

## **Scope of Work**

### **District of Columbia Child Care Connections, Child Care Resource and Referral Needs Assessment**

#### **Background**

A child care resource and referral (CCR&R) program serves an important role in supporting state quality improvement efforts by creating an integrated and effective system of supports and services for families and child care providers. These services and supports include, but are not limited to, connecting families with early care and education opportunities including educational and financial resources and connecting early care and education professionals to an array of professional development opportunities including professional memberships and continuing education.

DC Child Care Connections (DC CCC), the District of Columbia's CCR&R, provides a comprehensive system of support and services for families and child care providers in the District of Columbia (the District). Funded through the Office of the State Superintendent of Education (OSSE), Building and Sustaining Quality Early Care and Education Grant, DC CCC promotes opportunities for sharing best practices among early care and education professionals by providing comprehensive and systemic professional development that emphasizes equity, inclusiveness, as well as cultural and linguistic responsiveness. Consistent with the overall charge of a CCR&R program, DC CCC is a critical connector in supporting and providing a robust professional development system for the early care and education workforce in the District.

To ensure the early care and education workforce serving children birth to 12 years of age have access to high quality professional development opportunities, DC CCC conducts an annual needs assessment to solicit feedback on required learning areas in the District's 11 Core Knowledge Areas (CKAs) as defined by OSSE's Division of Early Learning. The CKAs are:

- Child Growth and Development
- Observing, Documenting and Assessing to Support Young Children and Families
- Health, Safety and Nutrition
- Curriculum
- Inclusive Practices
- Learning Environments
- Building Family and Community Relationships
- Diversity: Family, Language, Culture and Society
- Program Management: Operation and Evaluation
- Professionalism and Advocacy
- Social-Emotional Development and Mental Health

In addition to soliciting feedback on the District's CKAs, the DC CCC seeks to identify any additional professional development opportunities based on needs derived from the COVID-19

pandemic. The information collected through the annual needs assessment assists OSSE in ensuring the technical assistance and professional development activities supported by OSSE are aligned with the needs of the early care and education workforce.

### **Scope of Work**

The Building and Sustaining Quality in Early Care and Education (BSQECE) grantee, Hurley and Associates, LLC (H&A) and its subgrantee, Kids Comprehensive Services, LLC (KCS), are seeking a contractor to develop and administer the annual professional development needs assessment and analyze administrative data related to professional development participation rates and feedback received to-date during fiscal year 2022. The assessment will consist of surveys and focus groups that will collect input from early care and education professionals, including child care directors and family child care home providers, as well as out of school time program staff across the District serving children birth through age 12 to determine the professional development needs of the workforce. Information gathered from the surveys and focus groups will assist in the development of the professional development landscape in fiscal year 2023, help enhance the knowledge and practice of the early care and education workforce and inform OSSE of professional development needs across the early care and education continuum.

The selected contractor will be charged with examining the professional development strengths and opportunities for the early care and education workforce in the District. Leveraging available next steps and overarching themes from the [Preschool Development Grant Birth to Five Needs Assessment](#) and the [Early Head Start and Head Start Needs Assessment for the District of Columbia](#), the secured vendor will be charged with examining the following guiding questions:

- What do we know about the quality and availability of professional development opportunities to support the early care and education workforce across the District?
- What do we know about any challenges or barriers in accessing professional development opportunities?
- What are possible solutions to any identified barriers that would increase access to professional development opportunities?
- To what extent are professional development opportunities offered considered culturally and linguistically responsive?
- How many professional opportunities are available that support families? That support trauma-informed practices?
- How are the needs of families and communities considered in the development of the annual professional development landscape created by DC CCC?
- What strengths, gaps and opportunities are there in supporting the pedagogical skills and understanding of the early care and education workforce? In supporting new teachers who joined the early care and education workforce within the past three years? Veteran teachers? Teachers working with school-age children?
- To what degree is there a system wide coordination and integration of professional development opportunities? Those focused on the instructional skills of teachers, administrative functions and business practices of onsite administrators?

- How are teacher professional development opportunities participation rates impacted by personnel policy and procedures at each facility (e.g., recruitment, hiring, placement, development, evaluation, differentiation, advancement, staff shortages), professional practices of staff (e.g., leadership, decision-making, leadership development, planning, curriculum and instruction) and/or climate and culture (e.g., early care educator perceptions, stakeholder engagement).
- How do responses to the aforementioned questions differ for child care center directors?
- How do the aforementioned questions differ for family child care home providers?
- What are the needs of facility leadership in terms of professional development?

**Target Audience**

The target audience for this work will be the early care and education workforce, which includes child development center directors, teachers, assistant teachers, expanded home caregivers, home caregivers, associate home caregivers and out of school time program staff. Responses to both the survey and focus groups should be delineated between individuals in supportive roles in child development (i.e., teachers, assistant teachers and associate home caregivers), facility leadership (child development home directors and family child care home and expanded home caregivers) and out of school time program staff.

**Tasks**

The selected contractor will also be tasked with communicating the value and purpose of tools created, developing an appropriate timeline and methodology for data collection and analysis for review, creating survey content, developing focus group guiding questions and implementing outreach strategies to ensure an adequate response rate that is representative of the District’s early care and education workforce.

<b>Deliverables</b>	<b>Quantity</b>	<b>Format/Method of Delivery</b>	<b>Due Date</b>
Facilitate a kick-off meeting to review scope of work including key deliverables and data collection methods.	1	In-person/virtual meeting	
Submit a workplan outlining the timelines for each deliverable and methodology used to support the comprehensive needs assessment which includes a survey, focus groups and analysis of existing administrative data.	1	Electronic document	

<b>Deliverables</b>	<b>Quantity</b>	<b>Format/Method of Delivery</b>	<b>Due Date</b>
Participate in bi-weekly meetings to discuss data collected, research results, draft narratives, discuss comments and modifications.	6	In-person/virtual meeting	Bi-weekly for duration of project
Submit the draft needs assessment survey instrument and focus group guiding questions for review.	2	Electronic document	
Translate the approved needs assessment survey instrument and focus group guiding questions into Spanish.	2	Electronic document	
Conduct an analysis of administrative data on professional development, including attendance rates and feedback on professional development opportunities offered.	1	Electronic document, to be included in final report	
Identify and schedule three focus groups of no more than 10 individuals, including at least one focus group composed of child development facility directors/administrators and one focus group composed of child development home and expanded home providers with interpretation support in Spanish.	3	Electronic document summarizing methods and anticipated sample size, in-person/virtual meetings	
Conduct needs assessment survey	1	Electronic document summarizing methods, anticipated sample size	
Draft and submit report combining analysis of professional development data for fiscal year 2022 to date, focus groups and needs	1	Electronic document	

<b>Deliverables</b>	<b>Quantity</b>	<b>Format/Method of Delivery</b>	<b>Due Date</b>
assessment for review and feedback.			
Submit final report, incorporating feedback.	1	Electronic document	
Develop a presentation and present on methodology, key findings and recommendations.	1	Electronic PowerPoint and in-person/virtual meeting	

**Qualifications**

DC CCC is seeking an organization with the requisite knowledge, skills and expertise to develop the needs assessment and complete the final report. The organization for this opportunity must demonstrate, at a minimum, the following:

- Knowledge of the child care industry, including understanding of child care and its context (e.g., political, administrative, organizational, etc.) in the District.
- Knowledge and prior experience in carrying out a needs assessment of comparable scope.
- Understanding of best practices in conducting a needs assessment.
- Previous experience in developing and analyzing quantitative and qualitative data collection measures.
- Previous experience in analyzing data in a manner that captures a comprehensive scope.
- Key staff must have an educational and professional background in research and evaluation.

**Award Period**

The award shall begin June 1, 2022 and will conclude by Sept. 30, 2022.

**Submission Requirements**

- Submissions must include:
  - A project narrative which includes how the firm and/or consultant(s) will address and meet the requirements articulated in the governing scope of work. This narrative should include key staff and their roles on the project. The narrative should not exceed 15 single-spaced pages, using 11-point font.
  - A budget and budget narrative describing how funds will be allocated for the opportunity. The budget narrative must clearly articulate how all costs were determined. Indirect costs are not allowable.
  - Resumes of all key staff and/or consultants.

- Work samples from similar work completed in the past.
- References from organizations/entities the firm and/or consultant(s) have worked with previously.
- All questions regarding the opportunity should be sent to [pparker@erhurleyassoc.com](mailto:pparker@erhurleyassoc.com).
- All submissions must be sent electronically to [pparker@erhurleyassoc.com](mailto:pparker@erhurleyassoc.com) and must be received by Thursday, May 5, 2022, at 5 p.m.