



**Request for Proposal
(Quality Supports)**

Issued by:



PHMC

Public Health Management Corporation (PHMC)
in *behalf of the*
City of Philadelphia Mayor's Office of Education



**MAYOR'S OFFICE
OF EDUCATION**

All Requests for Proposal (RFP), including all supporting documentation must be submitted electronically to phlprek@phmc.org no later than **5:00 p.m.** Philadelphia, PA, local time, **On May 15, 2019**

***Optional Quality Support RFP Application Webinar
(no in person option will be offered)***

Wednesday, March 8, 2019 1:30-3:00 pm

Please join my meeting from your computer,
tablet or smartphone.

<https://global.gotomeeting.com/join/278558109>

You can also dial in using your phone.
(For supported devices, tap a one-touch number
below to join instantly.)

United States: +1 (224) 501-3412

- One-touch: <tel:+12245013412,,278558109#>

Prospective Applicants are strongly encouraged to read the entire application packet before responding to this RFP.

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I. Overview of PHLpreK

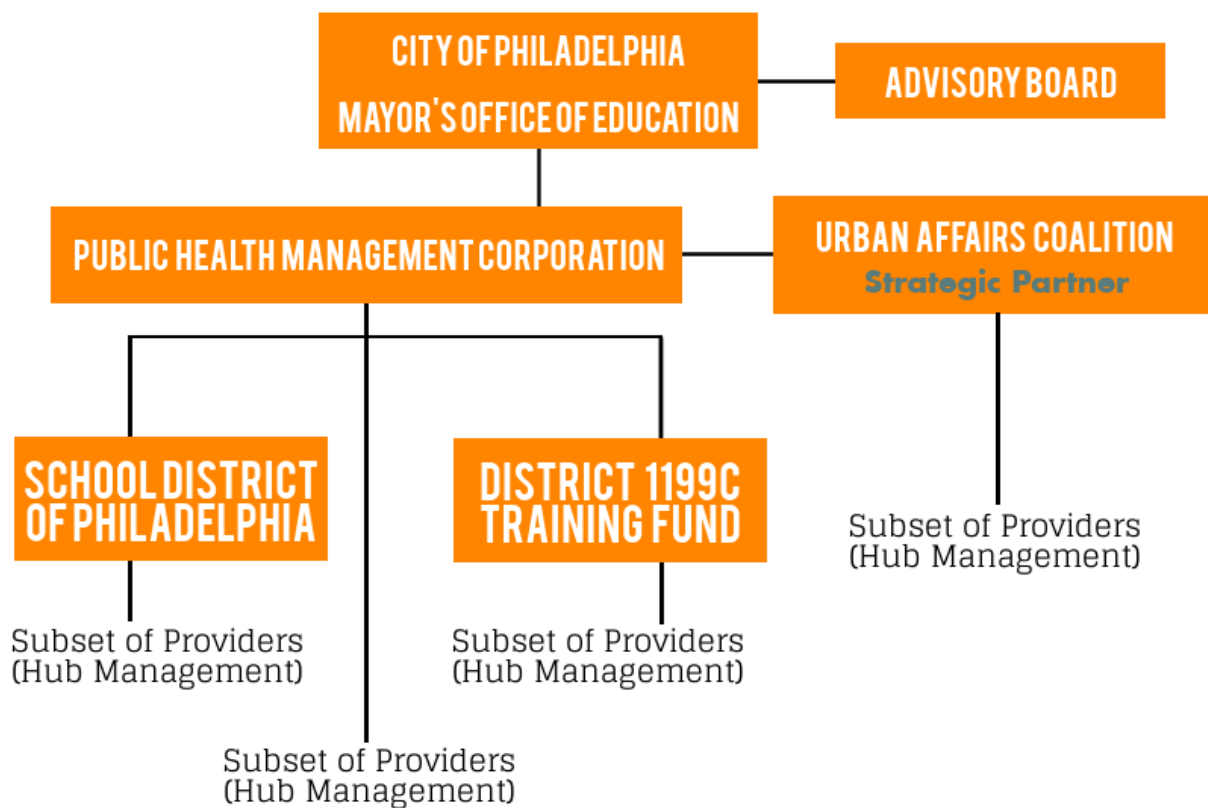
A. Introduction

Through this Request for Proposal (“RFP”), Public Health Management Corporation seeks to identify expert organizations to deliver quality supports to early learning programs contracted to provide PHLpreK¹ services.

Research demonstrates that young children that have access to high quality, developmentally appropriate preschool experiences enter kindergarten ready to learn and succeed in school and beyond. Philadelphia Mayor, the Honorable James Kenney, made expanding quality prekindergarten services the cornerstone of his administration, understanding that early learning services prepare our future workforce while providing essential childcare support to hard working Philadelphians. Beginning in January 2017, the City funded 2,000 children to participate in PHLpreK programs, ensuring children were in developmentally appropriate learning environments, receiving developmental screenings and health screening in early learning programs that were committed to family and caregiver engagement, and supporting kindergarten transition. The City of Philadelphia has a vision to provide access to quality programming to 5,500 children by 2020-2023 and to simultaneously expand supports to contracted PHLpreK programs to ensure children in PHLpreK classrooms receive instruction that supports their school readiness goals.

¹ For the PHLpreK Glossary of Terms, [Click Here](#) .

B. PHLpreK Management and Oversight



Mayor's Office of Education, Intermediary Agency and Hub Overview

The Mayor's Office of Education (MOE) is working with public and private organizations and individuals to realize Mayor Kenney's education goals including the implementation of PHLpreK. MOE plays an ongoing role in overseeing the intermediary and insuring successful implementation of PHLpreK. In consultation with the City's PHLpreK Advisory Board, MOE sets policy for the initiative. MOE also provides City-wide recruitment supports to all providers and marketing to the initiative.

The PHLpreK Advisory Board is comprised of 16 community representatives appointed by the Mayor and City Council to provide recommendations for PHLpreK governance and policy making. The Board will make recommendations to the Mayor and City Council on program modifications, adjustments and improvements. The Advisory Board will assess impact and outcomes data and ensure the program meets determined goals.

Public Health Management Corporation (PHMC) serves as the administrative intermediary for the PHLpreK initiative. PHMC is a nonprofit 501(c)(3) corporation and public health institute that builds healthier communities through agreements with government, foundations, businesses, and community-based organizations. PHMC has served the Greater Philadelphia region since 1972 as a facilitator, developer, intermediary, manager, advocate, and innovator in the field of public health. PHMC fulfills its mission to improve the health of the community by providing outreach, health promotion, education, research, planning, technical assistance, and direct services.

PHMC directly contracts with other agencies, referred to as Hub agencies, which are responsible for monitoring subsets of PHLpreK providers. PHMC will ensure contract compliance for the Hub agencies and provide program and data infrastructure to the PHLpreK system. PHMC also acts as a Hub agency itself, directly contracting with a subset of Providers and oversees payment, fiscal and contract compliance for this group.

The Urban Affairs Coalition (UAC) is an identified Hub agency for this program. UAC will directly contract with a subset of Providers and oversee enrollment benchmarks, payment and fiscal and contract compliance for this group. UAC will provide business and financial technical assistance to its subset of providers in the categories of budgeting, financial reporting, payroll and employee benefits, audit compliance, insurance, financial policies, personnel policies, financial accounting system, business policies, cash flow issues, and blended funding. Programs managed by School District of Philadelphia, 1199C and PHMC can request business technical assistance from UAC, but such assistance would be at the cost of the Provider. UAC participates in the intermediary structure with specific responsibilities defined in the agreement between UAC and PHMC.

Urban Affairs Coalition (UAC) is a nonprofit 501(c)(3) organization that brings together over 70 organizations that works on diverse issues that affect communities. UAC has served the Greater Philadelphia region since 1968 as an operator of a wide range of programs, service, and public policy initiatives. UAC achieves its mission by providing fiscal sponsorships and shared services

to organizations looking to succeed. As a strategic partner in PHLpreK, UAC PHLpreK programs have achieved tremendous success in STAR level movement, accomplished business and financial goals, and succeeded in opening additional early childhood center locations with support received from UAC. The UAC PHLpreK team is committed to excellence in service delivery by bringing a wealth of knowledge, experience, and expertise to their early childhood work.

The School District of Philadelphia (SDP) is an identified Hub agency and will directly contract with school district sites, overseeing enrollment benchmarks, payments and fiscal and contract compliance for this group. SDP will provide technical assistance to its subset of providers to ensure success in meeting PHLpreK requirements.

District 1199C Training and Upgrading Fund (1199C) is an identified Hub agency and will directly contract with the subset of Family Child Care Homes that select District 1199C as their hub agency. As the Hub agency, District 1199C will oversee enrollment benchmarks, payment and fiscal and contract compliance for this group. 1199C will provide technical assistance to its subset of providers to ensure success in meeting PHLpreK requirements.

C. Priorities for PHLpreK in FY19

There will be focus and attention to the following areas for PHLpreK in FY19

- Access to the highest quality services that will prepare students (or children) for kindergarten
- Alignment with and leveraging of other early learning initiatives
- Serving high need areas and special populations
- Improving nutrition and physical activity
- Expanding access to families that are unserved or underserved in the early learning system
- Accountability and data-driven decision making
- Equity and good stewardship

Each of these is described in more detail below.

Access to the highest quality services that will prepare students (or children) for kindergarten- Ensuring all children participating in PHLpreK are receiving the highest quality services is critical to the impact of PHLpreK. Providers are expected to demonstrate and maintain quality via program assessments and data reporting requirements. Quality improvement supports for providers will focus on ensuring high quality PHLpreK services are delivered to all enrolled children.

Alignment with and leveraging of other early learning initiatives - Recognizing that PHLpreK exists in a landscape of early learning programs, alignment with other early learning efforts is essential for program success. The City is and will continue to actively pursue partnerships and

agreements with state and federal initiatives to ensure alignment of standards and practices across these programs. PHLpreK will seek the input and partnership of providers in adjusting to new mandates and changing expectations Child Care Development Block Grant, Keystone STARS and the development of Early Learning Resource Centers. PHLpreK will also work with partners to ensure families are accessing state and federal funding streams.

Serving high need areas and special populations - While available to all eligible Philadelphians, additional efforts will be made to ensure PHLpreK slots are utilized in neighborhoods of high need and are serving families with multiple risk factors. Current efforts are underway to refine outreach efforts to identify and recruit vulnerable children and their families including those engaged in the child welfare system, those experiencing homelessness, new Americans and immigrants, dual language learners, and children with special medical, developmental or mental health needs. The City will engage a group of stakeholders to inform policy and supports for children with developmental delays and those with mental health concerns. We envision a future policy that prohibits expulsion and suspension and will work with providers and others to develop that policy and the corresponding supports. Organizations delivering Quality Supports within the PHLpreK network should have demonstrated experience supporting ECE programs serving high need and special populations and be able to outline specific strategies for demonstrating cultural competence in both delivery of the quality intervention and in design and delivery of early childhood programming. Organizations delivering Quality Supports within the PHLpreK network should also have a robust complement of qualified staff that have demonstrated expertise in early childhood and have an understanding of social equity, and their impact on access to quality early childhood care , identification of children with special needs and early childhood expulsion rates.

Improving nutrition and physical activity - The Philadelphia Department of Public Health's Chronic Disease Prevention Division has adapted the Comprehensive Nutrition Standards (www.phila.gov/nutritionstandards), mandated by Executive Order 04-14, for ECE settings ("Philadelphia Nutrition Standards for Early Care and Education"). The standards improve nutrition and provide recommendations for physical play and screen time. In the upcoming year, PHLpreK will continue the implementation of priority standards as along with developing monitoring methods and delivering provider support.

Expanding access to families that are unserved or underserved in the early learning system- PHLpreK funding is intended to create new slots. The funding may not be used to convert or replace seats currently funded through Early Head Start, Head Start, Pre-K Counts or private pay.

Accountability and data-driven decision making - Data collection and accountability are a key area of focus for PHLpreK. In order to ensure that timely and accurate data is collected, Providers must develop systems of data entry and quality assurance, utilize appropriate technology, and seek support when needed to ensure the integrity of data. Providers participating in PHLpreK are required to utilize the Childware system to enter PHLpreK program data. Similarly system data is collected and aggregated to assess trends, needs and

effectiveness of supports and system design. Organizations delivering Quality Supports within the PHLpreK network should have demonstrated experience using data to understand problems and identify solutions, to monitor employee performance, to assess fidelity to intervention models, and should be prepared to report timely data about quality interventions to PHMC and MOE.

Equity and good stewardship - The City is committed to ensuring all PHLpreK funds are used appropriately and in support of the stated program goals. No City funds may be used to support, subsidize or endorse religious activities. Eligibility for service to Philadelphia families is universally available and programs must meet the religious and cultural needs of enrolled families. PHLpreK may not discriminate against prospective employees or program participants based on their religious affiliation, ethnicity, and country of origin, gender, or sexual orientation. Organizations delivering Quality Supports within the PHLpreK network should demonstrate fiscal capacity to deliver the interventions to scale, and have demonstrated experience managing a contract of similar size. Organizations delivering Quality Supports will be expected to adopt PHLpreK's nondiscrimination policy.

D. PHLpreK Quality Support Overview

1. PHLpreK Coaches

Research Base

In order to provide quality programming, PHLpreK providers must have access to quality supports that are intentional, data driven, and individualized to meet the needs of the provider. Through its evaluation of the PHLpreK network, the National Institute for Early Education Research (NIEER) has developed a set of recommendations for PHLpreK implementation. The framework for these recommendations was based on two sets of criteria for evaluating early childhood systems. The first set of criteria summarizes best practice in policy standards and program features and is used to review ECE systems in *NIEER's state of Preschool Yearbook*². The second set of criteria is from the work of Jim Minervino, *Lessons from Research and the Classroom: Implementing High-Quality Pre-K that Makes a Difference for Young Children*³. This body of work outlines the key program elements of large ECE systems that have demonstrated impact on children's development and learning. NIEER synthesized and combined these criteria and refers to them as the *essential elements*. The *essential elements* are divided into two categories- program design and program practices and are as follows:

Program Design:

1. Teacher degree and teacher specialized training.
2. Assistant teacher qualification.
3. Teacher compensation (K-12 pay parity).
4. Maximum class size (20) and staff-child ratio (1:10).
5. Duration (length of school day).

Program Practices:

6. Early Learning and Development Standards (ELDS).
7. Staff professional development.
8. Continuous Quality Improvement System (CQIS).
9. Data-driven decision-making and independent evaluation.
10. Curriculum supports.
11. Supports for education of special needs children in inclusive settings.
12. Supports for dual language learners.
13. Screenings and referrals.

² Friedman-Krauss, A. H., Barnett, W. S., Weisenfeld, G. G., Kasmin, R., DiCrecchio, N., & Horowitz, M. (2018). *The State of Preschool 2017: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

³ Minervino, J. (2014). *Lessons from Research and the Classroom: Implementing High-Quality Pre-K that Makes a Difference for Young Children*. Downloaded May 2018 from https://docs.gatesfoundation.org/documents/Lessons%20from%20Research%20and%20the%20Classroom_September%202014.pdf#page=23.

Among the best practices of large ECE systems outlined in the essential elements is required professional learning for teachers including job-embedded coaching in the classroom and staff professional development focused on improving teacher practices and fidelity to a developmentally appropriate curriculum to yield learning outcomes for children.

Service Model

In FY20 all PHLpreK contracted programs will be responsible for implementing the Creative Curriculum for Preschool® 6th Edition or Creative Curriculum® for Family Child Care 3rd Edition and Teaching Strategies Gold® Assessment System in each classroom serving PHLpreK enrolled children.

As PHLpreK teachers continue to refine their teaching practices and focus on implementation of the Creative Curriculum for Preschool® 6th Edition, Creative Curriculum® for Family Child Care 3rd Edition and Teaching Strategies Gold® Assessment System PHLpreK Teacher Coaches will deliver instructional supports to PHLpreK teachers in PHLpreK classrooms during the FY20 program year – July 1st- June 30th. This RFP is to solicit a coaching provider to deliver coaching supports in Family Child Care, Group Child Care and STAR 1 and STAR 2 center based PHLpreK contracted locations.

Currently, PHLpreK Lead Teacher credential requirements include a minimum of an Associate's Degree in ECE or a related field as defined by the 2014 PA Career Pathway. The early childhood sector at both the state (Keystone STARS Pennsylvania's QRIS system 2018 [Career Pathway](#)) and national level (National Institute of Early Education Research (NIEER) [Essential Elements](#) and National Academies Institute of Medicine (IOM) [Transforming the Workforce for Children Birth Through Age 8](#) report) is working to support Bachelor's degree attainment for Early Childhood Teachers to improve outcomes for children. In alignment with that direction, PHLpreK is deploying resources to build teacher competencies and to support Bachelor's degree attainment by 2028 for all PHLpreK Lead teachers. In FY19 Approximately 46% of PHLpreK Lead teachers have already achieved a Bachelor's degree or higher. The remaining 54% of the PHLpreK Lead teacher workforce is working to achieve that goal.

PHLpreK Coaches will be responsible for observing PHLpreK classrooms using the Creative Curriculum Fidelity Tool along with other classroom environment evaluation tools. PHLpreK Coaches will use observation data to set goals with teachers and to implement evidenced based intervention strategies that support PHLpreK teachers in improving instructional practice. Based on the demographics of the current PHLpreK workforce and research about effective coaching strategies it is expected that there will be significant use of modeling, demonstration and co-teaching as intervention strategies with PHLpreK teachers scoring low on the Creative Curriculum Fidelity tool. Alternate coaching intervention strategies may be selected, but use should be limited to teachers who have scored medium to high on the Creative Curriculum Fidelity tool.

PHLpreK Coaches will use the below outlined coaching cycle:

1. **Observe-** PHLpreK Coaches observe in PHLpreK classrooms using the Creative Curriculum Fidelity Tool along with other classroom environment evaluation tools to identify strengths and areas for growth and improvement.
2. **Plan–** PHLpreK Coaches meet with PHLpreK teachers to identify a lesson from the Creative Curriculum to be implemented. The lesson selected should provide the coach an opportunity to focus on an area for growth with the PHLpreK teacher. PHLpreK Coaches will use the planning meeting to model how to plan for implementation of Creative Curriculum lessons, how to identify and prepare needed materials for lesson implementation, how to identify child specific goals and accommodations, how to identify opportunities to engage families in the curriculum and how to prepare to embed assessment opportunities within the lesson.
3. **Lesson Implementation –** The PHLpreK teacher will implement the planned lesson. The lesson will serve as an opportunity for the PHLpreK Coach to reinforce strengths and to introduce new skills to the PHLpreK teacher. During lesson implementation, the coach will utilize one of the below coaching strategies in Table 1. PHLpreK Coaches will be responsible for demonstrating alignment between fidelity scores, teacher goals, and selected intervention strategies. It is expected that there will be significant use of modeling, demonstration and co-teaching as intervention strategies with PHLpreK teachers scoring *low* on the Creative Curriculum Fidelity tool during the coach’s observation. Additional interventions may be used for those scoring *moderate* to *strong* on the Creative Curriculum Fidelity tool.
4. **Reflect-** PHLpreK Coaches and PHLpreK Teachers debrief from the lesson reflect on the experience and identify strengths and areas of improvement.
5. **Goal Setting –** PHLpreK Coaches identify a new goal for the next co-teaching experience. This new goal guides the next classroom observation of the PHLpreK Coach using the Creative Curriculum Fidelity Tool. The cycle begins again.

The number of hours of support needed for each classroom will be determined by the initial classroom observations. The PHLpreK Coach is responsible for implementing the Teaching Strategies Coaching to Fidelity method with reliability and reflecting on coaching practices to ensure continuous improvement in processes and outcomes.

Table 1. Survey of Coaching Strategies*

Strategy	Definition
Modeling / Demonstration	Coach demonstrates how to execute a specific strategy or practice in the classroom environment
Co-Teach	<p>Coach and Teachers co-teach the planned lesson together using one of the below strategies. The lesson will serve as an opportunity for the Coach to reinforce strengths and to introduce new skills to the PHLpreK teacher.</p> <ol style="list-style-type: none">1. One Teach, One Observe -One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. Either the lead teacher or Coach could take on both roles.2. One Teach, One Assist- One teacher has primary instructional responsibility while the other assists students' with their work and monitors, supports student engagement. Either the teacher or Coach could take on both roles.3. Team Teaching- Team taught lessons, exhibits an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions
Teacher Practice with Feedback	The coach and teacher meet to debrief the observed lesson. The coach helps the teacher become more reflective about the learning that has happened by asking questions, providing data, and facilitating the teacher's own evaluation of the lesson. The coach does not evaluate the lesson.
Problem Solving	Coach and teacher talk to identify a problem, brainstorm solutions, and apply the solution.
Sharing of Resources	Coach shares a resource with the teacher that can be

	used to enhance teaching practices.
Conversation/ Information Sharing	Teacher and coach engage in conversation that aids in the understanding of classroom/program dynamics, teaching practices used, etc.
Reflection	Teacher and coach think over the lesson implementation (or in some cases review video of the lesson implementation), analyzing how something was taught and how teaching practice might be improved or changed for better learning outcomes
<p><i>Identified through survey of coaching research. For more information visit the links below.</i></p> <p>https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/early-care-education-coaching.pdf</p> <p>https://www.childtrends.org/wp-content/uploads/2013/05/2011-35CoachingQualityImprovement.pdf</p>	

PHLpreK Coaches are experienced early childhood educators with a minimum of a Bachelor's degree in Early Childhood or related field. PHLpreK Coaches have extensive knowledge of early childhood education and three years or more of experience teaching young children. PHLpreK Coaches demonstrate the ability to work in ethnically, culturally and economically diverse communities.

All PHLpreK Coaches will be trained in the use of Creative Curriculum for Preschool® 6th Edition, Creative Curriculum® for Family Child Care 3rd Edition, Teaching Strategies Gold® Assessment System, Teaching Strategies Coaching to Fidelity model and the Fidelity tool, the Classroom Assessment Scoring System (CLASS), the Early Childhood Environment Rating Scale (ECERS 3), and Teaching Pyramid Observation Tool (TPOT).

PHLpreK Teacher Coaches will be responsible for timely data entry of coaching observations and classroom evaluation data into the defined data repositories.

PHLpreK Coach Supports will be evaluated based on PHLpreK classroom performance on program evaluation tools, child outcomes and the degree to which assigned PHLpreK classrooms show improvement in full implementation of the Creative Curriculum and Teaching Strategies Gold Assessment.

This RFP is released by PHMC in behalf of the City to solicit organizations experienced in provision of professional development, technical assistance, coaching and mentoring with interest in delivering PHLpreK Coaching supports in Family Child Care, Group Child Care and STAR 1 and STAR 2 center based PHLpreK contracted locations in the PHLpreK Network. Well qualified organizations have staff that are knowledgeable about best practice in Early Childhood Pedagogy and have experience in the Early Childhood landscape in Philadelphia, working with diverse populations of Early Childhood providers that also serve diverse populations of children and families.

Scope of Service

Organizations responding to provide PHLpreK Coaching Supports in the PHLpreK network will be responsible for the following scope of service in FY19:

- Onboarding 4-5 PHLpreK Coaches*
 - At minimum **3** PHLpreK Teacher Coaches will be identified with experience in teaching in inclusive settings. Coaches will be cross trained, but caseloads for coaches with the inclusion specialty will include any PHLpreK classrooms with high thresholds of children with special needs.
 - At minimum **1** PHLpreK Teacher Coaches will be identified with experience in teaching in multi-lingual settings, children who are English language learners. Coaches will be cross trained, but caseloads for coaches with the multi-lingual specialty will include any PHLpreK classrooms with high thresholds of children who are multi-lingual.
 - At minimum **3** PHLpreK Teacher Coaches will be identified with experience in working in Family Childcare Homes. Coaches will be cross trained, but caseloads for coaches with FCCH specialty will include PHLpreK Family Childcare Homes.

** PHLpreK Coach positions may not be prorated for the period of coaching service delivery (August- June). PHMC and MOE reserve the right to request and review applications for all PHLpreK Coach Candidates prior to hire. PHMC and MOE reserve the right to participate in the hiring panel for all PHLpreK Coach Candidates prior to hire.*

- Coach Training to fidelity in Creative Curriculum for Preschool® 6th Edition, Creative Curriculum® for Family Child Care 3rd Edition , Teaching Strategies Gold® Assessment System, Teaching Strategies Coaching to Fidelity Model and Fidelity Tool, use of CLASS, ECERS 3 and TPOT.
- 50 hrs. direct on site Intake, Baseline Data collection, Observation and Reliability work in PHLpreK provider locations from May-June 2019.

Funding Amount: \$55,000 expected term May 2019 – June 30, 2019

The projected scope of service* for PHLpreK Coaching Supports in FY20 is outlined below:

- Deliver at minimum 100 hrs. of onsite support to PHLpreK teachers working in classrooms** with PHLpreK enrolled children during the weeks immediately preceding classroom open, and during the weeks of PHLpreK Operation, August – June.
*** Services delivered to an estimate of 50 PHLpreK classrooms including Family Child Care, Group Child Care and STAR 1 and STAR 2 center based PHLpreK contracted locations. Classroom count is subject to change.*
- The PHLpreK Coach is assigned a caseload of 1 coach to 10-15 classrooms. Coaches may be assigned specific classrooms based on their demonstrated area of expertise and in accordance with the needs of children in PHLpreK classrooms. PHMC and MOE will utilize data about FY20 PHLpreK enrolled children and FY20 PHLpreK classrooms to collaborate with the contracted coaching entity to make caseload assignments.
- The PHLpreK Coach is responsible for implementing the Teaching Strategies Coaching to Fidelity method with reliability and reflecting on coaching practices to ensure continuous improvement in processes and outcomes.
- The PHLpreK Coach is responsible for timely data entry and meeting the reporting expectations of the contract.
- The Organization contracted to deliver coaching supports is responsible for weekly data analysis to monitor PHLpreK Teacher Coach Performance and adherence to the coaching method. The Organization contracted to deliver coaching supports will also do regular data analysis to ensure progress of PHLpreK classrooms teachers towards coaching benchmarks.
- The Organization contracted to deliver coaching supports is responsible for implementing a coach supervision protocol that ensures adequate opportunity for data review, reflection, goal setting, continuous improvement and where necessary performance management.

* Final Scope of Service for in FY20 PHLpreK Coaching Supports is subject to change based on the number of providers needing coaching support. The Final Scope of Service is also subject to approval by the Mayor's Office of Education and the availability of funds from the City.

Funding Amount: \$450,000 expected term July 1, 2019 – June 30, 2020

Effectiveness of PHLpreK Coach Intervention will be measured as outlined below:

- Pre and Post Creative Curriculum Fidelity scores demonstrate that classroom teachers achieve at least Medium Fidelity overall in implementation of Creative Curriculum in FY 20.
- Pre and Post Creative Curriculum Fidelity scores demonstrate that classroom teachers in their second year of coaching achieve Medium- High Fidelity overall in implementation of Creative Curriculum in FY 21.
- Pre and Post Classroom Quality Scores demonstrate increase in overall classrooms evaluation scores using the ECERS 3 or CLASS tools in FY20.
- Pre and Post Classroom Quality Scores demonstrate that classroom teachers in their second year of coaching achieve at least a 5 overall using the ECERS 3 or at minimum of 3 in the Instructional Support CLASS domain in FY21.
- Child Outcomes for the classroom meet PHLpreK system specified benchmarks using the PHLpreK identified evaluation tools.
- Coaching data is entered within 5-7 days of delivering coaching intervention and all reporting timelines are met.
- Participant feedback is positive.

2. Instructional Leader Institute

Research Base

PHLpreK programs need effective leaders who can provide instructional support to teachers as well as sound business management to the overall program. High quality programs must have leaders with a solid understanding of child development and learning that is utilized to support teachers with curriculum and assessment implementation, environmental quality, and social and emotional competencies. Leaders must also demonstrate effective business management practices that inform consistent enrollment, financial stability, and fair and consistent personnel policies that serve as the necessary framework for instructional quality. Building leadership capacity in administrators in conjunction with specialized supports for teachers is a crucial for achieving successful child outcomes and operating highly effective early care and education programs.

Among the recommendations from the National Institute for Early Education Research (NIEER) for PHLpreK, was the recommendation that PHLpreK make investments to develop Site Instructional Leaders in each PHLpreK facility. These Instructional Leaders would be equipped with knowledge of ECE pedagogy and have the knowledge to implement the administrative support and accountability structures necessary to sustain instructional quality in each PHLpreK classroom.

Service Model

In FY20 all PHLpreK contracted programs will be responsible for ensuring that a member of the program leadership team completes a required PHLpreK Curriculum Leadership Institute.

Content of the PHLpreK Curriculum Leadership Institute will include the following topics:

- An Overview of Developmentally Appropriate Preschool Curriculum
- Staff Schedules, Classroom Schedules and Planning Time
- Effective Teaching Teams
- Understanding and Using Classroom Evaluation Data
- Using Child assessment Data to understand Curriculum Needs in your program
- Supervision structures that Support Curriculum Fidelity and High Quality Teacher Practice
- Building an Environment of Reflective Practice

Strategies to build leader competencies will include a combination of group professional development, and individualized onsite support.

This RFP is released by PHMC on behalf of the City to solicit organizations experienced in provision of professional development, technical assistance, coaching and mentoring with interest in delivering Instructional Leader supports within the PHLpreK Network. Well qualified organizations have staff that are knowledgeable about best practice in Early Childhood Pedagogy, Early Childhood Leadership Development and Administration of Early Childhood Programs. Well qualified organizations also have experience in the Early Childhood landscape in Philadelphia working with diverse populations of Early Childhood providers that serve diverse populations of children and families.

Scope of Service

Organizations responding to provide Instructional Leader Institutes in the PHLpreK network will be responsible for the following scope of service in FY19:

- Develop six modules to support competency development of Instructional Leaders. Each module will include an action project that yields a work product that supports the PHLpreK program's ability to fulfill the PHLpreK contract and to achieve high fidelity with the Teaching Strategies Creative Curriculum for Preschool® 6th Edition or Creative Curriculum® for Family Child Care 3rd Edition and Teaching Strategies Gold® Assessment System in PHLpreK classrooms.
- Modules will address the needs of Center based , Family Child Care, and Group Child Care programs
- Topics to Include
 - An Overview of Developmentally Appropriate Preschool Curriculum
 - Staff Schedules, Classroom Schedules and Planning Time
 - Effective Teaching Teams
 - Understanding and Using Classroom Evaluation Data
 - Using Child assessment Data to understand Curriculum Needs in your program
 - Supervision structures that Support Curriculum Fidelity and High Quality Teacher Practice
 - Building an Environment of Reflective Practice
- Draft Modules delivered to PHMC by June 14th for review including all related Module Outline, PowerPoints, handouts and multimedia content.
- Final Modules delivered to PHMC by June 30th including all related PowerPoints, handouts and multimedia content.

Funding Amount: \$20,000 expected term May 2019 – June 30, 2019

The projected scope of service* for trained Instructional Leader Institute in FY20 Supports is outlined below:

- Every PHLpreK program contracted in FY20 (estimate of 100-150 programs) eligible to receive at minimum of 10 hrs. in Instructional Leadership Coaching Support.
- Up to 12 hrs. of Instructional Leadership Professional Development delivered to all new PHLpreK programs (estimate of 40-50 programs).
- Deliver Instructional Leadership Professional Development to returning PHLpreK sites previously contracted in FY19 as identified by PHMC and Hub agencies.

* Final Scope of Service for Instructional Leader Institute in FY20 is subject to approval by the Mayor's Office of Education and the availability of funds from the City.

Funding Amount: \$75,000 expected term July 1, 2019 – June 30, 2020

Effectiveness of Instructional Leader Institute will be measured as outlined below:

- PD Modules developed in accordance with the adult learning principles and best practice outlined in the PA Key [PQAS scoring rubric](#).
- Hours of intervention delivered as outlined to identified PHLpreK populations
- Participating programs pre and post Program Administrator Scale or Business Administration Scale scores reflect increase in indicators met supporting Instructional Quality
- All reporting timelines are met
- Participant feedback is positive

The purpose of this Request for Proposal (RFP) is to identify expert organizations to deliver **PHLpreK Coaching** supports and **Instructional Leader** supports in the PHLpreK network beginning May 2019.

II. The RFP Application Process

Eligibility

Organizations that can demonstrate capacity in the following criteria:

- Experience in delivery of professional development, credential coursework, technical assistance, coaching, mentoring and or adult learning.
- Experience implementing an evidenced based intervention model to fidelity.
- Experience implementing supervision protocols to create accountability systems for Coaches and Professional Development staff.
- Experience using real time data and reports to deliver supervision and to ensure fidelity to intervention models.
- Experience using data to report out on progress of projects.
- Staff knowledgeable in the field of early childhood, with credentials in early childhood and related fields, and demonstrated experience working in the ECE landscape in Philadelphia and surrounding communities.
- Staff with experience working in economically, culturally and linguistically diverse communities.
- Able to meet the applicable City Wage Requirements for City funded contracts.
- Fiscal and Organizational capacity to deliver the services outlined.
- If the legal entity applying also operates childcare facilities, all facilities operated by the legal entity must possess at minimum a STAR 3 quality rating. If a legal entity has a location with provisional license as a result of being a new facility, the legal entity must also have other locations that already possess at minimum a STAR 3 quality rating in order to apply.

Selection Criteria

This request for proposal is for a competitive bid for funding that will be awarded based on the criteria described below. The applicant acknowledges that this RFP is strictly for the purpose of gaining knowledge of services and expertise available and is not a commitment or promise of a service award from PHMC. If PHMC chooses to award a contract, it will be awarded to the Applicant whose proposal is the most advantageous to the City and in the City's best interest. All contracts resulting from this solicitation will be executed by PHMC to the awarding entities. All contracts resulting from this RFP will be monitored by PHMC and data reported back to MOE. All contracts are subject to the availability of funds from MOE.

1. Ability or capacity to meet particular requirements of contract and needs of PHLpreK and those it serves within established timeframes.
2. Prior experience of Applicant and Staff.
3. Prior experience working in economically, culturally and linguistically diverse communities.
4. Demonstrated integrity and efficiency in business practices.
5. Ability to use funds with efficacy.

Determination of eligibility will be provided to each applicant, at the discretion of the City and based on available funds.

Conflict Of Interest

The City and PHMC recognize the importance of transparency and the fact and appearance of propriety in connection with this initiative. They recognize that actual or potential conflicts of interest could arise. The City and PHMC address them as follows:

a. PHLpreK Quality Support Agency – Working Terms with PHMC

- (i) *The Conflict.* PHMC plans to execute subcontracts with PHLpreK Quality Support Agencies for work performed outlined in the included scope of service. It could undermine the ability of PHMC to hold PHLpreK Quality Support Agencies accountable for their work, and thus undermine the City's ability to hold PHMC accountable for the same work, if the agreement between PHMC and each PHLpreK Quality Support Agencies were to provide for PHMC and the PHLpreK Quality Support Agencies to share payments made to either, or were to limit PHMC's ability to intervene to supervise or manage the PHLpreK Quality Support Agency's work under the subcontract.
- (ii) *Resolution.* PHMC will submit all contractual arrangements with each PHLpreK Quality Support Agency to the City for approval, such approval not to be unreasonably conditioned or withheld. Such arrangements will not call for payment or transfer of funds to a PHLpreK Quality Support Agency except for services properly rendered and

materials properly procured pursuant to the PHLpreK Quality Support Agency Subcontract under this Contract, and will not limit PHMC's ability to supervise and manage the PHLpreK Quality Support Agency's work under the Subcontract.

- (iii) *The Conflict.* PHMC plans to execute subcontracts with Quality Support Agencies qualified and experienced to deliver services in the ECE landscape of Philadelphia and neighboring communities. Such same Agencies may previously or currently serve in an advisory or advocacy role within or on behalf of the PHLpreK system. Such Agencies would be granted access to data through their advocacy or advisory role, not otherwise available to subcontracted agencies regarding the entire PHLpreK system and have access and authority by virtue of those roles to influence decisions around funding of subcontracted quality supports and performance evaluation of subcontracted entities. Such influence undermines the ability of PHMC to hold PHLpreK Quality Support Agencies accountable for their work, and thus undermine the City's ability to hold PHMC accountable for the same work, if the agreement between PHMC and each PHLpreK Quality Support Agency were to provide for the PHLpreK Quality Support Agency to maintain a role as both advocate or advisor within the PHLpreK network and subcontract to deliver funded quality supports within the PHLpreK network.
- (iv) *Resolution.* PHLpreK Quality Support Agencies under subcontract to deliver supports in the PHLpreK network will not serve in an advocate or advisory role within the PHLpreK system. PHMC will supervise and manage the PHLpreK Quality Support Agency's work under the Subcontract and payment or transfer of funds to a PHLpreK Quality Support Agency will be made only for services properly rendered and materials properly procured pursuant to the PHLpreK Quality Support Agency Subcontract.

b. All Contracted PHLpreK Quality Support Agencies – Support to PHLpreK Providers

- (i) *The Conflict.* Delivering Quality Supports to PHLpreK providers will enable, or in some instances require, PHLpreK providers to utilize PHLpreK Quality Support Agencies for services not compensated through the PHLpreK subcontract for quality supports. The provision of those services, which may be at the cost of the provider, would result in a direct financial benefit to the Contracted Agency. The potential conflict is that Contracted Agencies could increase their compensation by determining that PHLpreK providers need additional services.
- (ii) *Resolution.* Prior to the PHLpreK Quality Support Agency's provision of any services not funded through the PHLpreK Contract that may result in financial benefit to the PHLpreK Quality Support Agency, the PHLpreK Quality Support Agency must receive approval from PHMC. Moreover, with each monthly invoice, each Contracted Agency must report all income earned from services outside the requirements of PHLpreK, a description of services provided, identity of the PHLpreK provider, and the findings that led the PHLpreK Quality Support Agency to require the services. PHMC will include each PHLpreK Quality Support Agency's invoices in its own monthly invoice to MOE.

Contracted Agencies will also include such information in their quarterly reports, and PHMC will include PHLpreK Quality Support Agency's quarterly reports in its quarterly report to MOE.

III. RFP Administration

A. Questions Relating to the RFP

All questions concerning this RFP must be submitted in writing via email to PHLpreK@PHMC.org no later than Thursday, May 9, 2019 at 5:00 pm local Philadelphia time, and may not be considered if not received by then. These questions will be compiled and posted to the [PHLpreK website](#). PHMC and the City reserve the right, in its discretion, to revise responses to questions after the posting, by adding a modified response on the PHLpreK website. No oral response to any Applicant question by any PHMC or City employee or agent shall be binding on the City or in any way considered to be a commitment by the City.

B. Interviews, Presentations and Additional Written Information

PHMC may, at its discretion, seek additional information through interviews with principal staff to be involved in the project and or request additional written information.

C. Term of Contract

It is anticipated that the initial FY19 Contract term shall commence in May 2019 (the “Initial Term”) and unless sooner terminated by the City or the Intermediary pursuant to the terms of the Contract, the Contract shall expire thereafter, on June 30, 2019.

The Final Scope of Service for FY20 PHLpreK Supports is subject to approval by the Mayor’s Office of Education and the availability of funds from the City. The expected term for FY20 contracts is July 1, 2019-June 30, 2020.

D. Revisions to RFP

PHMC reserves the right to change, modify or revise the RFP at any time. Any revision to the RFP will be posted on the PHLpreK website (www.phlprek.org). It is the Applicant’s responsibility to check the PHLpreK website frequently to determine whether additional information has been released or requested.

E. Timetable

The City and PHMC anticipate that RFP process will be completed based on the time table below. These dates are estimates only and PHMC reserves the right, in their sole discretion, to change this schedule. Notice of changes in the dates/ times will be posted to the PHLpreK website (www.phlprek.org).

Date	Description
April 26, 2019	Release of the RFP
April 26- May 9, 2019	RFP Questions submitted to PHLpreK@phmc.org
May 8, 2019 1:30 – 3:00	RFP Application Webinar
May 10, 2019	Questions Posted to PHLpreK website (www.phlprek.org).
March 15, 2019	Deadline to Submit RFP 5:00 COB to phlprek@phmc.org
May 22-24, 2019	Notification of Awards
May 27-May 31 2019	Contracting

Instructions:

- All applicants must complete the RFP application in accordance with the Submission Checklist in Section IV to be considered complete.
- Responses must be submitted on the corresponding FY19 RFP Application document and as directed with accompanying attachments. Please save a copy of your FY19 RFP Application to submit together with all required attachments.
- Applications must be submitted electronically to phlprek@phmc.org.
Submission deadline is 5:00 PM on May 15, 2019 – no exceptions.
- Please submit all questions regarding the RFP to phlprek@phmc.org.

IV. Submission Checklist

PHLpreK Coach Support RFP required documents

Respondents to the Request for Proposal for this service area will need to complete and submit all documents outlined below as required.

Complete and Submit:

- ☐ PHLpreK Quality Supports (I.D.1) Application
- ☐ 2 PHLpreK Quality Supports Corporate Reference Questionnaires
 - ✓ *Only 1 reference may be from a PHMC program and references may not be completed by PHLpreK staff)*
 - ✓ *All references must be submitted directly to PHMC by the entity completing the reference at phlprek@phmc.org.*
- ☐ Staff Plan FY19 Quality Support RFP
- ☐ FY19 Service Budget Template
- ☐ FY20 Service Budget Template
- ☐ Signed Acknowledgment and Attestation
- ☐ Tax and Regulatory Clearance Statement

Submit:

- ☐ Completed W-9
- ☐ FY18 External Audit
- ☐ Current Annual Operating Budget
- ☐ Proof of Liability Insurance
- ☐ Organizational Chart with Key Staff identified and Board of Directors
- ☐ Listing of Current Programs and Brief Description
- ☐ Resumes or Curriculum Vitae for each person included on the Staff Plan
- ☐ Job Descriptions for each role included in the Staff Plan

Instructional Leaders Institute RFP required documents

Respondents to the Request for Proposal for this service area will need to complete and submit all documents outlined below as required.

Complete and Submit:

- ☐ PHLpreK Quality Supports (I.D.2) Application
- ☐ 2 PHLpreK Quality Supports Corporate Reference Questionnaires
 - ✓ *Only 1 reference may be from a PHMC program and references may not be completed by PHLpreK staff)*
 - ✓ *All references must be submitted directly to PHMC by the entity completing the reference at phlprek@phmc.org.*
- ☐ Staff Plan FY19 Quality Support RFP
- ☐ Signed Acknowledgment and Attestation
- ☐ Tax and Regulatory Clearance Statement

Submit:

- ☐ Completed W-9
- ☐ FY18 External Audit
- ☐ Current Annual Operating Budget
- ☐ Proof of Liability Insurance
- ☐ Organizational Chart with Key Staff identified and Board of Directors
- ☐ Listing of Current Programs and Brief Description
- ☐ Resumes or Curriculum Vitae for each person included on the Staff Plan
- ☐ Job Descriptions for each role included in the Staff Plan