



**Request for Proposals
Preschool for All Outcome Evaluation
Planning and Design Contractor**

**Availability of Funds from:
First 5 San Francisco**

April 26, 2010

**Request for Proposals
Preschool for All Outcome Evaluation Planning and Design Contractor**

Contract Amount:	Up to \$70,000
Contract Period:	September 1, 2010 – February 28, 2011
Non-Mandatory Bidders Conference:	May 7, 2010, 2 p.m. – 4 p.m. First 5 San Francisco 1390 Market Street, Suite 318 San Francisco, California
Proposal Due Date:	May 24, 2010
Contact Person:	Wei-min Wang (415) 934-4874 wwang@first5sf.org

Introduction

First 5 San Francisco is committed to ensuring comprehensive and meaningful evaluation of funded initiatives. In order to support the evaluation of the Preschool for All initiative, First 5 San Francisco has allocated up to \$70,000 for 2010-11 to plan and design an outcome evaluation.

The closing date for the submission of applications is 5:00 p.m. SHARP on: Monday, May 24, 2010. All applications received after 5:00 p.m. will be considered late and will **not** be accepted. No electronic or faxed submissions will be accepted.

Mail or hand-deliver one (1) original and six (6) copies of the application to:

First 5 San Francisco
1390 Market Street, Suite 318
San Francisco, CA 94102
Attn: Wei-min Wang

Anticipated Timeline	
RFP Issued	April 26, 2010
Non-Mandatory Bidder's Conference	May 7, 2010
Non-Mandatory Letters of Intent	May 12, 2010
Proposals Received	May 24, 2010
Funding Recommendation Announced	June 7, 2010
Contract and Scope of Work Development	June 7–11, 2010
Tentative Commission Approval	July 14, 2010
Anticipated Contract Start	September 1, 2010

I. Purpose of RFP

Background

First 5 San Francisco's vision is that all children will grow up in supportive, nurturing, and loving families and communities, and that they will be supported in their cognitive, physical and emotional development. Under Proposition H, passed by San Francisco voters in March 2004, First 5 San Francisco is charged with implementing the Preschool for All (PFA) program, which aims to make available free, part-day, high-quality preschool to every four-year-old child residing in San Francisco. Proposition H sets aside specific amounts of funding each year in the Public Education Enrichment Fund to support PFA, subject to certain reductions when the City's budget is in shortfall. The current allocation for PFA for 2009-10 is \$15 million. Funding is expected to sunset after 2014-15 unless extended by the voters.

In the fifth year of implementing PFA, First 5 San Francisco has built a system that serves more than 2,600 children at more than 50 agencies and 120 sites in 2009-10. Participating sites include the school district, other public agencies, Head Start, private and nonprofit centers, and family child care homes. First 5 San Francisco provides per-child reimbursements to individual preschool programs to improve access and quality. These amounts build on the existing early care and education infrastructure, supplementing other public subsidies (e.g., State Preschool, Head Start) with enhancement dollars that help fund increased professional development, developmentally appropriate materials, additional wages and/or staffing, etc. For private, unsubsidized programs, PFA funds also help to offset the costs of tuition for families a part of the day. First 5 San Francisco also funds a number of additional PFA program supports and enhancements, including classroom quality assessments, professional development and coaching, arts, science, and early literacy enrichment, services for children with special needs, health screening, and mental health consultation. First 5 San Francisco's PFA Logic Model, which is a visual representation of the PFA strategy and expected outcomes, is included in **Attachment A**.

For the last five years, in collaboration with the San Mateo County Office of Education, First 5 San Francisco co-funded the *Evaluation of Preschool for All Implementation in San Francisco and San Mateo Counties*. At different points during this period, the process evaluation surveyed parents, teachers, program directors, and stakeholders about PFA implementation and conducted direct classroom observations with a range of tools to assess different aspects of program quality. Information from the process evaluation has been invaluable in shaping PFA, informing the development new training and technical assistance initiatives, providing input into budget priorities, streamlining monitoring, and reducing paperwork burden.

PFA currently stands at the midpoint in of its ten-year funding authorization. Now that the program is more stable with respect to program features and budget, the timing is appropriate to begin looking into questions of program efficacy: What effect has PFA had on improving access and quality, and are children better off as a result? On February 10, 2009, First 5 San Francisco co-sponsored an outcome evaluation symposium with three other First 5 counties (Los Angeles, Santa Clara, and San Mateo) that gathered a panel of national experts in early childhood program evaluation to provide advice on research design, measures, cost, and other issues. An executive summary of the symposium proceedings is included in **Attachment B**.

Building on the process evaluation and the recommendations of the evaluation symposium, First 5 San Francisco has allocated \$70,000 in 2010-11 to plan and design an outcome evaluation. This plan will lay the groundwork for an outcome evaluation projected to launch in 2011-12.

Availability of Additional Background Information

To support prospective applicants for this RFP in developing their proposals and to avoid replicating previous research efforts, the following background literature will be made available on First 5 San Francisco's website (www.first5sf.org):

- Annual reports from the *Evaluation of Preschool for All Implementation in San Francisco and San Mateo Counties*
- *An Outcome Evaluation Symposium: Planning for Child Outcome Evaluation of Preschool for All/ Power of Preschool Programs in San Francisco, San Mateo, Santa Clara, and Los Angeles Counties: Background Materials*
- *An Outcome Evaluation Symposium: Planning for Child Outcome Evaluation of Preschool for All/ Power of Preschool Programs in San Francisco, San Mateo, Santa Clara, and Los Angeles Counties: Proceedings Of A Meeting*
- Selected reports from the *Universal Preschool Child Outcomes Study (UPCOS)* sponsored by First 5 Los Angeles

Planning Timeline

Because PFA is scheduled to sunset after June 30, 2015, the PFA outcome evaluation plan must conform to certain timelines dictated by the need to present information about program efficacy prior to the end of the program. Given the likely cost of conducting a rigorous outcome evaluation, the outcome evaluation plan must be completed in a timely manner to enable First 5 San Francisco to seek external funding, as needed, to proceed with implementation of the plan. The following is a tentative timeline:

September 2010	PFA outcome evaluation planning begins
February 2011	PFA outcome evaluation planning completed
March 2011	Begin fundraising for PFA outcome evaluation (earlier if possible)
April 2011	RFP issued to implement PFA outcome evaluation
July 2011	PFA outcome evaluation contract awarded
August 2011	Year 1 data collection commences
August 2012	Year 2 data collection commences
November 2013	Final report on PFA outcome evaluation
June 30, 2015	Last day of PFA authorization and funding under current law

Links to Strategic Plan Goal and Desired Outcomes

This funding will support achievement of Desired Outcomes associated with the Preschool for All program. These funds will support achievement of these outcomes by helping to design an evaluation of PFA to determine how effective the program has been in achieving its goals of expanding access to preschool, improving program quality, and preparing children for success in school. The First 5 San Francisco Strategic Plan contains a specific goal area and outcome related to this approach - Goal Two: Enhanced Child Development and Desired Outcome: Children enter kindergarten ready for school.

II. Available Funding and Terms of Grant

The allocated funding for this project is up to \$70,000 for the anticipated six-month project period of September 1, 2010 through February 28, 2011. Grant awards may be reduced or eliminated in response to reduced allocations to First 5 San Francisco from its funding sources.

III. Scope of Work

Description of Required Evaluation Activities

The Evaluation Contractor will be expected to perform the following activities in consultation with First 5 San Francisco staff:

A. Orientation to Program and Ramp-up:

- Conduct a comprehensive literature review and participate in discussions with First 5 San Francisco staff in order to develop a full understanding of the PFA program and the children and families it serves.
- Identify and prioritize target audiences for the outcome evaluation.
- Refine research questions.
- Develop and implement a process/protocol for soliciting feedback from a select group of key stakeholders regarding research questions.

B. Assessment and Data Source Research:

- Survey measures of children's development and make recommendations for child assessments that:
 - Capture changes in children's cognitive, social, emotional, and physical development
 - Are appropriate for the age range of children in PFA
 - Are appropriate for the cultural and linguistic diversity of children
 - Are valid and reliable and, to the extent possible, aligned with measures used in other local, state, and national early childhood research
- Develop a protocol for determining in which language a child should be assessed.
- Survey measures of program quality and make recommendations for classroom-level assessments.
- Survey and assess existing data sources, such as data from the *Evaluation of Preschool for All Implementation in San Francisco and San Mateo Counties*, Gateway to Quality, school district achievement data, and administrative databases, for applicability to and inclusion in the outcome evaluation.

C. Evaluation Plan Development:

- Develop a plan and design for an outcome evaluation of PFA that:
 - Answers, at a minimum, the following research questions:
 - What effect has PFA had on the quality of participating preschool programs?
 - What effect has PFA had on San Francisco families' access to quality preschool programs?
 - What effect has PFA had on the cognitive, social, emotional, and physical development of participating children?
 - What effect has PFA had on the readiness of children to succeed in elementary school and beyond?
 - Incorporates an option for a regression discontinuity design (RDD) to assess the impact of PFA on children's outcomes
 - Includes at least one other option for an alternative research design to assess the impact of PFA on children's outcomes

- Estimate the cost of implementing the options for outcome evaluation and include a sensitivity analysis that helps weigh cost considerations against design considerations
- Develop a timeline for the implementation of the evaluation and reporting, keeping in mind that PFA is scheduled to sunset on June 30, 2015 under current law
- Recommend key qualifications needed for an evaluation contractor to carry out the plan
- Identify possible external funding sources for the outcome evaluation
- Identify opportunities for combining evaluation efforts with other counties or similar entities

D. Deliverables

- A research brief on findings from stakeholder interviews about research questions
- A comprehensive outcome evaluation plan detailing all analyses, findings, protocols, and recommendations resulting from tasks described in sections A–C above (with draft and final versions to be submitted for First 5 San Francisco review and approval)
- Presentation(s) of the final plan, as needed, to the Commission and/or other stakeholders.

E. Communication and Collaboration

- The PFA Outcome Evaluation Planning and Design Contractor will be expected to maintain regular communication on all aspects of the project with the First 5 San Francisco Preschool for All Program Coordinator and to facilitate regular meetings and conference calls with First 5 San Francisco staff members throughout the project period.

IV. Performance Monitoring

First 5 San Francisco engages in performance monitoring of all funded contracts. The PFA Outcome Evaluation Planning and Design Contractor will be asked to develop and track a set of basic accountability measures that align with their established scope of work.

V. Preferred Qualifications

Eligible applicants include, but are not limited to, public, non-profit and for-profit management and consulting organizations, research and evaluation firms, institutions of higher education, policy analysis centers and other entities with demonstrated capacity to effectively plan and design rigorous evaluations of social programs. Agencies funded through this initiative should demonstrate the following qualifications:

- Demonstrated experience working with public agencies and managing processes to develop evaluation plans;
- Demonstrated experience designing and conducting outcome evaluations of early care and education (ECE) programs akin to PFA;
- Demonstrated knowledge of and experience implementing evaluation methodologies and measures appropriate for assessing program quality and child outcomes in ECE programs;
- Demonstrated knowledge of special considerations associated with evaluating programs in the context of culturally and linguistically diverse populations such as those in San Francisco;
- Demonstrated experience planning and conducting stakeholder and key informant interviews;

- Outstanding planning, research, evaluation, and analytical capabilities, including familiarity with results-based accountability, theories of change, and strong qualitative and quantitative data analysis skills;
- Demonstrated communication and negotiation skills, such as the ability to facilitate group processes, understand the various interests of multiple stakeholders, and convey information to various audiences; and
- Ability and organizational capacity to fulfill contract requirements on time.

VI. RFP Process and Requirements

Proposal Content and Instructions

To apply for funds, you must mail or hand-deliver one (1) original and six (6) copies of your proposal to First 5 San Francisco's office at 1390 Market Street, Ste. 318 San Francisco, CA by **May 24, 2010**. Any proposal that arrives later than the specified deadline, fails to meet the minimum eligibility requirements or fails to follow submission instructions **WILL NOT** be considered for funding.

Proposal Format

All proposals must:

- Be typed, with a minimum of one-inch margins on each page;
- Use no less than 12-point font;
- Be double spaced;
- Have the page number and program name listed at the bottom of each page; and
- Be within the stated page limits for each section.

Copying

Original proposals must be printed only on one side of the paper, while all six copies **must** be printed on **both** sides of the paper.

Review Process and Timeline

A proposal review panel(s), consisting of individuals appointed by First 5 San Francisco will review all completed applications that meet the minimum eligibility requirements. Members of the proposal review panel(s) will evaluate and score each proposal, and make a funding recommendation to First 5 San Francisco. First 5 San Francisco will then make the final selection and conduct contract negotiations.

All proposals will be scored on the following requirements:

- Agency Experience and Qualifications – 30 points
- Project Plan – 30 points
- Cultural Competence – 10 points
- Performance Monitoring – 5 points
- Project Management – 15 points
- Budget – 10 points

As part of its proposal evaluation process, First 5 San Francisco staff may elect to visit agency sites and meet with agency staff to discuss elements of the proposal. Staff may also contact others in the community regarding the applicant's past history and performance.

Non-Mandatory Bidder's Conference

Agencies intending to submit a proposal are encouraged to attend bidder' conference on **Friday, May 7, 2010 at 2 p.m.** at First 5 San Francisco's office at 1390 Market Street, Suite 318, San Francisco, California. The pre-proposal conference will be an opportunity for agencies to seek clarification on the contents of this RFP.

Non-Mandatory Letter of Intent

Organizations intending to submit a proposal are requested to submit a Letter of Intent, so that it is received by First 5 San Francisco by **Wednesday, May 12, 2010**. The Letter of Intent should be on agency letterhead and indicate the agency's intent to apply for Preschool for All Outcome Evaluation Planning and Design Contractor funds. The letters of intent are not binding and are used by First 5 San Francisco staff to anticipate the number of proposal reviewers needed.

The letters of intent are to be mailed or hand delivered to the following address:

*Wei-min Wang
First 5 San Francisco
1390 Market Street, Ste. 318
San Francisco, CA 94102*

VII. RFP Format

Components and Instructions for Each Page:

All proposals must include the following components in this order:

- **Cover Sheet - Form A:** Fill in all boxes. Not to exceed one (1) page.
- **Check List - Form B:** All applicants must check off each item listed and submit this form with its application. Not to exceed one (1) page.
- **Program Narrative - Form C:** Provide all requested information in a narrative format. See Form C for section page limits.
- **Project Management – Form D:** Complete the Project Management table using the instructions provided on Form D.
- **Budget - Form E:** Complete the Budget Summary and Budget Detail spreadsheets for the first 12 months of the project (February 2010 – January 2011) by using the instructions provided for Form E.
- **Attachments to ALL Copies:** The following listed attachments should accompany all copies of the proposal.
 - a. Agency Organization Chart

- b. Resumes of key staff and consultants and position descriptions of positions to be hired
 - c. References: include a minimum of three (3) references recently familiar with the quality and reliability of the proposer's work. Include the name, mailing address, contact person, email address and phone number for each reference.
- **Attachments to ORIGINAL Copy Only:** All requested attachments are related to the lead organization. You need only provide one copy of each requested attachment as part of the original application.
 - a. IRS determination letter of 501(c)(3) status, if applicable
 - b. Most recently filed Form 990 tax return with attachments (Schedule A), if applicable
 - c. Most recent financial statement (audited, if available)
 - d. Current agency global budget
 - e. List of current government grants. List funding agency, grant term and brief description of funded services.

Do not bind proposals with any type of cover, cover page, three ring binder or folder. A binder clip and/or staple(s) are acceptable.

Do not include anything that cannot be photocopied or is folded or oversized. Do not include videotape, audiotape or other multi-media.

VIII. Appeal Process

The decision of First 5 San Francisco is final and there is no appeal process. However, applicants can request to see copies of reviewers' comments. In order to make your request please stop by First 5 San Francisco offices at 1390 Market St., Suite 318.

IX. Minimum Eligibility Requirements

Failure to meet the following requirements will eliminate the applicant from consideration:

- Eligible applicants include, but are not limited to, public, non-profit and for-profit management and consulting organizations, research and evaluation firms, institutions of higher education, policy analysis centers and other entities with demonstrated capacity to effectively plan and design rigorous evaluations of social programs.
- Eligible applicants must maintain a place of business in the San Francisco Bay Area (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solano, or Sonoma Counties)
- Services must be provided to residents of the City and County of San Francisco.
- If awarded a grant, the applicant must be certified as a City-approved vendor and compliant with the City's insurance requirements within 45 days of award notice or First 5 San Francisco reserves the right to revoke the grant award.
- Applicant must follow all guidelines (formatting, page limitations, required attachments, etc.) detailed in the **Proposal Content and Instructions section of this RFP.**

X. Other Requirements

Below is a partial list of significant requirements that will be part of each funded contractor's contract.

1. Contractor must be a City-approved vendor.
2. Contractor must comply with the monitoring and evaluation requirements. These requirements will be detailed in the contracting process, but include, at minimum, quarterly program reporting via an on-line system and participation in evaluation activities.
3. Contractor must have current insurance coverage (workers compensation, general liability, fidelity bond and automobile, if applicable).
4. Contractor must comply with the criminal screening requirement set forth below.
5. Contractor must prepare monthly online invoices through the Contract Management System for reimbursement of actual expenses.
6. Contractor must be available two times per year for fiscal site visits.
7. Contractor must be available at least two times per year for program site visits.
8. Appropriate contractor staff members must attend all mandatory meetings.

Applicants that are not yet City-approved vendors should begin the certification process as soon as possible, in order to ensure that they are able to meet this requirement if awarded a grant. The City's Office of Contract Administration offers all of the necessary forms on its website, which can be found at www.sfgov.org/oca/purchasing/forms.html. Subcontractors are not required to be City-approved vendors; only the lead organization must be.

The City and County of San Francisco requires all agencies receiving grant funding to comply with a number of regulatory and legal requirements. Some of these requirements are described below.

Criminal Screening Requirement

The City and County of San Francisco requires that all contractors and subcontractors comply with California Penal Code section 11105.3 and request from the Department of Justice records of all convictions or any arrest pending adjudication involving the offenses specified in Welfare and Institution Code section 15660(a) for any person who applies for a paid or volunteer position with the organization, or any subcontractor, in which the individual would have supervisory or disciplinary authority over a minor under his or her care.

If the contractor, or any subcontractor, is providing services at a City park, playground, recreational center or beach (separately and collectively known as "Recreational Site"), the organization shall not hire, and shall prevent its subcontractors from hiring, any person for employment or a volunteer position if that person has been convicted of any offense that was listed in former Penal Code section 11105.3 (h)(1) or 11105.3(h)(3).

If the organization, or any of its subcontractor, hires an employee or volunteer to provide services to minors at any location other than a Recreational Site, and that employee or volunteer has been convicted of an offense specified in Penal Code section 11105.3(c), then the contractor or its subcontractor must comply with that section and provide written notice to the parents or guardians of any minor who will be supervised or disciplined by the employee or volunteer not less than ten (10) days prior to the day the employee or volunteer begins his or her duties or tasks. The contractor shall provide, or make its subcontractors provide, First 5 San Francisco with a copy of any such notice at the same time that it provides notice to any parent or guardian.

The contractor must expressly require all of its subcontractors with supervisory or disciplinary authority over a minor to comply with this requirement as a condition of its contract with the subcontractor.

Other requirements of agencies receiving grant funds include:

- The contractor must comply with the Domestic Partners or Equal Benefits Ordinance. For further information regarding compliance, respondents are encouraged to consult the Human Rights Commission at (415) 252-2500.
- The contractor must comply with the first source hiring program including developing agreements with the City to consider hiring economically disadvantaged individuals for entry-level positions.
- The contractor must comply with the Sunshine Ordinance. In accordance with San Francisco Administrative Code section 67.24(e), contracts, contractors' bids, responses to requests for proposals and all other records of communications between City and persons or firms seeking contracts, shall be open to inspection immediately after a contract has been awarded. Nothing in this provision requires the disclosure of a private person's or organizations net worth or other proprietary financial data submitted for qualification for a contract or other benefit until and unless that person or organization is awarded the contract or benefit. Information provided that is covered by this paragraph will be made available to the public upon request.
- The contractor must comply with a provision of the Sunshine Ordinance that affects non-profits with at least \$250,000 in City funding and at least one applicable contract. The ordinance requires the non-profit to hold at least 2 open board meetings, to allow public access to financial records, and to promote community representation on their Board of Directors or equivalent, and to describe in its RFP response all complaints regarding compliance with the Sunshine Ordinance in the last two years, and the resolutions of these complaints.
- The contractor must comply with the San Francisco Children and Families Commission Tobacco-Free Policy – Form G.

XI. Reservations of Rights by First 5 San Francisco

- Issuance of this RFP does not constitute a commitment by First 5 San Francisco to award a contract. First 5 San Francisco reserves the right to reject any or all proposals received in response to this RFP, or to cancel this RFP if it is in the best interest of the funding agencies to do so.
- Actual award of funding is dependent on a successful grant negotiation. During the grant negotiation, First 5 San Francisco may seek modifications to the proposed activities and budget. If a grant agreement cannot be completed within a reasonable time frame, determined by First 5 San Francisco, First 5 San Francisco may terminate negotiations and pursue an agreement with a different applicant.
- Applicants submitting a proposal agree that by submitting a proposal they authorize First 5 San Francisco to verify any or all information contained in the proposal.
- First 5 San Francisco's decision to award a grant to an organization that proposes to use subcontractors to perform the work funded by the grant does not waive First 5 San Francisco's right to approve or disapprove the subcontractors selected.
- First 5 San Francisco reserves the right, after grant award, to amend the resulting contract as needed throughout the term of the contract to best meet the needs of all parties.

- The applicant will comply with all requirements of the City and County of San Francisco and the Funding Agencies.

Allowable Grant Costs

First 5 San Francisco awards are cost reimbursement grants for expenditures described in pre-approved budgets. Except for advances of funds, agencies must incur expenses in pursuit of grant activities prior to reimbursement by First 5 San Francisco.

- Requested funding must be used to implement the types of activities described in the Scope of Work.
- This grant shall be used only to supplement, enhance, or augment existing levels of service or create new services. Funds may be used to continue First 5 San Francisco funded programming.

Unallowable Grant Costs

- Indirect and Administrative costs may not exceed an amount equal to 15% of the total grant/contract amount.
- No grant funds shall be used to supplant state or local general fund money for any purpose. In other words, this funding cannot replace other federal, state, or local funds currently used or already planned and committed for expansion activities, nor may grant funds be used to replace existing program revenues.
- Funds cannot be used for activities outside the Scope of Work.
- Funds cannot be used for capital expenditures.
- Accruals for staff vacation and sick time off are not payable by this grant/contract

FORM A –COVERSHEET

Preschool for All Outcome Evaluation Planning and Design Contractor

First 5 San Francisco

Complete the Proposal Cover Sheet

**This will serve as the front cover of your proposal.
An official authorized to bind the entity must sign it.**

Name of Agency/Organization	
Program Contact/Title	Telephone Number
Alternate Contact/Title	Telephone Number
Agency Address	FAX Number
Amount of Grant Application Request	\$
Name of Agency Director	
Signature of Agency Director	
Name of the President of the Board of Directors	
Signature of President of the Board of Directors	

***Application Deadline:
May 24, 2010
at
First 5 San Francisco
1390 Market Street, Ste. 318
San Francisco, CA 94102***

FORM B: CHECK LIST – Preschool for All Outcome Evaluation Planning and Design Contractor

Submit one (1) original and six (6) copies of the following:

FORMS

_____ Form A: Cover Sheet

_____ Form B: Check List

_____ Form C: Program Narrative

_____ Form D: Project Management

_____ Form E: Budget

ATTACHMENTS TO ALL COPIES OF PROPOSAL

_____ Agency Organization Chart

_____ Resumes of key staff and consultants and position descriptions of positions to be hired

_____ A minimum of three (3) references recently familiar with the quality and reliability of the proposer's work

ATTACHMENTS TO ORIGINAL

All requested attachments are related to the lead organization. You need only provide one copy of each requested attachment as part of the original application, not the ten (10) additional copies required for all other forms.

_____ IRS determination letter of 501(c)(3) status, if applicable

_____ Most recently filed Form 990 tax return with attachments (Schedule A), if applicable

_____ Most recent financial statement (audited, if available)

_____ Current Agency Budget

_____ Listing of any federal, state, or local government funded grants terminating in the last 6 months and a brief description of the activities funded.

Do not include any materials or attachments other than those listed above. Additional materials will be discarded, and they will not be provided to the proposal review panel.

FORM C: PROGRAM NARRATIVE

Please provide the following information in narrative format. Your response will be read and scored by outside reviewers, so please be clear and concise in your answers. In order to make your proposal easier to read and score, your narrative should follow the structure outlined on the following pages, and each section should include the titles listed below in bold. Be sure to stay within the page limits listed for each section.

A. Agency Experience and Qualifications (10 page limit)

In this section please describe the following:

A.1. Mission and Values

Directions: Describe the mission and core values/operating principles of your agency as well as key services provided.

A.2. Agency Experience and Expertise

Directions: Describe your agency's special expertise as it relates to the RFP. Include any experience working on similar evaluations, with county First 5 Commissions, and/or universal preschool initiatives. Please focus, in particular, on the preferred qualifications outlined in Section V of this RFP.

A.3. Governance Structure

Directions: Describe the leadership and governance structure of your agency and describe how this project will fit into your overall organization. Include an agency organizational chart.

A.4. Staffing

Directions: Identify the key staff responsible for management and implementation of the proposed project; include the relevant experience of key staff and their specific role in implementation of the requested scope of work.

B. Project Plan (10 page limit)

In this section, describe:

- How your agency will approach and carry out the scope of work outlined in Section III of this RFP;
- The process and methods by which your agency will work in collaboration with First 5 San Francisco staff to plan and design an outcome evaluation of PFA.
- The resources your agency will draw upon to inform the identification of appropriate child outcome and program quality measures and the development of language protocols;
- Your agency's approach to developing design options and cost estimates and how your agency will help First 5 San Francisco staff to weigh them against one another;
- How your agency will synthesize and present its work to First 5 San Francisco and other stakeholders; and
- Any obstacles and challenges that might be anticipated for a project of this nature and how your agency would seek to address them.

C. Cultural Competence (2 page limit)

Please describe in particular the qualifications of your agency as they pertain to conducting evaluation activities in culturally and linguistically diverse communities, especially those with large populations of

Spanish- and Chinese-speaking children and families. Please include descriptions of staff knowledge and expertise in planning and designing evaluations for implementation in diverse communities, including knowledge of appropriate outcome measures and assessments for these populations, and relevant multilingual capabilities of staff and consultants.

D. Performance Monitoring (2 page limit)

Please refer to Section III Scope of Work on pages 5-6 and propose a set of performance objectives/measures that can be used to monitor contract deliverables, work quality and overall performance. Please use the table below and include the objectives and corresponding annual targets.

Performance Measure	Quarter 1 Target (Sep.- Nov.)	Quarter 2 Target (Dec.- Feb.)	Total Project Period Target
<i>A) Orientation to Program and Ramp-up</i>			
<i>Example: Number of planning meetings attended by evaluation contractor staff</i>	3	1	4
<i>B) Assessment and Data Source Research</i>			
<i>C) Evaluation Plan Development</i>			
<i>D) Deliverables</i>			
<i>E) Communication and Collaboration</i>			

FORM D: PROJECT MANAGEMENT – Expand Table as Needed

Use the table below to describe the tasks that must be performed in order to manage the project effectively.

Project Period (September 2010 – February 2011)			
Task	By Whom	By When	Anticipated Challenges

FORM E: BUDGET – INSTRUCTION SHEET

Use Form E to create a line item budget for the project. Please include and attach a budget narrative to your Form E. In your narrative please give specific attention to any item in the budget whose purpose may not be obvious or immediately clear.

Please provide the amount being requested from the funding agencies in the amount requested column. If there is other funding being leveraged for a budget line, report that amount in the “Funding from other Sources – Cash” column. If there are other resources being leveraged for a budget line, report the value of those resources in the “Funding from other Sources – In-Kind” column. Provide a total of the resources committed to the project in the “Total” column.

This contract will be cost-reimbursable, meaning it is based on actual expenditures. Grantees are required to maintain documentation of all program expenses billed to the activities funded through this RFP, and you will be asked to produce receipts, cancelled checks and supporting documents during the fiscal site visit.

A. Personnel: List the position titles, percentage full-time equivalent (FTE, e.g., 100 for 1FTE, 50% for .5FTE) for the entire program personnel, and the hourly pay rate for all staff members. Listing the hourly pay rate is particularly important because all funded programs should be in compliance with San Francisco’s Minimum Compensation Ordinance. The text of the Minimum Compensation Ordinance can be found online at <http://www.sfgov.org/oca/lwlh.htm>.

B. Fringe Benefits/Taxes: While you are not required to show calculations for fringe benefits and taxes related to each employee on the budget form, you are required to show these calculations as part of the budget narrative.

C. Professionals/Consultants: This category should include payments made to individuals who provide special services in order to help you operate your program, but who are not employees, such as consultants, trainers or evaluators. Outside consultants that are paid to provide staff development services should also be included here. Please follow the instructions provided on Form E for this section and show all calculations.

D. Subcontractors: This refers to subcontractors who provide services to your target population to help enhance your program. Subcontractors are usually other nonprofit, community-based organizations. The total listed here should only reflect the subcontractor’s program expenses; the subcontractor’s administrative expenses should be listed on a separate line in the Administrative Expenses portion of the budget spreadsheet.

E. Program Materials and Supplies: List all materials and supplies used by your program. This includes paper and pencils, books, arts and crafts supplies and recreational equipment, for example. This category should also include reproduction costs for program materials. Please show all calculations.

F. Other Program Expenses: This category is for items that do not fit into any of the above categories. For example, costs for criminal screening and fingerprinting can be shown here. Other examples include youth stipends, field trips, special events, mileage, MUNI fast passes, bus rentals, graduation ceremonies and food for participants.

Please break out your program's other expenses, and do not include a line item titled "Other Program Expenses" with a lump sum amount.

G. Administrative and Indirect Costs: Total Administrative and Indirect Costs must not exceed 15% of the total grant budget. The 15% cap also applies to all subcontractors. A lower threshold of 1 – 10% will apply to contracts with pass-through items such as stipends, reimbursements and subcontracts, with the percentage depending on the dollar amount of the pass-through.

Grantees must provide line-item detail for Administrative Costs in their grant budgets.

Indirect Costs

Allowed prorated indirect costs include audit, insurance, bookkeepers, accounting services, payroll, the executive director's salary and other administrative support salaries. In addition, this category includes the prorated cost of administrative postage, rent, equipment lease, utilities, pagers, phone bills, cellular phone bills, janitorial services, insurance, Internet lines, etc.

Administrative Costs

List the position titles, percentage full-time equivalent (FTE, e.g., 100 for 1FTE, 50% for .5FTE) for administrative personnel charged to this grant, and the hourly pay rate for all staff members. Listing the hourly pay rate is particularly important because all funded programs should be in compliance with San Francisco's Minimum Compensation Ordinance. The text of the Minimum Compensation Ordinance can be found online at <http://www.sfgov.org/oca/lwllh.htm>.

Form E - Budget

Budget Request Form: Planning and Ramp Up

From Date:

To Date:

A. Program Expenses						
Personnel	Salary Range	FTE (%)	Amount Requested	Funding from other Sources- <i>Cash</i>	Funding from other Sources <i>In-Kind</i>	Total
a.						
b.						
c.						
d.						
e.						
f.						
B. Benefits @ _____ %						
Subtotal Personnel						

Operating Expenses	Amount Requested	Funding from Other Sources- <i>Cash</i>	Funding from Other Sources <i>In-Kind</i>	Total
C. Professionals/Consultants				
D. Subcontracts				
E. Program Materials (list)				
F. Other Program Expenses (list)				
Subtotal Operating Expenses				
G. Administrative or Indirect Costs(list-15% limit)				
Budget Total				

Please identify any in-kind support such as volunteers (identify roles of these volunteers), donated space, equipment etc. that are available to support this project. The value of these items should be listed in the "Funding from Other Sources" column of the budget request form. If any of these funds are not secured yet, but are anticipated, please put an "NS" next to the amount.

Budget Request Form

Full Year Operating Budget

A. Program Expenses						
Personnel	Salary Range	FTE (%)	Amount Requested	Funding from other Sources- Cash	Funding from other Sources In-Kind	Total
a.						
b.						
c.						
d.						
e.						
f.						
B. Benefits @ _____%						
Subtotal Personnel						

Operating Expenses	Amount Requested	Funding from Other Sources-Cash	Funding from Other Sources In-Kind	Total
C. Professional Services				
D. Subcontracts				
E. Program Materials (list)				
F. Other Program Expenses (list)				
Subtotal Operating Expenses				
G. Administrative or Indirect Costs(list-15% limit)				
Budget Total				

Please identify any in-kind support such as volunteers (identify roles of these volunteers), donated space, equipment etc. that are available to support this project. The value of these items should be listed in the “Funding from Other Sources” column of the budget request form. If any of these funds are not secured yet, but are anticipated, please put an “NS” next to the amount.

Form F

**SAN FRANCISCO CHILDREN AND FAMILIES COMMISSION
TOBACCO – FREE POLICY**

Section 1. Definitions.

As used in this Policy the term:

“City” shall mean the City and County of San Francisco.

“Commission” shall mean the San Francisco Children and Families Commission.

“Contract” shall mean an agreement for grants to be provided, or for goods or services to be purchased out of the San Francisco Children and Families Trust Fund under the control of the Commission and does not include property grants, agreements entered into pursuant to settlement of legal proceedings, or contracts for a cumulative amount of \$5,000 or less per vendor in each fiscal year.

“Contractor” means any person or persons, firm, partnership, corporation, or combination thereof, who enters into a contract all or part of the funding of which comes from the San Francisco Children and Families Trust Fund.

“Director” shall mean the Executive Director of the San Francisco Children and Families Commission.

“Subcontract” shall mean an agreement to provide goods and/or services, including construction, labor, materials or equipment, to a contractor, if such goods or services are procured or used in the fulfillment of the contractor's obligations arising from a contract subject to this Policy.

“Subcontractor” means any person or persons, firm, partnership, corporation or any combination thereof, who enters into a subcontract with a contractor. Such term shall include any person or entity who enters into an agreement with any subcontractor for the performance of 10 percent or more of any subcontract.

Section 3. Tobacco-Free Policy

(a) Policy

Every contract awarded by the Commission shall incorporate by reference and require contractor to comply with the provisions of this section. In addition, all contractors must include or incorporate by reference in all subcontracts and require subcontractors to comply with the requirements of this Policy; failure to do so shall constitute a material breach of contract.

In the performance of a contract, the contractor or subcontractor shall agree as follows:

(1) Smoke-Free Workplaces

The Contractor shall prohibit smoking in its offices, automobiles or at Contractor-sponsored events located in the City and County of San Francisco.

(2) Tobacco Hazards Education and Smoking Cessation Referrals

The Contractor shall make available to clients, employees and community members educational materials, provided by the Commission, on the health hazards of tobacco.

The Contractor shall make available to clients, employees and community members, at the Contractor's offices and service delivery and event sites, information provided by the Commission, regarding smoking cessation services.

(3) Divestment

The Contractor shall divest from any investment in companies that, at the time the Contractor responds to a solicitation of bids from the Commission, derive more than 15 percent of their revenues from tobacco products.

(4) Disclosure of Tobacco Industry Funding

The Contractor shall report annually to the Commission the receipt of any moneys from a person, persons, firm, partnership, corporation, or combination thereof that derives more than 15 percent of its revenue from the production or sales of tobacco products. The report shall include the name of the entity, the amount received, the percentage of the agency's total budget the amount represents, the purpose of the contribution, and any efforts made to obtain alternative funding.

(b) Penalties

(1) Whenever the Director determines that a person or entity under contract with the Commission has violated any provision of the Tobacco-Free Policy described in section, the Director shall have the authority to impose such sanctions or take such other actions as are designed to ensure compliance with the provisions of this Policy which shall include, but are not limited to:

(A) Suspension or termination of a contract;

(B) Ordering the withholding of funds due the contractor under any contract with the Commission;

(C) Disqualification of a bidder or contractor from eligibility for providing commodities or services to the Commission for a period not to exceed five years, with a right to review and reconsideration by the Commission after two years upon a showing of corrective action indicating violations are not likely to reoccur.

(2) All contracts shall provide that in the event any contractor fails to comply in good faith with any of the provisions of this Article the contractor shall be liable for liquidated damages in an amount up to five percent of the contractor's net profit under the contract, or ten percent of the total amount of the contract dollars whichever is greater. All contracts shall also contain a provision whereby the contractor acknowledges and agrees that the liquidated damages assessed shall be payable to the Commission upon demand and may be set off against any monies due to the contractor from any contract with the Commission.

Section Four. Waivers and Exceptions

(a) Sole source.

The Director may waive the requirements of this Policy whenever the Director finds that the needed goods or services are available only from a sole source and the prospective contractor is not otherwise currently disqualified from doing business with the City, or from doing business with any governmental agency based on any contract compliance requirements.

(b) No qualified bidders who comply and service/project is essential to City/residents.

After taking all reasonable measures to find an entity that complies with the Policy, the Director may waive any or all of the requirements of this Policy for any contract or bid package advertised and made available to the public, or any competitive or sealed bids received by the Commission as of the date of the enactment of this Policy where the Director determines that there are no qualified responsive bidders or prospective contractors who could be certified by the Commission as being in compliance with the requirements of this Policy and that the contract is for goods, a service or a project that is essential to the City or City residents.

(c) Bulk purchasing arrangements through federal, state, regional or City entities.

The Director may waive the requirements of this Policy where the Director determines that transactions entered into pursuant to bulk purchasing arrangements through federal, State, regional or City entities that actually reduce the Commission's purchasing costs would be in the best interest of the Commission.

(d) Contract serves public benefit.

The Director may waive the requirements of this Policy where the Director determines that the benefit of the contract to the public and the Commission's ability to carry out its charge pursuant to state and local law outweigh the harm in the contractor's noncompliance with the Policy.

(e) Contractor is a public entity.

This Policy shall not apply where the prospective contractor is a public entity or City Commission and the Director finds that the proposed contract is necessary to serve a substantial public interest.

(f) Requirements violate public agency grant and good faith attempt has been made to change conditions of grant.

This Policy shall not apply where the Director finds that the requirements of this Policy would violate or be inconsistent with the terms or conditions of a grant, subvention or agreement with a public agency or the instructions of an authorized representative of any such agency with respect to any such grant, subvention or agreement, provided that the Director has made a good faith attempt to change the terms or conditions of any such grant, subvention or agreement to authorize application of this Policy.

(g) Retirement and Pension Plans

This Policy shall not apply to a contractor or subcontractor's investment of funds where the funds are held in trust for the benefit of employees or third parties.

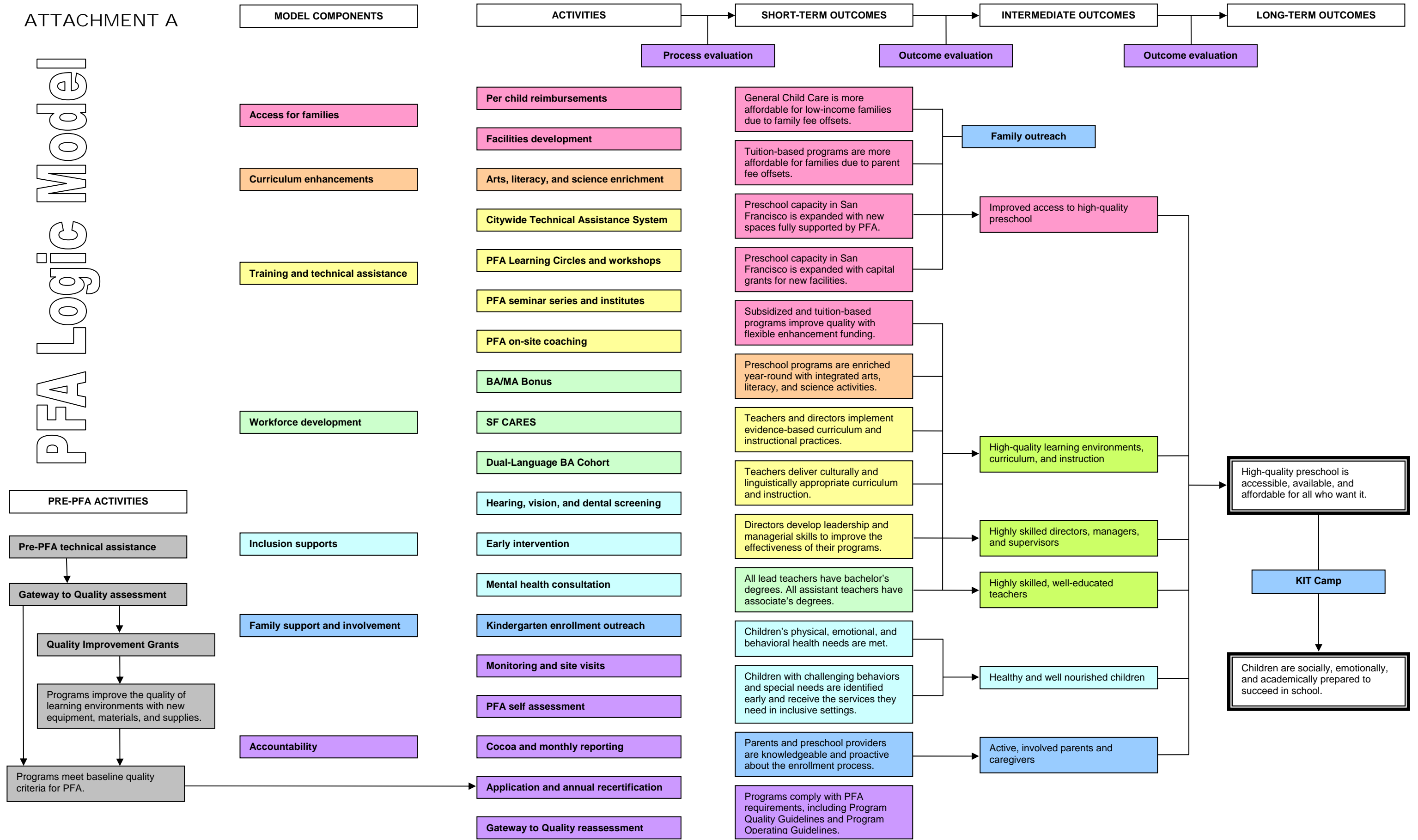
(h) Federal or State law

This Policy shall be construed and applied so as not to conflict with applicable federal or State laws, rules or regulations.

Section 5. Effective Date

This policy shall apply to all contracts entered into on or after July 1, 2001.

PFA Logic Model



**AN OUTCOME EVALUATION SYMPOSIUM:
PLANNING FOR CHILD OUTCOME EVALUATION
OF PRESCHOOL FOR ALL/ POWER OF PRESCHOOL
PROGRAMS
IN
SAN FRANCISCO, SAN MATEO,
SANTA CLARA, AND LOS ANGELES COUNTIES**

**Proceedings of a Meeting
February 10, 2009
South San Francisco, California**

Executive Summary

Introduction

In recent years, states and communities have supported the creation or expansion of preschool programs to help prepare children for school and life. Many of those expansions have been sparked by compelling research from a few model programs, which has demonstrated that high quality early childhood programs result in long-term benefits for children. But, as preschool programs expand, their public and private funders seek evidence that the new programs produce the benefits promised by the model programs.

San Francisco, San Mateo, Santa Clara, and Los Angeles are among several California counties that have launched ambitious efforts to expand preschool services in many or all neighborhoods in their counties. The efforts in all four counties were supported in whole or in part with funding from First 5 California and their First 5 county commissions. Most of these efforts are now 3 to 5 years old, and, as the programs have matured, funders, service providers, and program administrators are increasingly interested in gauging the effects of the programs on children.

First 5 San Francisco, First 5 San Mateo, First 5 Santa Clara, First 5 Los Angeles, and the E3 Institute co-sponsored a meeting, held February 10, 2009, to explore how to structure evaluation(s) of these preschool efforts. The meeting had two broad purposes: (1) to discuss the research questions, designs, methods, and measures that could be used in an outcome evaluation of preschool initiatives; and (2) to explore possibilities for common evaluation strategies across two or more counties in the future. The meeting was designed to provide advice to interested parties that balances concerns about methodological rigor with the practicalities inherent in evaluating evolving community-wide programs.

This document summarizes the highlights of the day-long discussion, which was guided by a companion set of materials that had been provided to the six expert panelists and approximately 75 participants prior to the meeting. Panelists included:

- W. Steven Barnett, Ph.D., Board of Governors Professor and Director of the National Institute for Early Education Research (NIEER) at Rutgers University;
- Donna M. Bryant, Ph.D., Senior Scientist at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill;
- Linda M. Espinosa, Ph.D., retired Professor of Early Childhood Education at the University of Missouri, Columbia;
- Lynn A. Karoly, Ph.D., Senior Economist, RAND Corporation;
- John M. Love, Ph.D., Senior Fellow Mathematica Policy Research, Inc.;
- Ross A. Thompson, Ph.D., Professor of Psychology, University of California, Davis.

The meeting was facilitated by Deanna Gomby, and organized by Deanna Gomby and Diana Harlick. The Powerpoint slides employed during the meeting and the background materials are available on the web, as is an edited video of the meeting. The following summarizes the discussion at the meeting, organized by topic (research questions; research design and sample; measures; evaluation costs; combining evaluations; and next steps).

Research Questions

Panelists suggested that research questions for future preschool evaluations explore four primary areas:

- Child outcomes
- Program quality
- Early childhood workforce
- Parent outcomes

The precise mix of research questions selected should depend on the emphasis of each county's investments and goals. But, panelists urged, the best and most persuasive evaluation approaches will be those that are designed to link changes in quality, workforce, and/or parent outcomes with benefits for children. Further, they suggested that, before any evaluation is launched, counties consider the eventual audience for the evaluation because that will help guide selection of research questions, design, and measures.

Research Designs and Sample

Panelists offered comments and suggestions on potential research designs, using as a starting point for their remarks the paper prepared for the meeting by John Love *Designing Useful Evaluations: Options for Conducting Preschool for All Evaluations to Learn About Program Effects on Children's Development* (included as part of the background materials).

The panelists agreed that *randomized trials* were the preferred evaluation strategy because of the clarity of causal conclusions that can be drawn, but feedback from audience members suggested that this approach would not be a feasible option for their counties, at least not to address overall effects of the preschool programs on children. Panelists and participants thought that it might be possible to conduct smaller randomized

trials that vary discrete components of the programs. For example, counties might employ a randomized trial to test the effectiveness of a specific professional development intervention (e.g., to test a specific training or coaching approach).

The next best option, panelists agreed, was a *regression-discontinuity design* (RDD) (see p. 52 of the John Love paper for an explanation of this approach.). A pre-requisite of the regression-discontinuity design is that an age cut-off for children's enrollment is used by the preschool programs and that programs operate on a school year; it does not matter what the cut-off date is as long as there is one, nor do all programs have to operate on the same school year. A regression-discontinuity design has already been used in Los Angeles as part of a multi-county study of state preschool, conducted by NIEER (results are forthcoming; preschools from San Diego, Fresno, and Sacramento also participated), so panelists agreed that such an approach would definitely be possible.

Because RDDs only measure a one-year effect, panelists recommended that the RDD be coupled with a *longitudinal* study. In such a study, another sample of children who have not participated in preschool would be selected, and both they and the children who were part of the initial regression discontinuity study would be followed over time (e.g., evaluators could monitor children's performance on school achievement tests, placement in special education, grade retention, school attendance, or other outcomes as they progress through school). A RDD would require a sample size of a minimum of 1000 children, and probably more to handle potential subgroup analyses (e.g., to be able to look at differences in results based on children's experiences with programs prior to preschool, or based on attendance in part-day versus full-day programs). The analyses would be complex, but panelists felt the combined RDD + longitudinal study design was both feasible and a recommended approach for most of the counties. Still, they reiterated that the more subgroups, the less statistical power – and, as a result, the greater the required sample sizes.

For San Mateo County, where funding for preschool slots is slated to end while funding for quality improvement and professional development services will continue, panelists recommended two possible approaches:

- A study that compares entering kindergartners who have been in preschool with those who have not, using a school readiness measure such as the Kindergarten Observation Form, developed by Applied Survey Research, as the outcome measure. Alternatively, or in addition, the two groups could be followed over time to see how the children fare in school. This approach would be open to criticisms concerning selection bias, because it is quite likely that the two groups would differ in some way that could not be adequately captured or controlled for in the analyses.
- Examine the school readiness trend line from multiple years of KOF results. If the trend line showed improvement while PFA was in place, then declines when PFA was removed, then it might be possible to infer that benefits were a result of PFA. However, if it is expected that PFA will have a lasting impact on program quality or if there are other significant changes in the community during that time, then this approach may have some weaknesses.

Both these approaches rely upon the selection of a school readiness measure that has good psychometric properties (reliability and validity; more comments on measures appear below).

Measures

Panelists endorsed the criteria for selection of measures that were included in John Love's background paper (see p. 64 of background materials). The following additional points were made by panelists and audience members concerning measure selection:

- Ensure that measures allow comparison to national data for benchmarking purposes.
- External assessors should be trained to reliability with each measure used. In addition, the reliability of the assessors should be checked periodically throughout data collection to assure continued high inter-rater reliability.
- Try to use tools that have been validated on all linguistic populations served.
- Develop a protocol to determine in which language a child should be assessed. This was a strategy used in the Los Angeles UPCOS study, a pilot study of tools being considered for the First 5 LA evaluation of its funded preschool services.
- Consider "conceptual" scoring for some domains of school readiness, where children can get a score for an answer even if they did not answer the question in the language in which they were being assessed (also a strategy used in the UPCOS study).
- Choose measures that have comparability across linguistically diverse groups. Direct translations of measures are insufficient; semantic and cultural translations are also needed to make a tool appropriate for a non-English speaking sub-group.

Several specific measures were discussed during the meeting. Generally, panelists urged that counties review the UPCOS memo included in the background materials for descriptions of specific tools that might be included in an evaluation (see p. 87 of the background materials). Results of the UPCOS study are forthcoming and will be posted on the First 5 LA website, and those findings are likely to be among the most helpful in determining measures that are appropriate for California's diverse population. In addition, panelists made the following comments about specific measures:

- *Measures of classroom quality and instruction:* Panelists recommended one or more of the following tools, noting that each captured important and unique information:
 - Early Childhood Environment Rating Scale-Revised
 - Early Childhood Environment Rating Scale-Extension (ECERS-E)
 - Classroom Assessment Scoring System (CLASS)
 - LISn: a Mathematica-developed tool designed to capture verbal interactions between children and teachers.
 - ELLCO: a measure of the extent to which a classroom promotes the development of early literacy skills. Additional items might have to be added to this measure to allow it to capture aspects of program quality important for English Language Learners

- Measures for science and mathematics instruction, and for support to English-Language Learners that are being or have been developed by NIEER.
- *Measures of the early childhood workforce*
 - Panelists recommended that counties consider standardizing the way in which information about teacher education and training is collected, using as a starting point the approaches and wording recommended by researcher Martha Zaslow of Child Trends.
- *Measures of child outcome*
 - Social-emotional development: Measures such as the Child Behavior Checklist and the SSRS were recommended, along with measures designed to capture children’s executive functions and self-regulation (e.g., pencil tapping, walk a line slowly). These measures are summarized in the background materials. In addition, since so many counties appear to be employing mental health consultation services, there might be specific measures designed to assess the effects of this set of services on both program quality and child outcomes.
 - Panelists disagreed about the usefulness of the PPVT and TVIP: some panelists felt that these scales worked well with California’s diverse population while others did not. As a substitute, some panelists recommended the *Expressive One Word Picture Vocabulary Test*.
 - The UPCOS memo summarizes most other recommended child outcome measures.

Panelists cautioned against the use of measures for program evaluation if they were not initially designed for that use. The DRDP-R was cited as an example, since it was initially designed to help teachers tailor instruction for individual students and to gauge the progress of individual students over the course of a year. However, it was suggested that the DRDP-R might be a useful measure if sufficient and adequate training of teachers were provided. Still, several panelists cautioned against the use of any teacher ratings to assess children’s progress or classroom quality, as such measures are subject to biases that can both under- and over-estimate the actual effects of interventions.

Panelists also cautioned against using too many measures. While it may be tempting to select multiple measures to assess many different aspects of children’s development, panelists noted that the best research corrects for the effects of multiple comparisons, meaning that too many measures may actually make it harder to demonstrate statistically significant findings.

Finally, panelists disagreed about the wisdom of employing subscales rather than an entire measure (e.g., for ratings of classroom quality or teacher-child interaction), with some suggesting it could be a way to cut costs while others felt that cutting short the time of observation might result in different results because some behaviors that children or teachers produce might be missed. And, again, panelists reiterated the importance of

using measures that have good evidence of reliability and validity – whether using the full instrument or just a subscale.

Cost of Evaluation

Generally, panelists agreed that the cost of an evaluation varies based on factors such as the use of a control or comparison group, sample size, the number and types of measures, the duration of the study and follow-up, and an area’s cost of living and the geographic distance that will have to be covered to complete assessments. They noted that good evaluations can be designed for a variety of budgets, with some statewide studies costing less than \$300,000, while others can cost much more than that. Panelists suggested per child ranges of about \$500 per child, \$500 per day to conduct an ECERS/environmental rating scale for program quality (these costs include some of the core costs of the infrastructure of the evaluation), and up to about \$1000/child (including core costs of the evaluation). For some of the designs endorsed by panelists, a sample size of 1,000 might be required, which would suggest a study cost of about \$1,000,000. Combining efforts across counties would probably result in economies of scale that might lower costs. Of course, depending upon the rigor desired, studies could certainly be done less expensively.

Combining Evaluations

Panelists strongly recommended that evaluations be combined across the counties participating in the meeting and that partnerships with some of the other Power of Preschool demonstration sites also be explored. Doing so would result in

- Greater statistical power to conduct more sophisticated and fine-grained analyses of data, including analyses of subgroups.
- Greater economies of scale that will save money across counties (e.g., the same principal investigator for the study, the same assessors/data collectors, the same data analysts).
- Decreased burden for any one county in terms of money, time, and data burden on preschool programs, children and families.
- The potential for a more compelling final report, because the result will be a multi-county picture of the impact of preschool, rather than a report of the effects of preschool in a single county.

Panelists noted that “working together” could mean different things, with different approaches requiring different levels of coordination and effort:

- Counties could agree to use the same measures and to pool their data, beginning such a study as if the counties were a single unit. There would be substantial benefits from adopting such a unified approach, but it would require some very good coordination and planning and a sophisticated methodologist to design the study.
- Counties could undertake independent studies and then summarize the information using meta-analytic techniques, once the studies are complete. The meta-analysis would be strongest if the counties used the same measures, but, even if they used different measures, the results could be combined so long as counties assessed the same constructs.

- Counties could combine results in a written analysis that tries to distill lessons learned, without actually combining any data.

Next Steps

Participants suggested that they would first like to meet within their individual counties to debrief the meeting, and then discuss potential follow-up. Options for specific cross-county activities included the following:

- Develop a process to share information about the evaluations each county is undertaking and how each county is addressing questions such as definitions of program quality.
- Analyze and summarize existing information each county has already collected individually to create a combined package that summarizes what has been accomplished.
- Work to incorporate preschool into other large studies that may be ongoing in the counties (such as the National Children's Study). Connecting with a study such as the National Children's Study could provide a mechanism for collection of very in-depth longitudinal data, and would greatly leverage the investment in evaluation of an individual county.
- Collaborate across counties on specific evaluation topics such as child outcomes, quality improvement, and/or workforce development.
 - Some participants were interested in selecting a core set of questions and measures, or in working together to create or test new measures, especially measures suitable for capturing change related to English Language Learners.
 - Another topic mentioned by multiple participants was changes in the workforce. Participants suggested evaluation and research efforts to explore connections between teacher preparation and professional development, salary, teacher retention, and teacher instructional practices, program quality, and child outcomes.

It was noted that First 5 LA will be sponsoring a national symposium in Fall 2009 about assessment of classroom quality and issues related to English Language Learners (contact Katie Fallin of First 5 LA for additional information).

The meeting closed with thanks to the panelists, participants, funders, and organizers.