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**COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
REQUEST FOR PROPOSAL (RFP)**

Issue Date: June 10, 2015 RFP# DOE-PDO-2015-11
 Title: Professional Development Options for VPI+ Early Learning Providers
 Commodity Code: 92416 and 92441
 Issuing Agency: Commonwealth of Virginia
 Department of Education
 101 North 14th Street
 Richmond, Virginia 23219
 Using Agency And/Or Location
 Where Work Will Be Performed: Virginia Public School Divisions

Initial Period Of Contract: From Date of Contract Award Through June 30, 2019 (renewable).

Sealed Proposals Will Be Received Until **2:00 P.M., July 10, 2015** For Furnishing The Goods/Services Described Herein. No proposal shall be accepted after this deadline unless the due date has been previously changed by an Addendum.

All Inquiries For Information Should Be Directed To: Marie Williams Via E-mail marie.williams@doe.virginia.gov by **5:00 P.M., July 1, 2015**.

PROPOSALS MUST BE DELIVERED TO THE JAMES MONROE BUILDING, 101 N. 14TH STREET, RICHMOND, VA, 23219, 21ST FLOOR, DEPARTMENT OF EDUCATION PROCUREMENT OFFICE, TO THE ATTENTION OF: Marie Williams (See Section X, #7. Identification of Proposal Envelope.) This is NOT a mailing address. It is recommended that proposals be hand delivered or express delivered in advance of the due date and time set for receipt of proposals.

In compliance with this Request For Proposals (RFP) and all conditions imposed in this RFP, the undersigned firm hereby offers and agrees to furnish all goods and services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation, and the undersigned firm hereby certifies that all information provided below and in any schedule attached hereto is true, correct, and complete.

* Virginia Contractor License No. _____ * DSBSD-certified Small Business No. _____
 Class: _____ Specialty Codes: _____

Name And Address Of Firm:

Virginia Literacy Foundation
413 Stuart Circle #303
Richmond VA
 Zip Code: 23220

eVA Vendor ID or DUNS #: VS000153565

Fax Number: (804) 237-8901

E-mail Address: vllme@earthlink.net

Date: July 1, 2015

By: Mark Embledge
 (Signature In Ink)

Name: Mark Embledge
 (Please Print)

Title: Director

Telephone Number: (804) 237-8909

PREPROPOSAL CONFERENCE: An optional proposal conference will be held at **11:00 A.M on June 23, 2015**, in the Harrison Conference Room on the 24th floor of the Monroe Building, located at 101 N. 14th Street, Richmond, VA 23219 (Reference: Section X, Paragraph 8 herein). If special ADA accommodations are needed, please contact Marie Williams at 804 225-2040 or marie.williams@doe.virginia.gov by **11:00 A.M on June 18, 2015**.

Note: This public body does not discriminate against faith-based organizations in accordance with the *Code of Virginia*, § 2.2-4343.1 or against a bidder or offeror because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment.

June 29, 2015

ADDENDUM NO.1 TO ALL OFFERORS

Reference – Request for Proposal:	RFP #DOE-PDO-2015-11
Commodity Code:	92416 and 92441
Dated:	June 10, 2015
For Delivery To:	Department of Education
Offer Due:	Until 2:00 PM, July 10, 2015
Pre-proposal Conference:	11:00 a.m., June 23, 2015

The above is hereby changed to read:

1. Reference Section II. BACKGROUND, Page 5, Table I, Total # New Classrooms Years 1-4 for Henrico: change "10" to "53."
2. Reference Section IV. STATEMENT OF NEEDS, page 9, D: change text to "The contractor must certify that all employees and subcontractors who will provide services on school property have not been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child, and agree to provide such certification on a form required by the local school division, if requested (see VA Code§ 22.1-296.1)."
3. Reference Section V. B. SPECIFIC PROPOSAL INSTRUCTIONS #2: add "iv. Certification that all employees and subcontractors who will provide services on school property have not been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child, and agreement to provide such certification on a form required by the local school division, if requested (see VA Code§ 22.1-296.1)."
4. Reference Attachment D and references to Attachment D on page 12 and 24: Replace original Attachment D with "Attachment D – Revised Response Template for Professional Development Offering."
5. Reference Attachment E and references to Attachment E on page 12 and 24: Replace original Attachment E with "Attachment E – Revised Pricing Schedule."

Note: A signed acknowledgment of this addendum and attachment must be received at the location indicated on the RFP either prior to the proposal due date and hour or attached to your proposal. Signature on this addendum does not substitute for your signature on the original RFP document. The original RFP document must be signed.

Marie Williams, VCO
Director of TCP, Procurement, & FA
804-225-2040

Virginia Literacy Foundation
Name of Firm

MM EUBER
Signature /Title

Jul 1 2015
Date

State Corporation Commission Form

As Requested in RFP: p. 11-B-2-ii

Virginia State Corporation Commission (SCC) registration information. The offeror:

is a corporation or other business entity with the following SCC identification number: 0299015-8

is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust **-OR-**

is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the offeror in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from offeror's out-of-state location) **-OR-**

is an out-of-state business entity that is including with this proposal an opinion of legal counsel which accurately and completely discloses the undersigned offeror's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of § 13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

****NOTE**** >> Check the following box if you have not completed any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for proposals (the Commonwealth reserves the right to determine in its sole discretion whether to allow such waiver):

Acceptance of Terms and Conditions

Statement Re: Acceptance of RFP General and Special Terms and Conditions

As Requested in RFP: p. 11-2-iii

Name and Address of Firm:

Virginia Literacy Foundation
 413 Stuart Circle # 303
 Richmond, VA 23220

Date: July 9, 2015

Name: Mark E. Emblidge

Title: Founding Director

Telephone Number: (804) 237-8909

Fax Number: 804-237-8901

E-mail Address: vlime@earthlink.net

Please accept this as confirmation of the Offeror's acceptance of RFP General and Special Terms and Conditions. We accept the terms and conditions outlined below.

Section IX. General Terms and Conditions		Section X. Special Terms and Conditions	
	A. Vendors manual		1. Cancellation of Contract
	B. Applicable Laws and Courts		2. eVA Business-to-Govt Contracts and Orders
	C. Anti-discrimination		3. Audit
	D. Ethics in Public Contracting		4. eVA Business-to-Govt Contracts and Orders (repeat of X-2)
	E. Immigration Reform and Control Act of 1986		5. Renewal of Contract
	F. Debarment Status		6. Identification of Bid/Proposal Envelope
	G. Antitrust		7. Subcontracts
	H. Mandatory Use of State Form and Terms and Conditions for IFBs and RFPs		8. Confidentiality of Personally Identifiable Information
	I. Clarification of Terms		9. Continuity of Services
	J. Payment		10. Item is missing from RFP
	K. Precedence of Terms		11. Item is missing from RFP
	L. Qualifications of Offerors		12. State Corporation Commission ID Number
	M. Testing and Inspection		13. E-verify Program
	N. Assignment of Contract		
	O. Changes to the Contract		
	P. Default		
	Q. Announcement of Award		
	R. Drug-Free Workplace		
	S. Nondiscrimination of Contractors		
	T. eVA Business-to-Govt Vendor Registration,...		
	U. Availability of Funds		
	V. Proposal Price Currency		
	W. Authorization to Conduct Business in the...		
	X. Insurance		

Statement Re: Proprietary / Trade Secret Material

As Requested in RFP: p. 12-B-3

Name and Address of Firm:

Virginia Literacy Foundation
413 Stuart Circle # 303
Richmond, VA 23220

Date: July 9, 2015

Name: Mark E. Emblidge

Title: Founding Director

Telephone Number: (804) 237-8909

Fax Number: 804-237-8901

E-mail Address: vlime@earthlink.net

Please accept this as Offeror's confirmation that the offerings described in this proposal contain NO proprietary or trade secret material.

Data Security Template

As Requested in RFP: p. 12-B-4

If professional development offerings are delivered online, or sensitive data is collected or transferred as part of the professional development offering, the Offeror must complete this template. If any questions are not applicable, the Offeror must explain why.

1. A list of variables collected or transferred;

- **Offering D-I-1 (ExCELL Prime - Year 1)**
 - Participant information: basic demographics; teaching/education-related background; PD attendance/time spent in PD (dosage); knowledge surveys regarding each monthly PD topic (administered pre- and post-test; approximately 1 week prior to and 1 week following each PD); teachers' self-reported implementation of suggested strategies and use of materials; teachers' self-reported use of assessment to guide instruction; satisfaction/feedback survey at midpoint and post-test.
 - Parent/Child information: teacher-administered Phonological Awareness Literacy Screening scores from assessments administered in the fall and spring with students in their classroom; a family questionnaire that assesses basic demographics and details regarding the literacy environment of the home; family event attendance (dosage); for parents who attend the monthly family events, we will ask that they complete a short survey that will ask: what literacy-related activities they have engaged in since the last event; what literacy-related materials they used since the last event; what literacy-related activities they plan to engage in prior to the upcoming family event; basic knowledge assessment re: the purpose/topic of the current family event.
- **Offering D-I-2 (ExCELL Prime - Year 2)**
 - Participant information: basic demographics; teaching/education-related background; PD attendance/time spent in PD (dosage); knowledge surveys regarding each monthly PD topic (administered pre- and post-test; approximately 1 week prior to and 1 week following each PD); teachers' self-reported implementation of suggested strategies and use of materials; teachers' self-reported use of assessment to guide instruction; satisfaction/feedback survey at midpoint, and post-test.
 - Parent/Child information: teacher-administered Phonological Awareness Literacy Screening scores from assessments administered in the fall and spring with students in their classroom; a family questionnaire that assesses basic demographics and details regarding the literacy environment of the home; family event attendance (dosage); for parents who attend the monthly family events, we will ask that they complete a short survey assessing: what literacy-related activities they have engaged in since the last event; what literacy-related materials they used since the last event; what literacy-related activities they plan to engage in prior to the upcoming family event; basic knowledge assessment re: the purpose/topic of the current family event.

- **Offering D-I-3 (ExCELL Spotlight)**
 - Participant Information: an initial ‘needs survey’ will be reviewed with each prospective district or school to determine individual needs and to establish a training plan; basic demographics information; teaching/education-related background; PD attendance/time spent in PD (dosage); knowledge surveys regarding each PD that is attended (administered pre- and post-test; approximately 1 week prior to and 1 week following each PD); teachers’ self-reported implementation of suggested strategies and use of materials (administered approximately 2 weeks following a PD); teachers’ self-reported use of assessment to guide instruction (as applicable); satisfaction/feedback survey (administered approximately 1 week following a given PD).
- **Offering D-I-4 (ExCELL’s Ocean Adventures)**
 - Participant Information: Prior to ExCELL’s Ocean Adventures 1st PD offering, participants will be asked to complete an online questionnaire that will assess: 1.) basic demographic information; 2.) teaching/education-related background; 3.) knowledge of children’s language/literacy development, state learning standards, milestones of child development, and kindergarten routines; 4.) self-reported preparedness in implementing a summer kindergarten transition program. Following the 3rd PD session, participants will be asked to complete an online questionnaire that will assess: 1.) self-reported preparedness in implementing a summer kindergarten transition program; 2.) satisfaction with the PD offering (e.g. feedback will be sought; participants will be asked whether the Ocean Adventures model is expected to work with their summer programming needs). Attendance and time spent at each PD session will also be documented.

2. Format(s) in which data will be provided;

The bulk of the data/variables described above will be collected using online surveys developed using REDCap (Research Electronic Data Capture). All data that is collected through other means (e.g. Teacher PALS data, PD and family event attendance, parent surveys) will be managed/stored in REDCap. The VCU University Computing Center will be used as a central location for data processing and management. Vanderbilt University, with collaboration from a consortium of institutional partners (VCU), has developed a software toolset and workflow methodology for electronic collection and management of research and clinical trial data. REDCap (Research Electronic Data Capture) data collection projects rely on a thorough study-specific data dictionary defined in an iterative self-documenting process by all members of the research team with planning assistance from the VCU CCTR Biomedical Informatics Core. The iterative development and testing process results in a well-planned data collection strategy for individual studies. The REDCap system provides secure, web-based applications that are flexible enough to be used for a variety of types of research, provide an intuitive interface for users to enter data and have real time validation rules (with automated data type and range checks) at the time of entry. These systems offer easy data manipulation with audit trails and reporting for reporting, monitoring and querying patient records, and an automated export mechanism to common statistical packages (SPSS, SAS, Stata, R/S-Plus).

3. Methods used to ensure secure data transfer, including a method of protecting against unauthorized access to sensitive data;

Study data will be collected and managed using REDCap electronic data capture tools hosted at Virginia Commonwealth University. REDCap (Research Electronic Data Capture) is a secure, web-based application designed to support data capture for research studies, providing: 1) an intuitive interface for validated data entry; 2) audit trails for tracking data manipulation and export procedures; 3) automated export procedures for seamless data downloads to common statistical packages; and 4) procedures for importing data from external sources. The VCU REDCap system is supported, in part, by Clinical and Translational Science Awards (CTSA) grant number UL1TR000058 from the National Center for Research Resources (NCRR).

Only authorized users (e.g. ExCELL's Research and Evaluation Coordinator, Research and Evaluation Specialist) are given access to the database. The data is inaccessible to those who are not specifically granted access. Only ExCELL's Research and Evaluation Coordinator and Research and Evaluation Specialist are allowed capabilities to export data (e.g. into SPSS/excel/SAS).

Data that is exported from REDCap for analysis will be stored on secure, password protected computers and will only be accessed by ExCELL's Research and Evaluation Coordinator, Research and Evaluation Specialist, and Program Director.

4. The number of data transfers and timeframe within which data can be made available to authorized personnel;

Only authorized users (e.g. ExCELL's Research and Evaluation Coordinator, Research and Evaluation Specialist) are given access to the database. There is no limit to the number of times within a given timeframe that this data can be accessed by authorized users. However, REDCap's capabilities include a user-specific log of all database activity, which serves as an audit trail.

5. A method of protecting against unauthorized access to sensitive data;

Study data will be collected and managed using REDCap electronic data capture tools hosted at Virginia Commonwealth University. REDCap (Research Electronic Data Capture) is a secure, web-based application designed to support data capture for research studies, providing: 1) an intuitive interface for validated data entry; 2) audit trails for tracking data manipulation and export procedures; 3) automated export procedures for seamless data downloads to common statistical packages; and 4) procedures for importing data from external sources. The VCU REDCap system is supported, in part, by Clinical and Translational Science Awards (CTSA) grant number UL1TR000058 from the National Center for Research Resources (NCRR).

REDCap servers are housed in a local data center hosted at Virginia Commonwealth University, and all web-based information transmission is encrypted. Only authorized users

(e.g. ExCELL's Research and Evaluation Coordinator, Research and Evaluation Specialist) are given access to the database. The data is inaccessible to those who are not specifically granted access.

Data that is exported from REDCap for analysis will be stored on secure, password protected computers and will only be accessed by ExCELL's Research and Evaluation Coordinator, Research and Evaluation Specialist, and Program Director.

6. Weekly backups with incremental daily backups and a 48-hour recovery from the loss of a data center including the loss of only 2 hours of data;

REDCap servers are housed in a local data center (University Computing Center - UCC) at VCU, are backed-up by enterprise-level backup systems, and all web-based information transmissions are encrypted. REDCap was developed specifically around HIPAA security guidelines and is recommended to VCU researchers by both VCU and VCUHS Information Security Officers (ISOs) as well as the VCU Institutional Review Board (IRB).

7. A suitable hosting environment;

Please describe the environment including primary site location(s) and disaster recovery location(s), internet connectivity, power management and site security and describe the relationship between the primary site(s) and recovery site(s) and any industry certifications that these facilities have achieved (e.g. Tier III/IV, SAS70, SOC1, SOC2, etc.).

The VCU University Computing Center will be used as a central location for data processing and management. Vanderbilt University, with collaboration from a consortium of institutional partners (VCU), has developed a software toolset and workflow methodology for electronic collection and management of research and clinical trial data. REDCap (Research Electronic Data Capture) data collection projects rely on a thorough study-specific data dictionary defined in an iterative self-documenting process by all members of the research team with planning assistance from the VCU CCTR Biomedical Informatics Core. The iterative development and testing process results in a well-planned data collection strategy for individual studies. The REDCap system provides secure, web-based applications that are flexible enough to be used for a variety of types of research, provide an intuitive interface for users to enter data and have real time validation rules (with automated data type and range checks) at the time of entry. These systems offer easy data manipulation with audit trails and reporting for reporting, monitoring and querying patient records, and an automated export mechanism to common statistical packages (SPSS, SAS, Stata, R/S-Plus).

REDCap servers are housed in a local data center (University Computing Center - UCC) at VCU, are backed-up by enterprise-level backup systems, and all web-based information transmissions are encrypted. REDCap was developed specifically around HIPAA security guidelines and is recommended to VCU researchers by both VCU and VCUHS Information Security Officers (ISOs) as well as the VCU Institutional Review Board (IRB).

8. Data archival policies and any data purge policies;

REDCap will be used to manage and store all data that is collected. Any paper data (e.g. in person surveys) that are collected will be entered into REDCap; paper data will be deidentified and stored for 5 years after collection. It is anticipated that all data collected through or stored/managed in REDCap will be stored indefinitely online.

9. A process for handling and notification of a breach of non-public data;
Only authorized users (e.g. ExCELL's Research and Evaluation Coordinator, Research and Evaluation Specialist) are given access to the database. All data is inaccessible to those who are not specifically granted access. Therefore a breach of data is not anticipated. However, in the event that there is a breach of non-public data, all PD participants whose data may have been compromised will be contacted via e-mail in a timely manner.
10. A process for the authorization of various roles associated with data access;

Only authorized users (e.g. ExCELL's Program Director, Research and Evaluation Coordinator, Research and Evaluation Specialist, Research Assistants) are given access to the REDCap database(s). The Research and Evaluation Coordinator controls access to the databases. It is possible to give authorization for different levels of data access. For example, Research Assistants will be able to enter paper-based data into the database; however, RAs will not have the capability to: see complete data records, export data, delete records, modify the database, etc.

11. A policy for only allowing remote access using industry standard network security processes;
Data stored in REDCap can be accessed by authorized users with a Virginia Commonwealth University (VCU) eID and password from any VCU campus computer. Remote access is available using a Virtual Private Network (VPN), which allows for a secure connection into a private network over the public network. Access to the VPN also requires users to have a VCU eID/login.
12. A process for ensuring security of data stored at the offeror's site as well as any server security policies;

Please describe and indicate whether the service has periodic and ongoing vulnerability and penetration testing.

The REDCap system provides secure, web-based applications that are flexible enough to be used for a variety of types of research, provide an intuitive interface for users to enter data and have real time validation rules (with automated data type and range checks) at the time of entry. REDCap servers are housed in a local data center at Virginia Commonwealth University and all web-based information transmission is encrypted. REDCap was developed specifically around HIPAA-Security guidelines and is recommended to VCU researchers by both our Privacy Office and Institutional Review Board.

13. A process for identifying and remediating software defects;

REDCap software is distributed from Vanderbilt to institutional consortium partners; Vanderbilt University maintains software and is responsible for system updates.

14. A process for incident management, change management, and release management;

REDCap software is distributed from Vanderbilt to institutional consortium partners; Vanderbilt University maintains software and is responsible for system updates. System updates to REDCap are implemented by VCU; since REDCap is web-based, installation of updates by individual users is unnecessary.

15. A process for how school divisions will get their data back in a form that can be used in the event of contract termination or expiration or if the a different service is desired;

We will request permission from school districts to obtain access to Teacher-administered assessments; if this permission is given and we obtain this information and then the contract is terminated/expired and the school requests this data, we will provide a copy. However, the remainder of the data that is collected will be protected by the confidentiality agreement outlined in the consent form(s) that participants will be asked to complete. None of the information collected as a part of the variables described in Item 1 of the Data Security Template will be shared with anyone outside of our program staff.

16. Network-layer vulnerability scans conducted regularly;

Many institutions that have installed REDCap have made use of enterprise-level web application security scanners, such as HP Webinspect and Acunetix, to scan and test REDCap's security and its ability to withstand various methods of attack. REDCap has performed very well in such instances. Any partner institution that wishes to scan REDCap using security scanning software is free to do so without the consent of Vanderbilt University or REDCap developers so long as the particular instance of REDCap being scanned is their own and is not hosted by another institution/organization. If an institution decides to perform a security scan of REDCap and finds any medium- to high-risk security issues that are directly REDCap-related, they are encouraged to contact the REDCap developers at Vanderbilt so that such issues can be immediately addressed.

17. Application-layer vulnerability scans conducted regularly;

Many institutions that have installed REDCap have made use of enterprise-level web application security scanners, such as HP Webinspect and Acunetix, to scan and test REDCap's security and its ability to withstand various methods of attack. REDCap has performed very well in such instances. Any partner institution that wishes to scan REDCap using security scanning software is free to do so without the consent of Vanderbilt University or REDCap developers so long as the particular instance of REDCap being scanned is their own and is not hosted by another institution/organization. If an institution decides to perform a security scan of REDCap and finds any medium- to high-risk security issues that are directly REDCap-related, they are encouraged to contact the REDCap developers at Vanderbilt so that such issues can be immediately addressed.

18. Local operating system-layer vulnerability scans conducted regularly;

Many institutions that have installed REDCap have made use of enterprise-level web application security scanners, such as HP Webinspect and Acunetix, to scan and test REDCap's security and its ability to withstand various methods of attack. REDCap has performed very well in such instances. Any partner institution that wishes to scan REDCap using security scanning software is free to do so without the consent of Vanderbilt University or REDCap developers so long as the particular instance of REDCap being scanned is their own and is not hosted by another institution/organization. If an institution decides to perform a security scan of REDCap and finds any medium- to high-risk security issues that are directly REDCap-related, they are encouraged to contact the REDCap developers at Vanderbilt so that such issues can be immediately addressed.

19. File integrity (host) and network intrusion detection (IDS) tools that are implemented to help facilitate timely detection, investigation by root cause analysis and response to incident; The REDCap database server is protected by firewall and intrusion detection system.

20. Regular penetration testing, vulnerability management, and intrusion prevention;

REDCap does not provide specific information regarding regular penetration testing, vulnerability management, and intrusion prevention. However, REDCap was developed specifically around HIPAA-Security guidelines and is recommended to VCU researchers by both our Privacy Office and Institutional Review Board.

21. Network devices that are located in secure facilities and under controlled circumstances (e.g. ID cards, entry logs);

REDCap servers are housed in a local data center (University Computing Center - UCC) at VCU, are backed-up by enterprise-level backup systems, and all web-based information transmissions are encrypted. REDCap was developed specifically around HIPAA security guidelines and is recommended to VCU researchers by both VCU and VCUHS Information Security Officers (ISOs) as well as the VCU Institutional Review Board (IRB).

REDCap has a built-in audit trail that automatically logs all user activity and logs all pages viewed by every user, including contextual information (e.g. the project or record being accessed). Whether the activity be entering data, exporting data, modifying a field, running a report, or add/modifying a user, among a plethora of other activities, REDCap logs all actions. The logging record can itself be viewed within a project by users that have been given privileges to view the Logging page. The Logging page allows such users to view or export the entire audit trail for that project, and also to filter the audit trail in various ways based upon the type of activity and/or user. The built-in audit trail in REDCap allows administrators to be able to determine all the activity and all the data viewed or modified by any given user.

22. A standard time frame regarding how quickly patches are applied from the time of supplier release;

REDCap software is distributed from Vanderbilt to institutional consortium partners; Vanderbilt University maintains software and is responsible for system updates. System updates to REDCap are implemented by VCU; since REDCap is web-based, installation of updates/patches by individual users is unnecessary and individual users may not be notified of patches that are released.

23. Background checks on your firm's personnel with physical and/or administrative access to network devices, servers, applications and customer data;

All VCU employees undergo background checks prior to hiring. However, no staff associated with any offerings described in this proposal will have physical and/or administrative access to network devices, servers, or applications.

24. Processes for authenticating callers and resetting access controls, as well as establishing and deleting accounts;

Only authorized users (e.g. ExCELL's Research and Evaluation Coordinator, Research and Evaluation Specialist) are given access to the database. All data is inaccessible to those who are not specifically granted access. In the event that a member of our staff who has been granted access to the database(s) associated with this offering ceases their employment or is terminated, they will be removed from all databases with which they were affiliated.

25. Protection against denial-of-service attack;

REDCap employs "rate limiting" on its web pages, in which there is a set maximum number of web requests per minute that are allowed from a single IP address, and after that maximum is hit, the IP address of that user is permanently banned from REDCap. The rate limiting value of requests per minute per IP is customizable and can be modified within REDCap's Control Center, if needed. Rate limiting prevents denial of service attacks by bots as well as preventing other types of hacker attacks that require making many requests to the server in a short amount of time, such as with a BREACH attack. Regarding the prevention of BREACH attacks specifically, in addition to using rate limiting, REDCap always outputs an invisible string of random text of random length on every web page (to conceal the page's true length) as an effective technique for mitigating such an attack. REDCap's use of a unique nonce token on every web form also greatly diminishes the possibility of a BREACH attack.

26. Technical measures and techniques for detection and timely response to network-based attacks such as distributed denial-of -service (DDoS) attack; and

In REDCap, all incoming data gets intentionally filtered, sanitized, and escaped. This includes all data submitted in an HTTP Post request and all query string data found in every URL when users access REDCap, among other modes through which user-defined data gets submitted in the application. Server environment variables that are vulnerable to forgery by end-users are also checked and sanitized. All user-submitted data is properly filtered for any possibly harmful markup tags (e.g. <script>) and is then escaped before ever being displayed

on a web page within the application. SQL queries sent to the database server from REDCap are all properly escaped before being sent. If any values used in an SQ query originated from user-defined values, they would also have already been sanitized beforehand, as described above. User-defined data used within SQL queries have their data type checked to prevent any mismatching of data types (e.g. making sure a number is really a number). These processes of sanitization, filtering, data type checking, and escaping all help to protect against methods of attack, such as Cross-Site Scripting (XSS) and SQL Injection. To specifically protect against Cross-Site RequestForgery (CSRF), which is another method of attack, REDCap utilizes a “nonce” (a secret, user-specific token) on every web form used in the application. The nonce is generated as a unique value for each new REDCap session.

27. See statement below.

Name and Address of Firm:

Virginia Literacy Foundation
413 Stuart Cir # 303
Richmond, VA 23220

Date: July 9, 2015

Name: Mark E. Emblidge

Title: Founding Director

Telephone Number: (804) 237-8909

Fax Number: 804-237-8901

E-mail Address: vlime@earthlink.net

Please accept this as confirmation that the Offeror shall:

- a. Comply with Virginia’s Information Technology Security Policy and Standards (<http://www.vita.virginia.gov/library/default.aspx?id=537#securityPSGs>);
- b. Comply with the Family Educational Rights and Privacy Act (FERPA);
- c. Meet cloud security requirements by a certifying body such as Fed-RAMP (<http://cloud.cio.gov/fedramp>), if applicable
- d. Include a product support program for users and administrators;
- e. Be Section 508 compliant (http://www.vita.virginia.gov/uploadedfiles/vita_main_public/unmanaged/library/contingencyplanningguideline04_18_2007.pdf);
- f. Include a backup and recovery plan that is tested at least annually;
- g. Include an outage plan. Users shall be notified of anticipated and unanticipated outages;
- h. Adhere to the Student Privacy Pledge, located in http://studentprivacypledge.org/?page_id=45;
- i. Ensure that all data processed, stored and maintained by the offeror shall NOT leave the borders of the United States (including all online storage as well as data backups and archived data);
- j. Include a process that allows the State to audit the physical environment where a service is hosted;
- k. Include a process for securing non-public data at rest and non-public data in motion;
- l. Allow access to incident data for investigative purposes;
- m. Allow access to system security and audit logs;
- n. Patch software vulnerabilities routinely or automatically on all servers; and
- o. Encrypt data at motion and at rest.

Attachment C

OFFEROR DATA SHEET

As Requested in RFP: p. 12-B-5

Note: The following information is required as part of your response to this solicitation. Failure to complete and provide this sheet may result in finding your bid nonresponsive.

1. Qualification: The vendor must have the capability and capacity in all respects to satisfy fully all of the contractual requirements.
2. Vendor's Primary Contact(s):

Name: <u>Cynthia Hutchinson</u>	Phone: <u>804-828-6661</u>
Name: <u>Mark Emblidge</u>	Phone: <u>804-237-8909</u>
3. Years in Business: Indicate the length of time you have been in business providing this type of good or service:
 _____ 8 _____ Years _____ Months
4. Vendor Information:
 eVA Vendor ID or DUNS Number: _____ VS0000153565 _____
5. Indicate below a listing of at least three (3) current or recent accounts, school districts or states, for which the same or similar services proposed were provided. Include the length of service and the name, address, email address, and telephone number of the point of contact.
 - A. Company: Richmond Public Schools, Virginia Preschool Initiative
 Contact: Ron Robertson
 Phone: (804) 337-8312 Email: rroberts2@richmond.k12.va.us
 Project: Excellence in Children's Early Language and Literacy (ExCELL)
 Dates of Service: 2007 - present \$ Value: 350,000
 - B. Company: Community Improvement Council Head Start – Danville, VA
 Contact: Tara Martin
 Phone: wk (434) 793-5710 cell (434) 728-2127 Email: tmartin@cicheadstart.org
 Project: Excellence in Children's Early Language and Literacy (ExCELL)
 Dates of Service: 2013-2015 \$ Value: \$240,000
 - C. Company: Northern Virginia Family Services Head Start – Arlington, VA
 Contact: Malinda Langford
 Phone: cell (703) 380-6964 Email: mlangford@nvfs.org
 Project: Excellence in Children's Early Language and Literacy (ExCELL) - modified

Dates of Service: 2010 – present \$ Value: 150,000

D. Company: _____

Contact: _____

Phone: (____) _____ Email: _____

Project: _____

Dates of Service: _____ \$ Value: _____

I certify the accuracy of this information.

Signed: Allen Fudge Title: Funding Director Date: 7/9/15

Revised Response Template for Professional Development Offering

Complete and include a separate Attachment D for each Professional Development Offering to be included in your proposal. For each different Professional Development Offering, first enter the name and description and then answer Question 1 below. Based on your response to Question #1 below, insert -I, -II, -III, or -IV in the header above after “Attachment D.” If you have the same delivery method for more than one professional development offering to be included in your proposal, add a number after the Roman numeral indicating the category. For example, if your proposal includes three different professional development offerings that will be delivered face-to-face (in-person), two different professional development offerings that will be delivered via an online interactive format, and one professional development offering that will be delivered via a combination; you will have attachments D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Within Tab 6 of your proposal, include separate tabs so that each offering is in a separate tab with the name indicated in the header. For the example above, within Tab 6 include Tabs D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Name of Professional Development Offering

Excellence in Children’s Early Language and Literacy (ExCELL) Prime – Year One

Brief (15 to 20 Word) Description

ExCELL Prime promotes enriched learning opportunities necessary to develop critical early language and literacy skills that predict later reading success.

1. What method will you use to deliver the professional development? Indicate one and only one delivery method set out below as (I, II, III, or IV) per separate Attachment D. (Also see Attachment E, Pricing Schedule.) Indicate the delivery method I – IV to the right of “Attachment D” in the header above.

As Requested in RFP: p. 9-IV-B-6

Select one and only one:

- I. In-person (face-to-face)
- II. Online interactive (e.g., via Webinar)
- III. Online NOT interactive (e.g. listen or read only)
- IV. Combination of live and virtual/online

Briefly describe the approach and why it is appropriate for meeting the learning objectives.

As Requested in RFP: p. 9-IV-B

ExCELL Prime-Year One is a year-long program that promotes the development of preschoolers' early language and literacy skills through four main components: 1.) professional development (PD); 2.) instructional materials; 3.) family engagement; and 4.) program evaluation. From this point on, the offering will be referred to as ExCELL Prime. ExCELL Prime's comprehensive approach allows educators and families to develop a common understanding of best practices for children's early language and literacy development across school and home contexts. In addition to monthly PD sessions for educators, ExCELL Prime provides monthly one and a half hour site-based family events that link to each monthly PD topic. These events include an interactive parent information session with home-based application activities followed by a classroom-based parent-child activity. Classroom teachers and assistants work alongside ExCELL Prime staff to plan and facilitate family events. ExCELL Prime's family component includes building teacher knowledge base of effective family engagement strategies through PD, and practical application in family events.

Preschool educators attend a sequence of nine face-to-face PD sessions focused on teaching methods and strategies that enhance early language and literacy environments and instructional practices, improve the quality of instructional interactions, and promote the use of effective engagement strategies to support families in the development of children's early language and literacy skills. ExCELL Prime's PD approach supports educators in the integration of evidenced-based early language and literacy instruction, best practices for child development, curricula, standards, and assessment for effective instructional decision-making.

ExCELL Prime's monthly 3-hour PD sessions build on educators' existing knowledge base and skills and provide interactive opportunities for classroom application of evidenced-based instructional practices through whole group presentation, small group discussion, video exemplars, and hands-on practice with selected teaching materials. Depending on each district/school's needs and capabilities, PD sessions for teachers and assistants can be offered separately or with both groups together. As a follow-up to each PD session educators are offered a variety of practical application activities to be implemented in the classroom in the weeks following the PD, using a set of multidimensional classroom teaching materials (e.g., books, story props, games, lesson plans, etc.) provided by ExCELL Prime. Classroom-based experiences are then shared at the beginning of each subsequent PD for the purposes of review and feedback from the ExCELL Prime providers and colleagues. Training materials and technical assistance include a variety of resources to meet diverse learning needs, including: interactive presentations, training handouts, relevant articles and reports, access to ExCELL Prime's providers through email and phone calls, ExCELL Prime's video library, and self-evaluation rubrics that relate to PD topics. PD topics and topic descriptions are listed in the table below.

Monthly PD Topics	Topic Description
Oral Language – Part 1	<ul style="list-style-type: none"> • Typical and Atypical Development of Language • Creating Language-rich Classroom Environments • Creating Language-rich Home Environments
Oral Language – Part 2	<ul style="list-style-type: none"> • Promoting Vocabulary Across Classroom Contexts and Routines • Enriched and Interactive Read Alouds: High Quality Literature, Effective Questions, Targeting Vocabulary • Quality Parent-Child Interactions: Reading and Talking at Home
Phonological Awareness – Part 1	<ul style="list-style-type: none"> • Phonological Strategies for Routines & Transitions: Planned and Informal use of Sound Play, Games/Activities • Reading Books with Phonological Focus • Sharing and interpreting PALS-PreK Data with Parents
Phonological Awareness – Part 2	<ul style="list-style-type: none"> • Observing and Supporting Children in Phonological Tasks • Explicit Phonological Instruction • Phonological Play at Home
Alphabet and Print Knowledge	<ul style="list-style-type: none"> • Alphabet and Print Development • Ways of Learning about Letters and Print • Morning Message and Read Alouds • The Print-rich Home Environment and Supporting Parents in Engaging Children in Alphabet Play at Home
Early Writing – Part 1	<ul style="list-style-type: none"> • Stages of Early Writing and Instruction • Fine Motor Development • School & Home Writing Environments
Early Writing – Part 2	<ul style="list-style-type: none"> • Writing Practices • Support for Compositional Writing • Language Through Writing • Home Writing Experiences
Building Comprehension and Using Books for Learning	<ul style="list-style-type: none"> • Building World Knowledge in the Classroom and Beyond • Building Listening Comprehension • Parent-Child Interactive Reading
Transition to Kindergarten	<ul style="list-style-type: none"> • PreK/K Language and Literacy Alignment • Aligning Routines and Practices • Supporting Children and Families with Effective Transition Activities

You may also select “Other.” (Also see Attachment E, Pricing Schedule.) Professional development offerings using “other” delivery methods may or may not be included in any resulting contract. Briefly describe the approach, why it is appropriate for meeting the learning objectives, the time commitment, and the justification for the time commitment needed to meet the objectives of the professional development opportunity.

V. Other

Table A. Check all that apply to this stand-alone product:

As Requested in RFP: p. 8-IV-A

	Professional Development Category
x	a. Quality of teacher-child interactions
x	b. Providing developmentally appropriate preschool learning environments
x	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
x	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
x	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
	k. Preschool classroom management techniques
	l. Elementary school leadership development to support and strengthen early learning programs
x	m. Communicating with diverse parents of preschool children
	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
x	o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade

2. Which of the Essential Domains of School Readiness does this stand-alone professional development offering focus on (Check one or more)

As Requested in RFP: p. 6-III-1; p. 9-IV-B-2

- Language and literacy development;
- Cognition and general knowledge (including early mathematics and early scientific development);
- Approaches toward learning (including the utilization of the arts);
- Physical well-being and motor development (including adaptive skills); and
- Social and emotional development.

3. Who is your target audience? (Check all that apply)

As Requested in RFP: p. 9-IV-B-3

- Teachers
- Coaches
- Administrators
- Teacher Assistants

Other service providers (specify here: _____)

Parents and families

***NOTE:** Coaches and administrators are welcomed and encouraged to come but teachers, assistants, and families are the main target audience.

4. What is the length of delivery in hours (time required excluding self-study or other assignments)?

As Requested in RFP: p. 9-IV-B-1

39 Total Hours for PD delivery*

*27 Total Hours for Teacher PD delivery

*12 Total Hours for Family Event delivery

5. What are the goals and learning objectives of the professional development offering?

As Requested in RFP: p. 9-IV-B-4

ExCELL Prime’s mission is to bring together early childhood educators and families to ensure that children receive enriched and coordinated learning opportunities necessary for the development of critical early language and literacy skills that predict later reading success. There are two primary goals for this PD offering:

Goal 1: Early childhood educators will provide a literacy-rich classroom environment and incorporate research-based language and literacy instructional approaches into their teaching practices. Learning objectives include: broadening teacher knowledge base and implementation of best practices for children’s early language and literacy development, understanding children’s approaches to learning, family engagement, assessment-driven instruction, and integration of curricula.

Goal 2: Families will be engaged and involved in their children’s learning at home, in the community, and in the classroom. In addition, families will have the knowledge and tools to provide an improved home literacy environment that supports the acquisition of early literacy skills. Learning objectives include strengthening parent-school relationships and broadening parent knowledge of children’s early language and literacy development and home-based learning activities.

6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.

As Requested in RFP: p. 9-IV-B-5

Measurement of Goal 1: ExCELL Prime will utilize a number of different measures/surveys to determine whether the objectives described above have been met. Informed consent will be sought from all participants and must be obtained in order to collect

any data. Using secure online surveys developed through Research Electronic Data Capture (REDCap), the following will be collected from participants who have provided consent: basic demographics information; teaching/education-related background; PD attendance/time spent in PD (dosage); knowledge surveys regarding each monthly PD topic (administered pre- and post-test; approximately 1 week prior to and 1 week following each PD); teachers' self-reported implementation of suggested strategies and use of materials; teachers' self-reported use of assessment to guide instruction; satisfaction/feedback survey at midpoint and post-test.

ExCELL Prime will also request permission from individual school districts to obtain teacher-administered *Phonological Awareness Literacy Screening* (PALS) scores from assessments administered in the fall and spring. Informed consent from parents must be obtained in order for PALS data to be accessed by ExCELL Prime staff (described below).

Measurement of Goal 2: Informed consent will be sought from the parents of all children in each classroom. For those that provide consent, ExCELL Prime will collect: information regarding parent attendance at family events; a family questionnaire that assesses basic demographics and details regarding the literacy environment of the home. For parents who attend the monthly family events, ExCELL Prime will ask that they complete a short survey that will ask: what literacy-related activities they have engaged in since the last event; what literacy-related materials they used since the last event; what literacy-related activities they plan to engage in prior to the upcoming family event; basic knowledge assessment re: the purpose/topic of the current family event.

7. Describe how this offering is consistent with the definition of high-quality professional development as defined in Section III of the Request for Proposals.

As Requested in RFP: p. 6-III-1; p. 9-IV-B-7

Established from a strong theoretical and research base, ExCELL Prime promotes the improvement of children's early language and literacy skills through systematic, sustained professional development (PD) to preschool teachers and aligned support for parents. The monthly PD schedule allows for ongoing reflection, feedback, collaboration, and relationship building among teachers, which ultimately results in improved teacher knowledge and long-lasting program impact. ExCELL Prime's program content is aligned with Virginia's Foundation Blocks for Early Learning and is applicable for a variety of early childhood settings. Evidenced-based strategies and instructional practices presented in PD are developmentally appropriate and are congruent with the Milestones of Child Development with an emphasis on recognition of children's diverse approaches to learning, language needs, and learning abilities. Lastly, ExCELL Prime uses an ongoing evaluation plan to measure program success and quality. In sum, ExCELL Prime brings together early childhood teachers and families to ensure children receive enriched and aligned learning opportunities across influential contexts for the development of language and early literacy skills predictive of reading success.

8. Describe qualifications of the individuals/staff who developed this offering.

As Requested in RFP: p. 9-IV-B-8

ExCELL Prime was developed by a team of highly-qualified educators with significant early childhood leadership experiences and strong educational and research backgrounds.

ExCELL Prime's Program Director and Professional Development Coordinator, Cynthia W. Hutchinson is a doctoral candidate in Reading Development at the University of Virginia and has extensive work experience in early childhood programming and teacher professional development. ExCELL Prime's Research and Evaluation Coordinator, Paula Ogston-Nobile, Ph.D., and Research and Evaluation Specialist, Lindsay D. Forston, Ph.D., have contributed to a comprehensive evaluation program that monitors and assesses program effectiveness. For more information on these individuals, please see vitae in this section.

9. Describe the qualifications of the individuals/staff who deliver the professional development program and their previous experience providing professional development aimed at strengthening early learning environments for children from economically disadvantaged families.

As Requested in RFP: p. 9-IV-B-9

Since 2004, doctoral-level staff and professional development providers with extensive early childhood and professional development experience have brought expertise to the program design, content, delivery, and evaluation. ExCELL Prime PD providers are required to have a strong knowledge-base regarding principles and practices for adult learning, child development, early literacy development and evidenced-based practices, and family engagement. The PD providers have spent multiple years working to strengthen early learning environments of children from economically disadvantaged backgrounds. Current ExCELL Prime PD staff includes Cynthia Hutchinson, M.Ed; Elaine Kastelberg, M.Ed; Ruth McReynolds, M.Ed; and Terry Tusing, B.S. For more information please see vitae and resumes in this section.

10. Describe the alignment to Virginia's *Foundation Blocks for Early Learning*, *Kindergarten Standards of Learning*, and *Milestones for Child Development*, as applicable. For example, professional development related to behavior management techniques for preschool children would need to align with the Foundation Blocks for Personal and Social Development.

As Requested in RFP: p. 7-III-4,6; p. 9-IV-B-10

The content of ExCELL Prime's professional development is aligned with Virginia's Foundation Blocks for Early Learning: Literacy Foundation Blocks for Oral language, Reading, and Writing (Blocks 1-6). PD focuses on oral language and vocabulary development and critical early literacy skills in the areas of phonological awareness, alphabet and print knowledge, and early writing development. PD is also aligned with the Foundation

Blocks for Personal and Social Development with an emphasis on children’s approaches to learning and problem-solving skills. ExCELL Prime’s PD content and approach is congruent with the Milestones for Child Development in the areas of Language and Literacy and Approaches to Learning. PD topics include a focus on understanding and recognizing children’s approaches to learning and related impact on instructional experiences and later school success. Strategies to support higher-level thinking and problem solving are also presented.

11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.

As Requested in RFP: p. 9-IV-B-11

ExCELL Prime requests that participating programs offer a dedicated space appropriate for adult training needs (adult size tables and chairs) suitable for the size of the educator group. Internet access is preferred. While ExCELL Prime provides a set of multidimensional teaching materials as part of professional development training, a complete list of recommended classroom and family materials can be provided to school districts.

12. Has the proposed professional development offering been subject to rigorous evaluation as defined in Section III of this Request for Proposals?

As Requested in RFP: p. 9-IV-C

- No*
 Yes.

If yes, in the space below, summarize the evaluation methods, the population in which the program has been subject to rigorous evaluation (as defined in this proposal), and provide documentation verifying the results have been subject to an external peer review process by including a copy of the study just after this attachment. (For example, if the Attachment name is D-I-1, within Tab 6 of your proposal, include it after attachment D-I-1).

***NOTE:** While we ExCELL has not been rigorously evaluated, we have included a study on previous ExCELL projects that was published in a peer-reviewed journal. This study is included in the Additional Materials at the end of Tab 6.

If no, is the proposed professional development offering currently undergoing rigorous evaluation, as defined in Section III of this Request for Proposals?

As Requested in RFP: p. 9-IV-C

- No
 Yes.

If yes, in the space below, summarize the evaluation methods and the population in which the program is undergoing rigorous evaluation (as defined in this proposal), when the evaluation will be completed, and if it will be subject to an external peer review process.

13. How much time will your participants need to commit? (Provide total number of days, hours per day, and the total time frame in months in which participants will be expected to participate, and a justification for the time commitment needed to meet the objectives of the professional development opportunity.) If you are also proposing another delivery method for this professional development offering, describe both delivery methods in your narrative, including any differences in the time commitment required.

As Requested in RFP: p. 9-IV-B-11

Face-to-Face Professional Development

 9 Days
 3 Hours per day
 9 Months to complete

Online Professional Development (whether interactive or not)

 Total Hours
 Minimum time for each segment/lesson

Combination

 Days of Face-to-Face Professional Development
 Hours per day of Face-to-Face Professional Development

 Total Hours Online Professional Development
 Minimum time for each segment/lesson of Online Professional Development

Please describe, including the time participants will need to commit, here.

Research on teacher professional development has conclusively reported that ongoing systematic teacher professional development linked to meaningful and relevant classroom practices is most effective in bringing about change in teacher practices. Taking this into account, the ExCELL Prime approach was designed to present a carefully planned series of topics across the school year (nine 3-hour monthly sessions) to allow for systematic knowledge building, targeted classroom application, and increased engagement of families. In addition to participation in the monthly PD sessions and classroom application activities, teachers will be asked to facilitate a thirty-minute classroom-based parent-child language or literacy activity each month as part of the monthly family event led by ExCELL providers. Time will be allotted in each PD session to plan for this additional activity. ExCELL Prime’s monthly PD sessions with the follow-up classroom and family application activities provide

educators with the time needed for application and reflection that are necessary for sustainable instructional change.

Revised Response Template for Professional Development Offering

Complete and include a separate Attachment D for each Professional Development Offering to be included in your proposal. For each different Professional Development Offering, first enter the name and description and then answer Question 1 below. Based on your response to Question #1 below, insert -I, -II, -III, or -IV in the header above after “Attachment D.” If you have the same delivery method for more than one professional development offering to be included in your proposal, add a number after the Roman numeral indicating the category. For example, if your proposal includes three different professional development offerings that will be delivered face-to-face (in-person), two different professional development offerings that will be delivered via an online interactive format, and one professional development offering that will be delivered via a combination; you will have attachments D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Within Tab 6 of your proposal, include separate tabs so that each offering is in a separate tab with the name indicated in the header. For the example above, within Tab 6 include Tabs D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Name of Professional Development Offering

Excellence in Children’s Early Language and Literacy (ExCELL) Prime – Year Two

Brief (15 to 20 Word) Description

ExCELL Prime promotes enriched learning opportunities necessary to develop critical early language and literacy skills that predict later reading success.

1. What method will you use to deliver the professional development? Indicate one and only one delivery method set out below as (I, II, III, or IV) per separate Attachment D. (Also see Attachment E, Pricing Schedule.) Indicate the delivery method I – IV to the right of “Attachment D” in the header above.

As Requested in RFP: p. 9-IV-B-6

Select one and only one:

- I. In-person (face-to-face)
- II. Online interactive (e.g., via Webinar)
- III. Online NOT interactive (e.g. listen or read only)
- IV. Combination of live and virtual/online

Briefly describe the approach and why it is appropriate for meeting the learning objectives.

As Requested in RFP: p. 9-IV-B

ExCELL Prime – Year Two is a year-long program that promotes the development of preschoolers’ early language and literacy skills through four main components: 1.) professional development (PD); 2.) instructional materials; 3.) home-school connections; and 4.) program evaluation. ExCELL Prime – Year Two follows a similar design and sequence as Year One, but provides educators with a more in-depth look at the topics covered in Year One. From this point forward, ExCELL Prime – Year Two will be referred to as ExCELL Prime. ExCELL Prime’s comprehensive approach allows educators and families to develop a common understanding of best practices for children’s early language and literacy development across school and home contexts. In addition to monthly PD sessions for educators, ExCELL Prime provides monthly one and a half hour site-based family events that link to each monthly PD topic. These events include an interactive parent information session with home-based application activities followed by a classroom-based parent-child activity. Classroom teachers and assistants work alongside ExCELL Prime staff to plan and facilitate family events. ExCELL Prime’s family component includes building teacher knowledge base of effective family engagement strategies through PD and practical application in family events.

Preschool educators attend a sequence of nine face-to-face PD sessions focused on teaching methods and strategies that enhance early language and literacy environments and instructional practices, improve the quality of instructional interactions, and promote the use of effective engagement strategies to support families in the development of children’s early language and literacy skills. ExCELL Prime’s PD approach supports educators in the integration of evidenced-based early language and literacy instruction, best practices for child development, curricula, standards, and assessment for effective instructional decision-making.

ExCELL Prime’s monthly 3-hour PD sessions build on educators’ existing knowledge base and skills from Year One and provides them with interactive opportunities for classroom application of evidenced-based instructional practices through whole group presentation, small group discussion, video exemplars, and hands-on practice with selected teaching materials. Depending on each district/school’s needs and capabilities, PD sessions for teachers and assistants can be offered separately or with both groups together. As a follow-up to each PD session educators are offered a variety of practical application activities to be implemented in the classroom in the weeks following the PD, using a set of multidimensional classroom teaching materials (e.g., books, story props, games, lesson plans, etc.) provided by ExCELL Prime. Classroom-based experiences are then shared at the beginning of each subsequent PD for the purposes of review and feedback from the ExCELL Prime providers and colleagues. Training materials and technical assistance include a variety of resources to meet diverse learning needs, including: interactive presentations, training handouts, relevant articles and reports, access to ExCELL Prime’s providers through email and phone calls, ExCELL Prime’s video library, and self-evaluation rubrics that relate to PD topics. PD topics and topic descriptions are listed in the table below.

Monthly PD Topics	Topic Description
Oral Language – Part 1	<ul style="list-style-type: none"> • Promoting Enriched Conversations/Discussions in the Preschool Classroom • Strategies to Promote Higher-order Thinking and Talking • Engaging Families in Conversational Skills with Children
Oral Language – Part 2	<ul style="list-style-type: none"> • Dialogic Reading with Preschoolers • Integrating Challenging Conversation Across the School Day • Supporting Enriched Family Reading
Phonological Awareness – Part 1	<ul style="list-style-type: none"> • Observing Children in Phonological Tasks • Levels of Phonological Difficulty • Phonological Play at Home
Phonological Awareness – Part 2	<ul style="list-style-type: none"> • Differentiating Phonological Instruction • Engaging Families Through Data Sharing
Alphabet and Print Knowledge	<ul style="list-style-type: none"> • Alphabetic Principle and Concept of Word Development • Strategies to Promote Alphabetic Principle and Concept of Word
Early Writing – Part 1	<ul style="list-style-type: none"> • Integrating Authentic Writing across Routines • Kid Writing-Development of Orthography • Supporting Families for Writing at Home
Early Writing – Part 2	<ul style="list-style-type: none"> • Promoting Compositional Writing in Preschool • Families Writing Stories Together
Building Comprehension and Using Books for Learning	<ul style="list-style-type: none"> • Integrating Curriculum to Build Concept Development • Effective Questions to Promote Inquiry • Strategies to Promote text Comprehension • How to Engage Families in Dialogic Reading at Home
Transition to Kindergarten	<ul style="list-style-type: none"> • PreK/K Language and Literacy Alignment • Aligning Routines and Practices • Supporting Children and Families with Effective Transition Activities

You may also select “Other.” (Also see Attachment E, Pricing Schedule.) Professional development offerings using “other” delivery methods may or may not be included in any resulting contract. Briefly describe the approach, why it is appropriate for meeting the learning objectives, the time commitment, and the justification for the time commitment needed to meet the objectives of the professional development opportunity.

V. Other

Table A. Check all that apply to this stand-alone product:

As Requested in RFP: p. 8-IV-A

	Professional Development Category
x	a. Quality of teacher-child interactions
x	b. Providing developmentally appropriate preschool learning environments
x	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
x	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
x	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
	k. Preschool classroom management techniques
	l. Elementary school leadership development to support and strengthen early learning programs
x	m. Communicating with diverse parents of preschool children
	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
x	o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade

2. Which of the Essential Domains of School Readiness does this stand-alone professional development offering focus on (Check one or more)

As Requested in RFP: p. 6-III-1; p. 9-IV-B-2

- Language and literacy development;
- Cognition and general knowledge (including early mathematics and early scientific development);
- Approaches toward learning (including the utilization of the arts);
- Physical well-being and motor development (including adaptive skills); and
- Social and emotional development.

3. Who is your target audience? (Check all that apply.)

As Requested in RFP: p. 9-IV-B-3

- Teachers
- Coaches
- Administrators
- Teacher Assistants

Other service providers (specify here: _____)

Parents and families

***NOTE:** Coaches and administrators are welcomed and encouraged to come but teachers, assistants, and families are the main target audience.

4. What is the length of delivery in hours (time required excluding self-study or other assignments)?

As Requested in RFP: p. 9-IV-B-1

39 Total Hours for PD delivery*

*27 Total Hours for Teacher PD delivery

*12 Total Hours for Family Event delivery

5. What are the goals and learning objectives of the professional development offering?

As Requested in RFP: p. 9-IV-B-4

ExCELL Prime's mission is to bring together early childhood educators and families to ensure that children receive enriched and coordinated learning opportunities necessary for the development of critical early language and literacy skills that predict later reading success. There are two primary goals for this PD offering:

Goal 1: Early childhood educators will provide a literacy-rich classroom environment and incorporate research-based language and literacy instructional approaches into their teaching practices. Learning objectives include: broadening teacher knowledge base and implementation of best practices for children's early language and literacy development, understanding children's approaches to learning, family engagement, assessment-driven instruction, and integration of curricula.

Goal 2: Families will be engaged and involved in their children's learning at home, in the community, and in the classroom. In addition, families will have the knowledge and tools to provide an improved home literacy environment that supports the acquisition of early literacy skills. Learning objectives include strengthening parent-school relationships and broadening parent knowledge of children's early language and literacy development and home-based learning activities.

6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.

As Requested in RFP: p. 9-IV-B-5

Measurement of Goal 1: ExCELL Prime will utilize a number of different measures/surveys to determine whether the objectives described above have been met. Informed consent will be sought from all participants and must be obtained in order to collect any data. Using secure online surveys developed through Research Electronic Data Capture

(REDCap), the following will be collected from participants who have provided consent: basic demographics information; teaching/education-related background; PD attendance/time spent in PD (dosage); knowledge surveys regarding each monthly PD topic (administered pre- and post-test; approximately 1 week prior to and 1 week following each PD); teachers' self-reported implementation of suggested strategies and use of materials; teachers' self-reported use of assessment to guide instruction; satisfaction/feedback survey at midpoint and post-test.

ExCELL Prime will also request permission from individual school districts to obtain teacher-administered *Phonological Awareness Literacy Screening* (PALS) scores from assessments administered in the fall and spring. Informed consent from parents must be obtained in order for PALS data to be accessed by ExCELL Prime staff (described below).

Measurement of Goal 2: Informed consent will be sought from the parents of all children in each classroom. For those that provide consent, ExCELL Prime will collect: information regarding parent attendance at family events; a family questionnaire that assesses basic demographics and details regarding the literacy environment of the home. For parents who attend the monthly family events, ExCELL Prime will ask that they complete a short survey that will ask: what literacy-related activities they have engaged in since the last event; what literacy-related materials they used since the last event; what literacy-related activities they plan to engage in prior to the upcoming family event; basic knowledge assessment re: the purpose/topic of the current family event.

7. Describe how this offering is consistent with the definition of high-quality professional development as defined in Section III of the Request for Proposals.

As Requested in RFP: p. 6-III-1; p. 9-IV-B-7

Established from a strong theoretical and research base, ExCELL Prime promotes the improvement of children's early language and literacy skills through systematic, sustained professional development (PD) to preschool teachers and aligned support for parents. The monthly PD schedule allows for ongoing reflection, feedback, collaboration, and relationship building among teachers, which ultimately results in improved teacher knowledge and long-lasting program impact. ExCELL Prime's program content is aligned with Virginia's Foundation Blocks for Early Learning and is applicable for a variety of early childhood settings. Evidenced-based strategies and instructional practices presented in PD are developmentally appropriate and are congruent with the Milestones of Child Development with an emphasis on recognition of children's diverse approaches to learning, language needs, and learning abilities. Lastly, ExCELL Prime uses an ongoing evaluation plan to measure program success and quality. In sum, ExCELL Prime brings together early childhood teachers and families to ensure children receive enriched and aligned learning opportunities across influential contexts for the development of language and early literacy skills predictive of reading success.

8. Describe qualifications of the individuals/staff who developed this offering.

As Requested in RFP: p. 9-IV-B-8

ExCELL Prime was developed by a team of highly-qualified educators with significant early childhood leadership experiences and strong educational and research backgrounds. ExCELL Prime's Program Director and Professional Development Coordinator, Cynthia W. Hutchinson is a doctoral candidate in Reading Development at the University of Virginia and has extensive work experience in early childhood programming and teacher professional development. ExCELL Prime's Research and Evaluation Coordinator, Paula Ogston-Nobile, Ph.D., and Research and Evaluation Specialist, Lindsay D. Forston, Ph.D., have contributed to a comprehensive evaluation program that monitors and assesses program effectiveness. For more information on these individuals, please see vitae in this section.

9. Describe the qualifications of the individuals/staff who deliver the professional development program and their previous experience providing professional development aimed at strengthening early learning environments for children from economically disadvantaged families.

As Requested in RFP: p. 9-IV-B-9

Since 2004, doctoral-level staff and professional development providers with extensive early childhood and professional development experience have brought expertise to the program design, content, delivery, and evaluation. ExCELL Prime PD providers are required to have a strong knowledge-base regarding principles and practices for adult learning, child development, early literacy development and evidenced-based practices, and family engagement. The PD providers have spent multiple years working to strengthen early learning environments of children from economically disadvantaged backgrounds. Current ExCELL Prime PD staff includes Cynthia Hutchinson, M.Ed; Elaine Kastelberg, M.Ed; Ruth McReynolds, M.Ed; and Terry Tusing, B.S. For more information please see vitae and resumes in this section.

10. Describe the alignment to Virginia's *Foundation Blocks for Early Learning*, *Kindergarten Standards of Learning*, and *Milestones for Child Development*, as applicable. For example, professional development related to behavior management techniques for preschool children would need to align with the Foundation Blocks for Personal and Social Development.

As Requested in RFP: p. 7-III-4,6; p. 9-IV-B-10

The content of ExCELL Prime's professional development is aligned with Virginia's Foundation Blocks for Early Learning: Literacy Foundation Blocks for Oral language, Reading, and Writing (Blocks 1-6). PD focuses on oral language and vocabulary development and critical early literacy skills in the areas of phonological awareness, alphabet and print knowledge, and early writing development. PD is also aligned with the Foundation Blocks for Personal and Social Development with an emphasis on children's approaches to learning and problem-solving skills. ExCELL Prime's PD content and approach is congruent with the Milestones for Child Development in the areas of Language and Literacy and Approaches to Learning. PD topics include a focus on understanding and recognizing

children’s approaches to learning and related impact on instructional experiences and later school success. Strategies to support higher-level thinking and problem solving are also presented.

11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.

As Requested in RFP: p. 9-IV-B-11

ExCELL Prime requests that participating programs offer a dedicated space appropriate for adult training needs (adult size tables and chairs) suitable for the size of the educator group. Internet access is preferred. While ExCELL Prime provides a set of multidimensional teaching materials as part of professional development training, a complete list of recommended classroom and family materials can be provided to school districts.

12. Has the proposed professional development offering been subject to rigorous evaluation as defined in Section III of this Request for Proposals?

As Requested in RFP: p. 9-IV-C

- No*
- Yes.

If yes, in the space below, summarize the evaluation methods, the population in which the program has been subject to rigorous evaluation (as defined in this proposal), and provide documentation verifying the results have been subject to an external peer review process by including a copy of the study just after this attachment. (For example, if the Attachment name is D-I-1, within Tab 6 of your proposal, include it after attachment D-I-1).

*NOTE: While we ExCELL has not been rigorously evaluated, we have included a study on previous ExCELL projects that was published in a peer-reviewed journal. This study is included in the Additional Materials at the end of Tab 6.

If no, is the proposed professional development offering currently undergoing rigorous evaluation, as defined in Section III of this Request for Proposals?

As Requested in RFP: p. 9-IV-C

- No
- Yes.

If yes, in the space below, summarize the evaluation methods and the population in which the program is undergoing rigorous evaluation (as defined in this proposal), when the evaluation will be completed, and if it will be subject to an external peer review process.

13. How much time will your participants need to commit? (Provide total number of days, hours per day, and the total time frame in months in which participants will be expected to

participate, and a justification for the time commitment needed to meet the objectives of the professional development opportunity.) If you are also proposing another delivery method for this professional development offering, describe both delivery methods in your narrative, including any differences in the time commitment required.

As Requested in RFP: p. 9-IV-B-11

Face-to-Face Professional Development

 9 Days
 3 Hours per day
 9 Months to complete

Online Professional Development (whether interactive or not)

 Total Hours
 Minimum time for each segment/lesson

Combination

 Days of Face-to-Face Professional Development
 Hours per day of Face-to-Face Professional Development

 Total Hours Online Professional Development
 Minimum time for each segment/lesson of Online Professional Development

Please describe, including the time participants will need to commit, here.

Insert justification for the time commitment needed to meet the objectives of the professional development opportunity here.

Research on teacher professional development has conclusively reported that ongoing systematic teacher professional development linked to meaningful and relevant classroom practices is most effective in bringing about change in teacher practices. Taking this into account, The ExCELL Prime approach was designed to present a carefully planned series of topics across the school year (nine 3-hour monthly sessions) to allow for systematic knowledge building, targeted classroom application, and increased engagement of families. In addition to participation in the monthly PD sessions and classroom application activities, teachers will be asked to facilitate a thirty minute classroom-based parent-child language or literacy activity each month as part of the monthly family event led by ExCELL providers. Time will be allotted in each PD session to plan for this additional activity. ExCELL Prime’s monthly PD sessions with the follow-up classroom and family application activities provide educators with the time needed for application and reflection that are necessary for sustainable instructional change.

Revised Response Template for Professional Development Offering

Complete and include a separate Attachment D for each Professional Development Offering to be included in your proposal. For each different Professional Development Offering, first enter the name and description and then answer Question 1 below. Based on your response to Question #1 below, insert -I, -II, -III, or -IV in the header above after “Attachment D.” If you have the same delivery method for more than one professional development offering to be included in your proposal, add a number after the Roman numeral indicating the category. For example, if your proposal includes three different professional development offerings that will be delivered face-to-face (in-person), two different professional development offerings that will be delivered via an online interactive format, and one professional development offering that will be delivered via a combination; you will have attachments D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Within Tab 6 of your proposal, include separate tabs so that each offering is in a separate tab with the name indicated in the header. For the example above, within Tab 6 include Tabs D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Name of Professional Development Offering

ExCELL Spotlight: Early Learning Professional Development Options

Brief (15 to 20 Word) Description

Professional development options focused on the role of assessment and children’s development of early language, literacy, and cognitive skills.

1. What method will you use to deliver the professional development? Indicate one and only one delivery method set out below as (I, II, III, or IV) per separate Attachment D. (Also see Attachment E, Pricing Schedule.) Indicate the delivery method I – IV to the right of “Attachment D” in the header above.

As Requested in RFP: p. 9-IV-B-6

Select one and only one:

- I. In-person (face-to-face)
- II. Online interactive (e.g., via Webinar)
- III. Online NOT interactive (e.g. listen or read only)
- IV. Combination of live and virtual/online

Briefly describe the approach and why it is appropriate for meeting the learning objectives.

As Requested in RFP: p. 9-IV-B

Within ExCELL Spotlight, PD providers partner with school districts to identify their goals and develop a customized learning plan. ExCELL Spotlight offers stand-alone professional development sessions that can be selected in any order based on the need(s) or interest(s) of the school districts and/or schools. Six-hour PD sessions are organized into four ‘Spotlight’ categories listed below. Each Spotlight option provides participants with: evidence-based knowledge-building content and best practices, along with a set of instructional resources for immediate classroom application. PD Spotlight sessions provide opportunities for participants to view and practice strategies presented in the session. ExCELL Spotlight offers flexibility to school districts for scheduling professional development based on their particular area(s) of need and interest, according to their own timetables.

Spotlight Categories			
Early Language and Literacy 7 Spotlight Options	Assessment 3 Spotlight Options	Approaches to Learning 3 Spotlight Options	Cognition and General Knowledge 4 Spotlight Options
<ul style="list-style-type: none"> A. Best Practices for Promoting Language Development in the Preschool Classroom B. Phonological Fun C. Effective Practices for Alphabet and Print Knowledge D. Supporting Young Writers in Preschool E. Interactive Reading Strategies and Comprehension F. Supporting Dual Language Learners G. Creating Language and Literacy-rich School and Home Environments 	<ul style="list-style-type: none"> A. Appropriate and Meaningful Assessment in Preschool B. Becoming a Focused Observer C. Linking Assessment and Instruction and Engaging Families Through Data Sharing 	<ul style="list-style-type: none"> A. Effective Strategies to Encourage Positive Approaches to Learning B. Universal Design in the Preschool Classroom C. Becoming an Intentional and Responsive Teacher 	<ul style="list-style-type: none"> A. The Cognitively Stimulating Preschool Classroom: Purposeful Play B. Promoting Scientific Inquiry in Preschool C. Developing Early Mathematical Understandings D. STEM in Preschool

You may also select “Other.” (Also see Attachment E, Pricing Schedule.) Professional development offerings using “other” delivery methods may or may not be included in any resulting contract. Briefly describe the approach, why it is appropriate for meeting the learning objectives, the time commitment, and the justification for the time commitment needed to meet the objectives of the professional development opportunity.

V. Other

Table A. Check all that apply to this stand-alone product:

As Requested in RFP: p. 8-IV-A

	Professional Development Category
	a. Quality of teacher-child interactions
x	b. Providing developmentally appropriate preschool learning environments
x	c. Early literacy skills
x	d. Early mathematics skills
x	e. Early scientific development skills
x	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
x	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
	k. Preschool classroom management techniques
	l. Elementary school leadership development to support and strengthen early learning programs
x	m. Communicating with diverse parents of preschool children
	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
x	o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade

2. Which of the Essential Domains of School Readiness does this stand-alone professional development offering focus on (Check one or more)

As Requested in RFP: p. 6-III-1; p. 9-IV-B-2

- Language and literacy development;
- Cognition and general knowledge (including early mathematics and early scientific development);
- Approaches toward learning (including the utilization of the arts);
- Physical well-being and motor development (including adaptive skills); and
- Social and emotional development.

3. Who is your target audience? (Check all that apply.)

As Requested in RFP: p. 9-IV-B-3

- Teachers
- Coaches
- Administrators
- Teacher Assistants
- Other service providers (specify here: _____)
- Parents and families

***NOTE:** Coaches and administrators are welcomed and encouraged to come but teachers and assistants are the main target audience.

4. What is the length of delivery in hours (time required excluding self-study or other assignments)?

As Requested in RFP: p. 9-IV-B-1

___6___ Total Hours for Delivery

*NOTE: The length of each PD session is 6 hours.

5. What are the goals and learning objectives of the professional development offering?

As Requested in RFP: p. 9-IV-B-4

The goal of each ExCELL Spotlight PD session is to build a common knowledge base in both children’s early development and essential domains of school readiness. Through embedded opportunities for practice and discussion, ExCELL Spotlight PD sessions promote intentional teaching competencies that meet the diverse needs of young children. ExCELL Spotlight’s learning objectives are to: increase teacher knowledge and implementation of best practices related to early language and literacy development, cognitive and general knowledge, approaches to learning, meaningful and appropriate assessment, curricula integration and effective strategies for engaging families in children’s learning.

6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.

As Requested in RFP: p. 9-IV-B-5

ExCELL Spotlight will utilize a number of different measures/surveys to determine whether the objectives described above have been met. An initial ‘needs survey’ will be reviewed with each prospective district or school to determine individual needs and to establish a training plan. Informed consent will be sought from all participants and must be obtained in order to collect any data. Using secure online surveys developed through Research Electronic Data Capture (REDCap), the following will be collected from participants who have provided consent: basic demographics information; teaching/education-related background; PD attendance/time spent in PD (dosage); knowledge surveys regarding each PD that is attended (administered pre- and post-test; approximately 1 week prior to and 1 week following each PD); teachers’ self-reported implementation of suggested strategies and use of materials (administered approximately 2 weeks following a PD); teachers’ self-reported use of assessment to guide instruction (as applicable); satisfaction/feedback survey (administered approximately 1 week following a given PD).

7. Describe how this offering is consistent with the definition of high-quality professional development as defined in Section III of the Request for Proposals.

As Requested in RFP: p. 6-III-1; p. 9-IV-B-7

Established from a strong theoretical and research base, the ExCELL Spotlight offering improves and increases teachers' knowledge of the academic and essential domains of school readiness through intensive and focused professional development (PD) sessions. Participants receive comprehensive training on a variety of Spotlight topics, participate in active learning experiences with teaching materials, and receive classroom resources to promote implementation of new strategies and instructional practices. ExCELL Spotlight content is aligned with Virginia's Foundation Blocks for Early Learning and is applicable for a variety of early childhood settings. Evidenced-based strategies and instructional practices presented in PD are developmentally appropriate and are congruent with the Milestones of Child Development. The ExCELL Spotlight evaluation plan provides multiple opportunities for follow-up and feedback through the use of teacher surveys and self-reports connected to specific PD sessions. The Spotlight approach allows school districts to individualize professional development that best meets their specific needs and interests.

8. Describe qualifications of the individuals/staff who developed this offering.

As Requested in RFP: p. 9-IV-B-8

ExCELL Spotlight was developed by a team of highly-qualified educators with significant early childhood leadership experiences and strong educational and research backgrounds. ExCELL Spotlight's Program Director and Professional Development Coordinator, Cynthia W. Hutchinson, is a doctoral candidate in Reading Development at the University of Virginia and has extensive work experience in early childhood programming and teacher professional development. ExCELL Spotlight's Research and Evaluation Coordinator, Paula Ogston-Nobile, Ph.D., and Research and Evaluation Specialist, Lindsay D. Forston, Ph.D., have contributed to a comprehensive evaluation program that monitors and assesses child outcomes and program effectiveness. For more information on these individuals, please see vitae in this section.

9. Describe the qualifications of the individuals/staff who deliver the professional development program and their previous experience providing professional development aimed at strengthening early learning environments for children from economically disadvantaged families.

As Requested in RFP: p. 9-IV-B-9

Since 2004, doctoral-level staff and professional development providers with extensive early childhood and professional development experience have brought expertise to the program design, content, delivery, and evaluation. ExCELL Spotlight PD providers are required to have a strong knowledge-base regarding principles and practices for adult learning, child development, early literacy development and evidenced-based practices, and family engagement. PD providers have dedicated many years working to strengthen early learning environments of children from economically disadvantaged backgrounds. Current ExCELL PD staff includes Cynthia Hutchinson, M.Ed, Paula Ogston-Nobile, Ph.D., Lindsay D.

Forston, Ph.D., Elaine Kastelberg, M.Ed, Ruth McReynolds, M.Ed, and Terry Tusing, B.S. For more information please see vitae and resumes in this section.

10. Describe the alignment to Virginia's *Foundation Blocks for Early Learning*, *Kindergarten Standards of Learning*, and *Milestones for Child Development*, as applicable. For example, professional development related to behavior management techniques for preschool children would need to align with the Foundation Blocks for Personal and Social Development.

As Requested in RFP: p. 7-III-4,6; p. 9-IV-B-10

The content of ExCELL's Spotlight offering is aligned with Virginia's Foundation Blocks for Early Learning in the following areas:

- Foundation Blocks for Literacy (Blocks 1-6): PD content focuses on oral language and vocabulary development, dual language learners, and critical early literacy skills in the areas of phonological awareness, alphabet and print knowledge, comprehension, and early writing development.
- Mathematics Foundation Blocks (Blocks 1-5): PD content focuses on early numeracy development, computation, measurement, geometry, data collection and statistics, and patterns and relationships.
- Science Foundation Blocks (Blocks 1-8): PD content focuses on scientific inquiry, understanding motion and energy, physical properties and reactions, life processes and earth's resources, systems, cycles and change.
- Personal and Social Development Foundation Blocks (Blocks 3,4,5): PD content focuses on approaches to learning, social interaction and problem solving.

The content of ExCELL's Spotlight offering is aligned with the Milestones of Child Development in the following areas:

- Language and Literacy (Strands 1-5): PD content focuses on oral language and vocabulary development, dual language learners, and critical early literacy skills in the areas of phonological awareness, alphabet and print knowledge, comprehension, and early writing development.
- Cognition and General Knowledge (Strands 1-2): PD content focuses on development of scientific knowledge, inquiry and exploration, early numeracy, measurement, patterns and relationships, shapes and spatial sense, data collection, and sequence.
- Approaches to Learning (Strands 1-4): PD content focuses on children's approach to learning as it relates to persistence, curiosity and initiative, creativity and inventiveness, and problem solving.

11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.

As Requested in RFP: p. 9-IV-B-11

ExCELL requests that participating programs offer a dedicated space appropriate for adult training needs (adult size tables and chairs) suitable for the size of the educator group. Internet access is preferred. While ExCELL provides a set of teaching materials as part of

professional development training, a complete list of recommended classroom teaching and learning materials can be provided to school districts.

- 12. Has the proposed professional development offering been subject to rigorous evaluation as defined in Section III of this Request for Proposals?

As Requested in RFP: p. 9-IV-C

- No
 Yes.

If yes, in the space below, summarize the evaluation methods, the population in which the program has been subject to rigorous evaluation (as defined in this proposal), and provide documentation verifying the results have been subject to an external peer review process by including a copy of the study just after this attachment. (For example, if the Attachment name is D-I-1, within Tab 6 of your proposal, include it after attachment D-I-1).

If no, is the proposed professional development offering currently undergoing rigorous evaluation, as defined in Section III of this Request for Proposals?

As Requested in RFP: p. 9-IV-C

- No
 Yes.

If yes, in the space below, summarize the evaluation methods and the population in which the program is undergoing rigorous evaluation (as defined in this proposal), when the evaluation will be completed, and if it will be subject to an external peer review process.

- 13. How much time will your participants need to commit? (Provide total number of days, hours per day, and the total time frame in months in which participants will be expected to participate, and a justification for the time commitment needed to meet the objectives of the professional development opportunity.) If you are also proposing another delivery method for this professional development offering, describe both delivery methods in your narrative, including any differences in the time commitment required.

As Requested in RFP: p. 9-IV-B-11

Face-to-Face Professional Development

__1__ Days
__6__ Hours per day
__1__ Months to complete

Online Professional Development (whether interactive or not)

_____ Total Hours

_____ Minimum time for each segment/lesson

Combination

_____ Days of Face-to-Face Professional Development

_____ Hours per day of Face-to-Face Professional Development

_____ Total Hours Online Professional Development

_____ Minimum time for each segment/lesson of Online Professional Development

Please describe, including the time participants will need to commit, here.

Insert justification for the time commitment needed to meet the objectives of the professional development opportunity here.

Participating districts may choose any of the professional development Spotlight options presented in this offering; each is presented in a 6-hour PD session that takes place over one day. ExCELL Spotlight's flexible approach offers participating programs a high-quality content-rich presentation combined with practical application activities and allows for individualizing the choice and timing of trainings.

Revised Response Template for Professional Development Offering

Complete and include a separate Attachment D for each Professional Development Offering to be included in your proposal. For each different Professional Development Offering, first enter the name and description and then answer Question 1 below. Based on your response to Question #1 below, insert -I, -II, -III, or -IV in the header above after “Attachment D.” If you have the same delivery method for more than one professional development offering to be included in your proposal, add a number after the Roman numeral indicating the category. For example, if your proposal includes three different professional development offerings that will be delivered face-to-face (in-person), two different professional development offerings that will be delivered via an online interactive format, and one professional development offering that will be delivered via a combination; you will have attachments D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Within Tab 6 of your proposal, include separate tabs so that each offering is in a separate tab with the name indicated in the header. For the example above, within Tab 6 include Tabs D-I-1, D-I-2, D-I-3, D-II-1, D-II-2, and D-IV.

Name of Professional Development Offering

ExCELL’s Ocean Adventures: Implementing a Kindergarten Summer Transition Program

Brief (15 to 20 Word) Description

Guidance/technical assistance in designing and facilitating the implementation of a language and literacy-focused kindergarten summer transition program.

1. What method will you use to deliver the professional development? Indicate one and only one delivery method set out below as (I, II, III, or IV) per separate Attachment D. (Also see Attachment E, Pricing Schedule.) Indicate the delivery method I – IV to the right of “Attachment D” in the header above.

As Requested in RFP: p. 9-IV-B-6

Select one and only one:

- I. In-person (face-to-face)
- II. Online interactive (e.g., via Webinar)
- III. Online NOT interactive (e.g. listen or read only)
- IV. Combination of live and virtual/online

Briefly describe the approach and why it is appropriate for meeting the learning objectives.

As Requested in RFP: p. 9-IV-B

A successful transition to kindergarten is critical for ensuring that young children will quickly adapt and thrive in their first year of formal school. ExCELL Ocean Adventures is a professional development offering that provides guidance to school administrators in the design and implementation of a kindergarten summer transition program. ExCELL will provide administrators with the information and tools necessary to design and implement an intensive, developmentally appropriate transition program for children entering kindergarten. Unique features of this ocean-themed transition model include: 1.) teaching teams comprised of one PreK and one kindergarten teacher; 2.) a weekly family engagement component; 3.) targeted curriculum focus; and 4.) data-driven instruction. This PD offering is provided across a series of three 3-hour PD sessions (e.g., January, March and May), along with follow-up consultative services during implementation of the summer transition program.

Session	PD Topics
Session 1	<ul style="list-style-type: none"> • Virginia’s Foundation Blocks for Early Learning/Milestones for Child Development • Overview of Summer Transition Program Design • Identifying District Current Transition Practices/Challenges/Needs
Session 2	<ul style="list-style-type: none"> • Family Engagement Component • Recruitment • Kindergarten Registration Day • Summer Sites and Teacher Selection • Plans to Meet Challenges/Needs • Enrollment Process and Procedures
Session 3	<ul style="list-style-type: none"> • Data-driven Instruction Plan • Enrollment • Curriculum and Materials • Family Events • Summer Program PD

You may also select “Other.” (Also see Attachment E, Pricing Schedule.) Professional development offerings using “other” delivery methods may or may not be included in any resulting contract. Briefly describe the approach, why it is appropriate for meeting the learning objectives, the time commitment, and the justification for the time commitment needed to meet the objectives of the professional development opportunity.

V. Other

Table A. **Check all that apply to this stand-alone product:**

As Requested in RFP: p. 8-IV-A

	Professional Development Category
	a. Quality of teacher-child interactions
x	b. Providing developmentally appropriate preschool learning environments
x	c. Early literacy skills
	d. Early mathematics skills

	Professional Development Category
	e. Early scientific development skills
	f. Promoting preschool children’s critical thinking, problem solving, and other executive functions
X	g. Promoting preschool children’s social and emotional development
	h. Instructional services and support for students with disabilities
X	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
	k. Preschool classroom management techniques
X	l. Elementary school leadership development to support and strengthen early learning programs
X	m. Communicating with diverse parents of preschool children
X	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
X	o. Family engagement and support services, including comprehensive preschool services, and effective family engagement strategies designed to sustain improved early learning outcomes through third grade

2. Which of the Essential Domains of School Readiness does this stand-alone professional development offering focus on (Check one or more)

As Requested in RFP: p. 6-III-1; p. 9-IV-B-2

- Language and literacy development;
- Cognition and general knowledge (including early mathematics and early scientific development);
- Approaches toward learning (including the utilization of the arts);
- Physical well-being and motor development (including adaptive skills); and
- Social and emotional development.

3. Who is your target audience? (Check all that apply.)

As Requested in RFP: p. 9-IV-B-3

- Teachers
- Coaches
- Administrators
- Teacher Assistants
- Other service providers (specify here: _____)
- Parents and families

NOTE: *Teachers are welcome to participate.

4. What is the length of delivery in hours (time required excluding self-study or other assignments)?

As Requested in RFP: p. 9-IV-B-1

___9___ Total Hours for Delivery

5. What are the goals and learning objectives of the professional development offering?

As Requested in RFP: p. 9-IV-B-4

The goal of ExCELL's Ocean Adventures PD offering is to provide guidance and technical assistance to school administrators and educators in the design and implementation of a successful kindergarten summer transition program. Learning objectives include building a knowledge base for how to create an enriched summer learning experience with a primary focus on children's language and literacy development and typical kindergarten routines. Additionally, this PD offering will provide administrators with effective strategies and tools necessary to engage families in understanding their child's educational development and preparation for kindergarten.

6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.

As Requested in RFP: p. 9-IV-B-5

ExCELL's Ocean Adventures will utilize a number of different measures/surveys to determine whether the objectives described above have been met. First, informed consent will be sought from all participants and must be obtained in order to collect any data. Using secure online surveys developed through Research Electronic Data Capture (REDCap), a range of information will be collected from those who provide consent. Prior to ExCELL's Ocean Adventures 1st PD offering, participants will be asked to complete an online questionnaire that will assess: 1.) basic demographic information; 2.) teaching/education-related background; 3.) knowledge of children's language/literacy development, state learning standards, milestones of child development, and kindergarten routines; 4.) self-reported preparedness in implementing a summer kindergarten transition program. Following the 3rd PD session, participants will be asked to complete an online questionnaire that will assess: 1.) self-reported preparedness in implementing a summer kindergarten transition program; 2.) satisfaction with the PD offering (e.g. feedback will be sought; participants will be asked whether the Ocean Adventures model is expected to work with their summer programming needs). Attendance and time spent at each PD session will also be documented.

7. Describe how this offering is consistent with the definition of high-quality professional development as defined in Section III of the Request for Proposals.

As Requested in RFP: p. 6-III-1; p. 9-IV-B-7

ExCELL's Ocean Adventures offering is aligned with the Virginia Foundation Blocks for Early Learning, the Kindergarten Standards of Learning, and the Milestones for Child Development. The evidence-based transition program structure and curriculum resources are appropriate for a variety of settings, developmentally appropriate in content and pedagogy,

and provide ample support to teachers and families in an effort to promote children's smooth transition to kindergarten. Through active discussion and use of resource materials provided by the ExCELL Ocean Adventures team, administrators will have opportunities to collaborate in the planning of a summer transition program that best meets their district's capabilities and needs. Continuous feedback and ongoing support from the ExCELL team will be accessible to participants through the planning and implementation stages.

8. Describe qualifications of the individuals/staff who developed this offering.

As Requested in RFP: p. 9-IV-B-8

ExCELL's Ocean Adventures PD offering was developed by a team of highly-qualified educators with significant early childhood leadership experiences and strong educational and research backgrounds. ExCELL's Program Director and Professional Development Coordinator, Cynthia W. Hutchinson is a doctoral candidate in Reading Development at the University of Virginia and has extensive work experience in early childhood programming and teacher professional development. ExCELL's Research and Evaluation Coordinator, Paula Ogston-Nobile, Ph.D., and Research and Evaluation Specialist, Lindsay D. Forston, Ph.D., have contributed to a comprehensive evaluation program that monitors and assesses child outcomes and program effectiveness. For more information on these individuals, please see vitae in this section.

9. Describe the qualifications of the individuals/staff who deliver the professional development program and their previous experience providing professional development aimed at strengthening early learning environments for children from economically disadvantaged families.

As Requested in RFP: p. 9-IV-B-9

Since 2004, doctoral-level staff and professional development providers with extensive early childhood and professional development experience have brought expertise to the program design, content, delivery, and evaluation. ExCELL Prime PD providers are required to have a strong knowledge-base regarding principles and practices for adult learning, child development, early literacy development and evidenced-based practices, and family engagement. The PD providers have spent multiple years working to strengthen early learning environments of children from economically disadvantaged backgrounds. Current ExCELL Prime PD staff includes Cynthia Hutchinson, M.Ed; Elaine Kastelberg, M.Ed; Ruth McReynolds, M.Ed; and Terry Tusing, B.S. For more information please see vitae and resumes in this section.

10. Describe the alignment to Virginia's *Foundation Blocks for Early Learning*, *Kindergarten Standards of Learning*, and *Milestones for Child Development*, as applicable. For example, professional development related to behavior management techniques for preschool children would need to align with the Foundation Blocks for Personal and Social Development.

As Requested in RFP: p. 7-III-4,6; p. 9-IV-B-10

The curriculum content and resources of ExCELL’s Ocean Adventures transition program are aligned with Virginia’s Foundation Blocks for Early Learning: Literacy Foundation Blocks (Blocks 1-6), Mathematics Foundation Blocks (Blocks 1-6), Science Foundation Blocks (Blocks 3,5,6,7), and Personal and Social Development Foundation Blocks (Blocks 1-5). ExCELL’s Ocean Adventures is also congruent with the Milestones for Child Development in the areas of Language and Literacy and Approaches to Learning. ExCELL’s Ocean Adventures offering will provide administrators with opportunities for discussion of Virginia’s preschool standards for child outcomes and developmental milestones as described in Virginia’s Foundation Blocks for Early Learning and Milestones for Child Development resources. Vertical alignment of the Foundation Blocks, Milestones, and Virginia’s Kindergarten Standards of Learning will also be discussed.

11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.

As Requested in RFP: p. 9-IV-B-11

ExCELL requests that participating programs offer a dedicated space appropriate for adult training needs (adult size tables and chairs) suitable for the size of the educator group. Internet access is preferred.

12. Has the proposed professional development offering been subject to rigorous evaluation as defined in Section III of this Request for Proposals?

As Requested in RFP: p. 9-IV-C

- No
 Yes.

If yes, in the space below, summarize the evaluation methods, the population in which the program has been subject to rigorous evaluation (as defined in this proposal), and provide documentation verifying the results have been subject to an external peer review process by including a copy of the study just after this attachment. (For example, if the Attachment name is D-I-1, within Tab 6 of your proposal, include it after attachment D-I-1).

As Requested in RFP: p. 9-IV-C

If no, is the proposed professional development offering currently undergoing rigorous evaluation, as defined in Section III of this Request for Proposals?

- No
 Yes.

If yes, in the space below, summarize the evaluation methods and the population in which the program is undergoing rigorous evaluation (as defined in this proposal), when the evaluation will be completed, and if it will be subject to an external peer review process.

13. How much time will your participants need to commit? (Provide total number of days, hours per day, and the total time frame in months in which participants will be expected to participate, and a justification for the time commitment needed to meet the objectives of the professional development opportunity.) If you are also proposing another delivery method for this professional development offering, describe both delivery methods in your narrative, including any differences in the time commitment required.

As Requested in RFP: p. 9-IV-B-11

Face-to-Face Professional Development

 3 Days
 3 Hours per day
 3 Months to complete

Online Professional Development (whether interactive or not)

 Total Hours
 Minimum time for each segment/lesson

Combination

 Days of Face-to-Face Professional Development
 Hours per day of Face-to-Face Professional Development

 Total Hours Online Professional Development
 Minimum time for each segment/lesson of Online Professional Development

Please describe, including the time participants will need to commit, here.

Administrators participating in the ExCELL Ocean Adventures offering will need to commit to three 3-hour PD sessions focused on designing and implementing a kindergarten summer transition program. Implementation of a summer transition program must allow for sufficient planning time that takes into account typically scheduled school activities and tasks such as kindergarten registration and selection of summer school sites and staff. Having several strategically scheduled PD sessions for administrators allows for adequate planning time and promotes informed decision-making.

Summary Table of All Offerings

Offering	Description	Topics	PD Frequency and Target Audience	Family Component	Materials	Evaluation
ExCELL Prime – Year 1	Promotes the development of preschoolers’ early language and literacy skills by allowing educators and families to develop a common understanding of best practices for children’s early language and literacy development across school and home contexts.	Oral language; phonological awareness; early writing; books for learning; transition to kindergarten	- 9 monthly 3- hour sessions offered to teachers and teaching assistants - 9 monthly 1.5-hour sessions offered to parents and families	Monthly family event	Yes - Monthly	Participant demographic information; event attendance; knowledge surveys; self-report; and satisfaction/feedback surveys
ExCELL Prime – Year 2	Expands on Year 1; continues to promote enriched learning opportunities necessary to develop critical early language and literacy skills that predict later reading success.	Oral language; phonological awareness; early writing; books for learning; transition to kindergarten	- 9 monthly 3- hour sessions offered to teachers and teaching assistants - 9 monthly 1.5-hour sessions offered to parents and families	Monthly family event	Yes - Monthly	Participant demographic information; event attendance; knowledge surveys; self-report; and satisfaction/feedback surveys
ExCELL Spotlight	Professional development options focused on the role of assessment and children’s development of early language, literacy, and cognitive skills.	Early language/ literacy; assessment; approaches to learning; cognition/general knowledge	Separate 6-hour sessions offered to teachers and teaching assistants	Technical assistance for school-family connection	Yes – Per session	Needs survey; demographic information; event attendance; self-report; satisfaction/feedback survey
ExCELL’s Ocean Adventures	Guidance/technical assistance in designing and facilitating the implementation of a language and literacy-focused kindergarten summer transition program	Summer transition program design; identifying current needs; family engagement; recruitment; curriculum and materials	Three monthly 3-hour sessions offered to administrators	Technical assistance for school-family connection	No	Participant demographic information; event attendance; knowledge survey; self-report; and satisfaction/feedback survey

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The Effects of a Comprehensive Early Literacy Project on Preschoolers' Language and Literacy Skills

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Ó Springer Science+Business Media New York 2013

Abstract

The purpose of this study was to examine the effects of a federally funded early literacy project that aimed to promote the school readiness skills of preschool- age children from low income families. Through daily, explicit, and systematic instruction, the project targeted to improve preschoolers' oral language skills, phonological awareness, print awareness, and alphabet knowledge that aligned with the existing curriculum of the local school district. Data were collected through multiple sources at the individual child level, classroom level, and from the family/home environment. Significant gains were found between pre- and post-tests in child outcomes, classroom environments, instructional practices, parent attitudes toward early literacy, and family involvement in literacy activities. Additionally, classroom organization was identified as a significant predictor for children's receptive language skills. Limitations of the current study and implications for future research as well as instructional practices were discussed.

Keywords Preschool □ Early literacy □ School readiness

Introduction

Children from low income families may acquire language skills more slowly, exhibit delayed letter recognition and phonological sensitivity, and are at risk for reading difficulties (Arnold and Doctoroff 2003; Duncan et al. 1998; Lee and Burkam 2002). However, researchers in early childhood education and child development also suggest that it is the cumulative or combined impact of risk factors, rather than any single risk factor, that is most predictive of children's school success (e.g., Luthar et al. 1993; Rutter et al. 1979; Sameroff et al. 1997). In fact, when children from impoverished backgrounds receive high quality support from teachers and caregivers in a well prepared environment, they demonstrate average levels of development at entry into kindergarten (Landry et al. 2001; Ramey et al. 2000).

Early childhood researchers and practitioners have identified key foundational skills that are necessary for children entering kindergarten to succeed in learning to read (Dickinson and Smith 1994; Frede 1995; NELP 2008; Whitehurst et al. 1994). These skills include oral language, phonological awareness, print knowledge, and alphabet knowledge.

Whitehurst and Lonigan (1998) categorized these components into two major domains: outside-in components and inside-out components. Outside-in components include a variety of oral language skills such as semantic, narrative, and conceptual knowledge. Inside-out components include code-based skills such as phonological awareness and an understanding of the alphabetic principle. Both outside-in and inside-out components are related to later reading development and are important aspects of children's early literacy experiences; however, there is strong evidence that inside-out components, or code-based

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skills, are especially important for children's early reading development in kindergarten and first grade (Storch and Whitehurst 2002; Torgesen 2002). Reading experts estimate that if children receive exposure to these foundational skills during early childhood, as few as 5 % of them may experience serious reading difficulty, rather than the current level of 20–30 % (Landry et al. 2006; Snow et al. 1998).

Theoretical Framework

Because of the multiple aspects of early language and literacy development as well as the multilevel contextual factors, the current project was designed to use a developmental ecological systems model in component development and implementation. The developmental ecological systems model is based on an approach first described by Bronfenbrenner (1988, 1989; Bronfenbrenner and Morris 1998) and later was extended to family functioning studies and related fields (e.g., Fivaz-Depeursinge and Corboz-Warnery 1999; Sameroff 2000; Volling 2005). The developmental ecological systems model reviews the child within an ecological context and recognizes the importance of a variety of intrafamilial and extrafamilial systems that affect children's development. Specifically, there are four interconnected systems that comprise the model. The first is defined as the microsystem and consists of the immediate family environment or setting in which the child lives, such as parents and siblings interactions that exert a primary impact on the child's development. The mesosystem refers to interconnections between two or more components of the system, in this case the interactions outside the family environment such as school and peer influences. The exosystem is the broader community context that may not be directly experienced by the child, but which may influence the elements of the microsystem (such as, quality of neighborhood library or health care). The macrosystem is the wider social, cultural, and legal context that encompasses all the other systems.

Instead of separating one individual element from another, the developmental ecological model emphasizes the interrelationship between and among influential factors by reflecting the fact that there are several different processes operating within the family and in the social systems in which the family is embedded. These systems are interacting with one another and influencing children's developmental outcomes. The child develops within a dynamic and changing environmental context across time. An ecological systems view of early learning purports that children with diverse backgrounds develop in a complex social world and that it is necessary to observe interactions at multilevel contexts and examine changes over time at all levels. To ensure the success of these young children, it is critical to integrate individual and contextual characteristics and processes and to examine interrelations among these systems. From a resilience perspective, the risks that children experience due to low economic resources may be offset by protective influences, and these protective influences can be compounded across environments to increase positive outcomes (Pianta and Walsh 1996; Werner 2000). Based on the ecological systems approach, this early literacy project addressed three levels within the global ecological system: child, parent/family, and teacher/ classroom. Specifically, the project supports the child's primary environments—home and classroom—to promote the development of critical early language and literacy skills that are associated with long-term reading achievement (See Fig. 1).

Aim of Project

As an interdisciplinary, university–community partnership, the current literacy project has endeavored to enhance the local public preschool program by creating classrooms of excellence that provide high quality early childhood education focusing on language and literacy development. The goal of the project is to promote a successful transition to kindergarten for preschoolers who are at-risk for reading difficulties by equipping them with the necessary language and literacy skills needed for early reading success. The project design emphasizes the following scientifically- based reading research (SBRR) components: (1) explicit, systematic instruction (Ehri et al. 2001); (2) dynamic assessment (McMaster et al. 2005; O'Connor 2000; Vellutino et al. 1996); (3) enhanced, literacy-focused curricula (Bredekamp et al. 2006); and (4) ongoing, intense professional development and coaching (Walpole and McKenna 2004). The project sites aim to serve as models of scientifically-based early language and literacy education in the local early childhood community as well as for statewide programming.

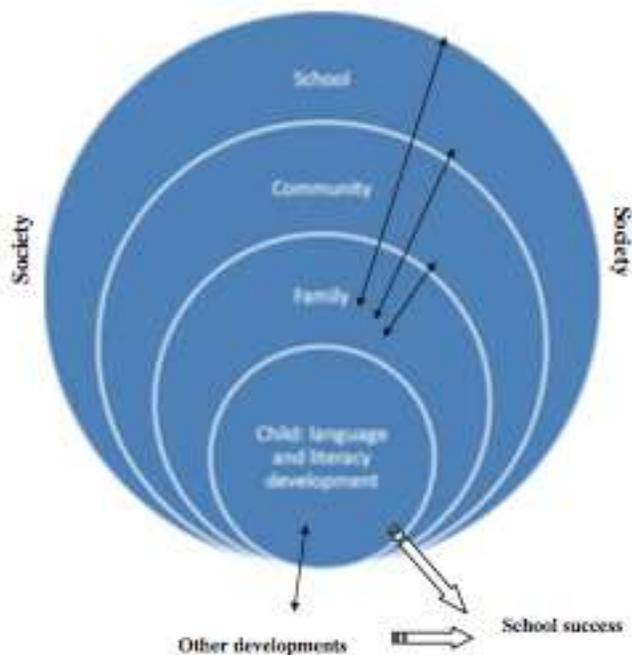


Fig. 1 Theoretical framework of the literacy project

The purpose of the study was to examine the effects of the current literacy project designed to promote the school readiness of preschoolers from low income families so that they would transition to kindergarten successfully. The following research questions were addressed:

1. What is the impact of the early literacy project on children's early language and literacy skills, classroom environment, and instructional practices?
2. What is the impact of the early literacy project on parent attitude and home literacy practices?
3. Is there a relationship between children's improved language/literacy skills and the enhanced classroom environment and instructional practices?

Methodology

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Participants

Among the 248 preschool children (3- to 5-year-old) who were targeted to be included in the project, 199 children participated in all aspects of the program during the first year of the project with a consent being obtained from at least one parent or guardian for each participating child. Participating children were from 14 Head Start classrooms located in five elementary schools in a large urban school division. The school division Head Start program served a total of 576 3- to 5-year-old children in classrooms located in 15 local schools and three community child care centers. The five sites the current project targeted were identified because they served children who were considered most at risk and/or disadvantaged due to social or economical factors. Therefore, the target children were expected to benefit most from the optimal support and enhanced learning opportunities in the areas of early language and literacy skills. The majority (96 %) of enrolled children came from low-income households. Ninety-eight percent of participating children were African American. See Table 1 for participating children's demographic information. Participating adults involved parents/guardians of these children, the preschool teachers and assistants, as well as Head Start and public school administrators. Seven of the 14 participating classroom teachers hold a Bachelor's degree and seven have a Master's Degree. Among the 14 instructional assistants, three have a Bachelor's degree, four have an Associate's degree, six with a high school diploma, and one with CDA.

Table 1 Demographic information of participating children
Number (%)

Age	
3-year-olds	85 (34)
4-year-olds	163 (66)
Ethnicity/race	
African American	238 (96)
Hispanic/Latino	4 (2)
Children with disability/delay	37 (15)
English language learners	5 (2)
Low-income families	244 (98)

Components and Procedures

The learning goals of the project were derived from scientifically-based findings in the field of early reading research and early learning standards from national and state organizations. The comprehensive curriculum focuses on key areas of early reading development. In addition to promoting the development of high-quality, language-focused and print-rich classroom and home environments, the project supports preschool educators in the implementation of systematic, developmentally appropriate early language and literacy instruction that is linked to ongoing assessment at the child and classroom levels.

The project provided daily, explicit, and systematic instruction targeting preschoolers' oral language skills, phonological awareness, print awareness, and alphabet knowledge that aligned with the existing curriculum Houghton Mifflin Pre-K: Where Bright Futures Begin (HM Pre-K; Bredekamp et al. 2006). The HM Pre-K curriculum is based on

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scientifically based reading research (Adams 1990; Bowman et al. 2000; Neuman et al. 2000; Snow et al. 1998) and focuses on the key areas of early language and literacy skills. Through curriculum enhancements built within the existing curriculum, oral language development and background knowledge were addressed daily in routines and planned activities. Professional development was implemented in the project for teachers and instructional assistants that included monthly full-day workshops, weekly literacy coaching, and a 4-day summer institute. Most of the teachers completed six graduate courses which addressed fundamental knowledge about early literacy development, classroom design and instructional strategies, assessment, special needs (developmental delays and English language learning), and family involvement. Each of the monthly workshops focused on specific aspects of early literacy by presenting SBRR with related assessment and instructional strategies linked to current curriculum units of HM Pre-K. The monthly workshops employed the How People Learn (HPL) framework (Bransford et al. 2000) by leading participants in reflection on current teaching practices, introducing new SBRR content, applying new learning to current unit planning, checking for understanding, and collaborating with coaches about curriculum implementation using SBRR-based rubrics. These rubrics also promote fidelity of curriculum implementation. One essential component of the project was the early literacy coaching model embedded within the curriculum. The project coaching model incorporated the same framework at the individual classroom level, using the SBRR rubrics in collaborative coaching with a reflection– demonstration–observation–feedback cycle that was well documented in the coaching literature (Walpole and Meyer 2008). Four early literacy coaches provided ongoing support for teachers in planning and providing instruction to children to maximize the instructional impact of the curricular enhancements. Coaches and teachers met weekly to collaborate on SBRR curriculum implementation and develop coaching plans that outlined specific coaching activities and timelines. Through the use of universally designed techniques that were developmentally appropriate and individually designed instruction that were individually relevant, children were expected to participate in a strong comprehensive literacy curriculum through daily routines within the existing curriculum. In addition to the regular semesters, the project provided a 5-week summer session to reinforce skills learned during the school year and, in collaboration with kindergarten teachers from the local school district who volunteered to teach the summer school, with the purpose of smooth transition of preschoolers into the routines of a kindergarten classroom.

Two family literacy educators were hired through the project to provide year-round, community-based support to reinforce children's learning. To strengthen the links between home and school environments, the family literacy educators worked with teachers and local libraries to engage families in workshops, and provided parents unit-related books that were part of the curricula and home visits using take-home bookbags with high quality, culturally diverse picture books and a video of parent read-aloud strategies. The project family literacy team held monthly family events at time and locations that were convenient to families to encourage family involvement. Through this family involvement component, concerns about the differences in young children's language experiences prior to formal schooling were identified and intervention planning was developed.

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Measures

Due to the complexity of this project, a comprehensive assessment method with multiple measures at different levels was adopted for data collection and analyses. See Table 2 for measuring instrument information. The following section provided descriptions of measures.

Child Level

Child-level outcomes assessing early literacy and language skills included Peabody Picture Vocabulary Test, 4th edition—PPVT-IV (Dunn and Dunn 2007); Phonological Awareness Literacy Screening—PALS-PreK (Invernizzi et al. 2004); and Test of Preschool Early Literacy—TOPEL (Lonigan et al. 2007). PPVT-IV is an untimed, norm-referenced assessment measuring the receptive vocabulary of children and adults. The measure consists of 19 sets of 12 items each; sets and items are arranged in order of increasing difficulty. The PALS-PreK was composed of six separate subtests that were individually administered, assessing children’s emergent phonological awareness, alphabet knowledge,¹ and print skills in familiar contexts. The TOPEL is a norm-referenced assessment including three subtests (print knowledge, definitional vocabulary, and phonological awareness) and a composite score that forms the TOPEL early learning Index by combining the scores from the three subtests. This index represents a child’s overall emergent literacy skills. In addition, children who were English language learners completed the Preschool Language Assessment Scales (Pre-LAS) at pre- intervention and post-intervention points. The PPVT-IV and TOPEL data were completed at pre- and post-intervention for summative evaluation purpose. The PALS- PreK data were collected for both formative and summative purposes.

Family/Classroom Level

Evaluation of intervention outcomes related to the parent/ family component was completed using multiple instruments for collecting pre- and post-intervention data during school-based activities, parent/family events, and/or home or school visits. Changes in the home literacy environment, practices, and activities were measured using a 15-item parent survey, which measures parents’ attitudes and behaviors related to book-sharing and library use.

Data at the teacher and classroom level were collected using the Early Language and Literacy Classroom Observation (ELLCO) Pre-K (Smith et al. 2008) and the Classroom Assessment Scoring System (CLASS) Pre-K (Pianta et al. 2008). The ELLCO Pre-K measures five key literacy elements: classroom structure, curriculum, the language environment, books and book reading, and print and early writing supports. The rating scales ranged from 1 (Deficient) to 5 (Exemplary). The ELLCO observations were completed by external evaluation staff and the early literacy coaches at pre- and post-intervention. All the ELLCO assessors received formal training by nationally certified trainers and reached inter-rater reliability. In addition, the external evaluation team completed the curriculum fidelity measure/observation each time the ELLCO was completed to determine the degree of curriculum implementation. The CLASS includes three domains: Emotional support, classroom organization, and Instructional Support. The rating scales were 1 through 7, with 1–2 as low, 3–5 mid, and 6–7 high. The CLASS observations were conducted by the evaluation staff who were certified through formal

training. Teachers were asked to complete a brief questionnaire related to their training and experience as educators. Literacy coaches discussed ELLCO, fidelity observation, and CLASS findings with the teachers to assist them with instructional planning and environmental modifications.

Table 2 Psychometric information of measuring instruments

Instrument	Reliability	Validity
Phonological Awareness Literacy Screening (PALS-PreK)	.90 ^c	Medium to high ^d
Peabody Picture Vocabulary Test, 4th ed. (PPVT-IV)	.94-.97 ^a .92-.96 ^b	.41-.84 ^d
Test of Preschool Early Literacy (TOPEL)	.87-.96 ^a .81-.91 ^b .96-.98 ^c	.59-.77 ^d
Pre-Language Assessment Scales (Pre-LAS 2000)	.86-.90 ^a .76-.94 ^b	
Early Language and Literacy Classroom Observation (ELLCO) PreK	.66-.90 ^a .81-.90 ^c	.67-.80 ^e
Classroom Assessment Scoring System (CLASS)	.77-.89 ^a .84-.91 ^b .87 ^c	.45-.63 ^d

^a Internal consistency reliability; ^b Test-retest reliability; ^c Interrater reliability; ^d Concurrent validity; ^e Predictive validity

Data Analysis

Paired sample t-tests were conducted to analyze the difference between post-test and pre-test scores on each measure, providing results on the extent of gains for participating children. Follow-up data of these children after the project is completed will provide information regarding the maintenance of gains into elementary school. Analyses of the difference between post-test and pre-test scores also provided results on the impact of the project on family involvement in their children’s language development and learning. Pre- and post-data of ELLCO were conducted to compare the change of the quality of classrooms and instructional practices.

Hierarchical multiple regression was conducted to examine the relationship between children’s language/literacy skills and classroom environment and instructional practices. With stepwise method, children’s age was entered as a control variable in step 1. Then each of the three subscales of the CLASS was entered in each step followed as predictors for children’s end of year PPVT, TOPEL, and PALS-Pre-K scores. Hierarchical multiple regression models also examined the differential contributions of the teacher/classroom component in predicting performance on the early literacy and language outcome measures.

Results

The Impact of the Early Literacy Project on Children’s Early Language/Literacy Skills, Classroom Environment, and Instructional Practices
 Children’s early language/literacy skills were measured with PPVT-4, TOPEL, and PALS-Pre-K, at two time points, once at the beginning of the spring semester and once at the end of the spring semester.² Classroom environment and instructional practices were measured with ELLCO and CLASS. ELLCO was also conducted two times, once at the beginning and once at the end of the

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Table 3 Children's language/literacy gains as indicated by PPVT-4, PALS-PreK, and TOPEL

Measure	Pre-test Mean (SD)	Post-test Mean (SD)	Post-pre differences		
			Mean (SD)	t	P (2-tailed)
PPVT-4 (std. score) N = 190	89.41 (12.06)	90.75 (13.67)	1.13 (13.28)	1.05	.296
PALS PreK subtests					
Name writing N = 158	4.46 (2.09)	5.21 (2.03)	.75 (1.45)	6.54	.000
Upper-case recognition N = 170	14.7 (9.14)	17.38 (8.90)	2.68 (3.75)	9.32	.000
Lower-case recognition N = 89	18.84 (4.75)	21.22 (4.29)	2.38 (2.61)	8.61	.000
Letter sounds N = 86	8.85 (6.21)	12.79 (7.10)	3.94 (4.39)	8.33	.000
Beginning sound awareness N = 156	4.99 (3.60)	6.69 (3.43)	1.70 (3.43)	6.18	.000
Print & word awareness N = 170	5.29 (2.56)	6.87 (2.71)	1.58 (2.19)	9.38	.000
Rhyme awareness N = 169	4.64 (2.38)	6.15 (3.06)	1.51 (2.71)	7.25	.000
Nursery rhyme awareness N = 157	6.87 (2.39)	8.75 (1.58)	1.88 (2.33)	10.11	.000
TOPEL (std. scores) N = 190					
Print knowledge	98.76 (12.92)	100.73 (13.91)	1.97 (6.90)	2.39	.020
Definitional vocabulary	95.77 (10.36)	95.50 (11.89)	-.271 (7.97)	.285	.776
Phonological awareness	90.07 (13.50)	90.47 (12.88)	.40 (15.14)	.221	.826
Early literacy index	92.16 (15.21)	93.87 (12.57)	1.71(11.18)	1.28	.204

Spring semester to examine changes of the environment and instructional practices. CLASS was completed once in the middle of the Spring semester to further examine the relationship between quality of instructional practices and child outcomes. Significant gains were found in children's early language and literacy skills, as indicated by pre- and post-tests of PPVT-4, PALS-pre-K, and TOPEL (See Table 3). PPVT scores showed an overall increase from pre- to post-tests, but not significantly different ($P \geq .05$). All six subtests of PALS Pre-K showed significant improvement from the beginning to end of the Spring semester ($P \leq .001$). Among the three subtests of TOPEL test, print knowledge showed significant increase ($P \leq .05$). The pre- and post-test of ELLCO indicated significant improvement in classroom environment. The two subscales and all five sections of ELLCO were significantly increased from beginning of the Spring semester to the end of the semester (see Table 4). The language and literacy subscale was stronger ($P \leq .001$) than the General classroom environment ($P \leq .05$).

The Impact of the Early Literacy Project on Parent/ Family Involvement

A parent survey that included 15 items was conducted twice during the first year to measure parents' attitudes and behaviors related to book-sharing and library use, once started at the beginning of the Spring semester and once at the end of the semester. Significant difference was found between pre-and post-surveys in several interactive literacy activities between participating parent and child (See Table 5).³

The Relationship Between Children's Language/ Literacy Skills and the Classroom

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Environment/ Instructional Practices

Hierarchical regression models were performed between the PPVT test and CLASS subscales; TOPEL and CLASS

subscales, as well as PALS Pre-K subtests and CLASS subscales, respectively, at the end of Spring semester data point. Significant relationship was found between PPVT raw score and CLASS subscale-classroom organization (See Table 6).

Table 4 Changes of classroom and instructional practices as indicated by ELLCO scores (N = 14)

Measure	Pre-test Mean (SD)	Post-test Mean (SD)	Post-pre differences		
			Mean (SD)	t	P (2-tailed)
<i>ELLCO</i>					
General classroom environment	22.64 (3.84)	26.57 (2.68)	3.93 (5.27)	2.79	.015
Classroom structure	14.14 (2.38)	16.43 (1.91)	2.29 (3.58)	2.39	.033
Curriculum	8.50 (2.07)	10.14 (1.51)	1.64 (2.84)	2.16	.05
Language and literacy	32.36 (6.76)	42.79 (6.28)	10.43 (7.29)	5.35	.000
Language environment	11.71 (3.24)	13.79 (3.12)	2.07 (3.02)	2.56	.024
Books and book reading	13.07 (3.43)	19.43 (2.98)	6.36 (3.37)	7.07	.000
Print and early writing	7.50 (2.82)	9.57 (1.65)	2.07 (3.43)	2.26	.042

Table 5 Change of family involvement as indicated by parent survey (N = 91)

Measure	Pre-test Mean (SD)	Post-test Mean (SD)	Post-pre differences		
			Mean (SD)	t	P (2-tailed)
<i>Parent survey items</i>					
Child asks for reading a book with parent	4.45 (2.92)	6.22 (6.53)	1.77 (5.90)	2.86	.005
Visiting a library	1.28 (2.72)	1.78 (2.77)	.494 (1.83)	2.55	.012
Watching a video on shared storybook	.26 (.44)	.48 (.502)	.222 (.514)	4.10	.000
Parents indicated that the child enjoyed more looking at a book	1.86 (.88)	2.15 (.83)	.297 (.983)	2.88	.005
Parents look at children's section in library	.30 (.46)	.42 (.50)	.122 (.47)	2.47	.016
Children's book at home	4.10 (1.44)	4.38 (1.38)	.286 (1.20)	2.28	.025
Attending parent education workshop	.23 (.425)	.36 (.481)	.122 (.537)	2.16	.033

In predicting children's receptive language as indicated by PPVT, the classroom organization subscale of the CLASS showed significant ($P < .05$). Children's age, which was entered as an initial covariate, was a strong predictor for their receptive language ($P < .01$). Hierarchical multiple regression was also conducted to examine the predictive relationship between CLASS and TOPEL early literacy index. Although no significant relationship was found between the subscales of CLASS and TOPEL early literacy index, the classroom organization ($P = .064$) of CLASS was once again found a stronger predictor than the other two CLASS subscales. See Table 7 below.

The relationship between CLASS and PALS-PreK was also examined with hierarchical multiple regression models between CLASS subscales and PALS-PreK subtests. A significant relationship was found between instructional support of CLASS and children's lower case recognition as measured by Spring semester PALS-PreK ($P < .05$). Table 8 showed hierarchical multiple with age being entered as the initial covariate.

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Table 6 Hierarchical multiple regression analyses of CLASS predicting PPVT (raw score) N = 14

Model	ΔR^2	β	<i>t</i>	<i>P</i>
1	.460			
Age		.678	3.20	.008*
2	.067			
Age		.626	2.96	.013*
Emotional support		.263	1.24	.239
3	.176			
Age		.681	3.84	.003*
Emotional support		-.509	-1.41	.19
Classroom organization		.871	2.44	.035*
4	.005			
Age		.686	3.69	.005*
Emotional support		-.47	-1.20	.261
Classroom organization		.884	2.36	.043*
Instructional support		-.087	-.384	.71

* *P* < .05

Table 8 Hierarchical multiple regression analyses of CLASS predicting PALS-PreK (lower case recognition) N = 14

Model	ΔR^2	β	<i>t</i>	<i>P</i>
1	.228			
Age		-.478	-1.33	.231
2	.082			
Age		-.451	-1.21	.281
Emotional support		-.288	-.773	.474
3	.161			
Age		-.397	-1.08	.341
Emotional support		.450	.591	.586
Classroom organization		-.846	-1.11	.331
4	.463			
Age		-.400	-2.69	.075
Emotional support		-.387	-1.08	.358
Classroom organization		-.506	-1.59	.210
Instructional support		.882	4.63	.019*

* *P* < .05

Table 7 Hierarchical multiple regression analyses of CLASS predicting TOPEL (early literacy index) N = 14

Model	ΔR^2	β	<i>t</i>	<i>P</i>
1	.036			
Age		-.189	-.665	.519
2	.169			
Age		-.271	-.989	.344
Emotional support		.419	1.53	.155
3	.240			
Age		-.208	-.859	.410
Emotional support		-.481	-.972	.354
Classroom organization		1.02	2.08	.064*
4	.070			
Age		-.186	-.776	.458
Emotional support		-.334	-.660	.526
Classroom organization		1.07	2.20	.055*
Instructional support		-.330	-1.14	.285

* *P* < .05

Discussion

The purpose of this study was to examine the effects of the early literacy project in promoting the school readiness skills of preschool-age children from low-income background. During the first year of this project, data were collected through multiple sources at both the child level and teacher/classroom level. In addition, information on family involvement was collected through parent surveys. Overall, significant gains were found between pre- and post-tests in child outcomes, classroom environments, instructional practices, and family involvement in literacy activities, as indicated by Tables 3, 4, and 5. Additionally, classroom organization, as measured by CLASS, was a significant predictor for children's receptive language skills indicated by PPVT raw scores (see Table 6). The TOPEL scores also showed a stronger relationship between classroom organization and the early literacy index than other CLASS sub-scales, although it was not statistically

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significant (see regression models Table 7). Although CLASS data were only collected at one time point during the Spring semester, it was a more sensitive measure for overall classroom environment and instructional quality that included observations on emotional support, classroom organization, and instructional support. Therefore, hierarchical regression models using the CLASS sub-scales as independent variables helped capture other aspects of the quality in addition to the ELLCO measure which primarily focused on language and literacy environment.

However, no significant predictive relationship was found between the changes of environment/instructional practices and changes of children's language/literacy skills. Several factors may contribute to this result. First, the first year of this project was shorter than a typical academic year. Data were collected in January after the winter break instead of a typical year which would begin in September. Second, the pre-testing window lasted longer than the post-testing window because of the delayed process for obtaining parental consent during the pre-test period. Third, delayed or missing data were an ongoing issue due to child absence, conflicts between evaluation schedules and school schedules, or families moving out of the participating school/classroom. The fourth factor was related to testing errors or reliability, particularly on measures that were collected for both summative and formative evaluation purposes. For example, as a criterion-referenced measure PALS-PreK was used by teachers at the beginning of the academic year to test all 4-year-old children and these baseline data were used to guide teachers for instructional programming. At the end of the academic year, teachers tested the same children again to examine learning goals. This process was formative and it was helpful for teachers to make adjustment in meeting the learning goals of individual children. On the other hand, the project evaluation team also collected PALS-PreK data at the mid-point and used these data for summative purpose to examine growth of participating children. Therefore, there could be an inconsistency between teachers and the evaluation team in terms of testing purpose, testing procedure, and interpretation of data.

Despite the issues and challenges, results from this study provides helpful information for educators and researchers in early childhood education, early literacy and child development to accurately identify critical factors and reliably assess young children's early language and literacy skills. Because literacy skills acquired in kindergarten and first grade serve as the foundation for the development of subsequent reading skills and strategies, both formative and summative evaluation methods are needed in order to provide teachers information that is meaningful for instructional planning. As Coyne and Harn (2006) suggested, assessment practices contribute to higher levels of reading achievement only when they answer important questions for teachers and enable informed, data-based instructional decision making. Through the comprehensive data sources, the project evaluation team provided formative data to the professional development team on a monthly basis so that literacy coaches and teachers were able to identify and monitor each individual child's progress. The evaluation team also functioned externally to ensure reliability and validity of the project for a purpose of generalization of the study to different groups of children from similar demographic backgrounds.

A main purpose of the project evaluation is to measure student outcomes. Outcome assessments provide a bottom-line evaluation of student performance and the effectiveness of the overall intervention program. However, because of the multiple aspects of

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early learning and development, contextual factors such as classroom environment, home environment and interactive factors such as teacher-child interaction and peer-peer interaction may all play a critical role in student outcomes. Therefore, accurate evaluation of the effects of these factors is helpful for teachers, parents, administrators, and policy makers involved in serving the diverse educational needs of young children from low income families. Additionally, the formative evaluation results from PALS-PreK and the curriculum based progress monitoring tool can help provide teachers with diagnostic information about an individual child's strengths and weaknesses in a specific literacy and language area, which allow them to make relevant planning or modification for subsequent instruction.

Limitation

Several limitations exist for the first year of this project. First, there was no comparison group during the first year which limited the research design for further data analyses. This limitation will be addressed in subsequent years of the project. Second, family involvement or home environment information was primarily collected through parent surveys instead of direct observations. During the subsequent years, sub-groups of parents who indicated interest in participating in a parent literacy program will be involved in a literacy intervention including parent training and video-taping of parent-child storybook reading. Third, the sample size was relatively small and the sample was not randomly selected or assigned. This weakness could be strengthened in the following project years with multi-year data analyses and treatment-comparison data analyses. Caution needs to be taken in interpreting and generating the findings of the current study because the majority of participants were African American children. Children from different cultural/ethnic backgrounds may respond differently in a different context. In addition, some of the measures might have a cultural bias that could contribute to the lower score of certain participants. For example, we found children's response to the definitional vocabulary subtest of the TOPEL test was closely related to their own experience, especially in terms of the functions of the vocabulary. In several cases, children knew the function of a word, but could not provide the name of the word; as a result, they would not receive full credit of the item. In some other cases, children gave the function of a word which was not included in the suggested answer pool and therefore did not receive the credit, although their answer was meaningful and relevant. Future studies need to examine closely the cultural aspect of the measures as well as the process of administering a measure. Another weakness of the current study was the lack of strong and reliable measures examining family aspects of the study. Stronger measures with quantitative and qualitative data are needed in future research.

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EDUCATIONAL HISTORY

- 2016 Ed.D. Reading Development (anticipated), University of Virginia
- 1994 Endorsement, Early Childhood Special Education, Virginia Commonwealth University
- 1981 M.Ed., Special Education, Emotional Disturbance, Virginia Commonwealth University
- 1980 B.S., Special Education, Virginia Commonwealth University

CERTIFICATE/LICENSURE

Commonwealth of Virginia, Collegiate Professional Teaching Certificate, Special Education – Emotional Disturbance, Mental Retardation, issued, 1980

POSITIONS AND EMPLOYMENT

- 2014 - Present Interim Co-Director, The Literacy Institute at VCU
- 2008 – Present Senior Program and Professional Development Coordinator
ExCELL, The Literacy Institute, VCU
- 2006 – 2012 Professional Development Coordinator
The Literacy Institute at Virginia Commonwealth University
- 2008-2012 Supporting and Ensuring Early Language and Literacy Skills (SEELLS)
- 2006–2010 Partnership for Excellence in Early Language and Literacy Skill (PEELLS)
- 2005-2008 Richmond Early Reading First (RERF)
- 2006 - Present Independent Training Consultant – Arlington Public Schools, Smart Beginnings of Virginia, Independent Preschool Programs
- 1987 – 2006 Program Director, First Presbyterian Preschool,
First Presbyterian Church, Richmond, Virginia
- 1983 - 1987 Program Director, Tabernacle Child Care Center,

Tabernacle Baptist Church, Richmond, Virginia

UNIVERSITY TEACHING EXPERIENCE

Designed and taught six graduate level university courses for administrators and educators participating in two overlapping Early Reading First federal grants from 2007 – 2012.

January 2012 – May 2012

Virginia Commonwealth University

- Adjunct Faculty, TEDU 500, Family Involvement in Early Literacy

September, 2011 – December, 2011

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- Adjunct Faculty, TEDU 500, Meeting Language and Literacy Needs of Diverse Preschool Learners

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- Adjunct Faculty, TEDU 500, Language and Literacy Assessment in Preschool

September, 2010- December 2010

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- Adjunct Faculty, TEDU 500, Early Literacy Instructional Methods

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Taught as adjunct faculty for University of Virginia and Virginia Commonwealth University from 2002-2007.

July, 2007

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- Adjunct Faculty, TEDU/ENG 351, Children's Literature I

January, 2007 – May, 2007

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- Adjunct Faculty, READ 600, Analysis and Remediation of Reading Disabilities, Falling Creek Elementary School

January, 2006 – May, 2006

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- Adjunct Faculty, taught Exemplary Literacy Instruction in Richmond County, Virginia

September, 2005 – December, 2005

University of Virginia, Curry School of Education

- Tempo Instructor, Richmond, Virginia
- Taught Early Reading Development in Louisa County, Virginia

July, 2005

University of Virginia, Reading First Academy Instructor

- Taught Kindergarten level, 1 week

June, 2005

Virginia Commonwealth University, Reading First Academy Instructor

- Taught Kindergarten level, 1 week

September, 2004 – December, 2004

University of Virginia, Curry School Of Education, Tempo Instructor, Richmond, Virginia

- Taught Word Study in Colonial Heights, Virginia

June, 2004

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- Adjunct Faculty, Reading First Academy Instructor, Richmond, VA
- Taught Kindergarten level, 2 weeks

February, 2004 – May, 2004

University of Virginia, Curry School of Education

- Tempo Instructor, Richmond, Va.
- Taught Foundations of Reading in Colonial Heights, VA

July, 2003

University of Virginia, Curry School of Education, Adjunct Faculty, Reading First Academy Instructor, Richmond, VA

- Taught Kindergarten and First Grade levels, 2 weeks

November, 2002 to March, 2003

University of Virginia, Curry School of Education

- Tempo Instructor, Early Reading Development, Richmond City Public School, Woodville Elementary School

PUBLICATIONS

Xu, Y., Chin, C.E., & Hutchinson, C. (2011). The effects of a comprehensive early literacy project on preschoolers' language and literacy skills. Early Childhood Education Journal.

Hutchinson, C., Chin, C.E., Rhodes, J.A., & Reed-Victor, E. (2010). Case study of a successful urban implementation. In McKenna & Walpole (Eds.), Promoting Early Reading: Research, Resources, and Best Practices. Guilford Press.

RECENT PRESENTATIONS

Xu, Y., Chin, C.E., Hutchinson, C., & Severns, L. (2012) Examining the effects of a summer transition program on preschoolers' early literacy skills. Presented at Head Start's 10th National Research Conference, Washington, D.C.

Hutchinson, C., & Chin, C.E. (2012). ExCELL: A promising family, school, and community focused model for early literacy success. Presented at the 21st Annual National Conference on Family Literacy, San Diego, California.

Chin, C.E., & Hutchinson, C. (2011). Promoting readiness for kindergarten: Supporting children and families. Presented at the Virginia Department of Education's Seventh Annual "From Vision to Practice" Institute, Williamsburg, Virginia.

Xu, Y., Chin, C.E., Hutchinson, C., & Reed, E. (2011). The effects of explicit literacy instruction on early language and literacy skills of preschoolers from low income families. Presented at the 2011 Annual Convention of the American Educational Research Association, New Orleans, Louisiana.

Hutchinson, C. & Chin, C.E. (2011). Empowering families in children's early language and literacy development. Presented at the 20th Annual National Conference on Family Literacy, Louisville, Kentucky.

Chin, C.E., Hutchinson, C., Carter, C., & Arnold, C. (2010). The validity and utility of the Child Observation Record (COR) for assessing the early language and literacy skills of Head Start children. Presented at Head Start's 10th National Research Conference, Washington, D.C.

Xu, Y., Chin, C.E., Reed, E., & Hutchinson, C. (2010). Formative and summative evaluation of an ERF project in promoting preschoolers' school readiness. Paper presented at the American Educational Research Association 2010 Annual Meeting, Denver, Colorado

Chin, C.E., Hutchinson, C., Tyler, C., & Reed-Victor, E. (2009). Building strong Early Reading First programs with Head Start. Presented at the Early Reading First New Grantee Meeting, Seattle, Washington.

Chin, C.E., Rhodes, J., Hutchinson, C., & Reed-Victor, E. (2008). Approaches and strategies to promote sustainability: Building permanent models of scientifically-based early literacy instruction. Presented at the Early Reading First Summer Institute, Nashville, Tennessee.

Chin, C.E., Rhodes, J., Hutchinson, C., & Reed-Victor, E. (2008). Permanent models of scientifically-based early literacy instruction: Approaches and strategies to promote sustainability. Presented at the FY 2007 Early Reading First New Grantee Meeting, New Orleans, Louisiana.

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EDUCATION AND TRAINING

- 2014 *Ph.D., Psychology, Developmental Concentration*
Virginia Commonwealth University, Richmond, VA
Dissertation: The Division of Family Work among Fathers and Mothers of Children with an Autism Spectrum Disorder: Implications for Parents and Family Functioning
Dissertation Chairs: Barbara J. Myers, Ph.D.
Geri M. Lotze, Ph.D.
- 2009- 2011 *Trainee*
Virginia-Leadership and Education in Neurodevelopmental Disabilities (VA-LEND)
Virginia Commonwealth University, Richmond, VA
- 2010 *M.S., Psychology, Developmental Concentration*
Virginia Commonwealth University
Thesis: Hope and Worry among Mothers of Children with an Autism Spectrum Disorder or Down Syndrome
Thesis Chair: Barbara J. Myers, Ph.D.
- 2004 *B.A., Psychology*
Michigan State University, East Lansing, MI
- 2004 *B.A., Studio Art*
Michigan State University, East Lansing, MI

POSITIONS HELD

- 2012-present *Research Faculty*
Research and Evaluation Coordinator
The Literacy Institute, School of Education
Virginia Commonwealth University, Richmond, VA
- 2011-2013 *Parenting Program Instructor for Incarcerated Parents*
Collaboration between Department of Psychology and Virginia Department of Corrections
Virginia Commonwealth University, Richmond, VA

- 2009-2011 *Graduate Assistant*
Department of Special Education and Disability Policy
Virginia Commonwealth University, Richmond, VA
- 2008-2009 *Research Assistant*
Department of Special Education and Disability Policy
Virginia Commonwealth University, Richmond, VA
- 2008-2009 *Graduate Teaching Assistant*
Service Learning in Youth in Corrections
Collaboration between Department of Psychology and Virginia's
Department of Juvenile Justice
Virginia Commonwealth University, Richmond, VA
- 2008 *Technical Writer*
Department of Pediatric Dentistry
Virginia Commonwealth University, Richmond, VA
- 2007-2008 *Instructor*
Collaboration between Department of Psychology and local schools
Service Learning in Child Psychology
Virginia Commonwealth University, Richmond, VA
- 2004-2007 *Research Assistant*
Child Study Center, Developmental Disabilities Clinic
Yale University, New Haven, CT
- 2003-2004 *Research Assistant*
Department of Psychology, Psycholinguistics and Visual Cognition
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Michigan State University, East Lansing, MI
- 2003 *Data Management Support*
Department of Psychology, The Mother Infant Study
Michigan State University, East Lansing, MI
- 2003 *Research Interviewer*
Department of Psychology, The Resilient Child Study
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SERVICE TO PROFESSION

Ad hoc reviewer: *Research in Autism Spectrum Disorders*

AWARDS

2009 *Society for the Advancement of Psychology, Travel Award*

UNIVERSITY SERVICE

2009-2012 *Graduate Student Mentor, Students for the Advancement of Psychology (SAP)*

COMMUNITY OUTREACH

2011-2014 *Behavior Review Committee Volunteer*
The Faison School for Autism
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2010 *Program Evaluation Practicum Student/Extern*
Collaboration with Department of Psychology, Faison School for Autism and VA-LEND (Virginia Leadership and Education in Neurodevelopmental Disabilities)
Virginia Commonwealth University, Richmond, Virginia

2009 *Program Evaluation Support*
Collaboration with Department of Psychology and East District Family Resource Center
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PUBLICATIONS

Conroy, M. A., Sutherland, K. S., Vo, A. K., Carr, S., & Ogston, P. L. (2014). Early Childhood Teachers' Use of Effective Instructional Practices and the Collateral Effects on Young Children's Behavior. *Journal of Positive Behavior Interventions*, 16(2), 81-92.

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Oswald, D.P., Bodurtha, J., Willis, J., Gilles, D.L., Christon, L., Ogston, P. & Tlusty, S. (2011). Disparities in the Clinical Encounter: Virginia's African-American Children with Special Health Care Needs. *ISRN Pediatrics*, Volume 2011.

Ogston, P., Myers, B., Mackintosh, V. (2011). Hope and Worry Among Mothers of Children with an Autism Spectrum Disorder or Down Syndrome. *Research in Autism Spectrum Disorders*, 5, 1378-1384.

CONFERENCE ACTIVITY

Ogston-Nobile, P., Lotze, G.M. Myers, B.J. (March 2015). *Relationship Satisfaction and the Sharing of Family Work among Fathers and Mothers of Children on the Autism Spectrum*. Poster presented at the Society for Research in Child Development (March 2015); Philadelphia, Pennsylvania.

Forston, L., Ogston, P., Chin, C. (July 2014). *Examining the Effects of a Collaborative, Community-based Summer Program on At-risk Rising Kindergarteners' Early Language*

and Literacy Skills. Poster presented at Head Start's 12th National Research Conference on Early Childhood; Washington, DC.

Ogston, P., Mackintosh, V., Myers, B.J. (May 2012). *Topics of Worry in Mothers of Children with an Autism Spectrum Disorder or Down Syndrome*. Poster presented at the International Meeting for Autism Research; Toronto, Ontario, Canada.

Carr, S., Conroy, M., Ogston, P., Sutherland, K. (May 2011). *Promoting Social, Emotional, and Behavioral Competence in Young High-Risk Children: a Preventative Classroom-Based Early Intervention Model*. Poster presented at the Applied Behavior Analysis Conference; Denver, Colorado.

Ogston, P., Myers, B.J., Mackintosh, V. (May 2010). *Hope and Worry in Mothers of Children with Autism and Down Syndrome*. Poster presented at the International Meeting for Autism Research; Philadelphia, Pennsylvania.

Ogston, P., Christon, L., Carr, S., Myers, B.J., Mackintosh, V. (April 2009). *Parenting Stress reported by Mothers of Children with Autism Spectrum Disorders and Down Syndrome*. Poster presented at the Society for Research in Child Development; Denver, Colorado.

Christon, L., Ogston, P., Carr, S., Myers, B.J., Mackintosh, V. (April 2009). *Choosing Treatments for Autism: Use of Complementary and Alternative Medical (CAM) Treatments by Parents of Children with Autism*. Poster presented at the Society for Research in Child Development; Denver, Colorado.

Carr, S., Christon, L., Ogston, P., Mackintosh, V., Myers, B. (April 2009). *Parents' Feeling of Hope in Families with a Child in the Autism Spectrum*. Poster presented at the Society for Research in Child Development; Denver, Colorado.

Macari, S., Chawarska, K., Ogston, P., Hannigen, S. (May 2007). *Exploratory Analysis of the Latent Variables Differentiating Toddlers with Autism, PDD-NOS, Language Delay, and Global Developmental Delay*. Talk presented at the 2007 International Meeting for Autism Research; Seattle, Washington.

Hannigen, S., Ogston, P., Macari, S., Chawarska, K. (May 2007). *Gaze Following Performance in Toddlers with Autism Spectrum Disorder and Developmental Delay*. Poster presented at the 2007 International Meeting for Autism Research; Seattle, Washington.

Ogston, P., Hannigen, S., Macari, S., Chawarska, K. (March 2007). *Impaired Sensitivity to Directional Gaze Cues in 14 to 24-month-old Children with Autism Spectrum Disorder and Developmental Delay*. Poster presented at the Society for Research in Child Development; Boston, Massachusetts.

Chawarska, K., Latz, J., Buchanan, J., Ogston, P., Volkmar, F. (June 2006). *Impairments in Human and Monkey Face Recognition in 2-year-old Toddlers with Autism Spectrum*

Disorder and Developmental Delay. Poster presented at the 2006 International Meeting for Autism Research; Montreal, Quebec, Canada.

Lindsay Doswell Forston
Curriculum Vitae

3600 West Broad Street, Suite 112 • Richmond, VA 23220 • (804) 827-2641 • ldforston@vcu.edu
413 Stuart Circle, Suite 303 • Richmond, VA 23220 • forstonl@cisofva.org

EDUCATION

Institution	Degree	Date Conferred	Major/Minor
University of Virginia Charlottesville, VA	Ph.D.	August 2013	Educational Psychology/ Applied Developmental Science
University of Virginia Charlottesville, VA	B.A.	May 2008	Psychology/Sociology

Research Interests and Area of Specialization

- Interdisciplinary work situated within the following areas: Education—Research, Statistics, Curriculum, Instruction, and Policy; Psychology—Developmental, Educational, and Clinical.
- Specific areas of specialization include: Early intervention; at-risk populations; social-emotional and language development; school readiness; program evaluation and data management.
- Core area of research interest: Developing and implementing interdisciplinary classroom-based interventions that promote children’s social-emotional development and future academic success.

Dissertation

- *Getting to the root of the problem: Understanding how preschool language, self-regulation, and pragmatics are related to externalizing problem behaviors in kindergarten*
- Committee: Sonia Cabell (co-chair), Bridget Hamre (co-chair), Sara Rimm-Kaufman, Jamie DeCoster

FELLOWSHIPS AND AWARDS

2009-2013	Institute of Education Sciences (IES) Pre-Doctoral Training Fellow for Educational Psychology and Applied Developmental Science Curry School of Education, University of Virginia
2011-Present	Golden Key National Honor Society
2006-2008	Dean’s List, B.A., University of Virginia

PUBLICATIONS

Peer-Reviewed Manuscripts

- Cabell, S.Q., Justice, L., McGinty, A.S., DeCoster, J., & **Forston, L.D.** (in press). Teacher-child conversations in preschool classrooms: Contributions to children's vocabulary development. *Preschool. Early Childhood Research Quarterly*.
- Jamison, K.R., **Forston, L.D.**, & Stanton-Chapman, T.L. (2012). Effects of a social communication intervention for promoting social competence through play in young children with disabilities. *Young Exceptional Children, 15*(2), 3-18.
- Snell, M.E., **Forston, L.D.**, Stanton-Chapman, T.L., & Walker, V. (2012). Professional development of preschool teachers and staff: A review of 20 years of intervention research. *Early Child Development and Care, 1-17*.
- Stanton-Chapman, T.L., Berlin, R., Voorhees, M.D., Snell, M.E., & **Forston, L.D.** (2014). Results of a Survey and Follow-up Interview with Head Start Staff Concerning Social Skills Instruction in Preschool Classrooms. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field, 17*(1).
- Jamison, K.R., **Forston, L.D.**, & Stanton-Chapman, T. L. (in review). Promoting Social Competence through a Play-Based Social Skills Intervention in Young Children with Disabilities. *Topics in Early Childhood Special Education*.
- Stanton-Chapman, T.L., Jamison, K.R., **Forston, L.D.**, Walker, V., Smith, C., & Carter, B. (in review). The Effect of a Tier 2 Intervention for Social Skills in a Positive Behavior Support Intervention in Head Start Classrooms. *Journal of Early Childhood Research*.
- Forston, L.D.**, & Cabell, S.Q. (in preparation). Getting to the root of the problem: Understanding how preschool language, self-regulation, and pragmatics are related to externalizing problem behaviors in kindergarten.

PROFESSIONAL PRESENTATIONS

- Forston, L.D.**, Chin, C.E., & Ogston-Nobile, P.L. (2014, July). *Examining the effects of a collaborative, community-based summer program on at-risk rising kindergarteners' early language and literacy skills*. A poster presented at the annual meeting of the Heath Start National Research Conference on Early Childhood, Washington, D.C.
- Forston, L.D.** & Cabell, S.Q. (2014, July). *Getting to the root of the problem: Understanding how preschool language, self-regulation, and pragmatics are related to externalizing problem behaviors in kindergarten*. Paper in symposium presented at the annual meeting of the Society for the Scientific Study of Reading, Santa Fe, New Mexico.
- Cabell, S., McGinty, A., DeCoster, J., **Forston, L.**, & Justice, L. (2013, April). *Preschool classroom conversations: The relation between the frequency and concentration of teacher language-facilitating strategies and children's vocabulary development*. Paper in

symposium presented at the bi-annual meeting of the Society for Research in Child Development, Seattle, Washington.

- Carter, B., **Forston, L.D.**, Stanton-Chapman, T.L., & Jamison, K.R. (2012, February). *Improving Toddlers' Social Skills: Examining the Relationship Between Language Development and Play Skills in Toddlers with Disabilities*. A poster presented at the bi-annual meeting of the Conference for Research Innovations in Early Intervention, San Diego, California.
- Stanton-Chapman, T.L., Jamison, K.R., **Forston, L.D.**, Voorhees, M.D., Smith, C., & Carter, B. (2012, February). *Promoting Social Competence in Preschool (SCIP): A Multi-Component Intervention to Decrease Problem Behavior and Increase Social Skills*. A poster presented at the bi-annual meeting of the Conference for Research Innovations in Early Intervention, San Diego, California.
- Snell, M.E., **Doswell, L.C.**, Stanton-Chapman, T.L., & Walker, V. (2011, May). *In-service Training of Early Childhood Teachers: A Review of 22 Years of Research*. A Poster presented at the annual meeting of the American Association of Intellectual and Developmental Disabilities, St. Paul, Minnesota.
- Doswell, L. C.**, Stanton-Chapman, T. L., Snell, M. E., & Sweeney, B. (2010, June). *Teaching teachers: Current coaching techniques for pre-service and in-service early childhood teachers*. A poster presented at the bi-annual meeting of the Conference for Research Innovations in Early Intervention, San Diego, California.
- Jamison, K.R., **Doswell, L.C.**, & Stanton-Chapman, T.L. (2010, June). *Effects of a social skills intervention for increasing joint attention, proximity and advanced play behavior in young children with disabilities*. A poster presented at the annual meeting of the Institute of Education Sciences, Washington, District of Columbia.
- Jamison, K.R., **Doswell, L.C.**, & Stanton-Chapman, T.L. (2010, February). *Building social competence in toddlers with disabilities: A multi-component intervention to increase positive social behavior*. A poster presented at the bi-annual meeting of the Conference for Research Innovations in Early Intervention, San Diego, California.
- Stanton-Chapman, T. L., Snell, M.E., & **Doswell, L. C.** (2010, February). *Preschool teachers' beliefs about social skills instruction in Head Start classrooms*. A poster presented at the bi-annual meeting of the Conference on Research Innovations in Early Intervention, San Diego, California.
- Doswell, L.C.**, Durkee, M., Gale-Bentz, E., Jamil, F., Richards, J., & Warner, T. (2009, December). *Best Practices for Addressing Racial Disparity and Disproportionality*. Presentation to Charlottesville/Albemarle Commission on Children and Families, Charlottesville, Virginia.

PROFESSIONAL EXPERIENCE

2013-Present **Research and Evaluation Specialist**

Virginia Commonwealth University
Communities In Schools of Virginia

- Excellence in Children’s Early Language and Literacy (ExCELL): Develop and maintain a research agenda for the ExCELL project. Director: Chris Chin
 - Disseminating research and preparing evaluation reports for ongoing projects; identify and initiate applied research; data management and analyses for evaluation reports and presentations; prepare and write manuscripts for publication; assist with developing and preparing funding proposals; primary data collection; classroom observations; develop questionnaires and measures for projects.
- Communities In Schools (CIS): Consultant on a data evaluation project aimed at identifying students who are at-risk for dropping out of school and determining ways the organization can use research-based programming to better serve students.
 - Analyze data for Richmond sites for the 2011-2013 school years; prepare and conduct focus groups with site coordinators and program directors; analyze focus group data; create evaluation reports with recommendations for administration, program directors, and site coordinators to adjust data collection procedures and use data for program planning.

2009-2013 **IES Pre-Doctoral Fellow**

University of Virginia

- National Center for Research on Early Childhood Education (NCRECE): Organizing and facilitating two coding efforts to further investigate impacts of a large professional development intervention on children’s language and literacy outcomes. PI: Robert Pianta
 - The first project evaluated teachers’ instructional practices during shared book reading through the use of a validated observational measure. Specific responsibilities included: facilitating and coordinating collaboration with researcher from University of Texas Houston Medical Center to be trained on the Systematic Assessment of Book Reading (SABR; Justice, Zucker, & Sofka, 2011) coding system; overseeing training process and coding for two undergraduate assistants; coding 100 book reading sessions; managing data entry and reliability calculations; participating in data analysis process.
 - The second coding effort involved developing and testing a coding scheme that measured children’s linguistic productivity during language and literacy activities in 250 classrooms. Specific responsibilities included: developing coding manual and testing the Child Linguistic Productivity (CLiP) (Cabell & Forston, 2013) coding scheme; organizing, delivering and monitoring training to seven research assistants; determining inclusion

- criteria and sample reduction; managing coding effort for all trained coders; reliability calculations and data management; assisting with data analyses.
- Preschool Experiences in Rural Classrooms (PERC): A 4-year longitudinal multi-site randomized controlled trial of a language and literacy intervention. PI: Anita McGinty and Laura Justice
 - Specific responsibilities included: Primary coder for the Explicit Literacy Instruction Coding Scheme (ELIT) (McGinty, Pettit, Gosse, Pentimonti, & Justice, 2011) measure; leading and organizing coding effort to evaluate fidelity of implementation of book reading component for treatment teachers; analyzing and calculated reliability; entering and analyzing data; assisting with cohort 3 and indirect measure data analyses and cleaning; participating in weekly data management and paper slate calls.
 - Children and Teachers Together (CHATT): Preschool Conversations and Vocabulary Gains Paper: Secondary analyses of language and literacy intervention aimed at improving teacher responsivity. PI: Sonia Cabell
 - Primary responsibilities included: assisting with manuscript writing, organization, and editing; writing Method section of manuscript; analyzing descriptive data for all participants included in the manuscript.
 - Social Competence in Preschool (SCIP): Multi-component intervention focusing on promoting social competence and reducing problem behaviors for at-risk elementary school children. PI: Tina Stanton-Chapman and Marti Snell
 - Assisted in data collection, management, and analysis for an intervention that was administered in 10 classrooms across the state of Virginia. Specific responsibilities included: managing all data input and analyses of coded videotapes of baseline and intervention sessions of the universal and social skills portions of the study; training graduate associates and two undergraduate research assistants in the Toddler Peer Play Code (Jamison, 2010) and the Universal Code that was developed for this study; coding videotapes of baseline and intervention play sessions for reliability purposes; developing implementation fidelity checklists and inputting and analyzing data for all intervention sessions; travelling to Crozet, Hanover, Fredericksburg and Richmond, Virginia to perform Early Childhood Environmental Rating Scale (ECERS) observations in participating classrooms; assisted in writing and editing of papers submitted for publication and presentations.
 - Literature Review of Research on Professional Development of Preschool Teachers and Staff: Collaborated with Dr. Martha E. Snell and Dr. Tina Stanton-Chapman to conduct literature reviews and analyze current coaching techniques and professional development strategies for preschool teachers
 - Conducted an extensive and comprehensive literature search pertaining to in-service coaching and mentoring strategies of teachers in early childhood settings; reviewed all articles based on inclusion criteria and managed all article assignments and data collection; assisted in developing

the coding form used to evaluate different components of the articles included in the review; developed data entry forms in Microsoft Access used for analyzing data; analyzed all data; developed reliability procedures and managed inter-rater agreement data entry and analyses; assisted in writing and editing of paper and poster submitted for presentation.

- Early Childhood Social Skills Intervention: Conducted research in collaboration with Dr. Kristen Jamison on implementing a social skills intervention for toddlers at-risk for behavioral and/or language disorders; intervention focused on increasing joint attention, physical proximity, eye contact, and general social competence.

2008-2009

Lab Coordinator

University of Virginia, Early Childhood Lab [PI: Rachel Keen (Clifton prior to 2002), PhD]

- Managed scheduling of participants and daily lab operations; organized lab recruiting events; trained and oversaw six undergraduate research assistants; experimental design and data collection for projects studying perceptual and motor development in children and infants; primary coder for a collaborative project investigating motor development of siblings of children with autism spectrum disorders.

2007-2008

Undergraduate Research Assistant

University of Virginia, Child Study Center (PI: Judy DeLoache, PhD)

- Participated in designing and running studies that investigated the following aspects of cognitive development: prepared learning, perception of biological motion, innate response to fearful stimuli, gender associations and perception of facial emotions; created stimuli for data collection; scored and analyzed behavioral data; managed temperament questionnaire database for all studies run in the lab.

2007

Intern

Institute of Psychology, King's College, London (PI: Dr. Veena Kumari)

- Organized, pre-processed and analyzed imaging data for an fMRI neuroimaging project that examined neural correlates of violence in mental illness during an anticipatory fear experiment.

TEACHING EXPERIENCE

2010

Teaching Assistant, Social Issues: Schools, Classrooms, and Families

University of Virginia; Charlottesville, VA

- Worked in collaboration with Dr. Tina Stanton-Chapman in grading lesson plans and assignments, and leading class activities and discussions.

2010

Teaching Assistant, Assessment and Instruction of Young Children Birth to Age 5

University of Virginia; Charlottesville, VA

- Worked in collaboration with Dr. Tina Stanton-Chapman in preparation of course lectures, grading lesson plans and assignments, and leading class lectures.

2011 **Guest Lecturer**, “Social Competence in Early Childhood”, March 2, 2011.

- Invited by Dr. Tina Stanton-Chapman to lead a lecture on social competence in early childhood.

SERVICE

University of Virginia Volunteer Activities

2012-2013 **Proposal Reviewer, Curry Research Conference**

2011-2012 **Chair, Curry Research Conference**

- Oversaw five subcommittees and overall organization for the annual school-wide research conference; responsibilities included: selecting conference location, arranging for catering, budgeting, communications and outreach, guest speaker travel and logistical coordination, faculty involvement, proposal submission and review process, conference registration and day-of coordination.

Member, Ed Council Scholarship and Professional Development Committee

- Assisted in coordinating professional development opportunities for student teachers, organized panel discussions and workshops that promoted educational research practices.

Community Volunteer Activities

2009-2010 **Consultant, Charlottesville/Albemarle Commission on Children and Families, Charlottesville, VA.**

- Analyzed CSA and child welfare services data for the City of Charlottesville and Albemarle County. Presented data to the Task Force on Racial Disparity and Disproportionality in Youth Services. Published report on best practices for addressing racial disparity and disproportionality in Charlottesville and Albemarle County.

Journal Review Activities

Reviewer

- *Journal of Early Intervention*
- *Journal of Early Childhood Research*
- *Young Exceptional Children*
- *Early Child Development and Care*

Student Reviewer

- *American Educational Research Journal*

Vitaes/Resumes: Doswell Forston, L.

- *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*
- *American Journal of Speech-Language Pathology*
- *Topics in Early Childhood Special Education*

Professional Affiliations

- *Society for Research in Child Development (SRCD)*
- *Society for Research in Educational Effectiveness (SREE)*
- *American Education Research Association (AERA)*
- *National Association for the Education of Young Children (NAEYC)*
- *National Head Start Research Association (NHSA)*

ELAINE B. KASTELBERG

8099 Prospect Lane
Hanover, Virginia 23069

Home: (804) 537-5461
Cell: (804) 387-7347

EDUCATION: J. Sargeant Reynolds Community College; Early Childhood Certificate (15 credit hours) 2006

University of Virginia, Richmond Center
Masters of Education 2004. (Reading)

University of Virginia, Charlottesville, Virginia
B.S. in Special Education, May 1981

Training in the Orton-Gillingham Approach to the teaching of reading, summer 2005.

Virginia Commonwealth University and University of Virginia
Accrued credits in graduate courses for re-certification.

EXPERIENCE: **ExCELL Literacy Coach / Trainer** 2013 to present.
Lead literacy coach in VPI, Head Start, Early Head Start and Community-based Child Development Centers. Provide training in language and early literacy to teachers and coaches. Provide training and on-going consultation to coaches and mentors across the state.

Director: 1990 to 2013; Pre-kindergarten teacher, 1988 to 1990.
Reveille Weekday School, Richmond Virginia
Responsibilities included day to day operational management of the preschool (thirty- one teachers, over two hundred children and their families and administrative staff) curriculum development, assessment, parent education, teacher professional development, inclusion, financial oversight, licensure with VA Department of Social Services and national accreditation.

Literacy Coach: April 2012 to March 2013. Worked with ExCELL at the Literacy Institute of VCU as a literacy coach in a Head Start and VPI classroom. Attend on-going professional development with teachers, video-tape and model in the classroom and mentor during classroom visits and in monthly meetings. Reliable with the Classroom Assessment Scoring System (C.L.A.S.S).

Virginia Star Quality Initiative Mentor June 2010 to 2013. Provided mentoring and training to early childhood centers enrolled in the VSQI program.

The National Association of Child Care Professionals (NACCP) State Liaison. November 2008 to 2013.

National Accreditation Commission (NAC) Lead Validator

May 2005 to present. Travel to early childhood centers to validate the program for accreditation. Mentor newly trained validators.

NAEYC Validator, Spring 1998 to 2004.

Validated early childhood programs for the National Association for the Education of Young Children that were seeking or renewing accreditation.

Success By Six Accreditation Consultant, February 2002 – May 2004.

Served as a consultant to a full-day child-care centers who received a grant to pursue national accreditation.

CDA Advisor, Spring 1999 through 2002.

Served as an advisor for teachers seeking the Child Development Associate (CDA). Assisted them in course work, development of a resource file and conducted classroom observations.

Teacher, September 1981 to May 1982

Meadowbrook High School, Richmond Virginia

Taught a self-contained EMR class. Worked closely with social workers and teachers. Developed Individual Educational Plans to meet the needs of each individual child.

Substitute Teacher, Fall 1980 to Spring 1981

Charlottesville Public Schools, Charlottesville, Virginia

Volunteer Teacher, Spring 1979 to Spring 1981

Charlottesville, Virginia

Taught classes to TMR adults through the Night College Program. Worked at a group home with the residents.

RELATED EXPERIENCE:

Staff training through area conferences and workshops 2001- present. Presented a variety of workshops, particularly on early literacy development, to teachers in Richmond and surrounding counties.

Richmond Early Childhood Association

Served on the board from 1996 to present. Co-President: July 08 – June 2012. Past positions include RECA Resource Library, Early Childhood Teacher/Advocate Award Committee, At-Large Member, and Corresponding Secretary and 2nd Vice President for Membership.

President of the Association of Early Childhood Directors. 1995 – 1997, 2000 – 2002. Actively served on the Directors' Association since 1990.

Vitae/Resumes: Kastelberg, E.

Led group through application process for NACCP Affiliate status and recruited membership.

Served on the 2001, 2006 and 2011 VAECE Conference Committee. Responsibilities included coordinating the authors' event and the tours to local schools and museums.

Reading tutor, 2006-2007.

REFERENCES: Available upon request

Teresa E. Tusing (Terry)

12620 Eagle Ridge Road, Richmond, Virginia 23233 (804)-357-1130
tusingte@vcu.edu

Key Attributes

- Knowledge of early childhood development /education and early literacy
- Experience in the fields of early childhood education and family literacy
- Experience with conference leadership and presentations
- Excellent attention to detail
- People oriented

Experience

Family Literacy Specialist: The Literacy Institute at Virginia Commonwealth University

Richmond, Virginia, July 2011- present

- Assist in planning and leading staff development for ExCELL teachers, directors and administrators
- Plan and lead monthly family literacy events for 25 classrooms involved the Excellence in Children's Early Language and Literacy Program (ExCELL)
- Facilitate Family Literacy events in both Richmond ,Virginia Beach and Danville
- Develop and facilitate the implementation of Rotating Book Bag system for ExCELL and Ocean Adventures classrooms
- Order, purchase and assemble family literacy take home materials
- Work with Richmond Public Schools to plan and implement Ocean Adventures; a Kindergarten transitional summer program
- Presenter at National Center for Families Learning Conferences

Executive Director: Canterbury Community Nursery School (NAC accredited)

Richmond, Virginia, 1999-June 30, 2011

Maintained licensure and accreditation

Envisioned future and supplied leadership to that end.

Provided direction and supervision to both program and support staff

Developed annual budget with Finance Manager, Finance Committee and the board; ensured the organization operated within the budget guidelines. Operating budget: \$480,000.

Collaborate with board of directors to develop policies, and overall organizational wellness.

Guided educational and outreach initiatives

Promoted a culture that fostered a passion for the mission, cooperation, open communication, teamwork, and a common organizational vision.

Assistant Teacher: Canterbury Community Nursery School

Richmond, Virginia, 1995-1999

Teacher: Multi Age Kindergarten/First Grade, Kindergarten, First Grade, Second Grade

Beaverdam Elementary School, Hanover County, Virginia, 1985-1994

- Teacher of the Year: 1993-1994

Additional Relevant Experience

State Liaison for Virginia, National Association of Child Care Professionals (NACCP)

September 2010-November 2011

- Assist in recruiting new members
- Facilitate growth and development of affiliate groups

Co- chair of Richmond Area Directors of Early Childhood Education, Virginia Affiliate of NACCP

2007-2009

- Support mission, philosophy and Code of Ethics of NACCP
- Facilitate monthly meetings for area directors.
- Responsible for organizing, planning and the implementation of professional development for over 200 area directors and teachers in early care and education.

Education and Training

Strengthening Preschool- K Alignment Through the Home

2015

Starting From Home: Literacy Practices That Matter

2015

Closing the 30-Million-Word Gap: How We Can Promote Healthy Language Development

2015

A Menu for Successful Family Engagement- How Administrators Set the Table

2014

Communicating with Families in Head Start- 21st Century Techniques to Enhance Family Involvement and Relationships

2014

Learning in Two Languages in Early Childhood: What Every Early Childhood Professional Needs to Know

2014

Pre-K Observation Testing

Reliable CLASS observer

Current until November 2012

Teacher Certification NK-4

Virginia Commonwealth University- Richmond, Virginia

August 1983- May 1985

Bachelor of Science, Home Economics

Concentration: Child Development

Bridgewater College, Bridgewater, Virginia

August 1976-May 1980

Ruth A. McReynolds
112 Indiana Lane
Williamsburg, VA 23188
(757)254-7742
ramcreynolds@yahoo.com

RESUME

July 2015

Profile Nearly 45 years of experience working with children.
36 years of experience as Teacher.
Ability to direct programs for children and adults.
Goal-oriented individual with strong leadership capabilities.
Organized, highly motivated, and detail-directed problem solver.
Proven ability to work in unison with staff, volunteers, and board of directors.

Education

B.A., Elementary Education, N-9, Minor in Science, Minor in Religion, Specialty in Teaching Young Children, Concordia College, Bronxville, NY, May 1979
SLED Graduate, School Leadership Administration training program of the Lutheran Church-Missouri Synod (LCMS), Completed June 2006
M. Ed. Curriculum & Instruction, Minor in Early Childhood Education, Concordia University, Portland, OR, April 2014

Relevant Experience & Accomplishments

Teaching

For 12 years was a classroom teacher for grade 5(2 years), grade 8(3 years), grade 4 (1 year), grade 6(1 year), Pre-K and Kindergarten (5 years) in Lutheran Schools in Queens, NY
Wrote and implemented a 7th and 8th grade curriculum.

For more than 20 years taught and currently teaches adult learners in a variety of classes for the American Red Cross.

For 10 years taught older adult learners in Elderhostel Programs.

For 4 years was a classroom teacher in a Mommy and Me program for two year-olds and their care givers.

For 10 years served on a local Committee for Special Education and Committee for Early Childhood Special Education as a parent Advocate.

For more than 25 years has taught adult Bible studies and lead Women's Spiritual Retreats.

Program Coordination

Participated in Girl Scouts USA programs for 27 years. From 1975-2002 served in leadership capacities. From 1994-2002 served as a trainer. From 1997-2002 serve as a Unit Leader for a local community. Recipient of the Thanks Badge in 2002.

For 10 years coordinated all programming for adults and children at an outdoor retreat and conference center that served more than 2000 families annually.

For 10 ½ years coordinated and directed a preschool and kindergarten with an enrollment of more than 150 children, a staff of 25, that is nationally accredited by NAEYC (National Association for the Education of the Young Child) and NLSA(National Lutheran Schools Accreditation) and maintains a four star rating with the Virginia Star Quality Initiative.

Management/Supervision

Directed recruitment and retention of staff of 25 employees.
 Trained, supervised and evaluated staff.
 Successfully lead Preschool program through NAEYC re-accreditation and NLSA accreditation.
 In 2012 the preschool and kindergarten was awarded NLSA Exemplary School, one of only 7 Lutheran schools in the nation to receive this honor that year.

Coaching/Mentoring

VSQI Mentor in the Smart Beginnings Historic Triangle and Virginia Peninsulas regions since 2008.
 Literacy Coach for Virginia Infant Toddler Specialist Network 123 READ program since 6/2014.
 Literacy Coach/Trainer for VCU Literacy Institute ExCELL since 10/2014.

Employment

Teacher, St. John’s Lutheran Elementary School, College Point, Queens, NY 1979 - 1985
 1985 – 1992
Teacher, Chapel of the Redeemer Lutheran Elementary School, Flushing, Queens, NY
Program Director, SonRise Lutheran Outdoor Ministries, Schroon Lake, NY 1992 – 2002
Director/Administrator, King of Glory Preschool and Kindergarten, Williamsburg, VA 2002 – 2013
Program Mentor, Smart Beginnings Historic Triangle, Williamsburg, VA, 2008 - Present
 Smart Beginnings Virginia Peninsulas, Newport News, VA 2014 – Present
Post Assessor, (ITTERS-R, FCCERS-R), VA Infant Toddler Specialist Network, Child Development Resources, Williamsburg, VA 2014 - Present
Literacy Coach/Trainer, VCU, Literacy Institute, ExCELL, Richmond, VA

Community Involvement

James City County Volunteer Rescue Squad, EMT-B, Secretary
 Doreen McAndrews, President, dmccandrews@cox.net
American Red Cross, Volunteer Instructor
Child Development Resources, Steering Committee, Smart Beginnings Historic Triangle
 Lise Kline, CDR Smart Beginnings, lkline@cdr.org
King of Glory Lutheran Church, Sunday School/VBS Teacher, Bible Study Leader
 Rick Easton, Congregation Representative. wrickjr@aol.com

Professional Memberships

NAEYC, VAECE, TAECE, SECA

Additional Materials – Explanation of the Partnership between the Virginia Literacy Foundation and the Literacy Institute at Virginia Commonwealth University

In 2002, the Virginia Literacy Foundation formed a partnership with Virginia Commonwealth University to create The Literacy Institute at Virginia Commonwealth University, which responds to the dual needs to provide sound research and to affect public policy. The Excellence in Children’s Early Language and Literacy (ExCELL) Program is an early childhood professional development program of the Virginia Literacy Foundation. The ExCELL program was developed by Literacy Institute staff that currently provides services and training for the ExCELL program.

Name and Address of Firm:

Virginia Literacy Foundation
413 Stuart Circle # 303
Richmond, VA 23220

Contact Name: Mark E. Emblidge
Title: Founding Director
Telephone Number: (804) 237-8909
Fax Number: 804-237-8901
E-mail Address: vlime@earthlink.net

Name and Address of Firm:

The Literacy Institute
3600 W. Broad Street, Suite 112
P.O. Box 842037

Contact Name: Cynthia W. Hutchinson
Title: ExCELL Program Director
Interim Co-Director, The Literacy Institute at VCU
Telephone Number: (804) 828-6661
Fax Number: 804-828-7539
E-mail Address: cwhutchinson@vcu.edu

Revised Pricing Schedule

For each Attachment D completed, enter the requested information for the professional development offering in Table I, II, III, or IV, on the following pages as appropriate, based on the proposed delivery method. Points will be awarded for price based on the relative per hour prices for each of those four tables.

Example Table I. If professional development offering “X” is face-to-face, the “length of delivery” per Attachment D, #4 is 16 hours, the total price for 25 participants is \$3,200, and the price per hour is \$200 ($\$3,200/16$), it would be entered on Table I as follows:

Complete this Table for all professional development to be delivered face-to-face:

Name of Professional Development Offering	Professional Development Categories	Total Cost for 25 participants	Length of Delivery (in hours)	Per Hour Price
X	a	\$3,200	16	\$200

Example Table II. If professional development offering Y is online, but is interactive and participants are responding to a presenter or asking questions, the length of delivery is 16 hours, the total price for 25 participants is \$1,600, and the per hour price is \$100 ($\$1,600/16$), it would be entered on Table II as follows:

Complete this Table for all interactive online professional development:

Name of Professional Development Offering	Professional Development Category	Total Cost for 25 participants	Length of Delivery (in Hours)	Per Hour Price
Y	o	\$1,600	16	\$100

Example Table III. If professional development offering Z is online, but is not interactive, the length of delivery is 10 hours, the total price regardless of the number of individuals who access the online professional development is \$200, and the per hour price is \$20 ($\$200/10$), it would be entered on Table III as follows:

Complete this Table for all online professional development that is NOT interactive:

Name of Professional Development Offering	Professional Development Category	Total Cost for unlimited participants	Length of Delivery (in Hours)	Per Hour Price
Z	o	\$200	10	\$20

Table I. Complete this Table for all professional development to be delivered face-to-face (in-person):

Name of Professional Development Offering	Professional Development Category (categories) a – o as indicated on the applicable Attachment D	Total Cost for 25 participants	Length of Delivery (in Hours) as indicated on Attachment D, #4.	Per Hour Price
ExCELL Prime – Year One	a b c f i m o	34,125	39	875
ExCELL Prime – Year Two	a b c f i m o	34,125	39	875
ExCELL Spotlight: Early Learning Professional Development Options	b c d e f i m o	4,500	6	750
ExCELL Ocean Adventures: Implementing a Kindergarten Summer Transition Program	b c g i l m n o	6,750	9	750

