
5.2 **D** **EXT**						

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
Produce a video dealing with evaluation of DE						
5.3 A **BLUE** Review SDADE funded action research and publish summary of this	A, E) In what ways did the SDADE personnel conform to their process for dissemination of the research and evaluation efforts? I) In what ways were the intended audiences of the presentations and dissemination activities impacted? U) Were there any unexpected changes or consequences? O) What structures, policies, or events in the organizations or environment helped or hindered the dissemination process. in accomplishing its goals?	Review research published	Event histo-map development. Formative and summative review of promotional program development process. Comparative analysis against intended impacts.		NOVA Eval team members will write summaries? Mike Simonson, NOVA Project Management & other players. Other players and intended audience.	
5.3 B **BLUE** Publish a review of best practices for effective DE in SD	A, E) In what ways did the SDADE personnel conform to their publication of research process? I) In what ways were the intended audiences of the publication impacted? U) Were there any unexpected changes or consequences? O) What structures, policies, or events in the organizations or environment helped or	Survey teachers and administrators K-12 through higher ed & technical colleges. Success stories from teachers and students and other users of DDN?	Event histo-map development. Formative and summative review of promotional program development process. Comparative analysis against intended impacts.		Contact NOVA Project Management & other players. Mike Simonson, NOVA Other players and intended audience.	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
	hindered the video development project in accomplishing its goals?					
5.3 C **EXT** Publish results of evaluation and research activities conducted in SD					Mike Simonson, NOVA	
5.3 D **EXT** Collect data to develop and publish a technology profile on SD education						

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
5.3 **E** **EXT** Present at professional conferences about DE in SD						
6.1 **A,B C,D** **STEVE** Hire a project director and staff, seek additional funding, submit reports as required, disseminate outcomes	A) How many staff have been hired? A) What additional funding has been requested for the project and from where? E) Who are the SDADE staff and what do they do? E) What reports have been submitted and what is the frequency of these submissions? I) How have the outcomes of the project been disseminated? O) What prevented or aided the dissemination activities? U) What unanticipated outcomes are a result of the dissemination of the reports and publications?	Document review Staff profiles Literature review Interview SDADE and DECA staff	DECA staff will produce documentation of organizational activities and examples of dissemination activities for inspection. It may also be necessary to interview SDADE staff to explore roles of each within the project.	Visit to SDADE office to be arranged	Department of Education and Cultural Affairs (DECA). Documentation of publications and reports from external sources. **Resource Requirements** Cooperation from SDADE project staff, and access to documentation. Transcription and analysis of interview tapes.	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
6.2 A, B, C **STEVE** Identify intra and inter state partners, develop relations with other STAR Schools projects, identify additional activities for SDADE	A) What intra- and inter-state partners have been identified to work with SDADE? E) How have relationships with these partners developed throughout the life of the project? E) What have been the most positive contributions to the project from the partnership agreements? I) How have the partnerships impacted upon the project? I) What additional (future) activities have been identified? O) How have organizational infrastructures affected partnership activities and agreements? U) What unanticipated outcomes have resulted from the partnership agreements? (See Objective 4.3)	Interviews with project management and SDADE partners.	Partner agreement documentation will be produced by DECA and SDADE staff for scrutiny. In interviews, SDADE staff will provide evidence of partnership activities and assess the impact of these on the project.	Visit to SDADE office to be arranged	DECA staff SDADE team All identified partners **Resource Requirements** Cooperation from SDADE project staff, and access to relevant records. Transcription and analysis of taped interviews.	
6.3 **STEVE** Manage SDADE budget, disburse funds, submit financial reports	A) Who is responsible for managing the project's finances? E) How have the funds been allocated? I) What procedures have been put into place to ensure fair and appropriate allocation of resources? O) What organizational factors have created problems in the management of the project's budget?	Interviews with project management team and DECA staff. Inspection of the financial records of the project. (See comments in next column)	An inspection of the project's budget statements including all payment records and financial reports. (NB: Is this a role for the evaluation team?)	Visit to SDADE office to be arranged	**Resource Requirements** Cooperation from SDADE project staff, and access to relevant records. Transcription and analysis of taped interviews.	

Goal/ Activity	Key Questions	Data Collection Methods/Tools	Analysis Procedures	Timeline	Information Sources	Done
	U) Have there been any unforseen developments resulting from the management of the budget?					
6.4 A,B **STEVE** Establish SDADE office, develop comprehens ive SDADE web presence	A) What physical space does the SDADE office occupy? E) What virtual (or online) presence does the SDADE office have? E,I) How functional and effective is the SDADE office environment? E,I) How effective has the SDADE office been in its current location? O) What organizational contraints have been experienced and how have these been overcome? U) What unanticipated consequences have resulted from the physical and/or virtual presence of the SDADE office?	Interview with SDADE office staff. Interview with project management team. Visit to the SDADE office. Inspection of the SDADE project website. Website logs of visits, comments, etc.	A visit will be paid to the SDADE office where project staff and management will be interviewed about their views on the office accommodation and its effectiveness. There will be an exploration of problems experienced, and the means by which project staff have overcome them. An inspection of the project website, including an analysis of the visitor traffic (and guestbook comments) as well as other statistics will be collected.	Visit to SDADE office to be arranged	DECA staff SDADE project staff Web developers **Resource Requirements** Cooperation from SDADE project staff, and access to all office space. Transcription and analysis of taped interviews.	