

Request for Proposals for P3 Perkins Innovation & Modernization grant program

To: Allen County Schools
Re: P3 Evaluator RFP
Attn: Tara Thomas
570 Oliver Street
Scottsville, KY 42164

Bid Proposal By: Name: Diehl Consulting Group
Address: 20 NW 3rd Street, Suite 310
City: Evansville State: IN Zip Code: 47708
Phone: 812-434-6753 Email: doug@diehlgrp.com

Required Items:

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Bidder:

Printed Name: Doug Berry

Signature: 

**Authentication of bid and affidavit of Non-collusion and
Non-conflict of interest**

I, the proposer, hereby swear (or Affirm) under the penalty for false swearing as provided by KRS 523.040:

that my proposal submitted hereon has been arrived at by me independently and has been submitted without collusion with and without any agreement, understanding, or planned common course of action designed to limit independent bidding or competition: that the contents of this proposal have not been communicated by me or anyone associated with the preparation of this proposal to any person not an employee or agent of the proposer and will not be communicated to any person or entity prior to the official opening of the proposals;


that I am legally entitled to enter into contracts with the Allen County Board of Education and am not in violation of any prohibited conflict of interest;

that I have fully informed myself regarding the accuracy of the statements made in this affidavit;

that I have read the entire contents of this Request for Proposal and accept all the terms and conditions therein as part of my proposal and will be bound by same. I am not relying on any statement, verbal or otherwise, not contained herein.

SIGNATURE REQUIRED:

This proposal cannot be considered valid unless the proposer signs it and prints or types his name, firm address, telephone number, and date in the spaces provided. Offers signed by an agent are to be accompanied by evidence of his authority.

 _____ Signature of Proposer	_____ Vice President and Partner Title
<u>Diehl Consulting Group</u> Firm Name	<u>20 NW 3rd St., Suite 310, Evansville, IN 47708</u> Address
<u>812-434-6753</u> Phone	<u>2/12/2024</u> Date



Proposal to Provide Evaluation Services for ACS P3

A U.S. Department of Education Career-Connected High Schools - Perkins Innovation and Modernization (PIM) Grant Program

ATTENTION: Tara Thomas

SUBMITTED: February 12, 2024

CONTACT: Doug Berry, Partner/VP
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Proposal to Provide Evaluation Services for ACS P3

February 12, 2024

Diehl Consulting Group (DCG) is pleased to submit a proposal to provide evaluation services for the ACS P3 grant. With over 25 years of experience providing evaluation and consulting services around similar grant programs, DCG is highly qualified and eager to provide the services outlined in this proposal. Specifically, DCG is committed to fulfilling the evaluation requirements outlined in the RFP, including but not limited to a formative review related both to the intended outcomes and the implementation itself, a summative evaluation of outcomes, and a separate implementation evaluation to determine the level of fidelity to project goals.

History & Organization

A description of the background and current organization of the firm/company

Diehl Consulting Group (DCG) was founded by Dan Diehl in 1998 and officially incorporated in 2004. Our first project involved a three-year contract with the Indiana Department of Education to evaluate a full-service community school being implemented in Evansville, Indiana. With a background in experimental psychology and mental health, Diehl was uniquely qualified as an evaluator for the initiative. Since this initial contract, DCG has developed expertise in the evaluation of educational and non-profit initiatives designed to impact children, families, and communities. Specific examples of this expertise are included in the sections that follow.

Over the last 25 years, DCG expanded to include a team of full-time consultants and several field consultants with varying expertise. DCG also works in partnership with universities, national research organizations and regional education labs. In 2020, after a combined 27 years as consultants and senior consultants, Doug Berry and Sam Crecelius joined Diehl as partners in the firm. Together, the partners lead a multidisciplinary team committed to the following core values: 1) high quality processes, products and services, 2) continuous improvement, 3) relationships built on honesty and trust, 4) positive culture and climate, and 5) professional and social responsibility. Individual profiles for team members are included in a later section.

Capacity & Qualifications:

A detailed description of the Proposer's capacity and qualifications to address the deliverables as stated above. This description may include the Evaluator's experience in working with projects/organizations of comparable scope, significance, subject matter, and personnel (i.e., schools, school districts). Additionally, a concise description of the Proposer's managerial and financial capacity to deliver the proposed services.

With backgrounds in education, youth development, social work, human resources, industrial/organizational psychology, applied experimental psychology, communication, and grant management, DCG has unparalleled experience applying a multidisciplinary approach to questions facing PK-20 education. This approach has allowed DCG to consistently provide quality evaluation services for federal, state, and local initiatives such as Project Prevent, Math

and Science Partnership, Full-Service Community Schools, Safe Schools Healthy Students, Grants to Reduce Alcohol Abuse, Readiness and Emergency Management for Schools, Elementary and Secondary School Counseling Program, Carol M. White Physical Education Program, 21st Century Community Learning Centers, Indiana's 1003(g) School Improvement Grants, and similar initiatives funded at the local level.

While each project is led by one of our professional consultants, we emphasize the importance of collaboration both within our own organization and with client organizations. This approach capitalizes on a variety of perspectives and expertise and allows for tailoring overall service delivery to specific client needs. Our consulting group is made up of full-time consultants (at least Master's level), associate consultants, and support staff. Field consultants are included on projects as necessary.

Specific work experiences are outlined in a later section. A brief **summary of qualifications** is included below.

20+ years of successful documented experience designing and implementing evaluation and assessment systems

DCG has provided evaluation and assessment services for 20+ years. DCG has extensive experience conducting small- to large-scale process and outcome evaluations for businesses, local, state, and federal grant initiatives, foundations, education, and non-profit organizations.

Areas of expertise include:

- Logic Model Development
- Evaluation Design
- Data Collection and Management
- Survey Development and Administration
- Interviews and Focus Groups
- Observations
- Data Management and Analysis
- Data Visualization, Reporting, and Presentations
- Technical Assistance and Training
- Action Planning

Conducting mixed-methods evaluation

DCG has significant experience designing and implementing mixed-methods evaluations in a variety of contexts.

- DCG has conducted a number of community health needs assessments utilizing mixed methods. This work has supported local nonprofit organizations, foundations, and hospitals in identifying and prioritizing needs.
- Since 2019, DCG has served as the state evaluator for the Indiana Department of Education's (IDOE) 21st Century Community Learning Centers (21st CCLC) program. Each yearly evaluation has utilized a mixed-methods design to examine program efficacy. Designs have included quasi-experimental, descriptive, exploratory, correlational, and

qualitative. Methods have included administrative and secondary data analyses, questionnaires, semi-structured interviews, case studies, and document review.

- From 2016-2020, DCG served as the evaluator for the Indiana's Maternal, Infant, and Early Childhood Home Visiting (MIECHV) grant, which has included evaluations of Mental Health Consultation and Help Me Grow. Each evaluation has utilized a mixed-methods design. Designs have included quasi-experimental non-equivalent comparison groups, exploratory quasi-experimental matched comparison groups, dose response, qualitative, fidelity, exploratory, and correlational. Methods have included administrative and secondary data analyses, questionnaires, semi-structured interviews, focus groups, document review, and Delphi questionnaires.
- Using a mixed-methods design, DCG conducted the Indiana State Department of Health's Title V MCH Block Grant Needs Assessment during 2019-2020. Methods included administrative and secondary data analyses, document review, questionnaires, focus groups, semi-structured interviews, and Delphi questionnaires.
- In addition to the projects outlined above, DCG has developed process and outcome evaluations for various small and large scale for-profit and nonprofit organizations. In most cases, mixed-method evaluation designs are employed to assist organizations in decision-making.

Implementing large-scale survey processes

Most evaluation work has involved the use of surveys. DCG has capacity to conduct hardcopy survey processes, as well as electronic processes. Selected examples of this work include:

- Welborn Foundation Health Living Survey administered to five counties. Over 60,000 surveys were administered across the region in partnership with DataMail.
- Employee climate and engagement surveys to private businesses and large school districts (3000+ employees).

Completing cross-agency, multi-site, or multi-program evaluation projects

DCG has extensive experience implementing evaluations in various contexts, including projects for clients with multiple agencies, sites, and programs.

- DCG currently serves as the evaluator for Green River Regional Educational Cooperative's Safe*PLACE (Project Prevent) grant, serving eleven Kentucky school districts and more than one hundred individual schools.
- DCG conducted the Indiana State Department of Health's Title V MCH Block Grant Needs Assessment, which included a steering team composed of representatives from seven ISDH divisions.
- DCG served as the evaluator for the implementation of Indiana Help Me Grow, which was a partnership between ISDH and Department of Child Services (DCS) that utilized multiple federal funding sources and engaged partners in nine pilot counties.
- DCG serves as the state evaluator for Indiana's 21st CCLC program (IDOE), which comprises approximately 95 grantees and 220 sites.
- DCG has conducted a number of large-scale community needs assessments employing focus groups, stakeholder interviews, survey processes, and secondary data analysis. Selected examples include:

- Community Health Needs Assessment (Deaconess Health; two Indiana counties: Vanderburgh and Warrick; two Kentucky counties: Union and Henderson).
- Community Mental Health and Addiction Needs Assessment: Phelps Health (six counties in Missouri)
- United Way of Southwestern Indiana (four counties in Indiana)
- Community Mental Health and Addiction Needs Assessment (four counties in Indiana)
- Vanderburgh County Epidemiological Study

Collecting data for hard-to-measure outcomes

DCG has successfully developed strategies to answer critical questions for clients and their stakeholders. DCG has developed, adapted, or identified measurement strategies to assess a variety of unique outcomes including, but not limited to, fidelity (adherence, exposure, participant responsiveness, quality), healthy habits, knowledge, parent-child relationships, parenting skills, prosocial behaviors, faith/spirituality, school readiness, self-efficacy, staffing quality, and student and family engagement.

Experience working with low income and at-risk populations, minority populations, and urban and rural communities

- DCG has successful experience working with low income and at-risk populations, and urban and rural communities. Examples of previous/current projects include Evansville Vanderburgh School Corporation (urban, low income, at-risk, minority), Chicago Public Schools (urban, low income, at-risk, minority), Scott County District 1 (rural, low income, at-risk), and Crawford County Community School Corporation (rural, low income, at-risk).

Unique analytical experience

DCG has significant experience in managing large evaluation and research projects. This work has allowed DCG to develop proficiencies in advanced statistical research methods utilizing quantitative and qualitative designs. DCG has experience conducting univariate, multivariate, and nonparametric analyses; advanced instrument development; missing data analysis; power analysis; survey weighting; and effect size estimates. Further, DCG is proficient in presenting data from advanced analyses to diverse audiences.

DCG's managing partner is a former school administrator where he was responsible for managing multi-year federal grant awards from \$1 to \$8 million dollars. To ensure sound financial controls, DCG has worked with Vowels and Schaff (a local accounting firm) for nearly 20 years. Vowels and Schaff processes payroll and prepares tax returns ensuring compliance with all legal requirements. Further, DCG has never had any debt obligations and maintains several investments to ensure capacity to manage any project. Our business model is based on developing collaborative relationships with our client organizations and growing as they grow. This approach has led to significant increases in revenue streams, along with a growing client base.

Profiles:

A detailed description of, and profiles for the Proposer, their staff, and the qualifications of all – to include, but not limited to, information regarding professional and technical competence, certifications, etc.; prior experience with like/similar organizations and grants; published works; technological expertise; and brief professional resumes.

DCG has eight consultants divided between our Indianapolis and Evansville offices. All DCG consultants have 1) experience in data collection and evaluation, 2) educational backgrounds that include a focus on research and evaluation, and 3) extensive experience completing mixed-methods evaluations. Brief biographies for key DCG staff follow.

Jennifer Bellville, Senior Consultant, has a background in the design and implementation of mixed-methods evaluations, including methodology frameworks, data collection and survey tools, data analysis, data visualization, and accessible reporting. She has worked with organizations across the U.S., including evaluations in Connecticut, Florida, Indiana, Massachusetts, Missouri, New York, Ohio, Oregon, Pennsylvania, Texas, West Virginia, and Wisconsin. Jennifer has a Master of Public Affairs degree from Indiana University's School of Public and Environmental Affairs concentrating in sustainable and economic development and a bachelor's degree in Economics from the University of Wisconsin–Madison.

Doug Berry, Vice President/Partner and Senior Consultant, has a background in psychology with concentrations in the areas of survey design, psychometrics, statistical analysis, test validation, training, and performance appraisal. He has educational and professional experience defining, predicting, measuring, and driving effective performance for individuals and organizations. Doug's professional history includes psychology research, compensation, human resources, advertising research, and marketing analytics. He has a bachelor's degree in psychology from Wabash College and a master's degree in industrial/organizational psychology from Western Kentucky University. Doug is currently pursuing a doctorate in instructional systems technology at Indiana University.

Drew Buttrum, Data Analyst, recently joined Diehl Consulting Group after completing a bachelor's degree in economics at Wabash College. In his role as a data analyst, Drew maximizes the amount of data that can be collected, managed, and analyzed by our group. He also provides critical support around report generation, ensuring that deliverables consistently exceed client expectations.

Sam Crecelius, Vice President/Partner and Senior Consultant, has over ten years of experience in program evaluation, with expertise in the areas of evaluation design, quantitative and qualitative analysis, instrument development, and data collection. Sam's background blends psychometrics and advanced statistics with communication and instructional design, allowing him to develop much of the training the firm provides while also leading the more complex analytical work. He has a bachelor's degree in communication studies from Indiana University Southeast and a master's degree in communication (with a focus on instructional

communication) from Indiana State University. Sam is a past president of the Indiana Evaluation Association.

Heather Davis, Assistant Consultant, has a background in nonprofit administration, nonprofit development, grant writing, volunteer management and recruitment, fundraising, organizational social media management, event management, nonprofit marketing design, and healthcare support. She has a master's degree in public service administration from the University of Evansville, a bachelor's degree in organizational leadership from the University of Evansville, and an associate degree in education from Ivy Tech Community College. She has pursued continuing education in principles and technologies of fundraising from Indiana University Lilly Family School of Philanthropy.

Dan Diehl, President/Managing Partner and Senior Consultant, has over twenty years of experience in providing evaluation, consulting, and professional development to individuals, businesses, schools, and community organizations. Before founding DCG, Dan worked as an administrator for a PK-12 school district overseeing selected local, state and federal grant programs. Responsibilities included the development, evaluation, and sustainability of out-of-school time initiatives, as well as development of community education initiatives promoting school and community partnerships. Dan also worked as a therapist providing inpatient and outpatient services to children, adolescents, and families. He has a Ph.D. in social work from the University of Louisville and University of Kentucky, along with master's degrees in applied experimental psychology from Western Kentucky University and social work from the University of Southern Indiana. He is also a Licensed Clinical Social Worker (LCSW).

Andrea Swain, Consultant, has a background in public health program development, community health needs assessments, substance abuse prevention, healthy communities coalitions, early childhood development, non-profit leadership, and grant writing. She has a bachelor's degree in health education and promotion (community health concentration) from East Carolina University and is a Certified Health Education Specialist. Since joining DCG in 2015, she has managed evaluation around 21st Century Community Learning Centers and other programs.

Amanda Vote, Consultant, has a background in psychology, public administration, research, early childhood initiatives, and youth development. She has a bachelor's degree in psychology and a master's degree in public administration from the University of Evansville. Since joining DCG in 2006, Amanda has managed evaluations for a variety of local nonprofit organizations and supported evaluation of quality improvement processes for the Community Schools Initiative in Chicago. She also led local research studies of the Mind in the Making initiative in collaboration with the University of Minnesota. Amanda is a former board member for Autism Evansville and currently serves on the board of trustees for St. Vincent Early Learning Center in Evansville.

Travel:

A detailed description of the Proposer's availability for travel to ACS.

With office locations in Evansville, IN and Indianapolis, IN, DCG is committed to being a resource for regional schools, businesses, and other organizations. Our service model is based on our flexibility to address clients' unique needs and our accessibility to clients, including on-site consultations, observations, and presentations as needed. Our core focus involves developing and sustaining collaborative relationships with clients. Headquartered only approximately 130 miles northwest of Allen County Schools in Evansville, IN, DCG commits to cultivating this level of relationship throughout the ACS P3 evaluation. Specifically, this includes a commitment to being on-site for meetings, stakeholder presentations, and data collection as needed throughout the grant. As a benchmark, DCG currently serves as the external evaluator for ACS HELPS and makes regular travel (in addition to virtual contact) to Allen County Schools. The frequency of travel to Allen County Schools may be greater or less than once per month and would undoubtedly vary somewhat throughout the life of the grant. Without substantial expenses associated with travel and overnight lodging, DCG is positioned to provide the optimal level of access and support to participating schools.

Experience:

A detailed description of the Proposer's experience evaluating a PIM grant, or similar work related to K-12 mental health and violence prevention evaluation. A description of several of the Proposer's most recent and most comparable projects is desired. Highlight areas of expertise, and provide a description of prior experience in conducting education research/program evaluations, including the number of years of experience and the relevance of prior projects to this PIM grant.

DCG provides objective and supportive evaluation and consultation to individuals, businesses, schools, and community organizations working to make an impact. Tailored solutions involve process and outcome evaluation, strategic organizational assessment, community resource and needs assessment, customized analytics, evaluation capacity building, grant writing and proposal development, and data management.

Since 2004, a large portion of DCG's work has involved program evaluation and other analytical services for PK-20 school corporations and other educational entities. The firm has significant experience providing evaluation services as a part of federal, state, and local grants. For example, DCG has served as the local evaluator for federal grants such as the Math and Science Partnership, Full-Service Community Schools, Safe Schools Healthy Students, Grants to Reduce Alcohol Abuse, Readiness and Emergency Management for Schools, Elementary and Secondary School Counseling Program, Carol M. White Physical Education Program, and other similar initiatives. Experience evaluating these federal initiatives, state-funded initiatives such as 21st Century Community Learning Centers and Indiana's 1003(g) School Improvement Grants, and locally-funded initiatives across a variety of school corporations has uniquely qualified DCG to provide evaluation services for ACS P3.

Whether evaluations are small- or large-scale, DCG strives to help school corporations answer any questions they have about the programs, services, or strategies they are implementing. This level of evaluation moves beyond simply addressing whether or not the initiative is having an impact or accomplishing predetermined goals or objectives. While these questions are critical, DCG's approach extends the evaluation to address what areas of the program or service need to be improved, whether or not the strategy is being implemented as designed, and other similar questions. This combination of process and outcome evaluation has been effective in not only sustaining funding for various components of programs, but also for informing midcourse improvements and adjustments to the strategies being implemented.

Selected experiences are described below:

Project Prevent (2019-present): DCG currently serves as the evaluator for both ACS HELPS and the Green River Regional Educational Cooperative's (GRREC) Safe*PLACE grant, a partnership of eleven Kentucky school districts and more than one hundred individual schools. As the evaluation partner for each of these initiatives, DCG has worked collaboratively with project leadership to develop and implement a logic model and evaluation plan related to the GPRA indicators required by the U.S. Department of Education and a number of locally-developed performance measures. DCG has worked closely with participating schools on key data

collection needs, including development of electronic portals for school counselors and other mental health providers to input data on a regular basis. DCG supports completion of the federally-required grant reports and also provides formative evaluation reporting at the grant, district, and school levels (as appropriate).

Building-Level Climate and Engagement Assessment (2010-present): DCG partners with a regional school corporation serving more than 20,000 students and employing approximately 1,500 staff for an annual survey of multiple stakeholder groups. Student and family surveys assess perceptions of student engagement, family engagement, and school climate. Staff surveys are customized based on group and specific organizational topics of interest, but may include domains such as climate, engagement, performance evaluation, satisfaction, communication, and perceptions of individual strategies or initiatives. DCG employs mixed methodology for administering the surveys and maximizing response rates, including electronic and direct mail surveying. Survey results have been disaggregated and communicated to various stakeholder groups to inform decision-making.

District-Level Strategic Planning and Evaluation (2010-present): Since 2010, DCG has partnered with a large school corporation to evaluate progress toward the corporation's strategic planning initiatives. This work has involved collaborating with the superintendent and other key stakeholders comprising a planning team to design surveys for all staff groups (i.e., certified instructional staff, classified support staff, district supportive services, district administration, transportation, etc.). Surveys have included such constructs as communication within the district, job satisfaction, belief in various district-driven strategies, evaluation systems for certified staff, and other similar content. DCG's collective experiences working in and with private organizations guided this work within the school corporation and allowed for meaningful data points and process and policy improvements.

21st Century Community Learning Centers (2004-present): DCG provides evaluation services to more than forty-five 21st Century Community Learning Centers afterschool program sites nationally. While completely customizable, the typical evaluation provides a mix of process and outcome evaluation. Onsite observations and bi-annual stakeholder (e.g., student, parent, staff) surveys provide program staff with the information they need to assess program quality and make adjustments throughout the program year. Analyses of state and local assessment data, report card grades, U.S. Department of Education teacher surveys, school day attendance, and student behavior track progress toward each program's goals, objectives, and performance measures and allow for comparisons of performance among students with varied program attendance. Longitudinal and multi-year analyses examine the long-term impacts of programming over time. Technical assistance is available on an ongoing basis to ensure the highest quality data and reporting. Finally, in partnership with a national software development firm, DCG developed EZEval, a web-based afterschool evaluation software that provides clients with real-time access to program data.

Full-Service Community Schools (2009-present): Since 2010, DCG has evaluated a regional Full-Service Community Schools grant under the U.S. Department of Education's Full-Service Community Schools program. Working with three demographically similar sites across various grade levels, DCG has measured progress toward federally required and locally determined indicators such as receipt of services, academic and social-emotional readiness for kindergarten, academic performance, disruptive behaviors, high school graduation, physical and mental health, student and family engagement, and the presence of risk and protective factors among students. DCG's data collection and feedback around both the outcomes of the grant and the activities or initiatives implemented through the grant has empowered a regional school corporation to shape the purpose, perceptions, and effectiveness of educational centers while practicing sustainable strategies for student, family, and community successes.

School-Based Early Childhood Education (2011-present): DCG partnered with a large regional school corporation to evaluate progress of locally developed early childhood centers within the corporation and the streamlining of prior early childhood initiatives under one umbrella of comprehensive services. The evaluation design complemented existing evaluation strategies employed by Head Start, while developing a framework to track progress toward specific goals of the initiative. DCG analyzed data from nationally recognized measures of within-child protective factors (i.e., the Devereux Early Childhood Assessment) and abilities (i.e., M-Class: Reading 3D and Math) to inform progress toward objectives, while tracking process measures such as family engagement throughout the evaluation period.

Safe Schools Healthy Students (2006-2014): Across three Safe Schools Healthy Students grant awards from the U.S. Departments of Education, Health and Human Services, and Juvenile Justice, DCG partnered with education, law enforcement, mental health, and juvenile justice agencies in five Southern Indiana counties to evaluate progress toward grant objectives. These large-scale evaluation projects involved initiatives targeting the reduction of school violence and drug and alcohol abuse, as well as strategies to increase and improve access to student supports, mental health services, and early childhood education. DCG's evaluation was critical to communicating the success of the initiatives at the local and national levels, as well as promoting the sustainability of successful programs and partnerships after the designated grant period.

Grants to Reduce Alcohol Abuse (2006-2011): DCG has partnered with six different school corporations to provide evaluation services around Grants to Reduce Alcohol Abuse (GRAA) awarded by the U.S. Department of Education: Office of Safe and Drug-Free Schools. The school corporations identified and implemented research-based strategies for reducing underage alcohol abuse as determined by the Substance Abuse and Mental Health Services Administration (SAMHSA). As a result, DCG's role in each project was twofold. First, DCG implemented evaluation frameworks around each of the individual strategies to ensure fidelity of implementation and examine the unique outcomes associated with each strategy. Second, DCG employed universal measures such as school-wide surveys to assess the widespread impacts of the overall initiative.

Other School-Based Student Supports (2003-present): DCG partners with a number of youth- and family-serving agencies to provide strategic evaluation services for school-based initiatives. Over the past decade, DCG has evaluated programs with published curricula such as Reconnecting Youth, Strengthening Families, and Why Try, as well as programs developed specifically for the client agency such as juvenile justice initiatives, school social work services, and clients' proprietary programs. In all cases, the evaluation approach has involved assessing alignment between program activities and organizational goals, ensuring that programs are implemented with fidelity, and analyzing and communicating outcomes of program implementation. The evaluation process has empowered client organizations to improve programming, recruit participants, communicate with key stakeholder groups, and secure funding for programs.

Research:

Provide evidence of previous experience in program evaluation/educational research by submitting work samples/reports or web links to such evidence. List published papers (if any) in peer-reviewed scholarly journals. List invited presentations at conferences.

Selected work samples are included as complementary attachments to this proposal. A list of relevant presentations delivered by Diehl Consulting staff are listed below.

Alvarez, M. & Diehl, D. (2007). *Best practices in evaluation and grant management*. Presented at the US Department of Education New Grantee meeting for Safe Schools Healthy Students, Washington, DC.

Berry, D., Crecelius, S., & Diehl, D. (2012). *Effective Strategies for Communicating Evaluation Findings*. Presented at the USDOE 21st Century Community Learning Centers Summer Institute, New Orleans, LA.

Berry, D., Crecelius, S., & Diehl, D. (2013). *Sharing the Good News: Effectively Communicating Evaluation Findings*. Presented at the 2013 Multi-State 21st Century Community Learning Centers Conference, Indianapolis, IN.

Braden-Clarke, C., Diehl, D., Gray, C., & O'Connor (2005). *A collaboration between schools and communities to improve success for students and families*. Presented at the Coalition for Communities in Schools, Chicago, IL.

Braden-Clarke, C., Diehl, D., Gray, C., McCandless, B., & O'Connor, G. (2004). *The School Community Council: Developing Model of School Community Partnerships*. Presented at the Indiana Urban Schools Conference, Indianapolis, IN.

Chapman, D., & Diehl, D. (2005). *Packing your backpack for afterschool*. Presented at the 21st Century Community Learning Center Summer Institute, Chicago, IL.

Crecelius S. (2009). *Evaluating Afterschool Programs using the EZEval Performance Monitoring Software*. Presented to Indiana 21st Community Learning Centers grantees, Evansville, IN.

Crecelius, S. & Guard, M. (2014). *Evaluating Your STEM Program Using Multiple Standards-Based Practices*. Presented at the 2014 Indiana Summit on Out-of-School Learning, Indianapolis, IN.

Crecelius, S. (2015). *Everything You Didn't Know You Wanted to Know About Evaluation*. Presented at the 2015 Indiana Summit on Out-of-School Learning, Indianapolis, IN.

- Crececius, S., & Diehl, D. (2011). *Introduction to EZEval Performance Monitoring Software*. Presented at the Indiana Department of Education 21st Century Community Learning Centers Webinar Series, Evansville, IN.
- Dickerson, D., Risse, S., & Crececius, S. (2014). *How Country Kids Roll: Building an Effective Afterschool Program*. Presented at the 2014 Multi-State 21st Century Community Learning Centers Conference, Louisville, KY.
- Diehl, D. & Crececius, S. (2009). *Assessing Short-term Performance Measures using the EZEval Performance Monitoring Software*. Presented at the Indiana Department of Education 21st Community Learning Centers Cohort Four Grantee Training, Indianapolis, IN.
- Diehl, D. & Gray, C. (2005). *A successful model of school community collaboration*. Presented at the National Community Education Association, St. Louis, MO.
- Diehl, D. (2006). *Logic model development: Key issues to consider*. Presented at the US Department of Education New Grantee meeting for Safe Schools Healthy Students, Washington, DC.
- Diehl, D. (2010). *Afterschool! The heart of community schools*. Presented at the 21st CCLC Summer Institute.
- Diehl, D. (2015). *21st CCLC advocacy panel*. Presented at the 2015 Indiana Summit on Out-of-School Learning, Indianapolis, IN.
- Diehl, D. (2015). *21st CCLC funding panel moderator*. Presented at the 2015 Indiana Summit on Out-of-School Learning, Indianapolis, IN.
- Diehl, D., & Dorfman, D. (2008). *Evaluating community schools: Examples from the field*. Presented at the Coalition for Communities and Schools National Conference, Portland, OR.
- Diehl, D., & McDowell-Riley, S. (2010). *Evaluation for Success*. Presented at the Coalition for Communities and Schools National Conference, Philadelphia, PA.
- Diehl, D., Berry, D., & Crececius, S. (2010). *Understanding and Using Academic Data to Drive Decision Making in Afterschool*. Presented at Indiana Department of Education State 21st Century Community Learning Centers Spring Training, Indianapolis, IN.
- O'Connor, G. & Diehl, D. (2005). *Grant writing*. Presented at the Indiana School Nurse Association, Indianapolis, IN.

Instruments:

Provide a detailed description of specific experience developing and establishing reliability and validity of evaluation instruments (e.g., rating scales, surveys, observational protocols, etc.).

DCG works collaboratively with clients to understand exactly what information should be collected and the best strategy for data collection. This approach requires significant understanding of the psychometric characteristics of instruments as well as the context in which the data are being collected. In some cases, DCG incorporates established scales and/or standardized measures, but the priority is to ensure that the selected tool is the one that best aligns with the client's needs. This often requires development of original surveys or other measures. While DCG touts a wealth of expertise related to instrument development and validation, the firm's approach is to act as facilitators and provide information and support to clients as they ultimately decide what it is they want to assess. DCG also believes in the value of converging information from multiple data sources. Qualitative interviews, focus groups, or site visits using observational protocols are all strategies that DCG employs to complement quantitative data.

A recent example of this work involves DCG's development of a comprehensive school climate and engagement survey for students, parents, and instructional staff. Specifically, this survey measures the following domains:

- **School Climate** refers to the extent to which positive and supportive relationships exist between students and staff, and aspects of school culture, such as a welcoming and safe school environment. Specific subscales include: Relationships among Staff and Students, Welcoming Environment, and Safe School Environment.
- **Family Engagement** refers to open and mutually supportive relationships among families and staff, along with the level of family participation in the decision-making process related to school issues. An overall Family Engagement subscale comprises this domain.
- **Student Engagement** refers to the extent to which students are behaviorally, emotionally, and cognitively invested in the learning process, and the extent to which staff facilitate an engaging learning environment. Specific subscales include: Behavioral, Emotional/Affective, and Cognitive Engagement.

Survey development occurred through an intensive, multi-step process. First, DCG conducted a rigorous review of literature around school climate, family engagement, and student engagement to identify potential domains of interest. Next, DCG worked collaboratively with a planning team comprised of building and district administrators in order to draft individual items for each of the domains. This step alone involved months of planning, review, and revisions before the initial iteration of the survey was ready.

In 2010, DCG launched a pilot survey to students, parents, and instructional staff at nearly 40 schools. Using these initial survey results, DCG partnered with contracted consultants at Seton Hall University to rigorously assess the reliability of survey items and validity of the

individual subscales and domains. While this step involved a multi-faceted approach, Rasch modeling analyses were the primary vehicle for establishing the psychometric characteristics of the scales and informing survey revisions. The survey has now been administered for six years, and each year a similar Rasch modeling approach has been employed to ensure the highest quality data are being collected. Across years, DCG has relied on a combination of statistical results and continuous feedback from key stakeholders to inform periodic revisions to the survey.

Aside from the climate and engagement survey, DCG continually takes steps to ensure that data collected are consistent, accurate, and meaningful. The consulting group has written a number of individual survey items and developed other measures that have been accepted for use as Government Performance and Results Act (GPRA) indicators, which demonstrates DCG's ability to consistently collect the right data in the right way. In other work, DCG has developed a site visit observation protocol that directly links behavioral observations to standards released by the Indiana Afterschool Network. Collectively, these experiences speak to DCG's expertise in establishing data collection and reporting practices that concurrently meet the requirements of external funding sources while providing meaningful, actionable data to client schools.

DCG prioritizes not only the implementation of reliable instruments, but also responsible *use* of various data sources. As an example, DCG strives to understand the way that standardized test results are calculated in order to determine the extent to which comparisons are appropriate. In some situations, such as recent changes to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) score calculations, DCG has determined that comparisons across administrations are not appropriate and has prevented school corporations from misinterpreting results. Even in situations in which certain aspects of a school corporation's own data are in question (e.g., office referrals being recorded differently across schools within the district), DCG's insistence on fully understanding the data being used allows the firm to conduct the most appropriate analyses and draw the most responsible conclusions.

Proven techniques for collecting, managing, interpreting, and reporting data are employed in all projects. DCG customizes data analyses based on the context of the work and the individual client's needs. DCG's analytical expertise allows the firm to determine the strategies that best fit the data while considering how easily results will be understood and communicated by the client. From simple descriptive displays to complex statistical models, DCG is committed to ensuring that clients have the data and the understanding that they need to effectively tell their story. The goal is for clients to make sense of their data, draw tangible conclusions, and make data-driven decisions. DCG is committed to these outcomes throughout the process—from the way data are collected to the way data are analyzed and presented.

Pricing:

Provide an estimated annual cost for evaluation services based upon a review of the requirements of the PIM application materials, and a description of the pricing structure for the proposed services.

DCG is committed to working with clients to align services with available budgets. Our approach often involves a fixed rate, which allows our firm flexibility in meeting the unique needs of our clients throughout the life of a project. The request for evaluation services notes that the ACS P3 award was \$7.375 million (or \$1.475 million for each of five years, with the understanding years four and five will be based on successful implementation during years one through three). Further, based on planning discussions around the grant application, DCG understands that many of the PIM indicators are already being tracked by ACS (and, in some cases, included in the KDOE School Report Cards) while other measures will need to be further operationalized for the purposes of this initiative. For the ACS P3 evaluation, DCG proposes a rate of 4% for Year One (given the initial development and planning work during the first year) and 3% for each subsequent year:

- **Year One:** \$59,000 (4%)
- **Year Two:** \$44,250 (3%)
- **Year Three:** \$44,250 (3%)
- **Year Four:** \$44,250 (3%)
- **Year Five:** \$44,250 (3%)

References:

Provide a listing of at least three (3) clients for whom the Proposer has performed similar or like services to those required for the PIM grant program. It is reasonable to assume ACS will contact these references. The listing at a minimum should include: the clients name, the client's contact name, their telephone number, email address, a brief description of and scope of services provided, and the length of the contracted work.

DCG's experience performing work similar to that requested by the Allen County request for proposals is documented in the prior sections. The following clients have significant experience with DCG's ability to provide evaluation and reporting services at the level required for ACS P3.

References	Contact Information	Scope and Length of Relationship
Mallory Hart Director of ACS HELPS	Allen County Schools 1501 Bowling Green Road Scottsville, KY 42164 Phone: (270) 237-4141 (ext. 5010) Email: mallory.hart@allen.kyschools.us	<ul style="list-style-type: none"> Evaluation of ACS HELPS (Project Prevent) since 2023
Kellie Thompson Director of Project Prevent Safe*PLACE	Green River Regional Educational Cooperative 230 Technology Way Bowling Green, Kentucky 42101 Phone: (270) 563-2113 Email: kellie.thompson@grrec.org	<ul style="list-style-type: none"> Evaluation of Project Prevent grant since 2019
Kim McWilliams Chief Officer Family, School, and Community Partnerships	Evansville Vanderburgh School Corporation Center for Family, School, and Community Partnerships 310 SE 8 th Street Evansville, Indiana 47708 Phone: (812) 435-8457 Email: kim.mcwilliams@evsck12.com	<ul style="list-style-type: none"> Evaluation services related to: <ul style="list-style-type: none"> 21st Century Community Learning Centers Full-Service Community Schools Comprehensive Counseling Initiative Length of relationship: 20 years
Laura Wathen Director of Programs	Youth First, Inc. 111 SE Third Street, Suite 405 Evansville, Indiana 47708 Phone: (812) 421-8336 ext. 120 Email: lwathen@youthfirstinc.org	<ul style="list-style-type: none"> Evaluation services related to: <ul style="list-style-type: none"> School social workers serving 70+ schools across 12 Indiana counties Evidence-based programming such as Reconnecting Youth, Strengthening Families, WhyTry, etc. Length of relationship: 20 years