



Request for Proposals (RFP): CLASS Coaching and Assessment Pilot

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Proposal Due Date: 12 June 2026

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Overview

About Early Matters San Antonio

Early Matters San Antonio is a collective impact initiative committed to ensuring every child in our region has access to high-quality early childhood education and care. Through partnerships across education, business, philanthropy, and government, the Early Matters collective drives policy change, promotes workforce investment, and expands access to high-quality programs that support children from birth through age five.

Our bold promise: All children in San Antonio have strong early learning and development, creating a powerful future for themselves, their families, and the community.

About the Access to Quality Workgroup

The Access to Quality (ATQ) Workgroup is one of Early Matters San Antonio's core collaborative bodies focused on increasing the availability and sustainability of high-quality early childhood education across Bexar County. The workgroup brings together childcare providers, intermediaries, public agencies, and community-based organizations to advance coordinated strategies that strengthen quality across the early learning system.

The group's work is focused on increasing access for families to high-quality early learning opportunities, while supporting providers in sustaining both strong business practices and quality programming. This includes expanding the availability of quality childcare slots, strengthening provider sustainability, and increasing community capacity to support children with complex needs. Partners are also working to ensure families—such as military families—can access care that meets their needs, including extended hours of care and scholarship-supported options.



Background

Through the diligent work of many community partners, Bexar County has made significant progress in expanding access to high-quality early childhood education, with a growing number of providers participating in quality improvement systems such as Texas Rising Star. At the same time, partners across the early learning ecosystem have identified a continued need to strengthen instructional quality—particularly teacher-child interactions, which are a key driver of child outcomes and long-term program quality.

While coaching and professional development supports exist across the community, access to consistent, high-quality coaching aligned with validated observation tools remains uneven. In response, the Access to Quality Workgroup has prioritized the development of a CLASS (Classroom Assessment Scoring System) Pilot. This pilot will deliver coordinated CLASS coaching and observation to a cohort of early learning programs, while generating insights to inform future scaling and investment. This effort builds on and aligns with existing coaching and quality improvement initiatives led by partners such as Workforce Solutions Alamo, Pre-K 4 SA, United Way of San Antonio and Bexar County, and Head Start programs, and others with the goal of strengthening system-wide impact through coordination rather than duplication.

Scope of Work

Early Matters San Antonio seeks proposals from qualified applicants to design and implement a CLASS (Classroom Assessment Scoring System) Coaching and Assessment Pilot in Bexar County. The selected applicant will work in coordination with Early Matters and participating partners to support a cohort of approximately **10 classrooms** through coaching, observation, and continuous improvement.

This pilot is intended to strengthen teacher-child interactions, increase familiarity and use of CLASS across providers, and generate insights that inform future quality improvement and potential scaling.

The selected applicant will be responsible for delivering services across four primary areas: (1) pilot implementation and coordination, (2) coaching and professional support, (3) CLASS observation and assessment, and (4) data, learning, and reporting. Proposals should reflect an integrated approach across all components. Any questions related to this RFP can be submitted to Tessa.Harlin@EarlyMattersSA.org no later than June 1st, 2026.



1. Pilot Implementation and Coordination

The selected applicant will support the launch and coordination of the pilot in partnership with Early Matters.

This work will include:

- Supporting recruitment and onboarding of participating providers and classrooms
- Collaborating with Early Matters and partners to finalize cohort selection
- Coordinating pilot timelines, schedules, and communication with participating sites
- Supporting overall project management and implementation across the pilot period

2. Coaching and Professional Support

The selected applicant will provide high-quality, relationship-based coaching aligned with the CLASS framework to participating educators.

This work will include:

- Delivering ongoing coaching cycles (e.g., biweekly or monthly) to participating classrooms
- Supporting educators in strengthening emotional support, classroom organization, and instructional support
- Facilitating goal setting, reflection, and feedback aligned to CLASS domains
- Differentiating coaching approaches based on educator needs and program context
- Providing structured supports for program leaders (e.g., directors) to build capacity to sustain coaching practices and instructional quality improvements beyond the pilot period, including the development of a toolkit of best practices, coaching templates, and routines; regular director check-ins; and targeted support to build directors' ability to lead and sustain coaching efforts over time
- Aligning coaching with existing supports where applicable to reduce duplication and provider burden

3. CLASS Observation and Assessment

The selected applicant will conduct CLASS observations to establish baseline data, monitor progress, and assess growth over the course of the pilot. Observations will be conducted as part of an integrated



coaching and assessment model, with clear processes in place to ensure reliability and fidelity. Personnel may serve in both coaching and observation roles, provided reliability and objectivity protocols are maintained.

This work will include:

- Conducting baseline, mid-point, and end-of-year CLASS observations
- Ensuring all observations are conducted by reliable, certified CLASS observers within the applicant's team or by subcontracted personnel
- Maintaining clear protocols to ensure objectivity and consistency in observation practices
- Providing timely, actionable feedback to educators and program leaders following observations
- Maintaining fidelity to CLASS protocols across all observation points
- Coordinating observation schedules with participating sites

4. Data, Learning, and Reporting

As a pilot effort, this work is intended to generate insights that inform future quality improvement and potential scaling.

This work will include:

- Tracking key data points, including CLASS scores, coaching participation/dosage, and educator engagement
- Collecting program-level information (e.g., program type, TRS participation) to support analysis
- Supporting the aggregation and sharing of pilot data across participating sites to identify trends, inform continuous improvement, and guide future quality strategies
- Providing regular progress updates to Early Matters and partners
- Delivering a final report that includes outcomes, key findings, lessons learned, and recommendations for future implementation and potential expansion

Additional Considerations

- The pilot is anticipated to follow a 12-month implementation timeline, including recruitment, baseline observation, coaching cycles, midpoint review, and final evaluation
- Proposals should reflect flexibility to work across a mix of provider types, including center-based programs and, if feasible, family childcare homes



- The selected applicant must ensure that all personnel providing coaching or conducting classroom observations meet all requirements to enter and work within early childhood settings, including completion of background checks, required clearances, and compliance with all applicable state and local regulations.
- Vendors may propose additional components, including credentialing opportunities or sustainability strategies, that strengthen long-term impact

Budget

Early Matters San Antonio anticipates an investment of approximately **\$176,000** to support the implementation of a CLASS (Classroom Assessment Scoring System) Coaching and Assessment Pilot serving a cohort of **10 classrooms**. This budget reflects the structure developed through the Access to Quality Workgroup and CLASS subgroup and is aligned with the expected scope of work.

Proposals should be developed within this budget framework and clearly demonstrate how funds will be allocated to support the full delivery of the pilot, including coaching, observation, evaluation, and sustainability supports. The budget amounts outlined for each component are intended as guidance based on the anticipated structure of the pilot. Early Matters San Antonio will review proposals holistically and may consider reasonable variations across budget categories, provided they are clearly justified and demonstrate an effective and strategic use of the total allocated funding.

The anticipated budget structure includes the following core components:

- **Coaching Support — \$100,000**
Compensation for coaching personnel responsible for delivering ongoing, CLASS-aligned coaching to approximately 10 classrooms, including planning time, coaching sessions, and educator support
- **Teacher Participation and Engagement Supports — \$20,000**
Stipends to support participation and sustained engagement of educators across approximately 10 participating classrooms. The selected applicant will be responsible for administering and distributing these funds directly to participating teachers.

Proposals should include a clear plan for stipend distribution, including timing (e.g., initial participation, midpoint, and completion) and structure, to support consistent engagement throughout the pilot.



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- **Program Leadership and Sustainability Supports — \$30,000**
Coaching, resources, and capacity-building supports for center directors and program leadership to sustain improvements in instructional quality beyond the pilot period. This includes the development of a sustainability toolkit with best practices, coaching templates, and routines aligned to CLASS; regular director check-ins and coaching; and intentional capacity-building to support directors in leading and sustaining coaching efforts independently over time.
- **Evaluation and Data Analysis — \$10,000**
Collection, analysis, and reporting of pilot data, including outcomes, key findings, and recommendations. This includes development of a comprehensive final report; collaboration with Early Matters and partners to share aggregated data and insights; and preparation of data in a format aligned with Early Matters requirements to ensure compatibility with the shared data hub.
- **Administrative and Project Management Support — \$16,000**
Coordination, scheduling, communication, and overall project management required to successfully implement the pilot. This may also include tools, platforms, or associated fees necessary to support implementation, communication, scheduling, and data management.

This budget includes:

- Baseline, mid-point, and end-of-year CLASS observations
- Ongoing coaching cycles aligned to CLASS domains
- Structured goal setting and feedback for teachers
- Director-level supports to promote sustainability
- Aggregated data collection and reporting to inform system-level learning

Vendors should provide a detailed and itemized budget that aligns with the structure above and clearly describes how proposed costs support the delivery of each component. Any proposed variations to this structure should be clearly justified and aligned with the overall goals of the pilot.



Proposal Requirements

Proposals should be no more than **7 pages** (minimum 12-point font) and must include the following components:

Cover Sheet

Include your organization's name, address, website, and primary point of contact, including email and phone number.

Table of Contents

Statement of Purpose

Provide a clear and concise description of your proposed approach to implementing the CLASS Coaching and Assessment Pilot.

This section should demonstrate:

- Understanding of the goals of the pilot, including strengthening teacher-child interactions and improving instructional quality
- Alignment with a cohort-based pilot serving approximately 10 classrooms
- Familiarity with the CLASS framework and its role in quality improvement
- Ability to operate within a collaborative, partner-driven environment

Work Plan / Approach

Describe your approach to delivering the full scope of work, including coaching, observation, and data.

This section should include:



- **Pilot Implementation and Coordination**
Approach to onboarding providers, coordinating schedules, and managing pilot logistics
- **Coaching Approach**
Description of coaching model, frequency (e.g., biweekly or monthly), and strategies used to support educators in improving emotional support, classroom organization, and instructional support
- **CLASS Observation and Assessment**
Approach to conducting baseline, mid-point, and end-of-year observations, including maintaining reliability and providing feedback
- **Data Collection and Use**
Approach to tracking CLASS scores, coaching dosage, educator engagement, and program-level characteristics
- **Learning and Continuous Improvement**
How your organization will use data and feedback to adapt coaching and support over the course of the pilot
- **Sustainability Approach**
Strategy for supporting center directors and program leadership to sustain improvements beyond the pilot period
- **Alignment with Existing Systems**
Approach to coordinating with local partners and existing initiatives to avoid duplication and strengthen alignment

Project Timeline / Schedule of Work

Provide a proposed timeline aligned with a 12-month pilot structure, including:

- Provider recruitment and onboarding
- Baseline observations
- Coaching cycles
- Midpoint assessment and progress review
- Final observations and evaluation

Vendors may propose refinements to the timeline but should maintain the overall structure of a phased pilot approach.



Budget and Cost Breakdown

Provide a detailed and itemized budget aligned with the required pilot structure and total anticipated investment of approximately \$176,000.

Budgets should clearly reflect:

- Coaching support
- Teacher participation incentives
- Program leadership/sustainability supports
- CLASS observations and assessment
- Data analysis and evaluation
- Administrative/project management costs

Vendors should also include:

- Cost per classroom
- Any assumptions related to staffing, frequency of coaching, or service delivery
- Justification for any proposed variations from the outlined budget structure

Administrative costs should not exceed 10% of the total budget.

Experience and Qualifications

Describe your organization's relevant experience, including:

- Experience delivering CLASS-based coaching and conducting CLASS observations
- Experience working with early childhood providers in community-based settings
- Experience implementing pilot programs or cohort-based models
- Experience working within collaborative or multi-partner environments

Include key staff qualifications, including CLASS certifications or relevant credentials.

Work samples may be included as an appendix and will not count toward the page limit.



References

Provide at least two professional references who can speak to your organization's ability to successfully deliver similar work, particularly related to coaching, CLASS implementation, or early childhood quality improvement initiatives.

Timeline

- RFP released: 05/22/2026
- Questions due: 6/01/2026
- Proposals due: 06/12/2026, by 5 pm CT

Selection Criteria

Proposals will be reviewed based on the following:

- Demonstrated experience and relevant qualifications
 - CLASS Infant and Toddler/ CLASS Pre-K 2nd Edition Certification
 - Demonstrated experience with similar projects, including up to three (3) examples detailing scope of work, number of observations conducted, number of classrooms and programs served, age groups supported, and overall project outcomes or impact
- Scope of Work/Timeline Approach and Feasibility
- Alignment with the goals and scope of this project
- Costs/Pricing
- References

Selection Process

The selection process will be conducted by a steering committee composed of community members, Access to Quality participants, and Early Matters San Antonio staff who do not have any conflicts of interest. This committee will review all submitted proposals using the criteria outlined above and will make the final selection based on alignment with project goals, feasibility, and potential impact.

Submission Instructions

Submit proposals as a single PDF to: Tessa.Harlin@EarlyMattersSA.org
Subject line: RFP Submission – CLASS Coaching and Assessment Pilot



Appendix A

The following resource is provided to offer additional context and guidance for the development of proposals. Vendors are encouraged to review and incorporate it into their proposed approach, as appropriate.

- **Early Matters San Antonio Website**
<https://earlymatterssa.org/>

