RFP–23-74522 – Child Care Resource & Referral Central Office (CCR&R CO)

Attachment F – Technical Proposal Template

Respondent:

Early Learning Indiana

Instructions:

Request for Proposal (RFP) 23-74522 is a solicitation by the State of Indiana in which organizations are invited to compete for a contract amongst other respondents in a formal evaluation process. Please be aware that the evaluation of your organization's proposal will be completed by a team of State of Indiana employees and your organization's score will be reflective of that evaluation. The evaluation of a proposal can only be based upon the information provided by the Respondent in its proposal submission. Therefore, a competitive proposal will thoroughly answer the questions listed. The Respondent is expected to provide the complete details of its proposed operations, processes, and staffing for the Scope of Work detailed in the RFP document and supplemental attachments.

Please review the requirements in Attachment K, Scope of Work (SoW), carefully. Please describe your relevant experience and explain how you propose to perform the work. For all areas in which subcontractors will be performing a portion of the work, clearly describe their roles and responsibilities, related qualifications and experience, and how you will maintain oversight of the subcontractors' activities.

Please use the yellow shaded fields to indicate your answers to the following questions. The yellow fields will automatically expand to accommodate content. Every attempt should be made to preserve the original format of this form. **A completed Technical Proposal is a requirement for proposal submission. Failure to complete and submit this form may impact your proposal's responsiveness.** Diagrams, certificates, graphics, and other exhibits should be referenced within the relevant answer field and included as legible attachments.

1   General Requirements and Definitions

Please respond to each question detailed below:
- List any additional terms and definitions used by your company or industry that you would like the State to consider incorporating in the contract. The State will not accept terms and definitions introduced after award during contract finalization and implementation.
- Confirm you have carefully reviewed all requirements listed in RFP Section 1.4 and the Scope of Work (Attachment K). Should your company have any exceptions, substitutions, or conditions for the State's consideration, please list them below. The State will not accept exceptions, substitutions, or conditions introduced after award, during contract finalization and implementation.

There are no additional terms or definitions used by our organization that we would propose incorporating into the contract.

We have reviewed all requirements outlined in the RFP Section 1.4 and the Scope of Work (Attachment K).

Upon reviewing, we submit for consideration the following request. If the launch of INKids is delayed past the scheduled date of July 1, 2024, we would continue invoicing the State based on the proposed Year 1 budget until such time that INKids has launched.

For purposes of this response, Early Learning Indiana (ELI) has included the seven staff positions set forth in Attachment K. ELI requests an opportunity to structure the responsibilities differently, to the extent that it can demonstrate to OECOSL that any changes will not result in a negative impact on either anticipated outcomes or budget.

2   **SoW Sections 1, 2, and 3 – Introduction, Background and Goals, and Respondent Eligibility Requirements**

Provide an overview of your proposal and describe how you currently meet and/or propose to meet the requirements in SoW Sections 1, 2, and 3 in their entirety including, but not limited to, the specific elements highlighted below. Please reference relevant experience, where applicable.

- Describe why you are best suited to provide these services to the State.
- Provide an executive summary of your proposed approach to deliver the Scope of Work and at a high level demonstrate your understanding of the Child Care Resource and Referral Central Office (CCR&R CO) program goals.
- Describe your understanding of the CCR&R program and Paths To Quality™ (PTQ) program (including any experience with comparable programs and other states).
- Detail your understanding of the Two-Generation (2GEN) Framework and/or Whole Family Framework, including any experience incorporating the 2GEN framework into family-facing services.
- Confirm and explain how you meet the mandatory respondent eligibility qualifications outlined in SoW Section 3.

Building on more than a century of provider experience and our nearly four decades in family referral and community outreach work, Early Learning Indiana (ELI) has served as a leading voice and facilitator for the transformation of Indiana's early learning landscape by addressing systemic barriers to quality, affordable and accessible child care options for Hoosier families. The hallmark of our approach has been our collaboration with providers, government, businesses and other community stakeholders statewide to bring systemic solutions to the field and to build both physical and organizational capacity in high-quality early learning services.

One key component to accelerating this critical work has been our role as the Child Care Resource & Referral Central Office (CCR&R CO). Since 2016, ELI has served in that capacity, providing strategic direction, planning and leading strategic initiatives; providing marketing and data services; developing resources and supporting project implementation statewide to advance the goals of the Office of Early Childhood and Out-of-School Learning (OECOSL) and the mission of the Child Care Resource & Referral Network (CCR&R Network).

Over the last several years, we have engaged with OECOSL to reimagine the core services designed to meet the needs of families, providers, communities and system partners. A few select highlights of our recent work include:

- Established a network-wide CCR&R brand, providing CCR&Rs with a brand playbook, digital asset management tool and accompanying assets;

- Redesigned the Brighter Futures Indiana website to provide our core audiences with critical, just-in-time resources and information;

- Revolutionized the way we contemplate "access" through the creation of the Early Learning Access Index and accompanying Closing the Gap Report;

- Implemented 2GEN strategies for meeting families' needs through the new Family Resource Navigator approach;

- Designed and launched community and business-facing toolkits, with accompanying jointly-held community stakeholder events with CCR&R agencies;

- Determined true cost drivers and modeled provider costs across varied auspices and levels of quality in the Indiana Early Childhood Education Cost Study;

- Launched a new provider recruitment initiative and statewide campaign for emerging providers; and, among many others, and

- Restructured the Brighter Futures Contact Center, leveraging technology to implement a ticket tracking and reporting system to address family, provider and community needs efficiently.

ELI is best suited to carry out the work of the CCR&R CO in part because of this deep experience, but also because of our shared vision for the future of the CCR&R Network. As outlined in this proposal, ELI is committed to continuing to embrace new technologies, implement new organizing models (such as the Whole Family approach), and empower the broader CCR&R Network to connect families and communities throughout Indiana with high-quality child care resources.

Proposed Approach and Understanding of the CCR&R CO Program Goals (2.2)
We will build on this foundation of success to continue driving improvements to child care access, affordability and choice through collaboration with the OECOSL, the CCR&R Network and other system stakeholders. For families, we will focus on continuous improvement within our child care referral and Family Resource Navigator tools, with attention to special focus populations including, but not limited to, infants and toddlers, school-aged children, families experiencing homelessness, multi-language learners and children with special needs. For providers, through a partnership with The Consultant's Consortium (TCC), we will build upon the decades-long success by addressing opportunities to streamline the Paths to QUALITY™ (PTQ) rating and assessment experience and referrals among system partners. And, for community-focused initiatives, working in partnership with the CCR&R Network, we will leverage new assets to support communities, businesses and coalitions by increasing awareness of the importance of quality child care, helping businesses develop family-friendly policies, providing actionable data, building partnerships with community organizations and connecting child care programs with the communities they serve.

CCR&R Program and Paths to QUALITY™ (2.3)
Our decades of CCR&R experience spans work both as the Central Office and as a former operator of the state's largest CCR&R program. Our deep understanding of the way in which Indiana's CCR&R Network operates is informed by both related work happening throughout Hoosier communities, through community coalitions and other efforts, and the work of child care resource and referral operators nationally, through our active participation in Child Care Aware of America networking opportunities.

Though our experience in CCR&R CO services is unparalleled, we are also deeply knowledgeable of the PTQ program. We lead the management of the PTQ non-cash awards and incentives, serve on the PTQ policy council and conduct analyses of PTQ participation trends as part of our ongoing data center and reporting work. We recently led the work on the redesign of the PTQ marketing assets, creating a just-in-time solution for providers to access up-to-date logos and flyers, brand guidelines, updated communication materials and talking points to help them better promote their program to families and community

stakeholders. We also broadened the incentive to join PTQ by incorporating a free annual membership option of their choice to an early childhood education focused professional membership organization. Memberships that may have been cost prohibiting for providers are now accessible.

Two-Generation Framework and Whole Family Approach (2.4, 2.5)
We recognize the vital role early childhood education plays in a community – it is essential for economic development, an important ingredient of a thriving neighborhood, and it has a multi-generational impact on the families it serves. Importantly, it has long been understood that early education is a linchpin in a two-generational approach to ending the cycle of poverty. Yet, within the childcare system, family engagement often occurs in isolation and without considering the holistic needs of the family. Effective family engagement strategies support all aspects of the child's life, recognizing that meeting the needs of the parent or guardian is foundational to promoting a child's success in school and beyond.

In recognition of that fact, we used our institutional knowledge, along with focused research and engagement with the Aspen Institute, National Center on Early Childhood Quality Assurance and United Way of Central Indiana, to build our understanding of the Two-Generation Framework and its potential to help rethink how the CCR&R Network serves families. As a key agent in the childcare system, the CCR&R Network has been uniquely positioned to step into a 2GEN-focused strategy for family engagement, expertly assisting families in navigating the current maze of childcare while connecting them with other child and adult resources. Through this effort, we collaborated with CCR&Rs and OECOSL on the design and launch of the Family Resource Navigator, the new embedded CCR&R approach to serving families.

While much progress has been made in integrating the 2GEN Framework, we recognize there are even more possibilities for embedding the approach further into CCR&R family- and community-facing work.

We welcome the opportunity to extend our experience leading two-generational initiatives through the adoption of a Whole Family Approach, serving families through both a parent-child and a child-parent lens, as described in the Whole Family Guide. As an Early Head Start provider, ELI has pursued a similar approach with the families that we serve directly and we look forward to learning the nuances of the Whole Family model and incorporating them into the broader CCR&R Network work, for example, by capturing and reporting additional data about parents' education employment successes and family well-being.

Acknowledgement (3)
ELI meets the eligibility requirements outlined in Scope of Work Section 3. We are able to perform all duties as described in the Scope of Work within the guidelines issued to State contractors. We do not provide CCR&R or CCDF Central Reimbursement Office services.

3   **SoW Sections 4.1, 4.2, 4.3, and 4.4 – CCR&R Network Annual Work Plan and Policies, CCR&R Network Coordination, CCR&R Network Planning and Monitoring, and Strategic Services**

Describe how you plan to execute SoW Section 4.1, 4.2, 4.3, and 4.4 in their entirety. Your response should include, but not be limited to, the specific elements highlighted below and reference relevant experience, where applicable:
- Describe how you plan to collaborate and communicate with OECOSL to develop an Annual Work Plan. Please provide an outline of an Annual Work Plan including but not limited to topics, deliverables, and timing considerations.
- Describe how you will develop, maintain, and coordinate necessary resources and tools to facilitate service delivery across the CCR&R Network and relevant partners.
- Describe how you will assist in the development, corresponding training, and monitoring of local strategic plans for each CCR&R agency, including how you will develop measurable outcomes.

- Explain how you will provide onsite monitoring and quality assurance support to the CCR&R Network, including an outline of a potential Quality Improvement Plan for a CCR&R agency.
- Describe how you will provide technical assistance to the CCR&R Network based on quality assurance findings, implementation of OECOSL policies, and relevant data.
- Detail how you will conduct research, identify best practices, and leverage the 2GEN and/or Whole Family framework to make recommendations for CCR&R Network service delivery.
- Demonstrate how you will develop and deploy 2GEN or Whole Family, family-centered strategic initiatives across the CCR&R Network. In addition, detail how you will provide technical assistance to support the implementation of these strategic initiatives.

Annual Work Plan (4.1)

On a regular cadence — both internally and in partnership with OECOSL — we will review our contract to ensure that we deliver and, as appropriate, iterate upon ongoing initiatives. We will also propose ad hoc deliverables throughout the year in alignment with the outlined scope, across the audiences of families, communities and system partners. While these ongoing projects and initiatives will inform the annual work plan, we will also continue capturing ideas from network partners as well as bring forward innovative solutions we have developed or evidenced-based solutions working in other states and communities. Our engagement with national partners helps us stay informed of the more innovative, market-leading initiatives being tested in other regions.

For reference, please find attached the annual work plans for the 2022 (**Attachment 4.1 Year 3 Plan**) and 2023 (**Attachment 4.1 Year 4 Plan**) contract years.

CCR&R Network Coordination (4.2)

A key component of our proposal is our ability to provide the highest level of support and engagement to advance the work of the local CCR&R agencies. Our cross-functional staffing structure allows for both a consistent approach and the flexibility to quickly meet any priority. To further enhance our collaboration across the CCR&R Network and the ability to execute our collective scopes of work, we propose the following:

- Implementation of new digital tools to track engagement, asset use, family and provider communication. Each CCR&R agency uses their own set of tools to connect with the audiences they serve. To better track activity and outcomes across regions and throughout the state, we propose a standard system to track referral tickets (e.g., Zendesk), a contact management system to track family and provider communication, text messaging capability (e.g., Hubspot) to increase accessibility and correspondence with families and automated alert capability for emerging providers to help them overcome barriers and easily ask for help.

- Integration of the HUB (Jostle) with Monday.com. This integration could be used as a project tracker as we help the CCR&R Network create strategic plans and establish activities and outcomes. The integration would allow us to track and share progress against expected outcomes across the network. Aligned with this integration, we would also explore an integration between Jostle and Microsoft to assist the CCR&R Network with increased document collaboration and real-time messaging to ensure alignment across shared initiatives and goals.

- Build and launch of a new knowledge base to facilitate and strengthen OECOSL's "no wrong door" philosophy. Each early childhood education system partner holds a vast amount of information and "how-to" documentation for providers and families, established through a mix of internal documentation and team member experiences. By better leveraging available technology, ELI

proposes to develop a collaborative, online resource that includes FAQs, guides, tutorials and the like created by early childhood education system partners and vetted by OECOSL. This information-sharing resource will help OECOSL capture the wisdom of years of experience provided by its system partners while enabling more timely, accurate and consistent support to the clients that each serves.

- Launch a regular webinar series designed to continue to build the depth of understanding of the CCR&R Network (and other partners) while also creating continuous learning opportunities for new team members who have been more recently on-boarded to the work. To ensure relevance for both new and long-tenured team members, we would create a blend of topics focused on the early learning system itself and emerging topics of interest. These opportunities would be centered around shared processes instead of sharing general updates. Some might feature system partners while others will engage outside experts (e.g., Aspen Institute or Child Care Aware of America).

- Annual Conference. During ELI's CCR&R Network 2022 listening tour, we heard an overwhelming desire to engage in an in-person professional development learning experience. Given the success of the 2022 strategy-setting meeting, we propose facilitating a day-long annual conference focused on both the development of the statewide and local CCR&R strategies, as well as providing for professional development opportunities.

CCR&R Network Planning and Monitoring (4.3)
As the Central Office for the CCR&R Network, we are well-positioned to guide the CCR&R Network's thinking on building local strategic plans that fit within the context of broader state and national-level early childhood education trends and changes. As CCR&Rs build local strategic plans, we will stay closely engaged to offer this context while ensuring that local plans feature measurable outcomes and consistency across agencies when possible. More specifically, we propose completion of the following:

- During the planning process and on a regular cadence thereafter, provide the CCR&Rs with data regarding the early learning environment. Examples of this data may include media and social listening insights, Closing the Gap data, status of active legislation and updates regarding Early Learning Advisory Committee (ELAC) priorities.

- During plan creation, we will offer a learning session regarding appropriate outcomes tracking. Content to cover will include logic model creation, the difference between outputs and outcomes and setting appropriate benchmarks.

- Build and implement a tool for monitoring progress towards goals embedded within strategic plans. We will customize the existing framework from Child Care Aware of America to ensure it supplements monthly scorecard metrics.

- Establish regular check-in points with individual CCR&Rs to monitor progress and provide technical assistance when appropriate. Should any CCR&R have trouble making progress towards goals, we will also work with them to build a quality improvement plan. We anticipate checking on this monthly during contract calls and quarterly during in-person workshops with each individual CCR&R.

- Continue annual self-reflection surveys to identify areas of strength and improvement. Similar to the previous year, this will be used in conjunction with listening sessions to build additional supports for the network.

Strategic Services (4.4)
To supplement CCR&R coordination and monitoring, the ELI team will also provide strategic services as outlined in the scope of work. These services will ensure that the network remains connected to the broader early learning environment while providing relevant and timely services to key audiences, including families

5   **SoW Sections 4.5, 4.6, and 4.7 – Referral Coordination, Family Engagement, and Community Outreach**

Describe how you plan to execute SoW Sections 4.5, 4.6, and 4.7 in their entirety. Your response should include, but not be limited to, the specific elements highlighted below and reference relevant experience, where applicable:

- Describe how you will design and implement the CCR&R Network referral process for both standard and enhanced referrals in a manner that engages families across the Whole Family framework or the six areas of the 2GEN approach.
- Detail how you will maintain, update, and monitor the CCR&R Network Referral Policies and Procedures, including how you will develop a referral script for each local CCR&R agency.
- Describe your plan to coordinate resource navigator responsibilities within the CCR&R Network, including how you will provide referral and outreach support and technical assistance, as needed.
- Describe your overall plan to conduct family engagement and community outreach, including any outreach methods or mediums that you will use in conducting outreach and building relationships with families and communities.
- Describe how you will update and maintain the existing 2GEN family engagement model by leveraging research-based national best practices.
- Describe your plan to implement a 2GEN or Whole Family framework to conduct parent education, implement engagement activities, and design communication and campaign materials, including how you will utilize different forms of media that are specific to the families and communities served.
- Describe how you will design and implement a statewide strategic plan, including proposed 2GEN or Whole Family-based metrics to track consumer awareness, to reach target audiences with essential information about quality child care choices, including how this plan will be adapted to the unique needs of each local CCR&R.
- Detail how CCR&R Network training and technical assistance will be adaptable for each local CCR&R's identified community outreach needs, including how you will support local CCR&Rs in their facilitation of Family Child Care (FCC) Networks.

materials to families. We have a deep history engaging families in both standard and enhanced referrals, and have recently layered in the 2GEN needs assessment to this process. To continue advancing this work, we will use data obtained from CCDF applications, along with Brighter Futures Indiana website traffic, to identify where best to promote referral services, and we will leverage new tools to better route requests and report time to completion for both standard and enhanced referrals. Implementing a ticketing system such as Zendesk will streamline the process at the local level to ensure efficiency and quality. Additionally, we will build in opportunities for further outreach to families who have completed a child care referral to introduce them to the Family Resource Navigator. This will allow the network to proactively highlight resources best suited to the family's needs across the six domains of the 2GEN approach.

Maintenance, Updating and Monitoring of the CCR&R Network Referral Policies and Procedures (4.5)
We will continue to review and update the referral resource to ensure relevance and accuracy of network policies and procedures. To ensure consistency in the delivery of referral services, we will incorporate a quality assurance program to evaluate family referrals. This includes implementation of a process that allows specialists to record their referral calls for self-reflection and peer review. ELI will continue to provide training opportunities related to offering exemplary customer service, serving diverse clients, effective listening and other topics relevant to serving families.

This quality assurance program will include updated checklists of items to cover during a family referral as well as suggested questions to ask. Sample scripts will be developed and used as training examples. Given the often times unique nature and needs of the conversation, it is challenging to script every interaction; however, we will develop a set of family personas and provide a variety of scenarios to equip specialists with talking points and ideas when directly engaging with families.

Coordinating Navigator Responsibilities (4.5)
The CCR&R Network plays an important role in helping providers and educators access timely technical assistance and resources from a variety of state-funded and local partners. Part of this work requires CCR&R team members to refer providers to partners such as SPARK Learning Lab or INAEYC. We have already built tracking into our Work Life Systems database to allow these referrals to be tracked in real-time. We will work build fields to track additional referral partners as needed and ensure that all referrals are accessible via a self-service dashboard.

Navigators will be provided with ongoing training covering key topics, including partner responsibilities, state-funded tuition assistance and utilization of key systems (e.g., Access Indiana, I-LEAD, Indiana Learning Paths). We will work with OECOSL to make subject matter experts available for these sessions and use the information gleaned to continue building our knowledge base articles so that written guidance can be shared across partners through accessible channels. This training will be provided in conjunction with regular peer-learning meetings, to ensure that navigators maintain a shared understanding of their role as new responsibilities are added and new initiatives launch within the early childhood education system.

We also recognize that while navigators provide an important service to providers, providers ultimately place a much greater importance on being able to access key information and services independently. With this in mind, we will build out Frequently Asked Question (FAQ) documents, learning paths and other resources on the Brighter Futures Indiana website to create self-service options for providers.

Family Engagement and Community Outreach Plan (4.6, 4.7)
ELI will continue to leverage the data from our Closing the Gap report to create a blueprint for ongoing family and community outreach efforts. Working in partnership with CCR&R agencies, we will incorporate their local insight and relationships to develop outreach strategies focused on our 2GEN model and assets that emphasize the community-level return-on-investment from the 2GEN framework. Analysis from these efforts will enable us to map replicable tactics and continue building upon our community outreach toolkits with refreshed materials, videos and other digital resources to launch future community campaigns. These toolkits will be incorporated into a broader push to empower CCR&R agencies to develop and implement their own targeted community outreach. We plan to accomplish this through the certification of additional CCR&R team

members in the Strategic Doing project management approach and educating teams on the legislative process to empower them as a knowledge resource in local conversations.

Maintenance and Updating of the 2GEN Family Engagement Model (4.6)
We will continue to develop our proficiency with the findhelp platform to build dashboards to analyze navigator engagement and progress with Community Based Organizations (CBOs) to better meet the needs of families. This data will not only help us to better understand the needs of families using findhelp; we will also use this data to set goals for targeted outreach and increased engagement with CBOs currently on findhelp. Additionally, we will lean on Child Care Aware of America's (CCAoA) TA center to help us share our 2GEN principles with other states and establish a working group with other state networks to leverage ideas and national best practices. Furthermore, we will continue engaging with national and state partners to showcase the Family Resource Navigator approach, including CCAoA, Zero to Three, NAEYC, INAEYC, Indiana Youth Institute's annual conference, and others.

Using the 2Gen Framework we established for CCR&R services, we will continue enhancing the CCR&R Network's ability to provide culturally-relevant services to diverse audiences. We will build on our own understanding through engagements with experts, completion of related trainings and sharing our learnings across the network. Specifically, we are currently exploring a technology solution to empower CCR&R team members to better serve non-English speaking clients through a texting translation service. We currently have two bilingual team members funded through our CCR&R CO contract and an ongoing relationship with Luna Language Services to provide translation and interpretation services as needed.

Implementing a 2GEN or Whole Family Framework (4.6)
ELI has taken a data driven approach to the launch and continued embedding of the 2GEN framework. This approach has enabled us to reach a wide range of audiences through the Brighter Futures Indiana Family Resource Navigator, including OB/GYNs, pediatricians, eligibility offices, system partners, early childhood education providers, human resources departments, public libraries, local United Way chapters and more. Moving forward, this engagement will center around familiarizing these audiences with the findhelp platform and providing them with assets geared toward helping the families they serve. We will also provide a variety of materials at different digital media levels. For example, we may create posters for the Nextdoor neighborhood app or produce Hulu ads to make a high digital impact. Using a tool called Simpli.fi will enable us to get very specific with targeting, almost guaranteeing that our campaign will be seen by those that could benefit from the Family Resource Navigator tool the most.

Furthermore, our 2GEN practices and continued improvements will be strengthened through our deeper understanding of what motivates families. We will share their stories through social media and highlight successes from the Family Resource Navigator approach. To help families navigate new milestones we will create an "Ask the Expert" video series. The series will be a short Q&A with featured CCR&R team members on relevant 2GEN topics. For example, one question might be: How can I help my child transition to a new classroom? The answer would incorporate tips for helping the child and tips for minimizing parent stress. We will promote the series on social media and share with partners to promote it across family audiences.

As part of a more robust campaign, ELI will engage with other partners in an effort to continue building the CCR&R Network's knowledge in other core components of the 2GEN framework. For example, given that one of the primary CCR&R roles is to refer families to programming, including school-age programs, we will engage directly with the **Indiana Afterschool Network** (IAN) to support CCR&Rs in consumer education. Both families and CCR&R specialists can face uncertainty about the markers of a high-quality out-of-school time (OST) program, as a school-age program is different from an early childhood program. As part of this consumer education plan and training, IAN will develop a checklist and other tools that detail the elements of a high-quality OST program based on the age of the child. Additionally, IAN will host periodic professional development for CCR&Rs about important and relevant school-age topics, like what to look for in a summer program and when to begin looking; identifying high-quality programming; indicators to know whether afterschool standards are followed; questions to ask your child to identify their interests; and how an afterschool program can supplement a child's school-day education. This PD could be offered during a statewide webinar, during the proposed annual conference or during a CCR&R's staff meeting.

ELI will also engage **Found Search Marketing** (FoundSM) on the continued promotion of our Brighter Futures Indiana website and social media strategy, as well as the activation of the family-facing campaigns. The campaigns will be relevant to the current early childhood environment and rooted in 2Gen principles, with specific measures to be determined upon campaign initiation but including metrics related to digital engagement and overall campaign success.

Designing and Implementing a Statewide Strategic Plan (4.6)
Advancing the early childhood system depends on multiple stakeholders working collaboratively to serve young children and their families. ELI plans to lean on findings from the Aspen Institute, outcomes from United Way of Central Indiana's Great Families 2020, learnings from our 2GEN ECE-focused implementation, and engagement with families of young children and other state partners to create a statewide strategic plan that supports innovation and collaboration to improve family stability and multi-generational outcomes using 2GEN principles. This work will build on the principles set out in the initial OECOSL-supported "Children+" approach to move beyond consumer awareness to engagement. To drive results across the engagement continuum, ELI proposes to track a variety of metrics using data from the findhelp platform, family and community surveys, among other resources. Measures will include, but not be limited to: increased delivery of services to minority and special focus populations; geographic diversity; increased number of preliminary eligibility screenings; streamlined access to childcare subsidy benefits; increased number of CBO partnerships; and improved consumer education related to quality child care.

CCR&R Network Training and Technical Assistance (4.7)
CCR&R specialists are supporting emerging providers on a one-to-one basis and responding to the needs of the individual, but an opportunity exists for CCR&Rs to play an integral role in creating and facilitating networks for family child care providers to increase peer-to-peer support, program quality and sustainability. In 2022, ELI conducted a landscape review of Family Child Care Networks (FCCN) across the nation to determine promising approaches associated with successful FCCNs. After our analysis, we determined that there are five emergent best practices that could establish the framework for CCR&R agencies in Indiana to launch FCCNs in their service delivery areas. The best practices include establish principles & goals, formalize support & standards for specialists, improve quality standards, offer high touch connections and implement data driven results. Below you will see an outline of each principle.

- Establish principles and goals: Developing guiding principles is an essential step to creating a thriving FCC network. The principles will drive decision-making at all levels. The principles will also help providers see where they fit into the network and will inspire their own goal development.

- Formalize support & standards for specialists: Incorporating high-touch interactions like having multiple partners meet in-person with a provider have the ability to considerably impact the program

- Improve quality standards: Research suggests that by using Paths to QUALITY™ or a state's Quality Rating and Improvement System as a guidepost for increasing quality standards, Family Child Care networks see themselves as active participants in the larger child care field and are willing to help other providers as they seek to level advance.

- Offer high touch connections: As we consider opportunities for increased support for program engagement specialists establishing FCCNs there is an opportunity to formalize the support provided to specialists themselves so that they are equipped to tackle all the needs of family child care providers.

- Implement data driven results: By creating metrics associated with the goals of the network providers and specialists will learn when assistance isn't valued and when innovation or growth is needed.

With these best practices in mind, ELI conducted a survey of over 2,200 family child care home providers in an effort to learn more about the family child care home landscape. Providers were asked to provide basic

information about their program, answer questions regarding their day-to-day challenges and indicate whether they had any interest in joining a potential FCCN. The survey results painted a clear picture: family child care programs are interested in participating in an FCCN, and CCR&R team members currently have either the resources or the partnerships to meet their most common day-to-day challenges. While the initial findings from the survey look promising, we recommend conducting targeted focus groups with interested providers or additional surveying to better understand what providers want most out of an FCCN. Additionally, it would be critical to have a better understanding of how community stakeholders feel about family child care businesses as an opportunity to respond to their views and establish targeted outreach in communities to better inform and engage stakeholders.

ELI is well positioned to support the CCR&R Network in leveraging relationships across early childhood education partners to support FCCNs, identify training opportunities to build CCR&R specialists' professional development, create assets for standardization and conduct qualitative and quantitative surveying and analysis to move the needle on short- and long-term outcomes with fidelity. Participating in the All Our Kin cohort with OECOSL and SPARK Learning Lab has provided an opportunity to develop a logic model that narrows in on key activities, outputs and outcomes for FCCNs, partners, CCR&R specialists, families and communities.

6   SoW Section 5 – System and Online Responsibilities
Describe how you plan to execute SoW Section 5 in its entirety. Your response should include, but not be limited to, the specific elements highlighted below and reference relevant experience, where applicable:
- Describe how you will ensure that all data is entered into the State's Case Management System accurately and completely within the required timeframes, including how you will monitor the CCR&R Network's data entry responsibilities.
- Describe how you will maintain the Brighter Futures website, including how you will analyze provided data to update and maintain the Data Center..
- Describe how you will develop and maintain consumer education materials for the Brighter Futures website that target families, providers, and communities.
- Describe how you will administer and identify necessary updates to the Indiana Learning Paths platform, including how you will collaborate with the State's LMS vendor to maintain relevant platforms.
- Describe how you will support a smooth transition from the current CCIS system to the new INKids system.

Systems, Data Security, Data Accuracy and Reporting (5.1)
CCR&R data entry is currently conducted within several systems, including: Work Life Systems for family, provider and community engagement; findhelp for individualized support for families; and Indiana Learning Paths for provider trainings. As the CCR&R CO, we will regularly review data entry for accuracy and consistency, aggregating this information into various dashboards, allowing CCR&R Network team members to view and correct errors quickly. Additionally, our team will regularly review these dashboards to provide technical assistance to CCR&R teams, discuss areas for improvement during peer learning meetings and use our administrative access to correct quickly when necessary.

ELI has engaged Gadellnet as its information technology managed service provider (MSP). As part of their ongoing responsibilities, the Gadellnet team regularly reviews workstations, including assigned laptops and other hardware, to ensure usability and to establish a regular refresh and maintenance cycle. We use Microsoft Entra and Sophos Intercept X software to protect against external threats to our network and workstations. Software currently in use for CCR&R CO purposes has been reviewed to ensure it meets

widely-held industry standards such as the International Organization for Standardization 27001 Standard (ISO 27001) or other industry-leading security standards. Before implementation, new software is reviewed to confirm it meets current standards.

Brighter Futures Indiana Website and Consumer Education (5.2)
Through a public-private partnership between ELI and OECOSL, supported by an initial investment from Lilly Endowment, Inc., ELI launched the Brighter Futures Indiana website in 2018 and completed a substantial update in 2020, refreshing the site's brand experience to align with the recently-created CCR&R Network brand and to expand the target audiences to include child care providers and community leaders more broadly. Recent additions include the creation of the Family Resource Navigator landing page and redesign of the data center under the Brighter Futures brand, as further described below.

The Brighter Futures Indiana website has been instrumental in providing critical information – from COVID-related resources to *Build, Learn Grow* scholarship – to families, providers and community stakeholders. If awarded, ELI will continue to be nimble to meet the fast-paced needs of the sector and establish Brighter Futures Indiana as the central tool for communication to these important audiences.

Moving forward, ELI proposes to continue to work closely with Trendy Minds, our web design partner, to improve the overall user experience and to ensure that the site meets its dual aims of providing information required by certain state and federal programs while ensuring that stakeholders have easy access to resources that meet their needs.

This work to enhance the user experience positions us well to continue enriching site content. In addition to conducting our own community research as well as website analytics, we will engage with OECOSL and CCR&R Network teams to capture local needs and identify content opportunities. We will continue identifying consumer education content and materials based on survey results, community engagement and ad hoc requests based on immediate needs. These standalone materials will include case studies, digital experiences, rack cards, case studies and CCR&R brochures.

While we continue to carry out these foundational activities to keep Brighter Future Indiana up to date and relevant, in the next iteration of our content development, we will place more emphasis on the impact of high-quality learning experiences at home, throughout the mixed-delivery system, and in the broader community. We will engage **Holsapple Communications** on the development of a storytelling campaign focused on uplifting human-interest pieces related to the impact early learning experiences, with a focus on those based in child care settings, on individual families, providers and community members.

To extent both the reach and relevance of Brighter Futures Indiana content, ELI will also engage other partners for content creation. For example, school-age focused consumer education content will originate from our partnership with the **Indiana Afterschool Network** (IAN). For more than a decade, IAN has been committed to providing the support and resources out-of-school time (OST) programs need to flourish. IAN's rigorous, data-informed Indiana Afterschool Quality Standards empower OST providers to make research-driven decisions and strengthen the quality of their programs.

Through this engagement, IAN will create school-age content for the Brighter Futures website. IAN will develop a structured plan and schedule for school-age content. Initially, IAN anticipates developing school-age content that will be useful for families, providers, and stakeholder partners. IAN plans to write blog posts that share research, resources, and upcoming events. Additionally, IAN plans to write regular, short research briefs about pressing issues in the school-age space.

As part of our regular Brighter Futures Indiana site maintenance, we will continue running routine accessibility checks and ensuring that all content needed for the State's plan and CCDBG requirements is updated and maintained. We anticipate that all of these improvements will provide new opportunities for promotions through our social channels, and will present plans to enhance both web and social simultaneously. A continual review of social media analytics has allowed us to pivot to more engaging and relevant content based on web performance, and we will continue to identify opportunities to build on successful content across our core audiences of families, providers and community leaders.

Brighter Futures Indiana Data Center (5.2)
As an additional piece of our website work, ELI recently rebuilt the Brighter Futures Indiana Data Center, creating a much more interactive user experience aligned with the three primary audiences of families, providers and community partners. Child care supply and demand datasets included within the data center update on a daily basis, while population and economic data are updated as they become available from external sources. Our current focus is fully translating all components of the Data Center into Spanish, to increase accessibility for Spanish-speaking populations. In addition to adding relevant data from new initiatives on an ad hoc basis, we propose a bi-annual review of the Data Center, using feedback from OECOSL, CCR&R team members and external stakeholders to identify new indicators to include and opportunities to streamline the user experience.

As the CCR&R Network takes a more 2GEN/Whole Family approach, ELI proposes to expand the Data Center to include appropriate metrics to foster a more holistic understanding of the lives of young families. For example, ELI proposes to add measures of each of the components of the Whole Family Approach that aren't currently represented including 1) Post-secondary Education, Training and Careers; 2) Economic Assets; 3) Health & Well-Being and 4) Social Capital. In pursuing this strategy, ELI will leverage existing data sources (e.g., the SAVI database, workforce data, etc.), using its business intelligence and data visualization expertise to tell the story of the two-generational experience. Replicating its work on other resources, ELI will create both state-level and county-level profiles to support the CCR&R Network's efforts to share this whole family narrative with community stakeholders.

Indiana Learning Paths (5.3)
ELI currently functions as the site administrator for Indiana Learning Paths, the State's learning management system for educators and provider admins. Through this work, we engage closely with the Indiana Learning Paths technology vendor, Interactyx, to plan for new site releases, identify feature requests and troubleshoot technical issues as needed. Moving forward, we will engage Interactyx to further enhance the user experience for site visitors, and will continue our regular cadence with the SPARK Learning Lab team to identify user trends and the need for new professional development opportunities. We will also use this engagement to identify broader ticket trends that may warrant a re-examination of site policies and procedures and will also regularly communicate with SPARK Learning Lab, OECOSL and other partners to identify the need for new or refreshed I-LEAD or Indiana Learning Paths articles.

INKids Transition (5.3)
Our team has extensive experience as it relates to technology transitions and ensuring successful data management during system changes. Several years ago, we led the work to export educator training records out of Training Central and into Indiana Learning Paths, the state's current learning management system. More recently, we led the work to transition CCR&R documentation for family and provider records out of NACCRAware and into Work Life Systems WLS. ELI cross-referenced all fields within the two systems, updated record structures and worked directly with the vendor to ensure a complete export of all necessary

7 **SoW Sections 6.1, 6.2, and 6.3 – PTQ Assessment and Rating Service Requirements and Responsibilities, Provider Continuous Quality Improvement through PTQ, and Quality Rating and Improvement System 2.0**

Describe how you plan to execute SoW Sections 6.1, 6.2, and 6.3 in their entirety. Your response should include, but not be limited to, the specific elements highlighted below and reference relevant experience, where applicable:

- Describe how you will conduct PTQ assessments and adhere to the requirements and responsibilities outlined in SoW Section 6.1, describing how PTQ assessment procedures will differ based on program type, PTQ level, and type of assessment.
- Detail how you will implement quality assurance practices to ensure inter-assessor reliability as defined in SoW Section 6.1.8.
- Describe how you will administer all PTQ activities in alignment with Indiana's PTQ policy and procedure manual.
- Demonstrate how you will approve, order, track and coordinate the delivery of the PTQ awards and incentives.
- Detail how you will participate in and provide support for various PTQ committees.
- Describe how you will collaborate with the State to make adjustments to your PTQ rating system and implement a Quality Rating and Improvement System 2.0 rating system as requested by OECOSL.

ELI currently serves many roles in Indiana's early learning ecosystem. In addition to supporting the CCR&R Network, ELI leads strategic statewide initiatives through the generous support of various philanthropic partners and, importantly, ELI operates a network of eleven nationally-accredited early learning centers through our Day Early Learning brand. ELI's system-level work benefits immeasurably from the lessons that we learn as an early learning provider. For example, through the operation of our centers, ELI has firsthand knowledge of the challenges that families face in accessing care, that providers face in attracting and retaining a qualified workforce, and that communities face in ensuring sustainable supply. However, ELI understands that the myriad roles it plays requires it to anticipate the ways in which these roles might overlap and mitigate against any real or perceived conflicts of interest that result.

ELI proposes a multi-step approach to address the potential conflict of interest inherent in carrying out Paths to QUALITY rating responsibilities while operating high-quality early learning centers. ELI proposes to:

- Subcontract components of the PTQ Quality Improvement and Assurance services, as further described below;

- Establish a contact at OECOSL with whom the subcontractor will work with directly to review each rating of a Day Early Learning Center before it is made final;

- Screen the ELI team member responsible for overseeing the subcontract from any Day Early Learning-related activities (beyond nominal engagements, such as participation in a day of service or attending an organization-wide convening); and

- Endeavor to maintain national accreditation for each of its centers to ensure additional independent reviews of Day Early Learning policies and practices at regular intervals.

PTQ Assessments (6.1)

ELI proposes to subcontract the PTQ Quality Improvement and Assurance (QIA) assessments to TCC, an Indiana certified Minority Business Enterprise. TCC has been a trusted partner to OECOSL since 1999, and has served as the PTQ QIA incumbent partner since 2008. During the COVID-19 pandemic, TCC demonstrated a flexible, nimble response by quickly adapting PTQ QIA procedures to ensure the health and safety of providers, children and staff, while still maintaining high levels of inter-rater reliability. TCC will provide continuity of PTQ assessment services in the immediate term, to enable OECOSL to focus on other large scope transitions, such as INKIDS and QRIS 2.0.

TCC has extensive experience and demonstrated success meeting all the requirements outlined in 6.1 through 6.11. Under the direction of Angie Luallin, TCC has consistently exceeded all contract performance levels associated with the PTQ Assessment program. We have included highlights of TCC's performance during the last contract period (2019-2022) as **Attachment 6.1 PTQ Performance Measures**. Additional information on the proposed rating process by program type is also included as **Attachment 6.1 Proposed Rating Process.**

Quality Assurance Practices (6.1)

At least once per quarter, TCC's ratings director will conduct a shadow visit with each PTQ rater. A shadow visit allows the director and the rater to view the same provider simultaneously, compare notes on what was observed, and confirm that how the provider is rated is consistent across the board. It also helps the director in identifying areas of needed professional development.

After the shadow visit is completed, the rater and the director will meet and discuss any standards not in agreement. If both persons disagree on what the standard is requiring or if the director identifies a trend during the shadow visits, then all raters will meet as a team to discuss the standard and come to a consensus. ELI will also consult with OECOSL as needed for final determination.

To determine what is required to meet a standard, the rating team will answer the following questions about the standard to help reach a consensus using PTQ workbooks and readiness checklists.

1. What is the purpose of the standard?
2. What is the purpose of the indicator?
3. What is the form of the required proof? (observation, document, interview)
4. What is the required proof?
5. What has historically been accepted? (may not be what should be accepted but can factor in)

Policy and Procedure Manual (6.4)

As the incumbent vendor for the PTQ QIA program, TCC has consistently aligned its activities with the requirements of the PTQ Policy and Procedure Manual. TCC developed and maintains a comprehensive Standard Operating Procedure Manual (Assessor Manual). The current Assessor Manual was developed to align with the overall PTQ Policy and Procedure Manual maintained by OECOSL. This manual outlines the internal procedures and processes the Assessors follow throughout the preparation, visit and post-visit

processes. TCC will continue to update the Assessor Manual to incorporate any necessary and OECOSL-approved changes and modifications. It will also continue to use the Assessor Manual to train new Assessors and to provide an ongoing training and reference point to ensure compliance with approved procedures.

PTQ Awards and Incentives (6.2)
ELI currently manages PTQ awards and incentives for providers joining the program or advancing to Levels 2 or 3. Using a standardized form, we have streamlined the award selection process and made it easier for providers to communicate questions about the awards process. We will leverage similar processes as we add in the management of Level 4 awards and incentives. As appropriate, we will engage with providers to understand their satisfaction levels with our awards facilitation and the incentives provided to them, especially as OECOSL builds QRIS 2.0.

During the award process, we also ensure that providers have access to marketing materials, so that they can announce their level advancements to local families and community members. These materials were recently refreshed, and we will review these materials annually for any improvement opportunities and facilitate any needed adjustments upon the launch of QRIS 2.0.

While we have budgeted for this work based on historic data related to enrollments and level advancements, we recognize that the amount needed may shift depending on provider participation within the PTQ program.

Provider Continuous Quality Improvement through PTQ (6.2)
As the incumbent, TCC will continue to perform all the requirements listed in Section 6.2.1, 6.2.2, 6.2.5 and 6.2.6. Specifically, TCC will continue its current activities in alignment with Indiana's PTQ policy and procedure manual, as the same will be updated from time to time by OECOSL, it will use PTQ-approved materials, and, in collaboration with ELI, will submit an annual report to OECOSL providing evidence of provider recognition activities. The team will continue to provide insight and perspectives that support collaborative and continuous quality improvement efforts of the QIA program.

We acknowledge that the INKIDS project will impact multiple aspects of the current PTQ QIA responsibilities, including distribution, tracking and reporting financial awards (Requirements 6.2.3 and 6.2.4). ELI will assist OECOSL to plan for and execute any necessary transitions resulting from the use of the new system.

Support for PTQ Committees (6.2)
To ensure that current practices are informing and are informed by changes in the broader environment, ELI will leverage it relationships throughout the CCR&R Network to assist in the development of local Paths to QUALITY advisory groups that in turn inform the State-level Paths to QUALITY Marketing and Outreach Committee. In partnership with the CCR&R agencies and leveraging its own relationships throughout the state, ELI will identify advisory members who are likely to be active, thoughtful contributors to their local committees and will help elevate themes emerging across local committees for State consideration.

ELI will also participate in and provide meeting facilitation support for the PTQ Policy Committee, PTQ Marketing Committee, PTQ Accreditation Committee, PTQ Loss of Good Standing Committee and the PTQ Coordination and Oversight Committee. In advance of participating in these convenings, ELI will consult with OECOSL staff to determine whether its subcontractor, TCC, should participate in its place in either a committee or particular meetings of a committee, given the potential conflict of interest noted above.

Implementing QRIS 2.0 (6.3)

ELI is aware that the State expects to make adjustments to its PTQ rating system and implement a QRIS 2.0 rating system in the near future. Through its collaborations in other states and with national thought leaders, ELI has endeavored to make data and analyses available to state policymakers to inform this discussion. ELI understands that the updated rating system may leverage new measures of quality and may rely on factors outside of the context of a quality rating visit (e.g., objective measures of process quality and/or child learning and development outcomes) that may require different kinds of solutions and deeper integration with other systems. ELI will closely monitor the discussion surrounding changes to the QRIS system and will confer with its subcontractor, TCC, to determine and inform OECOSL of the potential impact on each partner's operations of various models under consideration.

Once OECOSL has determined the factors that will comprise QRIS 2.0, ELI and TCC will leverage each partner's institutional knowledge to work with OECOSL to identify opportunities to update and streamline QRIS business processes in alignment with the new model. ELI recognizes that the State reserves the right to adjust pricing based on new policies and procedures developed for QRIS 2.0 and looks forward to working with OECOSL and, as appropriate, TCC, to define baseline metrics needed to measure efficiencies brought about by QRIS 2.0. ELI, on its own or through its subcontractor, as appropriate, will provide assistance to OECOSL on an as needed basis throughout the creation and adoption of QRIS 2.0 and will continue to adopt and incorporate additional innovations when possible.

Upon implementation, ELI and its subcontractor will analyze any efficiencies associated with PTQ 2.0 innovations. We will report our findings to OECOSL along with recommendations for future changes to pricing structure of the QIA program.

TCC's pricing assumes the following related to PTQ 2.0 and INKIDS planning and implementation:
- QIA Director will participate in weekly PTQ 2.0 planning meetings
- QIA Director and Assessor staff will Participate in INKIDS requirements meetings
- QIA Director and Assessor staff will participate in INKIDS UAT
- QIA Director will develop new PTQ QIA Policy and Procedure to align with all changes for transition to PTQ 2.0 program
- QIA Director update Inter-Rater Reliability and Quality Assurance procedures
- All QIA staff will be trained by the state on PTQ 2.0 programmatic and policy changes
- All QIA staff will be trained on the INKIDS system by the appropriate vendor
- The PTQ checklist forms on the TCC Wireless Webforms platform will not change prior to transition to the INKIDS technology
- PTQ Assessors will continue to use Wireless Webforms for 12 months (10/1/2023-9/30/24)

8   **SoW Sections 6.4, 6.5, 6.6, 6.7, and 6.8 – PTQ Policy and Procedures Manual, PTQ Complaint Procedure Support, PTQ Progress Reporting, PTQ Technology Requirements, PTQ Data and Records Retention**

Describe how you propose to execute SoW Sections 6.4, 6.5, 6.6, 6.7, and 6.8 in their entirety. Your response should include, but not be limited to, the specific elements highlighted below and reference relevant experience, where applicable:
- Describe your process for identifying and implementing updates to the PTQ Policy and Procedures Manual within the timeframes outlined in SoW Section 6.4.2.

- Describe how you will develop a system for logging, tracking, and reporting all PTQ complaints received from any source to OECOSL within required timeframes.
- Describe how you will measure and report on early childhood programs' assessments and progress toward meeting the business objectives of OECOSL, including the submission of all reports outlined in SoW Section 6.6.
- Demonstrate how you will meet the PTQ technology requirements outlined in SoW Section 6.7, including your data and record retention plan and process.

PTQ Policy and Procedures Manual (6.4)

As the incumbent vendor for the PTQ QIA program, TCC has consistently met Requirements 6.4.1 through 6.4.3. TCC developed and maintains a comprehensive Standard Operating Procedure Manual (Assessor Manual) that is inclusive of all of the elements required under 6.4.1. The current Assessor Manual was developed to align with the overall PTQ Policy and Procedure Manual maintained by OECOSL. This manual outlines the internal procedures and processes the Assessors follow throughout the preparation, visit and post-visit processes. TCC updates the Assessor Manual to incorporate any necessary and OECOSL approved changes and modifications. It is also used to train new Assessors and provides an ongoing training and reference point to ensure compliance with approved procedures.

ELI will submit TCC's updated policies and procedures manual to OECOSL for approval within thirty (30) days of the contract start date and will coordinate any updates with TCC in order to submit revisions to OECOSL no later than fifteen (15) calendar days after the new changes to the OECOSL policy and procedures manual are distributed.

ELI and TCC will seek out opportunities to identify improved procedures, greater efficiency, and cost-saving opportunities and will work with the State to make any corresponding adjustments to the OECOSL manual. To support the transition to QRIS 2.0, ELI and TCC will work closely with OECOSL to develop a new Assessor Manual and use it to provide initial and refresher training for all Assessors.

PTQ Complaint Procedure Support (6.5)

TCC implemented a Complaint Review and Resolution process in 2019. To date, only three (3) complaints have been made regarding PTQ QIA services. TCC rapidly researched and documented these cases and presented them to OECOSL for a joint review and resolution discussion. Two (2) of the complaints were determined unfounded. One (1) complaint was deemed valid and was quickly resolved with the Assessor staff.

Similar to the procedures we established for provider complaints, ELI will build an easy-to-use form for PTQ complaint submissions. To add a layer of oversight to the complaint process, complaints will be submitted to ELI directly. Should the complaint warrant further investigation, ELI will contact OECOSL and the TCC team to better understand the situation and ensure swift resolution. TCC will continue to share information with providers about the complaint process and follow all established procedures.

PTQ Progress Reporting (6.6)

As the Child Care Information System (CCIS) Data System vendor for OECOSL, TCC is uniquely positioned to continue to provide PTQ Progress Reporting. As such, we will continue to generate reports directly from the CCIS Data System and provide required monthly reports by the 10th of each month. Currently, TCC produces most of the reports listed in Requirements 6.1 through 6.6. ELI and its subcontractor, TCC, will work with OECOSL and internal CCIS technical resources to create the following new reports:

- Number of days from schedule to assessment completion, and number of days to report rating to OECOSL

- Distribution of ratings by program type
- Participation percentage by program type
- Performance reports including average time to complete assessments, percentage of programs that pass by quality rating level, percentage of programs that move up or down a quality rating level
- PTQ QIA Annual Report that will highlight overall vendor performance metrics as well as program trends and accomplishments to be submitted annually.
- TCC assumes that CCIS will generate all these reports in Section 6.6 until the transition to IN KIDS. We assume that the IN KIDS vendor will make all the reports in Section 6.6 available to TCC no later than 10/1/2024.

During INKIDS planning, ELI will work with OECOSL to transition the financial award dissemination and reporting to the appropriate vendor.

PTQ Technology Requirements and Data and Records Retention (6.7, 6.8)
ELI and TCC will use CCIS or INKids system and any other technologies made available by OECOSL to carry out these responsibilities. The partners will meet the technology requirements outlined in 6.7 and the data and records retention requirements of 6.8.

9   SoW Sections 7– Survey Support Requirements and Responsibilities,

Describe how you propose to execute SoW Section 7 in its entirety. Your response should include, but not be limited to, the specific elements highlighted below and reference relevant experience, where applicable:
- Describe how you will assist OECOSL with the design of survey questions and communicate about open surveys to obtain feedback from various stakeholder groups.
- Detail how you will support OECOSL's analysis of survey response data, as well as ad hoc data collection needs.
- Describe how you will deploy OECOSL-designated methods to determine customer satisfaction rates with the PTQ program.
- Demonstrate how you will report and summarize customer satisfaction data to OECOSL, including information on individual providers and high-level summaries. Please include how you will incorporate key findings from survey data into programming and service provision.

Survey Design and Analysis (7.1)
The ELI team has significant experience in designing, conducting and analyzing survey research. Under our current contract, we created robust question banks for use in gathering information from families, child care providers and community stakeholders. For each of these audiences, we set up SurveyMonkey templates and worked with CCR&Rs to interpret and report results. Additional survey-related work we have conducted under this contract includes the Early Learning Workforce survey and assistance with the cost study and school-age cost study, among numerous others. For several of these surveys, we also led the marketing and recruitment efforts, leveraging social media, email marketing and direct telephone outreach to drive participation.

As we move the work forward, we see an opportunity to continue driving survey response rates. Part of our strategy is to modernize the survey experience to include text-based survey links when possible. We would also review surveys for opportunities to streamline questions and provide optional, short-form versions to use

with stakeholders who do not typically respond at high rates. By improving our response rates, we in turn improve our ability to analyze the results. While we are currently able to report descriptive statistics from responses, higher completion rates would of course allow us to engage in higher-level analysis of results, including crosstabulations, causal relationships and longitudinal analyses.

While our team recognizes survey research as a critical component to understanding the customer experience, we also believe that supplementary, rich information could be gleaned from small focus groups or customer interviews. This qualitative information, in combination with broader surveys, has the power to provide a better understanding of how all stakeholders experience CCR&R services and the early childhood system more broadly while providing recommendations for future improvements.

Customer Satisfaction Surveying, Reporting and Incorporation of Key Findings (7.2)
Specific to the PTQ Quality Improvement and Assurance services, after each rating visit the PTQ Rater emails the provider a link to the OECOSL approved on-line survey and the responses are compiled, at which point:

- The PTQ Ratings Director is informed of any "poor" responses in regards to customer satisfaction with the PTQ Rater. PTQ Director follows up with program and PTQ Rater.

- All responses are compiled into two monthly reports for OECOSL. Reports include programs' responses to all questions, and a summary of responses and top KPIs.

- All responses are compiled into two monthly reports and the PTQ Ratings Director then: looks for any trends or concerns that need to be addressed with the PTQ Raters and/or OECOSL; determines if there is a need for change based on these trends; and employs the appropriate method to make any changes deemed necessary by PTQ Ratings Director and/or OECOSL.

10   **SoW Section 8 – Innovation**

Describe how you propose to execute SoW Section 8 in its entirety. Your response should include, but not be limited to, the specific elements highlighted below and reference relevant experience, where applicable:
- Describe how you will identify opportunities for innovation and create innovative proposals for the CCR&R program each year, based on research, best practices, and project development opportunities.

ELI is well-connected to the broader field of early childhood education. Through our eleven high-quality Day Early Learning centers, we live the child care provider experience and understand recent developments in age-appropriate instruction, theories of learning and trends in teacher training. Through our broader community-based engagements, we regularly seek out and hear from a variety of local and national stakeholders, including business leaders, policymakers, coalition members and national research and programmatic leaders. As an organization, we maintain strong relationships within the philanthropic sector and with adjacent industries. These interactions allow us to engage in rich conversations about innovative possibilities while grounding our ideas in the day-to-day experience of early learning program leaders and educators.

To stay connected to innovative ideas within the field, ELI team members serve within the following groups:

- Right for Kids Advisory Council

- Business Equity for Indy Learning & Talent Taskforce
- Indiana Chamber's Education Committee

We also maintain strong relationships with, but not limited to, the following national-level stakeholders, among others:

- Alliance for Early Success
- Child Care Aware of America
- National Institute for Early Education Research

As promising ideas are identified, the team leverages our deep experiences within marketing, research, data analysis and programmatic implementation to draft a conceptual proposal and implementation plan. Through conversations with the OECOSL team, we determine the feasibility of innovative ideas and take into account recommendations regarding the timeline and other considerations.

The following items are examples of innovative work proposed and implemented by the ELI team in recent years:

- The Let's Get Back to Work campaign, including campaign webpage, related provider and family-facing education materials and ongoing promotions; each of which served the goal of maintaining health and safety within programs during the COVID-19 pandemic;
- Development of the CCDF Pending Voucher tool, allowing CCR&Rs and the Brighter Futures Indiana team to identify families who need help selecting and provider and refer them to a CCDF-eligible program with current availability;
- The redesign of the Brighter Futures Indiana website, providing a home base for CCR&R services and content for families, providers and community stakeholders; and
- The implementation of a marketing campaign to encourage providers and families to engage with the Early Learning Marketplace.

Drawing on its experiences and familiarity with the broader early learning and out of school time landscapes, ELI and its partner, IAN, will continue to share ideas of a similar breadth and scope with OECOSL.

11   **SoW Sections 9 and 10 – Program Management and Staffing**

Describe how you propose to execute SoW Sections 9 and 10 in their entirety. Your response should include, but not be limited to, the specific elements highlighted below and reference relevant experience, where applicable:
- Describe how you will meet the program management requirements and responsibilities outlined in SoW Section 10.1.
- Describe how you will maintain standardized processes for relevant data collection and describe any methods used to analyze available data.
- Demonstrate how you plan to provide support, training, and technical assistance related to data collection to the CCR&R Network.
- Describe how you will support data collection and tracking to develop, implement, and distribute relevant reports, including ad hoc reports, for CCR&R CO and CCR&R Network Services, within the required timeframes.
- Please confirm your understanding and adherence to the office location and security requirements and responsibilities outlined in SoW Section 10.3.

- Describe how you will implement a ticketing system for the CCR&R Network that tracks the type of support and the requesting member.
- Describe how you will design and implement a statewide complaints procedure for use by the CCR&R CO, CCR&R Network staff, and 211 Call Center.
- Provide a detailed Staffing Plan containing the Full-Time Equivalents (FTEs) for all proposed staff positions, including at minimum the required CCR&R CO and PTQ staff positions, and an organizational chart. Briefly describe which staff position(s) will be responsible for each requirement in the Scope of Work. This Staffing Plan should contain job descriptions and/or resumes that include the responsibilities and qualifications for, at a minimum, each required CCR&R CO and PTQ staff position. Please provide resumes for the CCR&R CO Network Director and PTQ Project Director. In addition, clearly indicate which staff positions and FTEs (if any) will be provided by subcontractors.
- Describe your plan to recruit, hire, train, and retain qualified staff. Please include how you will develop and conduct PTQ assessor training.

Program Management Requirements (9.1)
ELI will continue to partner closely with OECOSL to ensure successful program administration. During our monthly contract calls and related reporting, we share insights into upcoming work and provide OECOSL with information about any potential issues and recommendations on how to mitigate project risks and potential pitfalls. Moving forward, we will build on this regular communication to include quarterly summaries of CCR&R strategic progress and interactive scorecard metrics. Should any problem affect our ability to perform contractual obligations, we will notify the OECOSL team of said problem and our proposed solutions within one business day.

Processes for Data Collection and Analysis (9.2)
In recent years, we have increased the CCR&R Network's ability to access and interpret data related to stakeholders and community-level measures. Through creation of on-demand dashboards, we have provided self-service opportunities for OECOSL and CCR&R teams to view data related to program characteristics, child care referrals provided, Indiana Learning Paths training completions and more. Additionally, our team combined several data sources with a new methodology to publish the Closing the Gap report and related resources, allowing everyone an in-depth view of early learning access at the state and local levels.

Moving forward, we will continue identifying opportunities to leverage existing data in new ways or collect additional data for analysis. Examples of this work may include:

- Analysis of CCDF data held in the AIS database, to better understand longevity of CCDF vouchers and the family experience within programs;
- Child care referral data viewed in combination with AIS data, to understand how frequently CCR&R teams refer families to programs that then become successful enrollments;
- Leveraging Early Learning Marketplace data to understand where local needs for child care referrals have escalated; and
- A renewed focus on qualitative data collection (focus groups, interviews), so that rich data can be obtained and analyzed in combination with other data sources.

Support, Training, and Technical Assistance Related to Data Collection (9.2)
Particularly as the INKids launch approaches, we look forward to working with the OECOSL team to understand integration possibilities between INKids and existing systems and also better understand data

access and analysis opportunities within INKids. Each of the opportunities outlined above also leads to further training for CCR&R teams, both to understand any resulting reports and assist with data collection as needed. When possible, we also plan to share reports with other system partners and through published materials on the Brighter Futures Indiana website.

Development, Implementation, and Distribution of Reports (9.2)
Our team has provided annual reports for all three years of the current contract, and we anticipate successful completion moving forward. We see further opportunities to digitize the report and allow for interactive data manipulation within it so that readers can choose to dig in on areas of interest. While we will provide all elements as described in the scope of work, we will work with OECOSL to better understand which should be public-facing and promoting widely and which should be provided in a supplementary report directly to the OECOSL team. Similarly, we will continue using our current complaints procedure, with updates to reflect new divisions of responsibilities across partners and corresponding training materials.

We are frequently called upon to provide ad hoc data for reporting purposes (e.g., QPR reporting). In the future, we will update and promote our data request form, so that requests are tracked consistently and status updates are easily provided upon request. We will also continue the technical assistance tracking we have implemented, allowing us to report technical assistance provide to CCR&Rs and track any resulting action items.

Ticketing System for CCR&R Network Support (9.2)
Technical assistance to CCR&Rs by topic is currently tracked and provided to the OECOSL team on a monthly basis. This tracking includes both proactive assistance through outreach or peer learning discussions and responses to specific CCR&R questions. Moving forward, we see opportunities to more fully connect the technical assistance provided with local CCR&R strategic plans and monitoring efforts. We will also incorporate insights from the OECOSL team into our proactive outreach, to ensure continued alignment on shared priorities and initiatives.

Office Location and Security Requirements (9.3)
We understand the office and security responsibilities and anticipate no challenges with adhering to these requirements. We have and will continue to host meetings with the OECOSL team and CCR&R program directors at our current downtown Indianapolis location, which has adequate conference room space and workstations available upon request.

Statewide Complaints Procedure (9.4)
As part of our current work, ELI manages a complaint intake procedure and related form for use by CCR&Rs and the Brighter Future Indiana Solution Center. This form ensures that the person conducting the intake asks the appropriate questions and routes the complaint to OECOSL as need based on the nature and severity of the complaint. Moving forward, we will maintain this form and also introduce it to 211 team members for their use. We will provide information to OECOSL and other relevant parties regarding the number of complaints by type and location on a regular basis and highlight any emerging patterns or trends.

This procedure will be reviewed by our team on an annual basis. We will also solicit feedback from OECOSL, CCR&Rs and 211 team members and incorporate any relevant recommendations into the form and process moving forward.

Overall Staff Requirements (10.1)
ELI will comply with all requirements detailed in Section 10.1 of the Scope of Work, including all employment background checks and screenings to include: full criminal background checks every three years, State Child

Protection Index and Sexual Offender Registry checks being completed annually, and completion of tuberculosis tests biennially.

To achieve certain elements of the Scope of Work, ELI will engage the following subcontractors:

- The Consultant's Consortium, Inc. **(Attachment A – Form and Letter – The Consultants Consortium)**
- Indiana Afterschool Network **(Attachment 10.1 Subcontractor Agreement – Indiana Afterschool Network)**
- Holsapple Communications **(Attachment A – Form and Letter – Holsapple Communications)**
- Found Search Marketing, Inc. **(Attachment A – Form and Letter – Found Search Marketing)**

Staffing Plan (10.2)
With more than 80 years of combined CCR&R experience, ELI's team members are well-prepared to carry out this Scope of Work and are already serving in key roles under the current CCR&R CO contract.

The CCR&R Central Office organization chart is included as **Attachment 10.2 CCR&R CO Organization Chart**. In addition to the seven required positions – including the PTQ Network Director as referenced below – ELI will add a dedicated PTQ Network Manager to manage the subcontractor relationship and all other aspects of the PTQ work. Furthermore, ELI brings to bear a robust cross-functional team to lead marketing and communication; data, analytics and business intelligence; community outreach and engagement; and project management.

We have included job descriptions, including responsibilities related to the accompanying Scope of Work requirements, for the following positions:

- CCR&R CO Network Director – **Attachment 10.2 Network Director Job Description**
- CCR&R CO Network Manager – **Attachment 10.2 Network Manager Job Description**
- Family Engagement Support Staff – **Attachment 10.2 FESS Job Description**
- Community Engagement Support Staff – **Attachment 10.2 CESS Job Description**
- System Navigator Support Staff – **Attachment 10.2 SNSS Job Description**
- Data Specialist – **Attachment 10.2 Data Specialist Job Description**
- PTQ Network Manager – **Attachment 10.2 PTQ Network Manager Job Description**
- PTQ Network Director – **Attachment 10.2 PTQ Network Director Job Description**
- PTQ Rater – **Attachment 10.2 PTQ Rater Job Description**

The résumés for the following two positions are included as attachments:

- CCR&R CO Network Director – **Attachment 10.2 Network Director Résumé**
- PTQ Network Director – **Attachment 10.2 PTQ Network Director Résumé**

The following positions will be provided by the subcontractor:

- PTQ Network Director
- PTQ Rater

Recruitment, Training and Retention of Qualified Staff (10.3,10.4)
ELI takes a hands-on approach to talent acquisition and retention, using data to drive strategy. Given our institutional history and our team members' deep and broad networks, we are able to attract the best suited talent to carry out our mission. As a preferred employer of choice, we have set ourselves apart through the

innovative work we are carrying out and coupled that experience with a comprehensive total rewards package offered to our team members. While we have focused on a total rewards strategy as both a recruitment and retention tool, we have also spent an equal amount of effort on developing a comprehensive team member journey – from the creation of onboarding modules within our learning management system to the launch of a performance management toolkit for our leaders – designed to ensure our team members feel confident in their work and reach productivity in the shortest time possible.

To ensure a consistent foundation and continued approach to PTQ rating, the subcontractor will use the schedule detailed in **Attachment 10.4 PTQ Rater Training Schedule**.

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12   **SoW Section 11 – Performance Measures**

Describe how you propose to execute SoW Section 11 in its entirety. Your response should include, but not be limited to, the specific elements highlighted below and reference relevant experience, where applicable:

- Please demonstrate your understanding of and indicate that you agree to comply with the performance measures requirements for both CCR&R CO and PTQ responsibilities.

ELI is prepared to exceed the performance measures as outlined. For the combined Core CCR&R Central Office, Survey Support, Project Management Responsibilities and CCR&R CO System and Online Responsibilities, we understand that 5% of funding will be withheld annually until the four related performance measures are completed. More specifically, ELI will:

- Complete an annual work plan for the following contract year and receive approval by September 1. Similar to previously-completed plans, the plan will outline key initiatives and projects to be undertaken over the course of the year.

- Complete an annual report for the most recently completed contract year and receive approval by October 31. While the report will contain similar elements to previously-completed versions, we anticipate moving to a more fully digital format, allowing opportunities for additional interactive elements.

- Complete Quality Improvement Plans for 100% of the areas identified through quality assurance findings.

- Develop and implement two family-facing campaigns. We will ensure campaigns are relevant to the current early childhood environment and rooted in 2Gen principles. Specific measures will be determined upon campaign initiation, but we anticipate a variety of metrics related to digital engagement and overall campaign success.

Additionally, ELI is prepared to exceed the performance measures outlined for PTQ responsibilities. We understand that 5% of funding will be withheld monthly until the four performance measures are completed. More specifically, ELI, on its own or through its subcontractor, will:

13   SoW Sections 12, 13, and 14 – Billing and Invoicing, Implementation and Transition Requirements, Corrective Actions and Payment Withholds

Describe how you propose to execute SoW Sections 12, 13, and 14 in their entirety. Your response should include, but not be limited to, the specific elements highlighted below and reference relevant experience, where applicable:

- Please demonstrate your understanding of and indicate that you agree to comply with the billing and invoicing requirements, including the performance measure payment withhold requirement.
- Please demonstrate your understanding of and indicate that you agree to comply with the implementation and transition requirements. Please reference any experience where applicable.
- Please demonstrate your understanding of and indicate that you agree to comply with the corrective action and payment withhold requirements. Additionally, please describe what measures you will take to avoid corrective action throughout the Contract term.

Implementation and Transition Requirements (13.1)

We have experience with managing contract transitions. Several years ago, the CCR&R CO work transitioned from the Indiana Association for Child Care Resource & Referral (IACCRR) to ELI. We successfully navigated both the systems transitions and transition of relevant team members. More recent successful system transitions include the migration from Training Central to Indiana Learning Paths and from NACCRRAware to Work Life Systems. Because we are the current contract holders for CCR&R CO work, we anticipate transition needs to be low. Our primary focus will be on efficiently operationalizing our agreement with subcontractors to ensure no downtime in services provided, particularly for PTQ ratings and assessments. We are prepared to submit an implementation work plan within ten business days of a signed contract and will include the work outlined above along with other needed transitions to refresh our approach to the Central Office work.

Corrective Actions and Payment Withholds (14.1, 14.2)

Under our current contract, we have not experienced any corrective actions. Our team is committed to regular internal and external meetings regarding deliverables and budget management and has several organizational controls built into our overall contract management. Should a corrective action be needed moving forward, we are fully prepared to work directly with OECOSL to self-disclose when possible and quickly create a plan to mitigate risks and resume satisfactory performance.