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Office of Research and Evaluation

Corporation for National and Community Service

PROCESS AND IMPACT EVALUATION OF THE MINNESOTA READING CORPS (MRC)

Supporting Statement

A. JUSTIFICATION

A.1. Circumstances That Make the Collection of Information Necessary

The Corporation for National & Community Service (CNCS) is requesting Office of Management and Budget (OMB) approval for data collection associated with the *Process and Impact Evaluation of the Minnesota Reading Corps (MRC) Program*. Minnesota Reading Corps (MRC) is the largest AmeriCorps State program in the country. For the 2012-13 school year, the MRC program plans to serve over 30,000 students in 652 elementary schools, Head Start centers, and preschools using more than 1,000 AmeriCorps members. The goal of MRC is to ensure that students become successful readers and meet reading proficiency targets by the end of the third grade. The MRC program was started in 2003 to provide reading and literacy tutoring to children in four preschool (PreK) Head Start programs. In 2005, MRC expanded its program to serve students in kindergarten through third grade (K-3). The core activities of MRC, and its host organization, ServeMinnesota, are to recruit, train, place and monitor AmeriCorps members to implement research-based literacy enrichment activities and interventions for preschool children and at-risk K-3 students.

The process and impact evaluation of the MRC consists of three phases: Phase I- Feasibility Study; Phase II - Process Assessment; and Phase III – Impact Evaluation. The feasibility phase explored options for designing a random assignment impact evaluation of the MRC that assesses the impact of the program on students' literacy levels. The purpose of the process assessment is to thoroughly understand the MRC model; conduct an assessment of the effects of serving as an AmeriCorps member in MRC; and capture lessons learned for future program replication. The primary goal of the impact evaluation is to understand if the MRC is having an impact on student literacy proficiency; the secondary goal is to understand why. The Phase I Feasibility Study in 2011-2012 resulted in the design of a Randomized Controlled Trial (RCT) evaluation of the MRC K-3 program and a Quasi-Experimental Design (QED) evaluation of the MRC PreK program. The RCT study of the K-3 program does not require primary data collection and instead will rely on de-identified administrative program data from the 2012-2013 school year, which will be provided by the MRC program. However, the QED study of the PreK program will require primary data collection from PreK students enrolled at non-MRC match schools, and, therefore, is included in this current OMB request. More detail on the QED study design is provided below.

A previous OMB package (OMB-3045-0144) was approved in 2012 to conduct data collection associated with the Phase I Feasibility Study and Phase II Process Assessment. This package addresses additional data collection activities for the continuation of the process assessment, as well as the Phase III QED evaluation of the PreK program, and includes the following data collection instruments to be reviewed:

- **Follow-up Member Survey:** A follow-up survey with members (tutors) of the 2012-13 MRC program. An earlier round of the study included a baseline member survey. Approximately 1,031 subjects will be asked to participate in the follow-up survey.
- **Pre-K Assessments:** Administration of the Individual Growth and Development Indicators (IGDI) assessment with up to 1,440 preschool students during the fall, winter and spring of the 2013-2014 school year (allowing for attrition and nonresponse rates).

CNCS anticipates that this study will not only examine if the MRC is effective with service recipients (students) and what the effects of the program are for AmeriCorps members who serve as literacy tutors, but it will provide stakeholders with an understanding of the extent to which trained volunteer tutoring programs can effectively provide reading assistance to students at low cost to school districts.

CNCS is relying on the study findings to assist with future funding decisions around other educationally-focused AmeriCorps programs. The QED evaluation will assess the effect of the program on preschool students' literacy levels. The follow-up member survey will measure changes in AmeriCorps members' educational and employment goals, civic engagement, as well as program satisfaction. The IGDI will assess preschool students' proficiencies in five critical emergent literacy skills: 1) rhyming, 2) alliteration, 3) picture naming, 4) letter name fluency and 5) letter sound fluency. Information on the IGDI assessment tool and materials to be used for the PreK data collection is available at <http://www.myigdis.com>. The administration manual with example assessment questions is also available on-line at: <http://www.myigdis.com/wp-content/uploads/2013/01/myIGDIs-Literacy+-Screening-Administration-Manual.pdf>. Furthermore, two summaries report on the psychometrics of the IGDI's are available at: <http://www.myigdis.com/wp-content/uploads/2013/01/IGDIs-EL-2nd-Ed-Technical-Info-Summary.pdf> and <http://www.myigdis.com/wp-content/uploads/2013/01/IGDIs-EL-1st-Ed-Technical-Info-Summary-Sheet.pdf>.

A.2. Purpose and Use of Information Collection

The first phase of the process assessment was completed at the beginning of the 2012-2013 school year and involved the administration of a baseline survey to 1,031 AmeriCorps members who served as MRC tutors in the 2012-2013 school year. The second phase of the process assessment involves the administration of a follow-up member survey to the same group of 1,031 AmeriCorps members at the end of their service year. Findings from the baseline and follow-up surveys will be compared to examine changes in AmeriCorps members' educational goals and civic engagement. The survey includes questions on the applicant's interests and values as they relate to tutoring, measures of civic engagement and volunteer attitudes and behaviors, what the applicant thinks he/she might do after the program, as well as how the service might have affected them personally.

During the Phase I Feasibility Study, CNCS concluded that, unlike the K-3 MRC program, the random assignment of individual students to treatment and control groups within a site is not feasible for the MRC PreK program because the program is designed to serve an entire classroom of students and transform teachers' instructional practices which affect all students. Therefore, options for providing the best alternative design were explored and the design of a rigorous QED resulted. In the QED design, the treatment group (i.e., MRC PreK site) and comparison group (i.e., non-MRC sites) are equated at baseline on important pre-intervention characteristics and also equated during data analysis using statistical controls, so as to adjust for pre-intervention differences among groups.

In designing the PreK QED work plan and analysis plan, CNCS has followed the US Department of Education's Institute of Education Sciences' (IES) What Works Clearing House (WWC) guidelines for a QED that "*Meets Evidence Standards with Reservations*". A representative sample of MRC PreK sites

was selected and then matched with non-MRC sites on a set of educationally meaningful variables. CNCS chose matching variables based on differences in MRC site characteristics (i.e., urbanicity, institution type), as well as research literature, which show that the variables (i.e., SES, English language proficiency, student age, student to teacher ratio) explain statistically significant variance in student literacy outcomes.

The primary goal of the MRC PreK program’s instructional interventions is to increase student literacy proficiency. At preschool, literacy instruction focuses on three foundational skills, referred to as “emergent literacy skills”, necessary for reading: phonological awareness, vocabulary, and print awareness. The content of the MRC instructional programming and “literacy rich scheduling” focuses on improving these foundational skills. The IGDI is a widely used, psychometrically sound and research validated instrument that is designed to measure five specific emergent literacy skills: 1) rhyming (phonological awareness), 2) alliteration (phonological awareness), 3) picture naming (vocabulary), 4) letter name fluency (print awareness) and 5) letter sound fluency (print awareness). The data obtained for each IGDI measure consists of a single score indicating the number of items of interest a student can accurately produce in a constrained period of time (e.g., the number of letters a child can name correctly in 2 minutes).

The MRC program currently collects IGDI assessment data on all preschool students enrolled in the program. For the QED evaluation, MRC will provide IGDI data already being collected on all enrolled preschool students at 40 program sites at the beginning (fall), middle (winter) and end (spring) of the 2013-2014 school year. Research staff will conduct primary data collection to obtain IGDI assessment data on up to 1,440 preschool students at 40 comparison sites during the same time frame. IGDI assessment data from both the MRC program sites and comparison sites will be analyzed so as to determine the effect of the MRC PreK program on the growth in preschool students’ emergent literacy skills over the course of the school year.

The contractor will achieve these objectives by answering the key research questions provided in Exhibit 1.

Exhibit 1: Key Evaluation Questions for Process Assessment and Impact Evaluation

1. What is the effect of the MRC program on AmeriCorps members? Did MRC service change AmeriCorps members’ educational and professional goals and level of civic engagement? (Member survey, Process Assessment)
2. What is the effect of the PreK MRC program on preschool students? (PreK study, Impact Evaluation)
 - a. Do preschool students in MRC sites experience greater gains on the Individual Growth and Developmental Indicator (IGDI) measures than preschool students in non-MRC sites at subsequent benchmarking periods?
 - b. Does the impact of the MRC PreK program on emergent literacy skills vary as a function of student characteristics (e.g., demographics) or program-level variables (e.g., urbanicity, institution type, member characteristics)?

A.3. Use of Improved Information Technology and Burden Reduction

The MRC follow-up member survey will rely on data gathered from a self-administered, web-based survey of MRC members who served in the 2012-2013 school year. (Please see our sampling plan in Section B.1 for more detail). Individual respondents will have access to and be familiar with the necessary technology to complete the survey due to the fact that they had to apply to the MRC program online. The survey will be administered electronically to minimize the burden on the respondents. The web-based survey permits respondents to complete the survey at their preferred time. Respondents who begin the survey and are unable to complete it in one attempt will be able to save their responses and resume work on the survey at a later time. The web-based format will incorporate skip patterns that ensure that respondents automatically skip past sections of the survey that are not relevant to their experiences. The study will have a centralized case management system (CMS), linked to the web survey, as well as the prompting and receipt control systems, which will allow for the review of case status at any time. This CMS will allow for effective follow-up with non-respondents, including ensuring no sample member is prompted for a survey response once they have completed the web survey. All MRC members will be emailed an invitation letter with web survey access, including a unique Personal Identification Number (PIN) and password. This initial contact will be followed-up with additional emails encouraging participation. If necessary, follow-up phone calls may be used to encourage participation when email prompts fail.

IGDI data currently is collected by all MRC sites on all preschool students participating in the program. MRC sites have already agreed to allow the use of these de-identified data for research purposes. Therefore, no primary data collection will be required at MRC sites participating in the impact evaluation. However, non-MRC preschools in the state of Minnesota rarely collect IGDI data, and, therefore, IGDI data will have to be collected on students enrolled at the non-MRC sites. The IGDI is a paper and pencil based assessment which is conducted one-on-one between a trained assessor and a preschool student. It takes approximately 7 minutes to assess one student on all five IGDI measures; less than 2 minutes per measure. Assessors will conduct the assessment with a student over the course of two days to account for preschool students' limited attention spans (i.e., three measures on day one and two measures on day two). Data from the assessments will be entered into a centralized, web-based computer assisted data entry (CADE) program, which will allow for secure data entry, data storage, and follow-up during the winter and spring assessment windows.

A.4. Efforts to Identify Duplication

The information necessary for this evaluation has not been collected elsewhere in any format that could be adapted to obtain the information required to address the research objectives of the evaluation. Based on our thorough review of existing information, including a project literature review and field assessment, no survey or other mode of data collection has captured the needed information on the MRC program's processes and procedures and on the program's effect on AmeriCorps members' educational goals and civic engagement, nor is it available elsewhere. No other data are currently being collected to answer these specific research questions. However, any existing information that might be useful for the research questions can and will be used whenever possible. The information sought as part of this study is unique, and will set the framework for the future impact evaluation.

In regard to the PreK QED evaluation, the MRC PreK program currently collects IGDI data from all enrolled preschool students at participating schools (i.e., MRC sites). However, the results of the feasibility study showed that potential comparison sites in the state of Minnesota (i.e., those who do not currently participate in the MRC PreK program and are referred to as non-MRC sites) rarely collect IGDI data. As such, in order to evaluate the differential impact of the MRC program on PreK emergent literacy outcomes, it is necessary to conduct IGDI assessments with students at non-MRC comparison sites.

A.5. Impact on Small Businesses or Other Small Entities

No small businesses are involved, as respondents are all MRC members or preschool students.

A.6. Consequences if Information Collected Less Frequently

The follow-up member survey will be administered a single time. The IGDI assessments will be administered at the beginning (fall), middle (winter) and end (spring) of the 2013-2014 school year. Three IGDI assessments are necessary to chart the growth in student emergent literacy skills over the course of the school year. Given well documented differences in assessment scores at preschool entry and differences in growth rates during instruction, it is currently recommended that IGDI data be collected at the beginning, middle and end of the school year. This information is not currently being collected in any other form, making the current data collection request necessary for achieving the goals of the evaluation.

A.7. Consistency with Guidelines of 5 CFR 1320.8(d)

This data collection request is fully consistent with the guidelines in 5 CFR 1320.8(d). There are no special circumstances required for the collection of information in this data collection.

A.8. Comments in Response to the *Federal Register* Notice and Efforts to Consult Outside the Agency

A. In accordance with the paperwork Reduction Act of 1995, the notice required in 5 CFR 1320.8(d) has been published in the *Federal Register* announcing CNCS' intention to request an OMB review of data collection activities. This notice was published on Thursday, February 21, 2013 in volume 78, number 35, on pages 12040 and 12041 and provided a 60-day period for public comment. No comments were received during the 60 day period.

The survey instrument was developed by CNCS and its contractor, NORC at the University of Chicago. Input and feedback on the survey instrument was also obtained from AmeriCorps program staff, the project's Technical Working Group (TWG), and ServeMinnesota. In addition, the instrument was pretested with a small group of five AmeriCorps members who served with MRC.

The IGDI is a standardized, research validated and reliable measure of emergent literacy skills that has an established evidentiary base in the literature. Its use in the evaluation was reviewed by the project's TWG, CNCS staff, and ServeMinnesota staff. Further, the MRC PreK program currently administers the IGDI to all enrolled preschool students. Information on the IGDI assessment tool and materials to be used for the PreK data collection is available at <http://www.myigdis.com/>.

B. Since January 2013, CNCS has consulted with the following persons regarding this information collection:

- Dr. Robert Boruch, University of Pennsylvania
- Dana M. Stein, Civic Works, Inc.
- Dr. Robert LaLonde, University of Chicago
- Dr. Christopher Hulleman, James Madison University
- Dr. Matthew Stagner, Chapin Hall at the University of Chicago
- Dr. Elizabeth Albro, Institute for Education Services
- Dr. Terry A. Ackerman, University of North Carolina at Greensboro
- Dr. Ann Casey, Minneapolis Public Schools, Minnesota
- Kerry Bollman, Saint Croix River Education District, Minnesota
- Audrey Suker, ServeMinnesota
- Sadie O'Connor, ServeMinnesota

- Kate Horst, Minnesota Reading Corps

A.9. Explanation of any Payment or Gift to Respondents

No payment or gift will be offered to respondents for their participation in the member survey data collection. Preschools that agree to participate in the impact evaluation will be offered two incentives: 1) access to all data on all assessed students at the end of the 2013-2014 school year (after data collection ends), and 2) priority consideration should the preschool choose to apply to participate in the Minnesota Reading Corps program in the 2014-2015 school year.

A.10. Assurance of Confidentiality Provided to Respondents

Participation in this study is voluntary. Respondents to the member survey will be told the purposes for which the information is collected and that, in accordance with this statute, any identifiable information about them will not be used or disclosed for any other purpose. MRC members that served in the 2012-2013 school year will be eligible to complete the follow-up member survey. The contractor maintains a list of all MRC members from the baseline survey. The members will be contacted by email in June of 2013 requesting that they complete the survey. Respondents will click on a survey link in the email and will be required to enter a unique user ID and password. Survey participants will first see a screen that provides a brief overview of the study, informs participants about confidentiality and privacy, requests their voluntary participation, and provides a frequently asked questions link, a toll-free telephone number, and email address if participants have any questions about the survey. By clicking a button at the bottom of the consent screen, the survey participant is providing their voluntary consent to participate in the survey.

The data collection plan and instrument has been reviewed and approved by the Institutional Review Board of CNCS's contractor, NORC at the University of Chicago. Data collection procedures will incorporate numerous safeguards for the data. While collecting data, information that could identify a particular sample member will be stored in a separate file from survey data collected from that person. Each sample member will be assigned a unique identifier, and this identifier will be used to store identifying information (such as name, address, etc.) in a separate database from the survey response data.

While the contractor will not collect any new identifiable information as part of this member survey, information including phone numbers and email addresses were collected during the baseline survey to ensure reliable contact information for the future follow-up survey. With regards to confidentiality, responses will be de-identified and will be identified by ID number only. The survey data will be tabulated and analyzed statistically with no individual names or responses every identified. Data will be coded such that obvious identifiers will be substituted with a unique identifying number. The contractor will not retain a master list linking study codes and direct identifiers and will destroy any such information upon completion of the project. All systems used to store electronic survey data are secure by design and protected by passwords only available to authorized study staff.

Special steps will be taken to ensure that data collected via the web questionnaire are secure. First, access to the web instrument is only allowed with a valid Personal Identification login user name and password. Second, data will be transmitted by the Secure Sockets Layer (SSL) protocol that uses powerful encryption during transmission through the Internet. If a respondent keeps a web survey open without any activity, the web server will close the survey after a short period of inactivity, thus preserving the data up to the break-off point and securely closing the connection. Both development and production servers are backed up nightly.

CNCS and its contractor will publish aggregate statistics of the survey responses and add them to the findings from the current process assessment report produced in February 2013. Individual respondents

will not be identified in any report, publication, or presentation of this study or its results. Upon completion of the project, the contractor will destroy any files with identifiable information from the member survey.

For the impact evaluation, the contractor's field staff will collect IGDI data directly from PreK students at comparison preschool sites. As such, it will be necessary to obtain students' names during data collection. To ensure confidentiality, each participating student will be assigned a unique identification number. All assessment forms will display only this unique identifying number, which will allow evaluators to track student progress over the course of the 2013-2014 school year.

To further ensure confidentiality and other human research protections, the NORC Internal Review Board will require the evaluators to notify students' parents about their child's potential participation in the evaluation. Parents who do not want their children participating in the evaluation will contact the evaluation team via email, phone, or writing and their children not be assessed during the evaluation.

IGDI assessment data will be tabulated and analyzed statistically with no individual names or responses identified. Data will be coded such that obvious identifiers will be substituted with a unique identifying number. Researchers will not retain a master list linking study codes and direct identifiers and will destroy any such information upon completion of the project. All systems used to store electronic assessment data are secure by design and protected by passwords only available to authorized study staff.

Special steps will be taken to ensure that data entered via the CADE are secure. First, access to the CADE is only allowed with a valid Personal Identification login user name and password. Second, data will be transmitted by the Secure Sockets Layer (SSL) protocol that uses powerful encryption during transmission through the Internet. If a data enterer keeps a web survey open without any activity, the web server will terminate the session after a short period of inactivity, thus preserving the data up to the break-off point and securely closing the connection. Both development and production servers are backed up nightly.

A.11. Justification for Sensitive Questions

No questions of a sensitive nature are asked during the member survey or during the IGDI assessment administration to preschool students. .

A.12. Estimates of Annualized Hour Burden and Costs

CNCS estimates that they will contact approximately 1,031 AmeriCorps members who served in the 2012-2013 MRC program to complete the web-based member survey. The baseline survey achieved a 68 percent response rate; therefore, we predict that a similar percentage will respond to the follow-up survey. However, a number of new measures will be employed with the follow-up survey in an effort to attain an 80 percent response rate. The approach to the follow-up survey will differ from the baseline, which relied primarily on email communication and will include the following elements: a) a personalized advance letter on CNCS letterhead sent by Federal Express; b) a reminder in the form of a hard copy letter on CNCS/MRC letterhead, c) additional email reminders; and lastly, d) telephone prompting. Moreover, the survey takes a short amount of time to complete (20 minutes), respondents are well-immersed in the use of email and the Web, and there is a high-level of enthusiasm among MRC members. While we will make efforts to achieve an 80 percent response rate, if a lower response rate results, the contractor will conduct non-response bias tests to determine if any bias resulted from the lower response rate. If these tests provide evidence of bias, statistical adjustments will be made to the results with the use of weight adjustments and/or response imputation.

Exhibit 2 presents estimates of the reporting burden for survey respondents. The average burden per response is approximately 20 minutes. The total cost to all respondents for the burden is estimated to be \$0 because these interviews will be conducted during professional hours as part of respondents’ usual job requirements.

For the PreK impact evaluation, the contractor will collect IGDI assessment data on up to 1,440 students from 40 preschools three times a year (fall, winter, spring). A 10 percent attrition rate is expected due primarily to families moving to new locations. An additional 10 percent of students are expected not to complete the assessments. Those few students who do not complete the assessment typically have attention difficulties or behavior problems. Thus, we expect to obtain complete assessment data at all three data collection points with 80 percent (1,200) students.

Exhibit 2 also presents estimates of the burden for students who complete the IGDI assessment. The average burden per student is 7 minutes per IGDI administration and approximately 21 minutes in total for all three administrations (i.e., fall, winter, and spring). The total cost to students for the burden is estimated to be \$0 because these interviews will be conducted during school hours as part of students’ typical assessment activities.

Exhibit 2: Estimated Burden Hours

Forms	Type of Respondent	Number of Respondents per year	Number of Responses per Respondent	Average Burden hours per Response	Total Burden Hours per Response
Web-based Member Survey	AmeriCorps Member who served in the MN Reading Corps Program during the 2012-2013 school year	1031	1	20/60=0.3333 hours per response	344
IGDI Assessment	Preschool students at sites that do not participate in the MRC PreK program	1,440	3	7/60=0.1167 hours per response	504
Total		2,471			848 hrs

A.13. Estimates of Other Total Annual Cost Burden to Respondents and Record Keepers

There are no annualized capital/startup or ongoing operation and maintenance costs involved in collecting the information. Other than their time to complete the survey or IGDI assessment, which is estimated in Exhibit 2, there are no direct monetary costs to respondents.

A.14. Estimates of Annualized Costs to the Federal Government

The estimated cost to the Federal Government for the *Process and Impact Evaluation of the Minnesota Reading Corps (MRC)* data collection activities is \$404,945. This is the cost to our Federal contractor, NORC at the University of Chicago, for data collection activities associated with this submission.

A.15. Explanation for Program Changes or Adjustments

No change in burden is requested. This submission to OMB is for an initial request for approval.

A.16. Plans for Tabulation and Publication and Project Time Schedule

Data will be collected from the PreK students at the beginning (fall), middle (winter) and end (spring) of the 2013-2014 school year. Analysis will begin shortly after the final data are collected in May 2014. The evaluation team will use hierarchical linear modeling (HLM) with each individual benchmark measure at level one, students at level two, and sites at level three. The covariates used for matching sites will be entered into the model at the appropriate level; given the nature of these variables, they will be primarily at the site level with the exception of student age. Recall that treatment occurs at the site level. HLM analyses will be run for each of the five IGDI outcome measures. This model provides an opportunity to analyze differences in treatment and comparison while controlling for critical covariates. It also allows for analysis of student growth across the three benchmark periods.

Upon completion of data analysis, a final PreK study report will provide findings from the analysis of the PreK student-level data. The final report will include the following sections:

- *Executive Summary*. The executive summary will be written in a manner that makes it useful as a stand-alone document. It will provide a concise, and easy-to-read, description of the PreK evaluation and final findings, which will serve to inform policy makers and practitioners.
- *Methodology*. This section will describe the methods used for developing, implementing and analyzing the IGDI assessment data.
- *Key Issues and Findings*. This section will discuss findings around each of the key research questions.
- *Conclusions*. Conclusions will include implications of the findings for the MRC PreK program and recommendations and suggestions for future research and policy initiatives.

Data for the web-based survey will be collected once over a two month period starting in June 2013, contingent on receiving OMB approval. Some basic frequencies and weighting were conducted on the baseline survey; however, the final analysis will take place once data are collected through the follow-up survey at the end of the AmeriCorps member's service. Data from the baseline survey will be combined with information provided through the follow-up survey with the same respondents to provide evidence to support possible effects of the program on AmeriCorps members.

A separate memo will be developed after completing the follow-up survey which provides pre-post comparisons of findings. The memo will summarize study findings on the various topics measured by the survey, including member satisfaction, levels of civic engagement, and future education and career plans. Simple statistical testing will be used (t-test and chi-square) to identify significant changes in these key outcomes pre and post members' service. The memo would then be adapted to serve as an additional chapter of findings to be added to the current process assessment report produced in February 2013.

Exhibit 3 provides the reporting schedule for the entire study.

Exhibit 3: Timetable for Data Collection and Publication For Other Data Collection Efforts

Activity	Estimated Start Date	Estimated End Date
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Feasibility Study		
Final PreK design	January 2013	February 2013
Obtain IRB approval	March 2013	April 2013
Obtain OMB approval	April 2013	June 2013
Sampling Plan		
Identify potential non-MRC match sites	February 2013	March 2013
Recruit MRC and non-MRC match sites	March 2013	April 2013
Obtain IRB approvals from school districts	April 2013	June 2013
Implement Data Collection		
Program on-line Follow-up Member Survey	May 2013	May 2013
Beta-test on-line Follow-up Member survey	May 2013	May 2013
Survey AC members	June 2013	July 2013
Train IGDI Assessors	August 2013	August 2013
Conduct Fall IGDI assessments	September 2013	October 2013
Conduct Winter IGDI assessments	January 2014	February 2014
Conduct Spring IGDI assessments	May 2014	June 2014
Analysis Plan		
Final Analysis Plan	March 2013	April 2013
Reporting		
Draft PreK impact evaluation report	July 2014	September 2014
Final PreK impact evaluation report	September 2014	October 2014

A.17. Exception for Display of Expiration Date

All data collection materials will display the OMB expiration date.

A.18. Certifications

CNCS certifies that the collection of information encompassed by this request complies with 5 CFR 1320.9 and the related provisions of 5 CFR 1320.8(b)(3).