

DOE-PDO-2015-11-8

Attachment 1

The contract documents include the Contractor's proposal dated July 1, 2015 (other than D-I-7 "Things Every Child With Autism Wishes You Knew"); and clarifications and negotiated modifications included in Attachment 1 and dated September 25, 2015, August 20, 2015, August 19, 2015, and July 10, 2015.

September 25, 2015 (See following pages):

From: Brenda Leger <bleger@zapdenco.com> Sent: Fri 9/25/2015 11:08 AM
To: Williams, Marie (DOE)
Cc: Mich Cabanis
Subject: RE: Request for Improved Pricing RE: DOE-PDO-2015-11

  Attachment E - Revised Pricing Schedule Sept. 25.pdf

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
<u>Developmentally Appropriate Practice- Guiding and Supporting Your Curriculum (D I 1)</u>	<u>a . b . f . g . k</u>	<u>\$2950</u>	<u>6</u>	<u>\$492</u>
<u>Challenging Behavior – Prevention and Intervention (D I 2)</u>	<u>a . b . f . g . i . k</u>	<u>\$2950</u>	<u>6</u>	<u>\$492</u>
<u>STEAM- Every Day and in Every Way (D I 3)</u>	<u>a . b . c . d . e . f</u>	<u>\$2950</u>	<u>6</u>	<u>\$492</u>
<u>Going Beyond Behavior Management Prevention vs Intervention (D I 4)</u>	<u>a . b . f . g . i . k</u>	<u>\$2950</u>	<u>6</u>	<u>\$492</u>
<u>Immersing Children in Science and Math –It’s a Daily Thing! (D I 5)</u>	<u>a . b . c . d . e . f . g</u>	<u>\$2950</u>	<u>6</u>	<u>\$492</u>
<u>Making the Body-Brain-Mind Connection in Teaching and Learning (D I 6)</u>	<u>a . b . c . g . h . k</u>	<u>\$2950</u>	<u>6</u>	<u>\$492</u>
<u>What’s Love Got to do with Cognition? (D I 8)</u>	<u>a . b . f . g . h . i . k</u>	<u>\$2950</u>	<u>6</u>	<u>\$492</u>
<u>Multi-Sensory Early Literacy and Reading Readiness- Level 1 (D I 9)</u>	<u>a . b . c . g . h . o</u>	<u>\$2950</u>	<u>6</u>	<u>\$492</u>
<u>Multi-Sensory Early Literacy and Reading Readiness Level 2 (D I 10)</u>	<u>a . b . c . g . h . o</u>	<u>\$2950</u>	<u>6</u>	<u>\$492</u>

Table II. Complete this Table for all professional development to be delivered virtually online in an interactive format (e.g. via Webinar):

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
<u>Quality Assist Quorum Online- Professional Development (D_II_1)</u>	a, b, c, d, e, f, g, j, k, l, n	<u>\$1800</u>	70 <u>For entire program of 23 courses (each individual course is 2-4 hours long)</u>	<u>\$25</u>
The Art of Technical Assistance (D_II_2)	a, b, k, l, n	\$25,000	50	\$500
The Art of Facilitation (D_III_3)	a, b, k, l, n	\$25,000	40	\$625

August 19 & 20, 2015 (See additional revised Attachments D-I-4,5,6,8,9, &10 and D-II-1,2, &3 at the end of this document)

-----Original Message-----

From: Brenda Leger (mailto:bleger@kaplanco.com)
 Sent: Thursday, August 20, 2015 5:40 PM
 To: Williams, Marie (DOE)
 Subject: RE: VA DOE clarifications and modifications

Yes Marie -- we will provide certificates. Our standard certificates include the date, #of training hours, title of training and trainer. We will be happy to modify to include any additional information.

From: Brenda Leger <bleger@kaplanco.com>
 To: Williams, Marie (DOE)
 Cc:
 Subject: FW: Virginia

Sent: Thu 8/20/2015 5:54 PM

Message: TAB 6 Attachment_D_II_3_Kaplan_C3 rev.docx tax roles handout.pdf

Marie – just when I thought we were done. I received these additional answers for our online portion of PD. Sorry. (this is what

From: Brenda Leger <bleger@kaplanco.com> Sent: Thu 8/20/2015 9:43 AM
To: @Williams, Marie (DOE)
Cc:
Subject: FW: First Revised Section (Quorum) -

Message: TAB 6 Attachment_D_I_1_Kaplan_Q1 rev.docx Challenging-Behavior Learning Objectives.png Safe-Spaces-and-Child-Abuse Learning Objectives.png
Voice Threading Tool.png Cut the Coobes Learning Board Top View.png Cut the Coobes Learning Board Internal.png
Learning Environment Classroom Archited.png

Oops - Sorry - I missed sending this response earlier. Now - this is the last response from Kaplan.

From: Brenda Leger <bleger@kaplanco.com> Sent: Thu 8/20/2015 9:42 AM
To: @Williams, Marie (DOE)
Cc:
Subject: FW: RFP DOE-PDO-2015-11 - Revised Questions

Message: Virginia 6 Attachment_D_I_3_Kaplan_SE1 r (3).docx

Final additional response from Kaplan.

From: Brenda Leger <bleger@kaplanco.com> Sent: Thu 8/20/2015 9:41 AM
To: @Williams, Marie (DOE)
Cc:
Subject: FW: Virginia: The Art of Technical Assistance

Message: TAB 6 Attachment_D_I_2_Kaplan_Q2.rev.docx.docx TAT Roles Competencies.pdf

Additional response from Kaplan

From: Brenda Leger <bleger@kaplanco.com> Sent: Thu 8/20/2015 9:38 AM
To: @Williams, Marie (DOE)
Cc:
Subject: FW: VA DOE clarifications and modifications

Message: TAB 6 Attachment_D_I_4_Kaplan_KP1 (1).docx (32 KB) TAB 6 Attachment_D_I_5_Kaplan_KP2 (1).docx (32 KB) TAB 6 Attachment_D_I_6_Kaplan_KP3.docx (33 KB) TAB 6 Attachment_D_I_7_Kaplan_KP4 (1).docx (32 KB)
TAB 6 Attachment_D_I_8_Kaplan_KP5 (1).docx (32 KB)

Additional responses for Kaplan Early Learning.

Brenda Leger

From: Brenda Leger <bleger@kaplanco.com>

Sent: Wed 8/19/2015 1:27 PM

To: Williams, Marie (DOE)

Cc:

Subject: FW: RFP DOE-PDO-2015-11 - Revised Questions

Message TAB 6 Attachment_D_I_9_Kaplan_NBS1(revised).docx TAB 6 Attachment_D_I_10_Kaplan_NBS2(revised).docx

Dear Ms. Williams,

Attached are the changes to documents 9 and 10. The format tracks changes to the original document so that you can better see what we have done. Also below are our responses to the specific questions for 9 and 10 in blue.

From: Williams, Marie (DOE) [mailto:Marie.Williams@doe.virginia.gov]

Sent: Friday, August 14, 2015 10:28 AM

To: Brenda Leger; Training

Subject: RE: RFP DOE-PDO-2015-11 - Revised Questions

Ms. Leger,

Please provide Kaplan's response to the following questions no later than 8/20/15:

D-1-3 - Provide additional information on how each of the components of STEAM are being integrated into this PDO? The proposal indicates that this PDO will promote students social and emotional development, please provide specifics of how this will be accomplished? Provide additional information on the developers and trainers extensive experience with each of the STEAM components and integration of STEAM components together.

D-1-6 - Please provide additional information on autism-specific qualifications of those who developed and are delivering the PDO, and how the learning objectives support the PDO description. Please provide learning objectives that more specifically relate to autism and strategies for supporting students with autism.

D-1-7 - same as above

D-1-8 - The learning objectives are very similar to those of other offerings with different descriptions. How do they relate to the description of this PDO? What specifically will participants know and be able to do as a result of this particular PDO?

D-1-9 - The objectives are similar to those of other offerings with different descriptions. How do they relate to the description of this PDO? Changes have been made to the original document. What specifically will participants know and be able to do as a result of this particular PDO? Refer to revised document 9 for changes.

Is it training on how to use the BrightStart curriculum? No, this is not a curriculum training. Are materials needed (or will insinuations be made that materials would be helpful to have) in the classroom later to implement the training? No Does the price include the materials? The price includes any training materials, such as handouts, etc.

D-1-10 - The objectives are similar to those of other offerings with different descriptions. How do they relate to the description of this PDO? Changes have been made to the original document. Is it level 2 training on how to use the BrightStart curriculum? No, this is not curriculum training. Are materials needed (or will insinuations be made that materials would be helpful to have) in the classroom later to implement the training? No Does the price include the materials? The price includes any training materials, such as handouts, etc.

D-1-4 - Goals and learning objectives page 3 section 7 are not aligned to description. Please elaborate on the objectives so that they are more specific.

D-1-5 - How does the PDO relate to each of the professional development categories checked other than math and science?

D-II-1, 2, and 3 - How does each PDO align to the Foundation Blocks or Milestones? Additional description is needed. What will participants know and be able to do as a result of attending each of these PDOs?

July 10, 2015

From: Brenda Leger <bleger@kaplanco.com>

Sent: Sun 7/12/2015 9:02 PM

To: Williams, Marie (DOE)

Cc:

Subject: RE: RFP DOE-PDO-2015-11

Message 001.txt 002.txt

1. Brenda Leger Brenda Leger, Chief Academic Officer for Kaplan Early Learning Company certifies Kaplan Early Learning Company will submit the required paperwork on the required forms as described in Addendum 1 of RFP - DOE - PDO-2015-11

1. Brenda Leger Brenda Leger, Chief Academic Officer for Kaplan Early Learning Company certifies ~~that no one~~ on the developed, design or delivery team of Kaplan Early Learning's Professional Development has been charged or convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child.

Reference Section II, BACKGROUND, Page 5, Table I, Total # New Classrooms Years 1-4 for Henrico: change "10" to "53."

1. 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)."
2. Reference Section V, B. SPECIFIC PROPOSAL INSTRUCTIONS #2: add "ix 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)."

Signed Brenda Leger July 10, 2015

Brenda Leger, Chief Academic Officer
Kaplan Early Learning Company

Response for Professional Development Offering

Name of Professional Development Offering

STEAM – Every Day and in Every Way

Brief (15 to 20 Word) Description

This presentation will assist teachers in understanding how to recognize and support the concepts of Science, Technology, Engineering, the Arts, and Math in an active play environment.

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

Select one and only one:

- I. In-person (face-to-face)
 II. Virtual or online (e.g., via Webinar)
 III. Combination of live and virtual/online

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

STEAM training gives participants an opportunity to work with their colleagues in order to understand and support STEAM. The participants need to engage in active hands-on experience with materials which can be applied back in the classroom.

This presentation will use the Virginia’s Foundation Blocks for Early Learning. It is vital that participants to understand how the Standards for Math, Science and Visual Arts are woven throughout the processes of STEAM. In addition, this presentation will explore the context of STEAM learning through a social emotional perspective.

Professional development needs to be engaging and use varied approaches to support learning for both groups and individuals. “Teachers’ initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate in making sense of a new practice” (Gulamhussein). Whether information is being presented to a large or small group, varied approaches also make it possible to present content in ways that complement educators’ individual learning styles.

Professional development experiences that align with standards, priorities, and goals are likely to have a larger impact on instruction and student learning. “If [educators] cannot easily implement the strategies they learn, and the new practices are not supported or reinforced—then the professional development tends to have little impact” (Darling-Hammond et al.).

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

	Professional Development Category
X	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
X	g. Promoting preschool children’s social and emotional development
	h. Instructional services and support for students with disabilities
	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
	m. Communicating with diverse parents of preschool children
	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
	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)
- 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.)
- Teachers
 - Coaches
 - Administrators
 - Teacher Assistants
 - Parents and families
4. What is the length of delivery in hours (time required excluding self-study or other assignments)?
- 6 **Total Hours for Delivery**

5. What are the goals and learning objectives of the professional development offering?
- Goal: This presentation will assist teachers in understanding how to recognize and support Science, Technology, Engineering, the Arts, and Math throughout the environment, daily routine, interactions, activities, and partnering with parents.**

Outcomes / Participants will be able to:

- **Identify connections between play and executive functioning.**
 - **Identify Virginia Standards that support STEAM.**
 - **Identify and recognize cognitive constructs of play.**
 - **Identify communication and interaction strategies in support of play.**
 - **Identify and connect STEAM to the Virginia's Foundation Blocks for Early Learning.**
6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.
- Participants will be able to demonstrate their skills in: understanding the types of play; using communication strategies; observing STEAM in a play situation; articulating connection between STEAM/Foundation; and actively participating in a hands-on activity. Participants will model specific tasks and complete a needs assessment to measure pre- and post-training skill level, after-which a Self-Reflection Plan of Action response will be developed.**
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.
- This high quality professional development offering uses Malcolm Knowles Adult Learning Principles. Working in small groups, participants will have an opportunity to engage, dialogue, collaborate, reflect, and provide feedback on information being delivered. There will be a variety of hands-on activities and practicing skills. Time will be allotted for Participants to reflect and respond, using their knowledge of child development to develop lesson plans. This reflection and practice will also encourage a sustained and**

lasting impact on educators' instruction, interaction and classroom performance

This presentation uses information and research from Dr. Sara Smilansky, author of *Clay in the Classroom: Helping Children Develop Cognitive and Affective Skills for Learning*, Rebecca Soden- Clayton Early Learning,

7. continued ...

High/Scope Foundation and Virginia's Foundation Blocks for Early Learning.

By aligning the delivered content to Virginia's Early Learning Standards (Foundation Blocks, Standards of Learning and Milestones for Child Development) along with the new 2015 Head Start Foundations this training will increase the educators' knowledge of the associated academic and essential domains of school readiness.

8. Describe qualifications of the individuals/staff who developed this offering. **The senior developer of this session, Steve Erwin has 40 years of experience in all service delivery systems for early childhood education including family childcare, head start, and child development school labs. Mr. Erwin has developed and provided STEAM training for 2 Region IX Head Start Conferences and 2 Caltech/Orange County Dep. Of Ed. STEM/STEAM Conferences. In addition to the conference, this presentation was provided for two head start programs. Mr. Erwin's experience with STEAM training includes teaching early childhood curriculum for 10 semesters at California State University, Chico,**

Mr. Erwin is a senior team member of Kaplan Early Learning Company's "Curriculum, Assessment and Professional Development" department. Here he works collaboratively with a team of other like-minded advanced degreed and early childhood experienced individuals. The professionals who make up the Curriculum, Assessment and Professional Development are full time and contracted Kaplan Early Learning Company employees as well as high level senior staff members from publishing partners (Researchers, and Authors) such as: Yale- Child Study Center, Quality Assist, Nemours BrightStart!,
#8 continued ...

Environment Rating Scale Institute (ERSI), Devereux Center for Child Resiliency, and.

Kaplan's partnerships with various institutions ensure a wide offering of the latest research available on child development. Our staff also attends sessions for personal professional development, as well as many conferences throughout the year to stay current in the early childhood field. It is Kaplan's goal to provide the most up-to-date and valuable information through our professional development offerings.

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.

The senior instructor for this session, Steve Erwin has 40 years of experience in all service delivery systems for early childhood education including family childcare, head start, and child development school labs. Mr. Erwin has developed and provided STEAM training for 2 Region IX Head Start Conferences and 2 Caltech/Orange County Dep. Of Ed. Conferences. In addition to the conference this presentation was provided for a CA head start program. Mr. Erwin is known nationally for his passionate high energy presentations. He is a regular presenter and trainer for Public Preschool programs, Head Start agencies and national conferences such as National Head Start and Leadership Connections of Illinois.

Kaplan Early Learning Company has a long history developing and delivering high quality professional development in the early education industry. Our staff has advanced degrees in early education and related fields and undergo an extensive training program on adult learning and facilitation as well as yearly continuing education courses. Our team regularly works with programs across the nation to help providers who work with children from economically-disadvantaged families, whether it is through workshops on dealing with challenging behaviors or how to set up classroom environments on a budget.

Kaplan's partnerships with various institutions--such as the Yale Child Study Center, the Devereux Center for Resilient Children, Quality Assist, Nemours BrightStart!, and the Environment Rating Scale Institute (ERSI)--ensure a wide offering of the latest research available on child development. Our staff also attends sessions for personal professional development, as well as many conferences throughout the year to stay current in the early childhood field. It is Kaplan's goal to provide the most up-to-date and valuable information through our professional development offerings.

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.

This professional development offering "STEAM- Every Day and in Every Way" will support Language Blocks 1- 2, Math Blocks 1-6 and Science Blocks 1-8.

11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.
Participants need to be grouped per classroom or center, and a training room set up with tables for small group interaction is best, with a maximum of 40 participants.

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

No

Yes

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

No

Yes

However, Kaplan Early Learning Company is in the initial proposal phase with an independent research organization with hopes of entering into an evaluation contract to measure the effectiveness of current face-to-face professional development.

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.

Face-to-Face Professional Development

 1 Days

 6 Hours per day

Justification of time:

Previous experience with this workshop has demonstrated, providing that there are no more than 50 experienced attendees, 6 hours has been adequate time to explore and gain a basic understanding of this topic. Topic can be expanded on in advanced sessions, based on needs assessment.

Response for Professional Development Offering

Name of Professional Development Offering

Going Beyond Behavior Management: Prevention vs. Intervention

Brief (15 to 20 Word) Description

By establishing a learning environment that does not promote but prevents inappropriate behaviors from occurring, goals can be readily achieved.

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

Select one and only one:

- I. In-person (face-to-face)
 II. Virtual or online (e.g., via Webinar)
 III. Combination of live and virtual/online

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

Professional development needs to be engaging and use varied approaches to support learning for both groups and individuals. “Teachers’ initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate in making sense of a new practice” (Gulamhussein). Whether information is being presented to a large or small group, varied approaches also make it possible to present content in ways that complement educators’ individual learning styles.

Professional development experiences that align with standards, priorities, and goals are likely to have a larger impact on instruction and student learning. “If [educators] cannot easily implement the strategies they learn, and the new practices are not supported or reinforced—then the professional development tends to have little impact” (Darling-Hammond et al.).

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

	Professional Development Category
X	a. Quality of teacher-child interactions
X	b. Providing developmentally appropriate preschool learning environments
	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
X	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners
X	j. Behavior management techniques for diverse preschool children
X	k. Preschool classroom management techniques
	l. Elementary school leadership development to support and strengthen early learning programs
	m. Communicating with diverse parents of preschool children
	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
	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)

- 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.)

- Teachers**
 Coaches
 Administrators
 Teacher Assistants
 Parents and families

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

6 **Total Hours for Delivery**

5. What are the goals and learning objectives of the professional development offering?
- 1) Examine the developmental stages of the brain related to the amygdala, hypothalamus, and hippocampus and their subsequent influence on executive functions—including self-regulation and self-control
 - 2) Name three neurotransmitters and one hormone that directly impact behavior and executive function development
 - 3) Explain and demonstrate three curriculum/environmental considerations that will prohibit inappropriate behaviors from occurring
 - 4) Describe the influence of choice on behavior and learning
 - 5) Rewrite classroom rules in order to be more positive and developmentally brain-compatible
6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.
- Participants will engage in small group activities and discussion along with several question/answer periods during the day. A demonstration and recall activity will be conducted at the end of the day in which all participants will participate and engage with the instructor.**
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.
- This high quality professional development offering uses Malcolm Knowles Adult Learning Principles. Working in small groups, participants will have an opportunity to engage, dialogue, collaborate, reflect, and provide feedback on information being delivered. In addition they will practice skills, reflecting, responding, and interacting with children and using their knowledge of child development to develop lesson plans. This reflection and practice will encourage a sustained and lasting impact on educators' instruction, interaction and classroom performance.**
- By aligning the delivered content to Virginia's Early Learning Standards (Foundation Blocks, Standards of Learning and Milestones for Child Development) along with the new 2015 Head Start Foundations this training will increase the educators' knowledge of the associated academic and essential domains of school readiness.**
8. Describe qualifications of the individuals/staff who developed this offering.

The lead developer, Keith L. Pentz, National Early Childhood Specialist for Kaplan Early Learning Company, has been in the field of education for nearly 35 years. Mr. Pentz began his career by working in childcare with infants and toddlers, taught elementary students as well as Kindergarten, #8. continued ...

and then taught PreKindergarten—all in a variety of settings. Mr. Pentz's work was primarily in inclusion classrooms and with children and families in low socioeconomic circumstances. Following his experiences in the classroom, he moved on to teach at the University of Central Florida in Orlando, Florida, and was an Assistant Professor of Early Childhood Education at Gordon College in Wenham, Massachusetts, before beginning his career as a consultant.

Mr. Pentz is a senior team member of Kaplan Early Learning Company's "Curriculum, Assessment and Professional Development" department. Here he works collaboratively with a team of other like-minded advanced degreed and early childhood experienced individuals. The professionals who make up the Curriculum, Assessment and Professional Development are full time and contracted Kaplan Early Learning Company employees as well as high level senior staff members from publishing partners (Researchers, and Authors) such as: Yale- Child Study Center, Environment Rating Scale Institute (ERSI), Nemours BrightStart!, Devereux Center for Child Resiliency, and Quality Assist.

Kaplan's partnerships with various institutions ensure a wide offering of the latest research available on child development. Our staff also attends sessions for personal professional development, as well as many conferences throughout the year to stay current in the early childhood field. It is Kaplan's goal to provide the most up-to-date and valuable information through our professional development offerings.

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.

The senior instructor for this session, Keith L. Pentz, has been in the field of education for nearly 35 years. Mr. Pentz began his career by working in childcare with infants and toddlers, taught elementary students as well as Kindergarten, and then taught PreKindergarten. Mr. Pentz's experience working in inner-city schools, migrant farmworker communities, as well as with inclusion students provides a strong background on which to build any

of his presentations to varied audiences. Mr. Pentz has worked with and presented extensively to Head Start, Early Head Start, inner-city programs, and other venues that serve economically disadvantaged families.

#9. continued ...

Kaplan Early Learning Company has a long history developing and delivering high quality professional development in the early education industry. Our staff has advanced degrees in early education and related fields and undergoes an extensive training program on adult learning and facilitation as well as yearly continuing education courses. Our team regularly works with programs across the nation to help providers who work with children from economically-disadvantaged families, whether it is through workshops on dealing with challenging behaviors or how to set up classroom environments on a budget.

Kaplan's partnerships with various institutions--such as the Yale Child Study Center, the Devereux Center for Resilient Children, Quality Assist, Nemours BrightStart!, and the Environment Rating Scale Institute (ERSI)--ensure a wide offering of the latest research available on child development. Our staff also attends sessions for personal professional development, as well as many conferences throughout the year to stay current in the early childhood field. It is Kaplan's goal to provide the most up-to-date and valuable information through our professional development offerings.

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.
This professional development session addresses aspects of each of the five components of the Foundation Blocks for Personal and Social Development—self-concept, self-regulation, approaches to learning, interactions, and social problem solving.
11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.
Participants need to be able to move and share information in small groups with a maximum of 40 participants.
12. Has the proposed professional development offering been subject to rigorous evaluation as defined in Section III of this Request for Proposals?

- No
 Yes

#12. Continued ...

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

- No
 Yes

However Kaplan Early Learning Company is in the initial proposal phase with an independent research organization with hopes of entering into an evaluation contract to measure the effectiveness of current face to face professional development.

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.

Face-to-Face Professional Development

 1 Days
 6 Hours per day

Justification of time:

Previous experience with this workshop has demonstrated, providing that there are no more than 50 experienced attendees, 6 hours has been adequate time to explore and gain a basic understanding of this topic. Topic can be expanded on in advanced sessions, based on needs assessment.

Response for Professional Development Offering

Name of Professional Development Offering

Immersing Children in Science and Math—It's a Daily Thing!

Brief (15 to 20 Word) Description

The integration of math and science into other basic curricular components can be incorporated and experienced readily.

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

Select one and only one:

- I. In-person (face-to-face)
 II. Virtual or online (e.g., via Webinar)
 III. Combination of live and virtual/online

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

Professional development needs to be engaging and use varied approaches to support learning for both groups and individuals. “Teachers’ initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate in making sense of a new practice”(Gulamhussein). Whether information is being presented to a large or small group, varied approaches also make it possible to present content in ways that complement educators’ individual learning styles.

Research has shown that modeling plays a vital role in helping educators understand new instructional methods. Demonstrations of new practices allow for active learning and help educators understand how new practices can be used in real classrooms. Hearing about a new method or skill will not be as effective as taking it one step further and seeing it being used by someone who has already mastered the method or skill. (Gulamhussein; Darling-Hammond et al.)

Professional development experiences that align with standards, priorities, and goals are likely to have a larger impact on instruction and student learning. “If [educators] cannot easily implement the strategies they learn, and the new practices are not supported or reinforced—then the professional development tends to have little impact” (Darling-Hammond et al.).

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

	Professional Development Category
X	a. Quality of teacher-child interactions
X	b. Providing developmentally appropriate preschool learning environments
	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
X	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
	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
	m. Communicating with diverse parents of preschool children
	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
	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)
- 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.)
- Teachers**
- Coaches
- Administrators**
- Teacher Assistants**
- Other service providers (specify here: _____)
- Parents and families

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

6 **Total Hours for Delivery**

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

Participants will be able to:

- 1) **Describe a four-step process used to learn any concept**
- 2) **Identify three types of observation necessary to promote mathematical and scientific thought**
- 3) **Explain how to incorporate math and science into other curricular areas throughout the day—literacy, art, outdoor play, center time, etc.**
- 4) **Describe how multisensory learning impacts cognitive development**
- 5) **Promote language and vocabulary development by using math and science ideas**

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

Participants will engage in small group activities and discussion along with several question/answer periods during the day. A demonstration and recall activity will be conducted at the end of the day in which all participants will participate and engage with the instructor. After-which a Self-Reflection Plan of Action response will be developed.

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.

This high quality professional development offering uses Malcolm Knowles Adult Learning Principles. Working in small groups, participants will have an opportunity to engage, dialogue, collaborate, reflect, and provide feedback on information being delivered. In addition they will practice skills, reflecting, responding, and interacting with children and using their knowledge of child development to develop lesson plans. This reflection and practice will encourage a sustained and lasting impact on educators' instruction, interaction and classroom performance.

By aligning the delivered content to Virginia's Early Learning Standards (Foundation Blocks, Standards of Learning and Milestones for Child Development) along with the new 2015 Head Start Foundations this training will increase the educators' knowledge of the associated academic and essential domains of school readiness.

8. Describe qualifications of the individuals/staff who developed this offering. **The lead developer, Keith L. Pentz, National Early Childhood Specialist for Kaplan Early Learning Company, has been in the field of education for nearly 35 years. Mr. Pentz began his career by working in childcare with infants and toddlers, taught elementary students as well as Kindergarten, and then taught PreKindergarten—all in a variety of settings. Mr. Pentz’s work was primarily in inclusion classrooms and with children and families in low socioeconomic circumstances. Following his experiences in the classroom, he moved on to teach at the University of Central Florida in Orlando, Florida, and was an Assistant Professor of Early Childhood Education at Gordon College in Wenham, Massachusetts, before beginning his career as a consultant.**

Mr. Pentz is a senior team member of Kaplan Early Learning Company’s “Curriculum, Assessment and Professional Development” department. Here he works collaboratively with a team of other like-minded advanced degreed and early childhood experienced individuals. The professionals who make up the Curriculum, Assessment and Professional Development are full time and contracted Kaplan Early Learning Company employees as well as high level senior staff members from publishing partners (Researchers, and Authors) such as: Yale- Child Study Center, Environment Rating Scale Institute (ERSI), Nemours BrightStart!, Devereux Center for Child Resiliency, and Quality Assist.

Kaplan's partnerships with various institutions ensure a wide offering of the latest research available on child development. Our staff also attends sessions for personal professional development, as well as many conferences throughout the year to stay current in the early childhood field. It is Kaplan's goal to provide the most up-to-date and valuable information through our professional development offerings.

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. **The senior instructor for this session, Keith L. Pentz, has been in the field of education for nearly 35 years. Mr. Pentz began his career by working in childcare with infants and toddlers, taught elementary students as well as Kindergarten, and then taught PreKindergarten. Mr. Pentz’s experience working in inner-city schools, migrant farmworker communities, as well as**

#9. continuation ...

with inclusion students provides a strong background on which to build any of his presentations to varied audiences. Mr. Pentz has worked with and presented extensively to Head Start, Early Head Start, inner-city programs, and other venues that serve economically disadvantaged families.

Kaplan Early Learning Company has a long history developing and delivering high quality professional development in the early education industry. Our staff has advanced degrees in early education and related fields and undergo an extensive training program on adult learning and facilitation as well as yearly continuing education courses. Our team regularly works with programs across the nation to help providers who work with children from economically-disadvantaged families, whether it is through workshops on dealing with challenging behaviors or how to set up classroom environments on a budget.

Kaplan's partnerships with various institutions--such as the Yale Child Study Center, the Devereux Center for Resilient Children, Quality Assist, Nemours BrightStart!, and the Environment Rating Scale Institute (ERSI)--ensure a wide offering of the latest research available on child development. Our staff also attends sessions for personal professional development, as well as many conferences throughout the year to stay current in the early childhood field. It is Kaplan's goal to provide the most up-to-date and valuable information through our professional development offerings.

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.

This hands-on, active, and minds-on professional development session addresses numerous aspects of the Foundation Blocks for Math and Science—number sense, computation, measurement, geometry, data/stats, patterns/relationships, investigations, matter/physical properties, life processes, and interrelationships.

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

Participants need to be able to move and share information in small groups. A maximum of 40 participants per session.

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

No
 Yes

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

No
 Yes

However Kaplan Early Learning Company is in the initial proposal phase with an independent research organization with hopes of entering into an evaluation contract to measure the effectiveness of current face to face professional development.

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.

Face-to-Face Professional Development

1 Days

6 Hours per day

Justification of time:

Previous experience with this workshop has demonstrated, providing that there are no more than 50 experienced attendees, 6 hours has been adequate time to explore and gain a basic understanding of this topic. Topic can be expanded on in advanced sessions, based on needs assessment.

Response for Professional Development Offering

Name of Professional Development Offering

Making the Body-Brain-Mind Connection in Teaching and Learning

Brief (15 to 20 Word) Description

This session will explore learning as influenced by the interconnectedness of the physical body with the brain and mind.

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

Select one and only one:

- I. In-person (face-to-face)
 II. Virtual or online (e.g., via Webinar)
 III. Combination of live and virtual/online

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

Professional development needs to be engaging and use varied approaches to support learning for both groups and individuals. “Teachers’ initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate in making sense of a new practice”(Gulamhussein). Whether information is being presented to a large or small group, varied approaches also make it possible to present content in ways that complement educators’ individual learning styles.

Research has shown that modeling plays a vital role in helping educators understand new instructional methods. Demonstrations of new practices allow for active learning and help educators understand how new practices can be used in real classrooms. Hearing about a new method or skill will not be as effective as taking it one step further and seeing it being used by someone who has already mastered the method or skill. (Gulamhussein; Darling-Hammond et al.)

Professional development experiences that align with standards, priorities, and goals are likely to have a larger impact on instruction and student learning. “If [educators] cannot easily implement the strategies they learn, and the new practices are not supported or reinforced—then the professional development tends to have little impact” (Darling-Hammond et al.).

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

	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
	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
X	g. Promoting preschool children's social and emotional development
X	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
X	k. Preschool classroom management techniques
	l. Elementary school leadership development to support and strengthen early learning programs
	m. Communicating with diverse parents of preschool children
	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
	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)
- 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.)
- Teachers**
 - Coaches
 - Administrators**
 - Teacher Assistants**
 - Parents and families**

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

6 **Total Hours for Delivery**

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

Participants will be able to:

- 1) **Describe the learning process as it relates to sensory initiated opportunities**
- 2) **Explain and demonstrate the influence of interactions and relationships on learning**
- 3) **Define the difference between brain and mind**
- 4) **Identify the location and function of four lobes of the brain and how they become integrated for learning concepts**
- 5) **Demonstrate how positive and negative influences impact learning**

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

Participants will engage in small group activities and discussion along with several question/answer periods during the day. A demonstration and recall activity will be conducted at the end of the day in which all participants will participate and engage with the instructor. After-which a Self-Reflection Plan of Action response will be developed.

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.

This high quality professional development offering uses Malcolm Knowles Adult Learning Principles. Working in small groups, participants will have an opportunity to engage, dialogue, collaborate, reflect, and provide feedback on information being delivered. In addition they will practice skills, reflecting, responding, and interacting with children and using their knowledge of child development to develop lesson plans. This reflection and practice will encourage a sustained and lasting impact on educators' instruction, interaction and classroom performance.

By aligning the delivered content to Virginia's Early Learning Standards (Foundation Blocks, Standards of Learning and Milestones for Child Development) along with the new 2015 Head Start Foundations this training will increase the educators' knowledge of the associated academic and essential domains of school readiness.

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

The lead developer, Keith L. Pentz, National Early Childhood Specialist for Kaplan Early Learning Company, has been in the field of education for
#8 continued ...

nearly 35 years. Mr. Pentz began his career by working in childcare with infants and toddlers, taught elementary students as well as Kindergarten, and then taught PreKindergarten—all in a variety of settings. Mr. Pentz's work was primarily in inclusion classrooms and with children and families in low socioeconomic circumstances. Following his experiences in the classroom, he moved on to teach at the University of Central Florida in Orlando, Florida, and was an Assistant Professor of Early Childhood Education at Gordon College in Wenham, Massachusetts, before beginning his career as a consultant.

Mr. Pentz is a senior team member of Kaplan Early Learning Company's "Curriculum, Assessment and Professional Development" department. Here he works collaboratively with a team of other like-minded advanced degreed and early childhood experienced individuals. The professionals who make up the Curriculum, Assessment and Professional Development are full time and contracted Kaplan Early Learning Company employees as well as high level senior staff members from publishing partners (Researchers, and Authors) such as: Yale- Child Study Center, Environment Rating Scale Institute (ERSI), Nemours BrightStart!, Devereux Center for Child Resiliency, and Quality Assist.

Kaplan's partnerships with various institutions ensure a wide offering of the latest research available on child development. Our staff also attends sessions for personal professional development, as well as many conferences throughout the year to stay current in the early childhood field. It is Kaplan's goal to provide the most up-to-date and valuable information through our professional development offerings.

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.

The senior instructor for this session, Keith L. Pentz, has been in the field of education for nearly 35 years. Mr. Pentz began his career by working in childcare with infants and toddlers, taught elementary students as well as Kindergarten, and then taught PreKindergarten. Mr. Pentz's experience working in inner-city schools, migrant farmworker communities, as well as with inclusion students provides a strong background on which to build any of his presentations to varied audiences. Mr. Pentz has worked with and

#9 continued ...

presented extensively to Head Start, Early Head Start, inner-city programs, and other venues that serve economically disadvantaged families.

Kaplan Early Learning Company has a long history developing and delivering high quality professional development in the early education industry. Our staff has advanced degrees in early education and related fields and undergo an extensive training program on adult learning and facilitation as well as yearly continuing education courses. Our team regularly works with programs across the nation to help providers who work with children from economically-disadvantaged families, whether it is through workshops on dealing with challenging behaviors or how to set up classroom environments on a budget.

Kaplan's partnerships with various institutions--such as the Yale Child Study Center, the Devereux Center for Resilient Children, Quality Assist, Nemours BrightStart!, and the Environment Rating Scale Institute (ERSI)--ensure a wide offering of the latest research available on child development. Our staff also attends sessions for personal professional development, as well as many conferences throughout the year to stay current in the early childhood field. It is Kaplan's goal to provide the most up-to-date and valuable information through our professional development offerings.

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.
This professional development session addresses concepts that will impact various aspects of the Foundation Blocks for Math, Science, Literacy, Health/Physical Development, Personal and Social Development, along with Music and other Arts.
11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.
Participants need to be able to move and share information in small groups with a maximum of 40 participants.

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

No

Yes

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

No

Yes

However Kaplan Early Learning Company is in the initial proposal phase with an independent research organization with hopes of entering into an evaluation contract to measure the effectiveness of current face to face professional development.

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.

Face-to-Face Professional Development

1 Days

6 Hours per day

Justification of time:

Previous experience with this workshop has demonstrated, providing that there are no more than 50 experienced attendees, 6 hours has been adequate time to explore and gain a basic understanding of this topic. Topic can be expanded on in advanced sessions, based on needs assessment.

Response for Professional Development Offering

Name of Professional Development Offering

What's Love Got to Do with Cognition?

Brief (15 to 20 Word) Description

Without the feeling of being loved and accepted, a young child may not have the proper stimulation for optimal development.

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

Select one and only one:

- I. **In-person (face-to-face)**
 II. Virtual or online (e.g., via Webinar)
 III. Combination of live and virtual/online

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

Professional development needs to be engaging and use varied approaches to support learning for both groups and individuals. “Teachers’ initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate in making sense of a new practice” (Gulamhussein). Whether information is being presented to a large or small group, varied approaches also make it possible to present content in ways that complement educators’ individual learning styles.

Research has shown that modeling plays a vital role in helping educators understand new instructional methods. Demonstrations of new practices allow for active learning and help educators understand how new practices can be used in real classrooms. Hearing about a new method or skill will not be as effective as taking it one step further and seeing it being used by someone who has already mastered the method or skill. (Gulamhussein; Darling-Hammond et al.)

Professional development experiences that align with standards, priorities, and goals are likely to have a larger impact on instruction and student learning. “If [educators] cannot easily implement the strategies they learn, and the new practices are not supported or reinforced—then the professional development tends to have little impact” (Darling-Hammond et al.).

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

	Professional Development Category
X	a. Quality of teacher-child interactions
X	b. Providing developmentally appropriate preschool learning environments
	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
X	g. Promoting preschool children's social and emotional development
X	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners
X	j. Behavior management techniques for diverse preschool children
X	k. Preschool classroom management techniques
	l. Elementary school leadership development to support and strengthen early learning programs
	m. Communicating with diverse parents of preschool children
	n. Aligning early childhood education programs from birth through third grade or preschool to third grade
	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)
- 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.)
- Teachers**
 - Coaches
 - Administrators**
 - Teacher Assistants**
 - Parents and families**

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

6 Total Hours for Delivery

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

Participants will be able to:

- 1) Describe how the learning process is enhanced or thwarted based on the positive or negative nature of interactions
- 2) Name three neurotransmitters and one hormone that are released during interactions and directly impact behavior and executive function development—either in a positive or negative manner
- 3) Demonstrate three interactive rhymes that foster positive relationships and nurturance
- 4) Identify the location and function of four lobes of the brain and how their stimulation serves to promote learning
- 5) Rewrite classroom rules in order to be more positive, developmentally appropriate, and brain-compatible

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

Participants will engage in small group activities and discussion along with several question/answer periods during the day. A demonstration and recall activity will be conducted at the end of the day in which all participants will participate and engage with the instructor. After-which a Self-Reflection Plan of Action response will be developed.

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.

This high quality professional development offering uses Malcolm Knowles Adult Learning Principles. Working in small groups, participants will have an opportunity to engage, dialogue, collaborate, reflect, and provide feedback on information being delivered. In addition they will practice skills, reflecting, responding, and interacting with children and using their knowledge of child development to develop lesson plans. This reflection and practice will encourage a sustained and lasting impact on educators' instruction, interaction and classroom performance.

By aligning the delivered content to Virginia's Early Learning Standards (Foundation Blocks, Standards of Learning and Milestones for Child Development) along with the new 2015 Head Start Foundations this training will increase the educators' knowledge of the associated academic and essential domains of school readiness.

8. Describe qualifications of the individuals/staff who developed this offering.
- The lead developer, Keith L. Pentz, National Early Childhood Specialist for Kaplan Early Learning Company, has been in the field of education for nearly 35 years. Mr. Pentz began his career by working in childcare with infants and toddlers, taught elementary students as well as Kindergarten, #8 continued ...**
- and then taught PreKindergarten—all in a variety of settings. Mr. Pentz’s work was primarily in inclusion classrooms and with children and families in low socioeconomic circumstances. Following his experiences in the classroom, he moved on to teach at the University of Central Florida in Orlando, Florida, and was an Assistant Professor of Early Childhood Education at Gordon College in Wenham, Massachusetts, before beginning his career as a consultant.**

Mr. Pentz is a senior team member of Kaplan Early Learning Company’s “Curriculum, Assessment and Professional Development” department. Here he works collaboratively with a team of other like-minded advanced degreed and early childhood experienced individuals. The professionals who make up the Curriculum, Assessment and Professional Development are full time and contracted Kaplan Early Learning Company employees as well as high level senior staff members from publishing partners (Researchers, and Authors) such as: Yale- Child Study Center, Environment Rating Scale Institute (ERSI), Nemours BrightStart!, Devereux Center for Child Resiliency, and Quality Assist.

Kaplan's partnerships with various institutions ensure a wide offering of the latest research available on child development. Our staff also attends sessions for personal professional development, as well as many conferences throughout the year to stay current in the early childhood field. It is Kaplan's goal to provide the most up-to-date and valuable information through our professional development offerings.

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.
- The senior instructor for this session, Keith L. Pentz, has been in the field of education for nearly 35 years. Mr. Pentz began his career by working in childcare with infants and toddlers, taught elementary students as well as Kindergarten, and then taught PreKindergarten. Mr. Pentz’s experience working in inner-city schools, migrant farmworker communities, as well as**

with inclusion students provides a strong background on which to build any of his presentations to varied audiences. Mr. Pentz has worked with and presented extensively to Head Start, Early Head Start, inner-city programs, and other venues that serve economically disadvantaged families.

#9 continued ...

Kaplan Early Learning Company has a long history developing and delivering high quality professional development in the early education industry. Our staff has advanced degrees in early education and related fields and undergo an extensive training program on adult learning and facilitation as well as yearly continuing education courses. Our team regularly works with programs across the nation to help providers who work with children from economically-disadvantaged families, whether it is through workshops on dealing with challenging behaviors or how to set up classroom environments on a budget.

Kaplan's partnerships with various institutions--such as the Yale Child Study Center, the Devereux Center for Resilient Children, Quality Assist, Nemours BrightStart!, and the Environment Rating Scale Institute (ERSI)--ensure a wide offering of the latest research available on child development. Our staff also attends sessions for personal professional development, as well as many conferences throughout the year to stay current in the early childhood field. It is Kaplan's goal to provide the most up-to-date and valuable information through our professional development offerings.

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.
This professional development session addresses aspects of each of the five components of the Foundation Blocks for Personal and Social Development—self-concept, self-regulation, approaches to learning, interactions, and social problem solving.
11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.
Participants need to be able to move and share information in small groups with a maximum of 40 participants.

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

No
 Yes

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

No
 Yes

However Kaplan Early Learning Company is in the initial proposal phase with an independent research organization with hopes of entering into an evaluation contract to measure the effectiveness of current face to face professional development.

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.

Face-to-Face Professional Development

1 Days
6 Hours per day

Justification of time:

Previous experience with this workshop has demonstrated, providing that there are no more than 50 experienced attendees, 6 hours has been adequate time to explore and gain a basic understanding of this topic. Topic can be expanded on in advanced sessions, based on needs assessment.

Response for Professional Development Offering

Name of Professional Development Offering

**Multisensory Approaches to Early Literacy and Reading Readiness –
LevelOne**

Brief (15 to 20 Word) Description

Develop a foundational knowledge of evidence-based strategies that support learning and prepare children for future 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, or III) per separate Attachment D. (Also see Attachment E, Pricing Schedule.) Indicate the delivery method I – III to the right of “Attachment D” in the header above.

Select one and only one:

I. In-person (face-to-face)

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

The preferred method of delivery for creating an in-depth understanding of how and why explicit multisensory strategies work with children is for educators to experience the strategies in their own learning environment. Nemours BrightStart! face-to-face training incorporates hands-on exploration and discussion of instructional strategies that promote improved child outcomes. The unique element of interaction creates an environment where participants can learn, communicate and create memorable experiences.

Face-to-face training assesses the needs of the audience and the unique abilities of the child to create intentional strategies that promote improved child outcomes. Through active learning, collaboration and feedback, educators will gain insight to a variety of approaches that support diverse learners and build a foundation for reading readiness

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

	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
	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
X	g. Promoting preschool children's social and emotional development
X	h. Instructional services and support for students with disabilities
	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
	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)
- ✓ **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.)
- ✓ **Teachers**
 - ✓ **Coaches**
Administrators
 - ✓ **Teacher Assistants**
 - ✓ **Parents and Families**

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

6 **Total Hours for Delivery**

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

Goal: Integrate multisensory strategies into early literacy instructional practices that are appropriate and engaging for diverse learners.

Outcomes / Participants will be able to:

- Participants will demonstrate an understanding of reading and writing development
- Participants will create an environment that optimizes student learning and achievement
- Participants will apply evidence-based instructional practices to ensure reading readiness

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

The learning goals and objectives will be assessed through a combination of summative assessments, whole-group instructional activities, and small-group assignments.

Summative Assessments: participants will recall research-based, best practices for engaging diverse learners in reading readiness instruction through periodic opportunities for review.

- **Whole-Group Instructional Activities: participants will complete several instructional activities that promote the importance of explicit, systematic and multisensory learning in the classroom and in the home.**
- **Small-Group Assignments: participants will connect early childhood research to practice as they collaborate with other teaching professionals to create purposeful and powerful activities that support the development of reading readiness skills. These activities can be implemented by educators, parents and caregivers.**

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.

The high-quality professional development provided by Kaplan / Nemours BrightStart! allows participants to explore and increase their professional knowledge and skills through carefully structured, synchronous activities that respect the diversity in background knowledge, experience and beliefs of the audience. This format provides opportunities for participants to receive feedback and reflect on their own practice with the guidance of facilitators

#7. Continuation ...

trained in adult learning theory and who are subject matter experts in the field of early childhood education.

Throughout a NBS! training experience, participants are provided with skills and approaches that have been proven to impact student outcomes. A face-to-face exploration of materials combined with group collaboration activities, opportunities for discussion and hands-on exploration strengthens the skills, beliefs and attitudes of each participant. When participants leave a NBS! training they are provided proven techniques that can be directly and immediately applied in their classroom and impact student learning.

8. Describe qualifications of the individuals/staff who developed this offering.
The developers of this training are also the developers of the proven effective Nemours BrightStart! Complete Program for Early Literacy Success, published and exclusively distributed by Kaplan Early Learning. The nationally implemented strategy and program offers evidence-based tools targeting young children at risk for reading failure. The design team consist of Masters and PhD level early childhood, literacy and speech and language specialists who bring years of experience to hands-on learning for parents, educators, health care professionals and community leaders.
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.
Each presenter for the Nemours BrightStart! has a strong background in early childhood development and early intervention. Their undergraduate and postgraduate coursework, paired with their work experience in early childhood, are reflected in their professional roles within the field of early care and education. Each trainer of the Nemours BrightStart! literacy strategies has completed intense early literacy training and received exclusive NBS! Trainer Certifications.

As the publisher and exclusive distributor Kaplan Early Learning Company's partnerships with Nemours BrightStart! ensures a wide offering of the latest research available on child development and child literacy readiness. It is Kaplan's goal to provide the most up-to-date and valuable information through our professional development offerings.

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.

This professional development offering target emerging readers and aligns with Virginia's Foundation Blocks for Literacy.

11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.
A training room set up with tables for small group interaction is best, with a maximum of 40 participants. While level two training is not mandatory it does serve as a strong continuation.

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

No

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

No

However Kaplan Early Learning Company is in the initial proposal phase with an independent research organization with hopes of entering into an evaluation contract to measure the effectiveness of current face to face professional development.

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.

Face-to-Face Professional Development

1 Days

6 Hours per day

Justification of time:

Previous experience with this workshop has demonstrated, providing that there are no more than 50 experienced attendees, 6 hours has been adequate time to explore and gain a basic understanding of this topic. Topic can be expanded on in advanced sessions, based on needs assessment.

Response for Professional Development Offering

Name of Professional Development Offering

Multisensory Approaches to Early Literacy and Reading Readiness – Level Two

Brief (15 to 20 Word) Description

Ensure a continuum of high-quality instruction for emergent and early readers with evidence-based strategies in beginning reading instruction.

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

Select one and only one:

I. In-person (face-to-face)

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

The preferred method of delivery for creating an in-depth understanding of how and why explicit multisensory strategies work with children is for educators to experience the strategies in their own learning environment. Nemours BrightStart! face-to-face training incorporates hands-on exploration and discussion of instructional strategies that promote improved child outcomes. The unique element of interaction creates an environment where participants can learn, communicate and create memorable experiences.

Face-to-face training assesses the needs of the audience and the unique abilities of the child to create intentional strategies that promote improved child outcomes. Through active learning, collaboration and feedback, educators will gain insight to a variety of approaches that support diverse learners and build a foundation for reading readiness

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

	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
	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
X	g. Promoting preschool children's social and emotional development
X	h. Instructional services and support for students with disabilities
	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
	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)
- ✓ **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.)
- ✓ **Teachers**
 - ✓ **Coaches**
Administrators
 - ✓ **Teacher Assistants**
 - ✓ **Parents and Families**

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

6 Total Hours for Delivery

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

Goal: Promote overall academic and language development among struggling students with multisensory instruction in the classroom and at home.

Outcomes / Participants will be able to:

- Participants will support beginning reading instruction with proven instructional approaches
- Participants will motivate DLL's with engaging opportunities to improve language acquisition
- Participants will promote language and literacy development through parent engagement

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

The learning goals and objectives will be assessed through a combination of summative assessments, whole-group instructional activities, and small-group assignments.

- **Summative Assessments:** participants will recall research-based, best practices for engaging diverse learners in reading readiness instruction through periodic opportunities for review.
- **Whole-Group Instructional Activities:** participants will complete several instructional activities that promote the importance of explicit, systematic and multisensory learning in the classroom and in the home.
- **Small-Group Assignments:** participants will connect early childhood research to practice as they collaborate with other teaching professionals to create purposeful and powerful activities that support the development of reading readiness skills. These activities can be implemented by educators, parents and caregivers.

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.

The high-quality professional development provided by Kaplan / Nemours BrightStart! allows participants to explore and increase their professional knowledge and skills through carefully structured, synchronous activities that respect the diversity in background knowledge, experience and beliefs of the audience. This format provides opportunities for participants to receive feedback and reflect on their own practice with the guidance of facilitators

#7. continuation ...

trained in adult learning theory and who are subject matter experts in the field of early childhood education.

Throughout a NBS! training experience, participants are provided with skills and approaches that have been proven to impact student outcomes. A face-to-face exploration of materials combined with group collaboration activities, opportunities for discussion and hands-on exploration strengthens the skills, beliefs and attitudes of each participant. When participants leave a NBS! training they are provided proven techniques that can be directly and immediately applied in their classroom and impact student learning.

8. Describe qualifications of the individuals/staff who developed this offering. **The developers of this training are also the developers of the proven effective Nemours BrightStart! Complete Program for Early Literacy Success, published and exclusively distributed by Kaplan Early Learning. The nationally implemented strategy and program offers evidence-based tools targeting young children at risk for reading failure. The design team consist of Masters and PhD level early childhood, literacy and speech and language specialists who bring years of experience to hands-on learning for parents, educators, health care professionals and community leaders.**
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. **Each presenter of Nemours BrightStart! literacy strategies has a strong background in early childhood development and early intervention. Their undergraduate and postgraduate coursework, paired with their work experience in early childhood, are reflected in their professional roles within the field of early care and education. Each trainer of the Nemours BrightStart! literacy strategies has completed intense early literacy training and received exclusive NBS! Trainer Certifications.**

As the publisher and exclusive distributor Kaplan Early Learning Company's partnerships with Nemours BrightStart! ensures a wide offering of the latest research available on child development and child literacy readiness. It is Kaplan's goal to provide the most up-to-date and valuable information through our professional development offerings.

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.

This professional development offering target emerging readers and aligns with Virginia's Foundation Blocks for Literacy.

11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.
A training room set up with tables for small group interaction is best, with a maximum of 40 participants. While level one training is not mandatory it does serve as a strong foundation.

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

✓ No

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

✓ No

However Kaplan Early Learning Company is in the initial proposal phase with an independent research organization with hopes of entering into an evaluation contract to measure the effectiveness of current face to face professional development.

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.

Face-to-Face Professional Development

1 Days

6 Hours per day

Justification of time:

Previous experience with this workshop has demonstrated, providing that there are no more than 50 experienced attendees, 6 hours has been adequate time to explore and gain a basic understanding of this topic. Topic can be expanded on in advanced sessions, based on needs assessment.

RESPONSE FOR PROFESSIONAL DEVELOPMENT OFFERING

Name of Professional Development Offering

Quality Assist Quorum Online Professional Development Program (*membership*)

Brief (15 to 20 Word) Description

The Quorum program includes a library of over 70 hours of engaging, interactive high quality online professional development courses.*(Detailed course description attached.)*

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

Select one and only one:

- I. In-person (face-to-face)
 II. Virtual or online (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.

The approach enables all of Virginia’s eligible early education providers to obtain high quality affordable, accessible and effective professional development with topics and learning styles that can be individualized for each teacher or administrator. All of Quality Assist’s professional development is based on our underlying philosophy of the “Rights of the Learner” which has been shown through independent evaluation to be effective in producing changes in classroom practices. Research reveals that effective professional development must be relevant, interactive, and engage participants physically, intellectually, emotionally, and spiritually. Our proposed online delivery model provides high quality professional development that is cost-effective and universally accessible, while being engaging, interactive, and supporting learners as they take new knowledge into practice.

Through Quality Assist, Kaplan Early Learning Company proposes to deliver a library of e-learning interactive online courses that enable students to physically, emotionally, and intellectually "*lean into the learning.*" The e-learning courses all have easy-to-use features that allow individuals to learn at their own pace, and to schedule coursework based their personal and professional life. The e-learning courses accommodate diverse learning styles and learners at various levels of formal education.

#1 continued ...

The e-learning courses being offered are based on best practices in adult and online learning, and the latest scientific research in education principles. The courses support learners of multiple backgrounds and learning styles in an engaging, interactive manner and enable learners to direct their learning; the courses are “user-friendly” and enable learners to work at their own pace. The goal of all of Quality Assist’s professional development is to produce positive changes by transferring new knowledge into improved practices.

All of our e-learning courses include the following features.

- Interactive Learning Boards to position learners in the "drivers' seat" of the investigative process
- Videos to add real-life animation to the content
- Flip Books to support self-paced interactive, in-depth content exploration, blending audio and visual learning to support different learning styles
- Handouts which are easy to download and print
- Interactive Games to promote hypotheses and knowledge testing in fun and interesting ways
- Discussion Posts to build community across participants and content
- Polls to provide immediate feedback from the group to the individual student
- Collaborative Virtual Discussions to promote differing perspectives directly from the field
- Call to Action to invite learners to create a personalized action plan that applies the course content into their daily life experiences.

Attached are screen shots of a few interactive learning boards and interactive games from two Quorum courses being proposed for Virginia’s teachers (“Cut the Cooties” and “Learning Environment”).

The e-learning courses are all approved for Continuing Education Units (CEUs) in every state. Quality Assist is an accredited provider of CEUs from the International Association for Continuing Education and Training (IACET). Certificates are awarded, after course review, by Quality Assist electronically for successful completion in each e-learning course. Quality Assist maintains IACET’s high standards for course content development and delivery, and record-keeping. All of the records for the e-learning courses are maintained securely for a period of seven years. Only three people in the company have access to the password for the CEU database or to the keys for the back-up paper files.

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

	Professional Development Category
X	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
X	g. Promoting preschool children's social and emotional development
	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners
X	j. Behavior management techniques for diverse preschool children
X	k. Preschool classroom management techniques
X	l. Elementary school leadership development to support and strengthen early learning programs
	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
	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)
- 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.)
- Teachers
 - Coaches
 - Administrators
 - Teacher Assistants
 - Other service providers (specify here: _____)
 - Parents and families

4. What is the length of delivery in hours (time required excluding self-study or other assignments)?
70 Total Hours for Delivery (for every course; each course is 2-4 hours long and can be taken individually)
5. What are the goals and learning objectives of the professional development offering?
The goals and objectives of each courses are in the attached course description and are specifically discussed within each course. The goal is to introduce new knowledge on a particular topic, and take it into practice.
6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.
Each of the e-learning courses has minimum requirements built in, which are designed to assess and record that learning has taken place:
- **Students must pass a knowledge assessment, which is based on the specific content in each e-learning course. They can make three attempts but will not receive a certificate unless they successfully pass the assessment.**
 - **Action Plan: students must complete an action plan that is specific to their course. If they are a Quorum member, their action plan is automatically shared with their supervisor (with the student's knowledge).**
 - **Minimum time in the course: The system will trigger Quality Assist's review if the student has not spent a minimum number of hours in the course.**
 - **Evaluation: Every student must complete an evaluation (in keeping with IACET's requirements for CEUs).**
- In addition, students are strongly encouraged to participate in all of the activities of a course, including reading articles, participating in discussions, and doing research. There are progress checks and reminders throughout the courses to ensure the work is completed.**
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.
Developing and delivering high quality professional development to the early childhood community is our hallmark. Kaplan/Quality Assist's corporate mission is to assist professionals and programs to achieve high quality care and educational services for children and their families. We work to ensure that all training designed and delivered is grounded in the principles of adult learning and is based on current research in content areas such as child development, early childhood curriculum and administrative practices. Our e-learning is designed based on the need of clients in the early education field and is reviewed multiple times before delivery to ensure that training objectives are clearly defined and that the training strategies are best suited to achieve the identified outcomes.

#7 continued...

The overarching mission of Quorum membership training is to improve the practices of early care and education teachers and administrators and thus enhance the experiences and learning outcomes of the children they serve. The e-learning training is a unique blend of content, process, and participant reflection, all aimed at achieving excellence in adult education. This is achieved this by:

- **honoring the learner and the unique skills and knowledge they bring;**
- **revealing the learner's beliefs that directly and indirectly impact their practice;**
- **complicating their thinking by introducing new concepts and new ways of seeing what they already know;**
- **engaging the whole person in the learning process – mind, body, emotion, and spirit;**
- **valuing reflection and providing learners adequate time to reflect on their experiences and assess the implications for their practice; and**
- **providing the highest quality adult learning environment possible—even online.**

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

The Kaplan/Quality Assist development team employs a highly qualified training staff with Bachelor, Masters, and Doctorate degrees in Early Childhood Education and related fields. We also have a cadre of outside early education experts who support our e-learning course development. All of Quality Assist's work is overseen by Dr. Annette Sibley, founder, President and CEO. Dr. Sibley has a Ph.D. in early childhood education and has extensive experience with the development and implementation of large scale projects that produce measurable outcomes in the areas of professional development, language and literacy, quality initiatives, partnerships and collaboration, and research and evaluation. Dr. Sibley manages the development and delivery of all of Quality Assist's innovative e-professional development.

Individually and collectively, Kaplan /Quality Assist's staff also has extensive years of experience teaching young children and training adults, and in program administration. Once hired, our staff undergoes a rigorous "vetting" process to facilitate and develop training. New staff at Quality Assist must undergo staff development in the Quality Assist "model" and philosophy of training. Kaplan and Quality Assist's lead facilitators also attend conferences and outside training sessions to ensure that their content knowledge is up-to-date on best practices in early education.

The e-learning training is continually vetted before it is delivered and is considered in draft form until it has been reviewed at least three times. All trainers/facilitators are evaluated informally and formally several times throughout the year.

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.

Kaplan /Quality Assist have a long history developing and delivering high quality professional development in the early education industry. Our staff has advanced degrees in early education and related fields and undergo an extensive training program on adult learning and facilitation before they develop and/or deliver an e-learning experience.

Quality Assist has been a lead contractor or subcontractor on numerous publicly and privately funded projects that address the challenges of strengthening early learning environments for children from economically disadvantaged families. For instance, for the last three years Quality Assist has developed and delivered training and technical assistance for a project funded by United Way of Metropolitan Atlanta in the Atlanta Promise Neighborhood, an area of very high economic need. Last year we worked in this community to engage the programs in our e-learning program. In addition, many of the users in our Quorum e-learning program are from Head Start and Early Head Start programs across the country.

The Quorum e-learning courses are structured to be delivered in a cost-effective manner to all early education providers. We provide training for the learners when needed, and maintain a 24/7 Help Desk to support all teachers in the use of the technology. Our courses are designed to be easy to use, and to be engaging so that the technology supports the learners and does not “get in the way” of them absorbing the new information.

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.

The e-learning courses being proposed all align with Virginia’s standards, as well as those of other states. The content is developed and delivered to be relevant and appropriate for teachers, coaches, and administrators working in early education settings.

In every Quality Assist/Kaplan e-learning course, there is an interactive learning board page at the beginning of each course that provides the purpose and learning objectives of each course. A sample of those pages is attached from the several of the courses being proposed for Virginia. In addition, the learning objectives for each proposed Quorum course are detailed on Pages 9-14 of this proposal, under the description of each course being proposed for Virginia’s VPI+ providers.

#10 continued...

Kaplan/Quality Assist are proposing specific courses for Virginia in this proposal; however, when an early education program joins Quorum their staff automatically receive access to our "catalogue" of e-learning courses for the early education industry. As of July 1, there are 23 courses in the catalogue; a new course is added each month and is included in the cost of Quorum membership.

11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.
The only pre-requisite for participation in our e-learning courses is access to a computer and internet connection. The courses are designed to be user friendly, even for those learners without experience in taking online courses. All software needed to participate can be downloaded for free and our Help Desk staff will support a learner in the downloading process as needed.
12. Has the proposed professional development offering been subject to rigorous evaluation as defined in Section III of this Request for Proposals?
- 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).

Quality Assist is continually working to improve all of our professional development courses; therefore evaluation is a key component of our work. Every course offered at Quality Assist asks for participant feedback at the end. Written (or electronic in the case of an online course) evaluations are completed by each participant, and are reviewed following the course. Evaluations at Quality Assist are anonymous and are confidential.

Facilitators also continually evaluate our courses and update them as needed. During the initial planning phase and throughout the course, the evaluation process is as follows:

- **Facilitator teams review and discuss training content and procedures.**
- **Evaluation points during the program are identified. For example, a program delivered over several months in a series of two-day sessions will include written evaluations from participants and facilitators at the end of each two-day session, as well as at the end of the program.**
- **Evaluation methods are identified and routinely include:**
 - **Review of participant feedback from similar programs held in the past**

#12 continued ...

- **Participant feedback for that program**
- **Facilitator feedback on training processes and flow**
- **Facilitator feedback on participant assignments and learning outcomes**
- **Full facilitator debriefing sessions at the end of the program**
- **Full review of participant outcome data**

Quality Assist was the professional development provider on five federally funded projects that were all evaluated by an independent external evaluator. Four of these projects were federally funded Early Reading First projects, where the grantee was United Way of Metropolitan Atlanta. These projects were all designed to work with selected programs and teachers in high need neighborhoods in different parts of the Atlanta area. These projects all had a rigorous evaluation component. The professional development program developed for each grant included in-person training which was all developed and delivered by Quality Assist. All of these programs were evaluated by an independent evaluator, The Evaluation Group, and the children, teachers, and classrooms were assessed at the beginning and end of each school year utilizing evidence-based tools, such as the Peabody Picture Vocabulary Test (PPVT), the Early Language and Literacy Classroom Observation (ELLCO), and the CLASS instruments. At the end of each of these four year projects, the professional development was shown to be effective in producing gains in classroom literacy environments and improving children's early literacy knowledge.

Quality Assist was also the professional development provider for a four year Early Childhood Educator Professional Development project, one of only four prestigious programs in the country to look at the effectiveness of professional development that included in-person training, as well as classroom based coaching and mentoring. For this research project in a high need area, the outside independent evaluator was Dr. Richard Lambert from the University of North Carolina Charlotte. This extensive research project also showed the effectiveness of Quality Assist's professional development approach in improving the practices of the teachers, classrooms and children in early literacy development over four years.

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.)

Online Professional Development

70+ Total Hours

(At the time of the submission there are 23 individual courses with a new course added each month)

#13 continued ...

2-4 Hours per course 10 – 30 minutes: minimum time for each segment/lesson

Justification of time:

The Kaplan/Quality Assist e-learning courses are designed to provide an individual professional development program for every teacher or administrator in Virginia's VPI+ program. The e-learning courses can be taken at any time and in whatever combination the administrator chooses. All of the e-learning courses are 2-4 hours long. This course length provides an opportunity for an initial study of a particular topic, in segments which are determined by the individual learner. E-learning provides students with the opportunity to adjust their learning to the style, the length of time, and the time of day that works best for each learner.

Additional description and detailed time requirements are listed under each course, which is recommended here as the course specifically aligns with the content requested in this proposal. The learning outcomes are also stated under each course description, along with the content area from Virginia's Foundation Blocks for Early Learning. Additional courses from Quorum may be selected at the discretion of the school district, based on the teacher's individual needs.

A Listing of Noted Individual Quorum Courses Follows, which are Offered within Kaplan Early Learning Company's Quality Assist Quorum Membership Program:

Building Positive Relationships: Learn about creating a positive climate which is a key to effective teaching practice. The course reviews the impact of climate and strategies for creating positive relationships. This is a 4 hour course worth .4 CEUs.

This course aligns with Virginia's Foundation Blocks in the area of *Personal and Social Development*. At the end of this course, the learner will be able to:

- Name and describe the three broad categories of classroom climate
- List and describe three characteristics of positive relationships
- Identify three strategies for improving each of the following: teacher-child relationships and child-child relationships.

Challenging Behavior: Reveal the Meaning: Children express their needs through words, facial expressions, body language, and behavior. When communication is sent in the form of challenging behavior, understanding the message can be difficult. This course explores the ways children speak to us through behavior and examines the role teachers play in the two-way conversation. Participants will learn how to interpret children's behavior, how to effectively

#13 continued ...

teach social skills, how to develop an environment that supports cooperative and meaningful learning, and how to build partnerships with families. Through case studies, interactive learning activities, group discussion forums, and reflective writing exercises, participants gain a solid understanding of what challenging behaviors communicate and how best to respond. This is a 3 hour course worth 0.3 CEUs.

This course aligns with Virginia's Foundation Blocks in the area of *Personal and Social Development*. As a result of taking this course, participants are able to:

- Explain the idea of behavior as communication
- Assess their own practices and classroom for the 10 factors that lead to challenging behaviors
- Use the HOMES active learning scale to evaluate learning experiences for children
- Differentiate effective from ineffective strategies for teaching social skills
- Apply the MoNSTeR approach for addressing challenging behaviors
- Understand when challenging behavior may indicate unmet needs.

Child Assessment: The Essentials of Individualizing: Learn how to recognize what each child in your classroom needs to reach their full potential. Explore the principles of child assessment, the role of observation, and techniques for collecting anecdotal notes. Survey a variety of assessment tools and link assessment results to planning for each child as an individual. This is a 4 hour course worth 0.4 CEU's.

This course aligns with Virginia's Foundations in the areas of *Personal and Social Development* and *Health and Physical Development*. At the end of this course:

- Teachers exhibit a basic understanding of major developmental milestones
- Teachers demonstrate the ability to record objective information from child observations
- Teachers are able to use observation information to determine child development goals
- Teachers can use child development goals to guide planning activities for the individual child and the classroom group.

Cut the Cooties! Communicable Disease Prevention in Child Care: In this interactive session, participants learn how diseases are transmitted and learn preventative measures for limiting the spread of disease in child care facilities (including proper hand washing and diapering procedures and methods for sanitizing and disinfecting). In addition, participants learn to be able to identify symptoms of illness and understand the guidelines for exclusion of ill children, according to the American Academy of Pediatrics. Proper procedures for administering, documenting and storing medications are also addressed. This is a 2 hour course worth 0.2 CEU's.

#13. continued ...

This course aligns with Virginia's Foundations in the area of *Health and Physical Development*. As a result of this course, learners are able to:

- List the 4 types of illnesses and list the 4 methods in which diseases are transmitted
- Implement effective procedures for diaper changing and hand washing, including knowledge of when the teacher and the children in their care should wash hands
- Understand and implement a sanitizing and disinfecting schedule for all surfaces and materials in their child care environment
- Identify symptoms of specific diseases and know when to exclude children from group care
- Safely administer, document and store medications given at their center.

Foundations for Learning Every Day: Children have an innate desire to learn about the wonders of the world, and teachers can encourage, promote, refine, and preserve this natural curiosity. This online course provides an overview of key areas that underpin best practices in early care and education including brain development, social and emotional development, the learning environment, language and literacy development and math and science concepts (STEM). Through interactive, online experiences, participants learn foundational principles and methods that build resilient children and support the development of critical thinking skills. Course content is based on Kaplan Early Learning Company's *Learn Every Day*™ The Preschool Curriculum Foundations for Learning. This is a 3 hour course worth .3 CEU's.

This course aligns with Virginia's Foundations in the areas of *Mathematics, Science, Literacy, and Social Science*. As a result of this course, learners are able to:

- Recognize the sequence of language and literacy development
- Use imitation and questioning to deepen understanding of math and science concepts
- Describe how information moves from short term to long term memory
- Explain the importance of building resilience in children
- Identify how the classroom environment supports development.

Foundations of Curriculum: This course provides early childhood professionals with a deep understanding of what is meant by the terms *curriculum* and *developmentally appropriate practice*, and explores the indicators of quality curricula. This is a 4 hour course and is worth 0.4 CEU's.

This course aligns with Virginia's Foundations for all content areas, as it provides an overview for using any curriculum. Specific content areas may include *Social Science, Mathematics, Science, and Literacy*. As a result of this course, learners are able to:

#13. continued ...

- Define the term *curriculum*
- Define the term *developmentally appropriate practice* and explain the implication of the principles of developmentally appropriate practice for teaching practice
- Name and describe six characteristics of high quality early childhood curricula.

Juggling Act: Schedules, Routines and Transitions: In this course, learners discover the influence of well-designed schedules, routines, and transitions on the social and academic competence of young children. They study the work of early education experts in order to develop strategies that result in a balanced daily schedule, stimulating routines and smooth transitions that foster child independence. This is a 4 hour course worth 0.4 CEU's.

This course content emphasizes the importance of utilizing schedules and transitions to promote the *Personal and Social Development* of young children, aligning with Virginia's Foundations in this area. As a result of completing this course, learners are able to:

- Explain how children's developing social competence skills are supported by schedules, routines and transitions
- Analyze classroom challenges to determine the underlying issues or trouble spots as they relate to schedules, routines and transitions
- Create an individual action plan for implementation of changes needed to their own daily classroom schedule, to result in a smoother flow to the day.

Learning Environment: How Classroom Arrangement Impacts Behavior: In this course teachers are able to learn how to use the early childhood learning environment as a teaching strategy. They study the arrangement of space, the impact of the environment on emergent learning, and explore how the environment supports self-reliance, problem solving and the competence of young children. This is a 4 hour course worth 0.4 CEU's.

This course aligns with Virginia's Foundations primarily in the areas of promoting *Health and Physical Development*, and *Personal and Social Development* of young children. As a result of completing this online course:

- Participants gain an awareness of the influence of environment on feelings and behaviors
- Participants review and discuss the goals and principles of Effective Organization and a well-planned learning environment, and the foundations of learning environment design
- Participants can identify typical categories of materials and equipment for learning centers and environments and determine how they support the growth and development of young children
- Participants review factors that optimize classroom centers
- Participants identify how the environment can be structured to support learning and prevent discipline problems.

#13. continued ...

Reflective Teacher: Examining Beliefs, Impacting Practice: Rediscover your passion for teaching! In this course students spend some time thinking about their own beliefs about teaching and learning and about whether they are "walking your talk." The reflective strategies in this course provide an introduction to reflective practice, as well as an opportunity to define one's own philosophy of teaching. This is a 3 hour course worth 0.3 CEUs.

This is a higher level course that supports teachers in promoting all of the developmental areas of young children, as well as the different curricula they may be utilizing. As a result of completing this course, learners are able to:

- Define reflective practice
- State personal beliefs about teaching and learning and explain how those beliefs are connected to specific teaching practice(s)
- Articulate their own philosophy of teaching.

Safe Spaces & Places to Grow & Learn: This course prepares early childhood teachers to create and maintain a safe learning environment in their classroom and program for young children. The focus is on risk factors for injury at each stage of development, strategies to prevent injury, such as active supervision, and resources to stay current on rules and regulations, national standards, product recalls and more. This is a 3 hour course worth .3 CEUs.

This course aligns with Virginia's Foundations in the area of *Health and Physical Development*. After completing this course, participants are able to:

- Define the relationship between developmental stages and risk of injury
- Identify key risk factors in the early childhood environment for infants, toddlers, and preschoolers
- Describe the importance of rules and regulations in keeping children and caregivers safe
- Implement strategies to keep children safe.

Teaching with Intention: Learn what it means to teach with intention. Teaching is not only familiarity with content; it is also the way teachers think about and approach the act of teaching itself. This course provides several ways to learn about and experience this thoughtful approach to teaching. This is a 4 hour course worth 0.4 CEU's.

This course aligns with Virginia's Foundations in supporting teachers to enhance all areas of children's development and across curricula areas. After completing this online course:

- Teachers are able to define the term "intentional teaching"
- Teachers can explain the use of reflective practice and its relationship to intentional teaching
- Teachers can define the 4 steps of the Individual Professional Development Plan (IPDP).

#13. continued ...

Traveling with Precious Cargo: When you think of Bus Safety, what do you think of? Driver requirements, seatbelts and child restraints? Yes, but there is so much more. In this interactive course, participants become knowledgeable and aware of key areas that need to be planned for in order to safely transport young children; before, during and after the trip. Best practice recommendations from Caring for Our Children, as well as from the National Highway Administration will be referenced as students explore behavior recommendations, loading zone safety, emergency prevention and more. This is a 3 hour course worth 0.3 CEU's.

This course aligns with Virginia's Foundations in the areas of *Health and Physical Development*. After completing this course, the learner can:

- Describe the key skills and competencies of transportation staff
- Describe the recommended policies to ensure the safe transportation of children
- Identify characteristics of vehicles approved for transporting children.

Understanding Child Abuse & Prevention: This course provides information regarding the four types of abuse: Physical, Sexual, Emotional, and Child Neglect. In addition, students explore possible behaviors of children who have been abused, mandating reporting requirements, and strategies of how to listen to what children are trying to tell you. This is a 2 hour course worth 0.2 CEU's.

This course aligns with Virginia's Foundations in the areas of *Personal and Social Development* and *Health and Physical Development*. At the end of this course, participants are able to:

- Identify the signs of abuse and neglect
- Recall how abuse and neglect impacts development
- Implement strategies to build resilience in children suffering from abuse and neglect
- Identify the mandated responsibilities of reporting cases of abuse or neglect.

Individual online courses for program leadership:

(In addition to the courses above, these courses support program leadership as teachers take the content areas described above into action. These courses are included in Quorum membership).

Foundations of Quality Teams: This course sets context for taking a collaborative approach to improving quality in early childhood programs. Foundations of Quality Teams content leads participants to understand the need for establishing a quality team within their center or program that leads to success. This is a 4 course worth 0.4 CEUs.



A Wish For My Children (3/3)



Case 1

Case 2

Case 3

Case 4

Case 5

be an
exclusion
detective

click on a case to the left





1-year-old boy develops a rash consisting of small red bumps and white fluid-filled blisters on his hands. He also complains of some mouth pain and you note some red blisters on the white tops inside his lips. He is otherwise acting normally other than a runny nose. He is playful, interactive, and eating and drinking well.

Should he be excluded? (click on your answer.)

yes

no

choose another

Items drag to the grid

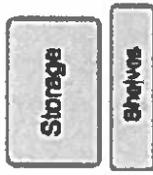
Tables



Chairs



Shelves



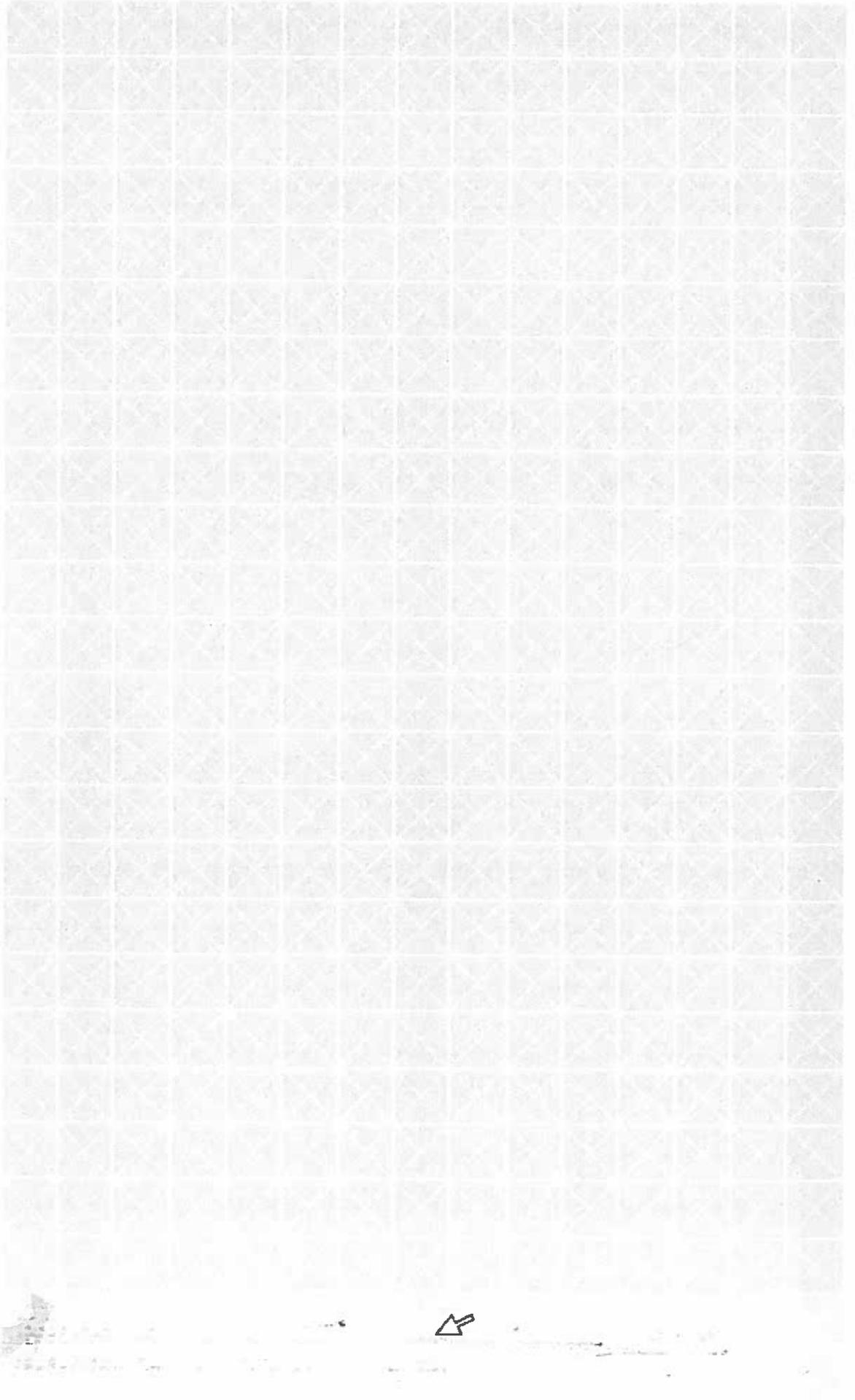
Rugs



Misc.



Draw



0' 1' 2' 3' 4' 5'

RESPONSE FOR PROFESSIONAL DEVELOPMENT OFFERING

Name of Professional Development Offering

THE ART OF TECHNICAL ASSISTANCE

Brief (15 to 20 Word) Description

This course focuses on Technical Assistance roles and competencies including assessing needs, facilitating change, joint problem solving, and managing caseloads.

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

Select one and only one:

- I. In-person (face-to-face)
 II. Virtual or online (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.

This course is a college-level course designed for staff who are working full-time providing technical assistance in the early education industry. For cost as well as time considerations, Quality Assist has found that the course should be delivered in a manner that supports the busy schedules of full-time technical assistance providers.

The Art of Technical Assistance course is designed for professionals who are working in the early education field providing coaching, mentoring, and/or technical assistance to early education providers.

The 50 hour course is generally delivered in cohorts of 12-20 participants, over a 2-4 month period. This is an eight session course; for each session there is a self-guided self-paced session of 6 hours which is taken over a two week window. After each series of two sessions are completed, there is a “live” virtual session conducted with a facilitator which allows for small group projects and large group discussions.

The course has been successfully delivered over one dozen times over the past eight years in face-to-face and online formats. This is a unique course specifically designed for early education technical assistance providers (including coaches and mentors), which is only available through Kaplan/Quality Assist.

#1 continued ...

All of Quality Assist's professional development is based on our underlying philosophy of the "Rights of the Learner" which has been shown through independent evaluation to be effective in producing changes in classroom practices. Research reveals that effective professional development must be relevant, interactive, and engage participants physically, intellectually, emotionally, and spiritually. Our proposed online delivery model provides high quality professional development that is cost-effective and universally accessible, while being engaging, interactive, and supporting learners as they take new knowledge into practice.

Through Quality Assist, Kaplan Early Learning Company proposes to deliver this college-level interactive online extended course that enables students to physically, emotionally, and intellectually "*lean into the learning.*" The e-learning course has easy-to-use engaging features that allow individuals to learn at their own pace, and to schedule coursework based their personal and professional life. The e-learning course can accommodate diverse learning styles and learners at various levels of formal education.

The e-learning course being offered is based on best practices in adult and online learning, and the latest scientific research in education principles. The course supports learners of multiple backgrounds and learning styles in an engaging, interactive manner and enables learners to direct their learning; the course is "user-friendly" and enables learners to work at their own pace. The goal of all of Quality Assist's professional development is to produce positive changes by transferring new knowledge into improved practices.

This e-learning course includes the following features.

- **Interactive Learning Boards** to position learners in the "drivers' seat" of the investigative process
- **Videos** to add real-life animation to the content
- **Flip Books** to support self-paced interactive, in-depth content exploration, blending audio and visual learning to support different learning styles
- **Handouts** which are easy to download and print
- **Interactive Games** to promote hypotheses and knowledge testing in fun and interesting ways
- **Discussion Posts** to build community across participants and content
- **Polls** to provide immediate feedback from the group to the individual student
- **Collaborative Virtual Discussions** to promote differing perspectives directly from the field
- **Call to Action** to invite learners to create a personalized action plan that applies the content into their daily life experiences.

#1 continued ...

The e-learning course is approved for Continuing Education Units (CEUs) in every state. Quality Assist is an accredited provider of CEUs from the International Association for Continuing Education and Training (IACET). Certificates are awarded electronically for successful completion in the e-learning course. Quality Assist maintains IACET's high standards for course content development and delivery, and record-keeping. All of the records for the e-learning courses are maintained securely for a period of seven years. Only three people in the company have access to the password for the CEU database or to the keys for the back-up paper files.

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

	Professional Development Category
X	a. Quality of teacher-child interactions
X	b. Providing developmentally appropriate preschool learning environments
	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
	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
	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
X	k. Preschool classroom management techniques
X	l. Elementary school leadership development to support and strengthen early learning programs
	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
	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)
- Language and literacy development;
- Cognition and general knowledge (including early mathematics and early scientific development);
- Approaches toward learning (including the utilization of the arts);

#2 continued ...

- Physical well-being and motor development (including adaptive skills); and**
- Social and emotional development.**

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

- Teachers
- Coaches**
- Administrators**
- Teacher Assistants
- Other service providers (specify here: coaches, mentors, technical assistance providers)**
- Parents and families

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

50 **Total Hours for Delivery (course is approved for 5 CEUs)**

5. What are the goals and learning objectives of the professional development offering?
Technical assistance has become a central strategy for increasing the quality of early education programs across the country. This eight session course prepares coaches, mentors, trainers and consultants to provide technical assistance that produces significant results and enduring change. The course content focuses on technical assistance roles and related competencies such as assessing needs, facilitating change, joint problem solving, maintaining cutting-edge knowledge and managing caseloads effectively.

The Art of Technical Assistance course content is structured around the roles and competencies of a technical assistance provider in the early education industry. Attached is a document which outlines the roles and competencies of this course.

In addition, there are also specific learning objectives for each of the eight sessions, which are shared with the learners in the course. For example, these are the learning objectives for Session One:

Upon completion of Session One, participants will be able to:

- **Describe varying types of technical assistance and technical assistance systems;**
- **Create a shared definition for technical assistance and develop logic models for the technical assistance systems represented in group;**

#5 continued ...

- **Articulate, in brief, the varying roles of an effective technical assistance consultant;**
- **Explain the stages of change as outlined in Prochaska's Transtheoretical Model of Change and identify support their clients may need during each stage; and**
- **Critically reflect on their current practice in order to identify opportunities for change.**

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

This e-learning course has requirements and formal knowledge assessments (mid-term and final) which are designed to assess and record that learning has taken place:

- **Students must pass a mid-term and a final knowledge assessment, which are based on the specific content in the extended e-learning course. They can make two attempts but will not receive a certificate unless they successfully pass the assessments.**
- **Action Plan: students must complete an action plan and written assignments that are specific to the course.**
- **Minimum time in the course: The system will trigger Quality Assist's review if the student has not spent a minimum number of hours in the course.**
- **Evaluation: Every student must complete an evaluation (in keeping with IACET's requirements for CEUs).**

In addition, students are strongly encouraged to participate in all of the activities of a course, including reading articles, reflective writing assignments, formal assignments which are related to their work as a technical assistance provider, participating in virtual discussions, and doing research. There are progress checks and reminders throughout the courses to ensure the work is completed.

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.
Developing and delivering high quality professional development to the early childhood community is Quality Assist/Kaplan's hallmark. Our corporate missions are to assist professionals and programs to achieve high quality care and educational services for children and their families. We work to ensure that all training designed and delivered is grounded in the principles of adult learning and is based on current research in content areas such as child development, early childhood curriculum and administrative practices. Our e-learning is designed based on the need of clients in the early education field and is reviewed multiple times before delivery to ensure that training objectives are clearly defined and that the training strategies are best suited to achieve the identified outcomes. The Art of

#7 continued ...

Technical Assistance course has been delivered multiple times to technical assistance providers across the country.

The overarching mission of this online training is to improve the practices of early care and education programs and thus enhance the experiences and learning outcomes of the children they serve. Quality Assist's training is a unique blend of content, process, and participant reflection, all aimed at achieving excellence in adult education.

We achieve this by:

- **honoring the learner and the unique skills and knowledge they bring;**
- **revealing the learner's beliefs that directly and indirectly impact their practice;**
- **complicating their thinking by introducing new concepts and new ways of seeing what they already know;**
- **engaging the whole person in the learning process – mind, body, emotion, and spirit;**
- **valuing reflection and providing learners adequate time to reflect on their experiences and assess the implications for their practice; and**
- **providing the highest quality adult learning environment possible—even online.**

8. **Describe qualifications of the individuals/staff who developed this offering. The Kaplan/Quality Assist development team employs a highly qualified training staff with Bachelor, Masters, and Doctorate degrees in Early Childhood Education and related fields. We also have a cadre of outside early education experts who support our e-learning course development. All of Quality Assist's work is overseen by Dr. Annette Sibley, founder, President and CEO. Dr. Sibley has a Ph.D. in early childhood education and has extensive experience with the development and implementation of large scale projects that produce measurable outcomes in the areas of professional development, language and literacy, quality initiatives, partnerships and collaboration, and research and evaluation. Dr. Sibley manages the development and delivery of all of Quality Assist's innovative e-professional development.**

Individually and collectively, Kaplan/Quality Assist's staff also has extensive years of experience teaching young children and training adults, and in program administration. Once hired, Quality Assist staff undergoes a rigorous "vetting" process to facilitate and develop training. New staff must undergo staff development in the Quality Assist "model" and philosophy of training. Our lead facilitators and technology developers also attend conferences and outside training sessions to ensure that their content knowledge is up-to-date on best practices in early education, and the latest in user-friendly online learning and technology tools.

#8 continued ...

Our e-learning training is continually vetted before it is delivered and is considered in draft form until it has been reviewed at least three times. All trainers/facilitators are evaluated informally and formally several times throughout the year.

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.

Kaplan/Quality Assist has a long history developing and delivering high quality professional development in the early education industry. Our staff has advanced degrees in early education and related fields and undergo an extensive training program on adult learning and facilitation before they develop and/or deliver an e-learning experience.

Quality Assist has been a lead contractor or subcontractor on numerous publicly and privately funded projects that address the challenges of strengthening early learning environments for children from economically disadvantaged families. For instance, for the last three years we have developed and delivered training and technical assistance for a project funded by United Way of Metropolitan Atlanta in the Atlanta Promise Neighborhood, an area of very high economic need. Last year we worked in this community to engage the programs in our e-learning program. In addition, many of the users in our Quorum e-learning program are from Head Start and Early Head Start programs across the country.

Quality Assist provides technology and content support in this course for the learners at scheduled times and upon request, and maintains a Help Desk to support all teachers in the use of the technology. Our courses are designed to be easy to use, and to be engaging so that the technology supports the learners and does not “get in the way” of them absorbing the new information.

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.

The e-learning course being proposed aligns with Virginia’s standards, as well as those of other states. The content is developed and delivered to be relevant and appropriate for coaches, mentors and technical assistance working with early education settings.

#10 continued ...

The content of this course aligns with all of the Virginia Foundations, as the purpose of the course is to improve the quality of early learning program practices across content areas, developmental goals, and curricula. By strengthening the skills of technical assistance providers, the development of the children in the programs will be enhanced.

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

The only pre-requisite for participation in our e-learning courses is access to a computer and internet connection. The courses are designed to be user friendly, even for those learners without experience in taking online courses. All software needed to participate can be downloaded for free and our Help Desk staff will support a learner in the downloading process as needed.

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

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).

Quality Assist is continually working to improve all of our professional development courses; therefore evaluation is a key component of our work. Every course offered at Quality Assist asks for participant feedback at the end. Written (or electronic in the case of an online course) evaluations are completed by each participant, and are reviewed following the course. Evaluations at Quality Assist are anonymous and are confidential.

Facilitators also continually evaluate our courses and update them as needed.

During the initial planning phase and throughout the course, the evaluation process is as follows:

- **This course includes a mid-term and final formal knowledge assessment.**
- **Facilitator teams review and discuss training content and procedures.**
- **Evaluation points during the program are identified. For example, a program delivered over several months in a series of two-day sessions will include written evaluations from participants and facilitators at the end of each two-day session, as well as at the end of the program.**
- **Evaluation methods are identified and routinely include:**
 - **Review of participant feedback from similar programs held in the past**

#12 continued ...

- **Participant feedback for that program**
- **Facilitator feedback on training processes and flow**
- **Facilitator feedback on participant assignments and learning outcomes**
- **Full facilitator debriefing sessions at the end of the program**
- **Full review of participant outcome data**

Quality Assist was the professional development provider on five federally funded projects that were all evaluated by an independent external evaluator. Four of these projects were federally funded Early Reading First projects, where the grantee was United Way of Metropolitan Atlanta. These projects were all designed to work with selected programs and teachers in high need neighborhoods in different parts of the Atlanta area. These projects all had a rigorous evaluation component. The professional development program developed for each grant included in-person training which was all developed and delivered by Quality Assist. All of these programs were evaluated by an independent evaluator, The Evaluation Group, and the children, teachers, and classrooms were assessed at the beginning and end of each school year utilizing evidence-based tools, such as the Peabody Picture Vocabulary Test (PPVT), the Early Language and Literacy Classroom Observation (ELLCO), and the CLASS instruments. At the end of each of these four years projects, the professional development was shown to be effective in producing gains in classroom literacy environments and improving children's early literacy knowledge.

Quality Assist was also the professional development provider for a four year Early Childhood Educator Professional Development project, one of only four prestigious programs in the country to look at the effectiveness of professional development that included in-person training, as well as classroom based coaching and mentoring. For this research project in a high need area, the outside independent evaluator was Dr. Richard Lambert from the University of North Carolina Charlotte. This extensive research project also showed the effectiveness of Quality Assist's professional development approach in improving the practices of the teachers, classrooms and children in early literacy development over four years.

This course, The Art of Technical Assistance was also reviewed externally by selected area college early education instructors, and was recommended for approval several years ago by the National College Credit Recommendation Service (National CCRS), from the state of New York.

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

Technical Assistance Consultant — Roles and Competencies

Effective technical assistance consultants utilize the following roles and successfully demonstrate the competencies for each role.

Partner – develops a respectful and trusting relationship with the client.

- Clarifies mutual roles and expectations with client
- Listens to client's needs and ideas in order to gain client's perspective
- Addresses client's readiness and commitment to take action
- Holds self and client accountable
- Uses reflective questioning with clients to reveal current practices and create greater awareness
- Upholds professional ethical standards including maintains confidentiality with clients

Needs Assessor – gathers objective and relevant information in order to help the client determine needs, goals and actions.

- Uses variety of valid and reliable assessment strategies and tools (surveys, observations) to gather objective/accurate, complete, and relevant information
- Selects an appropriate assessment strategy and tool based on clients desired outcomes
- Analyzes assessment information to identify program strengths and weakness
- Translates assessment information into appropriate goals and actions in partnership with the client
- Uses program assessment to show progress toward goals; adjust plan of action as needed, and capture change over time
- Provides honest and non-judgmental feedback to clients

Facilitator of Change – facilitates the process of change.

- Understands change models and the implications for individuals & organizations
- Has knowledge and understanding of the role of organizational culture and leadership, and the implications for client practices
- Facilitates client visioning and strategic planning
- Fosters collaboration and teamwork with the organization to establish buy in for change that produces measurable and sustainable outcomes
- Sets goals and tracks progress to achieve measurable, long term, and sustainable change

Joint Problem Solver – works in collaboration with the client to identify and solve problems.

- Solves problems in the context of larger goals and systems
- Distinguishes between symptoms of problems and root causes when addressing issues
- Helps client set goals based on root causes versus symptoms when solving problems
- Partners with client in identifying and addressing barriers to achieving goals
- Revises action plan with client as needed

Trainer/Educator – *provides instruction, information or other directed learning opportunities for the client.*

- Assesses training needs and designs learning experiences based on client needs
- Uses principles of adult learning when designing and facilitating training and technical assistance strategies
- Effectively uses instructional methods and materials that are appropriate for the proposed learning objectives
- Identifies and measures outcomes of training and technical assistance strategies

Information Specialist – *is knowledgeable and serves as a content expert.*

- Has formal education in early childhood education/development or related field
- Has knowledge of multiple early care and education standards and processes and the implications for client practices
- Has knowledge of the key components of business management and administration and the implications for client practices
- Remains informed about state and national trends
- Has knowledge of community resources and links client appropriately

Caseload Manager – *creates a systematic approach to managing technical assistance services.*

- Effectively manages time in working with clients to ensure measurable outcomes
- Matches client need to level of service
- Identifies and addresses common needs among clients to maximize resources
- Creates a system for documenting service delivery and outcomes
- Uses documentation to provide quantitative and qualitative reports

RESPONSE FOR PROFESSIONAL DEVELOPMENT OFFERING

Name of Professional Development Offering
The Art of Facilitation

Brief (15 to 20 Word) Description

This course supports coaches and mentors and staff who deliver training to improve their facilitation skills and promote transformative learning.

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

Select one and only one:

- I. In-person (face-to-face)
 II. Virtual or online (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.

This course is a college-level course designed for staff who are working full-time in the early education industry, who develop and deliver training. For cost as well as time considerations, Quality Assist has found that the course should be delivered in a manner that supports the busy schedules of full-time coaches and mentors.

The 40 hour course is generally delivered in cohorts of 12-20 participants, over a 2-4 month period. This is a seven session course; for each session there is a self-guided self-paced session of 6 hours which is taken over a two week window. After each series of two sessions are completed, there is a “live” virtual session conducted with a facilitator which allows for small group projects and large group discussions.

The course has been successfully delivered several times over the past five years in face-to-face and online formats. This is a unique course specifically designed for early education coaches, mentors, and technical assistance advisors, which is only available through Kaplan/Quality Assist.

All of Kaplan / Quality Assist’s professional development is based on our underlying philosophy of the “Rights of the Learner” which has been shown through independent evaluation to be effective in producing changes in classroom practices. Research reveals that effective professional development must be relevant, interactive, and engage participants physically, intellectually, emotionally, and spiritually. Our proposed online delivery model provides high quality

#1 continued ...

professional development that is cost-effective and universally accessible, while being engaging, interactive, and supporting learners as they take new knowledge into practice.

Through Quality Assist, Kaplan Early Learning Company proposes to deliver a college level e-learning interactive extended online course that enables students to physically, emotionally, and intellectually "*lean into the learning.*" The e-learning course has easy-to-use features that allow individuals to learn at their own pace, and to schedule coursework based their personal and professional life. The e-learning course accommodates diverse learning styles and learners at various levels of formal education.

The e-learning course being offered is based on best practices in adult and online learning, and the latest scientific research in education principles. The course supports learners of multiple backgrounds and learning styles in an engaging, interactive manner and enables learners to direct their learning; the course is "user-friendly" and enables learners to work at their own pace. The goal of all of our professional development is to produce positive changes by transferring new knowledge into improved practices.

The e-learning course includes the following features.

- Interactive Learning Boards to position learners in the "drivers' seat" of the investigative process
- Videos to add real-life animation to the content
- Flip Books to support self-paced interactive, in-depth content exploration, blending audio and visual learning to support different learning styles
- Handouts which are easy to download and print
- Interactive Games to promote hypotheses and knowledge testing in fun and interesting ways
- Discussion Posts to build community across participants and content
- Polls to provide immediate feedback from the group to the individual student
- Collaborative Virtual Discussions to promote differing perspectives directly from the field
- Call to Action to invite learners to create a personalized action plan that applies the content into their daily life experiences.

The Art of Facilitation course is designed for professionals who are working in the early education field developing and delivering training as coaches, mentors, and/or technical assistance providers to early education programs. In general the participants in this course are working full-time in the early education field so the online self-guided, self-paced format works well.

#1 continued ...

The e-learning course is approved for Continuing Education Units (CEUs) in every state. Quality Assist is an accredited provider of CEUs from the International Association for Continuing Education and Training (IACET). Certificates are awarded electronically for successful completion in the e-learning course. Quality Assist maintains IACET's high standards for course content development and delivery, and record-keeping. All of the records for the e-learning courses are maintained securely for a period of seven years. Only three people in the company have access to the password for the CEU database or to the keys for the back-up paper files.

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

	Professional Development Category
X	a. Quality of teacher-child interactions
X	b. Providing developmentally appropriate preschool learning environments
	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
	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
	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
X	k. Preschool classroom management techniques
X	l. Elementary school leadership development to support and strengthen early learning programs
	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
	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)
- 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.)

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

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

40 Total Hours for Delivery (course is approved for 4 CEUs)

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

The goal of The Art of Facilitation is to provide information that truly transforms daily practice. To create meaningful and sustainable change, those who provide adult learning experiences must understand the difference between sharing data and facilitating learning. The Art of Facilitation online course helps coaches, mentors, technical assistance advisors and other staff who deliver training to improve their facilitation skills through creating community, setting the space, and promoting transformative learning. Participants explore the many roles of the facilitator including learning partner, content expert, ecologist, strategist, architect and agent of change.

The Art of Facilitation course content is structured around the roles and competencies of a training facilitator in the early education industry. Attached is a document which outlines the roles explored in this course.

The learning objectives for this course are:

As a result of completing The Art of Facilitation, participants will be able to:

- Create a safe and supportive environment that promotes learning;
- Use reflective practice as a tool for facilitating adult learning and professional growth; and
- Facilitate dialogue that promotes diverse thinking, problem solving and meaningful change in practice.

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

Each of the e-learning courses has requirements and formal knowledge assessments (mid-term and final) built in, which are designed to assess and record that learning has taken place: