Attachment C

Implementation Plan (modified April 6, 2016)

1. **Describe the implementation process for the preschool program evaluation.**

   Implementation Process and Tasks

   Task 1. Logic Model and Evaluation Design Refinement

   The logic model is useful only if the hypothesized relationships represent a consensus understanding of how the VPI+ program is expected to work. We propose to use the preliminary logic model as a starting point, anticipating refinements based on discussions with VDOE, the VPI+ implementation team, the evaluation advisory board, and other key stakeholders. These discussions will focus on identifying the group's overall theory and assumptions underlying the program, as well as assumptions about relationships between components of the program. This process will elucidate the elements of the logic model for which consensus exists, elements for which there is not consensus (such as variations across the divisions and additional distinctions that need to be made between new and improved classrooms), and missing elements that might need to be developed or articulated. Using the input received, evaluation staff will develop the next iteration of the logic model. The revised logic model will then be sent to the VPI+ implementation team for any additional feedback to ensure that the logic of the program has been accurately captured. The evaluation team will hold a conference call with the VPI+ implementation team to resolve any remaining issues and develop the final logic model that will guide both the formative and summative components of the evaluation.

   Additionally, SRI in collaboration with the VPI+ Implementation team will further revise the logic model such that it clarifies how inputs and outputs are expected to be associated with outcomes ("pattern matching"). SRI will also collaborate on defining the list of "active ingredients" in VPI+ classrooms (e.g., evidence-based PD, evidence-based curriculum, and targeted family outreach to hard-to-reach families) to better articulate implementation fidelity at the end of the evaluation.

   The revised evaluation design includes the following components:

   - SRI will use the first year to pilot test the sensitivity and usefulness of evaluation fidelity and outcome measures.

   - SRI will begin examining the impact of the VPI+ program on child outcomes in Year 2 to ensure full implementation of the VPI+ model.

   - Instead of conducting a Quasi-Experimental Matched-Comparison Group Design (QED) in which SRI compares VPI+ children to VPI business as usual children, SRI will conduct a regression discontinuity design (RDD)/analysis beginning in Year 2.

     o The RDD study will examine the impacts of VPI+ on children on school readiness who have participated in the high-quality preschool program (intervention) compared to children who have not participated (yet) in the high-quality preschool program (comparison).

     o RDD will conduct these additional analyses.

o   Results will not be available until December 2017.

- SRI will identify a sample of No formal PreK children for both the VPI+ Cohort 2 children and the VPI+ Cohort 3 children. These children will serve as the comparison groups and will be identified when the children are in kindergarten (Fall of 2017 for Cohort 2 and Fall of 2018 for Cohort 3). SRI will track long-term outcomes (e.g., attendance, special education placement) in these groups as well as the intervention group (VPI+ cohort 2 and VPI+ cohort 3) during the contract period.

Task 2a. Develop Formative Data Collection Tools

During months 2-4 of the project (September and October 2015), SRI will develop the coaching logs, teacher surveys, division coordinator interview and survey protocols, and any additional formative data collection tools needed. Data collection protocols will be shared with the VPI+ implementation team for review more than 15 days prior to implementing data collection to allow time to receive approval and feedback. Data collection tools will be submitted with the Institutional Review Board (IRB) materials before use. To further inform the evaluation design, we will reach out to a sample of staff from participating school divisions to discuss the feasibility of planned data collection approaches and anticipate possible challenges.

Task 2b. Conduct Formative Data Collection

a. **CASTL coaching logs.** The evaluation team will work with CASTL staff members to develop a log of the PD and assistance sessions they offer to administrators, coaches, and teachers that captures dates, hours, and participant information. The evaluation team will collect copies of the logs from CASTL on a quarterly basis.

b. **Local coaching logs.** The evaluation team will ask school division coaches to fill out an online coaching log throughout the school year. The log will capture content and intensity (hours) of coaching for individual VPI+ teachers and administrators. The evaluation team will examine completeness of the logs from division coaches on a quarterly basis and analyze them twice a year.

c. **Observations of CASTL PD.** The evaluation team will also observe up to four CASTL PD sessions with coaches and administrators per year. We will request a list of planned PD sessions from CASTL to obtain a varied sample of PD formats and content. The evaluation team may also listen to one or more coach monthly call if fewer than four in-person PD sessions occur.

d. **Teacher surveys.** The evaluation team will conduct an online survey with VPI+ teachers annually each spring (March-April) to learn about their backgrounds, experiences, and qualifications; participation in PD and coaching; perceived usefulness of PD and coaching; their classroom practices, including use of curricula, formative assessments to inform instruction, and selected family and community engagement activities; buy-in for new curriculum and formative assessment; and access to and use of comprehensive services by their students.

e. **Division administrator phone interviews and surveys.** To gather basic program information, the evaluation team will conduct semistructured interviews supplemented with brief surveys twice a year with the division administrators responsible for coordinating their VPI+ and VPI classrooms. The interviews will be used for more open-ended questions and the short surveys for more categorical and quantitative types of

information, including data about program costs. The first round of interviews/surveys will gather information about the division's local experience implementing preschool programs; the leader's background, experiences, and qualifications; local choice of a curriculum and a formative assessment; and the characteristics of VPI+ programs (e.g., full-day, size, staffing, staff qualifications). Subsequent phone interviews/surveys will focus on accomplishments; the role and influence of CASTL's needs assessment; the types and usefulness of PD the administrators receive from CASTL; local program improvement activities; the structure and focus of teacher coaching; barriers and facilitators to the VPI+ work (e.g., availability of teachers and coaches who meet qualifications, availability of classroom space, buy-in to new formative assessment and curriculum, budget changes, and evaluation feedback); and updated staffing and budget information.

f. **Extant data analysis.** If possible, the evaluation will request access to CLASS and ECERS data collected on VPI+ classrooms in years 1 and 3 so that we can conduct exploratory analyses on how patterns of PD and coaching (type, intensity, and participation) are related to changes in CLASS/ECERS scores over time. We will also triangulate CLASS/ECERS scores with teacher reports of classroom practices to provide recommendations for future PD and coaching efforts. The evaluation will also request data on VPI+ program characteristics already captured in administrative databases by divisions or VDOE. The evaluation also will examine student enrollment/mobility data and teacher retention data to determine whether enrollment targets are being met and whether high student mobility or teacher turnover rates may be barriers to implementation. Finally, the evaluation would be interested in analyzing student attendance data, if available, given that research has shown that lower attendance in preschool programs is related to poorer outcomes.

Task 3a. Conduct PreK and K Summative Data Collection

a. **Hire and train data collectors.** Because we will be using validated tests that require purchasing and use of copyrighted training manuals and testing materials, we will need to purchase the needed child direct assessment materials. The SRC team will be responsible for hiring and training the child assessment team to conduct the child assessments in preschool classrooms in years 1 through 4 and kindergarten classrooms in years 2 through 4. SRC will also identify one or two data collection supervisors for each region who will be responsible for scheduling, conducting fidelity checks, and managing the on-site process for gathering consent. Potential assessors will attend a 2-day training at the beginning of each assessment cycle. Assessors must achieve 80% reliability to be considered ready to go into the field. In addition, SRC data collection supervisors will observe new assessors their first few child assessments. Supervisors will perform ongoing reliability checks by double-scoring 10% of the assessments and conducting random fidelity checks throughout the data collection window.

b. **Obtaining informed consent and identifying participating children.** Before the start of each school year, we will need to obtain lists of children attending VPI+ classrooms, their demographics, and their student testing ID, by class/teacher and program name/ID, from school divisions. We will work with schools and districts to include study information, FERPA requirements, and informed consent forms, as necessary, in enrollment packets for children enrolling in VPI+. The same process will be followed for

a sample of No formal PreK children in kindergarten. For children for in our No formal PreK comparison group, members of our team may attend student/family orientations, especially in schools serving hard-to-reach populations, in order to engage with families and obtain informed consent. We will work with data collection supervisors and assessors to obtain consent forms, as needed, from designated school liaisons. When necessary, we will ensure that assessors go to the school to distribute consent forms to the teachers/students in the classroom or to parents picking their students up at the beginning or end of the school day. We may also work with school districts, as needed, to include study information and consent forms in enrollment packets for VPI+ and/or kindergarten.

c. **Conduct direct child assessments.** To support tracking of completed assessments, we will develop a tracking database for assessments that also indicates child's program/school, teacher/class, consent status, testing ID, language of assessment, and status of completion on each of the summative assessments. We will work with each division coordinator on how to schedule the assessments (e.g., whether to develop a master schedule with the division coordinator or whether to contact each school/program with a classroom participating in the study. We will schedule approximately 45 minutes per student to allow extra time for transitions. The trained data collectors will administer three direct child assessments (WJIII Applied Problems, gross and fine motor items, and HTKS).[1] We will conduct assessments beginning approximately week 3 of the children's preschool program through approximately week 10 in the fall. Each spring, starting in early April, the evaluation team will conduct post-test measures of the same direct summative assessments using an approach similar to that in the fall for scheduling, training, and quality assurance. Exhibit C1 shows the number of assessments to be completed based on numbers provided by VDOE in early March 2016 that match the numbers in the divisions' statement of work for all years. It also shows the assessments for the comparison groups.

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[1] SRI collected DCCS task for fall and spring assessments during the first year (2015-16) but will discontinue this assessment to be able to incorporate a direct assessment of preschool children's fine and gross motor skills.

Exhibit C1. Number of Child Assessments

SRI Assessments	Year 1	Year 2	Year 3	Year 4	Totals
Fall	1,175	1,885	1,957	1,957	6,974
Spring	1,175	1,885	1,957	1,957	6,974
Add Henrico in Spring YR 1 (Title I =23 and Head Start = 161, Improved = 389)	573				573
Fall - Kindergarten		1,748	1,856	1,928	5,532
No PreK comparison group K assessment			1,000	1,000	2,000
Total Assessments Each Year	2,923	5,518	6,770	6,842	22,053

*Numbers of assessments for VPI+ students were based on email communication from Mark Allan on March 17, 2016.

The number of assessments in years 2 to 4 (fall and spring) already includes the additional children in Henrico (i.e., VPI+ = 180, Head Start = 161, Title I = 23, VPI Improved = 400).

d. **Collect teacher rating forms.** Each fall and spring, SRI will collect preschool teachers' ratings of children's social-emotional development on the Teacher-Child Rating Scale (T-CRS) and children's health and motor development using standard items through an online secure survey application. SRI has already used this measure for another preschool program evaluation, so the tool is already in a ready-to-use format. For each cohort of children, SRI will also collect kindergarten teachers' ratings of children's social-emotional development in the fall on the T-CRS and children's health using the same online secure survey application. Kindergarten teachers will also be instructed to follow the state guidelines for completing a motor screening and will be asked to enter the child's status into the online survey for each child in the fall.

e. **Data entry.** As completed assessment forms are submitted to SRI/SRC, they will immediately be logged in and reviewed for quality assurance. Data collection supervisors working with the assessors will be notified immediately if any data issues are discovered.

Task 4. Conduct Cost-Effectiveness Analysis

The following tasks will be conducted as part of the cost-effectiveness analysis:

a. **Literature review.** A comprehensive literature review will be conducted in year 1, with brief follow-up searches in successive years to capture new research.

b. **Development of cost survey.** A program cost survey will be developed to capture direct and indirect costs, and repeated in years 2 to 4. The request for cost data will be coordinated with the formative data collection activities to reduce burden.

c. **Collection of cost data.** Two types of costs will be identified for the program: direct program costs and indirect costs for administration, infrastructure, and other necessary system investments. Program costs will be identified by using administrative data collected from each of the school division coordinators for each of the preschool program groups, including data from each of the participating school divisions, as well as from VDOE, and a cost survey that captures information not included in the administrative data. These data will include total expenditures, as well as any data available on expenditures at the school, classroom, or child level. Indirect costs will be drawn from state and district administrative expenditures, as well as from data for related programs, such as the TQRIS program. Per-child costs will be disaggregated on the basis of program type, district, and other program characteristics, such as teacher salary, staff-child ratios, and professional development expenditures. We will examine cost and outcome data separately for private and public providers. In Year 1, SRI will only collect cost data that already exists in the reimbursement requests sent by divisions to VDOE in the first year. SRI/SRC will review these data in the summer of 2016 and then produce a cost survey to be used in years 2 to 4. This will allow SRI/SRC to reduce the burden of data collection for divisions in the first year as well as develop a cost survey that will work for all divisions, including those that have private classrooms.

d. **Collection of benefits data.** Data will be collected to monetize benefits in year 1 and collected again in successive years, using the same data collection template. Data will be collected from state- and county-level administrative sources and other data sources, including census and Bureau of Labor Statistics data.

e. **Cost-effectiveness analyses.** Analyses will be conducted to determine cost inputs, benefits, and return on investment ratios for various subgroups of children and program types.

f. **Reporting.** Annual cost-effectiveness reports will be submitted on August 31 in years 1 to 3 and in the comprehensive final report in June of year 4.

Task 5a. Data Products and Reporting: Rapid Summative Assessment Results

The evaluation will produce several data products and reports as described below.

Individualized assessment reports. Each year, the evaluation team will provide divisions, VDOE, and the VPI+ implementation team with individualized summative assessment results to inform instruction and professional development supports (December and June). The first reporting period is expected to take 8 weeks after closure of the summative assessment window. Subsequent reporting periods are expected to be faster (e.g., take closer to 4 weeks) because of templates and procedures having been developed. To produce these reports rapidly, the evaluation team will carry out the following steps:

- Develop a template for providing individual student assessment results.
- Develop a template for providing classroom-level results, with individual student assessment results.
- Develop a template for providing division-level results.
- Develop secure links and passwords for school division coordinators and the VPI+ implementation team on SRI's web-based file exchange program (Accellion).
- Hold a meeting and/or webinars to introduce summative result reports and the system for retrieving reports specific to one's class, school, or division.

Summative results data set. The evaluation team will prepare a data set 12 weeks (estimated for March 30th for fall assessments and August 31 for spring assessments) after the first data collection window containing individual records of the summative data results. Again, the time needed to prepare a data set will be less for subsequent data sets (e.g., 6 weeks) because of programming and templates already having been developed.

Task 5b. Data Products and Reporting: Biannual Formative Feedback Reports

The evaluation team will prepare separate formative feedback reports for the VPI+ implementation team and each of the 11 school divisions that will be delivered by March 31 and June 30 of in Year 1. In years 2 to 4, the due dates will be February 1 and June 30.

Task 5c. Data Products and Reporting: Quarterly Progress Reports

SRI will submit quarterly progress reports to the VPI+ implementation team on evaluation activities by October 31, January 31, April 30, and July 31 of each grant year in years 1-3 and in year 4 on October 31, January 31, April 30, and June 30. The reports will include the following information: (a) financial update, (b) technical update, (c) problem identification and mitigation plan, and (d) other information. The evaluation leadership will hold a follow-up call with the contracting officer to answer questions within a week of the report submission, if desired.

Task 5d. Data Products and Reporting: Annual Results Reports

Interim results from the summative evaluation of VPI+ will be summarized in an annual report to be submitted to the VPI+ implementation team by August 31 in grant years 1-3.

Task 5e. Data Products and Reporting: Annual Cost-Effectiveness Reports

A cost-effectiveness report will be submitted August 31 of each of grant years 1-3. The report will include a detailed description of data analysis.

Task 5f. Data Products and Reporting: Final Comprehensive Evaluation Reports

We propose to prepare 12 final comprehensive reports—1 state-level report and 11 division-level reports—by June 30, 2019.

Task 6. Recruit and Convene Evaluation Advisory Board

The evaluation advisory board (EAB) will play a vital role in providing advice and guidance to SRI during the project, bringing a rich, diverse set of perspectives that will enable us to design and implement an evaluation that best meets VDOE's needs. The Potential EAB members will be identified in consultation with the VPI+ implementation team, and members are likely to include national and Virginia-based experts, as described in Attachment A. The SRI team will discuss the list of potential EAB members at the kick-off meeting (Task 7).

The EAB will convene three times during the first year and annually in years 2-4. Before each EAG meeting, the SRI team will provide an agenda and background materials at least 5 days before each meeting. The SRI team will prepare a written summary detailing suggestions and recommendations of the EAG and proposed actions moving forward within 15 business days after each meeting. We envision that the first three meetings will focus on the three evaluation studies, such as:

- Year 1-Meeting 1 (October): Review of the summative study purpose, refinement of the summative evaluation questions and initial refinement of the logic model, and review and refinement of the summative study methods and measures.

- Year 1-Meeting 2 (February): Review of the summative assessment results and implications for use of them in the impact study.

- Year 1-Meeting 3 (May): Review of the formative evaluation findings, cost-effectiveness study purpose, refinement of the cost-effectiveness evaluation questions, review of cost-effectiveness study methods, and review of cost data elements being used to calculate costs and quantify and monetize outcomes.

- Year 2-Meeting 4 (September): Review findings from the first year's formative, summative, and cost-effectiveness findings and discuss implications for the program and evaluation.

- Year 3-Meeting 5 (September): Review findings from the second year's formative, summative, and cost-effectiveness findings and discuss implications for the program and evaluation.

- Year 4- Meeting 6 (September): Review findings from the third year's formative, summative, and cost-effectiveness findings and discuss implications for the program and evaluation.

Task 7. Advisory Services to VDOE and VPI+ Implementation Team

Kick-off meeting. Within the first few weeks of the contract, the evaluation leadership team will hold a kick-off meeting with VDOE and/or VPI+ implementation team members who will oversee the evaluation contract. We would hope to schedule this meeting as early as possible in the project (e.g., late July 2015) at VDOE offices to clarify the objectives and timeline and, if necessary, modify the proposed work plan to ensure a high-quality and responsive evaluation design, and to ask for some initial feedback on the proposed evaluation logic model and design. We also will discuss potential members for the EAB and the communication protocols that will be used with EAB members and all the VPI+ divisions and programs. For example, we will consider the best ways to build relationships with contacts at the sites, perhaps by convening them at a meeting that many of them may already plan to attend (e.g., a VPI+ training).

Participate in ongoing VPI+ implementation team and management meetings. We will engage the VPI+ implementation team in reviewing the draft evaluation plan with research questions, data collection methods, recommended tools and data elements, analysis approaches, and reporting plans. At these meetings, we also will work with the VPI+ implementation team to develop materials for communicating with the school divisions and VPI+ program sites about the evaluation, such as summaries that provide an overview of evaluation objectives, benefits, data collection activities, responsibilities, and timelines. SRI project coordinators will continue to participate in all VPI+ implementation team meetings, and the co-PIs will attend meetings and sometimes bring other evaluation staff, depending on the topics of the meetings.

Develop draft evaluation plan. Within the first 3 weeks of the contract, we will prepare a draft evaluation plan document and presentation in which we will clearly lay out the purpose of the evaluation, the formative, summative, and cost-effectiveness research questions, the research methods (data collection and analysis), the data products (e.g., data sets) and reports, and a project timeline for all these activities. We also will include an appendix with the data collection requirements for VDOE, divisions, CASTL, and schools/programs.

Provide consultation to VDOE on federal reports and VLDS. The co-PIs and SRC's evaluation director will provide consultation to VDOE on new ways of using and reporting data and bring in other SRI and SRC experts as needed. Consultation topics will include:

- Ways to develop and report on performance measures and how to build the needed information into evaluation data collection activities and subgrantee progress reporting.
  - SRI will provide counts of children by programs and demographics in our winter formative evaluation report for VDOE.
- Ways to strengthen the Virginia Longitudinal Data System (VLDS) content, data quality, and use, including how to integrate essential preschool program and child outcome data into VLDS.
- Ways to develop and use progress monitoring systems.
- Suggestions about the development of public-facing reports and reports and data sets that are for authorized use only.

Task 8. Data Collection and Analysis

Data collection for the formative, summative, and cost-effectiveness evaluations is described in the tasks above. The evaluation team will engage in data analysis on the following timeline each year except where otherwise specified:

- Conduct analysis of summative assessments by types of preschool programs, student characteristics, and variations in services and supports (within 8 weeks of the completion of summative data collection).

- Conduct analyses on other school outcome variables (e.g., participation in special education, additional support services, grade retention) (December-January).

- Conduct analysis of extant and administrative data (e.g., student enrollment, student mobility, student attendance, teacher turnover) (December-January).

- Conduct analysis of coaching logs (January and June).

- Conduct analysis of teacher surveys (May).

- Code and analyze division coordinator interview data, including holding cross-division interviewer debriefing meetings (December and May).

- Conduct analysis of cost-effectiveness data and perform sensitivity analyses (July-August in years 1-3, May-June in year 4).

Task 9. Data Security and Sharing

Establish data sharing agreements. In August 2015, we will work with VDOE on finalizing our data sharing agreement and data requests for the evaluation. We also will reach out to all 11 school divisions to establish data sharing agreements that include our data requests for the evaluation and to determine whether they will need a human subjects research application to allow our evaluation team to collect data from students, teachers, and administrators. In addition to agreements with VDOE and the school divisions, SRI developed a data sharing agreement with VECF and coordinated with UVA to develop procedures for divisions to share PALS PreK and K data with SRI.

Share data exports with VDOE. We will request data exports from the school divisions twice a year just before our fall and spring child direct assessment data collection. We will submit a data export to VDOE within 12 weeks (estimated for March 30th for fall assessments and August 31 for spring assessments) of each summative assessment data collection window containing student-demographic and summative assessment results that include the state testing ID for each child.

Obtain IRB approval. We will obtain Institutional Review Board (IRB) approval through SRI's IRB by submitting an application to conduct human subjects research. In parallel, the team will develop procedures and processes for obtaining consent, collecting and storing data, and sharing data between the evaluation team and VDOE.

Task 10. Compliance with Code of Virginia § 22.1-296.1.

We will conduct annual criminal background checks each August or at the start of employment for all persons who will have direct contact with children to certify that they have not been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child.

Task 11. Disaggregated Results for Different Groups within the Program

The evaluation will examine whether costs and impacts on child outcomes vary by implementation (types, intensity, and participation), by program characteristics (e.g., public versus private), by location, and by student demographic characteristics (e.g., gender, race/ethnicity, ELL status, special education status, age, and any parent/family demographic information). When possible, findings will be presented by certain program characteristics (e.g., public and private programs) and certain student demographics (e.g., gender, race/ethnicity, ELL status, and special education status). Before committing to reporting results by subgroups, we will need to review the prevalence of specific groups of children to ensure that there are large enough numbers for meaningful results. Also, we will want to maintain confidentiality by not reporting out cell sizes less than 10, and the evaluation team will follow any additional guidance provided by VDOE, the VPI+ implementation team, and federal standards to ensure that participants' privacy is protected.

Task 12. Implementation Plan

We will refine this implementation plan in consultation with the VPI+ implementation team at the kick-off meeting.

2. Provide a rubric that demonstrates how the data being collected are mapped to the evaluation components as provided in Section IV, Statement of Needs.

In Exhibit C2, the various types of data being collected are mapped to the evaluation components identified within the formative, summative, and cost-effectiveness evaluations in Section IV, Statement of Needs.

Exhibit C2. Map of Data Collection to Evaluation Components

Evaluation Components Listed in Section IV, Statement of Needs	Data Being Collected and Data Sources
2. **Formative feedback on ways to strengthen the VPI+ support system and local implementation of a high quality preschool program that shall include the following:**	
o The types and intensity of support that teachers receive from VPI+ coaches	✓ Coaching logs from local coaches
o The influence of teacher and administrator professional development activities, including variability in participation, activity types, and dosage	✓ Coaching logs from CASTL ✓ Coaching logs from local coaches ✓ Division coordinator phone and interview surveys ✓ Teacher survey ✓ Analysis of TQRIS data

Evaluation Components Listed in Section IV, Statement of Needs	Data Being Collected and Data Sources
o The local selection of curriculum and formative assessment (VDOE-selected or other).	✓ Division coordinator phone and interview surveys ✓ Teacher survey
o Local experience implementing preschool programs;	✓ Division coordinator phone and interview surveys ✓ Other administrative data (enrollment, slots, attendance, teacher turnover)
o Teacher and leader background, experience, and other qualifications;	✓ Administrative data ✓ Teacher surveys
o The role and influence of the needs assessment process on local program improvement activities (needs assessment will include data from QRIS ratings in years 1 and 3 for new VPI+ classrooms)	✓ Observations of CASTL-led PD
3. Summative evaluation of the impact of VPI+ on children's school readiness	
o The contractor must use the results of PALS in preschool (PALS preK) and in kindergarten (PALS K)	✓ Analysis of PreK and K PALS
o The contractor must administer additional summative assessments, as defined in Section III, (Definitions) #4, related to the Domains of School Readiness to all children in new VPI+ preschool classrooms (fall and spring) and to these same children in fall of their kindergarten year. Summative assessments must be administered to kindergarten students who participated in new VPI+ classrooms and then entered kindergarten in any of the school divisions implementing VPI+	PreK and K assessments: ✓ WJIII – Applied Problems subtest ✓ DCCS (Year 1 only) ✓ HTKS ✓ T-CRS ✓ Motor assessment (spring 2016 and years 2 to 4)
o The contractor must use summative assessments that have norm referenced data available at the state or national level to permit the VPI+ team to determine the extent to which children in the program are	PreK and K assessments: ✓ WJIII – Applied Problems subtest ✓ DCCS (Year 1 only)

Evaluation Components Listed in Section IV, Statement of Needs	Data Being Collected and Data Sources
meeting or exceeding normative averages	✓ HTKS ✓ T-CRS ✓ Motor assessment (direct assessment for preschool and teacher collected for kindergarten)
o The contractor must determine the extent to which different types of providers (e.g., public or private) influence student outcomes and program costs	✓ Administrative data on program characteristics including type, costs, and services offered
o The contractor must use an approach that meets the most rigorous standards established for education research and evaluation and minimizes threats to internal validity	✓ RDD for preschool impact study and QED using propensity score matching for identifying a No PreK comparison group ✓ Validated measures ✓ Independent, trained assessors ✓ Repeated measures with baseline (fall PreK, spring PreK, and fall K)
4. A cost-effectiveness analysis of VPI+ which must include the components defined in Section III o Setting the framework for the analysis; o Deciding whose costs and benefits should be recognized; o Identifying and categorizing costs and benefits; o Projecting costs and benefits over the life of the program, if applicable; o Monetizing (placing a dollar value on) costs; o Quantifying benefits in units of effectiveness; o Discounting costs and benefits to obtain present values;	✓ Cost data from cost surveys (Years 2 to 4) and budgets (Years 1-4), including salaries, professional development costs, administrative data, and non-personnel costs ✓ Summative data to determine short-term child outcomes, including school readiness and cognitive assessment data ✓ Data to monetize benefits, including district- and state-level expenditures, census, and Bureau of Labor Statistics data

Evaluation Components Listed in Section IV, Statement of Needs	Data Being Collected and Data Sources
o Computing a cost-effectiveness ratio; o Performing sensitivity analysis; and o Making recommendations where appropriate.	
11. Disaggregated results for different groups within the program. o The contractor shall consider the extent to which it is practicable to provide valid results by school division (reference Section VIII), locale codes as defined by the National Center for Education Statistics (NCES), student or community race/ethnicity, English learner status, disability status, or other relevant factors that may be important for strengthening and sustaining the VPI+ program.	✓ Student race/ethnicity, English learner status, disability status, military-family connectedness, age, gender, and program characteristics (urban/rural, public/private) ✓ Teacher characteristics ✓ Program characteristics (types, costs, and services)

3. Workplan and Deliverables Schedule

Exhibit C3. Revised Implementation Plan (as of September or October 2015) and Scope of Work

Requirements	Milestones	Dates
1. Logic model	Kick-off meeting with VPI+ implementation team to get feedback	First 3 weeks Held: 8/31/15
	Refine logic model based on VPI+ and feedback	10 weeks into contract Due: 10/27/15
2. Conduct formative data collection	Develop formative data collection tools	First 8 weeks Due: 10/13/15
	Collect CASTL coaching logs	Ongoing: Submit logs every Nov., Feb., May, Aug.
	Collect local coaching logs	Ongoing: Review logs every Dec. and June
	Observations of CASTL PD	Up to 4 times a year
	Teacher surveys	March-April each year
	Division VPI+ coordinator interviews/surveys	October and April each year
	Obtain CLASS/ECERS scores	January in years 1 and 3
	Obtain data from divisions on students, teachers, and classroom/school characteristics (e.g., attendance, student enrollment, student mobility, and teacher turnover, etc.)	Regular intervals December, March, and May July each year
3. Conduct summative data collection	Obtain list of children in VPI+ and VPI classrooms and related program and child characteristic data	September or early October in Year 1 August in Years 2-4
	Obtain consent forms, if necessary	August each year TBD Received IRB approval to waive consent Fairfax – required obtaining parent consent for the evaluation.
	Conduct propensity score matching to identify matched comparison group of kindergarten children in years 2 and 3	Sept 7 in years 3 and 4
	Build a tracking database for assessments	October 2015
	Train new assessors	October in Year 1 August in years 2, 3, and 4 March/April in years 1 to 4
	Conduct preschool direct child assessments	Fall: (Year 1: November to Dec 17th) Years 2-4: Oct. 10 to Nov 30 Spring: Apr. 1–May 20
	Collect T-CRS ratings from preschool teachers on participating children	Fall: Oct. 10 to Nov 30 (Year 1: November to Dec 21st) Spring: Apr. 1–May 20
	Conduct K direct child assessments	Fall: Oct 10–Nov 30 in years 2 and 3
	Collect T-CRS ratings from kindergarten teachers on participating children	Fall: Oct 10–Nov 30 in years 2 and 3
	Collect PALS data from divisions/VDOE	November and May each year
	Collect physical and motor assessment data from divisions/VDOE in kindergarten (or will consider adding items to teacher checklist). Decided to add a brief assessment of children's motor skills to preschool direct assessment battery and collect the kindergarten screener information kindergarten teachers are asked to complete.	November and May each year
4. Cost-effectiveness analysis	Conduct literature review	Submit June 30, 2016
	Develop program cost survey(s)	Summer 2016
	Gather cost data from various partners/budgets	Mar.-Apr. in years 1-3 February in year 4
	Quantify cost and outcome data	June in years 1-3 March in year 4

Requirements	Milestones	Dates
	Analyze cost-effectiveness data and perform sensitivity analyses	July in years 1-3 April in year 4
5. Data products and reporting		
Rapid summative assessment results reports and data sets	Develop summative report templates	November 2015
	Generate summative assessment result reports (for each division and the state = 12)	January 2016 and June 2016 in Year 1 February and June in Years 2-4
	*Post reports on secure website and establish individualized links and passwords to reports	**January 2016 and June 2016 in Year 1** **February and June in Years 2-4**
	Hold a meeting to introduce reports to division staff	January 2016 Held: February 4, 2016
	Prepare a summative results data set for VDOE	January 2016 and June 2016 in Year 1 December and June in Years 2-4 Due: March 30 for fall (year 1) Due: August 31 for spring (year 1)
Biannual formative feedback reports	***Prepare separate formative feedback reports for the VPI+ implementation team and each of the 11 school divisions**	**June 30 each year in Year 1** **February 1st and June 30 in years 2 to 4** **Due: February 26th in year 1**
Quarterly Progress Reports	***Submit quarterly progress reports to the VPI+ implementation team**	**Years 1-3: October 31, January 31, April 30, and July 31** **Year 4: October 31, January 31, April 30, and June 30**
Annual results reports	***Submit interim annual reports to the VPI+ Implementation team**	**August 31 in years 1-3**
Annual cost-effectiveness reports	***Submit annual cost effectiveness reports to the VPI+ implementation team**	**August 31 in years 1-3**
Final comprehensive evaluation reports	***Prepare separate comprehensive final reports for the VPI+ implementation team and each of the 11 school divisions**	**June 30, 2019**
6. Evaluation advisory board	Identify EAB members with VPI+ implementation team	First 3 weeks Due: 9/8/15 SRI sent recommendations to VDOE on 9/2/15; finalized on 9/8/15
	Recruit EAB members	First 6 weeks Due: 9/29/15
	Convene EAB meetings	Year 1: Oct. 2015, Jan or Feb 2016, and May 2016 Year 2: Sept. 2016 Year 3: Sept. 2017 Year 4: Sept. 2018 Held: Oct 23, 2015; Feb 11, 2016 Scheduled for May 16, 2016
	Summarize meeting notes and recommendations	Within 3 weeks of EAB meeting Submitted to VPI+ coordinator and VPI+ senior data analyst: Dec 4, 2015 and March 3, 2016
7. Advisory services to VDOE and VPI+ implementation team	Kick-off meeting	First 3 weeks Held meetings: 8/26/15 8/31/15 9/2/15 9/3/15 1/7/16
	Attend all VPI+ implementation team meetings	Ongoing
	Develop draft evaluation plan for a rigorous comprehensive program evaluation	First month Due: 9/18/15

Requirements	Milestones	Dates
	Share draft evaluation plan with VPI+ implementation team	First 6 weeks Due: TBD
	*Finalize evaluation plan *and share with VDOE*	**10 weeks into contract Due: May 31, 2016**
	Share evaluation plan with school divisions	10 weeks into contract Due: 3 weeks after VDOE approves plan
	Provide consultation on federal reports, other public and non-public reports, and VLDS	Ongoing
8. Data collection and analysis (collection described above)	Analyze summative assessments by types of preschool programs, student characteristics, and variations in services and supports	February and June in years 1-3 May in year 4
	Analyze other school outcome variables (e.g., participation in special education, additional support services, grade retention)	June – July (for August 31 report)
	Analyze extant and administrative data (e.g., student enrollment, student mobility, attendance, teacher turnover)	June – July for August 31 report
	Analyze coaching log data	December and June
	Analyze teacher survey data	May
	Analyze division coordinator interview data, including holding cross-division interviewer debriefing meetings	November and May
9. Data security and sharing	Obtain student testing IDs to attach to all summative data with lists of students in VPI+ classrooms and students in participating K classrooms	September to October and March each year
	Agree to terms and conditions of a completed VDOE-provided Restricted-Use Data Agreement and finalize agreement with needed data elements	September to October 2015
	Obtain Institutional Review Board approval	10 weeks into contract Due: 10/27/15 Completed.
10. Compliance with Code of Virginia § 22.1-296.1.	Conduct criminal background checks for convictions and provide certification that all persons who will have direct contact with children have not been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child	Annual checks each August (Sept to Oct in year 1)
11. Disaggregated results for different groups within the program	Ensure that data in cells with fewer than 10 respondents are not shown in public reports to protect the identity of individuals	Ongoing
	Consult with VPI+ on the ways data can be disaggregated and still have enough respondents to be reliable and meaningful	Ongoing
12. Implementation plan	Refine this implementation plan in consultation with the VPI+ implementation team at the kick-off meeting	First 3 weeks Due: 9/11/15 Modified March 2016