Pre Proposal Conference
Statewide Early Childhood Ancillary Certificate Program
December 15, 2017
### Agenda

The objective of this presentation is to provide an overview of the Statewide Early Childhood Ancillary Certificate RFP.

1. Overview of the Statewide Early Childhood Ancillary Certificate RFP
2. Background on Louisiana’s Unified Early Childhood System
3. Background on Early Childhood Ancillary Certificate Programs
4. Key Components of the Statewide Early Childhood Ancillary Certificate RFP
5. Timeline and Next Steps

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**Louisiana Believes**
The purpose of the conference is for proposers to obtain clarification of the requirements of the RFP and to receive answers to relevant questions.

- Although impromptu questions will be permitted and spontaneous answers will be provided during the conference, **the only official answer or position of the State will be stated in writing in response to written questions.**

- Potential proposers should submit all questions in writing even if an answer has already been given to an oral question.

- After the conference, written questions will be researched and an official response will be posted at [https://wwwcfprd.doa.louisiana.gov/osp/lapac/pubMain.cfm](https://wwwcfprd.doa.louisiana.gov/osp/lapac/pubMain.cfm).

Inquiries may be sent to Karen Evans, the Procurement Manager at RFP_LDE@la.gov.
Overview of the Statewide Early Childhood Ancillary Certificate RFP
The LDOE desires to establish a Statewide Early Childhood Ancillary Certificate Program that:

1. Prepares child care teachers to earn the Early Childhood Ancillary Certificate through high-quality BESE-approved online coursework that is based on a coherent set of course objectives and online and community-based applied practice experiences.
   - Program will prepare well-trained child care teachers that promote high-quality classroom instruction and interactions, leading to improved kindergarten readiness for the children in their care.

2. Expands the number of parishes served and the total number of teachers enrolled in the program at a rapid pace, ultimately resulting in a program that is available to teachers in every parish and able to serve at least 200 teachers annually no later than September 2020.
Components of the Proposal

There are two (2) parts of this RFP which must be addressed in all submitted proposals through the Approach and Methodology.

  - Programs must include online, coherent coursework that prepares child care teachers for success in Louisiana
  - Include a focus on CLASS (high-quality adult-child interactions) and high-quality instructional tools
  - Programs must include a cohesive plan for integrated on-the-ground experiences that are included as components of the assessments and practice experiences described in the application (Attachment V).

Part Two- Proposal for Implementation and Statewide Expansion: Proposals must provide a detailed plan for how the program will launch an initial pilot of their program and rapidly expand to offer the program statewide within thirty-six (36) months.
The purpose of the RFP is to obtain competitive proposals from qualified proposers who are interested in providing professional training for child care lead teachers in Louisiana.

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The State of Louisiana reserves the right to revise this schedule. Revisions, if any, before the Proposal Submission Deadline will be formalized by the issuance of an addendum to the RFP.
Background on Louisiana’s Unified Early Childhood System
The Challenge

Only half of Louisiana children enter kindergarten ready for success.

At-risk children who participate in high quality early childhood education are more likely to enter kindergarten ready and succeed in school and beyond. But there are too many children in Louisiana who do not have the opportunity to participate.

- **Children do not have equal access to high quality programs.**
  Quality and availability of programs varies across the state.

- **Families do not have clear, comparable information on the quality of programs.**
  Programs have different standards and measures of success which makes it difficult for families to compare the quality of programs.

- **Providers are held to different standards.**
  Different regulations and accountability create a range of quality.
Louisiana has passed laws that:
• Unify all public programs and require rating system indicative of child outcomes;
• Require local coordination of enrollment to increase access for families;
• Create an academic expectation as a condition of licensing;
• Establish a 30 member Advisory Council to review all early childhood policies; and
• Transition all state child care and Head Start functions under the State Board.

The State Board of Education has passed policies that:
• Establish local community networks;
• Establish unified rating system with incentives for improvement and consequences for unsatisfactory performance;
• Set unified expectations for enrollment;
• Establish unified health, safety and academic expectations for licensing;
• Establish new child care teaching certificate that will be required by 2019; and
• Help level the playing field by increasing child care assistance rates, bonuses and eligibility.
Implementation Timeline

**Local communities have led the way in implementation.**

- **2013-2014**
  - 13 Early Childhood Community Network Pilots launched

- **2014-2015**
  - 16 additional Community Network Pilots launched
  - Legislation was passed to further unify licensing, enrollment, and funding

- **2015 - 2016**
  - All communities put Community Network in place
  - Statewide implementation was achieved through a Learning Year

- **2016-2017**
  - Roll-out of Practice Performance Profiles based on the Learning Year
  - Alignment of supports, funding and tax credits to support programs and engage families
Five Essential Elements

1. **An Early Childhood Network in Every Community**
   - Parishes voluntarily established unified local early childhood networks with all publicly-funded child care, Head Start and Pre-K sites
   - Networks account for every birth-to-age-5 at-risk child, provide 2 CLASS observations per classroom, and implement coordinated enrollment and request for funding

2. **Unified Rating System Connected to Licensure**
   - Unified rating system helps families choose the best option by providing information about the quality of experiences their children are likely to receive
     - *Rating that relates to positive child outcomes based on CLASS Observations*
     - *Information on classroom best practices (e.g., use of curriculum, credentialing of teachers)*

3. **Coordinated Enrollment and Funding to Empower Family Choice**
   - Communities are building local enrollment systems that coordinate information, eligibility and applications and match families with their highest ranked preference

4. **Teacher Preparation and Support**
   - Louisiana has established a new Ancillary Teaching Certificate as a minimum expectation for child care teacher that will articulate to a Birth-to-K BA program
   - CCDF Quality Investments aligned to CLASS Observations are available for every classroom

5. **Centralized Oversight at the State Level**

**Louisiana has passed laws and policies to unify early childhood and improve outcomes.**
1. Unified Early Childhood Network In Every Community

**Louisiana has a unified network of child care, Head Start and PreK in every community.**

**Community Networks:**
- From 2013-2015, all parishes voluntarily established unified local early childhood networks
- State Board set formal expectations in 2015

**Each Community Network:**
- Has a lead agency
- Includes all publicly-funded early childhood programs (child care, Head Start, pre-K)

**Activities of Each Community Network:**
- Account for every birth-to-age-5 at-risk child
- Provide 2 CLASS observations per classroom
- Coordinate enrollment to improve process for families
- Request slots as a community based on family demand
In 2015-2016, Louisiana launched a unified rating and improvement system to:

- Measure core elements needed for positive child outcomes;
- Provide a clear and focused path to improvement; and
- Give families an easy way to compare choices in their community.

Louisiana’s unified rating and improvement system has two core components:

1. Rating that relates to positive child outcomes
   - Adult-child interactions and instruction, as measured by CLASS; and
   - Access for at-risk children (Community Networks only).

2. Information on classroom best practices
   - E.g., using curriculum, assessing children for learning, credentialing of teachers

Starting in 2016-2017, there are incentives and consequences for performance:

- Tax credits and bonuses have been re-aligned to reward performance and improvement.
- Programs that do not participate or fail to meet minimum standards may lose license or funding.
Researchers at the University of Virginia found children learn more in Louisiana classrooms with higher ratings.

In 2014-2015, researchers evaluated Louisiana classrooms and children to measure impact:
• 90 child care, Head Start and pre-K classrooms serving four-year-olds across the state;
• Conducted four CLASS observations per classroom;
• Assessed ~1,100 children in the fall and spring; and
• Surveyed teachers, program directors and ~1,800 parents/guardians.

Initial results indicated that:
1. Louisiana observations are accurate: local and research – collected CLASS scores align closely
2. Children learn more in classrooms with higher CLASS scores
3. Adding other quality measures does not help identify effective classrooms

<table>
<thead>
<tr>
<th>Local Raters</th>
<th>Math</th>
<th>Literacy</th>
<th>Achievement Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Sup.</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>Classroom Org.</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>Instructional Sup.</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>CLASS Total</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
</tbody>
</table>
2. Unified Expectations for Programs
2016-2017 Performance Profile Ratings: PreK Results

These results show an incremental shift in Instructional Support scores, with more sites scoring above a 3.0 and an increase in the median score from 3.40 to 3.53.

Median score moved above a 3.50
These results show an incremental shift in Engaged Support for Learning scores, with more sites scoring above a 3.0 and an increase in the median score from 3.30 to 3.39.
While nearly 90% of at-risk four year olds served have access to quality, only slightly more than half of our at-risk infants served with public funding do.

- Over 50% of each age group are being served in sites that are rated as Proficient or Excellent.

- A far greater percentage of 3-year-olds and 4-year-olds are enrolled in Proficient or Excellent sites than infants, 1-year-olds, and 2-year-olds.

- The overall amount and percentage of students enrolled in proficient or excellent sites has remained stable from last year.
2. Unified Expectations for Programs
Exploring Early Childhood Results

School and Center Finder enables families to search directly for a site by name, but it will also allow families to browse for schools or centers in a particular area or zip code.

The School and Center Finder can be accessed at www.LouisianaSchools.com
3. Unified Enrollment and More Equitable Funding

**Coordinated enrollment and funding center on parent choice.**

Louisiana should have locally-managed enrollment systems that:

1. **Information:** Families know of all available seats
2. **Eligibility:** Families easily know what they qualify for
3. **Application:** Families indicate top choices and apply through one application
4. **Matching:** Families enroll their child in the highest ranked preference available and no one occupies more than one seat

**Snapshot of implementation of coordinated enrollment:**

- **Information:** Full Implementation
- **Eligibility:** Partial
- **Application:** Most
- **Matching:** Needs More Time

**Since 2015, Louisiana has helped address differences in child care funding and eligibility:**
- Increasing Child Care Assistance Program rates significantly and reducing family co-pays;
- Making eligible families who are working 20 hours or in school full-time;
- Allowing families to stay eligible for up to two years, with a minimum of year; and
- Winning a competitive federal grant to offer high quality pre-K in child care settings.
4. Unified Supports for Classrooms

Kindergarten readiness depends on a system of supports to improve teaching and learning.

Supports aligned to CLASS Observations available for every classroom

**Curriculum**
- Curriculum reviews
- Curriculum Funding Initiative for Child Care
- In-person training at events like the Teacher Leader Summit
- Online Instructional Toolbox

**Assessment**
- Teaching Strategies GOLD available to all classrooms for all publicly-funded children
- Online training on GOLD
- Choice for sites to use another assessment

**Professional Development**
- Professional Development Guide for all sites
- Teacher Leader Sessions
- R&Rs (Foundational Training and Coaching)
- Mental Health Consultation
- Ancillary Certificate Preparation Programs
Louisiana is working to professionalize the workforce and support teachers to be effective at interactions and instruction.

Teacher Preparation:
Since 2012, Louisiana has:
• Maintained requirements for pre-K while building a new Birth to Kindergarten certificate.
• Established Early Childhood Ancillary Teaching Certificate based on national credential:
  – All lead child care teachers in publicly-funded centers must have credential by 2019
• Supported teachers through scholarships, tax credits and new programs:
  – More than 3,000 teachers have earned an Ancillary Teaching Certificate.
  – Tax credits have been re-aligned to encourage credentialed teachers to stay in child care.
  – Eleven new state-approved Ancillary Teaching Certificate programs have launched.

Ongoing Professional Development:
There are supports aligned to CLASS Observations available for every classroom:
• Curriculum reviews help programs choose quality with $3 million dedicated to help child care purchase quality curriculum.
• Louisiana provides a high quality assessment tool for every public child, free of charge.
• Louisiana provides multiple professional development and coaching options.
### 5. Unified Supports for Classrooms
Measuring the Investments in Child Care

**Louisiana dedicates more than $33M in quality investments to improve child care.**

<table>
<thead>
<tr>
<th>Quality Investment</th>
<th>What is Funded</th>
<th>How Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unified Rating System</td>
<td>CLASS observations and administrative support; Improvement of CLASS scores; child outcomes</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>Supports for communities to coordinate enrollment (e.g. website)</td>
<td>Progress; family satisfaction</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Tuition for child care teachers</td>
<td>Participation; # of teachers with ancillary certificates</td>
</tr>
<tr>
<td>Believe and Prepare: Early Childhood</td>
<td>Start up costs for high quality teacher preparation programs</td>
<td>State board approval; piloting measure(s) for preparation programs</td>
</tr>
<tr>
<td>Pathways Registry</td>
<td>Registry for teachers, directors and trainers</td>
<td>Participation</td>
</tr>
<tr>
<td>Resource and Referral</td>
<td>Training and technical assistance (e.g. coaching) for programs/teachers to improve interactions and instruction</td>
<td>Number of units provided</td>
</tr>
<tr>
<td>Mental Health Consultation</td>
<td>Intensive coaching for programs/teachers</td>
<td>Number of units provided; improvement of CLASS scores</td>
</tr>
<tr>
<td>Curriculum Initiative</td>
<td>Reimbursement, training and coaching for implementing high quality curriculum</td>
<td>Participation; use of curriculum; improvement of CLASS scores</td>
</tr>
<tr>
<td>Bonus Payments and School Readiness Tax Credits*</td>
<td>Owners, directors and teachers receive payments or credits for performance or credentials</td>
<td>Participation; improvement; teacher retention</td>
</tr>
</tbody>
</table>
Background on Early Childhood Ancillary Certificate Programs
Early Childhood Teacher Preparation: 
Support All Teachers To Be Excellent

Teachers need equitable access to training, tools, feedback, and coaching.

Teachers are the most critical factor in achieving high-quality outcomes for children. Louisiana must unify and strengthen systems so children have access to teachers who:

1. **Are Prepared**
   - Have education and experience needed to teach young children

2. **Are Professional Educators**
   - Have time and support to set goals, plan daily activities and instruction, and adjust teaching based on ongoing assessment of children’s progress

3. **Are Continually Improving**
   - Receive ongoing feedback and coaching on interactions and instruction

4. **Are Rewarded for Quality Teaching**

<table>
<thead>
<tr>
<th></th>
<th>Child Care</th>
<th>Head Start</th>
<th>PreK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credential</strong></td>
<td>None</td>
<td>50% - BA Degree, Others AA</td>
<td>BA Degree, Certified</td>
</tr>
<tr>
<td><strong>Training, Tools and Support</strong></td>
<td>Varies by center with limited access to statewide resources</td>
<td>Training, CLASS observations and tools, and assistance from program and region</td>
<td>Training, teacher observations and tools, and assistance from district and state</td>
</tr>
<tr>
<td><strong>Average Compensation</strong></td>
<td>75% earn &lt; $20,000/yr($10/hr) No benefits</td>
<td>~$26,000/year Some benefits</td>
<td>~$39,000/year Full benefits</td>
</tr>
</tbody>
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In December 2014, the Board of Elementary and Secondary Education (BESE) established two key policies to help unify expectations and support all early childhood teachers.

1. Establish Early Childhood Ancillary Certificate as a expectation for child care lead teachers by 2019

<table>
<thead>
<tr>
<th>Early Childhood Ancillary Certificate Requirement (for teachers)</th>
<th>Beginning in July 2019:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• All lead teachers in publicly funded centers must have the EC Ancillary Certificate.</td>
</tr>
<tr>
<td></td>
<td>• The certificate can be earned at no cost by presenting a qualifying credential.</td>
</tr>
<tr>
<td></td>
<td>• Qualifying credentials earned prior to July 2018 can be completed at any provider.</td>
</tr>
<tr>
<td></td>
<td>• Teachers will be able to use the Ancillary Certificate to qualify for level 3 and 4 of the School Readiness Tax Credits (based on retention).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complete training at a BESE-approved provider (for training programs and teachers)</th>
<th>Beginning in July 2018:</th>
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<tbody>
<tr>
<td></td>
<td>• Teachers earning the EC Ancillary Certificate through a CDA or technical diploma must attend a BESE-approved Early Childhood Ancillary Certificate Program.</td>
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<tr>
<td></td>
<td>• In order to become an Early Childhood Ancillary Certificate Program, programs must apply to BESE for program approval.</td>
</tr>
<tr>
<td></td>
<td>• The Department has supported program approval through a grant opportunity called Believe and Prepare: Early Childhood.</td>
</tr>
</tbody>
</table>

2. Create specialized Birth to Kindergarten BA field of study and teaching certificate

- Courses align with EC Ancillary Certificate so teachers can stack coursework over time.
- Programs will be offered across the state as soon as fall 2018.
Early Childhood Ancillary Certificate
Qualifying for the Certificate as a Teacher

There are multiple ways for teachers to earn the Early Childhood Ancillary Certificate.

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>1.</strong> Child Development Associate (CDA) awarded by the Council for Professional Recognition and a high school diploma or equivalent</td>
<td>Beginning July 2018, teachers must complete coursework at a BESE-approved Early Childhood Ancillary Certificate Program.</td>
</tr>
<tr>
<td><strong>2.</strong> A technical diploma or certificate of technical studies in an early childhood related field from an accredited technical or community college</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> An early childhood career diploma that has been approved by the Louisiana Pathways Career Development System</td>
<td>Teachers must be enrolled prior to July 2018 to use approved career diplomas.</td>
</tr>
<tr>
<td><strong>4.</strong> An associates degree in an early childhood related field from a regionally accredited college or university</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> A bachelor degree or higher from a regionally accredited college or university</td>
<td></td>
</tr>
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Early Childhood Ancillary Certificate Programs
Requirements for Attending BESE-Approved Programs

Beginning July 2018, child care lead teachers will need to attend a BESE-approved Early Childhood Ancillary Certificate Program to complete CDA hours and technical diplomas.

<table>
<thead>
<tr>
<th>Qualifying Credential</th>
<th>Requirement for Earning the EC Ancillary Certificate</th>
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</thead>
<tbody>
<tr>
<td>CDA in infant/toddler or preschool</td>
<td>As of July 1, 2018:</td>
</tr>
<tr>
<td></td>
<td>• Individuals who have completed <em>36 hours or less</em> of their CDA hours must enroll in and complete a BESE-approved program.</td>
</tr>
<tr>
<td></td>
<td>• A waiver process will be available for individuals who cannot access an approved program.</td>
</tr>
<tr>
<td></td>
<td>• Individuals who have completed <em>more than 36 hours</em> of their CDA training may complete hours at any program.</td>
</tr>
<tr>
<td>Technical diploma in early childhood from a regionally accredited school</td>
<td>As of July 1, 2018:</td>
</tr>
<tr>
<td></td>
<td>• Individuals must attend a BESE-approved program.</td>
</tr>
<tr>
<td></td>
<td>• Individuals may complete remaining coursework if enrolled.</td>
</tr>
<tr>
<td>Career diploma approved by Louisiana Pathways</td>
<td>As of July 1, 2018:</td>
</tr>
<tr>
<td></td>
<td>• Career diplomas will no longer qualify.</td>
</tr>
<tr>
<td></td>
<td>• Individuals may complete remaining program if enrolled.</td>
</tr>
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Early Childhood Ancillary Certificate Programs prepare child care teachers to manage a successful learning environment in Louisiana’s unified early childhood system.

Early Childhood Ancillary Certificate Programs prepare teachers to:

| 1. Lead classroom interactions that promote child learning and development | • Integrate opportunities to learn about and practice with the CLASS tool and competencies.  
| • Include routine opportunities for assisted applied practice and observation of excellent teaching. |

| 2. Use high-quality instructional tools | • Provide guidance on using high-quality, Tier I curriculum within the classroom.  
| • Inform teachers on strategies to appropriately use Teaching Strategies GOLD as a part of their classroom interactions. |

| 3. Apply a foundational knowledge of child development and learning | • Include key knowledge on child development, parent engagement, and program operations (including CDA competencies) |
Building an Early Childhood Ancillary Certificate Program

Overview

Early Childhood Ancillary Certificate Programs have been approved by BESE to offer a high-quality teacher preparation program to child care teachers.

Early Childhood Ancillary Certificate Programs:

- **Coursework:** Provide high-quality coursework with integrated applied practice.
- **BESE-Approval:** Must be reviewed and approved by Board of Elementary and Secondary Education (BESE).
- **Qualify for LA Pathways Scholarships:** Qualifying teachers will receive a tuition scholarship through LA Pathways.
  - *Currently includes lead teachers with less than 80 hours of CDA training.*
- **Cohort Model:** Are offered in a cohort model that promotes shared learning among candidates.
- **Measure Success:** Collect and share data that demonstrates the success of the candidates who complete the program as part of program accountability.

Beginning in 2018, all teachers seeking an Ancillary Teaching Certificate through a CDA or technical diploma will be required to attend a BESE-approved provider.
There are four key sections of the full Application for Program Approval. Only three of these sections are included in the Statewide Early Childhood Ancillary Program RFP.

The Application for Program Approval contains several key sections:

1. Program Mission and Objectives
2. Quality of Plan for Candidate Selection and Partnership Involvement
   • Must include a description of a partnership with the local early childhood community network, demonstrate an understanding of local workforce needs, and describe candidate selection.
3. Quality of Content Knowledge, Practice, Feedback and Performance
   • Must include a description of the of learning and skill objectives that will guide the coursework
   • Must include detailed descriptions of the structured applied practice, reflection, and performance assessments that will be included in each course.
   • This is a key focus of the application- applications are expected to provide detailed descriptions in this section of the application.
4. Quality of Plan for Performance Management and Evaluation
   • Must include a description of how the program will routinely evaluate its performance, and a plan for how the program will be implemented.
The Application for Program Approval will be evaluated by the Department and by BESE using an aligned rubric.

Early Childhood Ancillary Certificate Program Rubric:

- There are four domains for the rubric, each aligning with the sections of the Application for Program Approval:
  1. Quality of Plan for Candidate Selection and Partnership Involvement
  2. Quality of Content Knowledge and Teaching
  3. Quality of Practice, Feedback, and Performance
  4. Quality of Plan for Performance Management and Evaluation

- Each domain includes program indicators and provide evidence that should be found within the application
  - Program Indicators: Describe what the particular practice would look like in action.
  - Application Evidence: Describe what evaluators are looking for to demonstrate success.
Key Components of the Early Childhood Ancillary Certificate RFP
Components of the Proposal

The Statewide Early Childhood Ancillary Certificate RFP details all of the requirements and expectations for the sections of the application that must be submitted in each proposal.

As listed in section 1.9 (Proposal Response Format)

A. Cover Letter
B. Table of Contents
C. Executive Summary
D. Company Background and Experience
E. Approach and Methodology
F. Proposed Staff Qualifications
G. Veteran-Owned and Service-Connected Disabled Veteran-Owned Small Entrepreneurships (Veteran Initiative) and Louisiana Initiative for Small Entrepreneurships (Hudson Initiative) Programs Participation
H. Cost Proposal
I. Certification Statement
J. Outsourcing of Key Internal Controls
Components of the Proposal
Approach and Methodology

There are two (2) parts of this RFP which must be addressed in all submitted proposals through the Approach and Methodology.


Part Two- Proposal for Implementation and Statewide Expansion: Proposals must provide a detailed plan for how the program will launch an initial pilot of their Early Childhood Ancillary Certificate Program and rapidly expand to offer the Early Childhood Ancillary Certificate Program statewide within thirty-six (36) months.

The Statewide Early Childhood Ancillary Certificate RFP includes a detailed description of all of the other required components of the application.
Components of the Proposal
Proposal for Early Childhood Ancillary Certificate Programs

Proposals must provide description of the proposed Early Childhood Ancillary Certificate Program through the completion of the Early Childhood Ancillary Certificate Program Application for Program Approval (included as Attachment V).

Proposals must provide a detailed description of the Early Childhood Ancillary Certificate Program that the selected contractor plans to develop. This must be done through the completion of the Early Childhood Ancillary Certificate Program Application for Program Approval, included as Attachment V.

The version of the Early Childhood Ancillary Certificate Program Application for Program Approval (Attachment V) submitted as part of this RFP will be used as the first draft for the version of the Application for Program Approval that will be reviewed by BESE no later than August, 2018.

The Early Childhood Ancillary Certificate Program Application for Program Approval (Attachment V) must be completed in full, and should follow the specific directions included in the Application for Program Approval. The proposers are strongly encouraged to include examples of online modules/coursework that have been previously developed for similar projects, or online content that would be used in the case of this project, as a portion of this section of the application.

This portion of the proposal will be evaluated in accordance with the Early Childhood Ancillary Certificate Program Rubric (Attachment VII).
Components of the Proposal
Proposal for Implementation and Expansion

Proposals must provide a detailed plan for how the program will launch an initial pilot of their Early Childhood Ancillary Certificate Program and rapidly expand to offer the Early Childhood Ancillary Certificate Program statewide within thirty-six (36) months.

As part of the Proposal for Implementation and Expansion, the proposer must submit a work plan for each phase of the project (phases 1-4) that demonstrates an understanding of the nature of the project, adequate resources to complete each phase of the project within the stated timeframe, and how the proposal will meet the needs of the state agency, as described in detail within the Project Deliverables (section 2.2).

Each of the four work plans should:

- Provide the proposer’s approach and plan and resources for meeting each of the deliverables requested for the particular phase within the deliverables chart (section 2.2.);
- Include detailed procedures, timelines, and expected cost for the deliverables;
- Describe relevant previous organizational work experience to complete the deliverables within each phase of the contract; and
- Include the proposer’s approach for quality assurance.
The purpose of the RFP is to obtain competitive proposals from qualified proposers who are interested in providing professional training for child care lead teachers in Louisiana.

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The State of Louisiana reserves the right to revise this schedule. Revisions, if any, before the Proposal Submission Deadline will be formalized by the issuance of an addendum to the RFP.
Questions and support

The Department will respond to questions informally at the pre proposal conference and formally respond to written inquiries if issued in the manner expressed in the RFP.

Questions?

Please feel free to reach out to Karen Evans the LDOE Procurement Manager at:

RFP_LDE@la.gov

Thank you for joining us today!