



**CITY PILOT ADOPTION OF THE EVERY HOUR COUNTS MEASUREMENT FRAMEWORK:
A DEVELOPMENTAL EVALUATION APPROACH**

REQUEST FOR PROPOSALS

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Proposals due: December 12, 2014

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PURPOSE OF THE REQUEST FOR PROPOSALS

Every Hour Counts is seeking an evaluation firm with a solid track record in developmental evaluation to support the evaluation of the adoption of a measurement framework across expanded learning systems. This three-year pilot project will occur in several cities across the United States. Every Hour Counts created a [Measurement Framework](#) that presents the expected results of citywide expanded learning systems and suggests ways to measure those results. The Framework was conceived as a way to assist communities in setting goals for their expanded learning systems and to help them improve and measure their progress. The evaluation firm will devise a plan to assess whether the communities are able to use the tool as intended, and the experiences of the pilot cities will then inform refinement of the Measurement Framework for the benefit of the broader field. The evaluator will serve as a strategic learning partner and facilitate a developmental evaluation process – analyzing the local context and needs of each city and helping to revise implementation on a continuous basis to maximize success and ultimate scalability. The results of this study – evaluation findings and an updated Measurement Framework – are expected to be of interest to practitioners, policymakers, researchers, funders and others involved in supporting expanded learning strategies for children and youth nationwide.

Pilot Project Timeline:	January 2015 – December 2017
Budget Range:	\$300,000 to \$400,000
Proposals due:	December 12, 2014 5:00 p.m. ET

BACKGROUND

Every Hour Counts, formed in 2005 and formerly called the Collaborative for Building After-School Systems (CBASS), is a coalition of citywide organizations¹ that increase access to quality learning opportunities, particularly for underserved students. Our approach – called an expanded learning system – coordinates the work of service providers, public agencies, funders, and schools so dollars stretch farther and more young people are served. Every Hour Counts:

- Supports a community of practice by sharing promising practices and engaging in other knowledge-sharing activities.
- Leads demonstration projects that test the feasibility of policy and practice concepts, and disseminates findings and tools for replication.
- Serves as a clearinghouse of information about expanded-learning systems.
- Convenes stakeholders to share knowledge and ideas.
- Advocates for policy change.
- Provides local, customized technical assistance.

Every Hour Counts represents a diverse set of communities and accomplished system-building organizations, many of whom have well-developed data and quality improvement systems in place. Every Hour Counts intermediary partners are responsible for producing some of the key research studies on work in the field of expanded learning (e.g., Kotloff & Korom-Djakovic, 2010; Reisner, White, Birmingham, & Welsh, 2001). The Every Hour Counts coalition represents longstanding partnerships with more than 1,400 schools, districts, and community based organizations that reach 240,000 students each year through quality expanded learning opportunities. As a national hub of information on system building, our reach extends far beyond the direct reach of our coalition members. Our knowledge-dissemination efforts reach more than 50 cities, 40 statewide after-school networks, large scale service providers such as United Way and the YMCA of America, leading national education funders, federal policy makers, and national organizations, such as the American Youth Policy Forum, National Summer Learning Association, Afterschool Alliance, and the National Afterschool Association.

Measurement Framework Development and Theory of Change

In response to a lack of clarity around how expanded learning systems can best measure success in 2008, Every Hour Counts created and supported partner implementation of a common measurement framework in partnership with Policy Studies Associates, Inc.² The primary purpose of the Framework is to define a set of system-, program-, and youth-level outcomes likely to be achieved through effective system-building efforts.

In 2013, Every Hour Counts updated the 2008 Framework to:

- (a) respond to the growing body of research in the field around what drives the achievement of desired outcomes in expanded learning systems;

¹ The Every Hour Counts coalition includes 11 cities and regions: Baltimore, Bay Area (CA), Boston, Chicago, Hartford, Nashville, New Orleans, New York City, Palm Beach County, Providence, and the Twin Cities (MN).

² The paper, [Speaking in One Voice: Toward Common Measures for OST Programs and Systems](#), provides background on the development of the 2008 Measurement Framework.

(b) capitalize on the renewed attention being paid to the importance of key positive skills and beliefs (i.e. youth development skills, non-cognitive skills, social and emotional skills) in supporting youth success in school, the work place, and beyond; and

(c) reflect the evolution in the out-of-school time field toward greater alignment with schools through expanded learning time.

Both the Measurement Framework and the cross-city outcomes measures pilot are based on the Every Hour Counts Theory of Change developed in 2011 (see Appendix A). The Theory of Change articulates the relationship between systemic investments in expanded learning programs, how those investments manifest in continuous quality improvement efforts, and, ultimately, the growth of positive youth outcomes.

In preparation for the revision of the Measurement Framework and design of the cross-city demonstration project in 2014, a team from American Institutes for Research (AIR) and the Forum for Youth Investment (FYI) conducted interviews of Every Hour Counts partners and other innovative systems builders. The interview findings suggest that Every Hour Counts partners: (a) have the capacity, albeit to varying degrees, to implement a shared measurement framework; (b) believe in the value of measuring new outcomes, particularly those related to supporting the development of positive skills and beliefs among participating youth; and (c) are excited about the possibility and value of a cross-city demonstration project, especially one that gets to the issue of impact of system and program interventions on youth outcomes. This was further validated by the findings from the external interviews with other innovative systems builders, which suggest that although there are significant endeavors to measure program quality and youth outcomes, there are scant efforts exploring the relationship between the system, program, and youth levels of expanded learning systems.

Interviews with Every Hour Counts partners also revealed two distinct areas where they need support during implementation of a cross-city demonstration project. First, partners expressed a strong interest in adopting common youth outcomes measures; however, they are seeking guidance around what outcomes they should measure and how they should collect and analyze the data. Second, partners described their current data collection efforts, stating that they were collecting a lot of potentially useful data but that they did not know what to do with it or how to make effective use of it. Similarly, several partners and external organizations emphasized wanting to explore their data in greater depth so they could better understand the connection between the different levels of the tri-level system.

The [Measurement Framework](#) is the document that grew out of these conversations. The goal of the Measurement Framework is to provide communities with a small, clear set of aspirational priority outcomes to measure at scale in an effort to illustrate the effectiveness of building systems and help communities in their continuous improvement efforts. One of the primary benefits of the Every Hour Counts Measurement Framework is that it provides a common language across cities around system-building efforts and guides the selection and utilization of a core set of measures to assess progress toward desired outcomes at three distinct levels described in the Every Hour Counts theory of change: (1) the system level, (2) the program level, and (3) the youth level. The Measurement Framework identifies a set of outcomes at each of these three levels, links them to methods and measures for each outcome, describes the purpose for measurement and how the data can be used, highlights linkages to other levels within the Framework, and ties each outcome to relevant evidence and literature that support its value and utility. The Measurement Framework is first organized by elements across the three levels of the Framework. System-level processes and features include access, infrastructure, and system supports for continuous improvement. At the program level, the Measurement Framework describes key management and program practices. Youth outcomes focus on engagement, positive skills and beliefs, and education outcomes.

Addition of New Youth Outcome Measures to the Framework

In revising the Every Hour Counts Measurement Framework, significant effort was dedicated to defining a set of youth outcomes that are both well aligned to the ways in which expanded learning systems are having a positive impact on youth and critical to ensuring youth are well prepared to succeed educationally, in the workforce, and in life at large. These outcomes, most commonly referred to as “positive skills and beliefs” at present, can be classified into three broad categories:

1. Thinking and processing skills (e.g., problem-solving, critical thinking, creativity, etc.)
2. Intrapersonal skills (e.g., intellectual openness, work ethic, self-regulation, etc.)
3. Interpersonal skills (e.g., teamwork/collaboration, communication skills, leadership, etc.)

Efforts to measure how expanded learning programs are impacting the cultivation of skills in each of these areas is still relatively nascent, and there is a need to further define which measures and methods yield high-quality, valid, and actionable data.

Description of Pilot

Three Every Hour Counts partner cities will be selected in the first year to participate in a pilot implementation demonstration. This pilot project will focus on the adoption of the Framework by cities already engaged in system building that have infrastructure in place to collect data in a timely manner. Pilot cities will collect data at the system-, program- and youth-levels, with special attention being paid to the newly added youth outcome measures related to positive skills and beliefs.

Each city, with support from an evaluator with expertise in developmental evaluation³ and appropriate technical assistance (described later in this section), will implement aspects of the Measurement Framework over the course of two full school years. The goals of the pilot are the following:

1. Build capacity of participating cities to implement the Every Hour Counts Measurement Framework.
2. Explore how different city systems negotiate implementation of the Framework in light of their local contexts and levels of infrastructure.
3. Facilitate an iterative process through which the Framework measures can be adopted and refined based on lessons learned during their implementation.

Pilot measures associated with positive youth outcomes outlined in the revised Measurement Framework, provide support for considering how the data/measures will be used, and assess their value and utility in helping participating cities gain an understanding of how their expanded learning programs are supporting the development of these critical skills among participating youth.

³ Developmental evaluation informs and supports innovative and adaptive development in complex dynamic environments. DE brings to innovation and adaptation the processes of asking evaluative questions, applying evaluation logic, and gathering and reporting evaluative data to support project, program, product, and/or organizational development with timely feedback. (Michael Quinn Patton, 2011).

Current State of Adoption of Measurement Framework in Every Hour Counts Communities

Many of the Every Hour Counts partners have a rich and deep infrastructure for the collection and use of data related to program quality and related continuous improvement processes. What is less prevalent are measures for assessing certain system-level outcomes; the adoption of certain management practices at the program level; and methods of measuring youth skill development of positive skills and beliefs (given the complexity of this task, additional information about this component of the work is described in greater detail in later sections). Another less prevalent activity is the ability of the cities to centrally merge data sets to enable correlative analysis of program quality attributes and system activity, program features, youth participation, and youth outcomes. Therefore these are the likely sort of challenges the pilot will seek to address.

City Selection

Based on meeting specific criteria, three city intermediaries among the Every Hour Counts partners will be selected through an RFP process to participate in the first phase of the implementation pilot, followed by a possible scale-up to five or six cities during the second phase (Year 2), pending available scale-up resources. Cities will be selected by the evaluator in consultation with Every Hour Counts staff. Three cities in the first phase will be comprised of Every Hour Counts communities due to strong capacity of our intermediary partners to implement the project. In addition, a complex evaluation project such as this requires a deep level of trust to be open and transparent about evaluation and data collection. The tight bonds of trust that have been built over years in the Every Hour Counts coalition and through the collective design of this project proposal will support effective implementation.

For inclusion in the pilot, participating cities must have, at a minimum, a system infrastructure in place that will make it feasible to collect sufficient data for Framework adoption. Participating cities should have the capacity to collect system-, program-, and youth-level data and have experience using data to drive improvement. Local providers should have demonstrated experience to participate in the data-collection efforts. Data-sharing relationships with school districts and/or other city partners will also be considered, as well as scale of data collection across the city system.

Other Considerations

With sufficient funding, the second year could also include additional city intermediaries beyond Every Hour Counts partners that meet criteria for selection.⁴ The broad applicability of the revised Measurement Framework will be enhanced if a larger, more diverse group of cities is able to meaningfully implement it and find value in its implementation, suggesting the utility of an expanded cohort in the second phase to assess how the Framework can be adapted to different contexts.

Aligned Technical Assistance (TA)

Critical to the success of the pilot is for each participating site to have aligned technical assistance. The proposed project has multiple components that merit the need for TA:

⁴ *Note:* The developmental evaluation budget would be renegotiated in Year 2 to account for any additions of cities to the project. At present, all descriptions of deliverables and budget should only account for 3 cities who will collect data over 2 full program cycles (school years).

- Participating sites will have increased demands on the sheer volume of data collection required for the project.
- There are likely going to be new instruments/tools introduced that will require staff training on implementation and use.
- The developmental evaluation process may require changes in quality improvement and data collection practice that require technical assistance support.

The ultimate goals of the TA are to support successful adoption of the Framework and capitalize on the project tasks and activities to build local capacity around data management (data collection, measure implementation, data use, and data-driven decision making) in the field of expanded learning.

Note: We understand that technical assistance is a natural fit with the philosophy of developmental evaluation (DE) and that high-quality DE and technical assistance go hand in hand. While at this stage the boundaries between TA and DE are not clearly defined, they will be once the evaluator is chosen and cities are selected in the spring. To that end, the evaluation firm should describe in the proposal what technical assistance they think the cities will need and how they would provide this technical assistance as part of development evaluation broadly. Once cities are selected, their individual TA needs will be assessed and a separate RFP for TA may be released. While the evaluator would be involved in the determination of each city's TA needs, the potential exists for the evaluator to apply to this separate RFP if the needs identified fall within the skill set of the selected developmental evaluation firm, and it is agreed upon that the firm has the capacity to play this expanded role.

If a separate TA firm(s) is ultimately contracted for the project, the evaluator would be consulted in the firm's selection, and both the TA firm and evaluator would be expected to work collaboratively to maximize the impact of the project and eliminate duplication of efforts. We expect the evaluator to include TA activities as a subject of the evaluation to assess the effectiveness of specific technical assistance activities.

SCOPE OF WORK FOR THE DEVELOPMENTAL EVALUATION

The evaluation firm will design a cross-city developmental evaluation oriented at assessing and informing? the pilot implementation of the Every Hour Counts Measurement Framework in expanded learning systems, as well as consider adaptations and refinements of the Framework for future use. Developmental evaluation, as described by Michael Quinn Patton, will achieve these goals: *Developmental evaluation informs and supports innovative and adaptive development in complex dynamic environments. DE brings to innovation and adaptation the processes of asking evaluative questions, applying evaluation logic, and gathering and reporting evaluative data to support project, program, product, and/or organizational development with timely feedback. (Michael Quinn Patton, 2011).*

Research Questions

The pilot seeks the developmental evaluation to address a variety of questions, including:

General Developmental Evaluation

1. Which outcomes specified in the revised Every Hour Counts Measurement Framework are partner systems currently able to measure? Which outcomes are largely going unmeasured (and why)?
2. Where outcomes are being measured, how well are they being measured, and how are cities currently making use of that information? What are the opportunities for further implementation of the Framework? What are the barriers and facilitators to measuring selected outcomes?

3. How much variation is there across cities in their implementation of the Framework? How much of the variation is the result of local approaches to system development? Does this variation have consequences for the broader applicability of the adoption of the Framework?
4. To what extent are participating cities able to define a standard for high performance for each of the outcomes represented in the Every Hour Counts Framework?
5. How much progress do cities make in implementing the Framework?
6. What adjustments could be made to the Framework to systematically improve its ability to function in a cross-city environment? To be more useful for individual cities and allow for cross-city comparisons?

Youth Outcome Measurement

7. Are piloted measures of positive skills and beliefs shown to yield useful data for the expanded learning programs represented in the project?

Exploratory Research

8. Is there evidence of a relationship between measures of program quality represented in the revised Measurement Framework and positive skills and beliefs demonstrated on piloted measures?
9. What are the potential relationships between system-level outcomes and program-level outcomes?

The exploratory research questions will be discussed with the selected firm and will be addressed if it's found appropriate given the state and activity of selected cities.

Evaluation Activities

In order to answer these questions, the evaluation team will need to design and deploy a variety of approaches to gain the necessary information from the three cities enrolled in the project, including the following:

Compile Which Outcomes Are Being Measured. The evaluation team will need to develop a process in the first year of the project for documenting which outcomes represented in the revised Measurement Framework are currently being measured by cities enrolled in the pilot, as well as how cities decide which measures to use, who is using them and how, the efficacy of those measures, and how such information is presently being used to guide decision making within the system.

Detail Variation in Outcomes and Reasons for That Variation. Both descriptive and qualitative analysis techniques should be used by the evaluation team to explain the variation in the outcomes that infrastructure partners have constructed prior to the start of the outcomes measures pilot, to detail why certain decisions were made around how that infrastructure was developed, and to understand the consequences of that variation. The goal here is to better understand how a city system's current infrastructure and unique local context are likely to influence efforts to implement the revised Measurement Framework. These activities also will be undertaken during the first year of the project.

Assess Progress in Implementing the Revised Measurement Framework. During the first and second years of the project, the evaluation team will need to document the progress made by cities in implementing the revised Framework and consider adaptations to the Framework.

Features of the Evaluation Will Be:

- Supporting site selection.
- Rapid identification of what is or is not working, and why, during the implementation of the Framework.
- Informing the development of processes and practices among partners that create a culture of learning and adaptive change, and supporting the implementation of strategies based on evidence.
- Identification of emerging trends, patterns, and new pathways to success.
- Exploration of the roles, relationships, and functioning of the partners and providers involved in the implementation of the Framework.
- Providing recommendations to improve the Framework and its implementation.

Developmental Evaluator's Role in Selection of Pilot Cohort to Serve as Subject of the Evaluation

Considerations for Pilot City Selection

Every Hour Counts will work with its selected evaluator to finalize specifics about selection criteria. Details to be discussed include further exploration of the threshold features and conditions that should be used to select cities such as: the existence and maturity of current local data collection and management practices and quality improvement systems; and variation and similarities in city attributes, size, reach of programs, sample size (both in number of youth served and number of programs and providers participating), and age groups served. The evaluator will play a critical role in the selection of the cities, in consultation with Every Hour Counts staff.

Once cities are selected and the evaluator has a better understanding of each participating city's current data practices and future data collection interests, the evaluator will look at data collection plans across the three cities, determine similarities and variations and determine what data the firm will collect during the pilot. During the first year of the project, the evaluation team will work with and advise the partners on the adoption of standard measures (tools) across cities, when appropriate.

In undertaking this work, the evaluation team must involve participating cities in the review and approval of measures and structure a series of participatory calls and/or meetings during the course of the year coordinated with the technical assistance provider to accomplish this task. This should include some initial piloting and refinement of new measures by the cities with guidance from the evaluator. New measures designed to fill such gaps need to be ready for deployment by the beginning of the second academic year of the project.

Developmental Evaluator's Role in the Piloting of New Youth Outcome Measures

As mentioned previously, one of the goals of the project is to pilot test a series of measures oriented at assessing how expanded learning programs are supporting the development of these skills, and use results to form a series of specific recommendations regarding how piloted measures can best be used by city systems on an ongoing basis. Tasks to be undertaken by the evaluation team related to piloting measures of positive skills and beliefs are as follows:

Finalize Measure Selection and Guidance on Administration and Use

Although we have taken steps to identify measures aligned with positive skills and beliefs selected for inclusion in the revised Framework, there is still a need to expand upon the measurement options available to

city systems. During the first year of the project, the developmental evaluator will advise on measure selection, and work with cities to make decisions around administration and data use processes.

Document Successes and Challenges in Piloting Selected Youth Outcome Measures Related to Positive Skills and Beliefs

The project will be characterized by implementation of youth outcome measures in each of the cities enrolled in the pilot. The evaluation team will determine the degree to which such measures will be consistent across cities once city selection has occurred and more is understood about existing measures and cities' core interests and priorities as related to social-emotional skill development. As programs vary with respect to their intentionality in social and emotional skill development, the evaluator will explore whether and how cities and programs find the measurement of these outcomes measures useful.

Data Collection

The evaluation team will need to develop a series of approaches—likely consisting of surveys, extant document retrieval and review, interviews, observations, and retrieval of data resulting from a city's management of continuous improvement processes and systems—to obtain the information needed to assess how the system and a sample of programs are functioning on system- and program-level outcomes represented in the Framework.

It is also envisioned that the evaluation team will work with the participating cities to design and deploy data-collection strategies that enhance the robustness of the outcome data being obtained at the program level, including intensive on-site data collection activities at expanded learning programs included in the sample. In the first year, the developmental evaluation will serve both to facilitate this data-collection process as well as document its implementation for the purposes of highlighting lessons learned and suggesting ways to streamline it in the future among a larger population of cities.

While the Measurement Framework clearly lays out measures and methods at each level, we do not believe this is the final draft. In fact, it is the hope that through this pilot, all aspects of the Framework will be tested and refined (i.e. with respect to what tools to use to measure specific outcomes, the level of burden of each measure, and the ways the Framework says various outcomes connect to each other). Also under investigation will be the limitations and challenges faced when implementing proposed measurement activities. It is our belief that a developmental evaluator can help determine the types of resources that would be helpful for other cities/systems as they seek to adopt the Framework down the road. Tools and measures developed in the first year by the evaluation team to enhance city system efforts to implement the revised Measurement Framework will be used in the second year to further support the collection of standard system- and program-level outcomes across cities, assuming the initial phase of the developmental evaluation finds them of value.

DELIVERABLES

All proposals should include a plan to produce the following deliverables:

- May 2015: Draft Evaluation Design and Plan submitted (for feedback)
- March 2016: Progress Memo due from evaluator detailing key changes to make in next school year and relevant factors to consider for additional city selection
- November 2016: Evaluation Report on School Year 2015-16 (Year 1 of site data collection) submitted (internal report with external summary authored by Every Hour Counts) Topical foci TBD

PROPOSAL REQUIREMENTS

Applicants should submit a narrative that addresses all of the requirements and guidelines described below. All pages of the application should use a 12-point font. Margins should be at least 1 inch on all sides. Documents should be single-spaced and in PDF format. The narrative (Sections B-E) should not exceed 15 pages (not including cover page, budget proposal, bios and curriculum vitae and other attachments) and should include:

A. Cover/Proposer Identification Page

- Proposal title
- Proposer name and address
- Contact person name, title, telephone number and email address

B. Background/Expertise in the Area

The proposal should include the history and background of the individual/organization's experience in developmental evaluation and experience facilitating learning and continuous improvement based on data.

C. Proposed Approach

Potential evaluators should submit an explanation for how they would facilitate the evaluation, including a description of primary methods for the evaluation that will assess the project's achievement of identified goals and activities. More specifically:

- Respond to the research questions and methodology proposed. What changes (if any) would you propose and why? What would be your approach to conducting the evaluation, including key tasks, methodology, and a detailed timeline?
- Describe the level of interaction needed with Every Hour Counts staff and lead partners (intermediaries) in each of the three selected cities and how you will ensure the varying needs of the city leads are met.
- Describe your approach for facilitating a continuous learning process.
- Describe what technical assistance you think the cities will need and your approach for providing technical assistance to cities as part of the developmental evaluation. Based on previous experience, if there are areas of TA discreet from the Developmental Evaluation scope of work that you anticipate cities may need, please describe what those TA needs might be.
- Comment on the criteria and city considerations (page 5 and 8) provided for city selection.
- Describe the extent to which the evaluation requires consistency among cities, such as age focus, while allowing for a variety of diverse local contexts to be included in the pilot.
- Describe what role you will play in supporting the cities' selection of specific outcomes and measurement instruments and to what extent they think this pilot requires consistency in tool use. In addition, describe to what extent it would be appropriate for a city to use a measurement instrument not currently listed in the Framework.
- Describe your methodology for testing hypotheses for connections among the three levels of the Framework.
- Describe how you would work with the local intermediary's existing evaluation efforts and local evaluation consultants to ensure efforts are complementary.
- Describe what type of consents will be needed for this evaluation.
- Comment on the proposed frequency, nature, and timing of written deliverables. With respect to these deliverables, comment on your production plan and staff involvement.

- Provide preliminary ideas about the year one evaluation report and final report, including topic areas, and thoughts on how to ensure it will be useful and of interest to the field.
- Please describe any potential challenges you foresee encountering and how those challenges would be addressed (i.e. the anticipated burden of data collection for city intermediaries and their local partners).
- If you've had experience getting philanthropic investment in your work, please describe those investors and your relationship with them.
- Please describe how you might generate funder interest in this project, in partnership with Every Hour Counts.

D. Critique of Measurement Framework.

Please provide a description of what you see to be the current limitations of the Measurement Framework and how would you address those limitations through the evaluation.

E. Staffing Plan

The proposal should include a complete staffing plan, including qualifications of key members. Explain how their prior work relates to substantive or methodological issues in this RFP. The proposal should provide clearly defined roles and responsibilities for each person and amount of time (in days) each key person will spend on the project.

F. Budget Proposal

Include a detailed budget proposal and narrative that identifies how funds will be expended. The purpose of the expenditures should be clearly identified and be congruent with the activities in the scope of work. Please specify the projected distribution of days for each task or deliverables as well as the total number of days each person on the team will spend on each task. Please include any anticipated travel and other incidental expenses as part of the budget. We have allocated funds ranging from \$300,000 - \$400,000 over the three year period and respondents may submit a two-tiered plan and budget that encompasses the high and low-end of the range.

G. Addendum

As an addendum to the proposal, please include:

- Sample list of previous clients, including foundations.
- Provide names, positions, and contact information for three organizational references that can attest to the proposed team's evaluation expertise, approach, and project management skills.
- Examples of relevant final products (limit 2)
- Curricula vitae for key project staff.
- Budget proposal and narrative.

SELECTION CRITERIA AND PROCESS

Every Hour Counts staff, partners, and staff from The Wallace Foundation will review proposals. This is a competitive process. The RFP has been sent directly to selected firms with known experience in developmental evaluation. Every Hour Counts will review proposals from any interested firms, so the RFP has not been issued by invitation-only. The evaluation teams that developed the previous iterations of the Framework in 2008 and 2014 will not receive preference. A small number of evaluation firms were contacted prior to the release of this RFP to ascertain interest, and hear about how we might structure a developmental evaluation as well as a technical assistance collaborative project. Questions and ideas shared by those evaluators have informed the design of this RFP.

Proposals will be reviewed on the basis of:

- Relevant background knowledge
 - Understanding of the education and youth development fields
 - Strong understanding of systems, implementation and scale
 - Strong knowledge of expanded learning research base, youth development/non-cognitive related outcomes and data collection methods
- Quality of Proposal
 - Strength of the proposed approach and appropriate fit with Every Hour Counts priorities
 - Assessment of current limitations of the Every Hour Counts Measurement Framework and how the evaluation will address those limitations
 - Identification of challenges inherent to the project and how the challenges will be addressed
- Prior Experience
 - Developmental evaluation experience including skill in conceptualizing and facilitating learning and reflection opportunities with diverse organizations and the ability to identify themes, synthesize information, and generate insights in real-time
 - Evidence of solid performance and reliability in past developmental evaluation endeavors, including well-written reports that are clear and engaging, with practical guidance for practitioners and policy makers
 - Evidence of having built strong client relationships based on good rapport and trust
- Cost-effectiveness of the proposed plan

Finalists will be asked to participate in a phone interview. Please hold January 13, 14, and 15 for finalist interview calls.

Every Hour Counts reserves the right to work with the selected consultant to modify the scope of work presented in the awarded proposal.

Being awarded this contract will not preclude a firm from competing in any subsequent or related projects.

BIDDER CALL

A bidder call will be held on **Monday, November 24, 2014 at 2 pm ET** to address any questions. The call will be recorded.

REVIEW PROCESS

Written reports noted in the deliverables will be subject to a two-tier review process: a first review by Every Hour Counts staff and a subcommittee of Every Hour Counts partners, followed by a Wallace Foundation staff review.

SUBMISSIONS

Every Hour Counts must receive proposals for this project by 5:00 pm ET on December 12, 2014. Proposals should be sent by e-mail, including attachments, to jdonner@everyhourcounts.org.

Please contact Jessica Donner with any questions about the RFP. The questions and answers will be made available to all bidders.

APPENDIX A

THEORY OF CHANGE

Following internal discussions and on the basis of the research conducted, Every Hour Counts has developed a theory of change that frames and guides the strategy. The theory of change is based on a set of beliefs and challenges (informed by the research and by internal discussion) and operates on two levels. The first level depicts how Every Hour Counts’ efforts lead to improved outcomes for children through improvements to out-of-school time (OST) systems and programs. The second level is more aspirational, showing how Every Hour Counts’ efforts can impact the ability of the OST field to work with K–12 education—and other systems affecting children—to produce an integrated and holistic approach to supporting children’s learning and development. Although this theory of change is visionary, the Every Hour Counts partners intend to assess the impact of their growth as an intermediary and systems builder through Every Hour Counts on the system, program, and child levels: short-term outcomes for OST systems featured in the theory of change

**BELIEFS AND CHALLENGES
UNDERLYING THEORY OF CHANGE**

	Beliefs	Challenges
<i>Child & Program level</i>	<ul style="list-style-type: none"> ➤ High quality OST programs can have a positive impact on children’s academic, social, emotional and behavioral outcomes, better preparing them to succeed in school and in life ➤ OST programs can complement and inform other public programs working with children and youth – including K-12 education – resulting in improved child-level outcomes 	<ul style="list-style-type: none"> ➤ Many children, especially in low-income communities, do not have access to high quality academic and enrichment OST opportunities ➤ The quality of OST programs remains uneven ➤ The value of OST programs and the outcomes they impact is not adequately proven nor broadly appreciated, including in public policy ➤ Public funding and policy inadequately support programs and quality ➤ Even where strong OST programs exist, cross-fertilization and alignment with other systems, including education, are rare
<i>System level</i>	<ul style="list-style-type: none"> ➤ Public-private OST systems are essential to ensure OST program quality and maximize participation, especially among children most in need ➤ Public-private OST systems can also facilitate better alignment and integration between OST programs and other systems, including education, resulting in more effective, holistic approaches to learning and development 	<ul style="list-style-type: none"> ➤ System building is hard and relies heavily on tacit knowledge gained through experience; experienced practitioners are few and far between ➤ There are still considerable gaps in demonstrated, scalable models for elements of effective systems ➤ Systems and the coordinating entities that support them are not adequately understood or supported by critical stakeholders, including mayors, policy makers and funders

