



REQUEST FOR RESEARCH & EVALUATION ANALYST CONSULTING SERVICES

Posting Date: April 7, 2022

Closing Date: May 8, 2022

Selection Decisions by: May 13, 2022

Consultant Rate: Maximum of \$40/hour for analyst consultants meeting requirements below. Hours will vary based on the phase of the project and will be negotiated monthly based on specific needs and deliverables.

Term: June 1, 2022, through September 30, 2023, with the option to renew for one additional 12-month term, in support of the grant funding described below.

The Children's Trust seeks research and evaluation consulting services in support of our youth development after-school and summer program evaluation. A primary focus will be in support of, but not exclusively focused on, the evaluation of the innovative approach to support summer learning implemented by The Children's Trust in partnership with Miami-Dade County Public Schools and funded by the Helios Education Foundation (Oct 2021 – Sept 2024) through the Florida Association of Children's Councils and Trusts (FACCT). See attached evaluation plan. The goal of the analysis work is to inform policy, practice and quality improvement related to services provided to children, as well as to improve educational outcomes for children.

Scope of Work and Deliverables:

- Merge multiple annual data sets from various sources, data cleaning/mining. Develop automated processes or scripts for cleaning and setting up future data sets for analysis is preferred to repeated manual processes.
- Conduct descriptive, formative and summative analyses of key evaluation questions about after-school and summer program and participant data from Trust programs and the school system student data.
- Make observations and recommendations related to improving the evaluation design, measures development/collection and implementation plan for future programming cycles.
- Support the development of a report and infographic on best practices in summer learning, including recommendations for replication and scaling to use when engaging policymakers.
- All data and resulting analyses are to be accessed and saved only within The Children's Trust secure environment. A data use agreement must be signed to protect data confidentiality.

Required Skills and Qualifications:

- Higher education in computational science, data analytics, mathematics, statistics or related field.
- Experience managing, cleaning, manipulating, mining and analyzing large, quantitative data sets.
- Expert user of MS Office 365 suite, especially Excel, PowerPoint and Power BI. Preferred experience with R or similar statistical software. Consultant must have their own software licenses to access this software.
- Strong skills in data visualization and building dashboards using standard style templates to be provided.
- Experience/familiarity with youth after-school and summer programming, evaluation and data analysis.
- Knowledge of The Children's Trust funded youth development program requirements and metrics preferred.

Application: To be considered, potential consultants must send materials to Dr. Lori Hanson, Chief of Research, Evaluation & Strategic Planning, at Lori@thechildrenstrust.org no later than Sunday, May 8, 2022. Materials should include:

- Cover letter and resume demonstrating relevant professional experience, skills and qualifications that meet the above requirements. Letter should state the number of hours consultant has available.
- At least two professional references with contact information that can speak to similar work done in the last three years.
- A work sample of an analysis report or data presentation demonstrating skills relevant to the scope of work and deliverables described above.

ATTACHMENT 1

Evaluation Plan for Miami-Dade's 2021 Innovative Approach to Support Summer Learning

by The Children's Trust in partnership with Miami-Dade County Public Schools

Funded by Helios Education Foundation (Oct 2021 – Sept 2024)

through the Florida Children's Council

The Children's Trust and Miami-Dade County Public Schools (M-DCPS) are partnering to combine fun and learning in joint summer camps. We are committed to getting kids ready for a successful return to class in the fall. That means a more intensive focus on learning in the summer after more than a year of virtual schooling for many throughout the pandemic. Together, we launched a partnership to further academically enhance The Children's Trust's summer camps across Miami-Dade County.

This partnership to layer reading and math instruction on to The Children's Trust's existing community-based summer camps is one part of the M-DCPS multipronged approach, Summer 305. Trust-funded camp participants receive an added 90 minutes of reading and 90 minutes of math instruction each day from M-DCPS-funded certified teachers. Teachers work alongside community camp staff for 5 hours/day to provide tutoring and get kids learning ahead of their return to in-person schooling.

The funding of this evaluation plan facilitates the formal evaluation of our partnership to explore the mitigation of summer learning loss in reading and math, student engagement and satisfaction, as well as outcomes related to literacy, fitness and social-emotional learning. Trust summer program participants, grades PK-5, will have school data on attendance, behavior and academic performance matched with Trust program data. Longitudinal school data to be analyzed includes the year prior to program enrollment, years during program enrollment and up to 3 years following program completion. Matched comparison groups will be drawn from student data from other students attending the same public schools but not enrolled in Trust programs.

The Children's Trust Background

Since 2004, The Children's Trust has funded high-quality daily after-school programs and summer camps for elementary school children (from the summer prior to Kindergarten entry through 5th grade). Full-day, in-person camps accommodate working parents' schedules. Activities utilize evidence-based practices in reading (guided by certified teachers), physical activity, and social-emotional learning, while maintaining inclusive environments that support children with disabilities. Children identified as behind in reading receive additional differentiated literacy instruction. Programs also provide family involvement activities and nutritious foods and drinks, as well as allow children to pursue interests in arts, STEM, sports and civic engagement.

In 2021, 87 summer programs are funded to offer 14,165 camp slots for children. In light of the COVID-19 pandemic restrictions, programs are expected to serve 70% or more of their funded capacity, and currently we are serving more than 12,000 children, or approximately 85% of our full capacity. More than one-third of programs are free to families, while the remaining programs charge nominal, means-based fees.

THEORY OF CHANGE			
When children attend high-quality summer programs that meet their academic, health and social-emotional needs, they will minimize summer learning loss and succeed academically.			
LOGIC MODEL			
INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES
<p>Children grades K-5 in Miami-Dade County</p> <p>Qualified staff supported by appropriate training and supervision</p> <p>Certified teachers oversee Trust core literacy activities</p> <p>Trust program funding</p> <p>M-DCPS certified teachers</p>	<p>Core Trust Activities:</p> <p>Group literacy activities (60 min 4x weekly)</p> <p>Differentiated Literacy Instruction if pre-test shows frustrational reading level (30 min, 4x weekly)</p> <p>Physical Fitness activity (60 min daily)</p> <p>Social Emotional Learning of essential competencies and life skills, integrated into other activities or standalone</p> <p>Additional Trust Activities:</p> <p>Healthy snacks and lunch</p> <p>Parental engagement workshops</p> <p>Specialized programming in arts, STEM, sports, etc.</p> <p>M-DCPS Academic Enhancements:</p> <p>Certified teachers use grade-level reading and math curriculum materials geared toward each student’s instructional level based on the prior school year’s data</p> <p>Students receive an added 90 minutes of reading and 90 minutes of math instruction each day</p>	<p>Core Trust Metrics:</p> <p>Inclusion of Children with Disabilities-# & % children with disabilities served</p> <p>Service utilization-# slots used per day is in line with the number of contracted slots</p> <p>Engagement-participant attendance is in line with expected days of program service</p> <p>Test administration-#/% of children assessed</p> <p>Program quality observations-MINI literacy, fitness and SEL assessments and PM site visits</p> <p>Additional Partnership Metrics:</p> <p># sites and children served</p> <p># instructional hours children received from M-DCPS teachers</p> <p>% parents satisfied with services</p> <p>% summer sites satisfied with the services provided</p>	<p>Short Term:</p> <p>Mitigation of summer learning loss or improvement in reading fluency and comprehension</p> <p>Improved physical fitness</p> <p>Increased social-emotional skills</p> <p>Long Term:</p> <p>Improved school attendance</p> <p>Improved school reading scores</p> <p>Improved school math scores</p>

Key Evaluation Questions

Formative

1. How many M-DCPS teachers were deployed?
2. How many Trust camps offered M-DCPS instructional enhancements?
3. Geographic map of service locations
4. How many children were served? Describe demographics (ages, grades, gender, race/ethnicity, language proficiency, disability status)
5. Child participation rates (days of attendance, receipt of DLI, M-DCPS instruction)-utilization and engagement
6. What was the quality level of program activities offered? (MINI observations, PM site visits)

Summative

Over the course of the summer, and when possible in comparison to children not engaged in summer learning:

7. Did children improve or maintain reading skills from pre- to post-test? (ORF, Maze)
8. Did children improve or maintain fitness levels from pre-to post-test? (PACER)
9. Did children improve or maintain SEL skills from pre- to post-test? (Child Trends SEL assessment)
10. Did Pre-K children have better school-readiness scores at kindergarten entry?
11. Do children improve reading and math skills on grade level in the fall? (iReady fall and spring assessments for reading and math)
12. Do children attend school more regularly in the fall? (M-DCPS attendance)
13. Are there subgroup differences in participation and outcomes by demographics, program activities (group literacy, DLI, M-DCPS enhancements), dosage/duration, and/or program quality?
14. What level of satisfaction did parents, children and summer camp staff have with the academic enhancements?

		Activities & Timeline	Estimated Completion
YEAR 1	2021-22	Collect data and conduct analysis of Summer 2021 participant school year data.	February
		Finalize evaluation design, measures development/collection and implementation observation for Summer 2022.	May
		Collect Summer 2022 data from all Miami program sites.	September
YEAR 2	2022-23	Collect data and conduct analysis of Summer 2022 participant school year data.	February
		Revisit evaluation design, measures development/collection and implementation observation for Summer 2023.	May
		Collect Summer 2023 data from all Miami program sites.	September
		Collect data and conduct analysis of Summer 2023 participant school year data.	December
YEAR 3	2023-24	Develop Best Practices in Summer Learning Summary Report (2021-23).	December
		Create recommendations for replication and scaling to use when engaging policymakers.	December
		Revisit evaluation design, measures development/collection and implementation observation for Summer 2024.	May
		Collect Summer 2024 data from all Miami program sites.	September
		Develop and disseminate Best Practices in Summer Learning Summary Report (2021-24).	September
		Create comprehensive policy recommendations based on three-year research project data.	September