



Strategic Communications and Project Management Support REQUEST FOR PROPOSALS

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Contact

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Summary

Consultant needed to support the project management and communication needs of three core projects of the Funders' Collaborative for Innovative Measurement, which was created to leverage and coordinate the increasing national interest in "hard-to-measure" intrapersonal and interpersonal competencies and support strategic collaboration among private foundations, public funders and other educational stakeholders.

Background

Intrapersonal and interpersonal competencies are critical for learning, life, civic and employment outcomes. There is increasing energy in the research, policy, practice and funder communities to support the development and use of measures of these competencies. This interest drives the need for research coordination, consensus-building amongst stakeholders and funding alignment to create a sustainable field committed to improving measures and ensuring they are used appropriately to support a child's successful transition into adulthood.

Launched in October of 2015, the Funders' Collaborative for Innovative Measurement (FCIM) is a multi-year effort created to leverage and coordinate the increasing interest nationally in "hard-to-measure" intrapersonal and interpersonal competencies and support strategic collaboration among private foundations, public funders and other educational stakeholders. Current members include: The William and Flora Hewlett Foundation, The Wallace Foundation, Ewing Marion Kauffman Foundation, Overdeck Family Foundation, Raikes Foundation, The Rodel Foundation of Delaware, Spencer Foundation, Einhorn Family Charitable Trust, Bill & Melinda Gates Foundation, S.D. Bechtel, Jr. Foundation, The Walton Family Foundation, The James Walton Fund, Oak Foundation, Chan Zuckerberg Initiative, and the One8 Foundation.

Among other efforts, members of FCIM co-invest in high priority projects to deepen impact in the field (projects are typically supported by subgroups of members). FCIM supports three primary "anchor"



projects that help build the field by establishing: 1) tools for working across multiple frameworks (the “Taxonomy Project”); 2) a common catalog of existing measures (the “Repository Project”); and 3) a work group of leading research and practitioners focused on assessment (the “Assessment Working Group” Project).

- The [Taxonomy Project](#): Led by Dr. Stephanie Jones at Harvard University, the Taxonomy Project is designed to generate a coherent taxonomy of non-cognitive skills that organizes, describes, and connects them across disciplines in a way that is agnostic to brand and sensitive to development and context. The broad goal of the project is to clarify and connect the various frameworks (i.e., organizational systems used to guide research, practice, and policy efforts in this area such as CASEL, Character Lab, OECD) and terms (i.e., the specific skills or constructs and what they are called) in the field.
- The [RAND Repository of Interpersonal, Intrapersonal, and Higher-order Cognitive Competencies](#): Led by Laura Hamilton and Brian Stecher of the RAND Corporation, the project team identified key features that a web-based repository of measures of interpersonal, intrapersonal, and higher-order cognitive competencies should have to make it useful for educators, researchers and policymakers. The team is collecting relevant information on approximately 200 measures, making the repository operational, and preparing to publicize it with relevant stakeholders.
- The [Assessment Work Group](#): The Establishing Practical Social-Emotional Competence Assessments of Preschool to High School Students (Assessment Work Group) project was created to advance progress toward establishing practical SEL assessments that are scientifically sound, feasible to use, and actionable as a key priority for the field. The project’s work group is a multidisciplinary collaborative of leading researchers and practitioners in the fields of PreK-12 education, assessment, social and emotional learning (SEL), and related fields. Among other goals, the Assessment Work Group has developed an Assessment Guide for practitioners, a set of framework briefs, an annual design challenge for performance task assessments, and a collaborator network that is engaging educators to help the work group create products that have value for practitioners. The focus of this project is the Assessment Guide.

Through a competitive process, FCIM seeks to hire a consultant(s) for three months to provide strategic communications and project management support for the anchor projects described above.

Goals and Objectives

Each of the projects described above is funded independently and project leads have been working together to increase project interoperability. The primary goals for the work of the consultant will be to increase communications and coordination for the purpose of public dissemination:

- **Communications**: Each project plans to release public-facing resources for practitioners, researchers, and other stakeholders in the coming months. FCIM and the project leads seek collaborative and strategic communications for the release of key deliverables (i.e., the RAND



Repository, the Taxonomy, and the AWG Assessment Guide), including common messaging, a clear explanation of the links between projects, and defined uses cases for each product. The consultant will support anchor project leads and FCIM members to ensure key stakeholders are aware of and appropriately influenced by each project.

- **Cross-project Coordination:** Beyond external communications, the consultant will ensure that across the three projects, project deliverables are cohesive and consistent; aligned in their language and messaging; and appropriately focused on stakeholders.

Key Activities

The selected consultant(s) will support FCIM over an approximately three month period (June 1, 2018 to August 31, 2018) in ensuring the success of the three anchor projects. In response to the funder and project needs enumerated above, the consultant(s) will focus on the following specific activities and scope of work:

- Provide recommendations to help ensure major project deliverables (RAND Repository, Taxonomy, and AWG's practitioner guide) across the three projects are cohesive and consistent.
- Develop and execute a strategic communications plan to integrate each projects' key deliverables (i.e., the RAND Repository, Taxonomy Project, and the AWG Assessment Guide) and public-facing release, including providing recommendations to increase coherence across the public-facing websites for each project.
- Support project leads in identifying the key audiences and use cases for each project deliverable.
- Support high visibility for FCIM in the field, especially among key stakeholders, by identifying opportunities for project leads to speak, write, or in other ways communicate about FCIM projects.
- Develop and maintain the overall projects' dissemination/deliverable schedule.
- Report to the FCIM Steering Committee through biweekly updates and ongoing assessment of activity and progress.

Project Narrative

Please provide a brief (no more than 4 pages) narrative that includes the following information:

Organization

- Identify who would serve as project lead, other staffers who would be assigned to the project and their roles, and the number of days that each would dedicate to the project.

Interest and Relevant Experience

- Describe your prior experience in coordinating strategic communications across various projects or activities, including lessons learned from these experiences.
- Describe your familiarity with the K-12 education, social emotional learning, and/or the field of measurement and examples of work in this area.



Proposed Scope of Work: Approach, Timeline, and Deliverables

- Describe your proposed approach to execute the activities outlined above, including a specific list of key deliverables and relevant timelines.
- Share any thoughts you have on potential risks or challenges of managing this project and how you would identify and mitigate them.
- Describe your approach to evaluating the success of this project, including any metrics you would use.

Other Requested Information

In addition to the narrative, please provide:

- Budget: FCIM requires detailed budget information about applicants' proposals. The total request should not exceed \$60,000 over a period of 3 months. Expected start date is June 1, 2018;
- Bios/qualifications of all (potential) team members;
- Summaries of comparable, relevant projects, including those involving planning and leading multi-stakeholder collaborative or communication efforts (maximum 1 page);
- Examples of work products (maximum two documents); and
- Two professional references (names, titles, contact information, and context).

Submission

Interested bidders should submit their intent to apply by 5:00 p.m. EDT on April 30, 2018.

Interested bidders must submit their proposals by 5:00 p.m. EDT on May 14, 2018.

Proposals should be sent by e-mail, including attachments, to Terra Wallin at twallin@education-first.com. Please contact Terra with any questions about the RFP, the proposal, or the selection process.

Selection Criteria

Proposals will be judged based on:

- Experience and qualifications of the proposed consultant(s), including demonstrated project management and collaboration, group facilitation, and strategic communication skills;
- Capacity to successfully undertake the work within the planned timeline and budget;
- Knowledge and understanding of issues relevant to the work (e.g., K-12 education, social and emotional learning, and the field of measurement);
- Experience working with a variety of stakeholders, including researchers and academics; and
- Demonstrated ability to communicate effectively, in-person and in written communication.

We look forward to receiving your response and discussing this opportunity more in-depth.