



# Program Evaluation

## *Request for Proposals*

### Scope of Service

The [National Endowment for Financial Education](#)® (NEFE®) is soliciting proposals to evaluate the effectiveness of the organization's High School Financial Planning Program® (HSFPP). NEFE is the leading private nonprofit 501(c)(3) national foundation dedicated to inspiring empowered financial decision making for individuals and families through every stage of life. With more than a quarter-century of dedication to the public good, NEFE continues its legacy of service with commitment to providing financial education and practical information to people at all financial levels, including: youth and adult financial education resources; training tools from the classroom to the workplace; and research and consumer surveys. Within this focus of service, NEFE's [High School Financial Planning Program](#) has been available at no cost to educators and students since 1984. The HSFPP is a turnkey financial literacy program specifically focused on basic personal finance skills that are relevant to the lives of teens.

The evaluation of the high school program will have two main objectives:

- Evaluate the effectiveness of the curriculum on students' knowledge, behavior and confidence.
- Evaluate the program's instructor support resources.

The following services will be evaluated:

- Instructional and learning content which is used in traditional classroom settings and in community or after-school workshop setting.
- Program instructor training and support.

The following programs will be included in the evaluation:

- High School Financial Planning Program curriculum
- HSFPP Instructor Training
- [www.hsfpp.org](http://www.hsfpp.org)

### Program Model and Goals

NEFE's High School Financial Planning Program® (HSFPP) is designed for intermediaries to use when teaching teens about fundamental personal finance skills. The program is a turnkey financial literacy program specifically focused on basic personal finance skills that are relevant to the lives of pre-teens, teens, and young adults. By using these materials, intermediaries (aka classroom instructors, community program mentors and educators) are helping youth build a solid foundation for financial independence. Whether or not instructors and mentors are experienced teachers or have personal finance expertise, NEFE's instructional materials are designed to be easy to use and adaptable for various instructional situations, whether in classroom settings, workshop experiences, or home school environments. Instructors have the flexibility to decide what works and which lessons to address for a specific student audience and instructional timeframe.

As a result of taking part in the NEFE High School Financial Planning Program, students build confidence, apply practical skills, and exhibit sensible behaviors related to money management. The goals of the program are to provide students with learning experiences so that they are able to achieve the following outcomes.

- Build confidence to make financial decisions related to managing personal financial resources, building earning capability, protecting assets, and adapting to unexpected events.
- Apply sound foundational financial decision making principles through the many stages of life.
- Exhibit mindful money management behaviors that benefit themselves and their families.

The program is organized into six module topics, each addressing a broad learning outcome:

| Module                       | Target Module Learning Outcome                        |
|------------------------------|---|
| Module 1: Money Management   | Manage spending to meet financial goals.              |
| Module 2: Borrowing          | Control personal credit and debt.                     |
| Module 3: Earning Power      | Boost personal earning capability.                    |
| Module 4: Investing          | Put personal assets to work to build personal wealth. |
| Module 5: Financial Services | Use financial services in a sensible and wary manner. |
| Module 6: Insurance          | Protect personal property and financial resources.    |

Instructor training is not mandatory, and the majority of HSFPP instructors utilize resources with little or no orientation. Training and orientation is available via live introduction webinars offered semi-monthly by NEFE staff, one-hour workshops and presentations facilitated by NEFE staff or state representatives during national or regional conferences, and half- to full-day face-to-face or virtual workshops facilitated by volunteer advocates.

## Current Data Collection Activities

| Data   | Format   |
|--|--|
| Instructor enrollment (1984 - present)<br>- full individual contact information<br>- unique iMIS identifier<br>- order activity<br>- special designations (instructor, state Network rep)<br>- instructor role<br>- instructor organization<br>- how learned about HSFPP | iMIS Database (Crystal reports)<br>DNN reports |
| Organization enrollment (1984 - present)<br>- address detail<br>- unique iMIS identifier<br>- order and enrollment activity for related instructors  | iMIS Database (Crystal reports)<br>DNN reports |
| Student enrollment (subscribers to hsfpp.org since 2012)<br>- username and password<br>- email (cannot guarantee validity of email address)  | DNN reports                                    |

|   |   |
|---|---|
| In-person teacher training (incomplete data from trainers)<br>- training agenda<br>- trainer name, organization, contact information<br>- attendee name, organization, email  | Self-report attendee rosters                                  |
| Webinar participation hosted by NEFE staff<br>- presentation and agenda<br>- presenter name<br>- attendee name, organization, role, email   | GoToWebinar registration and attendance reports (.pdf, Excel) |
| Google Analytics (hsfpp.org)<br>- site visits (public, instructor portal, student portal)<br>- content downloads  | Google analytic reports                                       |
| Social Media engagement<br>- monthly instructor eNewsletter traffic and activity (sent to nearly 15,000 program subscribers once a month via Constant Contact)<br>- semi-monthly state representative eNewsletter traffic and activity (sent to nearly 100 exclusive Network Reps via Constant Contact).<br>- Facebook followers (approx 1,600 followers as of Jan 2016)<br>- LinkedIn dedicated HSFPF/personal finance instructor blog | Constant Contact analytics<br><br>Facebook Insights           |
| Surveys (data varies dependent upon purpose)  | Survey monkey reports<br>In-person, informal inquiries        |

## The Evaluation

Traditionally, NEFE has evaluated the high school program four or five years after program updates have been in place. Evaluation results inform the next program revision cycle. The 2016-2017 program evaluation results will be used primarily to address three issues in preparation for modification of the instructional program and training resources.

- Summarize impact to optimize strengths and address weaknesses.
- Summarize accomplishments and shortfalls.
- Inform practice to adapt to instructional trends and audience needs.

Specifically, the evaluation will address the following big questions:

- *Does the program work?*
  - What is the impact on student behavior, confidence, knowledge, and ability to apply what they have learned?
  - Does what NEFE provide instructors (training, orientation, and support) raise confidence and ability to provide effective instruction?
- *How is NEFE doing?*
  - Do instructors have what they need to positively impact youth financial literacy?
  - Is the program content relevant, credible, and complete?
  - Are the program resources (curriculum, website, and training) relevant and functional?
  - Do students and instructors like the program and find it worthwhile?
  - What is the level of external customer satisfaction regarding NEFE engagement and support?
- *How are people accessing and using financial literacy resources?*
  - What are the primary financial literacy concepts relevant to teen lives?

- How is instruction delivered in schools, community organizations, at home?
- Where else do students get personal finance instruction and information?
- What other instructional resources are used by classroom teachers and community educators?
- How do instructors get information about instructional resources, particularly financial education?
- What do instructors and parents/guardians want to help with instruction?
- How can NEFE ease the burden of implementing, facilitating, and assessing financial education programs?

## Evaluation Logistics

The evaluation will have two main objectives: (1) to evaluate the effectiveness of the curriculum on students' knowledge, behavior and confidence and (2) to evaluate the program's educator support resources. Evaluators will be selected based on the clarity and fidelity of response to the RFP. A maximum of \$200,000 is available for this project. With this budget, NEFE seeks to have an evaluation that covers the following:

- An appraisal of teacher training and utilization of program materials
- Student knowledge gains and attitude & behavior change
  - Within the context of:
    - Four test schools (Approximately 200 students)
    - Four control schools (where program isn't offered—student assessment only, approximately 200 students)
    - During an academic year (2016-17)
    - With a six month follow up to measure behavior change and possibly knowledge retention
      - ❖ Including:
        - Knowledge, Confidence and Behavior Assessments
        - Focus Groups
        - Interviews with Students
        - Interviews with Teachers

NEFE expects an open dialogue with the evaluators, including regular calls and written reports on progress (a schedule will be determined collaboratively by NEFE and the evaluators). In addition to regular calls and written reports, NEFE expects at least two in-person meetings with the evaluators—one at the beginning of the project to outline the scope of the evaluation and one at the end when the evaluators are expected to present their findings. Lastly, the final deliverable from the evaluators will be a written report, including summative information that includes quantitative and qualitative presentation of data that covers all aspects of the project. NEFE welcomes both single-organization and collaborative submissions for consideration.

Proposals should include:

1. Cover Letter;
2. A description of the proposed methodology for implementing the evaluation;

3. Statement of the organization's qualifications, including a sample of relevant work and contact list of recommendations;
4. Staff CVs of key personnel who will be involved; and
5. Detailed cost proposal.

Completed proposals must be received at NEFE no later than Noon MST on March 21, 2016. No late proposals will be accepted. You can submit by email or post. Emailed submissions should be sent to Billy Hensley ([bjh@nefe.org](mailto:bjh@nefe.org)). If you prefer to mail your submission, please send four copies to:

Billy J Hensley, PhD  
Senior Director of Education  
National Endowment for Financial Education  
1331 17<sup>th</sup> Street, Suite 1200  
Denver, CO 80202

Questions will be answered during the bidder's conference call on March 8. More information about NEFE and the High School Program can be found at [www.nefe.org](http://www.nefe.org) and [www.hsfpp.org](http://www.hsfpp.org).