Request for Proposal

Evaluation of Educare of California at Silicon Valley (ECSV) in Partnership with FIRST 5 Santa Clara County
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I. PROCESS OVERVIEW

ORGANIZATION ISSUING REQUEST FOR PROPOSAL:

Educare of California at Silicon Valley (ECSV) and FIRST 5 Santa Clara County are located in San Jose, CA.

OVERVIEW:

ECSV is seeking applications in response to this Request for Proposals (RFP) for a Local Evaluation Partner (LEP) to implement on-going evaluations of its early childhood and family support program.

The Educare Implementation Study (EIS) is required by the Educare Learning Network (ELN) and conducted in partnership with Educare’s National Evaluation Partner (NEP) at the Frank Porter Graham (FPG) Child Development Institute at the University of North Carolina (UNC) at Chapel Hill. The EIS has been designed to document the features of Educare and how implementation of the Educare model contributes to overall program quality and links to child and family outcomes.

The following is a summary of the responsibilities of the LEP as outlined in the RFP. More detailed information can be found in the body of the RFP and the appendices. The following evaluation activities are expected to be exercised within a collaborative partnership with ECSV, the staff of ECSV’s operating partners (the Santa Clara County Office of Education Head Start and State Preschool programs and East Side Union High School District Child Development Program), and FIRST 5 Santa Clara County. The LEP is also expected to participate in future discussions regarding evaluation needs at ECSV including design and implementation of future projects and further analyses of existing data as they develop.

Project: ECSV

The LEP will partner with ECSV program leadership to create and oversee a system of evaluation activities and data collection that will continue to drive program improvement. Specifically, the LEP will:

- act as the LEP for the Educare Implementation Study of ECSV.
- ensure timely and correct administration and data entry of required EIS measures and selected measures from ECSV, which has twelve classrooms (six preschool and six infant-toddler) and will annually serve approximately 170 preschoolers, infants and toddlers and their families. Measures include those collected by each Educare School in the Network and sent to FPG and any additional measures determined by ECSV and the LEP.
- ensure timely analyses, summary, and reporting of data for program and leadership consumption.
- produce one annual evaluation report for each project year, building on the prior year’s activities and findings.
- work with Educare staff to interpret and apply data to improve practice.
- ensure timely submission of data to FPG in the manner requested by FPG.
- commit to checking data as requested by FPG and correcting any found errors in a timely manner.
• participate in phone conference calls and webinars as they are scheduled and one meeting per year with the NEP (FPG) during the annual ELN meeting which is typically three days longs and varies in location. One or two other meetings might be scheduled in addition to the above.

• use data as necessary from the SCCOE program information system.

DUE DATE:

The closing date for receipt of applications under this RFP is:

**May 21st, 2015 5:00 PM PDT.** Proposals received after this date and time will not be considered.

SUBMISSION INSTRUCTIONS:

Four completed hardcopy proposals are be submitted no later than 5:00 PM PDT on May 21, 2015 to:

Kim D’zatko  
Director, Research and Evaluation  
FIRST 5 Santa Clara County  
4000 Moorpark Avenue, Suite 200  
San Jose, CA 95117  

Proposals are also to be submitted electronically no later than 5:00 PM on May 21, 2015 to:

Kim D’zatko  
Director, Research and Evaluation  
FIRST 5 Santa Clara County  
4000 Moorpark Avenue, Suite 200  
San Jose, CA 95117  
RFP@first5kids.org  
408.260.3730

Matthew Tinsley, Ph.D.  
Educare Project Director & Senior Research Analyst  
Santa Clara County Office of Education  
Matthew_Tinsley@sccoe.org  
408.453.6807

DATES HEREIN ARE SUBJECT TO CHANGE AS NECESSARY

BIDDERS’ CONFERENCE:
A Bidders’ Conference Call will be held on Thursday, April 16, 2015 from 2:00 PM - 2:45 PM, PDT to answer questions about ECSV, its programs, and its evaluation needs. Although the conference call is not mandatory, it is strongly recommended that you participate.

LETTER OF INTENT:
Applicants are required to send a letter of intent to apply via e-mail to RFP@first5kids.org by April 21, 2015. Any additions or corrections to the RFP will be provided to these contacts only. Questions and responses that occur after the bidder’s conference call will be shared with all applicants who have submitted a letter of intent.

FOR FURTHER INFORMATION: Any questions related to this Request for Proposal should be directed to Kim D’zatko, Director, Research & Evaluation, FIRST 5 Santa Clara County; RFP@first5kids.org; Tel: 408.260.3730.
ELIGIBLE APPLICANTS:
ECSV seeks proposals from individuals and organizations with the experience, staff and resources necessary to complete all evaluation activities described in this RFP in an efficient and timely fashion. This may include faculty members or centers within institutions of higher learning, or other organizations with extensive experience completing similar early childhood program evaluations. Eligible applicants will be committed to a highly collaborative relationship with ECSV, its operating partners, and FIRST 5 Santa Clara County at all organizational levels. This will include the planning for current evaluation projects, frequent and ongoing communication about progress, on-site meetings with program staff to review and interpret program implementation and outcomes findings and conceptualization of new projects. ECSV expects the selected evaluation partner to share expertise, generate new ideas and support ongoing development and quality improvement of the ECSV program.

PROJECT TIME FRAME AND FUNDING:
ECSV intends to award this contract by July 1, 2015. All applicants will be notified of the status of their application at that time. The initial contract will be for the period from initial date of hire through June 30, 2016 and will be renegotiated annually each June (executed July 1) to cover ECSV’s fiscal year, which runs from July 1 through June 30.
## II. TIMELINE

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<thead>
<tr>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
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<tr>
<td>Bidders’ conference call</td>
<td>A Bidders’ Conference Call will be held on <strong>THURSDAY, APRIL 16, 2015, 2015</strong> from <strong>2:00 PM - 2:45 PM PDT</strong> to answer questions about ECSV, its programs, and its evaluation needs. Although the conference call is not mandatory, it is strongly recommended that you participate. E-mail <strong><a href="mailto:RFP@first5kids.org">RFP@first5kids.org</a></strong> to request an invitation to the conference call. Please dial: 1(866)390-5250; Enter access Code: 293 3048 #</td>
<td><strong>THURSDAY, APRIL 16, 2015</strong> Please dial: 1(866)390-5250 Access Code: 293 3048 #</td>
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<tr>
<td>Deadline for Letter of Intent</td>
<td>Applicants are required to send a letter of intent to apply via e-mail to <strong>Kim D’zatko at <a href="mailto:RFP@first5kids.org">RFP@first5kids.org</a> by April 21, 2015</strong>. Any additions or corrections to the RFP will be provided to these contacts only. Questions and responses that occur after the bidder’s conference call will be shared with all applicants who have submitted a letter of intent.</td>
<td><strong>April 21, 2015</strong></td>
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<td>Deadline for Submission of Applications</td>
<td><strong>Submit one (1) original Application Packet and three (3) additional hard copies to:</strong> FIRST 5 Santa Clara County Attn: Kim D’zatko, Director Research and Evaluation 4000 Moorpark Ave., Suite 200 San Jose, CA 95117 Electronic submission: And Submit electronically to: <a href="mailto:RFP@first5kids.org">RFP@first5kids.org</a> and <a href="mailto:Matthew_Tinsley@sccoe.org">Matthew_Tinsley@sccoe.org</a></td>
<td><strong>May 21, 2015 5:00 PM PDT</strong></td>
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<td>Applications Review and Recommendation</td>
<td>Completed applications submitted by the deadline will be reviewed by a diverse panel of experts. The panel’s final recommendations will be presented to the ECSV Board of Directors for review and approval.</td>
<td><strong>May 21, 2015 through May 29, 2015</strong></td>
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<td>Interview with Finalist(s)</td>
<td>Members of the panel plus one member of the ECSV Executive Council will meet for approximately one hour with the prospective finalist(s) either in person at 4000 Moorpark Ave. Suite 200; San Jose, CA or by telephone on the afternoon of May 11, 2015.</td>
<td><strong>June 3</strong></td>
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<td>Intent to award</td>
<td>Intent to award letter will be emailed to applicants.</td>
<td><strong>June 5, 2015</strong></td>
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<td>Appeal Process</td>
<td>Applicants wishing to appeal the decision have five (5) business days from the release of intent to award letter to file an appeal in writing: Jolene Smith, Executive Director FIRST 5 Santa Clara County 4000 Moorpark Ave., Suite 200 San José, CA 95117 Grounds for appeal are limited to a violation of a FIRST 5 or ECSV procedure, law, rule, or regulation regarding this RFP process. Appeals will not be accepted on any other grounds. Appeals will only be considered if received in the FIRST 5 Santa Clara County office by 5:00 PM no later than five (5) business days following selection announcement. The decision on the appeal is final.</td>
<td><strong>June 12, 2015</strong></td>
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<td>Contract Negotiations</td>
<td>Staff will finalize contract negotiations. ECSV reserves the right to negotiate project related conditions, scopes of work, budgets, and costs. If negotiations fail to culminate in a contract, FIRST 5 may select another applicant.</td>
<td><strong>June 15, 2015 through June 19, 2015</strong></td>
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<td>Anticipated contract start date</td>
<td>Initial term of the contract begins.</td>
<td><strong>July 1, 2015</strong></td>
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III. INTRODUCTION AND HISTORY OF ECSV

Educare Schools throughout the nation help young children grow up safe, healthy and eager to learn, providing the highest quality outcome-based learning environments for families and their children who are at-risk for school failure. ECSV was founded in 2011 and its Board of Directors includes representatives from the Buffett Early Childhood Fund, First 5 California, FIRST 5 Santa Clara County, Franklin-McKinley School District, Santa Clara County Office of Education, East Side Union High School District, Silicon Valley Leadership Group, and The David and Lucile Packard Foundation. Construction of 28,000 square foot state-of-the-art facility located at 1399 Santee Drive, San Jose, CA 95121 is anticipated to be complete by August 2015. When fully operational, ECSV will provide year-round educational programs and developmental childcare to approximately 170 at-risk children, from six weeks to five years of age, with the goal of narrowing – and even eliminating – the achievement gap at kindergarten entry in order to lay the foundation for young children’s long-term success in school and beyond.

Each Educare School is a member of the Educare Learning Network (ELN), a national network of state-of-the-art early childhood education and care programs across the country (see Appendix A for information on the Educare Learning Network). As a member of this network, ECSV will participate in the Educare Implementation Study led by the Frank Porter Graham Child Development Institute (FPG), University of North Carolina-Chapel Hill. The evaluation partner selected through this RFP process will function as the Local Evaluation Partner (LEP) for ECSV, participating in decision making regarding the Implementation Study and ensuring ECSV’s adherence to the study’s data collection measures and schedule. The roles and responsibilities of the LEP and the schedule of data collection for the ELN Implementation Study are included in Appendices B and D. In some cases the actual administration of a measure may be done by ECSV operating partner teaching or family support staff. In partnership with program leadership at ECSV, the LEP will work with staff to ensure such measures are completed according to the required time frame.

IV. OVERVIEW OF THE ECSV EVALUATION PROJECT

A. The Educare Implementation Study

All Educare Schools participate in an ongoing multi-site Implementation Study that started in 2008. As part of the Implementation Study, the EVSC LEP, in conjunction with ECSV program leadership, is responsible for developing and implementing a coherent data collection and data utilization system to regularly review all available program data in order to inform practice-level decision making, professional development, and continuous improvement in the quality of programming for children & families. The data collection and data utilization system is in accordance with the Educare Learning Network Implementation Study Purpose Statement (Appendix C) and Educare Learning Network Evaluation Protocol (Appendix D). The evaluation model is comprehensive and ambitious, ensuring meaningful data are collected on the quality of our classroom environments, the knowledge and applied skills of our program staff, and the progress and outcomes of the children and families served by ECSV.
The close partnership and collaboration between the LEP evaluation staff and ECSV program staff is characterized by the Research-Program Partnership (RPP) which is jointly developed by the LEP and program leadership. Within the RPP, the LEP is expected to work in close partnership with ECSV leaders and staff to implement appropriate data collection procedures and to analyze, disseminate and discuss the findings at the classroom, program, organizational (leadership and Board), and national levels. The RPP establishes regular routine meetings where discussion of the program data can occur, driving professional development and continuous program improvement. The data collected from ECSV will also help the program meet the standards of Head Start/Early Head Start and other key funders.

B. Expectations for the LEP

To accomplish the ambitious data collection schedules, the LEP is expected to:

- in accordance with the RPP Agreement, create annual assessment schedules for program staff so they understand when assessments will occur and who will administer them, taking into account child and staff turnover, needs of the children and daily programming schedules.
- in accordance with the RPP Agreement, establish a professional working relationship with teachers, family support and program staff and a comfortable presence with children and families.
- participate in conference calls as needed with researchers at FPG
- participate in meetings with the NEP and other LEPs annually at a meeting of all Educare Schools within the ELN network. *The cost of travel for one or more LEP staff to attend the annual ELN meetings will need to be included in this RFP budget.*
- participate in the ELN Data Institute every other year to learn about and practice data utilization. ELN covers the cost of one LEP team member.
- ensure that associated Institutional Review Board approvals are sought as required.
- check data for the Implementation Study for accuracy and completeness and send to the NEP at FPG in a timely manner so that reports, graphs, and professional presentations can be provided at the NEP meetings.
- ensure all staff doing data entry and analyses or have access to ECSV data have appropriate Human Subjects Research training and pass the CA-required background checks; ensure any of their staff or LEP team members are aware of the Educare Implementation Study timelines/requirements and know how to reliably and accurately administer the measures and collect the data. FPG checks reliability annually through video for child assessments and in person for classroom observation.
- in accordance with the RPP Agreement, meet with program staff from the 3-5 classrooms and from the 0-3 classrooms to trouble shoot data collection issues and to discuss preliminary findings and implications for program quality improvement (frequency of meetings can range from twice-annually to monthly depending on the development of the RPP Agreement between the LEP and Educare School leadership; monthly meetings is considered the optimum goal).
- perform data entry of selected measures.
- perform data analyses, write reports, and provide summaries of selected data including Management Information System (MIS) data that will inform program practice.
• in accordance with the RPP Agreement, provide feedback to program staff and ECSV leadership, the ECSV Board, and other program collaborators.
• initiate and sustain a continual improvement process for data presentation, dialogue and analysis based on comments from program staff.

In phone calls and meeting with ECSV and FIRST 5 SCC, the LEP will participate in decision making about measures, administration of measures, data analyses, and reports as part of the two studies. The measures the evaluation partner is directly responsible for administering can be found in Appendix B. The evaluation partner will be responsible for analyses and reports on all collected data including those completed by program staff.

V. OVERVIEW OF EVALUATION PARADIGM

Below are some of the critical elements of the Educare evaluation approach and paradigm that are present in a Research-Program Partnership. Active use of the RPP will result in observable benefits to both the evaluation staff and the programs:

LEP’s Involvement in Decision-Making and Communication
• ensure all relevant program staff understand the purpose and schedule of evaluation activities, when they are to happen and who will be involved. Assessment due date charts and timed reminders are to be developed annually or semi-annually for program staff.
• ensure a respectful and timely data-feedback loop is implemented and adapted according to the preferences of program leadership.

LEP’s Staff “Presence”
• ensure attendance at RPP meetings to anchor data analyses to program operations, to participate in interpretation of the data and their use for program improvement and to hear concerns, issues and highlights of program operations related to evaluation activities.
• ensure program staff are trained to competently and comfortably administer or complete any data collection instruments and are able to discuss select results of the instruments with their colleagues and the families they serve.

LEP’s Provision of Sensible, Accessible and Usable data for the program
• write reports and presentations of data concisely, yet with sufficient context to facilitate interpretation and program planning implications; accept feedback and suggestions regarding reports from program leadership and staff.
• assist program staff to interpret findings presentations using other research, knowledge of developmental theory and other resources so data become understandable and meaningful to program staff.
• provide annual evaluation reports each year.
• assist program leadership with any reports, presentations or publications using program data.
VI. SOURCES OF FUNDING

ECSV receives a combination of public (state and federal), philanthropic and private funding to cover all of its organizational expenses including research and evaluation. The EIS will be supported using these resources.

ECSV’s fiscal year runs from July 1 through June 30, with budget allocations determined in September of the preceding year. Future allocations for evaluation will be re-negotiated and determined each year in September. The ECSV Board of Directors has officially determined that for each of the contractor's accounting periods during the term of this contract, the final indirect cost rate will not exceed 10% of base contract distribution.

Public funding, although stable in past years, can fluctuate from year to year depending on revenue and budget priorities. Private funding comes from foundation grants, restricted and unrestricted, and contributions from individuals, foundations and corporations. Many of our foundation grants are annual, although a few can be multi-year. Private fund raising occurs throughout the fiscal year and occasionally a grant does not come through or comes through at a lower level than requested, necessitating a reduction in program, research or other activities. In the event such an occurrence would impact the contracted work with the LEP, ECSV would confer with the LEP on the best way to accommodate budget necessities with level of work.

ECSV federal funds require an in-kind match. We ask that your budget reflect any in-kind resources that might be available to accomplish the roles, responsibilities and deliverables requested in this proposal but not reflected in the award allocations. Examples could include office space with telephone, computer/internet access, access to library resources and/or available statistical packages with attendant licenses.
VII. ROLE AND RESPONSIBILITIES OF THE LEP

The primary role of the LEP will be to enter into a collaborative partnership with ECSV staff through a Research Program Partnership (RPP) to collect, securely maintain, analyze, and report on data pertaining to the implementation and outcomes of Educare. In addition, the LEP will maintain a working relationship with both the NEP at Frank Porter Graham (FPG) and will provide all required data elements to FPG and collaborate with their statisticians and data base managers to ensure ECSV’s data is both accurate and filed correctly.

Data Collection, Data Entry, Analysis and Reporting

The LEP is responsible for data collection and data input for most instruments, analyses of all data for program use, and creating easily accessible reports back to program leadership and staff. In addition, the LEP will provide visual charts and assessment schedule reminders to program staff, and copies of evaluation reports and any material needed for documentation of the RPP meetings.

- Data collection will follow the schedule presented in Appendix B.
- The LEP is responsible for checking the accuracy of data collection, data entry, and database files for each measure.
- All data will be maintained in a secure manner to ensure confidentiality for all children and families.
- Timely data analyses and reporting in meaningful ways are critical to this system and the LEP will be expected to provide quick turn-around of data for program use through existing program meetings or other venues as determined jointly by evaluation and program needs in the RPP.
- Clearly readable charts, tables, diagrams and other visual presentations that will make the data meaningful to program and leadership staff are expected.
- ECSV will expect to receive reports three times per calendar year that include both progress on data collection and actual data results. The report times will coincide with data collection points: after fall data collection, after winter classroom data collection and after spring data collection, at the end of the program year which will also represent the fall to spring program year findings.
- Data contained in the latest reports will be used for reports to funders as needed.

The evaluation partner, as the LEP for the Implementation Study, is responsible for participating in any assessment administration training conducted by FPG and in reliability checks performed by FPG. In addition, the LEP is responsible for sending Implementation Study data to FPG in a timely manner. Staff and parent surveys are sent directly to FPG staff who input and analyze the data. FPG provides access to school-specific data through an online system and various reports to the LEP who is then responsible for summarizing and analyzing this data for use with the ECSV leadership.

ECSV welcomes the LEP conducting analyses of program data, above and beyond the descriptive analyses often provided to program staff for program improvement purposes, e.g. complex analyses of children’s progress while in the program, the relations among risk factors, or other
investigations that would be helpful to program staff and of interest to the field. Results of these analyses should be shared with ECSV leadership and staff and plans for further analyses can be collaboratively developed between the LEP and ECSV.

Measure/Assessment Determination and Releasing / Reporting Data

Apart from the ELN Implementation Study measures and aggregate reports, ECSV will make decisions in collaboration with the LEP on any new evaluation activities, on additional measures when needed or desirable, and on modifying existing evaluation projects. Original research cannot be carried out at ECSV without consent and approval from ECSV.

ECSV will own the data and reports produced by the LEP for the EIS under this agreement. ECSV also has first rights to publications and the right to approve any release of ECSV EIS data through presentations, research reports, journal articles, book chapters or other means of data dissemination. ECSV expects and encourages data to be published; however, ECSV will need to grant written permission to the LEP for the use of their data in presentations, research reports, journal articles, book chapters or other projects. Collaboration between the LEP and ECSV on reports or presentations in any form is mandatory.

The database of assessment data from all schools over years is now quite large. FPG and the network of LEPs discuss various analyses and papers that could be produced using such a large data set. The evaluation partner is encouraged to participate in these discussions and in the production of presentations at scientific meetings and of papers for submission to scientific journals. All such presentations and papers are subject to oversight by the Publications Review Committee.

The Educare Learning Network has created a Publications Review Committee which oversees presentations and publications. The Committee has developed a set of guidelines for data flow and when Publication Review Committee approval is required that the LEP is expected to follow. In brief, the guidelines state that review by the Committee for presentations or articles that only include one school’s data is strongly encouraged but not mandatory. Any presentation or article that includes more than one Educare school’s information or data must be reviewed by the Publications Review Committee.

VIII. PROPOSAL REQUIREMENTS

Proposals must be typed on white, 8½” x 11” paper using 12-point font, double-spaced with one-inch margins on all sides. Charts may be included in the proposal and may be single-spaced. Footnotes may also be included, for citation purposes only, which extend into the one-inch margins. The proposal narrative must not exceed 40 double-spaced pages, addressing each numbered question in that section as outlined below. All sections must have a heading, which corresponds to the headings listed below. Each section does not need to begin on a new page. Attachments are not included in the 40-page limit. Attachments include: abstract (section i), cover page (section ii), timeline, sample report(s), resumes, job descriptions, and budget and budget justification (section vii).
Please submit by email electronic copies of your entire proposal (narrative and attachments) to:

Kim D’zatko
Director, Research and Evaluation
FIRST 5 Santa Clara County
RFP@first5kids.org
408.260.3730

And to:

Matthew Tinsley, Ph.D.,
Educare Project Director & Senior Research Analyst,
Santa Clara County Office of Education
Matthew_Tinsley@sccoe.org
i. **Abstract:** Provide a one-page summary of the proposal, including organizational capacity and the principal researcher’s qualifications and experience in this type of evaluation.

ii. **Cover Page:** On the cover page of your application, please include all contact and mailing information, tax identification number and organizational mission statement, if available.

iii. **Project Objectives:** State the objectives for the evaluation activities of ECSV in your own words, including how the proposed evaluation activities will be carried out.

iv. **Philosophical Approach and Experience (30 points):**
   1) Describe your approach to and experience in working with community-based programs or agencies such as ECSV that serve at-risk children and families.
   2) Describe how you will create partnerships with ECSV executive leadership, operating partner leadership, and operating partner program staff to ensure the usefulness of evaluation findings for continuous improvement.
   3) Describe how you will partner with staff to ensure that data collection requirements are not overly onerous and do not impede the work of the staff with children and families; describe how you will adopt or incorporate the current paradigm described in Section III: Overview of Evaluation Paradigm, page 11 of this RFP.
   4) Describe how you will partner with the National Evaluation Partner, FPG Child Development Center at the University of North Carolina and with the other LEPs at other Educare schools.
   5) Describe your approach to balancing the need to develop and present evaluation findings that are of immediate use to the program with the need to develop findings that are useful in policy and advocacy work and the furtherance of the field of early childhood development.

v. **Technical Approach (30 points):**
   1) Describe in detail how the tasks listed in “Roles and Responsibilities of the Local Evaluation Partner” will be completed.
   2) Include a detailed timeline of activities for year-one that indicates who will complete each major task and when reports will be provided.
   3) Describe how you plan to report findings to ECSV and FPG, including how you will provide ECSV with honest, critical and constructive feedback in such a way as to ultimately benefit the programs. If possible, as an attachment, provide an example of a detailed report that might be provided for program staff, and a summary that would be provided for leadership staff.
   4) Describe how you will conduct assessments for children who are dual-language learners or non-English speakers, as the expected study population is 76% dual-language learners (66% Spanish home language, 9% Vietnamese home language).
   5) Describe any other uses of the data collected through this contract that you envision, including publication in books or peer-reviewed journals, or presentation at national conferences.
   6) Describe how you will work with ECSV to ensure that such uses are sensitive to the long-term interests of ECSV. Other uses of data can include partnering with FPG and/or other LEPs at Educare schools for publications and/or presentations.

vi. **Qualifications, Background & Experience (25 points):**
   1) Describe your capacity to complete the required tasks and describe any previous or current experience you have had completing similar projects.
2) Describe your experience in working with program staff members, parents and communities to develop meaningful partnerships. Describe how you will ensure all parties are invested in the evaluation process and feel a sense of joint ownership.

3) Describe your capacity for preparing clear, easy-to-understand reports for all of the intended audiences of this evaluation work.

4) Describe the institutional resources that your LEP staff will be able to draw upon in completing work under this contract, such as libraries, journal subscriptions, computing resources, consultation on statistical analyses, and other resources.

5) Indicate where you anticipate LEP staff will be housed (faculty offices, home office, center office, etc.). Office space for LEP staff may be provided by ECSV or one of its operating partners, either for free or at nominal cost to the LEP, if requested. Provide a brief biographical sketch and attach a resume for each person who will be involved in the evaluation project.

6) Attach a job description for any position for which a new staff person would be hired. Indicate how much time each position will spend on the project, what their primary responsibilities will be, and how they are qualified to fulfill this role.

vii. Budget (15 points):
Provide a detailed budget for all costs related to completing the tasks listed above for the initial contract year ending June 30, 2016. Include a budget justification in narrative form that provides additional information or rationale for each line-item budgeted. The budget justification should not only be a description of why each item is needed, but also an explanation for how costs were derived and/or the quantity of items to be purchased. Reviewers should be able to understand why items were included and how the estimated costs were calculated.

Items to include in the budget

- All staff salaries and fringe
- Any costs of office occupancy
- Computers/printer/statistical software
- Training costs for any assessments beyond those covered by FPG (see next section on items already covered)
- Office supplies and materials
- Telephone/photocopying/printing
- Local travel costs
- Travel costs for a member or members of the evaluation team to attend the annual ELN meeting. Attendance of one member from the evaluation team is required, other members are encouraged but not required.
**Items already covered**

- EIS assessment materials (toolkits, protocols) – FPG supplies these materials
- Training costs for ITERS-R and ECERS-R – FPG can train one individual one time with training done at either Chapel Hill or at ECSV. New people on an existing LEP team may be able to be trained by FPG depending on available funds; otherwise the LEP budget will need to include these costs.
- Training costs for CLASS – FPG will pay for one LEP team member at new schools to attend Pre-K CLASS and Toddler CLASS training. The cost of training any additional LEP team members should be included in the LEP budget.

**IX. PROCESS FOR REVIEWING PROPOSALS AND AWARDING CONTRACT**

Applications received through this RFP will be reviewed by a panel that will consist of members of the Board of Directors of ECSV, FIRST 5 Santa Clara County Evaluation team and a representative from FPG, and one from the Buffet Early Childhood Fund (BECF). Panel members have expertise and experience in early childhood evaluation. The ECSV Board of Directors will make a final determination of contract award.

Proposals will be judged on how well they reflect the values of ECSV, the extent to which they meet the evaluation requirements, demonstrate capacity and experience for excellent work, excellent communication, coordination, and collaboration, timely deliverables, and represent good value for the funds to be spent.

It is anticipated that the award announcement will be made by June 5th, 2015. All applicants will be notified of the status of their application at that time. The first term of the contract will run from date of hire through June 30, 2016.

**X. CONTRACT NEGOTIATION**

FIRST 5 and ECSV reserve the right to negotiate project-related conditions, scopes of work, budgets, and costs with any successful applicant. If negotiations fail to culminate in a contract, ECSV and FIRST 5 may select another applicant.

**XI. RESERVATIONS**

FIRST 5 and ECSV reserve the right to cancel the RFP process at any time for any reason, even after review of all the applications, and is not responsible for any expenses incurred by an applicant in developing an application.

FIRST 5 and ECSV reserve the right to reduce, amend, and/or rescind this RFP at any time prior to final execution of the contract.

FIRST 5 and ECSV are under no obligation to award a contract to the applicant that presents the lowest cost or highest yield. Selection will be made based on overall evaluation of the application and the best interest of ECSV and FIRST 5 as determined by the review panel.
FIRST 5 and ECSV reserve the right to request clarification from any applicant on their application.

All applications become the property of FIRST 5.

FIRST 5 and ECSV reserve the right to accept all or a portion of any application.

All applications will remain confidential until a contract is negotiated; however, because FIRST 5 is a public entities, all applications can become public after all successful contract negotiations.
Educare Learning Network

The Educare Learning Network is a partnership between the Ounce of Prevention Fund, the Buffett Early Childhood Fund, other national philanthropies and public-private partners engaged in more than a dozen states across America. Together we form a coast-to-coast network of Educare Schools. Each serves as a catalyst for change—leveling the academic playing field for very young children at risk for school failure while also firing the imaginations of key decision-makers in the worlds of early childhood practice and policy.
The Power of Partnership

The Educare Learning Network team—a national staff housed at the Ounce of Prevention Fund, the Buffett Foundation and more mature Educare sites—helps to develop new partnerships among like-minded individuals who want to create Educare Schools in their communities. The Network works with leaders from the public and private sectors to accomplish the shared goal of helping our most vulnerable children enter elementary school without the typical achievement gap between them and their middle-income peers.

To encourage the steady growth of the Educare network, five national early childhood funders—the Buffett Early Childhood Fund, the W.K. Kellogg Foundation, the George Kaiser Family Foundation, the Irving Harris Foundation, and the Bill & Melinda Gates Foundation—provide a $1 million Educare Replication Pool challenge grant to local partnerships for their capital campaigns. These grants help leverage local funds and, more importantly, create new private-sector champions who will advocate for early childhood education.

Before construction begins, the Network team also guides local partnerships in developing a shared governance plan for the Educare School and helps identify funding resources for the operational budget. Educare Schools draw on all public funding streams—including federal Head Start and Early Head Start, and local child care and preschool dollars—for a more effective use of existing assets. Operating budget gaps at Educare Schools often illuminate public policy gaps that, once addressed, provide opportunities for advocacy efforts to improve the odds for all children in need.

The Educare Learning Network provides extensive training and technical assistance to Educare School staff as they prepare, open, and begin evaluating their programs. Semiannual conferences occur at Educare sites to connect the vision and work of each independent Educare partnership.

Maintaining a Commitment to Learning

Sharing information with new and existing partners is central to Educare's mission.

Once a new Educare School is established, its leaders join the Educare Learning Network to share successes, challenges and lessons learned to drive continuous improvement in the Educare model.

The Network provides a collaborative forum for Educare leadership and staff to solve problems and receive technical assistance and support. Because Educare Schools serve as platforms for policy and systems change, the Network members also work together to define, discuss and address critical issues facing the early childhood field.

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Cultivating a New Generation of Early Childhood Leaders

The Educare Learning Network convenes regional and national conferences, bringing together community partners, school officials and private philanthropists, as well as executive directors, site managers, master teachers and family-support supervisors.

The conferences provide program staff with direct access to the best minds in the field of center-based care. Experts who have participated in our Network meetings include early childhood development expert J. Ronald Lally, Reggio Children president and Modena-Reggio Emilia University professor Carlina Rinaldi, Erikson Institute president Samuel Meisels, and renowned pediatrician, neonatal researcher and child psychiatrist, T. Berry Brazelton.

Meetings also feature group presentations, strategy sessions with Educare executives and philanthropic partners, and workshops tailored for Educare program management staff.

Clockwise from top left: T. Berry Brazelton, Carlina Rinaldi, Samuel Meisels, J. Ronald Lally

Creating Communities of Learning

One of the Network's most important functions is leadership development—providing expert knowledge, seasoned advice and peer support to those who run Educare Schools on a day-to-day basis.

The Educare network also provides extensive implementation assistance, consultation and training sessions, both regionally and on-site. In addition, it facilitates specialized peer learning groups for master teachers, family-support supervisors, and Educare program administrators and site directors. Special work groups address various issues associated with implementing the Educare model.
“Not for the faint of heart”
Former Ounce President Harriet Meyer once said pursuing Educare is “not for the faint of heart”—and that’s true. Developing an Educare School requires every partner to stretch, sometimes in uncomfortable ways.

At the most basic level, Educare Learning Network members commit to creating an Educare School in their community and to embracing the Network’s shared mission, vision and values. They dedicate themselves to investigating promising practices that are emerging from the field of early childhood research and implementing with rigor those that are consistent with the Network’s theory of change.

They take advantage of the consulting services and technical assistance offered by the Network team on everything from building public-private partnerships, to fully implementing the Educare model, to advocating with public and private partners to increase early childhood investments for at-risk children. They take part in Network activities and meetings. And they participate in the Network’s evaluation work, including a review process that looks at whether members are adhering to the Network’s overarching principles and implementing Educare’s core features. The Educare Learning Network is committed to helping each Educare School become stronger in order to achieve the highest level of success for its children and families.

How Do I Learn More?
Visit us at www.educareschools.org.

Network Benefits
There are many benefits to being part of the Educare Learning Network, including access to the Educare brand through the use of its icon and logo. But that is just the beginning.

Members receive tailored implementation assistance, consultation and training in developing an Educare School. They have access to the latest research and are part of a peer network that supports their work and provides a forum to share successes, promising practices and lessons learned in early childhood development. The Network also provides a safe space for Educare staff to discuss struggles and develop strategies to overcome them. Members build new relationships and carry on conversations with the top experts in a variety of fields: early education, economics, philanthropy, public policy and advocacy, child psychology, social work and family support.

As part of the Network, members participate in a national, multi-site implementation study designed to document how program implementation contributes to quality and links to child and family outcomes. The assessment is an opportunity to continuously improve Educare practices. This research also will contribute to the early childhood knowledge base—and make history in the new century.
Appendix B
Data Collection Schedule, Measures List and Guidelines

Assessment of Family Outcomes

Fall Educare Parent Interview: The Fall Parent Interview is administered with the parent/primary guardian of each Educare student as part of the EIS. The interview includes questions about involvement with the child and his or her care provider, the parent’s hopes and beliefs, parenting challenges, and child health.

Spring Parent Survey (Spring PS): The Spring PS will begin with the “Desired Results for Children and Families Parent Survey”, which all preschool programs in California are required to administer annually. This is a two-page survey that inquires about the family’s experience and satisfaction with their child care provider. In addition, the Spring Parent Survey will include a two-page survey from the EIS with items about family’s experience and involvement.

Kindergarten-Exit Parent Interview: The K-Exit Parent Interview is administered in the spring to the parent/primary guardian of all kindergarten-bound students.

Assessment of Teacher-Student Interactions and Classroom Environment

Classroom Assessment Scoring System (CLASS): The CLASS, which “describes multiple dimensions of teaching that are linked to student achievement and development,” will be our measure of the quality of classroom interactions (Curry School of Education, 2014). The Toddler and Pre-K CLASS will be administered once per school year, with classrooms being observed for two to four hours per observation.

ITERS-R/ECERS-R: The (Infant Toddler) and (Early Childhood) Environmental Rating Scales, used to assess process quality in early care and education settings, will likewise be administered once per school year, with each assessment lasting approximately three hours. The assessor will complete his/her observation first, then he/she interviews the caregiver for about 30 minutes to answer some questions.

Staff Survey: The EIS includes a staff survey that collects data on training, understanding of the Educare model, and classroom practices.
## Educare Learning Network Implementation Study

### Data Collection Measures

<table>
<thead>
<tr>
<th>Domain and Purpose/Link to Logic Model</th>
<th>Measure</th>
<th>Who Does</th>
<th>When Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHILD PROGRESS MEASURES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language/Literacy</strong></td>
<td></td>
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</tr>
<tr>
<td>• Children will demonstrate age-appropriate language skills.</td>
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<tr>
<td>• Children will demonstrate age-appropriate emergent literacy skills, including phonemic awareness, alphabet knowledge, and knowledge about books.</td>
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<tr>
<td>• Children with delays and disabilities in language/communication will be identified and given appropriate services.</td>
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</tr>
<tr>
<td>Spanish Speakers:</td>
<td>LEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLS-5 Spanish (AC is required; EC is school option)</td>
<td></td>
<td></td>
<td>At 24 months, 36 mo, then F of 1st HS year and each S thereafter</td>
</tr>
<tr>
<td>English Speakers:</td>
<td>LEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLS-5 English (AC is required; EC is school option)</td>
<td></td>
<td></td>
<td>At 24 months, 36 mo, then F of 1st HS year and each S thereafter</td>
</tr>
<tr>
<td>PALS (school option)</td>
<td>LEP or Teachers/Staff</td>
<td></td>
<td>F &amp; S of 4 year old year</td>
</tr>
<tr>
<td>Early Communication Indicator</td>
<td>LEP with Teachers/Staff as play partners</td>
<td></td>
<td>F, W, S, or at entry, 6 mo, and every 6 mo until 3</td>
</tr>
<tr>
<td><strong>Social-Emotional</strong></td>
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<tr>
<td>• Children will demonstrate competence in relating to other children and managing their behavior within a group setting.</td>
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<tr>
<td>• Children will show competence in constructively expressing their emotions.</td>
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<tr>
<td>• Children exposed to trauma will receive services.</td>
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<tr>
<td>DECA-IT</td>
<td>Teachers/Staff with coding checks and data entry by LEP.</td>
<td></td>
<td>F &amp; S in EHS</td>
</tr>
<tr>
<td>DECA-P2</td>
<td></td>
<td></td>
<td>F &amp; S in HS</td>
</tr>
<tr>
<td><strong>Numeracy / Cognitive</strong></td>
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</tr>
<tr>
<td>• Children will demonstrate age-appropriate numeracy skills.</td>
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<tr>
<td>• Children will demonstrate age-appropriate problem solving skills.</td>
<td></td>
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<tr>
<td>• Children will demonstrate age-appropriate logical and symbolic thinking skills.</td>
<td></td>
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<tr>
<td>Bracken</td>
<td>LEP</td>
<td></td>
<td>S of 4-year-old year</td>
</tr>
<tr>
<td>Domain and Purpose/Link to Logic Model</td>
<td>Measure</td>
<td>Who Does</td>
<td>When Administered</td>
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<tr>
<td>---------------------------------------</td>
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</tr>
<tr>
<td>FAMILY PROGRESS MEASURES</td>
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</tr>
<tr>
<td><strong>Child Health</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Children will have a medical home.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Children with medical conditions will receive treatment.</td>
<td>Parent Interview</td>
<td>LEP or Family Support (FS)</td>
<td>Annual and at exit to kindergarten or pre-k</td>
</tr>
<tr>
<td>• Parents will employ basic safety measures in the home.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Children will receive proper nutrition.</td>
<td></td>
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<tr>
<td><strong>Child Language and Literacy</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Parents will effectively support their children’s language development.</td>
<td>Parent Interview</td>
<td>LEP or FS</td>
<td>Annual and at exit to kindergarten or pre-k</td>
</tr>
<tr>
<td>• Parents will read to children each day and age-appropriate books will be available in homes.</td>
<td></td>
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<tr>
<td><strong>Child Social-Emotional</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Parents will effectively support their children’s social and emotional development through appropriate discipline and responsive interactions.</td>
<td>Parent Interview</td>
<td>LEP or FS</td>
<td>Annual and at exit to kindergarten or pre-k</td>
</tr>
<tr>
<td>• Parents demonstrate sensitivity and responsiveness in interactions with their children.</td>
<td></td>
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<tr>
<td><strong>Child Overall Development</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Parents spend time with their children in activities that stimulate development.</td>
<td>Parent Interview</td>
<td>LEP or FS</td>
<td>Annual and at exit to kindergarten or pre-k</td>
</tr>
<tr>
<td>• Parents provide home environments and experiences that are supportive of their children’s development.</td>
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<tr>
<td>• Parents demonstrate knowledge of child development and awareness of children’s developmental progress.</td>
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<tr>
<td>• Parents demonstrate ability to advocate for their child’s educational needs and are engaged in their child’s education.</td>
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<tr>
<td><strong>Parent Development</strong></td>
<td></td>
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<tr>
<td>• Adult family members strengthen their relationships.</td>
<td>Parent Interview</td>
<td>LEP or FS</td>
<td>Annual and at exit to kindergarten or pre-k</td>
</tr>
<tr>
<td>• Parents make progress toward their educational, literacy, and employment goals.</td>
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<tr>
<td>• Parents enhance their self concept and emotional well being and experience less parenting stress.</td>
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</tr>
<tr>
<td><strong>Educare Experience, Relationship with Educare Staff, and Parent Involvement</strong></td>
<td>Parent Survey</td>
<td>LEP or other school staff (not teacher or FS)</td>
<td>Spring Annually</td>
</tr>
</tbody>
</table>
### Domain and Purpose/Link to Logic Model

<table>
<thead>
<tr>
<th>Measure</th>
<th>Who Does</th>
<th>When Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITERS-R</td>
<td>LEP</td>
<td>Oct. - March</td>
</tr>
<tr>
<td>ECERS-R</td>
<td>LEP</td>
<td>Oct. - March</td>
</tr>
<tr>
<td>Toddler CLASS</td>
<td>LEP</td>
<td>Oct. - March</td>
</tr>
<tr>
<td>CLASS Pre-K</td>
<td>LEP</td>
<td>Oct. - March</td>
</tr>
<tr>
<td>Staff Survey</td>
<td>Staff</td>
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<td>Staff Survey</td>
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<td>Staff Survey</td>
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</tbody>
</table>

### Citations for Measures

Appendix C
Educare Learning Network Implementation Study: Purpose Statement

The Educare Learning Network is a consortium of programs implementing the core features of the Educare early care and education model. Educare Schools are collaborative partnerships between the public and private sectors that are committed to implementing innovative ideas and best practices to continuously improve their work with families. Network partners are linked, sharing resources and knowledge, and receive extensive technical assistance and training that build on program strengths to support implementation of the Educare model and to enable continuous program improvement.

The Educare Learning Network Implementation Study is designed to document the features of Educare and how implementation of the model contributes to program quality and links to child and family outcomes. The evaluation is led by a national evaluator at the FPG Child Development Institute at UNC-Chapel Hill. Local evaluators and program directors from each Educare School are partners in decision-making about the evaluation design. A Technical Work Group of experts provides advice. Local evaluators collect data at their School, using well-known assessments, observations, and interview items, and FPG processes and summarizes data across Schools and ensures that high standards for training and reliability of data collection are maintained.

The Implementation Study measures the following domains:
   (1) the core features of the Educare model;
   (2) Network assistance with implementing the model;
   (3) key unique local features and community conditions;
   (4) dosage, intensity, content, and quality of child and family services;
   (5) child and family status at baseline; and
   (6) progress over time.

The results of the Implementation Study will allow the Network to describe and better understand the progress children and families are making in Educare programs. The results will also illuminate the links between child and family outcomes and implementation of the model. Unique local features and elements of the larger community context that may be outside the control of Educare programs (e.g., demographic changes) are being considered. The Implementation Study will offer reasonable expectations for what successful programs can achieve.

The evaluation will provide internal stakeholders—programs, staff, and Network leadership—with the information they need to do their best work. Most of the data collected will be useful for continuous program improvement, and each School has designed a feedback loop to share relevant data with appropriate staff (e.g., teachers, family support specialists, directors). For Network leadership, documentation of the extent of programs’ implementation of the Educare model will allow for Network technical assistance to be tailored to help each School attain its quality goals. For the Network, the Implementation Study will help answer the questions, “Are we doing what we said we would do?” and “Are we having the impact we expected to have?”

The evaluation will provide external stakeholders, including policymakers, funders, and others in the larger early childhood field with information to help increase access to high quality early childhood programs. Relevant data will include:
   (1) level of program quality and child and family outcomes using well-known measures and compared to existing national data;
(2) costs of Educare core features;  
(3) community and policy effects of Educare, including use of space and effect of architecture;  
(4) the continuous improvement process used in Educare Schools;  
(5) qualitative characteristics of the organizational cultures that facilitate Educare; and  
(6) increases in the presence of protective factors and decreases in the presence of risk factors in the lives of children who have participated in Educare programs.
Appendix D


This document provides information on the core roles and responsibilities a local evaluation partner would be contracted/hired to provide at each Network School. In order to comply with the Educare Implementation Study and the Research-Program Partnership, the roles and responsibilities described here cannot be less comprehensive. The Educare Implementation Study is coordinated by the Frank Porter Graham Child Development Institute at the University of North Carolina, Chapel Hill (FPG).

PARTICIPATION IN THE RESEARCH-PROGRAM PARTNERSHIP

Educare Schools are committed to continuous program quality improvement. To create a culture of continuous improvement and implement a comprehensive and formative approach to data collection, assessment and comprehensive evaluation, programs need a team approach that includes program leadership working with a local evaluation partner (LEP) to create a Research-Program Partnership (RPP). The RPP

- supports and explicates the evaluation purpose
- supports the role of data driven practices as critical to the process of continuous program quality improvement
- identifies the components, process, and routines of a comprehensive formative assessment approach
- identifies partnerships that support the translation of evidence based practices into implementation

In partnership with program staff through the Research Program Partnership, the local evaluation partner:

- Implements a comprehensive, formative, coherent and integrated evaluation plan to assess the program quality characteristics and family and child indicators of progress and outcomes of the Educare school according to the Educare Learning Network Implementation Study (See appendix D)
- Develops a plan and schedule in partnership with program representatives for feedback loops of assessment data, determining which data are appropriate at the organizational, program, classroom, staff, and family-child level, and gaining agreement across all entities.
- Meets with program leadership staff to:
  - monitor the implementation of the formative assessment approach – data collection, data entry and cleaning, data analysis, reporting and interpretation and the utilization of data to drive practice and improvement efforts
  - review and discuss currently available data and identify additional analyses or questions
  - determine implications of the data for immediate intervention and for short- and long-term staff development and program improvement
• develop action plans for next steps and assign staff to be responsible for moving forward work on particular action steps within set time frames

• Develops a timeline for the meetings that is coordinated with data collection, data submission timeframes from Frank Porter Graham and program needs; frequency of meetings is determined by the RPP but should be no less than quarterly with an aim toward monthly meetings

• Establishes a professional working relationship with teachers, family support and program staff and leaders and a comfortable presence with children and families

• Ensures all relevant program staff understand the purpose and schedule of evaluation activities, when they are to happen and who will be involved. Charts or ‘tickler’ reminders are to be developed semi-annually for program staff as a reminder of when assessments are due; reminders should be both for assessments collected by the LEP and for data collected by program staff (parent interviews, staff surveys, DECA)

• Acts as a resource for up-to-date knowledge about evidence-based practices in early childhood education and early intervention in areas such as learning strategies, curriculum and assessments, family engagement, professional development and effective leadership in the field of early childhood

DATA COLLECTION, ANALYSIS, AND REPORTING
In conjunction with program staff, the local evaluation partner:

• Designs data collection, data storage, and data reporting procedures that protect confidentiality and maintain human subject review standards. Examples:
  ○ ensures consents are obtained through an informed consent process, providing annual and follow-up training of staff responsible for completing the informed consent process with parents regarding evaluation measures and procedures
  ○ ensures program assessment measures and protocols are stored in locked cabinets
  ○ ensures written and verbal reports maintain child, family, and staff confidentiality
  ○ ensures all research staff who interact with Educare school data are trained in protection of human subjects in research

• Ensures a respectful and timely data-feedback loop is implemented and adapted according to guidelines developed in the RPP described above; develop a timeline to ensure data are collected and analyzed in the preferred time frame for program use;
  ○ creates annual assessment schedules for program staff so they understand when assessments will occur and who will administer them, taking into account child turnover, needs of the children and daily programming schedules
  ○ ensures program staff are trained to competently and comfortably administer or complete any data collection instruments and discuss select results of the instruments with their colleagues and parents they serve
  ○ oversees/assists in the collection and analysis of data, including teacher- and Family Support-administered assessment data
  ○ responds to short-term ad hoc data collection and analysis needs
• Performs data entry of selected measures and maintains a local database of Educare data that will contain annual Educare data

• Checks for accuracy and completeness of data and data entry

• Performs data analyses sufficient for program understanding and program improvement processes (usually descriptive analyses)
  • LEP can conduct new analyses of program data above and beyond what the program staff need for program improvement purposes, e.g. investigations of children’s progress while in the program, the relations among risk factors, or other investigations that would help program staff better understand the data or be of interest to the field

• Produce graphs and charts of child progress and assessment data as well as classroom assessment data that are clear and easily understood by program staff

• Improves the feedback process and presentation of data based on feedback provided by program staff on what process, presentation or analyses would be most useful

• Some data (parent surveys and staff interviews) is sent directly to FPG who returns the raw data to each School in table format; that data may require translation into more graspable tables, charts, or graphs for consumption by program staff.

• Develop recommendations, in partnership with program staff, regarding professional development, goals and plans for improving teacher and family support practice, goals and plans for improving implementation of the Educare model and organizational leadership, goals and plans for improving child and/or family development and outcomes and environmental /programmatic changes as indicated by data analysis

• Translates research findings (both collected in program and from outside research) in ways that are meaningful and accessible to program staff using other research findings, knowledge of and other resources so data becomes understandable and meaningful to program staff

• Knowledge of Educare program model, expectations for fidelity to the model and curriculum and formative assessment used in the school

• Knowledge of the state’s or region’s early learning standards

• Knowledge of adult learning is helpful

• Develops and writes concise reports and presentations, as needed, providing summaries of selected data including MIS data that will inform program practice, decision making and program planning; accept feedback and suggestions regarding reports from program leadership and staff

• Provides feedback to program and leadership, Board, and other program collaborators and stakeholders including parents with timely understandable written documents, tables and graphics

• Prepares reports or other required summary documents for national meetings as needed

• collaboration between the LEP and the program on reports or presentations in any form is mandatory

• Translates program findings to a variety of stakeholders and audiences with varying levels of familiarity and comfort with data - program staff, parents, state, local and
COORDINATION WITH THE NATIONAL EVALUATION PARTNER

- Ensures data required by the National Evaluation Partner (NEP) is collected and sent to the FPG Child Development Institute in a timely manner so that reports, graphs, and professional presentation can be provided at the NEP meetings (usually held in late winter or early spring).
- Responds to requests for data checking and cleaning if necessary
- Communicates with other local evaluation partners at each Network School and the National Evaluation Partner through the meetings, webinars, conference calls and other forms of communication; (an LEP listserv is available and used, coordinated by FPG; there is also an intranet within the Network called Educare Connect that serves a vehicle for communication among program and LEPs)
- Participates in any assessment administration training conducted by FPG and in reliability checks performed by FPG.
- Follows the guidelines from the Publications Review Committee regarding presentations and reports
- Opportunities to collaborate with other LEPs and/or with FPG on particular data analyses or the full data set of the Educare Implementation Study is open to all LEPs and encouraged as is submission to journals; coordination with FPG on such analyses and reports serves as a central repository of work being done within the LEP network affiliated with Educare schools
# Appendix E

## Glossary of Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ECSV</td>
<td>Educare of California at Silicon Valley</td>
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<tr>
<td>EIS</td>
<td>Educare Implementation Study</td>
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<tr>
<td>ELN</td>
<td>Educare Learning Network</td>
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<tr>
<td>FPG</td>
<td>Frank Porter Graham</td>
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<tr>
<td>LEP</td>
<td>Local Evaluation Partner</td>
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<tr>
<td>MIS</td>
<td>Management Information System</td>
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<tr>
<td>NEP</td>
<td>National Evaluation Partner</td>
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<tr>
<td>RFP</td>
<td>Request for Proposals</td>
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<tr>
<td>RPP</td>
<td>Research-Program Partnership</td>
</tr>
<tr>
<td>UNC</td>
<td>University of North Carolina</td>
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