The Lewin Group has teamed with Dr. Richard Fiene, the director of the Research Institute for Key Indicators LLC (RIKI) to provide a highly qualified team to support the Arizona Early Childhood Development & Health Board / First Things First in this effort. The Lewin Team's experience, passion, understanding of the child care environment, and expertise in the measures to assess child-care quality provide a foundation to exceed expectations. **Exhibit 1** highlights the team's demonstrated qualifications.

Exhibit 1: The Lewin Team's Experience Assures Success for the Arizona Early Childhood Development & Health Board / First Things First

Organization	Description
LEWINGROUP®	**The Lewin Group** (Lewin) is a prestigious health and human services consulting firm that has successfully supported ACF and other Federal agencies. Our work includes developing a national program quality monitoring system for the Office of Head Start, implementing and evaluating Head Start policies and programs, and developing performance measurement systems. Lewin has strong data analytic capacity and significant success in managing complex contracts. Lewin is certified to the ISO 9001:2008 standard for quality management systems.
RIKI LLC	The **Research Institute for Key Indicators** LLC (RIKI), directed by Dr. Richard Fiene, focuses on improving the quality of early care and education programs nationally and internationally through an empirically based Key Indicator methodology (the Early Childhood Program Quality Improvement and Indicator Model (ECPQI2M)).

The Lewin Team offers the Arizona Early Childhood Development & Health Board / First Things First the following advantages:

- **Innovative model to guide our data analyses:** The Lewin Team has extensive experience evaluating PreK program performance using data that are similar to those collected by AZ. Dr. Fiene developed an innovative *Early Childhood Program Quality Improvement and Indicator Model (ECPQI2M)*, which, through a series of algorithms, can measure the associations amongst regulatory compliance, program quality (QRIS), and professional development. The conceptual framework guiding The Lewin Team's work will be based on Dr. Fiene's ECPQI2M model which has guided his evaluation and validation work involving various public policy initiatives and systems designed to improve early care and education, such as child care licensing, Head Start, prekindergarten programs, Quality Rating and Improvement Systems (QRIS), accreditation, and professional development.

- **Expertise in environmental and other quality monitoring systems for assessing child and program outcomes (e.g., ERS, CLASS):** The Lewin Team collaborated with OHS and the CLASS® tool's developer, Teachstone, to incorporate CLASS® into the OHS Monitoring System. Since 2011, the Lewin Group has overseen the collection, analysis, and reporting of data from almost 1,400 CLASS® reviews and analyzed CLASS data to inform OHS' grantee redesignation decisions. Dr. Fiene has recognized expertise regarding early care and education environments and processes, including conducting research studies evaluating QRIS, child licensing, and other early education initiatives focused on quality and children's outcomes.

- **Skills and experience in collaborating and coordinating with multiple stakeholders.** The Lewin Team has closely collaborated and coordinated with key stakeholders from various areas within the early childhood education community. For the OHS monitoring system's development, the Lewin Group solicits and balances the priorities of an array of stakeholders

when designing, revising, and implementing the OHSMS, including the Office of Head Start; the Head Start National Centers responsible for training and technical assistance; the Office of Planning, Research, and Evaluation; Head Start Program Specialists; Regional Offices; Head Start Grantees; and Subject Matter Experts and other consultants with expertise in Life Safety Codes and child care regulations. The Lewin Group also provides data to the National Center for the Early Head Start Child Care Partnerships (EHS-CCP) and the Office of Child Care to support the implementation of the new EHS-CCP grants. In addition, Dr. Fiene has worked with key stakeholders from state QRIS and licensing systems.

- **Data analytic expertise, including meaningful interpretation and reporting:** The Lewin Team has robust experience analyzing early childhood assessment data, quality rating and improvement system data, and monitoring data. Dr. Alberto Sorongon, the Lewin Team project director, has over 17 years of research experience, conducting and overseeing the collection and analysis of primary and secondary data collection, for research and evaluation purposes as a Senior Study Director on early education studies such as the Family and Child Experience Survey (FACES) and the Early Childhood Longitudinal Study – Kindergarten Cohort (ECLS-K). Dr. Fiene has 40 years of research experience in evaluating the quality of ECE programs as well as evaluating Quality Rating and Improvement Systems. His expertise combined with Lewin's experience with analyzing PreK program performance data make us uniquely qualified to successfully complete this work.

The proposed team for this project includes two principle experts in the fields of early childhood care, research and evaluation, and project management. **Dr. Alberto (Bert) Sorongon, Ph.D.**, has recognized technical expertise in child development and ECE research and seventeen years of experience conducting and overseeing primary and secondary data collection. **Dr. Richard Fiene, Ph.D.** who has over 35 years of experience researching ECE including extensive research and publishing on a nationally recognized program assessment model, the Early Childhood Program Quality Improvement and Indicator Model (ECPQI2M©). With support from data analyst **Jordan Kahn**, this team has the qualifications and experience to successfully manage the work required to support First Things First's evaluation of the Tempe PRE and Quality First Only programs, and the KDI.

Project Director – Alberto (Bert) Sorongon, Ph.D., Managing Consultant, The Lewin Group. As Project Director, Dr. Sorongon will lead the team and manage the contract. In this capacity, Dr. Sorongon will be accountable for the quality and timeliness of all work completed under this contract, as well as for contract and budget management and subcontractor oversight. Dr. Sorongon brings recognized technical expertise in child development and early childhood education research, including early literacy, classroom practices, cognitive development, contextual factors, and parent involvement. He has 17 years of experience conducting and overseeing primary and secondary data collection, including statistical programming and data analysis with numerous statistical software packages. He has significant experience in driving survey instrument development, evaluation design, child assessments, testing and training, field management, and quantitative research methodologies, for federal, state, and private sector clients.

Dr. Sorongon has overseen education research studies and data collection efforts with Head Start and other prekindergarten programs, in projects such as Office of Head Start Monitoring System (OHSMS) for the Office of Head Start, Prekindergarten Education Monitoring System Design Consultation and Coordination, for the Vermont Agency of Education, The Early Childhood Longitudinal Study – Kindergarten Class of 2010-11 (ECLS-K:2011) for the National Center for Education Statistics, and Head Start Performance Measures Center: Family and Child Experiences Survey (FACES) and Quality Research Centers Consortium(744/090104) for the Administration for Children and Families, Little

Treasures: What children are learning(744/090104) for Macmillan McGraw-Hill, and Evaluation of Pittsburgh Public Schools Initiatives for the Pittsburgh Public School system.

Across these projects, Dr. Sorongon has directed the design and implementation of direct child assessments, classroom observation tools, and survey instruments, as well as training and certification protocols for field staff for data collection on nationally representative samples. He has directed the design and implementation of pilot and field tests of data collection instruments prior to national implementation. Dr. Sorongon has conducted psychometric analyses (using both classical and modern test theory approaches) on primary and secondary data and report on technical adequacy of the data collection instruments. He has applied his extensive experience in statistical programming and analytic approaches to the analysis of assessment, survey, administrative, and survey data, including multilevel modeling, structural equation modeling, path analysis, and other multivariate approaches with numerous statistical software packages. He has also prepared reports and presentations of the results for a variety of audiences including those who have limited or no research or evaluation background.

Dr. Sorongon has managed all aspects of projects both large and small, including managing client relations, technical and field staff, project scoping, quality control procedures, project coordination and integration, and project communication. He has developed and managed firm-fixed price, time and materials, cost-reimbursement, and hybrid contracts – within revenue and profit targets. He has managed aggressive project timelines on time and within budget.

Subject Matter Expert – Richard Fiene, Ph.D., Director, RIKI. As Subject Matter Expert, Dr. Fiene will provide subject matter expertise on tool development, research design and analysis, data mining, big data analysis, and statistical analysis for the project. Dr Fiene has expertise in conducting large scale research and evaluation studies in the human services, particularly early care and education. He is a leading international expert in the study of regulatory compliance and licensing and program quality regulatory/rule key indicators. He invented the differential monitoring, key indicator and risk assessment methodologies that are widely used in human service regulatory administration.

Dr Fiene has been in the early care and education field for over 40 years holding positions within state government (Pennsylvania) as research and evaluation director for the Office of Children, Youth, and Families and research director for the Human Services Licensing Office as well as being a Professor of Psychology at Penn State University where he directed the Capital Area Early Childhood Research and Training Institute and was a Senior Research Associate in the Prevention Research Center. He has conducted large scale research and evaluation studies in Pennsylvania, Early Childhood Quality Study with researchers from Penn State, University of Pittsburgh and Temple University as a member of the Universities Children's Policy Collaborative. His research has been instrumental in the He development of *Caring for Our Children, Stepping Stones,* and *Caring for Our Children Basics*. His research monographs published by the Federal Department of Health and Human Services (DHHS) have been used by many states to develop their early care and education delivery systems and to validate those systems.

Dr. Fiene has held positions within state government, including research and evaluation director for the Pennsylvania Office of Children, Youth, and Families, and research director for the Human Services Licensing Office. He was a state administrator and research psychologist for the Commonwealth of Pennsylvania for 25 years where he led departments for conducting research into public policy agendas and regulatory compliance. He designed and implemented statewide information systems for tracking services for children, youth, and their families. In addition, Dr. Fiene was a Professor of Psychology at Penn State University where he directed the Capital Area Early Childhood Research and Training Institute and was a Senior Research Associate in the Prevention Research Center.

Analyst – Jordan Kahn, B.A., Research Consultant, The Lewin Group. Mr. Kahn will provide data analytic support, drawing on his current work including projects with the Office of Head Start (OHS), the Centers for Medicare & Medicaid Services (CMS), the Assistant Secretary for Planning and Evaluation (ASPE). Through years of experience working with OHS data, Mr. Kahn has developed an expertise with

the monitoring data and the monitoring system processes. He has cleaned, analyzed, and evaluated classroom site visit data along with data unique to specific grantee types. He has also imported, cleaned, and analyzed data for the Erroneous Payment study. Mr. Kahn has analyzed data and produced reports on Environmental Health and Safety and Fiscal findings across Head Start grantees. Mr. Kahn has also analyzed the efficiency of classroom observations by examining timeliness of observations and reports. He has also created ad-hoc reports for the Office of Head Start on a variety of topics including finding types, review statuses, grantee statuses, and citation frequency.

	Early Childhood Care & Education Research	QRIS Evaluation	Kindergarten Readiness	Conducting Outcome Evaluations	Evaluating Reliability/Validity of Measurement Tools	Performing Quantitative/ Qualitative Data Analysis	Project Management	Database Management/IT
Alberto Sorongon, PhD	X		X	X	X	X	X	X
Richard Fiene, PhD	X	X	X	X	X	X	X	X
Jordan Kahn						X		X

Utilizing Dr. Sorongon and Dr. Fiene's expertise, The Lewin Team will hone its vast evaluation experience to provide First Things First with the knowledge and skill required to evaluate quality improvement and kindergarten readiness through Tempe PRE and Quality First, and the reliability and validity of the KDI assessment. While Dr. Sorongon and Dr. Fiene almost 60 years of combined experience evaluating early care and education initiatives, we are highlighting two projects that are representative of their expertise.

Early Childhood Program Quality Improvement and Indicator Model (ECPQI2M[©])/ Differential Monitoring Logic Model (DMLM[©])

A project that represents Dr. Fiene's experience in evaluating core elements of early care and education programs for quality improvement is his innovative *Early Childhood Program Quality Improvement and Indicator Model (ECPQI2M[©])*/ Differential Monitoring Logic Model (DMLM[©]). The ECPQI2M/DMLM, through a series of algorithms, can measure the associations amongst regulatory compliance, program quality (QRIS), and professional development. The conceptual framework guiding The Lewin Team's work will be based on Dr. Fiene's ECPQI2M/DMLMA model which has guided his evaluation and validation work involving various public policy initiatives and systems designed to improve early care and education, such as child care licensing, Head Start, prekindergarten programs, Quality Rating and Improvement Systems (QRIS), accreditation, and professional development. The ECPQI2M has been utilized or is being utilized in several states and Canadian provinces, such as: Ontario, British Columbia, Georgia, Kansas, Oregon, Illinois, Montana, California, and Washington. In each of these states, different key elements from the model were utilized; in Arizona's case, this will be the most comprehensive example of the use of ECPQI2M.

The ECPQI2M/DMLM is a holistic, systems approach which examines the total program evaluation system as well as the interactions between its components. In the case of the Tempe PRE and Quality First Only programs, how do the various components (e.g., professional development, QRIS assessment levels) impact child outcomes in preschool and in kindergarten? What are the key indicators that Arizona Early Childhood Development & Health Board / First Things First should focus on in their monitoring system in going forward? Based upon this study, how should they target their future monitoring of programs? What components of these systems should be emphasized? The Lewin Team will analyze the data to address the three sets of research questions, but will also look at how the various components interact with each other and build upon, or detract from, each other.

DIFFERENTIAL MONITORING LOGIC MODEL & ALGORITHM (DMLMA©) (Fiene, 2012): A 4th Generation ECPQI2M – Early Childhood Program Quality Improvement & Indicator Model

CI x PQ => RA + KI => DM + PD => CO

Definitions of Key Elements:

CI = Comprehensive Licensing Tool (Health and Safety)(*Caring for Our Children*)
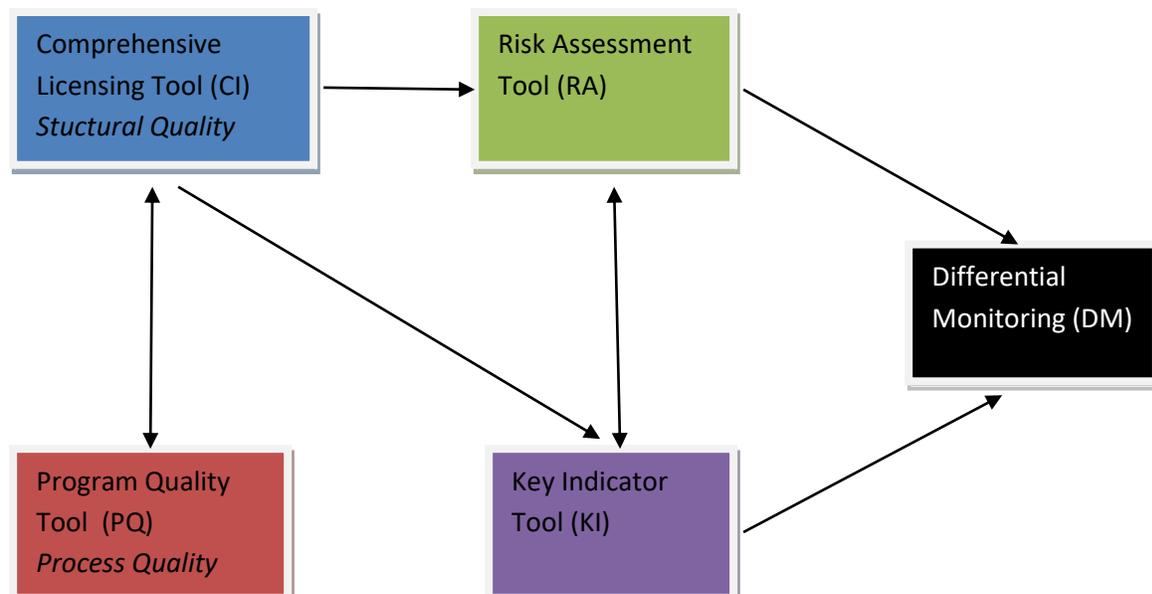PQ *= ECERS-R, FDCRS-R, CLASS, CDPES* (Caregiver/Child Interactions/Classroom Environment)
RA = Risk Assessment, (High Risk Rules)(*Stepping Stones*)
KI = Key Indicators (Predictor Rules*)(13 Key Indicators of Quality Child Care*)
DM = Differential Monitoring, (How often to visit and what to review)
PD = Professional Development/Technical Assistance/Training
CO = Child Outcomes (See Next Slide for PD and CO Key Elements)

Comprehensive Licensing Tool (CI) *Stuctural Quality*

Risk Assessment Tool (RA)

Differential Monitoring (DM)

Program Quality Tool (PQ) *Process Quality*

Key Indicator Tool (KI)

A project that highlights Dr. Sorongon's experience in evaluating the reliability and validity of kindergarten assessments is the Early Childhood Longitudinal Study – Kindergarten Class of 2010-11 (ECLS-K: 2011). Prior to joining The Lewin Group, Dr. Sorongon served as Deputy Project Director for the ECLS-K: 2011 for the National Center for Education Statistics, which focuses on children's transitions to school, schooling and performance in the early grades, and the interaction of school, family,

and community. In this longitudinal study of 20,000 children and their parents, teachers and schools, sampled children are followed beginning in their kindergarten year through fifth grade. The data collection protocol includes in-person, one-on-one assessments of students using computer-assisted interviewing technology; telephone interviews with parents (conducted from the field using laptop computers); self-administered teacher and school administrator questionnaires; and abstracting of school records. Dr. Sorongon co-directed and managed this large scale research study with oversight of ~350 project and field staff.

Dr. Sorongon also led the design, testing, and the implementation of the child assessment battery (including the kindergarten assessment) and other survey instruments and evaluating their psychometric properties. The direct child assessments were designed to measure children's knowledge and skills at given time points, as well as track their academic growth in different subject areas across time. The kindergarten assessments were two stage adaptive assessments that were measured children's achievement and growth in reading, mathematics, executive function (working memory and cognitive flexibility), and science knowledge. Each had a routing section which determined if the child received the low, middle, or high difficulty version of the second stage test. The purpose of this adaptive assessment design is to maximize accuracy of measurement and minimize both administration time and the potential for floor and ceiling effects. The kindergarten assessment also included a language screener for the kindergarten and first-grade rounds to determine whether the child could be assessed in English or Spanish.[1]

The Lewin Team has extensive experience conducting evaluations of multi-component, multi-site programs that address multi-level outcomes as well as evaluating the psychometric properties of measurement tools. As mentioned above, Dr. Fiene's ECOQI2M/DMLM is a holistic, systems approach to examining the total program evaluation system as well as the interactions between its components. Dr. Sorongon's ECLS-K:2011 project assessed children's transitions to school, schooling and performance in the early grades, and the interaction of school, family, and community factors. In addition to these projects, the Lewin Team has other projects that describe their evaluation experience.

Prior to joining the Lewin Group, Dr. Sorongon developed the assessment tools for the Head Start Performance Measures Center: Family and Child Experiences Survey (FACES) and Quality Research Centers Consortium –FACES 1997, 2000, and 2003 projects assisted the Office of Head Start (OHS) and the Administration for Children and Families (ACF) in their work toward the goal of implementing a system of program performance measures and improving accountability for Head Start programs in increasing the school readiness of children from low-income families. FACES involved interviews with parents, one-on-one assessments of children, interviews with program and center staff, teacher ratings of children, and observations of classrooms. A national probability sample of 3- and 4-year-olds attending Head Start programs were followed from program entry though the end of their kindergarten year. In addition, the contract also included coordinating the Head Start Quality Research Consortium (HSQRC) Data Collection Centers. Dr. Sorongon worked on the design of the child assessment battery and other survey instruments and evaluated their psychometric properties. He also developed and directed the analysis plan of the FACES data and prepared summary and technical reports for a variety of stakeholders, including OHS and ACF staff, Head Start grantees, members of Congress, and the research communities. Dr. Sorongon has also performed similar tasks for ECLS-K:2011, ECLS-K, and other projects.

Currently, Dr. Sorongon is the project manager for the Office of Head Start Monitoring System (OHSMS) project. The Lewin Group provides strategic and operational support for the Administration for Children and Families' Office of Head Start (OHS) (within the U.S. Department of Health and Human Services)

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[11] Children whose home language was one other than English or Spanish and who did not achieve at least the minimum score on the screener were not administered any of the remaining cognitive assessments beyond the first set of reading items.

monitoring system. This five-year, large-scale project entails designing, refining and implementing OHS' system for monitoring roughly 1,800 grantees, which include developing monitoring protocols and tools; developing and implementing sampling methodologies, where applicable; training multiple stakeholders (grantees, federal staff, reviewers, and contractor staff) on the monitoring system and effective use of its tools; and working with a technology partner to implement the monitoring tools in a software system. Additional contract tasks include developing and maintaining a database of monitoring data, analyzing and reporting on data for various purposes and audiences (e.g., Congress, grantees, FOIA requests, Office of Head Start's central and Regional Office management and leadership, Training and Technical Assistance specialists) and designing and conducting special studies to address research questions.

Among his multiple responsibilities on the project, Dr. Sorongon directs the data analysis team in analysis of data from OHSMS, Head Start Enterprise System (HSES), the Program Information Report (PIR) and other data sources and reporting to OHS and other stakeholders to inform decision-making and management processes, including designation renewal policies. He prepares the annual report to Congress on the monitoring results for the fiscal year; and designs and implements special studies of specific processes or functions within OHS, such as the Congressionally-mandated assessment of inter-rater reliability within the monitoring system.

In addition to Dr Fiene's specific research and evaluation related to early care and education, he also was a state administrator and research psychologist for the Commonwealth of Pennsylvania in which he was research director for the Office of Children, Youth, and Families; Bureau of Child Development; and the Office of Human Services Licensing. In those various roles and settings, he conducted statewide research studies in early care and education and designed and implemented information and monitoring systems related to child and family outcomes. His research led to several public policy changes and enhancements related to regulatory compliance involving the delivery of services to children, youth and families. His research led to the creation of Keystone Stars, PA.quality rating and improvement system, an innovative coaching/mentoring infant toddler caregiver professional development program, and abbreviated monitoring reviews in the various human service delivery systems, such as child and adult residential, and child care services throughout Pennsylvania.