



REQUEST for PROPOSALS
(RFP)

Education Services

Children and Family Services

ALL CONSULTATION CONTRACTS

Submit Proposals by 4:30 PM, May 31, 2022

to

Children and Family Services

Ruth Perez-Paz
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Please contact Dolores G. Terrazas with any questions at:

dterrazas@unitycouncil.org

by May 11, 2022

Announcement Date will be May 2, 2022

INSTRUCTIONS

Please read this entire Request for Proposals (RFP).

Interested entities, please submit a proposal that addresses each area outlined in the Response Requirements & Scoring Criteria section below to the contact named above by the due date named above. In performing services for Client, Contractor shall act at all times as an independent contractor and not as an agent or employee of Client. Grant period begins July 1, 2022 and ends June 30, 2023.

Proposal is limited to 10 pages, excluding budget and references.



PROGRAM DESCRIPTION

TUC/CFSs Head Start/Early Head Start – Child Development Program is a comprehensive early education program. Our approach to comprehensive services and supports for children and families is supportive, non-judgmental, strengths-based, and culturally and linguistically responsive and sensitive. Our program is family-centered and driven, and relies on developing collaborative partnerships between families and staff. We employ a combined model of preschool with family services and outreach.

SERVICES DESCRIPTION

Overarching services sought for Educational services within Children and Family Services.

The Education consultant is responsible for consultation and support to HSEHS staff, children, and families through a prescribed outline of objectives and outcomes.

The Education Consultant(s) will perform a broad range of services, including curriculum supports, CLASS assessment and coaching, strength-based feedback, mentoring and guidance of new and best practices, policy and procedure development (where agreed to), and report writing (where agreed to).

Contractor will provide education consultant services as follows:

- 1) Provide consultation and training to Directors, School Readiness Coordinators, Home Visitors and Teachers at The Unity Council's Cal-SAFE, De Colores, Foothill Square, Yazmin Jara, Cesar Chavez, Wilma Chan, Thurgood Marshall, St Mary's (partner) and Concord Child Care (partner) Head Start centers or a combination thereof.
- 2) Provide services as CLASS coach for, Council's Cal-SAFE, De Colores, Foothill Square, Yazmin Jara, Cesar Chavez, Wilma Chan, Thurgood Marshall, St Mary's (partner) and Concord Child Care (partner) Head Start centers or a combination thereof.
- 3) Where appropriate provide Infant, Toddler and Pre-k CLASS and CSEFEL training and coaching.
- 4) Pre-service, training and preparation: ECERS, CSEFEL, DRDP, CLASS, ELOF, Performance Standards and best practices.
- 5) Provide pre and post CLASS Observations and Assessments. Approximate number of classrooms, 30 possible 34 classrooms.
- 6) Each classroom team of CLASS scores will determine a range of coaching needs. Three tiers of coaching supports needs will identify coaching classrooms. Coaching every other week.
- 7) Depending on consultant, possible administrative level support and partnership training, onboarding, capacity building of HS model, development of service area plans, updates on policies and procedures: To be determined by CFS
- 8) On a limited basis with approval by Service Area Manager, remote services may be considered. Meetings, consultations, and similar events may be held virtually.



Reports, summaries, collection of data, the maintaining of records, invoicing and compliance in all facets of Head Start Performance Standards and State regulations, including CLL will be outlined and adhered in the final contract.

Duties & Tasks (percentages are approximates of time for each activity)

1. General Classroom Observations, Consultation & modeling (60%)

- Visit each classroom at least twice per month.
- Provide child development information to staff related to child development, classroom arrangement, and where integrated necessary, social-emotional development where appropriate.
- Provide guidance to staff on selecting, implementing, and interpreting CLASS, ECKERS, DRDP and assessment tools and findings.
- Provide guidance and model developmentally appropriate engagement for children and effective ways to work with and support young children.
- Meet with classroom teams to review child observations, assessments, and develop in conjunction with Service Area Manager Plans for adjustments, training, additional resources and implement as needed.

2. Staff Training (10%)

- Support and provide staff trainings related to pedagogical development, educational tools used, recurring educational classroom themes at the direction of Service Area Manager, including pre-service.

3. Programmatic Consultation (10%)

- Participate in staff team meetings and or capacity building sessions as requested by Service Area Manager.
- Provide recommendations in the development and implementation of pedagogical program improvements and/or policy.

4. Parent Training (5%)

- In consultation with Service Area manager, provide a series of recommended topics to train parents and/or staff on key themes throughout the program year.
- Provide and facilitate key trainings finalized by Service Area Manager.

5. Individualized Child- and Family-Centered Observations & Consultation (5%)

- Support teachers to conduct observations of individual children as identified by the DRDP rubric of learning.
- Provide recommendations to Service Area Manager to improve training, delivery and implementation of either Educational services.

6. Individual Child Screening, Assessment & Referral (5%)

- Able to provide guidance, interpretation and integration ideals for teachers in how to interpret standardized developmental, behavioral, and/or social-emotional screens and assessments as part of intersectionality of services for individual children.



7. Home Visiting (5%)

- Where appropriate, model conducting home visits to support the understanding and needs of families and children.
- Provide guidance and model developmentally appropriate activities for children and effective ways to work with and support young children to teachers

SCHEDULE

All services will be provided within a 40-hour workweek and a flexible schedule, which may include some early morning or evening work. This Request for Proposals (RFP) will award a contract for a 12-month period, and or pro-rated timeframe, depending on the contract services sought.

QUALIFICATIONS

The submitting contractor will be responsible to provide an overview, goal(s) and objectives, a budget within their respective disciplines and background checks as prescribed by the TUC/CFS policies and procedures.

Knowledge

1. Demonstrated understanding of infant and early childhood social emotional development and developmental milestones.
2. Demonstrated understanding of differences in educational approaches, mental health services and concepts across cultures.
3. Certified in Infant-Toddler and Pre-k CLASS and CSEFEL training and coaching
4. Demonstrated knowledge of ELOF, DRDP, Educational competencies, Environmental Rating Scales, HS and State regulations.
5. Experience working with young children, teachers, and their families. Formulate and write assessments and support plans for teachers and teaching teams. Versed in classroom observations, and specific classroom adaptations and or recommendations to improve quality, flow and teacher capacity.
6. Experience with evidence-based practices and curricula to promote early childhood education and wellness.
7. Knowledge of Head Start and Early Head Start is desirable.

Skills

1. Build and maintain strong, collaborative relationships with Head Start staff and families.
2. Lead and facilitate trainings for parents and staff.
3. Conduct standardized observations and assessments, of teacher's interactions using the CLASS instrument format.
4. Use results of screens and assessments to guide working recommendations to Service Area Manager for goal setting, interventions and objectives for teacher growth and classroom experiences.
5. Communicate effectively and timely with diverse groups both verbally and in writing.
6. Organize and manage tasks, appointments and sessions timely and effectively.



7. Organize and document observations and assessment CLASS and or ECKERS results to support Service Area leads to use for ongoing quality improvement and interventions in classroom.

Education & Experience

1. Master’s Degree required, and where appropriate the preference in Education – ECE, Social Work, Psychology, Counseling, or related field.
2. Minimum of 2 years of direct experience with services to children and families.
3. Qualified in CLASS and ECKERS; certified practionnaires preferred.
4. Bilingual/bicultural English-Spanish strongly preferred.

Other Requirements

5. Ability to manage physically active children ages 1 to 5, including guiding, pursuing, gently restraining for safety to self and others, and withstanding sudden movements.
6. Ability to lift up to 50 pounds.
7. Must have valid Driver’s License and proof of insurance or must have acceptable alternative transportation.
8. Maintain current Flu, MMR, COVID Immunization, First Aid and CPR certification.
9. Maintain compliance with Criminal History Registry and Child Abuse Index.

SUPERVISION

The contractor will report to the designated Service Area Manager, who will assign and oversee the work of the consultant/team. Consultative meetings, where appropriate, will be established beforehand and occur in a scheduled manner.

Whenever a contractor’s work at Client’s agency includes direct contact with children, the Contractor agrees to adhere to the code of conduct applicable to the care and supervision of children. The code of conduct states that no child would be left alone or unsupervised while under their care, and that all adults working with the children will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation

REIMBURSEMENT

Reimbursement for services awarded by this contract will range within the following parameters.

- A. EDUCATION: \$20,000 to \$60,000 depending on experience and qualifications.

RESPONSE REQUIREMENTS & SCORING CRITERIA

Contact Information of Submitting Individual/Organization (Required)

- | | |
|--|--------------------------|
| a. <u>[Organization Name, if applicable]</u> | b. <u>[Contact Name]</u> |
| c. <u>[Address, City, State, Zip]</u> | d. <u>[Phone Number]</u> |
| e. <u>[Email]</u> | |



Service Approach (20 points)

Please describe how you would provide the services detailed in the RFP within the context outlined in the Program Description, which include goals, objectives and outcomes:

Specifically, address:

- (a) Prior relevant experience, including experience with programmatic, staff, child and family centered - consultation,
- (b) Consultant approach to promoting children's pedagogical development, including your work with young children in child care or other early education settings, and
- (c) Approach and strategies to effectively implementing either or in combination, center or home base services in Head Start, including ability to collaborate and build relationships with families and staff.

Cultural Responsiveness (10 points)

Please describe your experience working with culturally, socially, and economically diverse families and staff.

Continuity of Services (10 points)

Please describe how you will ensure continuity of service in planning to support teachers/home visitors professional development.

References (5 points)

Please include letters and contact information from three (3) references who can comment on your ability to provide similar services as described in this RFP.

Cost Estimate (5 points)

Please submit a budget, including the direct and indirect costs for services.

Résumé (Required)

Please include the résumés of each of the lead consultants along with acknowledgement of background and sexual abuse. Upon selection of consultant, required documents must be submitted.