

School Readiness Action Plan - Statement of Alignment

(Current contracts)

Agency/Program:

Agency Contact:

Date:

Complete for each Service provided. Programs that address multiple Goals/Strategies complete a form for each different Strategy. Programs with multiple components may require various unique Service Descriptions and Alignment Rationales. Complete separate forms as needed.

| Item | Narrative |
|---|-----------|
| SRAP Section & Goal | |
| SRAP Strategy | |
| Service Description | |
| Alignment Rationale | |
| Evidence Term ** | |
| Evidence Description & Rationale | |

** Refer to attached: *A Model for Decision-Making Based on Evidence*

Process (Current contractors)

1. Complete form(s) describing Alignment
2. Submit to Contract Manager
3. Initial review for questions/clarifications
4. Conference (optional): Agency, Funder, SRAP Leadership Team representatives
5. Evaluation by Funder and School Readiness Leadership Team representatives
 - Final determination at discretion of the Funder
6. Close process and File
7. Review again at least tri-annually or at contract renewal (whichever is earlier)

School Readiness Action Plan - Statement of Alignment

(Solicitations)

Agency/Program:

Agency Contact:

Date:

Complete for each Service provided. Programs that address multiple Goals/Strategies complete a form for each different Strategy. Programs with multiple components may require various unique Service Descriptions and Alignment Rationales. Complete separate forms as needed.

| Item | Narrative |
|---|-----------|
| SRAP Section & Goal | |
| SRAP Strategy | |
| Service Description | |
| Alignment Rationale | |
| Evidence Term ** | |
| Evidence Description & Rationale | |

** Refer to attached: *A Model for Decision-Making Based on Evidence*

Process (Solicitations)

1. Complete form(s) describing Alignment
2. Submit with Proposal/Application
3. Initial review for questions/clarifications*
4. Evaluation by Funder and School Readiness Leadership Team representatives*
5. Alignment determination
 - Criteria and scoring (if any) TBD by solicitation
 - Final determination at discretion of the Funder
6. Pre-Contract Conference (optional) based on final negotiated work statement/contract:
 - Agency, Funder, SRAP Leadership Team representatives
7. Close process and File
8. Review again at least tri-annually or at contract renewal (whichever is earlier)

* If permissible by Solicitation

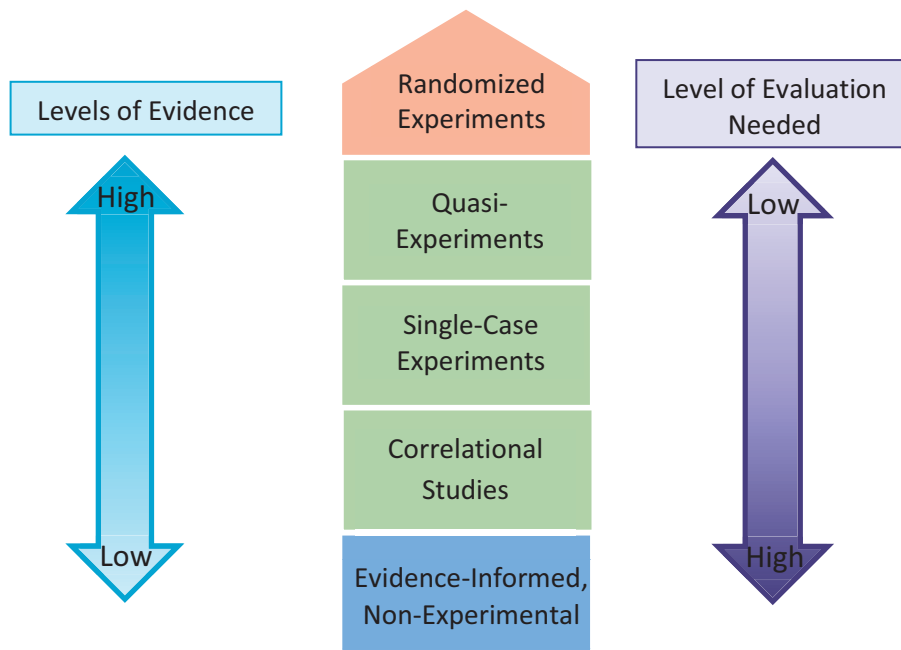
A Model for Decision-Making Based on Evidence

- Evidence-based is a process, not an intervention, to guide decisions

| EVIDENCE TERM | DESCRIPTION | PROS | CONS | LEVEL OF EVALUATION NEEDED* |
|-----------------------|--|---|---|-----------------------------|
| Evidence-Based | A randomized control group that may or may not be replicated | Strong indication that the program caused the change | Cannot always be applicable or comparable to desired population | Low |
| Research-Based | Compares outcomes for a group that had access to a practice with those who did not but are similar on observable characteristics | More flexible than evidence-based | May have causal influences but can't be confident results are not due to other contributing factors | Medium |
| Promising | Practices that are consistent with theory and knowledge about early childhood practices but there is little evidence-based research to determine whether they work | In a domain that lacks a lot of evidence-based research, these allow responses to community needs, and include innovative ideas in doing so | Little to no evidence of the efficacy of the practice | High |
| Mixed Results | Practices which have been shown not to work in some cases but have been shown to work in another case | Opportunity not to exclude something that could work in a particular situation | There is evidence that it doesn't work | Extremely High |
| Ineffective | Practices which have been proven not to work | Can exclude these practices from receiving resources | | Not advised for funding |

*If a known model is being used with the intended population and maintaining fidelity to the model, then the level of evaluation needed is lower. The more a practice moves away from that, the higher the level of evaluation is needed.

METHODS OF EVALUATION



Graphic adapted from "Research Hierarchies," by Allen Rubin (2008) and "Becoming Evidence-Based: What Does it Take" by Child Trends (2010)