COMPREHENSIVE PROFESSIONAL DEVELOPMENT EVALUATION REQUEST FOR PROPOSALS (RFP)

Los Angeles County Children and Families First – Proposition 10 Commission (aka First 5 LA)

RELEASE DATE: July 1, 2013
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I. TIMELINE FOR THE SELECTION PROCESS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>RFP Released</td>
<td>July 1, 2013</td>
</tr>
<tr>
<td>Information Session Webinar</td>
<td>July 19, 2013</td>
</tr>
<tr>
<td><em><strong>MANDATORY</strong></em> Intent to Apply Form Due</td>
<td>July 26, 2013</td>
</tr>
<tr>
<td>Final date to submit questions and requests for additional information</td>
<td>August 2, 2013</td>
</tr>
<tr>
<td>Final posting of responses to questions</td>
<td>August 9, 2013</td>
</tr>
<tr>
<td>Proposal Application Due</td>
<td>August 15, 2013</td>
</tr>
<tr>
<td>Finalists Notification</td>
<td>August 30, 2013</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td>September 12-13, 2013</td>
</tr>
<tr>
<td>Final Award Notification</td>
<td>October 1, 2013</td>
</tr>
<tr>
<td>Board of Commissioners Approval</td>
<td>November 14, 2013</td>
</tr>
<tr>
<td>Contract Start Date 1</td>
<td>December 1, 2013</td>
</tr>
</tbody>
</table>

Questions and requests for additional information regarding this RFP must be submitted via email to Kimberly Hall (khall@first5la.org). To ensure that all potential applicants receive the same information, questions and responses will be posted on the RFP webpage (http://www.first5la.org/Comprehensive-Professional-Development-Evaluation-RFP). Generally, questions will be responded to on an ongoing basis. Responses to all questions submitted on or before the August 2, 2013 deadline will be posted no later than August 9, 2013. First 5 LA reserves the sole right to determine the timing and content of the responses to all questions and requests for additional information.

II. BACKGROUND

First 5 LA — “Champions for Our Children”

In 1998, California voters passed Proposition 10, which levied a 50-cent per pack tax on all tobacco products. The resulting tax revenues were earmarked for the creation of a comprehensive system of information and services to advance early childhood development and school readiness within each county in California. In Los Angeles County, the First 5 LA Commission was formed as a public entity to develop and oversee various early childhood initiatives and to manage the funding from Proposition 10. Since 1998, First 5 LA

1 Note: Dates are subject to change at First 5 LA’s sole discretion.
has invested more than $1 billion to support programs, initiatives, research, partnerships, public education and other endeavors in all four of its goal areas:

- Children are born healthy
- Children maintain a healthy weight
- Children are safe from abuse and neglect
- Children are ready for kindergarten

A. The First 5 LA FY 2009-2015 Strategic Plan

In 2009, First 5 LA’s Board of Commissioners adopted a new strategic plan (as amended) to guide its investments through June 2015. The plan, Strengthening Families and Communities in L.A. County, marked a significant evolution in First 5 LA’s approach to grantmaking. It was later amended by the Commission to include additional countywide initiatives developed in 2010. In addition to a countywide approach that focuses on policy change, public education, workforce development and other strategies, the strategic plan (as amended) also commits a sizeable portion of funds to improve the well-being of children in specific geographic communities.

The Commission selected 14 Best Start communities based on lessons learned from First 5 LA's first decade and research, which shows the influential role of safe and supportive neighborhoods in a young child’s quality of life.

This combined place-based and countywide approach is intended to concentrate First 5 LA’s limited resources in areas of high need and to support the sustainability of those efforts over time. The strategic plan (as amended) will allow First 5 LA to continue focusing on strengthening families while deepening our commitment to fostering a community’s ability to create and sustain safe and nurturing places for children to grow.

Figure 1: First 5 LA Prioritized Pathway

The strategic plan (as amended) identified a pathway for First 5 LA investments that leads to our desired outcomes for children, families and communities in our four goal areas.
The Place-Based Approach, Best Start
First 5 LA’s place-based approach focuses on the places where families live — combining strategies to strengthen families with those that build community capacity to create and sustain thriving and healthy environments for all children. The research and promising practices emerging from decades of place-based efforts make a strong case for First 5 LA’s shifting a significant amount of resources to this funding strategy. The place-based approach allows First 5 LA to focus on families most in need, creating a seamless pipeline to effectively serve families along the continuum of a child’s development. This approach also creates unique partnerships with families, community residents and other funders, resulting in a better measure of our impact.

Parents, civic and business leaders, members of the clergy, representatives from community-based organizations and others are working together to develop partnerships within each of the 14 communities. The expectation is that each community partnership will submit proposals to the First 5 LA commissioners for future investments that target community-identified priorities that will help advance Best Start’s primary goals that children in each community grow up safe, healthy and ready to learn.

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To learn more about Best Start, visit www.beststartla.org.

**Countywide Approach**
The strategic plan (as amended) recognizes the critical role of strong, coordinated and responsive systems in supporting families and improving outcomes for children prenatal through age 5. These systems include the actual structures through which health and human services are provided in L.A. County, as well as less formalized systems. By focusing on countywide systems improvement and change, countywide investments can have an impact beyond the children in the 14 Best Start communities. At the same time, this approach will help improve the sustainability of the place-based approach and outcomes. First 5 LA understands that enduring systems changes are most successful when they are informed by — and grow out of — community-based experience and concrete evidence regarding models that strengthen families and improve outcomes for children, such as those we will be supporting in the Best Start communities.

The countywide approach is a comprehensive effort through a variety of programs, strategies and initiatives. The strategic plan (as amended) incorporates seven specific countywide strategies, including public policy, public education, resource mobilization, workforce development, data systems integration and health access. In addition, First 5 LA is supporting an array of countywide investments in areas such as universal screening and assessment of newborns, early care and education workforce development, nutrition and physical activity programs for families and in child care facilities, and parental support projects. In addition, among other strategies, First 5 LA continues to strive for increased access to health care and insurance for pregnant women, children and their families; provide telephonic or online and printed resource directories for families and support and enhance the impact of our investments with effective, strategic partnerships and leveraging social and financial capital via our newly-developed Community Investments Department.

**III. BACKGROUND ON FIRST 5 LA WORKFORCE INVESTMENTS**

Workforce development is one of seven countywide systems improvement strategies in the current strategic plan. First 5 LA has invested in several multi-year efforts to strengthen and support the individuals who provide early care and education (ECE) to children birth through age five and their families and the systems that support them. Our investments are varied and include direct services, systems change and policy change efforts. Collectively, the investments that make up our portfolio are aimed at achieving six long-term workforce development goals:

- Younger, more diverse ECE workforce
- Well-qualified early educators
- High quality ECE programs
- Greater retention among early educators
- Improved compensation for early educators
- Coordination and alignment across the professional development system for early educators

Comprehensive Professional Development Evaluation RFP
Following are definitions of key terms as used throughout this RFP:

**Early educators:** The term early educator is borrowed from Zaslow et al. (2010). Early educators include preschool teachers, pre-kindergarten teachers, transitional kindergarten teachers and child care staff caring for children from birth to age 5. Those who work in public and private settings as well as family child care (FCC) settings are included.

**Professional development (PD):** Professional development (PD) refers to the advancement of skills and knowledge needed to succeed in a particular profession. PD encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice.

**Workforce development (WFD):** The term workforce development is used in reference to First 5 LA’s entire portfolio of direct service programs, advocacy efforts, capacity building efforts, and systems change initiatives aimed at supporting a well-prepared, well-compensated, stable workforce that delivers high quality early care and education to the children of L.A. County.

First 5 LA’s WFD portfolio includes efforts aimed at promoting higher education opportunities for early educators, increasing the size of the early childhood workforce, creating more seamless educational and professional development pathways, advocating for workforce-friendly policies, and developing and promoting core competencies for the early childhood workforce.

This RFP is for a longitudinal evaluation of the effectiveness of professional development (PD) programs in First 5 LA’s ECE Workforce Development Portfolio. A separate study of systems changes or system level outcomes will be conducted so they are not the focus of the evaluation that is the subject of this RFP.

The section that follows provides a description of First 5 LA’s PD investments: (A) each of the PD programs, (B) the Early Care and Education Workforce Consortium, and (C) the Early Care and Education Workforce Registry.

**A. First 5 LA Professional Development Programs**

There are six distinct PD programs in First 5 LA’s ECE WFD portfolio: (1) Child Development and Education Workforce Initiative (CDWFI), (2) A Stipend Program for Early Educators (ASPIRE aka CARES Plus), (3) Family Child Care Higher Education Academy (aka Project Vistas), (4) Gateways for Early Educators, (5) Early Childhood and Education Professional Learning Communities (ECEPLC) and (6) Steps to Excellence Program (STEP). Throughout this RFP this set of programs will be referred to as First 5 LA PD programs. First 5 LA funds two of these programs directly (ASPIRE and Project Vistas). The remaining four are funded through First 5 LA’s Early Care and Education Workforce Consortium investment (see section IIIB for an overview of the Consortium). A description of each program is provided below. Programs that include an explicit higher education
component are presented first and are ordered based on their inclusiveness in terms of the population served. The three programs that don’t require a higher education component follow and are ordered based on their inclusiveness in terms of the population served.

First 5 LA PD programs target multiple segments of the current and potential ECE workforce including teachers in center- and school-based classrooms, FCC providers, child care program administrators, and transitional kindergarten teachers (see Table 1 for the Population Served by each Program).

First 5 LA PD programs use a variety of approaches to professional development, including higher education coursework and degrees, training, coaching and technical assistance, and professional learning communities (see Table 2).

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**Table 1: Populations Served by First 5 LA Professional Development Programs**

<table>
<thead>
<tr>
<th>Program</th>
<th>High School Students</th>
<th>Community College Students</th>
<th>University College Students</th>
<th>Early Educators</th>
<th>ECE Program Admin.</th>
<th>Elem. School Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development Workforce Initiative</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASPIRE <em>(aka CARES Plus)</em></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Vistas</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gateways for Early Educators</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steps to Excellence Program</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE Professional Learning Community</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

*An x is used to indicate populations that *may* be served by a program. Membership in those groups is not a requirement for participation.

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**Table 2: First 5 LA Professional Development Programs by Professional Development Approach***

<table>
<thead>
<tr>
<th>Program</th>
<th>College Coursework</th>
<th>Academic Support</th>
<th>Financial Incentives</th>
<th>Training/Workshops</th>
<th>Coaching/Mentoring</th>
<th>Peer Support</th>
<th>Quality Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development Workforce Initiative</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>ASPIRE <em>(aka CARES Plus)</em></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Vistas</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gateways for Early Educators</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steps to Excellence Program</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE Professional Learning Community</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*An x is used to indicate PD approaches that *some* program participants may experience. Participation in those approaches is not required component of the program.

1. **Child Development and Education Workforce Initiative**

The Child Development and Education Workforce Initiative (CDWFI) is dedicated to promoting educational attainment and ameliorating barriers to academic progress among students who are current or prospective early educators. The CDWFI was developed and launched by LAUP in 2007 through funding from First 5 LA. It’s comprised of seven distinct projects funded through separate grants awarded by LAUP to one of seven community colleges in L.A. County. Though led by a community college, each project is
comprised of a collaborative that includes at least one feeder high school and one university (see Table 3 below).

| Table 3: Child Development and Education Workforce Initiative (CDWFI) Projects and Partner Institutions |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| Project Name                                   | Community College (Grantee-Lead Agency)         | Partner High School(s)                          | Partner University                              |
| AA2BA Program                                  | Los Angeles City College                        | Hollywood HS                                    | CSU, Los Angeles                                |
|                                                |                                                  | • CSU, Los Angeles                              | University of La Verne                          |
|                                                |                                                  | • University of La Verne (ULV)                  |                                                |
| Career and Academic Success Team (CAST)        | Los Angeles Valley College                      | Panorama HS                                     |                                                |
|                                                |                                                  | • Polytechnic HS                                |                                                |
|                                                |                                                  | • San Fernando HS                               |                                                |
|                                                |                                                  | • University of La Verne                        |                                                |
| Child Development Workforce Initiative         | Mt. San Antonio College                         | Nogales HS                                      | Cal Poly Pomona                                 |
|                                                |                                                  | • Roland HS                                     | CSU, Fullerton                                  |
|                                                |                                                  | • Hacienda La Puente USD                        |                                                |
| Early Start Pathway for Early Childhood Education (ESP) | Santa Monica College                          | Bais Chana HS                                   | National University                             |
| Pathways in Early Childhood Education (PECE)   | Pierce College                                  | Cleveland HS                                    | CSU, Northridge                                 |
|                                                |                                                  | • Birmingham HS                                 | UCLA                                           |
|                                                |                                                  | • Chatsworth HS                                 |                                                |
| Project Links                                  | East Los Angeles College                         | Garfield HS                                     | University of La Verne                         |
| Project RISE                                   | Long Beach City College                          | Long Beach Unified School District              | CSU, Dominguez Hills                            |
|                                                |                                                  | • CSU, Long Beach                               |                                                |

Beginning in 2011-12, First 5 LA funding for the CDWFI was provided as part of the L.A. County Early Care and Education Workforce Consortium (the Workforce Consortium). Funding is anticipated to continue through June 2016.

**Goals:** The goals of the CDWFI include: (1) attracting a new and diverse workforce, (2) elevating the educational and professional workforce in L.A. County and (3) increasing the capacity of the higher education system to support and prepare the current and potential ECE workforce.

An implicit goal of the CDWFI is to improve early educator knowledge and practice through the course sequence for child development majors, which combines coursework with feedback and modeling through supervised practicum experiences and opportunities to observe lab schools with master teachers.

**Target Population and Eligibility Requirements:** The CDWFI targets high school, community college and university students with an interest in pursuing careers in early care and education. Students can participate in CDWFI at two levels: participant and member. Students identified as *participants* receive limited services and *may* occasionally attend CDWFI-sponsored events, but *do not* receive CDWFI financial support. The eligibility criteria for being a *member* in each of the CDWFI projects are detailed in Table 4. *Members* rather than *participants* will be targeted for participation in this evaluation.
<table>
<thead>
<tr>
<th>Project Name</th>
<th>Lead</th>
<th>Level</th>
<th>Declared Major</th>
<th>GPA</th>
<th>Unit(s)</th>
<th>Degree Goals</th>
<th>Transfer Goals</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AA2BA Program</strong></td>
<td>LACC</td>
<td>Com. College</td>
<td>Child Dev.</td>
<td>Min. 2.5</td>
<td>12 CD (C grade or better)</td>
<td>AA or transfer</td>
<td>Considering BA in CD or related</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4yr or Univ.</td>
<td>Child Dev.</td>
<td></td>
<td>Min. 2.5</td>
<td>N/A</td>
<td>AA or transfer</td>
<td>Transferred or in the process</td>
<td></td>
</tr>
<tr>
<td><strong>Career and Academic Success Team (CAST)</strong></td>
<td>LAVC</td>
<td>Com. College</td>
<td>Child Dev.</td>
<td>Min. 2.5</td>
<td>Eligible for or passed ENG 101</td>
<td>ECE Certificate, AA or Permit</td>
<td>Considering BA in CD or related</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>4yr or Univ.</td>
<td>Child Dev. or related</td>
<td>Min. 3.0</td>
<td>Completed all lower division transferable CD courses</td>
<td>BA/MA in ECE-related discipline</td>
<td>N/A</td>
<td>Transferred from LAVC</td>
</tr>
<tr>
<td><strong>Child Development Workforce Initiative</strong></td>
<td>Mt. Sac</td>
<td>Com. College</td>
<td>Child Dev.</td>
<td>Min. 2.5</td>
<td>6 GE/CD units</td>
<td>AA or transfer</td>
<td>Considering BA in CD or related</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4yr or Univ.</td>
<td>Child Dev.</td>
<td>Min. 2.5</td>
<td>6 GE/CD units</td>
<td>BA</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Early Start Pathway for Early Childhood Education (ESP)</strong></td>
<td>SMC</td>
<td>Com. College</td>
<td>Child Dev.</td>
<td>Min. 2.0</td>
<td>12 core units (required for teachers according to licensing)</td>
<td>ECE Certificate, AA or Permit</td>
<td>Considering BA in CD or related</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4yr or Univ.</td>
<td>Child Dev.</td>
<td>Min. 2.0</td>
<td>12 core units (required for teachers according to licensing)</td>
<td>BA</td>
<td>Transferred or in the process</td>
<td></td>
</tr>
<tr>
<td><strong>Pathways in Early Childhood Education (PECE)</strong></td>
<td>Pierce</td>
<td>Com. College</td>
<td>Child Dev.</td>
<td>Min. 2.0</td>
<td>N/A</td>
<td>AA or transfer</td>
<td>Planning to transfer to BA in CD, FCS or ECE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4yr or Univ.</td>
<td>Child Dev.</td>
<td>Min. 2.0</td>
<td>N/A</td>
<td>BA</td>
<td>N/A</td>
<td></td>
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<tr>
<td><strong>Project Links</strong></td>
<td>ELAC</td>
<td>Com. College</td>
<td>Child Dev.</td>
<td>Min. 2.0</td>
<td>N/A</td>
<td>AA or transfer</td>
<td>Planning to transfer to BA in CD, FCS or ECE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4yr or Univ.</td>
<td>Child Dev.</td>
<td>Min. 2.0</td>
<td>N/A</td>
<td>BA</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Project RISE</strong></td>
<td>LBCC</td>
<td>Com. College</td>
<td>Child Dev.</td>
<td>Min. 2.5</td>
<td>• 30 transferable units</td>
<td>AA or transfer</td>
<td>Planning to transfer to CSUDH or CSULB to continue CD studies</td>
<td>CD/ECE work experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Have taken or plan to take Counseling 1</td>
<td></td>
<td></td>
<td>• Transferred from LBCC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Have taken/eligible for English 105 and Math 130 or 130a</td>
<td></td>
<td></td>
<td>• CD/ECE work experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Completed all lower division transferable CD courses</td>
<td>BA</td>
<td>N/A</td>
<td>• Enrolled in CD courses toward major</td>
</tr>
</tbody>
</table>
**Intervention/Services:** While services vary slightly by each grantee and are tailored to their unique population, CDWFI services and activities typically include an array of academic and other supports to current (in-service) and potential (pre-service) early educators to assist them with successfully navigating higher education and earning permits and degrees in child development. Typical supports include college tours, financial aid workshops, career fairs and workshops, child development/ECE content-specific workshops, permit clinics, lending libraries, counseling and academic advisement from counselors with knowledge of ECE and social supports including mentoring and peer-networking. In addition to these support services, participants can receive stipends for tuition, books and/or school supplies.

**Participation Cycle:** The CDWFI serves approximately 1,250 core members each year. There is no limit to the amount of time an individual can participate in the CDWFI. Although required to re-apply every year, some individuals participate in a CDWFI project for multiple years.

2. **ASPIRE (CARES Plus) - [http://www.laup.net/Aspire-Stipend-Program](http://www.laup.net/Aspire-Stipend-Program)**

Comprehensive Approaches to Raising Educational Standards (CARES) Plus ([http://www.ccfc.ca.gov/help/CARESPlus](http://www.ccfc.ca.gov/help/CARESPlus)) is a First 5 California Signature Program implemented in select California counties. CARES Plus is dedicated to increasing the quality of early learning programs for children ages 0 to 5 and their families by supporting the education and professional development of an effective, well-compensated, and diverse ECE workforce. In 2011, CARES Plus was launched in L.A. County and was branded as the ASPIRE Stipend Program. ASPIRE is administered by LAUP through funding from First 5 LA and First 5 California. Funding is anticipated to continue through June 2016.

**Goals:** The goals of ASPIRE include: (1) increasing knowledge and implementation of quality practices including CLASS-related strategies and practices, (2) increasing retention and advancement among early educators, (3) increasing incentives for early educators to pursue educational and professional advancement, (4) recruiting early educators who represent the cultural and linguistic diversity of L.A. County, (5) increasing the preparation and qualifications of the ECE workforce through the completion of coursework, permit and degree requirements, and (6) increasing the capacity of L.A. County to provide quality ECE advisement to the workforce.

ASPIRE includes an explicit focus on improving early educator practice through the CLASS training and video components coupled with support from an advisor on how to incorporate CLASS concepts into their own practice. For those ASPIRE participants who enroll in child development courses, the CLASS and advisement components are coupled with coursework.

**Target Population and Eligibility Requirements:** ASPIRE targets early educators from a variety of settings throughout L.A. County. To be eligible, participants must meet each of the following requirements: (a) work in a licensed child care center, licensed FCC home, or a school-based site for at least 15 hours a week, (b) work directly with children from birth through age 5 who have not yet entered Kindergarten, (c) be working towards Child Development permit or ECE degree or be taking professional growth coursework (if
they already hold a BA/BS degree), (d) earn less than $60,000 annually, and (e) be ineligible for the L.A. County “Investing in Early Educators Stipend Program” (AB212)³.

**Intervention/Services:** All ASPIRE participants must participate in the following services during their first year: (a) two advisement sessions, (b) *Introduction to Classroom Assessment Scoring System* (CLASS) online training, (c) *Looking at CLASS* online training and (d) second-hand smoke online training, and must complete 3 semester units of appropriate coursework. In their second year, participants must participate in the following services: (a) 2 advisement sessions, and (b) 5 hours in the CLASS Video library, and must complete 6 semester units of appropriate coursework. During advisement sessions ASPIRE Advisors review participants’ transcripts; determine current and potential placement on the Child Development Permit Matrix ([http://www.ctc.ca.gov/credentials/creds/child-dev-permits](http://www.ctc.ca.gov/credentials/creds/child-dev-permits)); provide general information regarding higher education; create professional development goals; review and discuss the CLASS; and create goals related to classroom practice/strategies. ASPIRE participants who complete the requirements listed above and submit related documentation receive a $1,000 stipend and may be eligible for an additional stipends for achieving Child Development permit and/or degree milestones. ASPIRE participants who participate for more than one year receive a retention bonus.

In 2013-14, an additional track will be added to the ASPIRE Stipend Program entitled My Teaching Partner. An estimated 50 participants will be offered the opportunity to participate in My Teaching Partner and will receive bimonthly coaching sessions with a CLASS-reliable coach provided by First 5 California using Skype or phone conferencing. The coaching sessions will review video clips submitted by the participants of their interactions with children in the classroom, and provide feedback and encouragement. Participants in this track will also be required to complete two advisement sessions per year. Those participants who complete the My Teaching Partner program and two advisement sessions will receive a stipend of $1,000.

**Participation Cycle:** ASPIRE serves approximately 1,000 early educators each year. There is no limit to the amount of time an individual can participate in ASPIRE. Although required to re-apply every year, some individuals participate in ASPIRE for multiple years.

3. **Family Child Care Higher Education Academy (Project Vistas)**

Project Vistas is a higher education academy that aims to improve access to higher education for licensed FCC providers. The project is based on the premise that FCC providers, particularly those who are language minorities, often work in isolation and need information, resources, and support in order to successfully navigate higher education. In Fall 2011, Project Vistas was launched at East Los Angeles College (ELAC) by faculty and staff from the Child Family & Education Studies Department. First 5 LA funding is anticipated to continue through August 2016.

³ To be eligible for AB212 early educators must work in a California Department of Education/Child Development Division (CDE/CDD) contracted child development center or participate in a CDE/CDD-contracted Family Child Care Home Education Network OR work in a licensed center or FCC home in which the majority (51% or more) of the children receive a child care subsidy from the CDE/CDD at the time the application is submitted.
**Goals:** The goals of Project Vistas include: (1) improving access to educational opportunities for bilingual FCC providers, and (2) increasing educational attainment among bilingual FCC providers. An implicit goal of Project Vistas is to improve early educator knowledge and practice through coursework required for child development majors.

**Target Population and Eligibility Requirements:** Project Vistas serves Spanish, Cantonese and Mandarin-speaking FCC providers. The participants have been grouped into two separate cohorts based on language in order to provide culturally responsive instruction and support to maximize students’ learning outcomes. In addition to language, these cohorts also differ in terms of age, immigration history, and education background.

Project Vistas FCC HEA targeted specific groups of FCC providers some of whom had long standing requests for courses in early childhood education. The following groups were prioritized:

- Licensed FCC owners who had attended courses offered at Chicana Service Action Center and/or Human Services Association for the past three years or more;
- Licensed FCC owners who had attended courses offered at Chicana Service Action Center and/or Human Services Association for the past two years or more;
- Providers/educators who had taken the most courses from participating facilities and had at least 24 units (exceptions made dependent upon space availability);
- Persons affiliated with either of the above facilities that teach at a child care agency;
- Other FCC providers and their workers;
- Other students participating in First 5 LA Consortium projects, as determined by Project Vistas.

**Intervention/Services:** Project Vistas provides academic advisement, educational counseling, technology training, tutoring, contextualized coursework, life and leadership skill development and a textbook lending library. Counselors work with participants both individually and in groups, to develop education plans and identify opportunities for professional development.

**Participation Cycle:** Project Vistas has aims to maintain 250 participants throughout the year. As the program expands to another site next year, thirty of the 250 participants will be served at another community college in or near a Best Start Community. Although there is no limit to the amount of time an individual can participate in Project Vistas, participants are encouraged to progress and apply to other First 5 LA workforce development efforts based on their level of readiness.

4. **Gateways for Early Educators**

Gateways for Early Educators (Gateways) aims to enhance the quality of childcare by increasing the quantity and quality of training and professional development available to early educators across L.A. County (http://www.ccala.net/providers_gateways). Established in early 2011 and led by the Child Care Alliance of Los Angeles (the Alliance), Gateways promotes the professional growth of licensed and license-exempt early educators through...
workshops and quality and career development coaching provided by Child Care Resource and Referral Agencies (CCR&Rs) throughout L.A. County. The Alliance is a partnership of the CCR&Rs in L.A. County.

**Goals:** The goals of Gateways include: (1) increasing access to professional development opportunities for ECE professionals throughout L.A. County, (2) increasing participants’ utilization of educational and professional growth opportunities, and (3) improving the quality of practice of early educators participating in the Gateways program. Gateways includes an explicit focus on improving early educator practice through onsite quality and career coaching. For some participants, coaching is combined with coursework and/or training.

**Target Population and Eligibility Requirements:** Participation in Gateways is open to any child care professional at any level. *Gateways coordinates with STEP to recruit participants for training and coaching.*

**Intervention/Services:** Gateways provides individualized quality and career coaching and technical assistance and training workshops. Participants receive one-on-one coaching and mentoring a minimum of 12 times per year. Coaching is provided at the agency office, at the child care site, an alternative location, via the telephone, via email, or in any other method that is most convenient for the member. Although not required to receive coaching some participants also attend Gateways training. Gateways training focuses on the following ten topic areas: (1) Child Growth and Development, (2) Health, Safety and Nutrition, (3) Learning Environment and Curriculum, (4) Families and Community, (5) Program Management, (6) Positive Interactions and Guidance, (7) Child Observation and Assessment, (8) Promoting Diversity, (9) Professional Development and Leadership, and (10) Special Needs and Inclusion.

**Participation Cycle:** Gateways provides coaching to 850 to 1,000 early educators. There is no limit to the amount of time an individual can participate in Gateways. Some individuals participate in Gateways for multiple years.

5. **Steps to Excellence Program**

The Steps to Excellence Program (STEP) is a Quality Rating and Improvement System (QRIS) for licensed child care programs serving children ages 0-5. STEP was developed by the Policy Roundtable for Child Care and is administered by the Los Angeles County Office of Child Care (OCC) in 18 communities ([http://ceo.lacounty.gov/ccp/step.htm](http://ceo.lacounty.gov/ccp/step.htm)). Established in 2007, the purpose of STEP is to provide parents with clear, concise information on the quality of individual child care settings, provide incentives and supports for programs to meet and maintain higher program standards, and provide benchmarks to determine if the quality of care in individual programs or communities is improving over time.

**Goals:** STEP goals include: (1) increasing early educators knowledge of quality standards and developmentally appropriate practices, (2) increasing early educator implementation of quality improvements, and (3) increasing parents knowledge of STEP quality ratings and

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standards. STEP includes an explicit focus on improving early educator practice through training and/or coaching.

**Target Population and Eligibility Requirements:** STEP is a voluntary QRIS that targets child development centers and licensed FCC homes serving children ages 0-5 located in STEP communities\(^4\) that meet the following criteria: (1) have held a child care license issued by the Community Care Licensing Division (CCLD) for at least one year and (2) have not been issued a probationary license, been required to develop a compliance plan, or been issued a civil penalty by CCLD.

**Intervention/Services:** The core services provided by STEP are program assessments that result quality ratings in six domains: (a) regulatory compliance, (b) teacher-child relationships, (c) learning environment, (d) identification and inclusion of children with special needs, (e) staff qualifications and working conditions, and (f) family and community connections. An overall quality rating for each participating child care program is then awarded, based on the domain ratings. The quality assessments, which are conducted by the UCLA Center for Improving Child Care Quality (CICCQ) on behalf of OCC, include an on-site observation of 50% of randomly selected classrooms, and a document review of the program portfolio and staff qualifications. Participating programs may receive a “preliminary” quality rating to establish a baseline in selected domains, an “initial” quality rating that is shared with the public, and a “recertification” quality rating every two years.

In addition to issuing quality ratings, STEP child care programs receive one-time grants of up to $5,000 to support quality improvements. Prior to receiving the grants, participating programs are required to (1) identify the quality domain(s) the desired change is related to, (2) develop quality improvement plans and (3) develop a corresponding budget that details how the money will be used. Staff at STEP programs are offered opportunities to participate in professional development trainings on topics related to the STEP QRIS domains. FCC providers and staff in non-subsidized centers are also referred to the *Gateways for Early Educators Program* for coaching services.

**Participation Cycle:** There is no limit to the amount of time a child care program can participate in STEP. Programs must, however, remain in good standing with CCLD by meeting STEP’s licensing standards in order to be eligible for continued participation.

6. **Early Childhood Education Professional Learning Communities Project (ECEPLC)**

The Early Care and Education Professional Learning Communities (ECEPLC) project is a multi-year professional development initiative administered by the Los Angeles County Office of Education (LACOE) aimed at addressing the training needs created by the passage of SB 1381 – “The Kindergarten Readiness Act.” This law created a new program called

\(^4\) Altadena, Boyle Heights (zip code 90033), Florence/Firestone (zip codes 90001 and 90002), Granada Hills, Inglewood, Lancaster, Long Beach, Mission Hills, Pacoima/Arleta, Palmdale, Pasadena, Pomona, San Fernando (zip codes 91340, 91341, 91344, 91345 and 91346), San Pedro, Santa Monica, Torrance, Watts/Willowbrook (zip codes 90002,90044, 90051, 90059 and 90061) and Wilmington.
“Transitional Kindergarten” (TK) to begin phasing in the 2012-13 school year. The purpose of the ECEPLC project is to provide elementary school principals and transitional kindergarten teachers with the necessary resources to provide a high quality early learning experience for children in transitional kindergarten classes. In addition, the project will provide guidance for the development of PLC, including preschool teachers, to improve articulation from preschool to kindergarten and beyond. PLCs link early educators in nearby ECE programs to teachers in TK classrooms in order to promote quality practice and increase collaboration.

The grant funds will provide: (1) professional development sessions, (2) resources and materials, (3) support and guidance for the development of a school-site PLC and (4) teacher stipends or substitute pay for one transitional kindergarten or kindergarten teacher.

The ECEPLC project offers participants a unique, multi-faceted process rooted in early childhood education research, reflective practice and inquiry.

Goals: ECEPLC goals include: (1) increasing the capacity of principals to administer high quality, developmentally appropriate transitional kindergarten programs, (2) promoting quality early learning practice among ECE and transitional kindergarten teachers, (3) increasing collaboration among TK teachers and early educators in the community through professional learning communities, and (4) promoting a professional culture that supports the adoption and sustainability of new techniques and skills.

Target Population and Eligibility Requirements: ECEPLC is a voluntary program that targets principals and TK teachers from public elementary schools throughout L.A. County and early educators from preschools and FCC providers in the attendance area of participating elementary schools. Elementary schools with at least one transitional kindergarten classroom were eligible to apply.

Intervention/Services: ECEPLC offers TK teachers and principals training through a Principal’s ECE Leadership Institute and the TK Teacher ECE Institute, respectively. Training topics include ECE trends and directions, early learning brain research, TK program and classroom models, community outreach, California Preschool Learning Foundations and the Common Core, early educator competencies, curriculum guidelines and frameworks and strategies to support TK teachers. In addition to training, principals and TK teachers receive ongoing technical assistance regarding research-based practices in early education. Each participating elementary school also hosts a Professional Learning Communities (PLCs). PLCs provide a forum to increase collaboration among principals, Kindergarten /TK teachers, and ECE educators in order to promote systems alignment to improve school readiness.

Participation Cycle: ECEPLC aims to serve 50 principals, 50 TK teachers and 150 early educators from preschools and FCC providers in the catchment area surrounding each school (approximately three early educators per PLC). There is no limit to the amount of time a school can participate in ECEPLC. It is anticipated that most schools and

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participants will continue to participate through June 2016, the end of the current funding period.

B. Los Angeles County Early Care and Education Workforce Consortium

Established in 2011, the Consortium is a collaboration among organizations and institutions in L.A. County that seek to increase the quality of early learning programs for young children by promoting the educational attainment and professional development of the workforce. The Consortium is a five-year investment led by Los Angeles Universal Preschool (LAUP). As the lead entity, LAUP subcontracts with county agencies, community colleges and local child care resource and referral agencies (CCR&R) to implement the programs.

Through these efforts the Consortium serves: (a) current and prospective practitioners in the education pipeline; (b) current and potential ECE students, including high school, community college and university level students; (c) current practitioners in both licensed and license-exempt center and home-based settings; (d) transitional kindergarten teachers; (e) elementary school principals, and (f) systems of education and professional development for ECE professionals, including institutions of higher education. The overall goals of the Consortium include:

- **Systems Alignment**: Align the various educational and professional development tracks to simplify identification of the next steps in achieving individual and professional growth.

- **Quality Improvement**: Provide opportunities for the ECE workforce to expand their knowledge base to better serve young children.

- **Policy Awareness**: Strengthen the position of ECE within the educational spectrum through collaboration and advocacy.

C. California Early Care and Education Workforce Registry

An important element of First 5 LA’s investment in the ECE workforce, particularly for the outcome evaluation, is the California Early Care & Education Workforce Registry (the Registry). The Registry is an online, web-based information system that tracks information about the education, training and work experience of early educators. It is a customized version of Registry One® developed by the Child Care Education Institute (CCEI - [http://www.cceionline.com](http://www.cceionline.com)) specifically for the state of California. The Registry will house the following types of information (see Appendix A) about members of the ECE workforce:

- Demographic characteristics including age, gender, ethnicity, and language
- Education including college coursework and degrees
- Qualifications including state-issued child development permits and teaching credentials

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• Professional development training
• Early care and education experience including tenure in the field
• Employment data including job title, compensation and work history from the point of enrollment

In addition, for participants in First 5 LA PD programs, further information regarding their participation in these programs will be maintained in the Registry (see Appendix B). Data on members of the workforce in L.A. County including those in First 5 LA PD programs will be provided to the selected contractor in order to conduct the evaluation.

The pilot phase of the Registry began in July 2012 and is being conducted in San Francisco and Los Angeles Counties. The pilot is funded by the David & Lucile Packard Foundation, the City/County of San Francisco, First 5 LA, Los Angeles Universal Preschool, Mimi and Peter Haas Fund, and supported by the Center for the Study of Child Care Employment at UC Berkeley. The Registry will provide the first comprehensive look at the early childhood workforce in San Francisco and Los Angeles Counties. The Registry pilot is being conducted in coordination with the Office of Quality Improvement at the Child Development Division of the California Department of Education. The goal is to expand to other counties and ultimately statewide. In August 2013, a Los Angeles County Office of the ECE Registry will be launched with funding from First 5 LA to operate the Registry in L.A. County.

IV. PROJECT OVERVIEW

A. Focus of the Evaluation

First 5 LA is seeking a contractor to design and conduct an outcome evaluation of the PD programs in our Early Care and Education (ECE) Workforce Development (WFD) portfolio. The evaluation should serve the following purposes:

• Document outcomes related to early educator participation in First 5 LA PD programs
• Generate findings that can be used by the First 5 LA Commission when making policy, programmatic, and resource allocation decisions related to investments in the ECE workforce
• Identify lessons learned and programmatic implications that can be shared with program designers and implementers with an eye toward strengthening programs

The primary goal of the Comprehensive Professional Development Evaluation is to determine the extent to which participants in First 5 LA PD programs achieve the desired outcomes. In support of this goal, the following outcomes framework identifies the short-term, intermediate and long-term indicators for the desired outcomes related to all of First 5 LA WFD investments including PD programs.
For the purposes of this evaluation, three sets of outcomes are most relevant:

- **One set of outcomes** is focused on professionalizing the ECE field by increasing early educators’ educational attainment and training in ECE (qualifications). College degrees, child development permits, teaching credentials and/or training program certificates are the outcomes of interest.

- **Another set of outcomes** is focused on improving practice and strengthening overall quality (ECE quality/practices). Therefore we are interested in outcomes such as adult-child relationships, activities and interactions in the classroom that support early learning and socio-emotional development and how learning environments are set up. We are also interested in knowledge about child development and strategies to support it.

- **A third set of outcomes** is focused on employment in the field (recruitment, retention, compensation). The hope is that participants enter and remain in the field. Therefore, we are interested in outcomes such as employment in ECE, retention, career advancement and compensation.
First 5 LA decided to use a comprehensive approach to evaluating the PD programs in our WFD portfolio instead of commissioning separate evaluations of each program. This was driven primarily by the fact that though PD programs are using varying (yet overlapping) strategies and in some cases serving distinct segments of the ECE workforce, the programs all aim to achieve two or more of First 5 LA’s goals for the ECE workforce. Appendix C is a figure which identifies which desired outcome areas are applicable to the target populations of First 5 LA PD programs. We are open to a meta-analytic approach in which separate studies are conducted for each program that include a consistent set of control variables (or covariates) and outcome measures.

This evaluation will look at those outcomes for early educators who have participated in First 5 LA PD programs and those who have not participated. It should also identify which segments of the ECE workforce are accessing the PD programs and among participants, who is benefitting from the programs, what benefits they experience, and what factors contribute to the attainment of positive outcomes. Factors such as the quality, intensity and duration of the PD should be considered. First 5 LA is also interested in contrasting different PD strategies to determine which features show the strongest evidence of desirable effects and identifying PD approaches that may be more effective for pre-service preparation vs. those already working in particular ECE settings in terms of overall quality.

B. Evaluation Questions

Proposals submitted in response to this RFP should address the following questions:

1. To what extent do First 5 LA-funded professional development programs achieve expected outcomes?
   - Do the qualifications of participants in First 5 LA-funded workforce development programs improve? What are the characteristics of the participants who improve their ECE qualifications?
   - Which outcomes are not achieved?
   - To what extent do participant characteristics, PD program characteristics and characteristics of the work environment predict improved qualifications?
   - Is there a relationship between participation in First 5 LA-funded professional development programs and the ECE quality?
   - Is there a relationship between qualifications and the quality of early care and education provided by participants in First 5 LA-funded professional development?

2. How do outcomes for participants in First 5 LA-funded professional development programs differ from non-participants?
• To what extent are individuals who have participated in First 5 LA-funded professional development programs better qualified than comparable early educators?

• How does the retention rate compare to that of early educators who did not participate in funded programs?

• How does the level of ECE quality compare to that of early educators who did not participate in funded programs?

• Do individuals who have participated in First 5 LA-funded professional development programs advance within the ECE field?

• How does the rate of advancement among participants compare to early educators who did not participate in First 5 LA-funded professional development programs?

• How do compensation and benefits for individuals who have participated in First 5 LA-funded professional development programs change over time as compared to non-participants?

First 5 LA expects additional questions to be answered through the evaluation. Applicants are encouraged to develop their own evaluation questions provided they are consistent with First 5 LA’s purpose and goals for commissioning this evaluation. Of particular interest to First 5 LA is an understanding of factors that affect the ability of participants to achieve desired outcomes. The set of proposed evaluation questions will be further refined and finalized after the contract award in collaboration with input from First 5 LA and PD program staff.

The following are questions of interest to First 5 LA that could also be considered:

• To what extent do the programs in the portfolio demonstrate characteristics of effective professional development programs?

• How does the achievement of outcomes relate to the types of strategies employed by the program the participant is enrolled in (e.g., financial incentives, one-on-one coaching, etc.)?

• How do outcomes differ among participants in different programs?

• How does the work setting and working conditions in which approaches and techniques are to be implemented relate to the achievement of outcomes?

• How do individual attributes such as attitudes and motivation relate to the achievement of outcomes?

Bidders are encouraged to combine, rephrase and/or propose complementary evaluation questions that fit within the scope, timeframe and available funding for this project.

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In addition to addressing required evaluation questions, First 5 LA has the following expectations for the evaluation:

- The evaluation will focus on First 5 LA PD programs that are aimed at expanding and strengthening the ECE workforce (CDWFI, ASPIRE, Project Vistas, Gateways for Early Educators, STEP, and ECEPLC) rather than the entire WFD portfolio of ECE investments.
- The evaluation will use a quasi-experimental comparison group or similar design.
- The evaluation will follow a sample of participants from each program and comparable non-participants over two years.
- The evaluation will utilize data collected through the ECE Workforce Registry.
- Observations will be conducted to measure quality in center, classroom and FCC settings. Observation measures will be used to assess areas of practice First 5 LA seeks to improve including interaction skills with children, developmental appropriateness of practice and support for early learning.
- As needed, additional data will be collected to measure control variables and mediating and moderating factors.

C. Audience for the Evaluation

The primary audiences for this evaluation are First 5 LA commissioners, First 5 LA staff and PD program staff. The ECE professional development field is also an important audience for the evaluation. The intended users of the evaluation findings are likely to include staff from First 5 LA Commissioners and staff from the Program Development and Research and Evaluation Departments as well as staff from the PD programs. The evaluation findings may be used to inform recommendations for future investments in the ECE workforce by the First 5 LA Commission and for program improvement by PD program staff.

D. Purpose of the Contract

The purpose of this solicitation is to engage a contractor to design and conduct a longitudinal evaluation of the effectiveness of PD programs in First 5 LA’s ECE WFD Portfolio leading to desired outcomes. The selected contractor will work closely with First 5 LA Research and Evaluation staff for the duration of the project.

If additional work supporting the Comprehensive Professional Development Evaluation is required during or after the specified period of performance, First 5 LA reserves the right to either expand or extend this contract or issue a separate RFP to solicit another contractor to complete the additional required work.

V. STATEMENT OF WORK

A. Major Tasks
In order to successfully design and conduct the Comprehensive Professional Development Evaluation, First 5 LA expects the contractor to complete, at a minimum, the tasks outlined below. These tasks, as well as any additional tasks proposed by the applicant, should be included in the proposal narrative and the proposed scope of work. Applicants are encouraged to revise, expand, and otherwise edit the tasks in their project proposal as long as they remain consistent with the overall project purpose, goals and available funding.

Task A: Orientation and Planning Meeting

The contractor will plan and facilitate a two-day in-person meeting within 14 days of contract execution. The purpose of the meeting is to learn more about the programs, make key decisions about the study, and identify action items and next steps. Participants on Day 1 will include the selected contractors, First 5 LA staff, and PD program staff. Activities on this day will consist primarily of presentations, Q&A and discussions to increase understanding of the programs and the proposed evaluation. The selected contractor will present the proposed approach while representatives from each program will deliver a presentation describing their program, implementation, and programmatic issues. There should be ample opportunity for Q&A and discussion following presentations.

Participants on Day 2 will include the selected contractors and First 5 LA staff. On Day 2 we will review and discuss key design, methodological and logistical issues based on the needs of the study and make decisions and trade-offs as needed. At least one week prior to the meeting, the contractor should work with First 5 LA staff to finalize the agenda. Two weeks following the meeting, the contractor should generate a memo summarizing key decisions, action items and agreed upon changes to the original proposal.

Task B: Develop the evaluation plan

The purpose of the evaluation plan is to document and describe how the study will be conducted including study design, sampling, recruitment, informed consent, measurement, data collection procedures, data analysis, etc. The evaluation plan will be a revised and expanded version of the original proposal based on information, discussions and decisions made during the orientation and planning process (Task A).

The evaluation plan is subject to the First 5 LA Quality Assurance (QA) process. A detailed description of First 5 LA’s QA process can be found in Appendix D. The process requires a minimum of three weeks, and the selected contractor should build in adequate time for First 5 LA staff and the QA team to provide feedback. The evaluation plan will not be accepted until it has been approved by First 5 LA’s QA team.

Task C: Obtain IRB approval
The selected contractor will prepare and submit an Institutional Review Board (IRB) application through an established IRB. The contractor is fully responsible for securing and maintaining IRB approval for the study and should budget for IRB-related costs. Instruments and consent forms should be reviewed by First 5 LA prior to submission to the IRB.

**Task D: Recruit and enroll participants**

Based on decisions and agreements made during the planning phase of the study, the contractor will recruit and enroll members from each PD program to participate in the study. The contractor will meet with First 5 LA, LAUP staff and representatives of the PD programs to plan for and coordinate participant outreach and recruitment for the study. The contractor will be expected to develop a written recruitment plan that specifies how they will coordinate with staff from PD programs and the Registry office. The contractor will also write a brief summary of outreach activities and enrollment results.

The contractor is also expected to coordinate recruitment and data collection with the L.A. County Registry Office and Child Care Education Institute as needed. Progress and issues should be communicated to First 5 LA through regular meetings, memos and monthly progress reports.

**Task E: Collect data**

The contractor will determine the final assessment battery and develop a database to house the data. Once the measures and data sources have been determined, the contractors should plan to train data collectors as needed and will need to submit the training plan and materials. The contractor should also document the safeguards and checks that will be put in place to ensure the quality, accuracy and confidentiality of the data.

The contractor will be responsible for all aspects of sampling and data collection for the study. For budgeting purposes, data collection will include at a minimum, classroom observations and participant surveys. The contractor will also need to coordinate with the Registry Office and PD program staff to obtain access to Registry and program data that will be used in the evaluation. Updates regarding data collection should be provided at bi-weekly meetings and in monthly reports. In addition there should be a year-end summary of data collection.

The selected contractor and First 5 LA will abide by data sharing and intellectual property principles as outlined in Section IX. Collection and Evaluation of Data and Information of the sample contract (See Appendix E).

**Task F: Analyze data**

The contractor will analyze the data according to the evaluation plan and develop a memo summarizing preliminary findings along with data tables and figures. The
final dataset or datasets and respective codebooks must also be provided. The data, stripped of individual identifying information, will be submitted to First 5 LA in an acceptable format along with a codebook no less than 30 days prior to the contract end date. The contractor must ensure that the consent process is reflective of the ultimate goal of having a final data set that can be used internally by First 5 LA and would not be limited to exclusive use by the contractor. Together, First 5 LA and the selected contractor will determine if and when there is need for suppression of variables, especially any low frequency variables that may risk compromising confidentiality.

The data codebook must have sufficient information such that someone outside of the project would understand and be able to use the data set. The elements of the codebook should include:

- Variable names, labels, and definitions of each variable in the data set, including scale and min/max information for each of the variables
- Definitions and clearly documented procedures for any constructed variables
- Indices are created where applicable such that separate data sets can be linked
- Adequate documentation of how and when any variable suppression was done

**Task G: Disseminate study findings**

The contractor will work closely with First 5 LA staff to disseminate study findings. Interim findings will be reported on an annual basis and a final, summative report will be produced at the end of the study. In addition to generating written reports, the contractor will provide oral presentations of study findings using PowerPoint or a similar application to at least two distinct audiences: First 5 LA R&E staff and staff of First 5 LA PD programs. Dissemination products will undergo review through the First 5 LA QA Process (See Appendix D).

The selected contractor and First 5 LA will abide by data sharing and intellectual property principles as outlined in Section IX. Collection and Evaluation of Data and Information of the sample contract (See Appendix E).

**Task H: Manage the overall project**

During all phases of the contract, the contractor will provide monthly progress memos to First 5 LA. The progress memo should be organized by task and provide updates on progress as well as any obstacles or issues encountered and next steps. The contractor is also expected to plan and facilitate regular conference calls with the First 5 LA project team. The selected contractor will be responsible for drafting meeting agendas and summarizing discussion and action items.

**B. Additional Activities**
The applicants may propose other activities or deliverables in support of the goals of this evaluation. In addition, First 5 LA may require the selected contractor to perform additional activities related to the work described above. These activities may be incorporated in a revised design and analysis plan, budget, and scope of work as appropriate. The contractor will furnish the necessary personnel, materials, services, and otherwise do all things necessary or incident to performing this study, unless otherwise stated in this document.

C. Overview of Tasks and Deliverables

The table below provides a recap of tasks and likely deliverables for the Comprehensive Professional Development Evaluation. The information in this table is preliminary and subject to change.

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<th>Deliverable(s)*</th>
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<td>PowerPoint presentation and handouts</td>
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<td>Summary notes from the meeting</td>
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<td>Action items and responsible parties</td>
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<td>Task B: Develop the evaluation plan</td>
<td>Draft plan including instruments</td>
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<td>Final plan</td>
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<td>Task C: Obtain IRB Approval</td>
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<td>Summary of recruitment</td>
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<td>Recruitment and coordination plan</td>
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<td>Summary of recruitment and enrollment</td>
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<td>Data collector training materials</td>
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<td>Task F: Analyze data</td>
<td>Data Summaries</td>
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<td>Codebook</td>
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<td>Task G: Disseminate study findings</td>
<td>Dissemination Plan</td>
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<td>Draft report</td>
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<td>Task H: Manage the overall project</td>
<td>Monthly progress memos</td>
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<td>Meeting notes</td>
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VI. ELIGIBILITY

Eligible applicants will possess the qualifications and minimum experience outlined in the list of desired qualifications below. The ideal applicant(s) will have extensive experience with evaluations involving early educators, the ECE programs they work in, and the PD efforts that promote their professional growth.

VII. SUMMARY OF DESIRED QUALIFICATIONS

Knowledge
- Familiarity with key characteristics of the ECE workforce in general as well as issues specific to various segments of the workforce
- Awareness of issues and challenges associated with the professional growth and development among early educators
- Demonstrated understanding of the existing evidence base in terms of key features of effective professional development
- Knowledge of contextual, methodological and logistical issues associated with evaluating ECE professional development efforts
- Knowledge of and familiarity with observational measures of classroom quality
- Knowledge of the landscape of licensed ECE programs in L.A. County and entities that support the professional development growth and development

Experience
- Experience designing and conducting complex, mixed method evaluations of PD programs for early educators
- Experience developing qualitative data collection tools (e.g., interview protocols)
- Experience evaluating PD programs for early educators working in center-based, school-based and FCC programs
- Experience evaluating PD programs for early educators working with preschool-age children as well as infants and toddlers
- Experience successfully training observers on measures of ECE quality including the CLASS, ERS, etc.
- Experience conducting longitudinal studies with acceptable retention rates
- Experience working closely and collaboratively with funders and grantees
- Experience collecting and processing quantitative data from a large sample.
- Experience with complex statistical modeling and analytic techniques

Other Desired Qualifications
- Capacity to work throughout Los Angeles County
• Understanding of the cultural, linguistic, regional, community, and demographic experience of Los Angeles County
• Effective communication, problem solving, and planning with various agencies
• Experience and knowledge working in Southern California, preferably in Los Angeles County
• Experience with fixed-price budgeting
• Ability to perform other duties which may be deemed necessary and appropriate

VIII. TERMS OF PROJECT

A. Available Funding

The contractor will be compensated based on the budget developed during the contract negotiation phase. It is anticipated that the Comprehensive Professional Development Evaluation will be carried out over a three year and seven month period in an amount not to exceed $5 million. Funding for the study is available through the First 5 LA Research and Evaluation allocation. The budget for the first seven months of the study is not to exceed $500,000. It is expected that the applicants' budgets will be clearly justified in the budget narrative and will be appropriate to the work proposed.

B. Contract Period

The contractor shall not be authorized to deliver or commence performance of services as described in the application until final execution of the contract (contract must be signed by both parties). Any performance of services commenced prior to obtaining all written approvals by First 5 LA shall be considered voluntary. This initial contract term is for a period of 7 months at which point the contract period will align with First 5 LA's fiscal calendar (July 1 – Jun 30). Contract renewal and annual budgets are subject to approval by First 5 LA’s Board of Commissioners. First 5 LA reserves the right to either expand or extend this contract or issue a separate RFP to solicit another contractor to complete the additional required work.

IX. SELECTION PROCESS AND REVIEW CRITERIA

A. General Requirements

Evaluators with knowledge of the ECE workforce and professional development issues are encouraged to apply. Applicants should have experience conducting longitudinal studies and program evaluations. In order for applications to be considered acceptable and eligible for award, they must be prepared in accordance with the instructions given in this solicitation. In addition, applicants must review the First 5 LA Sample Contract in Appendix E. It is imperative that applicants review the contract language in detail and fully understand contractual obligations should they be selected as the contractor for this project. The selected applicant shall be expected to execute the contract without substantive alteration.
B. Review Criteria

1. Understanding of the Scope of Work (20 points)

   - Approach to the project tasks, including explanations and rationales for any suggested modifications
   - Demonstrated understanding of key characteristics of the ECE workforce in general as well as issues specific to various segments of the workforce
   - Demonstrated understanding of issues and challenges to professional growth and development among members of the workforce
   - Demonstrated understanding of the existing evidence base in terms of key features of effective professional development
   - Identification of anticipated logistical challenges and a sufficiently-detailed description of how challenges will be addressed or minimized

2. Technical Approach (30 points)

   - Logical and clear conceptual framework that addresses the comprehensive nature of the project
   - Evaluation design and approach to sampling participants and constructing appropriate comparison groups
   - Approach to data collection and measurement
   - Analytic approach and proposed use of Registry data
   - Identification of potential contextual and methodological challenges and approach to addressing or minimizing them

3. Organizational Experience & Proposed Personnel (30 points)

   - Staff have experience and qualifications that clearly reflect the range and depth of the requirements outlined in this RFP
   - Experience conducting longitudinal studies
   - Experience analyzing large, complex quantitative data sets
   - Experience conducting early care and education-related studies
   - Experience evaluating professional development programs
   - Research and evaluation experience in California, preferably in Los Angeles County

4. Budget (10 points)

   - Tasks assigned to appropriate personnel so as to minimize the cost per deliverable while also maximizing the quality of the output (as explained in the budget narrative).
   - A reasonable price per task experience
   - A composite hourly rate for all personnel that does not exceed $150/hour
   - Project budget for the first seven months that does not exceed $500,000 and a total budget that does not exceed $5,000,000
5. Project Management (10 points)

- A logical timeline that demonstrates how the project (with all associated deliverables) will be completed within the project period (3 years and 7 months).
- Evidence of the ability to have a sufficient number of the staff available to accomplish the work, including Memoranda of Understanding with any subcontractor or consultants to be utilized, percent of time devoted to this contract for each person proposed on the project (presented separately by contract year), and a list of all current and projected, outside commitments (listed separately by percent time for each ongoing or proposed project and presented by year) for key staff and consultants who are proposed less than full time to this project
- Procedures for maintaining quality control and timeliness and conducting regular reviews of the quality of data collected
- Evidence of the applicant having worked with proposed subcontractors in the past

C. Selection Process

First 5 LA will award the Comprehensive Professional Development Evaluation contract to an applicant based on the multi-stage review process outlined below. The contract resulting from this solicitation will be awarded to the most responsive bidder whose offer, conforming to the solicitation, is determined to provide the "best value" to First 5 LA, which may not necessarily be the proposal offering the lowest cost nor receiving the highest technical score. It should be noted that cost is not a numerically weighted factor.

1. Level 1 Review: First 5 LA staff will review each application to ensure that all applicants submitted the Mandatory Intent to Apply Form on or before the deadline of July 26, 2013 and that basic requirements are met. Basic requirements include: timely receipt of all online and hard copy application requirements, adherence to required formats, and inclusion of all applicable attachments and forms. Proposals with omissions of any required documentation are subject to disqualification.

2. Level 2 Review: A panel of at least three (3) external reviewers will review and score proposal materials, including resumes, using the Comprehensive Professional Development Evaluation Review Tool posted with the RFP (Appendix F). Each reviewer will evaluate the proposals for technical acceptability using a range of scores assigned to each factor. The scores will then be averaged to identify the top scoring applicants. External reviewers will utilize the criteria outlined in the review tool to score proposals and resumes. External reviewers are required to sign a Conflict of Interest and Confidentiality Statement.
3. **Level 3 Review:** The First 5 LA Finance Department will review a copy of the annual independent audit to ensure the financial capacity of applicants. As a public entity, the Commission has a responsibility to the public to ensure that the organizations that receive our funds are financially stable to provide the contracted services. Further written materials regarding the financial stability of the agency may be requested during or prior to the review.

4. **Reference Check:** If necessary reference checks will be completed for applicants with the highest ranked proposals based on the external review process. Information obtained through reference checks will complement rankings resulting from the external review process. First 5 LA must be able to contact all references provided by the applicant. If any reference cannot be reached, First 5 LA may deem the applicant ineligible for this opportunity.

5. **Oral Presentations:** The highest scoring applicants will be invited to deliver an oral presentation on September 12 or 13, 2013 at First 5 LA. These dates are subject to change at First 5 LA’s sole discretion. Oral presentations will include a presentation of the proposed evaluation and a question and answer session with the interview panel. The presentation of the proposed evaluation shall be limited to 20 minutes. Oral presentations will complement rankings resulting from the external review process. Participation in oral presentations will be limited to those who will be working on the contract. Further written materials regarding qualifications may be requested prior to the oral presentation.

The final award notification is anticipated to occur by October 1, 2013, with a final signed contract and projected contract start date of December 1, 2013. First 5 LA staff and/or Commission reserve the right without prejudice to reject any or all submitted proposals.

**X. REQUIRED DOCUMENTS**

**A. Mandatory Intent to Apply Form:** This form (see Appendix G) communicates an applicant’s interest in submitting a proposal in response to the Comprehensive Professional Development Evaluation RFP as well as interested receiving all RFP updates and responses to questions posed by potential applicants. The Intent to Apply form should be submitted via email (as an attachment) on or before 5pm PDT, July 26, 2013 to Kimberly Hall at khall@first5la.org.

**B. Online Application:** Applicants must submit an online application.

**C. Cover letter:** This document should introduce the applicant(s) and include the applicant’s name and/or organization name, address, telephone number, email address, the date, and a statement that the letter is in response to the RFP for the Comprehensive Professional Development Evaluation. One (1) original SIGNED with BLUE INK copy of the cover letter must be received by First 5 LA by the application date.
deadline. Additionally, applicants will be required to upload a copy of the cover letter to the online application system.

D. Proposal Narrative (maximum 30 pages single spaced): The proposal narrative should describe how the applicant would approach this evaluation, including evaluation design, questions, sample, measures, analytic approach and anticipated limitations. The proposal narrative should also identify any expected methodological challenges and describe how they will be addressed or minimized.

E. Proposed Scope of Work (maximum 10 pages): Applicants should create a SOW organized by task using the template provided (see Appendix H) for the entire project period (3 years and 7 months).

F. SOW Narrative (maximum 15 pages): The SOW narrative should: (1) describe the proposed process to complete each task outlined in the SOW, (2) identify and describe key deliverables, (3) provide a timeline, and (4) identify key members of the evaluation team along with their roles and responsibilities. The SOW narrative should also identify any expected logistical challenges and describe how they will be addressed or minimized. If necessary, the SOW narrative should also highlight any tasks that have been added or omitted and provide a brief explanation justifying the change.

G. Sample Evaluation Report (maximum 10 pages): Please include the executive summary section from a prior evaluation report completed within the past three years, not to exceed ten pages.

H. Résumé(s) or Curriculum Vitae(s): Please submit one résumé or (Curriculum Vitae) CV of no more than five pages for each of the key members of the team outlining relevant work history, educational attainment, publications, prior research projects, etc. All résumés and CVs should be combined into a single document when uploading the application. It is not necessary to submit résumés or CVs for all team members, only the key members of the team.

I. Proposed Budget and Budget Narrative: Applicants should create two budgets organized by task using the template provided (see Appendix I). Budget #1 should be for the entire project and may not exceed $5 million. Budget #2 should be limited to projected costs for the seven months of the project only. The application must include a budget narrative to accompany Budget #1. The budget narrative should supplement the information provided in the budget spreadsheet by justifying the cost of the proposed study and describing what will be included in each deliverable. The budget narrative should not exceed eight pages. Together, the budget and budget narrative should provide a complete financial and qualitative description that supports the proposed expenditures.

J. Client Reference Form: Please complete the information outlined in the instructions for Appendix J for at least three and no more than five references. Clients must be organizations and/or individuals for whom the applicant has provided similar services, and must be able to provide information regarding the
applicant’s capacity and performance regarding the provision of such services. Please be sure to provide current contact information for those clients who have agreed to serve as references.

K. Agency Involvement in Litigation and/or Contract Compliance Difficulties: Please read the information on the required Agency Involvement in Litigation and/or Contract Compliance Difficulties form (Appendix K) thoroughly and include one original SIGNED with BLUE INK by the application deadline. If you checked Yes to any of the questions on this form, please explain whether this will impact the project on this solicitation. Omission of the form will constitute an incomplete proposal and may be grounds for disqualification.

L. Signature Authorization Form: This form (Appendix L) is required in order to verify signature authority to enter into contractual agreement with First 5 LA. If not outlined in the Bylaws, a Board Resolution or Partnership Agreement must be submitted, as applicable, that indicates signature authority. Submit the original SIGNED with BLUE INK to First 5 LA by the application deadline. An electronic copy must also be uploaded with the online application. Omission of the form will constitute an incomplete proposal and may be grounds for disqualification.

M. Annual Independent Audit: The applicant must include an independent audit report for an audit conducted within the prior 18 months. Additional documents regarding the financial stability of the agency may be requested by our Finance Department during or prior to the review.

N. Memorandum of Understanding (MOU) (if applicable): If a subcontractor will be used on this project, please submit a formal MOU along with the proposal. Include as many MOU forms as needed. The proposal narrative should include a brief description of previous collaborations with identified subcontractors.

O. Bylaws (if applicable)

P. Articles of Incorporation (if applicable)

Q. Business License (if applicable)

R. IRS letter of determination (if applicable)

S. Board of Directors or List of Partners (if applicable)

Failure to submit all required attachments and original documents will constitute an incomplete proposal and may be grounds for disqualification. In order to respond to this RFP, please complete and submit your application and all required documents below to First 5 LA no later than 5:00pm PDT, August 15, 2013. Applications received after this deadline will not be considered. It is the responsibility of the applicant to ensure, prior to submission, that their proposal reflects the requirements of this solicitation.

Comprehensive Professional Development Evaluation RFP
In addition to the electronic documents, applicants **must** also submit the following original signed documents: First 5 LA’s Signature Authorization Form and Agency Involvement in Litigation and/or Contract Compliance Difficulties Form. Please mail originals to:

Kimberly Hall, Research Analyst  
First 5 LA  
750 N Alameda Street  
Los Angeles, CA 90012  
Attn: Comprehensive Professional Development Evaluation  

**XI. CONTRACTUAL CONSIDERATIONS**  
Specific contractual considerations, including but not limited to the following, apply to RFP submission process and project implementation and to any contracts that result from the submission and implementation of the project/proposal. The contractor will need to comply with all of the provisions in the attached sample contract (See Sample Contract).

**A. Conflict of Interest**  
The selected Contractor will be required to comply with the COMMISSION’s Conflict of Interest provisions, as outlined in the contract, and as applicable under California Law. Contractor acknowledges that he/she/it is acting as public official pursuant to the Contract and shall therefore avoid undertaking any activity or accepting any payment, employment or gift from any third party that could create a legal conflict of interest or the appearance of any such conflict. A conflict of interest exists when one has the opportunity to advance or protect one’s own interest or private interest of others, with whom one has a relationship, in a way that is detrimental to the interest, or potentially harmful for the integrity or fundamental mission of the COMMISSION. Contractor shall maintain the confidentiality of any confidential information obtained from the COMMISSION during the Contract and shall not use such information for personal or commercial gain outside the Contract. By agreeing to the Contract and accepting financial compensation for services rendered hereunder, Contractor agrees that he/she/it will not subsequently solicit or accept employment or compensation under any program, grant or service that results from or arises out of the funded project and related initiative(s). During the term of the Contract and for one year thereafter, Contractor will not knowingly solicit or accept employment and/or compensation from any COMMISSION collaborator or Contractor without the prior written consent of the COMMISSION.

**B. Compliance**  
Current/Former grantees and/or Contractors must be in good standing and in compliance with all aspects of their contract with the COMMISSION in order to be eligible to apply for the current Request for Proposals (RFP). The COMMISSION may deem an applicant ineligible if it finds in its reasonable discretion, that applicant has done any of the following, including but not limited to: (1) violated any significant terms or conditions of Grant
Agreement/Contract; (2) committed any act or omission which negatively reflects on Applicant’s quality, fitness or capacity to perform services listed in the RFP with the COMMISSION or any other public entity, or engaged in a pattern or practice which negatively reflects on the same; (3) committed an act or offense which indicates a lack of business integrity or business dishonesty; or (4) made or submitted a false claim against the COMMISSION or any other public entity.

C. Contract Information

1. The COMMISSION reserves the right to reject all bids and re-advertise for bids. Failure to comply with bid specification shall be grounds for disqualification of bids. Each bidder or proposer shall be required to honor the price and specifications quoted for a minimum of sixty (60) calendar days following submission of the bid. The COMMISSION also reserves the right to cancel this RFP, at its sole discretion, at any time before execution of a contract. The COMMISSION shall not be liable for any costs incurred in connection with the preparation of any submissions in response to this RFP. Any cover letters, résumés and/or curriculum vita, including attached materials, submitted in response to this RFP shall become property of the COMMISSION and subject to public disclosure.

2. The agency/organization submitting an application agrees that by submitting an application it authorizes the COMMISSION to verify any or all information and/or references given in the application.

3. The COMMISSION reserves the right, after contract award, to amend the resulting contract, scope of work, and any other exhibits as needed throughout the term of the contract to best meet the needs of the COMMISSION.

4. The COMMISSION reserves the right to request additional financial information to verify applicant’s past and current financial status. This information includes, but is not limited to: the most recent independent audit, Cash Flow Statement, Statement of Activities (Income Statement), and Statement of Financial Position (Balance Sheet).

5. Consistent with the intent of Proposition 10: California Children and Families Act of 1998, no monies for this Project may be used to supplant Federal, State, County and/or other monies available to the organization for any purpose. Activities funded under this proposal must be new or enhancements to existing activities.

6. The award of a contract by the COMMISSION to an individual/agency/organization that proposes to use subcontractors for the performance of work under the contract resulting from this application process shall not be interpreted to limit the COMMISSION’s right to approve subcontractors, assemble teams and/or assign leads. Each applicant will be
evaluated independently for added value to the overall team. A copy of executed subcontract(s) related to Program funding must be provided to the COMMISSION.

7. The selected Contractor will be required to sign the contract at least two (2) weeks prior to the intended start date of the contract, as outlined in Terms of Contract/Term of Grant section, to assure the timely completion of the signature process by all parties. If the contract is not signed prior to the intended start date, the commencement of any activities under the Exhibit A – Scope of Work will not begin until the contract execution date (the date all parties have signed the contract) and Contractor will not be eligible to obtain reimbursement for any costs incurred prior to the contract execution date, unless otherwise approved in writing by the COMMISSION. If this Contract is not signed within the thirty-day (30) period from the intended start date, the COMMISSION has the right to withdraw the contract award. The COMMISSION reserves the right to revise the effective date prior to final execution of the contract.

The contractor shall not be authorized to deliver or commence performance of services as described in this RFP until final execution of the contract (contract must be signed by both parties). Final execution of the contract is contingent on First 5 LA’s Board approval of the negotiated scope of work and budget. Any performance of services commenced prior to obtaining all written approvals by First 5 LA shall be considered voluntary.

8. Unless otherwise submitted during the application process, the selected Contractor will be required to submit the required documentation listed on the Contractor Checklist, which includes, but not limited to, the following documents before the Contract can be fully executed:

- Agency Involvement in Litigation and/or Contract Compliance Difficulties Form
- By-laws (if applicable)
- Articles of Incorporation (if applicable)
- Board of Directors or List of Partners (as applicable)
- Signature Authorization Form
- Annual Independent Audit for prior fiscal year or calendar year (if applicable)
- Appropriate business licenses (for vendors or private organizations)
- IRS Letter of Determination (if applicable)
- Completed IRS Form W-9
- Memorandums of Understanding (for any sub-contractors, collaborators, and/or partners listed under Contracted Services and Evaluation sections of Exhibit B – Budget Forms)
- Certificates of Insurance for all insurance requirements outlined in the contract.

9. Per the COMMISSION’s Policy and Guidelines for Hiring Consultants, the total composite rate, which includes labor and other costs, for a Consultant may not
exceed $150 an hour, depending on the type of expertise. A blended rate is allowable. For example, for a contract totaling $150,000, a consultant may bill 500 hours for Consultant A at $200/hour, and 500 hours for Consultant B at $100/hour, with a total composite rate of $150/hour (1,000 total hours divided by $150,000 in billable hours = $150/hour).

10. The selected contractor/s will be required to adhere to all contractual obligations as outlined in this document, including the First 5 LA Contract (See Appendix E). The selected applicant shall be expected to execute the contract without substantive alteration. If applicant cannot accept the terms of the contract without substantive alterations, the applicant should refrain from applying. It is imperative that all applicants review the contract language in detail and fully understand contractual obligations should they be selected.

XII. APPEALS POLICY

First 5 LA reserves the right, without prejudice, to reject any or all submitted applications. An Appeal shall be permitted only on the grounds that the decision violated applicable law, First 5 LA policies and procedures, or the terms of the bid, RFQ or RFP. Appeals challenging First 5 LA’s decision on the merits or qualifications of bidders or proposers or the scoring of proposals shall not be permitted. An appeal of a First 5 LA decision shall be in writing and filed with the office of the Executive Director or his/her designee within ten (10) business days following the date the notification of decision is made by First 5 LA. For more information, please refer to the Appeals Policy located at http://www.first5la.org/About-Us/Policies or in Appendix M.

XIII. APPENDICES

Appendix A: Early Care and Education Workforce Registry Data – Core Fields
Appendix B: Early Care and Education Workforce Registry Data – Program-Specific Fields
Appendix C: First 5 LA Professional Development Investment Target Groups
Appendix D: First 5 LA Quality Assurance
Appendix E: First 5 LA Sample Deliverables-Based Contract
Appendix F: Proposal Review Tool
Appendix G: Intent to Apply Form
Appendix H: Scope of Work Template
Appendix I: Deliverables-Based Budget Template
Appendix J: Client Reference Form
Appendix K: Agency Involvement in Litigation and/or Contract Difficulties Form
Appendix L: Signature Authorization Form
Appendix M: First 5 LA’s Appeals Policy
Appendix N: Application Checklist