Parents as Teachers: Foundational Curriculum Content Experience Reimagined

Request for Proposals

REQUEST MADE BY: Parents as Teachers (parentsasteachers.org)

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Contents

Introduction

Parents as Teachers is soliciting proposals for a back- and front-end Development Partner to provide technical infrastructure, custom web services development, templating design and website production, and product testing and QA services to support the migration of their core curriculum product from a PDF book to a new web product; and to set up, customize and deploy the supporting content management system (CMS) platform, content management templates and UI, and related publishing systems as outlined in the criteria below.

Background

The Parents as Teachers National Center (PATNC) supports a network of parent educator home visiting professionals (PEs) who work closely with families in the United States and abroad to promote the optimal early development, learning, and health of children by supporting and engaging their parents and caregivers to ensure that all children will develop, learn and grow to realize their full potential.

To support PEs work with families, PATNC has developed research-based and evidence-informed **Foundational Curricula**, along with related training and implementation support resources, designed to help equip PEs in home visitation, early childhood, social work, and family and consumer science settings with the knowledge, skills, and tools they need to support families parenting young children.

About the Foundational Curricula Product

PEs use the **3,000+ pages of Foundational Curricula and its related supporting resources** to prepare for, plan, and conduct family visits and related parent-child and family interactions. The curriculum is comprised of several main types of resources used by PEs to help structure these engagements:

- **Parent Educator Resources (PERs):** informational resources designed to help PEs learn about and better understand the issues and needs relevant across all ages and stages of parenting from prenatal through the kindergarten transition. These resources comprise narrative written information, along with relevant images, sidebars, external links, embedded video, and references, and provide background and context for PEs to plan discussions with families around parenting and child development topics.

- **Parent Handouts (PHs):** informational resources designed specifically to guide conversation with families. PEs use these resources to guide conversations and share important information on key aspects of child development and parenting, and to allow families to record, track, and share their experiences. These resources contain minimal text and graphic elements, and provide areas for parents and families to record their experiences and notes.

- **Activity Pages (APs):** resources designed to provide a framework for interactive parent-child activities during home visits. PEs use these resources to plan and manage activities that relate to specific ages and stages of child development, and to capture important information learned during that activity. These resources contain

equipment lists, and step-by-step instructions, along with areas for parents and families to record their experiences and notes.

- **Planning Guides (PGs):** functional resources designed to help PEs plan the structure of and organize required information and resources for a family visit or group connection. PEs use the guides as a template or outline for planning a specific visit. Foundational Personal Visit Plans (visits 1-8) and Step Up Plans include a list of related PERs, PHs, and APs for PEs to choose from, whereas the general Planning Guide simply provides the structure for PEs to create relevant collections of these resources. These guides include both process information and areas for PEs to record key visit planning information.

- **Additional resources** that support the implementation of the curriculum include a variety of screening and **tracking tools**, **checklists**, **tutorials**, **shortcut cards**, **book lists**, and more. These resources take on many forms as required by the content, and are grouped into general models by type and purpose.

Product History and Status

While PEs have clearly communicated to PATNC the value of the curriculum content, they have also communicated their challenges working with the existing platform, and requests for how the content experience could better align with their needs and ways of working.

In 2010, the Foundational 1 and Foundational 2 Curricula (comprising the core Foundational Curricula) were migrated from print books to an online experience as separate, large online PDF books offered via the NxtBook platform. Additional supporting resources are currently made available online via a separate online customer portal (eBiz Portal). This authenticated portal site serves as the access point for all curriculum products and related services and information, as well as other customer-facing content and services.

While the migration to NxtBook represented a step forward to digital product access, PATNC and its audience of PEs have since outgrown the capabilities provided by the platform. PEs have specifically shared their feedback on the underperforming search functionality, the bandwidth overhead required to access and manage the large online books, and the limitations of quickly and easily finding relevant resources within the megalithic PDF environment and the separate customer portal.

For internal content management staff, updating the curriculum in NxtBook is an inefficient and time-consuming process which takes valuable resources away from focusing on product evaluation, growth, and enhancement. Having all the curriculum content locked into large PDF objects also fails to meet the organization's standards for accessibility.

Project Purpose

The PATNC curriculum product team has solicited direct PE feedback and evaluated internal strategy and analytics to understand content usage patterns in context, and has initiated a project to reimagine the content experience it offers to its primary audience of PEs and the teams that partner with them to promote the PATNC vision and mission.

The goal of this project is to develop a new product experience composed of a comprehensive content management system and user-friendly, web-based delivery vehicle

for core curriculum content and supporting resources. This new experience should enhance the ease, speed, and efficacy with which PEs search, explore, discover, access, and create targeted collections of resources that are uniquely relevant to their needs and circumstances, facilitate sharing of appropriate information with the families they serve.

The new content experience should also provide a foundation for more streamlined product management, and iterative product development driven by internal PATNC strategic priorities and growing product roadmap. The current project plan contemplates at least one planned iteration following this first phase of development and evaluation of user feedback on the initial public launch.

The system should provide a robustly extensible environment to implement these iterative product updates, improvements, and new features in the immediate future (including the integration of additional curricula).

Target Audiences

Primary audiences: Parent Educators (PEs) (external), PATNC content team (internal)

Secondary audiences: PE Supervisors (external) and PATNC trainers (internal/external)

NOTES: The core audience of PEs is broken down by their customer relationship with PATNC. There are several customer types, or tiers, that have access to various product supports, and on occasion, specific curriculum content features. The proposed curriculum site must acquire these customer/user characteristics from the existing PATNC CRM (Aptify), and administer access to new curriculum website content via related, custom CMS permissions (see requirements and integration below for additional detail).

The product team also recognizes parents served by PEs (through PATNC programs and independent practitioners) as last-mile audiences who benefit from the success of this project. PATNC will evaluate parents' role and needs in key workflows as primary beneficiaries of (and tangential participants in) the content experience to ensure decisions made for PEs ultimately support positive experiences and outcomes for parents and families. Parents will not be considered a direct primary audience for the purposes of this project.

Project Requirements

Primary Project Components

This project is expected to comprise several core product components:

1. Implementation of a powerful, extensible multi-user CMS platform and toolset for content ingestion, storage, management, templating, and delivery.

2. Standardized content types, metadata models, and object templates that support fundamental CRUD (create, read/reference, update, delete) workflows for internal product management staff, and facilitate a consistent experience to site users across multiple platforms.

3. Migration of curriculum and supporting resource content from existing platforms (PDF, InDesign, MSW) to the new content database.

4. Design, development, and launch of an authenticated, user-friendly, interactive, and responsive curriculum product website supported by output from the CMS and integrations with existing systems.

5. Integrated analytics that provide data to drive understanding and insight around content and platform usage, and support data-driven decisions for future iterative development of product and platform.

CMS Requirements

The CMS platform must provide a solution for storing and managing content that is separate from the creation and management of user-facing templates. The content database should be able to support content delivery across a variety of vehicles (e.g. website, learning management system, mobile app), and it must include a user-friendly (no-code or low-code) user interface and toolset for the PATNC content team to manage CRUD workflows for the curriculum and supporting resource content. The project team has developed the following draft infrastructure model for reference. Development Partner candidates are encouraged to review and provide questions, feedback, and/or alternatives based on their proposed solution.

CMS Platform and Tool Set Requirements

Minimum required features of the solution include, but are not necessarily limited to:

- A database-driven content management solution that separates content data from presentation / output layer

- A multi-level end-user management and authentication system

    o Control over individual user or role-based views and permissions

    o Page-level, object-level, and component-level permissions

- Standardized data input workflow and related templates (approximately 8-10 content types for phase 1, comprised of reusable components, plus multiple metadata categories)

    o User-friendly data model customization UI for CRUD

        ▪ Create and manage content type templates
        ▪ Create and manage content objects
        ▪ Define and manage content object relationships
        ▪ View content object collections
        ▪ Delete content objects

- A user-friendly manual data entry UI (e.g., survey or form) for custom source data provided by content managers

- Support for automated data ingest from standard source formats (e.g., database, XML)

- Built-in translation services for multiple languages and/or support custom glossaries to manage translation

- Integration with existing CRM (Aptify) to define and manage user permissions and authentication

- Integration with existing DAM (Canto) to reference related assets (PDF, image, video)

  o Support for adding references to viewable / downloadable PDF versions of resources managed in DAM (Canto)

- Ability to collect usage analytics, including on an individual object basis

- Standardized output models and supporting templates for public-facing website (multiple standard views (e.g. lists, individual resources, etc.)

  o User-friendly template customization UI

Hosting

The platform must be supported by an external hosting solution, along with integrated security and software/platform updates, as PATNC does not have the staff capacity to own, run, or manage server architecture for this product. The content management toolset should ideally be accessible through a cloud-based interface. Any hosting or additional infrastructure requirements that would need to be implemented or managed by Parents as Teachers must be specifically outlined in the proposal.

Refresh, Volume, and Caching Requirements

New site content may be added as frequently as weekly (news and updates), but the core curriculum content will be updated periodically (e.g., quarterly, annually, or bi-annually) depending on product performance and audience needs. The site data is not expected to be changing more than periodically.

Due to the size of the curriculum product, the proposed platform should include advanced caching solutions, particularly to support extensive item list views and complex, faceted search functionality.

Platform Integration

Support for an improved audience-facing experience will require systemic improvements to internal content management and delivery platforms, infrastructure, and workflows for PATNC to efficiently manage and deliver content assets seamlessly across a variety of platforms. The new content management platform and toolset must also capitalize on and integrate with other relevant components of the larger PATNC product and technology infrastructure. The project team is working closely with the PATNC IT team to provide guidance around this technology stack. Integrations with existing platforms and toolsets include, but are not limited to, existing CMS and CRM platforms, a Digital Asset Management (DAM) platform, and a Learning Management System (LMS). The following integrations must specifically be addressed as part of this foundational phase of development:

- Integration with an existing CRM (Aptify) to manage users and permissions/authentication.

- Integration with an existing DAM (Canto) to reference and access resource documents (PDF) and product assets (integrated images, videos, etc.)

- Support for Nxtbook product to provide an overlap phase during the early release of the web content experience.

- Integration with an existing LMS (Aptify) to provide support for new training material development and deployment to PE users.

The CMS solution should also be capable of supporting iterative feature development which will require additional integrations in the next phase of work, including but not limited to:

- Integration with an existing mobile app to support additional end-user access to certain resource types.

All platform and infrastructure decisions must be mindful of changing tech systems within PATNC, and be designed to minimize effort and disruption when integrated systems are modified, upgraded, or changed. (NOTE: PATNC has a planned update of their existing CRM to a new platform in the next 18-24 months. The system should be architected with robust support to streamline this type of change in the related tech stack.)

Analytics

The CMS should allow the content team to better understand audience engagement with its product resources by providing integrated analytics that deliver data required to identify audience needs, patterns, and preferences that can drive future content development priorities.

Artificial Intelligence

The PATNC team is interested in exploring ways that AI can be implemented and integrated within the product feature set to support and optimize the user experience.

Potential Dev Partners should feel free to propose other/additional solutions with justification and implementation detail.

End-User Website Experience (UX) Requirements

The PATNC product team spent the past six months working with primary audiences to explore work objectives, processes, challenges, and needs. The team developed a set of functional requirements based on user inputs, and created a **curriculum site prototype**[1] to test and evaluate with end users the utility of a proposed feature set. This prototype should act as a basis for development of final site functionality and general structural design.

The shift to a website-based solution will represent a change in workflow for primary users, so the prototype adheres to some of the core design principles of the current NxtBook

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[1] *The clickable prototype provides an incomplete set of example pages. Look for the pointer cursor, or use the "Interactions" icon at the top of the interface to highlight items that are navigable.*

product in order to provide a UX bridge that the project team hopes will help users acclimate to the new site during this first iteration of the product redesign.

The proposed curriculum site structure, as defined in the [prototype](), should include at a minimum (in addition to standard site header and footer):

1. Landing page
    a. Access to search function, news update section, highlights for featured curriculum resources
2. Curriculum section
    a. Six subsections containing the bulk of the browseable curriculum content resources in faceted list views
    b. Individual resource views
        i. Multiple content types
        ii. Contain links to related resources and information
3. Planning tools section
    a. Faceted list views of planning resources
    b. Individual resource views
        i. Multiple content types
    c. Guided search ("planning assistant") that provides a step-by-step metadata-driven criteria selection process that delivers custom search results (*see [prototype]() for a walkthrough example*)
4. Guidance and troubleshooting section
    a. Faceted list views of resources
    b. Individual resource views
5. News and updates section
    a. Blog style updates list
    b. Individual news item view
6. Help / FAQ section
7. User Account section
    a. Limited user settings
    b. Saved search criteria
    c. Custom user-created resource lists (bookmark collections)
8. Search and advanced search function
    a. Keyword and multifaceted metadata criteria selection

      b.   *See Guided search (above) in Planning Tools section*

9. Search results

      a. Faceted list view of matching resource results

      b. Filterable, sortable, groupable by type, language, age range, topic

      c. Save search criteria for later reference (see *User Account section*)

The proposed site should support at a minimum the following user actions:

- Browse the extensive library of resources via list views across multiple sections of the curriculum, planning tools, guidance documentation, and news

- Filter, sort, and group resource lists by content type and other metadata categories

- Download and share (via print and email) those curriculum resources

- View individual curriculum resources* alongside related content and information

- **Use a robust keyword search function, supported by additional metadata options, to find highly relevant resources[2]**

    - See results based on defined resource-type and other weighted priority criteria, as well as relevance of selected metadata and keyword

    - Group, sort, and filter search results based on metadata tags, language metadata, and resource type

- Use a guided search experience, with step-by-step criteria selection that results in a list of matching resources with the same capabilities as the keyword search

- Easily see and navigate to related content assets

    - Example: PERs and Planning Guides should prominently reference related PHs and APs.

- Easily see and navigate to multiple versions of the same resource.

    - Examples: Users should be able to access a different language version or an adapted version of any resource with a single click.

- Bookmark one or multiple resources, saving them to one of multiple personal/custom resource collections.

    - Users should be able to view, add, and remove items from a list, name lists, and delete lists.

In addition to the required feature set, the site must be:

- Designed to provide a responsive and highly usable UI across multiple devices including desktop computers, and common tablets and mobile devices.

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[2] A robust search feature that can deliver and prioritize results by content type and metadata/topic relevance, in addition to keyword matching, is critical to PATNC users, and therefore central to the success of this project.

- Extensible enough to support additional content and features in iterative product development cycles. In the immediate future this will include:
  - Addition of new content types;
  - Integration with an existing mobile app and related training courses via an existing learning management system.

Product Design Services and Process

The PATNC project team will provide visual design direction to ensure the product design aligns with their current brand and overall product space, including a foundational design system. The Development Partner will provide responsive product design implementation that aligns with that direction and with the proposed feature set and structural foundation provided by the product prototype.

The PATNC project team can provide a walkthrough of the **curriculum site prototype** upon request.

Individual resource views in the initial product release may depend on resource type and the time and effort required to extract and migrate content to the new CMS. The minimum expectation is that all PERs will be converted from PDF to HTML text delivery. PHs, APs, and other similar asset types may remain accessible as PDF documents, but should still be entered into the content database as individual assets/objects with appropriate metadata tags and references to the PDF files in the DAM system. Visual previews of assets remaining in PDF form should be available to end users (this feature may be supported by the website or the DAM, to be determined).

Objectives and Success Criteria

Primary Objectives for External Audiences (PEs, supervisors and trainers)

PATNC expects that developing and deploying an HTML-based curriculum site driven by a new CMS platform and toolset will create an experience that allows PEs to spend less time navigating the curriculum, and more time planning and delivering quality services for families. A successful experience design means primary PE audiences will be able to:

- Easily and efficiently find and access the resources that align with a particular family's circumstances, configuration, or goals through use of targeted metadata.

- Easily locate relevant content and supporting resources in the languages they require to accomplish their tasks, and to support the families they serve.

- Quickly and seamlessly navigate between language versions of resources to support multilingual experiences.

- Easily share relevant resources (via download, email, print) with the families they serve.

- Find content in formats that are well aligned with PEs ways of working, jobs to be done, and ease of use.

- Identify appropriate workflows as either novice or experienced practitioners, with clear starting points and relevant pathways to appropriate content.

- Break out of habitual access and usage patterns so they can discover more, and more relevant, content.

- Have more insight (ah-ha / success) moments by discovering just the right content in the right format at the right time, and avoid feeling overwhelmed by the large/broad content offerings available within the curriculum.

- Successfully navigate and access content via solutions that support their primary ways of working (including various devices, platforms, formats, etc.).

- Minimize the time required to complete common tasks (e.g., finding relevant resources, planning a family visit, sharing resources with families).

- Spend less time navigating the curriculum and content infrastructure, and more time implementing appropriate strategies with families.

- Find content that is more timely, relevant, and up-to-date.

- Employ a variety of assistive technologies to provide maximum accessibility of resources and information provided by PATNC.

Longer-term end-user outcomes include:

- PEs have a highly usable interface to operationalize the curriculum and support their planning tasks so that they can spend more time focused on family needs and engagement. More families benefit from quality interactions and resources from PEs.

- PEs are more aware of the full breadth and depth of resources available to support their work with families.

- PEs experience increased consistency in workflows across a variety of jobs to be done.

- PEs report less confusion and frustration with content access and implementation

- The curriculum provides improved accessibility (e.g., for impaired users, multiple-language users).

- PEs are able to take a more holistic approach to providing services to families, and develop greater discernment to individualize services to families.

- Instances of erroneous resource usage are dramatically reduced.

Primary Objectives for Internal Audiences (Content staff)

The new content management system should provide optimizations and improvements for the PATNC internal content development and management staff. Primary requirements include optimized tools and workflows for content team members to:

- Efficiently CRUD (create, read/reference, update, and delete) content assets in a low- or no-code environment.

- Easily tag content assets with appropriate metadata, and connect content assets to the broader spectrum of related resources (e.g., other curriculum assets as well as model implementation resources residing in the eBiz Portal).

- Explore and analyze relevant usage data and analytics to drive decisions on optimal delivery design and new content development.

Additional internal staff outcomes include:

- Content managers are able to shift time away from technical solution-management and toward content analysis, improvement, and deployment.

- Content management platforms, infrastructure, and toolsets solve current product publishing and maintenance challenges presented by Nxtbook workflows.

- Create more effortless workflows based on increased systems integration.

- Simplification of back-end content management workflows based on improved alignment between platforms, tools, and ways of working.

Success Measures

A successful project will provide measurable value across several indicators for PEs and the PATNC content management team. The platform and user-facing site should provide improvements over the current distributed curriculum content experience for PEs through:

- **Ease of Use:** PEs of all experience levels can understand and use the site and features with a minimum of training and supervision; the toolset simplifies the process and tasks involved in exploring, finding, collecting, and operationalizing curriculum resources.

- **Speed:** PEs can find, collect, and use resources to plan a family visit more easily and efficiently than with the current NxtBook-based product (NOTE: this metric may require a degree of training or time to familiarize with the new product site, as PEs can be creatures of habit).

- **Cost:** significantly increases the overall cost-benefit for PATNC currently associated with managing, maintaining, and upgrading the existing curriculum product and related resources (i.e. any initial investment mitigated by savings in the long term and quality of services provided).

- **Quality and Utility of Outputs:** PEs have increased flexibility and agency when interacting with core curriculum. Accurate and timely product usage increases, as does overall product utility for PEs.

- **Accessibility:** PEs with a variety of use requirements or needed accommodations are better able to consume curriculum content, and content formats better lend themselves to appropriate user process, device, and workflow requirements. The new content experience provides robust and seamless access to resources in support of a multilingual workforce.

- **Sustainability:** the system is maintainable by the PATNC content team within or below their current operating budget and existing staff capacity/capabilities. The

system is designed with extensibility in mind, and the ease and efficiency with which upgrades, fixes, and new features can be built, tested, and implemented.

PATNC Project Team and Roles

Selected Development Partner will work closely with the following PATNC project team to coordinate services and deliverables.

PATNC Core Project Team Roles

Executive Project Sponsor: provides executive direction, strategic guidance, and project oversight, and has final approval of all deliverables.

Product Lead: leads the development of product feature and UX requirements and ensures the project process and product deliverables meet expectations.

Content Lead: oversees the creation and delivery of product content, determines requirements for content management, and provides insights on UX.

Creative Lead: develops brand and visual design direction for products, delivers creative brief and design system guidance, and has final approval on visual design components and deliverables.

Engineering Lead: provides guidance on backend system requirements and supports implementation and integration design and development. (There are additional supporting roles on the PATNC IT team who will help coordinate systems access, account setup, etc.)

Project/Product Manager: coordinates with project team to understand, interpret, and document product requirements, models and communicates product requirements, and manages and supports project execution.

Roles - Development Partner Team

The Development Partner is expected to provide at a minimum, specialists in the following areas to provide services and develop deliverables:

- Technical engineering and systems integration
- User experience strategy and design
- Front-end development and production
- Quality assurance and testing
- Project management

Development Partner Requirements

The product Development Partner will provide **back-end development services** to deploy a new CMS platform and related content object templates, metadata libraries, and custom search functionality, as well as the system integrations required to connect with existing PATNC technology stack and related services. The partner will provide **front-end design**, **templating, staging and launch of web solution** that allows target audience users to quickly, easily, and efficiently find and operationalize curriculum resources. The partner will also develop an **integrated core analytics** solution for the web experience.

Services and Deliverables

Proposed Services

- CMS platform and web services design, engineering, and deployment

- Website design, templating, web services development, systems integration, staging and deployment

- Content migration support

- Iterative and final quality assurance and testing

- Technical support during the build and initial pilot phases of the project

- Iterative platform / tool set fixes and updates during a multi-phased field pilot

- Staff training and support for new CMS and related platform products

- Project coordination with PATNC project team

Proposed Deliverables

- Comprehensive CMS solution, including user-friendly, multifunctional data input and output (CRUD) toolset and UI for internal content management that meets all product requirements

- Fully functional and deployed responsive curriculum product website that meets all product requirements

- Integrated analytics functionality / tools and services

- System, toolset, and workflow training and comprehensive documentation for PATNC staff

Timeline

Project strategic development began in May of 2024. The functional product development timeline is **January 2025 – February 2026**. Project objectives must be met by March 1, 2026. The 14-month project plan includes multiple phases:

Requirements definition and solution planning (**MAY - NOV 2024**)
Conducted by PATNC prior to the start of work by the Development Partner, included:

- Project strategy, scoping, and implementation planning

  o Documenting project strategy, objectives, and success measures

  o Defining an overall project timeline and team roles

  o Defining a high-level roadmap to support phased product development (now, next, later)

- Audience discovery and product requirements definition

  o Defining end-user roles, relationships, and goals

- o Gathering and analyzing user product feedback to document current needs and challenges

- o Determining appropriate high-level product strategies

- o Outlining functional platform and product UX requirements

- o Prototyping and testing user experience solutions

- Content audit, mapping, and metadata standards

  - o Reviewing and documenting/mapping phase 1 resources

  - o Defining content types

  - o Defining a standardized metadata model

- Branding and design direction

  - o Documenting a brand-based design system

  - o Developing a creative brief to guide front-end visual design

Technical system implementation and customization (JAN 2025 - JUL 2025)

To be conducted by the Development Partner, with support from PATNC project team to:

- Select, stand up, and configure a CMS instance.

- Develop integrations with existing Aptify CRM required to support identity and access-management permissions.

- Design content object templates based on content type definitions, metadata model and related requirements.

- Develop internal content management UI environment, including any customizations required to support CRUD workflows for the PATNC content management team.

- Develop integrations with existing Canto DAM to support asset reference and retrieval.

- Deploy the CMS platform and UI feature set to a production environment.

- QA test the deployment.

- Provide toolset, workflow, and software overview to PATNC engineering team.

- Provide platform UI onboarding and training for the PATNC project team.

Front-end site design and template development (MAR 2025 - SEP 2025)

To be conducted by the Development Partner, with support from PATNC project team to:

- Develop UX / visual designs for user-facing website.

- Develop front-end site templates based on UX requirements and creative brief..

- Migrate and work with test content to evaluate template / feature efficacy.

- Integrate necessary systems and web services to support site functionality.

- Deploy the site templates to a production environment.

- QA test the deployment.

- Provide toolset, workflow, and software overview to PATNC engineering team.

Content migration and initial site launch (JUN 2025 - OCT 2025)

To be conducted by the Development Partner and the PATNC project team:

- Migrate all content resources to content database.

- Deploy full, navigable website to production environment.

- QA test the deployment and make necessary adjustments to the platform and templates.

- Provide toolset, workflow, and software overview to PATNC engineering team.

Parents as Teachers will collect insights during an initial launch / pilot period and work with Development Partner to prioritize manageable revisions and improvements to the site and CMS system based on evaluation by the team and user feedback.

>> Product soft launch for targeted pilot: by OCT 31, 2025

Evaluation and revision (OCT 2025 – FEB 2026)

To be conducted by the Development Partner and PATNC project team to:

- Review and prioritize initial product feedback from users and PATNC team.

- Make reasonable modifications of the site templates and functionality based on priority feedback..

- QA test the deployment and make necessary adjustments to the platform and templates.

- Provide final workflow review and follow-up training for the PATNC project team.

>> Final product launch: by FEB 14, 2026

Between the soft launch and the end of the final revision and launch period (**OCT 2025 - FEB 2026**), the Development Partner will also provide a warm handoff of the management of the CMS platform and site toolset, including final training and documentation, to the PATNC product and engineering teams.

Project Cost

Potential Development Partner must submit a project cost/budget that contemplates CMS platform setup and configuration, I/O (CRUD) template and UI design, content database setup and storage, system build, integration, and deployment, user-facing site design, production, QA and launch, as well as training for Parents as Teachers staff, and per-user platform or system costs for PATNC team and pilot users across the build and pilot phase.

Proposals must also include a **separate line item(s) for projected ongoing operational expenses** for platform licensing and support, user/account management, data management and other relevant costs required for Parents as Teachers to maintain the platform/toolset after this initial scope of work is completed — including additional per-user fees, data storage tiers, and support services costs on a monthly or annual basis.

Proposal Requirements

Please include, at a minimum, the following components in your proposal:

Overview: Include a brief overview of your team's perspective on the project that demonstrates your understanding of our goals and requirements.

Technical Approach: Describe in detail your proposed infrastructure and tech stack solution including justification for how it aligns with and supports specific project and product requirements. Include strategies for integration with existing systems, and describe how the solution provides efficient pathways for iterative development in later phases of work.

Services and Deliverables: Describe in detail your proposed services and deliverables for meeting the stated project requirements with proposed activities and solutions for each component or requested feature. Briefly describe approaches and strategies that should be considered as differentiating factors during proposal evaluation.

Examples: Include (or provide access to) any relevant examples of work that show how you have provided solutions to similar projects in the past, with brief explanations of the relevance of each example. Please include references from companies with whom you have implemented in the past.

Schedule / Timeline: Include a detailed project schedule addressing the proposed project phases in a form that demonstrates your understanding of the desired outcomes and time frames, including critical path, task dependencies, and task overlap. Please note that the term of work for this project will end on March 1, 2026, and all services and deliverables (including all development, QA, final deployment, testing, revision and documentation) must be completed and operational by that date.

Team/Process Expectations: Include an overview of what your team expects and requires from the PATNC project team to successfully deliver on the project requirements. Explain your understanding of and expectations for roles and collaboration process, as well as your expectations for communication workflows, approval cycles, and time commitments.

Budget Detail: Include a total project cost, as well as a line-item breakdown of costs by task and (if relevant) by team resource/role. Proposals should also include a separate line item for any projected ongoing platform and data management costs — including additional per-user fees, data storage tiers, and support services costs on a monthly or annual basis — required for PATNC to maintain the product after this initial scope of work is completed.

*ADMINISTRATIVE NOTE: After selection of the contractor, the contractor must submit a budget before the contract is signed. Since PATNC is a not-for-profit organization, we can only pay an indirect cost rate up to **15%**. Indirect costs are items such as rent, utilities, insurance, equipment rental/maintenance and Administrative salaries/expense. This rate must be calculated based on the direct costs budgeted in the program/contract.*

Company and Team Description: Include descriptions of your company, and the actual team members who will provide the proposed services. Include all relevant skills, experience, and philosophy.

Evaluation Criteria

PATNC will select a Development Partner based on evidence of fit provided in the proposal, and will judge favorably proposals that:

- Demonstrate a thoughtful understanding of the project goals and objectives.

- Propose specific and detailed solutions for fulfilling key project requirements.

- Include proposed activities or deliverables that are consistent with the intent or necessary to achieve outcomes described herein but were not explicitly defined by Parents as Teachers.

- Are creative, complete, and efficient.

- Provide company and team qualifications that demonstrate the best fit and experience, including:

    o Proven experience with the problem domains and/or technologies related to the Project Requirements;

    o Strong expertise with project management and track record of completing projects on time and within budget;

    o Strong expertise with providing technical support, training, and service;

- Provide a development timeline that is judged to be comprehensive, realistic, achievable.

- Demonstrate an understanding of the number of components and complexities involved and signal flexibility to support learning and adapting requirements during development.

- Demonstrate a team's ability to work in an agile fashion to make tangible progress quickly and efficiently.

- Emphasize the importance of achieving efficiencies in day-to-day workflows via automation, continuous integration etc.

- Demonstrate the highest realistic value given available resources, across both build/test phases and post-launch operational management.

In Addition, Development Partner organization:

- Must demonstrate a strong commitment to diversity, equity, and inclusion.

- Must NOT be on the list of parties excluded from Federal procurement. The list can be found on sam.gov, then by clicking on 'search records', enter the contractor or entities identifying information and print the results to be submitted with the proposal.

It is the policy of PATNC that Minority-Owned Business Enterprises (MBEs) and Women-Owned Business Enterprises (WBEs) shall have maximum meaningful opportunity to participate in the performance of contracts led by the PATNC.

Submission Instructions

Please submit your proposal in PDF form via email attachment or as a link to a downloadable file in a cloud document management platform to the Parents as Teachers project contacts below by **EOD on the submission deadline, December 19, 2024.**

Candidates whose proposals meet the required criteria based on initial evaluation will be invited to make an optional presentation to the PATNC project team in mid- to late January. Final selection of Development Partner is expected to be made no later than **February 11, 2025**; all candidates will be notified of the decision.

Please direct any questions during the proposal development process to these project contacts. We will be happy to schedule a discussion to provide the information necessary for you to develop the most accurate and comprehensive proposal possible.

Alexandra Scott, Project Manager — alexandra.scott@parentsasteachers.org

Donna Hunt O'Brien, Product Manager — donna.obrien@parentsasteachers.org

About Parents as Teachers

Parents as Teachers is a voluntary early childhood development program offering research-based curricula that help families raise children to be healthy, safe, and learning.

The Parents as Teachers model is a unique combination of research, education and empowerment. In practice, our methods are proven to help caregivers connect with their child's early development and build a lifetime foundation for academic success.

The Parents as Teachers model is delivered via in-home visits from Parent Educators. These individuals are employed by affiliate organizations right in your community and are highly trained in our curricula. Home visits may be conducted in-person or virtually.

There are seven goals/outcomes to our unique home visiting model:

1. Increase parent knowledge of early childhood development and improve positive parenting practices

2. Provide early detection of developmental delays and connection to services

3. Improve parent, child, and family health and well-being

4. Prevent child abuse and neglect

5. Increase children's school readiness and success

6. Improve family economic well-being

7. Strengthen community capacity and connectedness

The concept for Parents as Teachers was developed in the 1970s when Missouri educators noted that children were beginning kindergarten with varying levels of school readiness. Research showed that greater parent involvement is a critical link in the child's development of learning skills, including reading and writing.

With funding from the Missouri Department of Elementary and Secondary Education and The Danforth Foundation, Parents as Teachers began in 1981 in Missouri as a pilot project for first-time parents of newborns. Recognizing the program's benefits and cost-effectiveness, the Missouri legislature provided state funding in 1985 to implement Parents as Teachers programs in all Missouri school districts.

Since 1984, Parents as Teachers has expanded across the United States and six other countries. Grounded in the latest research, Parents as Teachers develops curricula that support a parent's role in promoting school readiness and healthy development of children. Our approach is intimate and relationship-based. We embrace learning experiences that are relevant and customized for the individual needs of each family and child.

More than twenty peer-reviewed published outcome studies including eight randomized controlled trials have been conducted on the effects of the Parents as Teachers model. Parents as Teachers works with a network of researchers to ensure independent research and evaluations are conducted that have integrity, credibility and minimize bias.

Learn more at parentsasteachers.org.

APPENDIX

Documentation and Supporting Artifacts from Product and UX Definition Process (MAY - NOV 2024)

Example Curriculum Resources

The following individual content type (resource) examples are available to review for context. There are additional content/resource types, and the layout of each type is minimally variable, but these examples are shared to provide a baseline look at the component objects that comprise the core of the Curriculum products.

- Parent Educator Resource (PER)
- Parent Handout (PH)
- Activity Page (AP)
- Planning Guide (PVP)

Also included are examples in additional languages.

High-Level Requirements Documentation

For additional detail on platform and UX requirements, please see the following Airtable bases. These are working draft requirements and may be subject to change as the project team works toward the final phase 1 solution.

- [CMS / platform requirements](#)

- [UX / feature requirements](#)

Infrastructure and Integrations

The project team has developed the following [potential infrastructure model](#) for reference. Dev Partner candidates are encouraged to review and provide questions, feedback, and/or alternatives based on their proposed solution.

Prototype UX Solution

The PATNC curriculum product team created the following [clickable prototype](#) to visualize solutions based on audience and content team inputs. The prototype outlines the overarching structure and general feature types expected for the final site, but PATNC expects the Development Partner to recommend and develop final designs and UX mechanisms for delivering this functionality to audiences via the new curriculum site.