



**Request for Proposals  
South City Childhood Education Center**

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## Introduction

Children living in the South City community will benefit from high-quality, comprehensive early care and education that will prepare them for Kindergarten success and increase their probability of graduating from high school. The South City Choice Neighborhoods Initiative development team has established a high standard for the oversight and administration of the comprehensive Early Childhood Education Center programs and have contracted with [First 8 Memphis](#), LLC, (F8M) as the administrator for the Early Childhood Education Center Request for Proposals (RFP) process.

\* **Disclaimer:** The continuing disruptions from COVID-19 to the early care and education system may influence the 2023-2024 academic year's determinations.

## Purpose

F8M solicits proposals from interested and qualified early care and education operators to serve children ages six weeks to four-years-old and their families in the South City Early Childhood Education Center. F8M is Shelby County's early care and education systems building organization, working to scale programs that reach young children prenatal through eight-years-old. Our work spans four key strategies: home visiting, childcare, Pre-Kindergarten (Pre-K), and Kindergarten through 3rd grade supports.

The South City Choice Neighborhoods Initiative is the comprehensive redevelopment of the former Foote Homes public housing site and surrounding area. The newly developed residential community, Foote Park at South City, will include 712 mixed-income housing units once completed. The housing will be supported by new infrastructure and neighborhood investments, like the renovation of the Martin Luther King Transition Academy into a mixed-use community space, anchored by South City's Early Childhood Education Center. South City is located near the South Main Historic District, downtown, and the Medical District, a strategic geographic location for Memphis.

South City's Early Childhood Education Center will be operated by a private organization/company that will coordinate and provide early childhood education services, including cognitive, physical, social, and emotional components to ensure Kindergarten readiness (K-readiness). This Request for Proposals ("RFP") gives local education agencies (LEAs), childcare centers, charter schools, private schools, and others an opportunity to apply to provide early care and education services at the South City Early Childhood Education Center. F8M invites interested and qualified operators to prepare and submit responses based on the guidelines below. F8M will provide a letter of acceptance to the successful respondent(s) who will enter into a contractual agreement for the goods and services outlined in this RFP.

## Application Process

All submitted applications received by F8M by **November 24**, will be reviewed by a committee composed of F8M Board members, staff, and City and County government representatives and/or community members. When all fields contain a response and required documents are submitted, an application is considered complete. F8M may request additional information during the committee review process. Applications will be scored based on technical merit, outlined in the scoring rubric (Appendix B). Selected applicants will receive an award letter of approval by mid-February. Selected applicants will be invited to enter into a lease agreement for the use of the Early Childhood Education Center facilities. The estimated lease payment will range from \$4-10 per square foot; the total square footage of the Center is approximately 8,000 square feet. The final lease terms will be negotiated with the selected operator.

### Steps to applying:

1. Complete all sections of the application, providing as much detail as possible for open-ended questions online [HERE](#).
  - Please note, you will be able to save your progress by clicking the Save button at the bottom of each application page. You will receive an email with the link to the application for you to continue.
2. Attach all required documentation to the online application where indicated. *If you get a size upload error message, please email your attachments to [Pre-K@first8memphis.org](mailto:Pre-K@first8memphis.org) with your “[Organization] RFP Attachments” as the subject.*
  - License certification of classroom (DHS or DOE certificate)
  - Business license
  - Previous year financial audit
  - Projected per classroom budget (Use template provided in Appendix A)
  - Student application
3. Those who submit a completed application will be asked to participate in a 45-minute virtual interview between January 10 – 19, 2021. Applicants will be able to select from open dates/times after submitting an online application.

F8M will hold a Zoom conference call with all interested applicants on **October 26** to review the RFP and address any questions before submission.

To access the conference, use this link: [Zoom Webinar](#).

Meeting ID: 7710819352

## Scope of Work

All potential and current operators who enter an agreement will comply with all provisions of the Tennessee Voluntary Pre-K Statute, the Voluntary Pre-K Program

Operating Guidelines (except for those waived, in writing, pursuant Section II.B. of this Agreement), Standards for School Administered Child Care Programs, Chapter 0520-12-01, et. seq., provided by the Tennessee State Board of Education, and any other related applicable state laws, rules, or regulations. Further, to the extent applicable to a contractor, operators must comply with all provisions of the Tennessee Department of Human Services Childcare related to Child Care Services, including, but not limited to all required licensing, background checks, Tenn. Comp. R. & Reg. Chapter 1240-04-01.02, et. seq., etc. (collectively the “DHS Regulations”), before administering the program.

## APPLICATION

### Applicant Information

**Name of Organization/Company:** \_\_\_\_\_

**Inaugural Year of Operation:** \_\_\_\_\_

**Name of Primary Contact Person** (this person should serve as the contact for follow-up and correspondence regarding the application): \_\_\_\_\_

**Primary Contact Phone Number:** \_\_\_\_\_

**Primary Contact Email Address:** \_\_\_\_\_

**Primary Contact Mailing Address:** \_\_\_\_\_

**Program Design Team Information** (please add rows as needed):

Full Name	Current Employer/Position	Potential Position with South City Early Childhood Education Center
		e.g. Program Director

**Directions:** Fill out the responses to all questions below. Some questions will be a checkbox and others will require a narrative response. Please answer with as much detail as you can provide at the time of submission.

**How are you currently licensed as an Early Childhood or Pre-K Operator? Please check all that apply:**

- \_\_\_\_\_ Tennessee Department of Education (TDOE)
- \_\_\_\_\_ Tennessee Department of Human Services (DHS)
- \_\_\_\_\_ Licensed by TDOE *and* DHS
- \_\_\_\_\_ Not licensed

**Are there past or current legal charges against your organization/company?**

Yes \_\_\_ No \_\_\_

If yes, describe the charge(s).

**Required Documentation to Upload with RFP Applications:**

*Operators, please indicate that each item has been included with the application by placing an (X) in the appropriate box under Operator Confirmation.*

Check each item submitted with the application.	Operator Confirmation	F8M Confirmation
<b>License certification (DHS or DOE certificate)</b>		
<b>Business license</b>		
<b>Previous year financial audit</b>		
<b>A projected per classroom budget</b> (Use template provided in Appendix A)		
<b>Student application</b>		

**Common Definitions**

For this application, the following definitions remain true:

- **Eligible Child Care Attendee:** Children aged six weeks through four-years-old who come from families (or guardians) with a variety of incomes, including those that would qualify them for reduced or free lunch consistent with 42 United States

Code Section, 1771 (Federal School Lunch Program). Please note that priority admission will be given to families who reside in the Foote Park at South City development.

- **Eligible Pre-K Student:** Three- and four-year-old children, including those who may otherwise not achieve K-readiness who qualify for Pre-K under the Tennessee Voluntary Pre-K Act and those who come from families (or guardians) with incomes that would qualify them for reduced or free lunch consistent with 42 United States Code Section, 1771 (Federal School Lunch Program). Please note that priority admission will be given to families who reside in the Foote Park at South City development.
- **Timeliness:** Reported within the prescribed time frame of assessment administration or daily for attendance
- **Completeness:** Portion of stored data against the potential of “100%” complete
- **Accuracy:** Presence or absence of expected variation
- **Percent of Capacity:** Reflects the total number of enrolled students versus available, funded seats.

## Operator Overview

Please provide an overview of your current services and desire to work in South City. Include 5-8 sentences to answer each of the following questions. Any additional information or materials (e.g., brochures) can be included in an addendum to this application.

- Provide a mission statement for the South City Early Childhood Education Center. Describe what the Center will look like when it’s achieving its mission. (Note: the mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.)
- What is the operator’s history with providing early childhood education to children aged six weeks to four-years-old?
  - Please provide the total number of children served over the past three years, across all locations, if applicable.
- What is your plan to partner with the South City neighborhood and provide services to mixed income families at the Early Childhood Education Center?
  - What is your experience serving families whose income level qualifies them for reduced or free lunch?
  - How will you engage the community and recruit families to the Early Childhood Education Center?

## Evidence of Ability to Provide Early Care and Education Services to South City

### I. Identification of Need

Considering the vision of serving a diverse group of families in South City, provide information regarding the operator's ability to identify needs and provide quality early childhood education programs within the South City community. Please reference Appendix C for additional information on the South City development.

## **II. Recruitment, Eligibility Determination, and Applicant Prioritization**

**A. Recruitment** - Provide a detailed response to each of the following:

- a. How will you recruit a diverse set of families for South City's Early Education Center? How will you market directly to families who reside in the Foote Park at South City development?
- b. Describe the process for maintaining a waiting list, tracking enrollment, and ensuring that open seats are filled as quickly as possible with eligible children.

**B. Enrollment/Registration** - Provide a detailed response to the following:

- a. When and how are families notified of their acceptance into the program?
- b. How do families enroll/register for the early childhood education programs?

**C. Applicant Prioritization** - Provide a detailed response to each of the following:

- a. How will applications of families who are residents of the Foote Park at South City development be prioritized?
- b. How are student applications prioritized to ensure that the families served encompass a diverse socioeconomic background?
- c. What documentation is collected to determine family income? When is it collected, and where is it stored?

**D. Challenges and Supports Needed** - Provide a detailed response to each of the following:

- a. Provide the challenges encountered or that may be encountered when going through the processes for family eligibility determination and enrollment.
- b. How will the challenges be mitigated?



# Operator’s Overall Capacity for Early Childhood Education

**Directions:** The next two sections should **project** the number of classrooms and number of children (capacity) you expect to be able to serve under all funding sources in the 2023-2027 time frame.

## I. Start-Up Timeline

The South City Early Childhood Education Center plans to begin serving families in Fall 2023. Construction of the South City Early Childhood Education Center is expected to begin in Spring of 2022; please be aware that delays may occur. Please provide a detailed timeline of the key steps your organization/company will take to ensure successful implementation over a three-year period. Please include your plan for a delayed opening in January 2024 in the final box of the table below. The detailed timeline should include but should not be limited to:

- any plans for staggered or cohort enrollment
- timeline for hiring of personnel
- focus on diversity of personnel
- partnership with outside organizations
- recruitment efforts of South City families

<b>2022</b>
<b>2023</b>
<b>2024</b>
<b>2025</b>
<b>2026</b>
<b>2027</b>
<b>Delayed Opening: January 2024</b>

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## II. Estimated Enrollment Capacity

Please complete the following chart by indicating the total estimated number of early childhood and Pre-K classrooms and children served based on the above plan for implementation over a five year period. Note that the South City Early Childhood Education Center comprises three approximately 600 square-foot classrooms and seven approximately 900 square-foot classrooms. Please add any comments around plans to implement groupings by age at the Early Childhood Education Center.

Age Group	Year 1 2023	Year 2 2024	Year 3 2025	Year 4 2026	Year 5 2027
6 weeks - 15 months					
12 - 30 months					
24 - 35 months					
3 years old					
4 years old (Pre-K)					

## III. Mixed-Income Operation

South City’s vision is to serve a diverse group of families from a variety of socioeconomic backgrounds.

- a. How will you engage mixed-income families?
- b. How will you operate a mixed-income center?

## Community Partnership & Services

### I. Wraparound Services

As a best practice, F8M recommends that operators provide holistic support services for young children and their families. Please describe how you will provide holistic support services for children in South City’s Early Childhood Education Center.

## II. Family Outcomes Assessments (FOA)

As a best practice, F8M recommends that early care and education providers partner with families to meet their goals. The FOA is a document that invites families to identify their goals and is used by family support personnel to help monitor families’ progress.

- a. Please provide a brief explanation of how goal setting opportunities will be offered to families and the frequency of follow-up with families to monitor progress toward success to meet their individual needs and desires.
- b. How will the family outcomes data be collected (electronically, on paper, in an excel sheet or data system)? How will this data be stored? Please be as detailed as possible in your response.

## III. Family Support and Engagement

Family support and engagement refers to directly engaging one-on-one with families at least one time (1x) per month to support their needs and desires. Examples of family support and engagement include, but are not limited to, referring families to community resources, coordinating family engagement events, and meeting with families individually to address progress toward FOA Goals.

- a. Provide a detailed description and frequency of family support and engagement services by the individual operator or other service provider.
- b. How will family engagement data be collected (electronically, on paper, in an excel sheet or data system)? How will this data be stored? Please be as detailed as possible in your response.

## Early Childhood System Building Data Usage and Collection

F8M is working to build Shelby County’s early care and education system. As such, we partner with Seeding Success to collect and analyze early care and education system data. F8M recommends that early care and education operators participate in a community effort to collect early childhood education data to inform Kindergarten readiness and 3rd grade reading. Operators who agree will enter into a **Master Data Sharing Agreement** with Seeding Success to establish automatic feeds from the operator’s software systems or provide access to a web API (if applicable).

Do you agree to participate in community data collection? yes \_\_\_\_\_ no \_\_\_\_\_

Seeding Success currently received automated feeds from the following data platforms:

- PowerSchool
- iStation
- iReady
- Fastbridge
- MyHeadStart
- Brightwheel
- Aimsweb
- ChildPlus
- EasyCBM
- Skyward
- NWEA MAP

## **I. Attendance**

- a. Is attendance currently being collected and tracked daily?
  - Yes \_\_\_\_\_
  - No \_\_\_\_\_
  
- b. What is the current method or platform (sometimes called a student information system) to collect, store (e.g., data warehouse) and maintain student enrollment records? Please be as detailed as possible.
  
- c. Share evidence that your current attendance practices and strategies are effective. What processes are in place or will be put in place to respond to low attendance challenges?

## **II. Enrollment**

- a. Is enrollment currently being collected and tracked daily?
  - Yes \_\_\_\_\_
  - No \_\_\_\_\_
  
- b. How is enrollment data collected (electronically, on paper, in an excel sheet or data system)? How is the data stored? Please be as detailed as possible.
  
- c. Describe the current method of tracking and monitoring withdrawals and transfers. Include the average number of student withdrawals and transfers in the past three years of operation, if applicable.
  
- d. Describe the strategies that are in place or will be put in place to address issues of under-enrollment.

### III. Assessment Tools Utilized

F8M recommends that operators administer either 1) the Brigance Inventory of Early Development III Standardized three times (3x) per year; 2) Istation monthly (Pre-K); or ASQ-3 at each developmental stage.

For each assessment tool you utilize, please select the frequency of administration:

#### Brigance Standardized Inventory III

- Annually \_\_\_\_\_
- Bi-annually \_\_\_\_\_
- Two times (2x) per year
- Three times (3x) per year \_\_\_\_\_
- Other \_\_\_\_\_
- Do not use this system

#### Istation

- Monthly \_\_\_\_\_
- Bi-monthly \_\_\_\_\_
- Annually \_\_\_\_\_
- Bi-annually \_\_\_\_\_
- Three time per year \_\_\_\_\_
- Other \_\_\_\_\_
- Do not use this system

#### ASQ-3

- Monthly \_\_\_\_\_
- Bi-monthly \_\_\_\_\_
- Annually \_\_\_\_\_
- Bi-annually \_\_\_\_\_
- Three time per year \_\_\_\_\_
- Other \_\_\_\_\_
- Do not use this system

**Other** Assessment Tool (Please specify name and frequency):

\_\_\_\_\_

- a. How is assessment data used to enhance teaching and learning throughout the school year?
- b. How is assessment data collected (electronically, on paper, in an excel sheet or data system)? How is the data stored? Please be as detailed as possible.

## IV. K-Readiness

To understand partners' effectiveness at preparing our county's children for kindergarten, please provide the following K-Readiness information.

- a. The operator has a Kindergarten program.
  - Yes \_\_\_\_\_
  - No \_\_\_\_\_
- b. If the operator does not offer a Kindergarten program, provide a list of schools that your Pre-K students transition to for Kindergarten.
  - \_\_\_\_\_
- c. Do you collect data on K-Readiness?
  - Yes \_\_\_\_\_
  - No \_\_\_\_\_
- d. If K-Readiness data is collected, please check the assessments used.
  - Iready \_\_\_\_\_
  - Aimsweb \_\_\_\_\_
  - MAP \_\_\_\_\_
  - EasyCBM \_\_\_\_\_
  - Fast Bridge Illuminate \_\_\_\_\_
  - Other (Please specify name of tool): \_\_\_\_\_
- e. How are families supported in their childrens' transition to Kindergarten?

## Quality Performance

### I. Teacher Qualifications, Instructional Support, & Best Practices

#### A. Qualified Teachers

Describe specific operator practices for staffing classrooms with qualified personnel, in accordance with Tennessee Department of Health Services guidelines.

#### B. Instructional Support

Describe in detail the instructional support, coaching, and professional development that teachers receive to ensure a high quality of services.

#### C. Best Practices

- a. Describe how teachers observe children throughout the day. How are teachers supported in doing this work? List the ways you assess and record children's skills, abilities, and interests to inform instructional decision-making.
- b. Provide a detailed response of how data is reviewed and used in observational practices and teacher feedback to improve your program's quality.
- c. How will all classroom observers collaborate on observations to provide feedback, professional development, and enhance overall program quality?

### **III. Instructional Provisions due to COVID-19**

- a. Indicate how the operator provided most instruction in 2021-2022.
  - Virtual \_\_\_\_
  - Hybrid \_\_\_\_\_
  - In-person \_\_\_\_\_
  - In-person & Virtual (Parent Choice Provided) \_\_\_\_\_
  - N/A \_\_\_\_
- b. At-home technology is available for 2023-2024 if necessary.
  - Yes \_\_\_\_\_
  - No \_\_\_\_\_
  - Unknown at this time \_\_\_\_
  - Other (please specify):
- c. If teachers provided virtual instruction, indicate the frequency of synchronous learning provided each day of a five-day week.
  - 1-3 times per day \_\_\_\_\_
  - 4-6 times per day \_\_\_\_\_
  - More than six times per day \_\_\_\_
- d. If you have operated a child care or education center during the COVID-19 pandemic, please provide details around the shifts you have made to operations and instruction. Provide details of how virtual instruction may be provided in 2023-2024, if necessary.

## Appendixes

### **Appendix A**

[Budget Template](#)

### **Appendix B**

[Scoring Rubric](#)

### **Appendix C**

[South City Development Overview](#)