I. Overview of the Child Care Resource and Referral RFP Timeline
II. Overview on Louisiana’s Unified Early Childhood System
III. Key Components of Louisiana’s Child Care Resource and Referral RFP
   • Key Functions
   • Cost Proposal
   • Technical Proposal
IV. Timeline and Next Steps
The purpose of the conference is for proposers to obtain clarification on the requirements of the RFP and to receive answers to relevant questions.

Some impromptu questions will be permitted during the conference. These answers are not official and are not binding on LDOE.

All questions should be submitted in writing after the webinar to receive a binding answer within the period provided. Those answers will be added to the RFP as an addendum at https://wwwcfprd.doa.louisiana.gov/osp/lapac/pubMain.cfm.

These questions should be sent to Karen Evans, the Procurement Manager at RFP_LDE@la.gov according to the schedule of events.
Overview of the Child Care Resource and Referral RFP Timeline
The purpose of the RFP is to obtain Competitive proposals from qualified proposers who are interested in providing Child Care Resource and Referral (R & R) services.

The LDOE desires to contract with organizations to provide Child Care Resource and Referral services that support improved kindergarten readiness through:

1. Providing high-quality differentiated coaching to child care centers
2. Providing group trainings to child care centers on essential content and skills
3. Acting as a community resource center for early childhood providers and families
The purpose of the RFP is to obtain competitive proposals from qualified proposers who are interested in providing Child Care Resource and Referral (R & R) services.

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Overview of Early Childhood Education In Louisiana
Louisiana has fully established a statewide unified rating system to help families choose the best option for their children.

**Timeline of Steady Progress**

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

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

**2015-2016**
- All communities have an Early Childhood Community Network in place
- Statewide implementation is achieved through a Learning Year

**2016-2017**
- Practice Performance Profiles are released based on the Learning Year
- Policy alignment for supports, funding, and tax credits to assist programs and families

**2017-2018**
- Performance Profiles for every site are published online in School and Center Finder
- Continued effort to align enrollment with funding and classroom quality

*Louisiana Believes*
Louisiana Vision to Achieve Kindergarten Readiness

- Shared high standards for what children should learn and what excellent teaching looks like.
- Teachers are excellent at interacting with children and guiding learning.
- Expectations for health, safety, and learning are consistent with adequate funding levels for programs that serve children well.
- Families can easily enroll and choose the best option for their children.
Performance Profile Overview

Performance Profiles provide information about the quality of publicly-funded sites to families to inform choice and to communities to guide improvement.

Louisiana’s Unified Rating System:
- Measures core elements needed for positive child outcomes;
- Provides a clear and focused path to improvement; and
- Gives families an easy way to compare choices in their community.

Performance Profile results for each site (www.LouisianaSchools.com) contain two components:
1. Ratings that relate to positive child outcomes, based on CLASS™ observations that measure the quality of adult-child interactions and instructions
2. Informational metrics that measure use of best practices, such as using curriculum, assessing children for learning, and credentialing of teachers

Researchers at the University of Virginia found that Louisiana observers are accurate, that children learn more in Louisiana classrooms with higher ratings, and that adding other quality measures does not help identify quality classrooms.
Performance Rating: Incentives and Consequences

As in 2016-2017, there will be incentives and consequences tied to Performance Ratings for providers in 2017-2018.

<table>
<thead>
<tr>
<th>CLASS™ Score Range</th>
<th>Performance Rating</th>
<th>Star Rating for Tax Credit and Bonus Payments</th>
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<tbody>
<tr>
<td>6.00 - 7.00</td>
<td>Excellent</td>
<td>5 Stars</td>
</tr>
<tr>
<td>5.25 - 5.99</td>
<td>Proficient*</td>
<td>4 Stars</td>
</tr>
<tr>
<td>4.50 - 5.24</td>
<td>Proficient</td>
<td>3 Stars</td>
</tr>
<tr>
<td>3.75 - 4.49</td>
<td>Approaching Proficient</td>
<td>2 Stars</td>
</tr>
<tr>
<td>3.00 - 3.74</td>
<td>Approaching Proficient</td>
<td>1 Star</td>
</tr>
<tr>
<td>1.00 - 2.99</td>
<td>Unsatisfactory</td>
<td>0 Stars</td>
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*The Performance Rating that corresponds with the 5.25-5.99 score range will change to “High Proficient” beginning with the 2019 Performance Profile release

- Tax credits and bonuses for child care centers have been revised to reward and incentivize performance and improvement
- Programs that score below 3.75 will be required to participate in a Site Improvement Planning process
- Programs that score Unsatisfactory for two years in any three year period may lose Type III license or funding
Overall Results

Louisiana’s early childhood programs showed growth from 2016-2017 to this year. However, more work still needs to be done to ensure every child is kindergarten ready.

- Overall, there was improvement in most areas from the 2016-2017 results.
- The average score for each dimension and each domain improved.
- The average score for program type improved.
- There are exemplar sites in each program type, and more than a third of Community Networks have at least one Excellent site.
- Local observer accuracy in all program types and nearly every domain increased.
- Yet too many children are still not receiving the instruction needed to fully prepare them for kindergarten.
- There are stark differences in access for publicly-funded early childhood care and education seats by age.
Eight percent more sites will be scored above the Proficient threshold in 2017-2018, which suggests that more children across the state are receiving quality care and education than in years past.
The statewide average score for each program type has improved incrementally each year, resulting in more sites providing quality care and education for children.
Improvement by Domain

The statewide average score for each CLASS™ domain has improved incrementally each year, resulting in more sites providing quality care and education for children.
The statewide average score for each Pre-K CLASS™ dimension has improved incrementally each year, resulting in more sites providing quality care and education for children.
The statewide average score for each Toddler CLASS™ dimension has improved incrementally each year, resulting in more sites providing quality care and education for children.
Sites vary in their implementation of classroom best practices that promote high-quality experiences for children, but across programs, the large majority of sites have attained a quality curriculum.
Key Components of Louisiana’s Child Care Resource and Referral RFP
Key Functions

In order to improve kindergarten readiness by supporting child care centers to improve the quality rating of their center, R & R contractors (Contractor) will be expected to provide:

1. **Differentiated Coaching**: Contractor will provide high-quality coaching for child care staff using a research based model that supports child and teacher interactions and the use of high-quality instructional tools.

2. **Group Training**: Contractor will provide training that is developed and delivered by content experts and covers the critical information needed for operating a safe and healthy learning environment that supports child and teacher interactions and the use of high-quality instructional tools.

3. **Early Childhood Resource Centers**: Contractor will act as a centralized source of child care information, supporting families and the child care industry within their communities with business practices, resources, and opportunities for collaboration.
Differentiated Coaching
Differentiated Coaching

Provide high-quality coaching both Short Term Technical Assistance and Practice Based Coaching (45 minutes to one hour) that supports effective child and teacher interactions and the use of Tier I curriculum and instructional tools.

Contractor will improve classroom quality through coaching that is focused on three key areas:

1. Improving the quality of teacher-child interactions and instruction.
2. Supporting the successful implementation of high-quality curriculum and instructional tools.
3. Improving the health, safety, and classroom organization of learning environments.

This will be completed through Short Term Technical Assistance and Practice Based Coaching visits. Each type of visit will count for 1 unit of Differentiated Coaching.
Short Term Technical Assistance

Short term technical assistance is provided by qualified R & R coach for 45 minutes to one hour and consists of one-time visits that are completed to address a specific need.

Short term technical assistance consists of one-time visits, requested by the child care center receiving the service. Short term technical assistance visits may include some follow up, such as sending an email or a phone call to verify success of solution.

Visits may include:

- Understanding and developing a professional development plan in response to CLASS scores.
- Addressing short-term classroom environment concerns, such as classroom set-up
- Review classroom and center schedules
- Specific classroom management concerns
- Use of child Assessment and technology

Short term visits may be followed up by initiating a Practice Based Coaching Sequence.
Practice Based Coaching

Practice based coaching is provided by a qualified R & R Coach for 45 minutes to one hour and is part of a sequence that requires multiple visits. Visits should be provided regularly in a series to the same center, typically no less than 3-5 sessions, each session counting as a single unit of service.

Practice based coaching might address the following types of issues and should make up no less than 70% of the differentiated coaching units for any particular contract:

- Improving teacher skills and behaviors as described by the CLASS tool;
- Assisting a director with limited experience in instructional leadership; and
- Implementing curriculum effectively to support high-quality curriculum.

Practice based coaching could include onsite coaching (face-to-face engagement), professional learning communities (PLC), or some combination of both for a particular center.
Differentiated Coaching Expectations

All differentiated coaching should:
1. Be planned in advance
2. Be tailored to the specific needs of the recipient
3. Be based on classroom/child level data or reports
4. Be evaluated for success by reviewing data or change in recipient practice

As part of differentiated coaching, the contractor must:

- Employ a qualified R & R coach;
- Use a research-based coaching model;
- Develop a plan for training coaches;
- Develop a plan for evaluating and providing feedback to coaches;
- Measure and report progress to LDOE; and
- Plan to support a statewide coaching community.
Differentiated Coaching Deliverables

As part of differentiated coaching, the contractor must submit the following deliverables throughout the term of the contract to document the completion of required services related to differentiated coaching:

1. Differentiated Coaching, Monthly Measures of Success Report
   a. Reports should include documentation of the onsite visits completed, as well as a detailed reporting on the centers which have received assistance (frequency of visits, goals to be worked on, and any progress made).

2. Differentiated Coaching, Surveys of Recipients
   a. The contractor will be responsible for sharing an online evaluative survey (created by LDOE).

3. Reflection on CLASS Observation Results
   a. Contractors must prioritize center-based supports to Type III child care centers that have received an Approaching Proficient or Unsatisfactory rating on their Early Childhood Performance Profile, at least annually.

4. Video of Coaching Sessions, as requested.
Group Training
Group Training

Group Training includes two types of services, each counting towards one group training unit:

1. *Louisiana Key Learning Modules*- Content provided by LDOE to be delivered by qualified R & R Trainer.
2. *Contractor-created training modules*- Content developed and delivered by qualified R & R Trainer (All training must be a minimum of two hours long and delivered to a minimum of five attendees from Type III Centers).

As Part of Group Training, the contractor must:

- Employ a qualified R & R Trainer.
- Develop a plan for supporting trainers.
- Provide feedback for trainers.
- Develop a plan for evaluating the success of trainers.
- Measure and report progress to the LDOE.
- Make group Training accessible to those who need it.
Group Training

Provide training that is delivered by content experts and covers the critical information needed for operating a safe and healthy learning environment that supports child and teacher interactions and the use of high-quality instructional tools.

Contractors will actively build the skills of teachers and leaders in obtaining foundational knowledge in the areas of:

- Provide quality teacher-child interactions, especially instructional support (as measured through CLASS™)
- Using Louisiana’s Birth to Five Early Learning and Development Standards (ELDS).
- Implementing a developmentally-appropriate Tier 1 curriculum that addresses the ELDS.
- How to use child observation and assessment information to support making referrals for intervention services.
- Administrative skills related to child care operations for child care leaders.
- Emergency preparedness, as needed.
Group Training Deliverables

Contractor will submit the following deliverables through the term of the contract to document the completion of required services related to group training:

• **Group Training, Monthly Measure of Success Report**
  ○ Documentation of the professional development completed, as well as a detailed reporting on the centers which participated.

• **Group Trainings, Surveys of Recipients**
  ○ Contractor will be responsible for collecting and sharing an online evaluative survey of training to the participants. This survey will be monitored by LDOE.

• **Video of Training Sessions**
  ○ The contractor must develop a plan to share high-quality training opportunities for professional education.
Early Childhood Resource Center
Contractor will act as a centralized source of child care information, supporting families and the child care industry within their communities with business practices, resources and opportunities for collaboration. Early Childhood Resource Center activities may be subcontracted to another agency if desired.

This RFP seeks contractors that will secure the following services for the early childhood community:

1. Basic Assistance for the Child Care and Family Homes
2. Resources for Early Learning Environments
   • Raise donations/matching funds to support child care and family homes
3. Support Quality Care for the Early Learning Community
   • Maintain a monthly calendar of training and support opportunities
   • Create and work with local lead agency (s) to create an annual plan for supporting improvement across publicly-funded early learning centers.
4. Build Strong Leaders
5. Provide Referrals for the Community
6. Emergency Respite Care
Early Childhood Resource Center Expectations

As part of the Early Childhood Resource Center Services, the contractor must provide:

- Provide Basic Assistance for Child Care and Family Homes
- Resources for Early Learning Environments
  - Raise donations (through School Readiness Tax Credits or other sources) to support access to high-quality tools and resources in child care centers. The contractor must provide matching funds at 20% of total contract amount.
- Support Quality Care for Early Learning Community
  - Create an annual improvement plan
  - Maintain a monthly calendar of training and support for CCR&R and other key community support agencies in the region.
- Build Strong Leaders through monthly Director’s meetings
- Provide consultation services to families, including referrals to care and other community services.
  - Coordinate enrollment support with the local Early Childhood Community Network approach.
- Emergency Care: Support families and child care in case of emergency.
Early Childhood Resource and Referral Deliverables

The Contractor will submit the following deliverables throughout the term of the contract to document the completion of required services related to Early Childhood Resource Centers:

A. Monthly Report of Early Childhood Resource Center Activity
   a. Basic Assistance: Provide a description of basic assistance, summarizing key categories and types of assistance provided.
   b. Resources for Early Learning Environments: Provide a list of all donations and matching funds.
   c. Support Quality Care for Early Learning Community: Provide a description of activities that have been completed to create and implement a plan for supporting early learning providers.
   d. Build Strong Leaders: Provide a description of monthly director meetings
   e. Referrals for the Community: Provide a description of referrals that have taken place, including the types of opportunities and services that early learning programs or families have been referred to.

B. Emergency Care: Annually prior to October 1, provide a detailed description of the preparation that has taken place to be ready to offer child care respite services in the case of an emergency.
Components of the Proposal
Components of the Proposal

The Child Care Resource and Referral 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 Content
C. Executive Summary
D. Company Background and Experience
E. Approach and Methodology
F. Proposed Staff Qualifications
G. Veteran and Hudson Initiative Program Participation
H. Cost Proposal
I. Certification Statement
Components of the Proposal - Approach and Methodology

In the Approach and Methodology section, proposers will explain how they will support the key goals and deliverables of CCR&R services.

*Approach and Methodology*- This section should include a description of how the contractor will meet the needs of the project.

This should include a narrative proposal that is no longer than 15 pages answering specific questions and requirements for:

- Approach and Methodology for Differentiated Coaching (including a video example w. reflection)
- Approach and Methodology for Group Training
- Approach and Methodology for Early Childhood Resource Centers
- Approach and Methodology for Recruiting and Maintaining a High Performing Staff

Additionally, a project work plan(s) should be included as an appendix. The Approach and Methodology section may include multiple appendices, which do not count towards the page limit.
Cost Proposal
Cost Proposal

Proposers should include each requested unit cost and proposed number of units within their cost proposal. The number of units are for evaluation purposes only.

There are several costs that should be included in the cost proposal chart:

- Differentiated Coaching
  - Provide the cost for one unit of differentiated coaching.
- Group Training
  - Provide the cost for one unit of group training.
- Early Learning Resource Center Activities
  - Provide the cost of one month of early learning resource center activities.
- Child Respite Services
  - Provide the unit cost of one day of child respite services.
Proposers may apply for a parish, multiple parishes, an entire region, multiple regions, or the state.

**Note on Early Learning Resource Center Units:**
The proposed unit cost should reflect the cost for performing one unit for each parish. The total number of Early Learning Resource Center Units should reflect the number of total parishes proposed, multiplied by 12.
The purpose of the RFP is to obtain Competitive proposals from qualified proposers who are interested in providing Child Care Resource and Referral (R & R) services.

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Questions?

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

RFP_LDE@la.gov