

**Request for Information for Social-Emotional Learning
Programs/Curriculum for Children ages 2-5.**

Early Learning Alliance Network
Indianapolis, IN

www.earlylearningalliancenetWORK.org



Table of Contents

Statement of Need.....	3
Background.....	3
Qualifications.....	4
Information Requested.....	4
Time for Response.....	5
Questions.....	5
Appendix A:.....	6



Statement of Need

Developing social-emotional (SEL) skills of young children is a top priority for our organization in 2020. As such, the Early Learning Alliance Network (ELAN) is making this Request for Information (RFI) to acquire information around available SEL programs that are developmentally appropriate, and research-based. Our intent is to make available for our network of local preschool, daycare and pre-K providers information and materials that are provided as a component of this RFI.

Background

The Early Learning Alliance Network is a not-for-profit, 501C-3 organization focused on developing networks that can support the educators, families, and other caregivers of children ages 0-8. The Early Learning Alliance Network envisions a community that is empowered with information and resources to engage in and support high quality early learning. This community will exist through transparency, networking, learning, and a commitment to all young children. As a result of our work, systems of learning connect to ensure that all families, children, and educators have access to what they need to thrive.

The Early Learning Alliance Network has three standing priority areas: transitions to K-12 schools, data collection to help all stakeholders, and the empowerment of educators, families, and other stakeholders to better serve young children through their individual contributions. As an organization, we are founded on the belief that there are resources in existence to support high-quality learning for our children both in and out of formal learning communities. Our job is to empower, engage, and ignite access and understanding of those resources and supports so that all young children have countless opportunities to thrive. If those resources do not exist, our job is to develop, network, and innovate to make those resources accessible for all children. In our 2019 Providers survey, respondents noted that SEL is a top learning priority for their individual centers. Centers in our network range from serving 48-320



children ages 0–5. In all, our network centers are estimated to serve more than 19,000 young children.

Qualifications

We are specifically seeking organizations that offer developmentally appropriate, research-based materials or programs focused on the development of social-emotional capacities for children ages 2–5 years old.

Information Requested

The Early Learning Alliance Network (ELAN) is seeking access to materials and resources that are developmentally appropriate and research-based for our network of local preschool, daycare and pre-K providers. We are specifically seeking resources pertaining to social-emotional development in children ages 2–5 years old.

Completed RFI's should include at least:

1. Vendor contact for the state of Indiana.
2. Background and capacity of the organization submitting the RFI.
3. Any marketing materials that are available (brochures, posters, etc.) that could be shared with our network (please include at least 50 of each).
4. Pricing (be as specific as possible and note any opportunity your organization provides for bulk purchasing, multi-site adoption, non-profit or faith-based organizations, etc.).
5. Copies and/or links to any evidence or research conducted internally.
6. Copies and/or links to any evidence or research conducted external to your organization.
7. Sample copies of curriculum/program and all relevant materials.
8. A comprehensive list of what is included, noting age band recommendations for all materials.

All materials will be available for review by early learning providers onsite in our Early Learning Hub, all materials that are sent will become the property of the Early Learning Alliance Network. No materials will be released for implementation to any of



the organizations that visit the Early Learning Hub, and all sales leads will go directly to the vendor from the interested purchasing party.

The intent of the RFI is to streamline access to SEL curriculum/programs/materials and empower our network of early learning professionals to save time and valuable resources in accessing and selecting quality, research-based materials.

Time for Response

The Early Learning Alliance Network seeks to offer these resources for the upcoming 2020-21 school year beginning in August. The resources will be available on an ongoing basis in our Early Learning Resource Hub located in Indianapolis, Indiana.

All materials should be sent in **hard copy** to:

Early Learning Alliance Network
C/O Nexus Impact Center
9511 Angola Ct Suite 225
Indianapolis, IN 46268

A full response to this Request for Information will only be included in our Hub for network organizations if received by April 1, 2020.

Questions

Please submit all questions to Cheyenne Land Requiz via email at cheyenne@earlylearningalliancenetworg. All questions received on or before February 15th, 2020 will be publicly available at <https://earlylearningalliancenetworg/available-contracts/>

Please note that all questions pertaining to this RFI will be received only until February 14th, 2020 by 5pm ET.



Appendix A:

The following is the document that ELAN provides as a basis for curriculum/materials review for all of its networked early learning providers. This is provided as a resource to all vendors who submitted materials for this RFI, and there is no guarantee that this will be used by all interested purchasing organizations. However, ELAN is committed to encouraging the use of this tool to ensure best practice among our networked early learning providers.



Rubric for Reviewing Curriculum/Materials

The curriculum/materials rubric is provided to our network of early learning providers as a means to assist in the acquisition of materials that meet high expectations of best practice. Based on best practices in teaching and learning, this rubric is very forward-thinking with the intent of bringing our early learning materials up to speed with best-case scenario development, implementation, and use. Questions about how to use this rubric or how to implement this rubric within your organization should be directly submitted via our website

www.earlylearningalliancenet.org

Equity: To meet the needs of equity the materials should clearly include various lifestyles, economic backgrounds, religions, etc. To meet the needs of equity any child should be able to see themselves and their families in the materials. The materials should not include (unless historical in nature) graphics, pictures, etc. that are not relevant to the children born after 2012. Materials should be free of bias in any form and engage students in relevant, developmentally appropriate learning experiences.

Diversity/Inclusion: To fully address diversity and inclusion expectations the materials should be inclusive of a variety of races/ethnicities, individuals with disabilities, and all genders (including non-binary). Each picture, case study, or example should be inclusive of names that are diverse, inclusive, and demonstrative of not only the population you currently serve but also the greater global community in which your current students will live and work.



Copyright 2019, Early Learning Alliance Network

This rubric is being provided under a creative commons license. Feel free to adapt this (when citing our organization as the original author), however this cannot be used for commercial purposes without written approval of our organization.



Design and Visual Elements: Whenever possible, the elements of design and visual literacy indicative of best practice in 2019 should be evident. That means that there are multiple representations of content (audio, visual, game-based, etc.), there are at no time both serif and non-serif fonts included on the same page, and there is at no time more than three font types included in the same page or section (both for adult and child materials).

Research-based: Materials are inclusive of preliminary or executive content that is inclusive of foundational and recent citations that clearly tie the materials and the framework in which they have been constructed to relevant content research, research on learning, and cognitive science. Research should be clearly tied to content and demonstrate a clear representation of that research informing the content of the curriculum/program.

Developmentally appropriate: Materials are tied to a developmental framework that does more than tie to specific standards and grade levels. There is evidence of clear ties to research on learning, child development, cognitive development, and any relevant recommendations from the medical community. This should be evident in the duration of lessons/projects, any included assessment tools, vocabulary, and any child-focused materials with which a child will individually interact.

Rigorous Evaluation: There is evidence presented on the effectiveness of the program. That evidence is confirmed through organizations that provide an independent review of materials (examples may include: [What Works Clearinghouse](#), [Best Evidence Encyclopedia](#), [EdReports](#), or other similar entities). The evaluation of materials has been completed by individuals outside of the primary business or organization that is producing the materials.



Copyright 2019, Early Learning Alliance Network

This rubric is being provided under a creative commons license. Feel free to adapt this (when citing our organization as the original author), however this cannot be used for commercial purposes without written approval of our organization.



Multimedia: There are multiple avenues to connect with multimedia materials. Those materials are not just focused on consumption but also on the engagement of children in producing, interacting, constructing, and sharing materials that they create, co-create, and/or develop as a result of using/engaging with the curriculum or program presented. Multimedia materials make use of [Universal Design for Learning design framework](#), ensuring that all materials are created for a diverse set of users in mind.

Parents/Families: There are materials that have been specifically created for use with or informing of parents and families. Those materials show a clear tie to research, expected contribution, and expected impact for children using the materials. Parent and family materials are inclusive and available in multiple formats and clearly tied to learning science.

Training and Professional Development: Materials demonstrate inclusion of training and professional development materials that are created to engage educators in personalized professional learning. That professional learning should include suggested discussions, timelines, reflections, and resources to deepen educator knowledge of best practice overall while demonstrating best case scenario use of any materials/curriculum/program directly with students. There should be general tips for implementing with fidelity that go beyond basic expectations of counted time of engagement by students.



Copyright 2019, Early Learning Alliance Network

This rubric is being provided under a creative commons license. Feel free to adapt this (when citing our organization as the original author), however this cannot be used for commercial purposes without written approval of our organization.



Curriculum/Materials Review Results

	Not evident	Somewhat evident	Evident	Obviously Evident
Equity				
Diversity/Inclusion				
Design and Visual Elements				
Research-based				
Developmentally appropriate				
Rigorous Evaluation				
Multimedia				
Parents/Families				
Training and Professional Development				

Notes:



Copyright 2019, Early Learning Alliance Network

This rubric is being provided under a creative commons license. Feel free to adapt this (when citing our organization as the original author), however this cannot be used for commercial purposes without written approval of our organization.