



Request for Applications (RFA)

Pre/Post Assessment Support

Addressing Challenging Behaviors in Early Childhood

Statewide Grant Support Opportunity

Applications open February 15 – March 15

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Definitions

The following definitions and acronyms are applicable to this RFA:

Addressing Challenging Behaviors Program (ACB) – Through a grant from Texas Workforce Commission (TWC), Green Space Learning has developed the Addressing Challenging Behaviors (ACB) Program to improve access to quality childcare across the state of Texas. ACB is designed to assist Early Childhood Professionals in creating a more positive learning environment in the classroom through professional development including trainings, one-on-one coaching, and Professional Learning Communities. Green Space Learning has created and is implementing these professional development activities that help identify, prevent, and address challenging behaviors. Green Space Learning's goal is to reach 800 Early Childhood Professionals from 185 Early Learning Programs within the 18-month span of the grant.

Child Care Health Consultation (CCHC) – A certified & trained professional who: Has knowledge and experience with early childhood education, has knowledge of resources, regulations, and best practices for early childhood programs, and is able to link resources to meet nutritional, health, social-emotional, and special needs of children in early childhood programs.

Early Childhood Educator – An early childhood professional employed by an Eligible Provider that serves children from birth through five years of age.

Early Childhood Environmental Rating Scale, Third Edition (ECERS-3) - A comprehensive assessment tool that measures both environmental provisions and teacher-child interactions that affect the broad developmental needs of young children 3-5 years of age, including cognitive, social-emotional, physical, and health and safety.

Early Learning Program - A childcare program that serves children under age six (6) and that is licensed by the Texas Health and Human Services Commission's Child Care Licensing division as a Licensed Child Care Center, Licensed Child Care Home, or Registered Child Care Home.

Infant/Toddler Environmental Rating Scale, Revised Edition (ITERS-R) - A thorough revision of the original ITERS, designed to assess center-based childcare programs for infants and toddlers up to 30 months of age

TECPDS Trainer Registry - A statewide system that approves early childhood trainers and their trainings. Trainers listed on the Texas Trainer Registry have gone through an approval process that is defined by a set of qualifications which include early childhood expertise and experience, and knowledge of adult learning theories and principles. The training approval process is linked to core competencies, principles of adult learning, and other standards, such as early learning guidelines. The Texas Trainer Registry may be found by visiting the TECPDS Trainer Registry website (<https://tecpds.org/TrainerRegistry/TexasTrainerRegistry.aspx>).

TECPDS Workforce Registry - A web-based system where Early Childhood Professionals can store and access their education and employment history, as well as the professional development hours they have completed. The Texas Workforce Registry may be found by visiting the TECPDS Workforce Registry website (<https://tecpds.org/CenterRegistry/TexasWorkforceRegistry.aspx>).

Texas Early Childhood Professional Development System (TECPDS) - A joint project of the Texas Head Start State Collaboration Office (THSSCO) (<https://thssco.uth.tmc.edu/>) and the Texas Early Learning Council (TELC) (<https://www.earlylearningtexas.org/>). TECPDS launched in 2013 and continues to expand and enhance professional development opportunities and tools, such as the Texas Trainer Registry, for early childhood professionals. Housed at the Children's Learning Institute (CLI) at The University of Texas Health Science Center (UTHSC) at Houston, TECPDS is one of several statewide programs managed by CLI to support the early childhood system, including programs, professionals, and families across the state. More information on this project may be found at the TECPDS website (<https://tecpds.org/>).

Texas Rising Star (TRS) - Texas voluntary Quality Rating and Improvement System for subsidized childcare programs.

Program Description

Purpose

Green Space Learning has designed the Addressing Challenging Behaviors program to reduce expulsions in preschools. We are committed to improving access to quality childcare across the state of Texas by assisting Early Childhood Professionals in developing a positive learning environment in the classroom. As a part of this initiative, we are supporting the implementation of developmentally appropriate and anti-racism programming, building positive relationships, responsive classroom environments, and effective communications with parents through meaningful professional development, and implicit bias training. Our hopes are that through the Addressing Challenging Behaviors program, early childhood teachers will use new skills to minimize behavior issues, learn and understand their internal biases, collectively and individually reduce those biases, and reduce or eliminate preschool suspension and expulsions.

Eligibility

The successful applicant must have experience with using the observation tools ITERS/ECERS and can travel to multiple Texas counties, have an active TECPDS account. The applicant must have reliable transportation, be able to schedule observation visits with participants of the ACB program, and gain approval from the early learning program's director. The applicant must have technology to submit observation scores to Green Space Learning Program Coordinator or reporting system.

This RFA seeks certified CCHC to conduct pre and post ITERS/ECERS assessments in participating ACB early childhood programs' classrooms across various Texas counties. Applicant must include a list of counties willing to travel to. Due to the social distancing requirements, there are hybrid expectation for the completion of the rating scale. Those will be (but are not limited to) virtual visits, before/after center operation time visits, modified subscales, etc. CCHC's chosen for this project will have a meeting with the Program Coordinator for specifics on the assessment requirements.

Reporting Requirements

A successful applicant will be required to report scores within 2 business days of completion to the Green Space Learning Program Coordinator or reporting system.

Payment for Services

All CCHC's chosen for this project must submit a W-9 to Green Space Learning prior to assignments. Payments of \$125.00 for each completed assessment with the expectation that the assigned CCHC will complete both the pre and the post assessment (\$250 total) will be paid upon receipt of an invoice.

Invoices should be submitted on the last working day of the month and must be reflective of the submitted score sheets for participants/centers/programs assigned.

Application and Submission Information

Submit updated resume and completed informational form (see page 8) to Amy Foster-Palmer, Program Coordinator at amy@greenspacetx.com.

Award Announcements

CCHC's chosen will be notified by the Program Coordinator by March 19th. Each CCHC will be assigned participants of the ACB grant based on the centers/programs enrolled and the locations the CCHC designated they would be willing to travel.



Informational Form

1. How long have you been a Child Care Health Consultant?

2. List the counties you are willing to travel to complete rating scale assessments.

3. Briefly discuss how you have used the ITERS/ECERS in your professional work?
