

Regional Early Childhood Quality Specialist Contractor Solicitation

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Tennessee Department of Education

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SOLICITATION INTRODUCTION

Three (3) fee-for-service contracts will be awarded to provide regional technical support and professional development for Voluntary Pre-K (VPK) program leaders and teachers based on data collected during classroom observations to ensure implementation of high-quality pre-K instructional practices. One (1) contract will be awarded to serve west Tennessee, one (1) to serve middle Tennessee, and one (1) to serve east Tennessee. Contracts will be awarded beginning in October 2019 and ending June 2020.

Contractor must meet the following minimum requirements:

- Bachelor's degree in early childhood education or related field, or a Tennessee early childhood endorsement (467, 468, and/or 459); Master's degree preferred.
- Priority will be given to applicants who have early childhood content expertise and pre-K teaching experience.
- Knowledge of the [Tennessee Early Learning Developmental Standards \(TN-ELDS\)](#), state funded [Voluntary Pre-K](#) programs, and instructional best practices for preschool classrooms.
- Experience working with early childhood leaders in a coaching or training capacity.
- Knowledge of adult learning styles, effective coaching practices, and professional development resources and supports.
- Demonstrated proficiency in oral and written communication skills.
- Effective interpersonal skills, with an emphasis on communication and collaboration with a wide variety of people and groups.
- Ability to work independently, prioritize tasks, and perform assignments as directed with accuracy, attention to detail, and within established time frames.
- Ability to use technology to manage data, produce and submit required reports, and correspond with the department and districts.
- Physical strength, mobility, dexterity, stamina, and acuity to perform contract responsibilities.
- Ability to possess and maintain a valid driver's license and reliable transportation to travel to conduct up to eight classroom visits weekly.
- Contractor shall provide documentation of a clear criminal history background check as required by [Rules of the State Board of Education, Standards for School Administered Child Care Programs, Chapter 0520-12-01](#) prior to start of services (including Department of Health Vulnerable Persons Abuse Registry check; TBI/FBI Fingerprint and Background check; and TBI/FBI Sex Offender Registry).

The awarded contracts will begin in October 2019, not to exceed a total of \$50,000 each.

Contractor's compensation shall be contingent upon satisfactory provision of goods and services set forth as minimum requirements and responsibilities. Travel expenses shall not be separately reimbursable, as they are accounted for in the hourly rate.

Contractor shall be compensated on the following payment methodology:

Deliverable	Goods or Services Description	Amount (per compensable increment)
Regional technical support and professional development for VPK program leaders and teachers	Collect classroom observation data, interpret quality improvement needs, and ensure implementation of high-quality pre-K instructional practices	\$40 per hour at a maximum of 1,250 hours per contract

RESPONSIBILITIES OF THE CONTRACTOR

The Contractor will provide statewide quality improvement support for VPK program leaders and teachers. These contracts increase the capacity of the early learning division to assess instructional quality practices in every VPK classroom and to provide targeted quality supports to district leaders and teachers. As requested by the State, the Contractor shall:

- Provide leadership, knowledge, and guidance to regional VPK directors assigned to promote reflection on current classroom practices, development of new strategies, and implementation of pre-K curriculum with integrity to ensure the high-quality of VPK programs.
- Communicate effectively with VPK program directors and principals regarding expectations for high-quality Pre-K instructional and developmental practices and classroom progress toward quality improvement goals via mail, email, in person, and phone.
- Maintain accurate and up-to-date contacts, files, documentation, data reports, and other required paperwork for all assigned regional VPK classrooms.
- Maintain shared calendar with up-to-date daily classroom visits and debriefing sessions with VPK Directors, and enters all information for the assigned region on Quality Technical Assistance Logs submitted monthly to the Senior Director of Early Childhood Education.
- Plan and facilitate quarterly a joint training opportunity for public-private early childhood directors to promote collaborative learning partnerships focused on academic, behavioral, physical, and early intervention supports.
- Conduct site visit observations to gather data on the implementation of high-quality pre-k instructional practices using a classroom observation tool developed by the department's early learning division.
- Accurately document and electronically enter complete and correct data collected from classroom observations and follow up meetings with VPK Directors.
- Communicate and/or meet with regional VPK directors concerning quality improvement classrooms goals, strategies, and action plans.
- Consult with VPK directors within assigned region to provide technical assistance, resources, and support for improving the quality of pre-K instruction, teacher/child interactions, and learning environments.
- Obtain, gather, organize, and prepare for presentation pertinent data and information as needed.

- Prepare and submit information for early childhood education team meeting or other division meeting agendas as assigned.
- Performs duties in a courteous, positive and professional manner.
- Attend and participate in meetings, trainings, and conferences as directed.

Contractor shall be an independent contractor and not an employee, partner, agent of, or joint venturer with the department and shall not represent himself/herself or hold himself/herself out to third parties as being the agent or employee of the department.

Responses to this solicitation must be submitted electronically to Darlene.Delre@tn.gov no later than **4pm Central Time, September 17, 2019**. For consideration, responses must include all of the following: cover letter indicating the region of interest (west, middle, or east Tennessee) and addressing the items on the rubric below, resume, and contact information for three professional references.

Applications are due by September 17. Based on need, the State may consider applications received after September 17 on a rolling basis until all positions are full.

If you have any questions, please feel free to contact Darlene Estes-Del Re at email address stated above.

The State reserves the right to determine, at its sole discretion, the appropriateness and adequacy of responses related this solicitation. Contracts are subject to funds availability and final approval by the state procurement offices.

APPLICATION PROCESS

Applicants must address all items (below) in their application materials.

An Application Evaluation Team, made up of three or more State employees, will independently evaluate and score the Respondent's application materials. Each evaluator will use the following whole number, raw point scale for scoring each item:

0=little value 1=poor 2=fair 3=satisfactory 4=good 5=excellent

The evaluation scores will be averaged. Respondents with the highest evaluation scores will be invited to interview and complete a performance task.

The contracts will be awarded for provision of these services to the applicant in each region with the highest rubric score and a passing score on the performance task.

Technical Qualifications, Experiences, and Approach	Item Score	Evaluation Factor	Raw Weighted Score
Early childhood content expertise and pre-K teaching experience, as determined in interview and application materials.	30		
Demonstrated knowledge of quality pre-K instructional practices and ability to work independently, prioritize tasks, and perform assignments as directed with accuracy, attention to detail, and within established time frames, as determined in interview and performance task.	30		
Knowledge of the Tennessee Early Learning Developmental Standards (TN-ELDS) , state funded Voluntary Pre-K programs, and instructional best practices for preschool classrooms.	15		
Bachelor's degree in early childhood education or related field, or a Tennessee early childhood endorsement (467, 468, and/or 459); Master's degree preferred.	15		
Effective interpersonal skills, with an emphasis on communication, coaching/training, and collaboration with a wide variety of early childhood leaders and teachers.	10		