

WINGS for Kids Formative Evaluation Request for Proposals

Summary: WINGS seeks a research organization to conduct a formative evaluation of an after-school program conducted at three elementary schools in Charleston, SC; this evaluation will be conducted within a month of an implementation assessment prepared by [Hunter Consulting](#).

Deadline: March 26, 2010 with work to begin in April, 2010

General Information

The WINGS mission

Children growing up in poverty often miss out on life lessons – how to behave well, make good decisions, build healthy relationships. WINGS instills those missing life lessons by weaving a comprehensive social and emotional education into a fresh and fun after school program. Children get the life lessons they need to succeed and be happy – and a safe place to call home after school.

The WINGS theory of change

Children receive a comprehensive social and emotional education (for 15 hours a week) within an after school program for 2 years or more. They develop high social and emotional skills, and utilize those skills in everyday life. They demonstrate a high attachment to school. As a result, they graduate from high school, stay out of jail and avoid teenage parenthood. They have a good chance of success and happiness.

Population served

WINGS serves the most at-risk students attending high-poverty elementary schools in Charleston County, SC; these children are from families with alarming rates of failure to complete 12 years of public school. The “Kids Count” Report by the Annie E. Casey Foundation stated that the high-school dropout rate here numbers 1 out of every 2 males and 1 out of every 4 females. Only 3 states in the nation have a worse dropout rate than South Carolina². At the root of these dismal statistics is chronic disengagement from school. It is imperative to equip these children with the tools they need to succeed against the odds, so they will remain in school and stay out of trouble.

Numbers served

In 2009-10 WINGS is serving 120 students at Memminger Elementary School and 140 students at both Chicora and North Charleston Elementary Schools – for a total of 400 students.

Evaluation

Every WINGS program relies on a state-of-the-art performance management system called Efforts to Outcomes (ETO) to track precisely the progress of individual students toward the desired outcomes. This online system makes data collection and analysis seamless.

ETO compiles a profile for each student that contains records of report card grades, PASS and MAP scores and behavior grades as well as family background. This allows WINGS to monitor and measure progress, and pinpoint previous and ongoing difficulties in mastering the skills we teach.

Background of preparation for Formative Evaluation

June 2007

David Hunter (Formerly of the Edna McConnell Foundation) consults with us to development a solid Theory of Change and Five Year Flight Plan.

August 2007

WINGS implements Efforts to Outcomes software to begin to track outcomes defined in the theory of Change.

August 2008

WINGS officially launches Flight Plan and replicates to one new school.

August 2009

WINGS replicates to a third school and determines we are ahead of schedule. Plans for a Implementation assessment of WINGS' readiness to undertake formal external formative and then summative evaluations by the Hunter Consulting team (David Hunter, Michael Bailin, Marie Louise Refsgaard) are made.

March 2009

During the week of March 15, the Hunter Consulting team will conduct the planned implementation assessment. Preliminary results will be shared with WINGS on March 19. WINGS will use results to prepare for the full formative evaluation to take place during April. We operate during the school year so it is important to conduct this evaluation in April before our school year comes to a close.

Questions the Formative Evaluation Should Address

- Is the operation of WINGS at each of the three sites faithful to the organization's program model? To what extent? Why or why not?
- To what extent do WINGS program participants at each of the three sites demonstrate behaviors consistent with WINGS performance goals?
- What modifications in the WINGS program, its operation, and/or staff training will likely enable significantly more WINGS program participants to demonstrate behaviors that meet WINGS performance goals?

Special Notes

Because WINGS will have just finished an implementation assessment by the David Hunter team, we will have access to recent data and a report. Therefore, we anticipate the formative evaluator will be able to take advantage of this work and reduce the effort and hours the evaluation would otherwise require.

Information we need by March 26, 2010

Name, curriculum vitae, and role of each person who will conduct the evaluation

Available dates for project

Approximate amount of hours (by person) to complete Formative Evaluation

Checklist of prep work for WINGS/ List of post-evaluation deliverables

Estimated cost of project