

**Revised Response Template for Professional Development Offering**

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

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

**Name of Professional Development Offering**

Insert response here.

**Brief (15 to 20 Word) Description**

Insert response here.

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

Select one and only one:

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

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

Insert response here.

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

V. Other

Insert response here.

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

	<b>Professional Development Category</b>
	a. Quality of teacher-child interactions
	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
	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)?

\_\_\_\_\_ Total Hours for Delivery

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

Insert response here.

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

**EXAMPLES**

Face-to-Face Professional Development

The example "X" below provides the time for professional development delivery for a series of 4 workshops that are 4 hours each and require completion of a 10 hour assignment "on your own."

  4   Days  
  4   Hours per day  
 16  Total (4 x 4)

Online Professional Development

The example "Y" below provides the time for professional development delivery for a series of 2 online interactive workshops that are 8 hours per day.

  2   Days  
  8   Hours per day  
 16  Total (2 x 8)

The example "Z" below provides the delivery time for online professional development that is in a "listen and learn" format scheduled for completion in 10 hours but may take some individuals longer. .

 10  Total Hours

Insert response here.

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.

Insert response here.

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

Insert response here.

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.

Insert response here.

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.

Insert response here.

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

Insert response here.

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).

Insert response here.

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

No

Yes.

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

Insert response here.

12. 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

\_\_\_\_\_ Days

\_\_\_\_\_ Hours per day

\_\_\_\_\_ Months to complete

Online Professional Development (whether interactive or not)

\_\_\_\_\_ Total Hours

\_\_\_\_\_ Minimum time for each segment/lesson

Combination

\_\_\_\_\_ Days of Face-to-Face Professional Development

\_\_\_\_\_ Hours per day of Face-to-Face Professional Development

\_\_\_\_\_ Total Hours Online Professional Development

\_\_\_\_\_ Minimum time for each segment/lesson of Online Professional Development

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

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

for

Professional Development Options for VPI+ Early Learning Providers

SIGN-IN ROSTER June 23, 2015

Potter 410-804-2493

	Company Name	Your Name	E-mail Address	Phone
1	Practice Associate, School Readiness Consulting	Je Kendria Trahan (attending by telephone)	trahan@schoolreadinessconsulting.com	1-877-447-0327 ext. 720
2	Excellence in Children's Early Language and Literacy (EXCELL)	Cindy Hutchinson	chutchinson@vcu.edu	804-828-6661 (wk) 804-221-9727 (cell)
3	Virginia Commonwealth Univ.	Paul & Ogston-Nobile	ogstonp@vcu.edu	517.420.1299
4	James Madison Univ.	Holly McCartney	mccarthy@jmu.edu	540-478-9558
5	James Madison Univ	Teresa Harris	haristte@jmu.edu	540-383-5692
6	Public Consulting Group, Inc.	Sean Bernard	sbernard@pcgus.com	717-884-7712
7	Teachstone	Liz Pettit	liz.pettit@teachstone.com	434-953-3330
8	Virginia Commonwealth Univ.	Lindsay Forston	ldforston@vcu.edu	804-402-2830
9	Richmond CenterStage	Janet Starke	jstarke@richmondcenterstage.com	804.597.3377
19	School Readiness Consulting	Cassandra Potter	potter@schoolreadinessconsulting.com	410-804-2493
11				
12				
13				
14				

(T)

(T)

(T) = Telephone

Professional Development Options for VPI+ Early Learning Project

July 6, 2015

Questions/**Responses**

1. Is a Virginia contractor license number required?

**No, it is not required. Please leave that section blank.**

2. Please provide clarification about who the contractor can work with in Virginia.

**The contract will be made available to all Virginia school divisions, whether they are participating in the VPI+ program or not.**

3. The data provided in Table 1 shows the number for Henrico for new classrooms (53) and number of new classrooms (10). Which number is correct?

**An addendum will be issued indicating a correct total of 53.**

4. Is there going to be a central location in the state where the school divisions will meet for training?

**No, there will not be a central location for statewide training. Training will need to be tailored to the school divisions and teachers within those divisions.**

5. Please define support services in letter “o” under the Statement of Needs.

**This includes any services needed to promote family engagement. Professional development may be delivered to school division staff responsible for family engagement and/or to the families of VPI+ students.**

6. Is the purchase of materials to support professional development allowed?

**Your proposal must be all inclusive of any materials (e.g., handouts, pamphlets, instructional materials) needed for implementation of the professional development. The cost of any needed materials must be included in your proposal price.**

7. Will the coaches be attending the professional development?

**School divisions have identified staff to serve as VPI+ coaches. These coaches may or may not attend professional development depending on the needs of the school divisions and the various coaches’ individual needs.**

8. If we are currently working on developing other professional development topics can they be added to the professional development offerings later?

**No, you will not be able to add offerings after the contract is awarded.**

9. Does the Virginia Department of Education have access to the Learning Management System?

**There is a system used for students but not for professional development for teachers statewide.**

10. On page ten of the RFP, are five separate flash drives or CDs required?

**Yes.**

11. Would all six copies of the proposal be presented with the tabs?

**Yes, there will be an original proposal notebook plus six copies. Tab 7 (pricing) is only included in the original notebook.**

12. In reference to Attachment D, if you have professional development that includes face-to-face and it has a virtual component where would you categorize the professional development?

**This would be considered a “combination” delivery method. If you have other alternative delivery methods, you may describe the delivery method; however, all offerings must be put it in one of the three categories provided in Attachment D.**

13. If participants are required to complete self-study time, do you want an estimate of the average number of hours required and how should that be denoted?

**Do not include self-study or other assignments as a part of the estimate of the average number of hours required to deliver the professional development (Attachment D/#4) However, when answering Attachment D/#12, the estimated number of hours for self-study/completion of assignments should be included in the total number of hours required.**

14. Some professional development may occur over the course of the year with more concentrated times for face-to-face all-day workshops and other times with a short follow-up session, should that be averaged out over the months?

**Yes.**

15. Do you want an actual copy of the research study done on the professional development?

**Yes, we want a copy of it.**

16. Who will pay for the cost of participants to travel to professional development offerings that are held face-to-face?

**Travel costs will be at the expense of the participant or the school division and are not to be included in your price.**

17. In reference to Attachment D, how would you categorize having a live person presenting virtually but not face-to-face?

**This is considered online professional development.**

18. Is a budget narrative required?

**No, you are providing an all-inclusive price.**

19. Who will pay the cost of substitutes if teachers attend professional development on a school day or pay stipends if teachers attend professional development on a Saturday?

**School divisions will be responsible for substitute or stipend costs.**

20. Would the vendor book the meeting site or the school division?

**Details for host sites for professional development activities will need to be discussed with each school division. The training could be hosted at the school division's site.**

21. In reference to the Statement of Needs/B/6, it states, For each of the options "a" through "o" above included in the offeror's proposal, the professional development offered must: ...indicate the measurement process to determine if the participants met the learning goals and objectives." Does this imply that some aspect of our professional development offering include an evaluation component?

**Offerors must provide their best response for the process that will be used to determine if the professional development delivered to the participants has met the learning goals and objectives of the professional development.**

22. Is it required that proposed the professional development offerings have been evaluated using experimental or quasi-experimental designs that were conducted by independent, external evaluators?

**Please see the definition of a rigorous evaluation provided in Section III and the Statement of Needs in section IV. Offerors must focus on the Statement of Needs and submit their best proposals. Evaluators will be looking at your proposal as a whole in relation to the Statement of Needs.**

23. Requested clarification on the terminology- particularly the definition of rigorous evaluation. Would a response that included articles from peer-referred journals that describe quantitative and qualitative outcomes from empirical and quasi-empirical studies that investigated the efficacy of the professional development program on teacher and student learning meet the criteria of rigorous evaluation methods (if some, but not all, of the researchers and authors are from this firm? Would qualitative case studies conducted by this company on the efficacy of our professional development suffice?

**Please see the definition of a rigorous evaluation provided in Section III. Offerors must focus on the Statement of Needs and submit their best proposals. Evaluators will be looking at your proposal as a whole in relation to the Statement of Needs.**

24. If a Professional Development offering will be implemented in-person only, but some aspects of evaluation (i.e. data collection) will take place using online methods (e.g. surveys), does that make this a 'Combination' offering or is it still considered to be 'In Person'?

**This would be considered In-person (face-to-face) professional development.**

25. Can you clarify what constitutes an offering? On p. 9 Item B, it says that for each of the options "a" through "o" the PD offered must provide info re: a number of different areas. Does this imply that there would be a separate Attachment D for each of the options "a" through "o" or can options "a" through "o" be described in Attachment(s) D in whatever combination we have developed?

**There should be one Attachment D for each separate professional development offering, but a professional development offering that fits more than one category "a" through "o" is still just one professional development offering. Do not report the same professional development offering more than once. Just indicate all the options "a" through "o" that apply to it.**

26. Can you elaborate on the role of the VPI + coaches who will be working with teachers?

**Please see the responses to questions below.**

Will they be working with the 'improved' VPI classrooms or VPI+ classrooms only?

**The local school division will decide if the VPI+ coach will work with teachers of improved classrooms. VPI+ coaches will work with all teachers of new VPI+ classrooms.**

How often will they meet with teachers?

**Coaches are asked to provide 40 hours of coaching to teachers of new VPI+ classrooms.**

How involved will they be with teachers?

**Coaches are expected to provide 40 hours of coaching to teachers of new VPI+ classrooms.**

What is the coach:classroom ratio?

**This varies by each of the school divisions and will not be finalized until later this summer.**

When will coaches begin working with VPI+ classrooms?

**This varies by each of the school divisions depending on their school calendars. The goal is to have coaches in place to work with teachers by the beginning of the 2015-2016 school year.**

27. Can a PD offering include the provision of a coach?

**The grant provides for funding of VPI+ coaches identified by the school divisions. School divisions are already identifying coaches and some may have completed the hiring process. Proposals should not include the addition of another coach from an outside source.**

Within our program model, we have typically provided PD in addition to having a coach (who we have trained).

Or, is the assumption that only VPI+ coaches would be working with these classrooms and that if we wanted a coach to implement some aspect of our program, a PD offering for coaches would need to be included in our application?

**The grant provides for funding of VPI+ coaches identified by the school divisions. VPI+ coaches identified by the school division will provide the coaching to teachers. Offerors may include appropriate professional development opportunities for coaches that align with the Statement of Needs, Section A (letters a-o).**

28. Is there an anticipated timeline for when offerings will be made available to school divisions?

**When contracts are awarded, school divisions will have the opportunity to secure professional development offerings that best meet the needs of their preschool educators and other appropriate stakeholders.**

I am wondering if the goal is for school divisions to have PD options available prior to the start of the upcoming school year.

**It is not anticipated that contracts will be awarded prior to the start of this school year.**

29. Regarding Attachment B (Data Security Template), what is your definition of "Sensitive Data"?

***Sensitive data* are any data of which the compromise with respect to confidentiality, integrity, and/or availability could have a material adverse effect on COV interests, the conduct of VDOE programs, or the privacy to which individuals are entitled. Data sensitivity is directly proportional to the materiality of a compromise of the data with respect to these criteria.**

30. Regarding p. 11 - 2iii: It says under Tab 2 to include "Confirmation of Offeror's acceptance of RFP General and Special Terms and Conditions (reference Sections IX and X)." Do we simply insert a page containing text that confirms our acceptance of the RFP General and Special Terms and

Conditions. Do we need to specifically reference each element contained within Sections IX and X or can it be a broad confirmation?

**Simply insert a page containing text that confirms your acceptance of the RFP General and Special Terms and Conditions.**

31. Is it correct that the proposal does not require a breakdown or narrative explaining how the per hour figure was determined?

**Yes**

32. Can indirect costs be factored into the per hour rate?

**This is not a reimbursement based contract, so how the per hour figured was determined is not required. If you are referring to the indirect cost rate for federal grant awards, this is not a federal grant award so is not subject to the federal indirect cost rate.**

33. In describing the qualifications of the PD developer (Attachment D, question 8): Do you want names, positions, and/or vita/resumes for this?

**Please describe the qualifications of the individuals/staff who developed this offering including names, positions held, and resumes.**

34. In describing the qualifications of the PD deliverers (Attachment D, question 9): Do you want names, positions, and/or vita/resumes for this? Or do you want a description of the qualifications used by the PD developer to hire/identify the person who will provide the PD?

**Please describe the qualifications that will be required of the Offeror for individuals/staff who will deliver the professional development program and the previous experience required of the Offeror for any individual delivering the professional development. If names, positions, and resumes are available, please provide them.**

35. Question regarding the Pricing Schedule for RFP# DOE-PDO-2015: Would you like the price to represent the price per hour *per participant*? Or simply the price per hour, regardless of the number of participants? The latter presents some difficulties. For example, if one were to offer a face-to-face training for 50 participants at a flat price of \$5,000 that lasted for 5 hours, the price per hour would be \$1,000 but the price per hour *per participant* would be \$20/participant/hour. That price would only hold *if* 50 participants were to attend. If only 30 participants attended, the price would still be \$5,000 but the price per participant would increase. The number of participants will, of course, be variable depending on the needs of a school district. Conversely, for some offerings, the price may be dependent on the number of participants, especially in trainings that require physical materials, so it may be difficult to provide an accurate price per hour if participant numbers are not taken into account in the pricing schedule's price per hour value.

**Please see Addendum 1, revised Attachment D, and revised Attachment E (Pricing Schedule).**

36. When completing question 4, if the PD is a combination form, do you also complete the sections indicating the amount of face-to-face time and the amount of online time and then provide an explanation in the Combination section or do you only describe the time commitments in the Combination narrative?

**Please see Addendum 1, revised Attachment D, and revised Attachment E (Pricing Schedule).**

37. If all our professional development offerings are face-to-face, do we need to complete Attachment B – Data Security Template?

**Please review the instructions: “If the professional development offerings are delivered online, or [emphasis added] sensitive data is collected or transferred . . .” If you are only offering professional development face-to-face, or are offering to mail CDs, flash drives, etc. and not offering any professional development offerings online, you must submit an uncompleted Attachment B with a statement before Question 1 that the attachment does not apply because you are not offering any professional development online. If you are offering professional development offerings on any website, Attachment B must be completed. If any questions are not applicable because you are not collecting or transferring any sensitive data, you must indicate that in response to the question.**

38. If we have on-line follow up activities related to an initial face-to-face professional development (PD) offering, how do we enter this on Attachment D and E?

**You cannot put the follow up piece in a separate Attachment D and on a different pricing table than the initial PD, because they are not two different standalone professional development offerings. The price for “classroom-based professional development as coaching/consultation to follow face-to-face workshop PD” would be one entry on Table 1, and only one Attachment D would be completed for it.**

39. We received notice of Addendum #1 in association with the RFP above referenced, and we have a question regarding the certification of employees that will be delivering services in school property (Addendum #1 .3). Do we need to provide a separate certification labeled “iv”, or will the signed Addendum be sufficient?

**The signed addendum must be signed and submitted with your proposal. If selected for an award, the contractor must provide certification prior to the award of the contract.**

40. Revised Attachment D includes two #12s, one on page 4 and one on page 5. Can we change the one on page 5 to “13.”

**Yes**

<b>TAB #</b>	<b>DESCRIPTION</b>
Tab 1	Table of Contents
Tab 2	Signed documents
	i. The RFP cover sheet and all addenda acknowledgments
	ii. <u>Attachment A (State Corporation Commission Form)</u>
	iii. Confirmation of Offeror's acceptance of RFP General and Special Terms and Conditions
	iv. Addendum 1
Tab 3	Proprietary or trade secret material submitted
Tab 4	Attachment B ( <i>Data Security Plan</i> )
Tab 5	Attachment C ( <i>Offeror Data Sheet</i> )
Tab 6	Attachment D
	D_I_1 [1]
	D_I_2 [2]
	D_I_3 [3]
	D_I_4 [4]
	D_I_5 [5]
	D_I_6 [6]
	D_I_7 [7]
	D_I_8 [8]
	D_I_9 [9]
	D_I_10 [10]
	D_II_1 [11]
	D_II_2 [12]
	D_II_3 [13]
	External Peer review documents [14 & 15]
	Senior Resumes [16 –separated by green paper]
Tab 7	Attachment E ( <i>Pricing Schedule</i> ) *original only



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**Conditions***(continued)****Transfer Or Waiver Of  
Rights Of Recovery  
Against Others***

We will waive the right of recovery we would otherwise have had against another person or organization, for loss to which this insurance applies, provided the **insured** has waived their rights of recovery against such person or organization in a contract or agreement that is executed before such loss.

To the extent that the **insured's** rights to recover all or part of any payment made under this insurance have not been waived, those rights are transferred to us. The **insured** must do nothing after loss to impair them. At our request, the **insured** will bring **suit** or transfer those rights to us and help us enforce them.

This condition does not apply to **medical expenses**.

## Liability Insurance

### Endorsement

<i>Policy Period</i>	March 1, 2015 to March 1, 2016
<i>Effective Date</i>	March 1, 2015
<i>Policy Number</i>	3587-09-31 CLT
<i>Insured</i>	KAPLAN EARLY LEARNING COMPANY INC
<i>Name of Company</i>	GREAT NORTHERN INSURANCE COMPANY
<i>Date Issued</i>	March 11, 2015

This Endorsement applies to the following forms:

GENERAL LIABILITY

Under Who Is An Insured, the following provision is added.

### Who Is An Insured

#### Additional Insured - Scheduled Person Or Organization

Persons or organizations shown in the Schedule are **insureds**; but they are **insureds** only if you are obligated pursuant to a contract or agreement to provide them with such insurance as is afforded by this policy.

However, the person or organization is an **insured** only:

- if and then only to the extent the person or organization is described in the Schedule;
- to the extent such contract or agreement requires the person or organization to be afforded status as an **insured**;
- for activities that did not occur, in whole or in part, before the execution of the contract or agreement; and
- with respect to damages, loss, cost or expense for injury or damage to which this insurance applies.

No person or organization is an **insured** under this provision:

- that is more specifically identified under any other provision of the Who Is An Insured section (regardless of any limitation applicable thereto).
- with respect to any assumption of liability (of another person or organization) by them in a contract or agreement. This limitation does not apply to the liability for damages, loss, cost or expense for injury or damage, to which this insurance applies, that the person or organization would have in the absence of such contract or agreement.

**Liability Endorsement**

*(continued)*

Under Conditions, the following provision is added to the condition titled Other Insurance.

**Conditions**

**Other Insurance –  
Primary, Noncontributory  
Insurance – Scheduled  
Person Or Organization**

If you are obligated, pursuant to a contract or agreement, to provide the person or organization shown in the Schedule with primary insurance such as is afforded by this policy, then in such case this insurance is primary and we will not seek contribution from insurance available to such person or organization.

**Schedule**

Persons or organizations that you are obligated, pursuant to a contract or agreement, to provide with such insurance as is afforded by this policy.

All other terms and conditions remain unchanged.

Authorized Representative



**THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.**

## **COMMERCIAL AUTOMOBILE BROAD FORM ENDORSEMENT**

This endorsement modifies insurance provided under the following:

### **BUSINESS AUTO COVERAGE FORM**

To the extent that the provisions of this endorsement provide broader benefits to the "insured" than other provisions of the Coverage Form, the provisions of this endorsement apply.

#### **1. BROAD FORM INSURED**

##### **A. Subsidiaries and Newly Acquired or Formed Organizations**

The Named Insured shown in the Declarations is amended to include:

- (1) Any legal business entity other than a partnership or joint venture, formed as a subsidiary in which you have an ownership interest of more than 50% on the effective date of the Coverage Form. However, the Named Insured does not include any subsidiary that is an "insured" under any other automobile policy or would be an "insured" under such a policy but for its termination or the exhaustion of its Limit of Insurance.
- (2) Any organization that is acquired or formed by you and over which you maintain majority ownership. However, the Named Insured does not include any newly formed or acquired organization:
  - (a) That is a partnership or joint venture,
  - (b) That is an "insured" under any other policy,
  - (c) That has exhausted its Limit of Insurance under any other policy, or
  - (d) 180 days or more after its acquisition or formation by you, unless you have given us notice of the acquisition or formation.

Coverage does not apply to "bodily injury" or "property damage" that results from an "accident" that occurred before you formed or acquired the organization.

##### **B. Employees as Insureds**

Paragraph A.1. - WHO IS AN INSURED - of SECTION II - LIABILITY COVERAGE is amended to add:

- d. Any "employee" of yours while using a covered "auto" you don't own, hire or borrow in your business or your personal affairs.

##### **C. Lessors as Insureds**

Paragraph A.1. - WHO IS AN INSURED - of Section II - Liability Coverage is amended to add:

- e. The lessor of a covered "auto" while the "auto" is leased to you under a written agreement if:
  - (1) The agreement requires you to provide direct primary insurance for the lessor and
  - (2) The "auto" is leased without a driver.

Such a leased "auto" will be considered a covered "auto" you own and not a covered "auto" you hire.

##### **D. Additional Insured if Required by Contract**

- (1) Paragraph A.1. - WHO IS AN INSURED - of Section II - Liability Coverage is amended to add:
  - f. When you have agreed, in a written contract or written agreement, that a person or organization be added as an additional insured on your business auto policy, such person or organization is an "insured", but only to the extent such person or organization is liable for "bodily injury" or "property damage" caused by the conduct of an "insured" under paragraphs a. or b. of Who Is An Insured with regard to the ownership, maintenance or use of a covered "auto."

The insurance afforded to any such additional insured applies only if the "bodily injury" or "property damage" occurs:

- (1) During the policy period, and
- (2) Subsequent to the execution of such written contract, and
- (3) Prior to the expiration of the period of time that the written contract requires such insurance be provided to the additional insured.

(2) How Limits Apply

If you have agreed in a written contract or written agreement that another person or organization be added as an additional insured on your policy, the most we will pay on behalf of such additional insured is the lesser of:

- (a) The limits of insurance specified in the written contract or written agreement; or
- (b) The Limits of Insurance shown in the Declarations.

Such amount shall be a part of and not in addition to Limits of Insurance shown in the Declarations and described in this Section.

(3) Additional Insureds Other Insurance

If we cover a claim or "suit" under this Coverage Part that may also be covered by other insurance available to an additional insured, such additional insured must submit such claim or "suit" to the other insurer for defense and indemnity.

However, this provision does not apply to the extent that you have agreed in a written contract or written agreement that this insurance is primary and non-contributory with the additional insured's own insurance.

(4) Duties in The Event Of Accident, Claim, Suit or Loss

If you have agreed in a written contract or written agreement that another person or organization be added as an additional insured on your policy, the additional insured shall be required to comply with the provisions in LOSS CONDITIONS 2. - DUTIES IN THE EVENT OF ACCIDENT, CLAIM, SUIT OR LOSS – OF SECTION IV – BUSINESS AUTO CONDITIONS, in the same manner as the Named Insured.

**E. Primary and Non-Contributory if Required by Contract**

Only with respect to insurance provided to an additional insured in 1.D. - Additional Insured If Required by Contract, the following provisions apply:

(3) Primary Insurance When Required By Contract

This insurance is primary if you have agreed in a written contract or written agreement that this insurance be primary. If other insurance is also primary, we will share with all that other insurance by the method described in Other Insurance 5.d.

(4) Primary And Non-Contributory To Other Insurance When Required By Contract

If you have agreed in a written contract or written agreement that this insurance is primary and non-contributory with the additional insured's own insurance, this insurance is primary and we will not seek contribution from that other insurance.

Paragraphs (3) and (4) do not apply to other insurance to which the additional insured has been added as an additional insured.

When this insurance is excess, we will have no duty to defend the insured against any "suit" if any other insurer has a duty to defend the insured against that "suit". If no other insurer defends, we will undertake to do so, but we will be entitled to the insured's rights against all those other insurers.

When this insurance is excess over other insurance, we will pay only our share of the amount of the loss, if any, that exceeds the sum of:

- (1) The total amount that all such other insurance would pay for the loss in the absence of this insurance; and
- (2) The total of all deductible and self-insured amounts under all that other insurance.

We will share the remaining loss, if any, by the method described in Other Insurance 5.d.

**2. AUTOS RENTED BY EMPLOYEES**

Any "auto" hired or rented by your "employee" on your behalf and at your direction will be considered an "auto" you hire.

The OTHER INSURANCE Condition is amended by adding the following:

If an "employee's" personal insurance also applies on an excess basis to a covered "auto" hired or rented by your "employee" on your behalf and at your direction, this insurance will be primary to the "employee's" personal insurance.

### 3. AMENDED FELLOW EMPLOYEE EXCLUSION

EXCLUSION 5. - FELLOW EMPLOYEE - of SECTION II - LIABILITY COVERAGE does not apply if you have workers' compensation insurance in-force covering all of your "employees".

Coverage is excess over any other collectible insurance.

### 4. HIRED AUTO PHYSICAL DAMAGE COVERAGE

If hired "autos" are covered "autos" for Liability Coverage and if Comprehensive, Specified Causes of Loss, or Collision coverages are provided under this Coverage Form for any "auto" you own, then the Physical Damage Coverages provided are extended to "autos" you hire or borrow, subject to the following limit.

The most we will pay for "loss" to any hired "auto" is:

- (1) \$100,000;
- (2) The actual cash value of the damaged or stolen property at the time of the "loss"; or
- (3) The cost of repairing or replacing the damaged or stolen property,

whichever is smallest, minus a deductible. The deductible will be equal to the largest deductible applicable to any owned "auto" for that coverage. No deductible applies to "loss" caused by fire or lightning. Hired Auto Physical Damage coverage is excess over any other collectible insurance. Subject to the above limit, deductible and excess provisions, we will provide coverage equal to the broadest coverage applicable to any covered "auto" you own.

We will also cover loss of use of the hired "auto" if it results from an "accident", you are legally liable and the lessor incurs an actual financial loss, subject to a maximum of \$1000 per "accident".

This extension of coverage does not apply to any "auto" you hire or borrow from any of your "employees", partners (if you are a partnership), members (if you are a limited liability company), or members of their households.

### 5. PHYSICAL DAMAGE - ADDITIONAL TEMPORARY TRANSPORTATION EXPENSE COVERAGE

Paragraph A.4.a. of SECTION III - PHYSICAL DAMAGE COVERAGE is amended to provide a limit of \$50 per day and a maximum limit of \$1,000.

### 6. LOAN/LEASE GAP COVERAGE

Under SECTION III - PHYSICAL DAMAGE COVERAGE, in the event of a total "loss" to a covered "auto", we will pay your additional legal obligation for any difference between the actual cash value of the "auto" at the time of the "loss" and the "outstanding balance" of the loan/lease.

"Outstanding balance" means the amount you owe on the loan/lease at the time of "loss" less any amounts representing taxes; overdue payments; penalties, interest or charges resulting from overdue payments; additional mileage charges; excess wear and tear charges; lease termination fees; security deposits not returned by the lessor; costs for extended warranties, credit life insurance, health, accident or disability insurance purchased with the loan or lease; and carry-over balances from previous loans or leases.

### 7. AIRBAG COVERAGE

Under Paragraph B. EXCLUSIONS - of SECTION III - PHYSICAL DAMAGE COVERAGE, the following is added:

The exclusion relating to mechanical breakdown does not apply to the accidental discharge of an airbag.

### 8. ELECTRONIC EQUIPMENT - BROADENED COVERAGE

a. The exceptions to Paragraphs B.4 - EXCLUSIONS - of SECTION III - PHYSICAL DAMAGE COVERAGE are replaced by the following:

Exclusions 4.c. and 4.d. do not apply to equipment designed to be operated solely by use of the power from the "auto's" electrical system that, at the time of "loss", is:

- (1) Permanently installed in or upon the covered "auto";
- (2) Removable from a housing unit which is permanently installed in or upon the covered "auto";
- (3) An integral part of the same unit housing any electronic equipment described in Paragraphs (1) and (2) above; or

- (4) Necessary for the normal operation of the covered "auto" or the monitoring of the covered "auto's" operating system.

b. Section III – Version CA 00 01 03 10 of the Business Auto Coverage Form, Physical Damage Coverage, Limit of Insurance, Paragraph C.2 and Version CA 00 01 10 01 of the Business Auto Coverage Form, Physical Damage Coverage, Limit of Insurance, Paragraph C are each amended to add the following:

\$1,500 is the most we will pay for "loss" in any one "accident" to all electronic equipment (other than equipment designed solely for the reproduction of sound, and accessories used with such equipment) that reproduces, receives or transmits audio, visual or data signals which, at the time of "loss", is:

- (1) Permanently installed in or upon the covered "auto" in a housing, opening or other location that is not normally used by the "auto" manufacturer for the installation of such equipment;
- (2) Removable from a permanently installed housing unit as described in Paragraph 2.a. above or is an integral part of that equipment; or
- (3) An integral part of such equipment.

c. For each covered "auto", should loss be limited to electronic equipment only, our obligation to pay for, repair, return or replace damaged or stolen electronic equipment will be reduced by the applicable deductible shown in the Declarations, or \$250, whichever deductible is less.

#### **9. EXTRA EXPENSE - BROADENED COVERAGE**

Under Paragraph A. - COVERAGE - of SECTION III - PHYSICAL DAMAGE COVERAGE, we will pay for the expense of returning a stolen covered "auto" to you.

#### **10. GLASS REPAIR - WAIVER OF DEDUCTIBLE**

Under Paragraph D. - DEDUCTIBLE - of SECTION III - PHYSICAL DAMAGE COVERAGE, the following is added:

No deductible applies to glass damage if the glass is repaired rather than replaced.

#### **11. TWO OR MORE DEDUCTIBLES**

Under Paragraph D. - DEDUCTIBLE - of SECTION III - PHYSICAL DAMAGE COVERAGE, the following is added:

If another Hartford Financial Services Group, Inc. company policy or coverage form that is not an automobile policy or coverage form applies to the same "accident", the following applies:

- (1) If the deductible under this Business Auto Coverage Form is the smaller (or smallest) deductible, it will be waived;
- (2) If the deductible under this Business Auto Coverage Form is not the smaller (or smallest) deductible, it will be reduced by the amount of the smaller (or smallest) deductible.

#### **12. AMENDED DUTIES IN THE EVENT OF ACCIDENT, CLAIM, SUIT OR LOSS**

The requirement in LOSS CONDITIONS 2.a. - DUTIES IN THE EVENT OF ACCIDENT, CLAIM, SUIT OR LOSS - of SECTION IV - BUSINESS AUTO CONDITIONS that you must notify us of an "accident" applies only when the "accident" is known to:

- (1) You, if you are an individual;
- (2) A partner, if you are a partnership;
- (3) A member, if you are a limited liability company; or
- (4) An executive officer or insurance manager, if you are a corporation.

#### **13. UNINTENTIONAL FAILURE TO DISCLOSE HAZARDS**

If you unintentionally fail to disclose any hazards existing at the inception date of your policy, we will not deny coverage under this Coverage Form because of such failure.

#### **14. HIRED AUTO - COVERAGE TERRITORY**

Paragraph e. of GENERAL CONDITIONS 7. - POLICY PERIOD, COVERAGE TERRITORY - of SECTION IV - BUSINESS AUTO CONDITIONS is replaced by the following:

e. For short-term hired "autos", the coverage territory with respect to Liability Coverage is anywhere in the world provided that if the "insured's" responsibility to pay damages for "bodily injury" or "property damage" is determined in a "suit," the "suit" is brought in the United States of America, the territories and possessions of the United States of America, Puerto Rico or Canada or in a settlement we agree to.

#### **15. WAIVER OF SUBROGATION**

TRANSFER OF RIGHTS OF RECOVERY AGAINST OTHERS TO US - of SECTION IV - BUSINESS AUTO CONDITIONS is amended by adding the following:

We waive any right of recovery we may have against any person or organization with whom you have a written contract that requires such waiver because of payments we make for damages under this Coverage Form.

#### **16. RESULTANT MENTAL ANGUISH COVERAGE**

The definition of "bodily injury" in SECTION V-DEFINITIONS is replaced by the following:

"Bodily injury" means bodily injury, sickness or disease sustained by any person, including mental anguish or death resulting from any of these.

#### **17. EXTENDED CANCELLATION CONDITION**

Paragraph 2. of the COMMON POLICY CONDITIONS - CANCELLATION - applies except as follows:

If we cancel for any reason other than nonpayment of premium, we will mail or deliver to the first Named Insured written notice of cancellation at least 60 days before the effective date of cancellation.

#### **18. HYBRID, ELECTRIC, OR NATURAL GAS VEHICLE PAYMENT COVERAGE**

In the event of a total loss to a "non-hybrid" auto for which Comprehensive, Specified Causes of Loss, or Collision coverages are provided under this Coverage Form, then such Physical Damage Coverages are amended as follows:

- a. If the auto is replaced with a "hybrid" auto or an auto powered solely by electricity or natural gas, we will pay an additional 10%, to a maximum of \$2,500, of the "non-hybrid" auto's actual cash value or replacement cost, whichever is less,
- b. The auto must be replaced and a copy of a bill of sale or new lease agreement received by us within 60 calendar days of the date of "loss,"

- c. Regardless of the number of autos deemed a total loss, the most we will pay under this Hybrid, Electric, or Natural Gas Vehicle Payment Coverage provision for any one "loss" is \$10,000.

For the purposes of the coverage provision,

- a. A "non-hybrid" auto is defined as an auto that uses only an internal combustion engine to move the auto but does not include autos powered solely by electricity or natural gas.
- b. A "hybrid" auto is defined as an auto with an internal combustion engine and one or more electric motors; and that uses the internal combustion engine and one or more electric motors to move the auto, or the internal combustion engine to charge one or more electric motors, which move the auto.

#### **19. VEHICLE WRAP COVERAGE**

In the event of a total loss to an "auto" for which Comprehensive, Specified Causes of Loss, or Collision coverages are provided under this Coverage Form, then such Physical Damage Coverages are amended to add the following:

In addition to the actual cash value of the "auto", we will pay up to \$1,000 for vinyl vehicle wraps which are displayed on the covered "auto" at the time of total loss. Regardless of the number of autos deemed a total loss, the most we will pay under this Vehicle Wrap Coverage provision for any one "loss" is \$5,000. For purposes of this coverage provision, signs or other graphics painted or magnetically affixed to the vehicle are not considered vehicle wraps.

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

Issue Date: June 10, 2015 RFP# DOE-PDO-2015-11  
Title: Professional Development Options for VPI+ Early Learning Providers  
Commodity Code: 92416 and 92441  
Issuing Agency: Commonwealth of Virginia  
Department of Education  
101 North 14<sup>th</sup> Street  
Richmond, Virginia 23219

Using Agency And/Or Location  
Where Work Will Be Performed: Virginia Public School Divisions

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

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

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

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

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

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

Name And Address Of Firm:

Kaplan Early Learning Company  
1310 Lewisville-Clemmons Road  
Lewisville, NC 27023  
\_\_\_\_\_ Zip Code: \_\_\_\_\_

Date: July 1, 2015  
By: Original signed  
(Signature In Ink)  
Name: Brenda Leger  
(Please Print)

eVA Vendor ID or DUNS #: C22118

Fax Number: ( 336 ) 766-5652

Title: Chief Academic Officer

E-mail Address: Training@Kaplanco.com or [Bleger@Kaplanco.com](mailto:Bleger@Kaplanco.com) Telephone Number: (800) 334-2014

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

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



**Attachment A****State Corporation Commission Form****Virginia State Corporation Commission (SCC) registration information. The offeror:**

is a corporation or other business entity with the following SCC identification number: F1998261 **-OR-**

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

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

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

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

Confirmation of Offeror's acceptance of RFP General and Special Terms and Conditions  
(reference Sections IX and X).

Kaplan Early Learning Company acknowledges and accepts the general and special terms of the  
stated RFP as spelled out in Sections IX and X of said RFP.

Signed: Brenda Leger, Chief Academic Officer

Original Signed

Date: July 6, 2015

June 29, 2015

ADDENDUM NO.1 TO ALL OFFERORS

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

The above is hereby changed to read:

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

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

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

Kaplan Early Learning Company  
Name of Firm

original signed / Brenda L. Leger Chief Academic Officer Signature /Title  
July 6, 2015 Date

PROPRIETARY OR TRADE SECRET MATERIAL

This RFP response from Kaplan Early Learning Company contains no proprietary or trade secret material as defined by the VA – DOE.

### **Data Security Template**

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

1. A list of variables collected or transferred;

**The e-learning proposed for Virginia is developed and delivered by Quality Assist, Inc. for Kaplan and is “housed” on the Haiku Learning Management (LMS). Quality Assist has utilized Haiku since we began working in the world of e-learning four years ago. All of our courses are built on Haiku and the e-learners take their courses in the system. Quality Assist has a close working relationship with Haiku and independently maintains the data on course completion of each of the several thousand students in our e-learning courses on Quality Assist’s secure company server which is backed up to a cloud daily. Documentation on completion of our in-person courses is also maintained in Quality Assist’s secure proprietary database, which is password-protected with only three people maintaining the password in accordance with regulations for issuing CEUs from the International Association for Continuing Education and Training (IACET).**

**Quality Assist collects this data from each e-learning student:**

- **First name/Last name**
- **Center/program where employed**
- **Telephone number**
- **State of employment (used for state training hour certificates where applicable)**
- **Email address**

**For those e-learners who are members of Quorum, our e-learning membership program, we also maintain the director’s name, email, telephone number, center name and state of location of the employing organization. This information is collected by Quality Assist. The only information that is transferred by copy out of the system is the information that appears on the student’s certificate of completion which includes: student’s first name/last name/state/title of course completed/number of CEUs and/or state training hours awarded, and any state-specific code that is required for the student to receive state training hours.**

**This information and a copy of the certificate is only sent to the student and his/her supervisor (supervisor will receive the information if the organization is**

#1. continued ...

**a member of Quorum). Certificates are not given to the state or another entity without the signed permission of the student.**

**When a student completes an e-learning course, they also complete a knowledge assessment, an action plan, an evaluation and discussion comments. This data is maintained by Quality Assist for a period of seven years, with the exception of the student's discussion comments, which are maintained for one year, and are only able to be seen by Quality Assist and other students taking the course at the same time as that student.**

**If a center/program is a premium member of Quorum, a monthly report is issued to the director which includes: the name of each employee who is registered or authorized to participate in Quorum, the title of the courses they have completed, and the number of CEUs and/or state training hours the employee earned.**

***Haiku Learning Management System* has been implemented successfully with schools and school districts around the world. Schools and districts have full control of their users, rosters and organizations, and some populate it directly from their Student Information System (SIS). Haiku supports both automatic updates from data imported from a district's SIS as well as manual uploads via the *Haiku Domain Control* administrative interface. A full-featured API is available, and some automatic account provisioning is also available.**

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

**Haiku supports both automatic updates from data imported from a district's SIS as well as manual uploads via the *Haiku Domain Control* administrative interface. A full-featured API is available, and some automatic account provisioning is also available.**

**Data on course completion is sent to the student in the form of their final certificate. If the program is a Premium-Level member of Quorum, the Kaplan e-learning program, the director will also receive a monthly report which includes: the names of each employees who is registered/authorized to participate in Quorum, the title of the courses they have completed, and the number of CEUs and/or state training hours the employee earned.**

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

**Quality Assist and Haiku use Strict Transport Security (HSTS) headers and serve-based HTTP to HTTPS redirects to ensure all traffic (including session cookies) is only sent over SSL encrypted connections. The Quality Assist**

#3. continued ...

**Registrar can upload data files directly to the Haiku site or can use SFTP to transfer import files.**

**Quality Assist and Haiku both maintain stringent controls on the unauthorized release of private student data. All of the student login accounts are password protected and the passwords are encrypted so that if a password is lost by the student, Quality Assist must reset the password to a generic password (i.e. “student”) and the student themselves must reset the password to one that is personalized (or maintain the “student” password). Neither Quality Assist nor Haiku collects passwords or Social Security numbers on the students. Quality Assist and Haiku are the only entities with the master password to get in to “administer” the LMS.**

**Quality Assist’s Registrar is the main administrator of the LMS and manages the student completion data. All Haiku data is stored at secure facilities (Rackspace) and there are several regular security monitors in place that review and ensure the physical machines are locked down. Whenever there is a change of employment for that position, the administrative password for the LMS is changed.**

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

**Student completion and minimal identification data is available to a limited number of staff at Quality Assist (4-5 staff members) on a 24/7 basis. It can be made available upon request to authorized personnel. Haiku staff does not have access to most student data, except for the basic identification data and course completion data. Haiku maintains a 24 hour response turnaround on data requests.**

**Quality Assist maintains accounts with other third parties for student data which may be considered sensitive, such as test scores and action plans. A limited number of staff at Quality Assist (4-5 staff members) can access this data upon request from the student only in the case of test scores, and from the supervisor in the case of action plans. Discussion comments are not kept by Quality Assist unless the student publishes them in an e-learning course.**

5. A method of protecting against unauthorized access to sensitive data; Please explain here. Please describe the disaster recovery plan here.

**As stated earlier, Quality Assist maintains basic student data on a cloud-based server that is backed up every day. We adhere to the standards set by IACET to issue CEUs and as such must maintain our student's data and documentation of learning (in this case action plans) for a period of seven years. Quality Assist is also subject to on-site reviews by IACET and participates in a thorough review of our paper and online systems on-site at least once every five years.**

**We have a detailed disaster recovery plan in place, and had to implement it four years ago when Quality Assist's office was flooded. We did not lose any student records as a result.**

**Haiku maintains a secure standard for Operation Security—The Rackspace Infrastructure. This system includes:**

- **ISO17799-based policies and procedures, regularly reviewed as part of the Rackspace SAS70 Type II audit process;**
- **Access to confidential information restricted to authorized personnel only, according to documented processes;**
- **Systems access logged and tracked for auditing purposes;**
- **Secure document-destruction policies for all sensitive information.**

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

**Quality Assist does a daily back-up of our server in a cloud based system.**

**Haiku's backup services include:**

- **Data protection with Rackspace managed backup solutions**
- **Built in undo and retrieval features for deleted classes**
- **Weekly and daily data backup in the unlikely case of catastrophic data loss (up to two weeks of data)**
- **Fully documented change-management procedures**
- **Independently audited disaster recovery and business continuity plans in place for Rackspace headquarters and support services.**

7. A suitable hosting environment;

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

**Haiku Learning is a hosted, web-based application and thus benefits from lower implementation costs per domain, lower support costs per user, and enhanced data gathering techniques for monitoring customer use patterns. Haiku Learning is built on Ruby on Rails using the Agile Development Method. Haiku Learning is a hosted, web-**

based service only, centrally administered and currently hosted by Rackspace at its Chicago facility. Since Haiku Learning is delivered via the web, no special software beyond a modern browser is necessary to use Haiku.

Currently Haiku Learning runs comfortably under the load of over 2.25 million user accounts, and has tested successfully to run under loads of millions of users without significant strain on this architecture.

Haiku Learning is designed to be scalable and thus can grow with increased usage. We quickly add new application servers to handle additional use while sharing a common database and file storage space.

8. Data archival policies and any data purge policies; Please describe here.

**Quality Assist is an accredited provider of CEUs from IACET; therefore we must maintain the basic student data for a period of seven years. When student data is archived, it is purged. Any paper data is shredded.**

**Following termination or deactivation of an account, Haiku may retain user data and content for a commercially reasonable time, for back-up, archival, or audit purposes. Any and all student data associated with the account will be deleted within 30 days of contract termination. They may maintain anonymized or aggregated data, including usage data, for analytics purposes only.**

9. A process for handling and notification of a breach of non-public data; Please describe here.

**This is Haiku Learning's Security Breach Policy:**

#### **Definitions**

**Breach: A breach is, generally, an impermissible use or disclosure of information that compromises the security or privacy of the information provided by the Customer to Haiku Learning.**

**Customer contact: A contact from the Customer or a designated representative of the Customer.**

#### **Overview:**

**In the event of a security breach, Haiku Learning will report any confirmed or suspected Breach to The designated customer contacts as soon as possible after the discovery, both orally and in writing, or within two (2) business days after Haiku Learning security personnel confirm that a Breach has or may have occurred. In the event of a suspected Breach, Haiku Learning will keep designated Customer personnel informed regularly of the progress of the investigation until the uncertainty is resolved, followed by a written report of the incident.**

#9. continued ...

**Haiku Learning's report shall identify, to the best of our knowledge:**

- the nature of the unauthorized access, use or disclosure
- the Protected Information accessed, used or disclosed
- the person(s) who accessed, used and disclosed and/or received Protected Information (if known)
- what our team has done or will do to mitigate any deleterious effect of the unauthorized access, use or disclosure, and
- what corrective action we have taken or will take to prevent future unauthorized access, use or Disclosure.

**Coordination of Breach Response Activities:**

**In the event of a Breach, Haiku Learning Security Personnel will:**

- Immediately preserve any potential forensic evidence relating to the Breach, and remedy the Breach as quickly as circumstances permit.
- Promptly designate a contact person to whom the designated Customer personnel will direct inquiries, and who will communicate Haiku Learning responses to Customer inquiries. This will typically consist of the district's Haiku Learning Community Advisor and a Haiku Learning Security Team representative.
- As rapidly as circumstances permit, Haiku Learning will apply appropriate resources to remedy the Breach condition, investigate, document, and restore Customer service(s), and undertake appropriate response activities.
- Provide status reports to Customers on Breach response activities as there are notable developments or progress. Status report frequency will be at least once per day until the Breach is resolved, after which Haiku Learning will take the time necessary to assemble an accurate and thorough report before sending a final update).
- Coordinate all media, law enforcement, or other Breach notifications with Customers in advance of such notification(s), unless expressly prohibited by law.
- Make all reasonable efforts to assist and cooperate with Customers in Breach response efforts.
- Ensure that knowledgeable Haiku Learning staff are available on short notice, if needed, to participate in Customer initiated meetings and/or conference calls regarding the Breach.

10. A process for the authorization of various roles associated with data access; Please describe.

**In the Quality Assist e-learning system, which is hosted by Haiku, the following information is available only to the following people:**

- **Student:** Students can access information (such as their action plan and evaluation) when in a course and for the period of two weeks in which they are logged into a course. After the course is completed, the student will receive a copy of their certificate via email. If they lose their certificate, they must contact the Quality Assist Registrar to obtain a replacement.
- **Supervisor:** If the student is a Quorum member, their completion certificate and documentation of CEUs and state training hours are available to their supervisor for their employees who are authorized users in Quorum.

#10. continued ...

- **Administrator: Quality Assist is the administrator of the Quorum e-learning program and e-learning courses. A limited number of Quality Assist staff has access to the student's name, email, telephone number, test scores, action plan, and evaluation for a period of seven years.**
- **For all students: Access to confidential information is restricted to authorized personnel only and according to documented processes; Systems access is also logged and tracked for auditing purposes.**

11. A policy for only allowing remote access using industry standard network security processes; Please describe the methods used for remote access.

**For remote access, the Haiku security access is protected utilizing:**

- **System installation using hardened, patched OS**
- **System patching configured by Rackspace to provide ongoing protection from exploits**
- **Dedicated firewall and VPN services to help block unauthorized system access.**

12. A process for ensuring security of data stored at the offeror's site as well as any server security policies; Please describe and indicate whether the service has periodic and ongoing vulnerability and penetration testing.

**Physical Security of the Haiku system is maintained in the following manner:**

- **Data center access is limited to Rackspace data center technicians**
- **Biometric scanning for controlled data center access**
- **Security camera monitoring at all data center locations**
- **24x7 onsite staff provides additional protection against unauthorized entry**
- **Unmarked facilities to help maintain low profile**
- **Physical security is audited by an independent firm.**

13. A process for identifying and remediating software defects; Please describe.

**We use both manual and automated test methods to prevent introductions of defects. No additional software is required by the user to participate in Quality Assist's e-learning courses. The user only needs a computer and internet access. The browser software required for all of Quality Assist's learning courses are all available for free and are in the public domain, such as Firefox, Google Chrome, Internet Explorer, and Safari. If a learner has difficulty with one browser, they are advised to switch to another one. Adobe products are also used, which are guaranteed by Adobe.**

**Quality Assist continually reviews and updates its course software. Therefore, if a particular piece of software is found to have a defect, we replace that aspect of our course with one utilizing another software application.**

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

**Quality Assist maintains a tight control over the release of any new course or material in an e-learning course. Our technology and content staff meet daily and in the event of any incident, change needed, or release of new material, the staff is alerted that morning and a plan to address the needed change is implemented immediately. Since our e-learning system is monitored continually through our Help Desk services, the need for any change is identified and addressed immediately.**

**Quality Assist and Kaplan also strive to meet market demand for the development and release of new e-learning course content. Quality Assist develops and releases new e-learning courses throughout the year; the content of those new releases is driven by requests from the Quorum members and feedback from the Kaplan professional development and sales staff. Kaplan has staff in every state; therefore the company is much attuned to the needs of the early education field.**

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

**Through the Quorum program, the school system or individual program has control over when and how a terminated employee can be removed from the system. If they need assistance, our Help Desk will support them. Therefore, in the event of a termination, a terminated employee can be replaced in the system as soon as possible and they will no longer have unauthorized access to the e-learning courses. Quality Assist will maintain the terminated student's "data" of course completion for a period of seven years and if a school system needs a report on the data it can be obtained upon request, as long as the student had given prior permission for their completion status to be released to their former employer.**

16. Network-layer vulnerability scans conducted regularly; Please describe.

**Haiku conducts these scans regularly.**

17. Application-layer vulnerability scans conducted regularly; Please describe.

**Haiku conducts these scans regularly.**

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

**Haiku conducts these scans regularly.**

19. File integrity (host) and network intrusion detection (IDS) tools that are implemented to help facilitate timely detection, investigation by root cause analysis and response to incident; Please explain.

**Haiku utilizes these tools to facilitate and respond to incidents.**

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

**Haiku regularly conducts internal security reviews and audits of the system to prevent system intrusion and mitigate vulnerabilities. We have conducted third party penetration testing in the past and are happy to undergo penetration testing at the request of a client.**

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

**This is Haiku's system for physical security controls:**

- **Data center access is limited to Rackspace data center technicians**
- **Biometric scanning is conducted for controlled data center access**
- **Security camera monitoring at all data center locations**
- **24x7 onsite staff provides additional protection against unauthorized entry**
- **Unmarked facilities to help maintain low profile**
- **Physical security audited by an independent firm**

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

**Haiku typically releases updates to the services every 2-3 weeks. These updates may include changes, fixes and/or new releases.**

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

**Regular background checks are conducted by Haiku on any employee with access to network servers and computer data. Quality Assist chose to utilize Haiku due to their tight security and commitment to protect students' personal data.**

**Quality Assist also performs regular background checks on all of its employees with access to customer data and servers.**

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

**All accounts in the e-learning system are set and reset by Quality Assist's Registrar. No accounts can be disabled or deleted without oversight by Quality Assist. If a Quorum member terminates an employee, the member can disable the employee from the system, yet this action is double checked and backed up by the Quality Assist Registrar. In the event of a question, the Registrar will contact the Quorum member.**

#24. Continued ...

**User account deletion decisions are left solely in the hands of the Quality Assist's Registrar. Once a user account is deleted, it is destroyed and is not recoverable. Quality Assist's Help Desk can also authenticate a caller by checking the information in the Haiku system, if they are one of the employees authorized to access the system.**

25. Protection against denial-of-service attack; Please describe.

**This is Haiku's Learning's security policy:**

**We confirm that:**

- **Haiku Learning's servers do not support the vulnerable SSL, SSL2, nor SSL3 protocols.**
- **Haiku Learning's servers do not use the less secure RC4based encryption methods.**
- **Haiku Learning's servers are not vulnerable to Poodle or FREAK.**
- **You can confirm these results here:**  
<https://www.ssllabs.com/ssltest/analyze.html?d=directping.haikulearning.com>

**CloudFlare**

- **The majority of Haiku Learning's traffic is encrypted by CloudFlare, a first class Content**
- **Distribution Network (CDN) who is on the leading edge of tracking and mitigating SSL vulnerabilities.**

**Any customer with CloudFlare turned on (CloudFlare is default "on" for Quality Assist Customers) will be communicating on SSL channels that are at least secure, if not more secure than those where customers send traffic directly to Haiku Learning's servers.**

**You can confirm the security of CloudFlare's SSL configuration here:**

<https://www.ssllabs.com/ssltest/analyze.html?d=cfping.haikulearning.com>

**Session Hijacking:**

**Haiku Learning implements best practices to prevent session hijacking:**

- **We use HTTP Strict Transport Security (HSTS) headers and serverbased http to https redirects to ensure all traffic (including sessions cookies) is only sent over SSL encrypted connections.**
- **Our session cookie is marked as "HttpOnly" to prevent cookie leaks via common XSS exploits.**
- **To help identify & prevent XSS attacks, we always perform manual code review. Many of our Rails apps use safe default settings to help prevent XSS attacks. Others use the SafeErb library to automatically flag potential XSS vulnerabilities and prevent them from being released into production.**

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

**Haiku has stringent security measures in place to protect any network-based attacks. They use CloudFlare, a CGN, to prevent DDOS attacks. Rackspace also monitors our site for potential threats. You can learn more about CloudFlare DDOS protection at <https://www.coudflare.com/ddos>**

27. A statement confirming that the offeror shall:

- a. Comply with Virginia's Information Technology Security Policy and Standards  
(<http://www.vita.virginia.gov/library/default.aspx?id=537#securityPSGs>);
- b. Comply with the Family Educational Rights and Privacy Act (FERPA);
- c. Meet cloud security requirements by a certifying body such as Fed-RAMP (<http://cloud.cio.gov/fedramp>), if applicable
- d. Include a product support program for users and administrators;
- e. Be Section 508 compliant  
([http://www.vita.virginia.gov/uploadedfiles/vita\\_main\\_public/unmanaged/library/contingencyplanningguideline04\\_18\\_2007.pdf](http://www.vita.virginia.gov/uploadedfiles/vita_main_public/unmanaged/library/contingencyplanningguideline04_18_2007.pdf));
- f. Include a backup and recovery plan that is tested at least annually;
- g. Include an outage plan. Users shall be notified of anticipated and unanticipated outages;
- h. Adhere to the Student Privacy Pledge, located in [http://studentprivacypledge.org/?page\\_id=45](http://studentprivacypledge.org/?page_id=45);
- i. Ensure that all data processed, stored and maintained by the offeror shall NOT leave the borders of the United States (including all online storage as well as data backups and archived data);
- j. Include a process that allows the State to audit the physical environment where a service is hosted;
- k. Include a process for securing non-public data at rest and non-public data in motion;
- l. Allow access to incident data for investigative purposes;
- m. Allow access to system security and audit logs;
- n. Patch software vulnerabilities routinely or automatically on all servers; and
- o. Encrypt data at motion and at rest.

**Kaplan Early Learning Company, Quality Assist, and Haiku Learning Management Systems agree to each of the above listed requirements (A – O).**

## OFFEROR DATA SHEET

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

1. **Qualification:** The vendor must have the capability in all aspects to satisfy fully all of the contractual obligations.

**Kaplan Early Learning Company is a family owned business founded in 1949 by Leon Kaplan. His interest in educational books and products led him to form the School Supply Division in 1968. The company's focus was based on early childhood materials that were appropriate for young children to prepare for learning. Today Kaplan Early Learning Company led by Hal Kaplan, offers products and services to school systems, day care centers, and federally supported programs such as Head Start, Military Childcare as well as Before and After School Programs.**

**Kaplan Early Learning Company is a leader in the development and distribution of early childhood educational materials, employing over 250 people nationwide. The Kaplan family includes 40 educational sales consultants, three full time early childhood specialists (trainers) and 45 per diem early childhood specialists (trainers) located throughout the country assisting our customers with their educational needs.**

**Kaplan Early Learning Company is committed to providing engaging learning experiences for educational organizations to foster ongoing dialogue and professional growth long after the workshop ends. Our training professionals are experts in the field who bring both teaching experience and a broad knowledge base of educational issues and pedagogy to every session. These early childhood specialist are all degreed with additional certifications and awards specific to their areas of expertise.**

**In 2014 the professional development team at Kaplan conducted in excess of 400 days of in-person training sessions, covering a variety of high interest topics for early childhood professionals including:**

- |   |   |
|---|---|
| – Curriculum Implementation                                   | – Supporting Children with Special Needs                  |
| – Mathematical Learning                                       | – Crisis Intervention and Preparedness                    |
| – Language & Literacy Development                             | – Using Data to Promote Quality                           |
| – STEM/STEAM Approaches for All                               | – Using Environment Rating Scales for Program Improvement |
| – Outside Play is More than Free-play                         | – Positive and On-gong Family Engagement                  |
| – The ABC's of Challenging Behaviors                          | – The Soft Skills Side of Social Emotional Learning       |
| – Natural Teacher-Child Interactions                          |   |
| – Building Executive Functioning and Critical Thinking Skills |   |

#1. continued ...

As a distributor and publisher Kaplan Early Learning Company has formed partnerships with many noted early childhood organizations, authors and research entities such as the Frank Porter Graham Child Study Center, Yale – Child Study Center, Environment Rating Scale Institute (ERSI), Devereux Center for Resilient Children, Gryphon House, Nemours BrightStart!, and Quality Assist. These exclusive partnerships broaden Kaplan Early Learning Company’s ability to provide a variety of professional development opportunities.

In 2010 our partnership with the Nemours Foundation strengthen our commitment to providing scientifically researched strategies and educator supports deigned to increase the literacy awareness skills of educators while providing young children with the tools needed to gain literacy success.

Kaplan Early Learning Company was honored in 2014 to launch a partnership with Quality Assist, a distinguished technical assistance and online training provider, to develop a series of interactive online learning opportunities – which currently holds an offering of 20 unique courses including: “Understanding Child Abuse and Prevention”, “Growing Language for Infants and Toddlers” and the very popular health practices session: “Cut the Cooties”.

Understanding the unique challenges and needs of each educational community with whom we work differentiates Kaplan Early Learning Company from other professional development services. We take great pride in our ability to meet the specific needs of each organization by having on-going conversation to learn about specific and changing needs and delivering engaging workshops, face to face trainings and highly interactive online training experiences with research supported pedagogical strategies. The primary objective for each professional development session is to provide teachers and administrators with accurate information, effective instructional strategies, and the resources needed to affect teaching and learning, and improve student achievement.

Kaplan Early Learning Company’s department of Professional Development’s goal is very simple – *To deliver the highest quality of relevant interactive training, utilizing the latest in in adult learning strategies supported by best practices in the field of early education and care.*

2. Vendors Primary Contact: **Brenda Leger**      **1-800-334-2014, ext. 3252**
  
3. Years in Business: Indicate the length of time you have been in business providing this type of good or service:      **66 Years**

4. Vendor Information: **eVA Vendor ID or DUNS Number: eVA C22118**
5. Indicate below a listing of at least three (3) current or recent accounts, school districts or states, for which the same or similar services proposed were provided. Include the length of service and the name address, email address, and telephone number of the point of contact.
- A. Company: **Workforce Solutions Permian Basin, TX**  
 Contact: **Barbara Brown, Project Director**  
 Phone: **(432) 563-5239** Email: **barbara.brown@workforcepb.org**  
 Project: **Quality Child Care Training Institute (2 full days w/4 trainers)**  
 Dates of Services: **June 13 & 27, 2015** \$ Value: **\$42,000**
- B. Company: **Iowa Department of Public Health, IA**  
 Contact: **Janet Horras, Home Visitation Program Director**  
 Phone: **(515) 954-0647** Email: **Janet.Horras@IDPH.Iowa.gov**  
 Project: **“Parentivity”. Development of 21 high quality, high engagement, interactive learning modules to provide statewide professional development to home visitors and their supervisors**  
 Dates of Service: **10/1/13-3/30/15** \$ Value: **\$490,978**
- C. Company: **Duval County Public Schools, FL**  
 Contact: **Shelia Canty**  
 Phone: **(904) 390-2626** Email: **cantys@duvalschools.org**  
 Project: **Reading Readiness**  
 Dates of Service: **2010/2011 - 2014/2015** \$ Value: **\$12,500**
- D. Company: **Pinellas County Public Schools, FL**  
 Contact: **Gail Ramsdell**  
 Phone: **(727) 588-6035** Email: **ramsdellg@pcsb.org**  
 Project: **Reading Readiness and Foundational Reading/Beginning Reading**  
 Dates of Service: **2013/2014 – 2015/2016** \$ Value: **\$20,000**
- E. Company: **Child Care Resources, MI**  
 Contact: **Amy Schmidt**  
 Phone: **(269) 349-3296** Email: **amy@ccr4kids.org**  
 Project: **Quality Environments Consultation**  
 Dates of Service: **August 11 – 15, 2014** \$ Value: **\$10,500**

I certify the accuracy of this information

Signed: original signed *Brenda L Leger* (Printed) **Brenda Leger**

Title: **Chief Academic Officer** Date: **July 1, 015**

## Response for Professional Development Offering

Name of Professional Development Offering

**Developmentally Appropriate Practice – Guiding and Supporting Your Curriculum**

Brief (15 to 20 Word) Description

**This workshop will allow participants to recognize, support, and use the basic tenants of DAP when implementing curriculum across their environment, daily routine, interactions, activities, and partnering with parents.**

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.

**Curriculum training should give participants an opportunity to work with their colleagues in order to discuss and reflect on how to respond children.**

**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:

	<b>Professional Development Category</b>
<b>X</b>	<b>a. Quality of teacher-child interactions</b>
<b>X</b>	<b>b. Providing developmentally appropriate preschool learning environments</b>
	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
<b>X</b>	<b>f. Promoting preschool children’s critical thinking, problem solving, and other executive functions</b>
<b>X</b>	<b>g. Promoting preschool children’s social and emotional development</b>
	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
<b>X</b>	<b>k. Preschool classroom management techniques</b>
	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);**
  - 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: **To recognize, support, and use the basic tenants of DAP when implementing curriculum.**

Outcomes / Participants will be able to:

- **Discuss and articulate the DAP core considerations, principles and guidelines in working with children.**
  - **Identify child development theories and define implications of practice.**
  - **Identify and articulate their beliefs and how that may define their teaching styles.**
  - **Identify and practice the process of observation, reflection, and response.**
  - **Identify cognitive constructs of play.**
  - **Support communication strategies to support relationships and learning.**
  - **Identify and practice planning using the responses of the environment, routine, interactions, activities, and partnering with parents.**
  - **Use the agency's curriculum as a resource to support DAP.**
6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.  
**Participants will model specific tasks and complete a needs assessment to measure pre- and post-offering skill level. 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, such as observing and assessing children; reflecting, corresponding, 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**

#7. continued ...

**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 for this course, Steve Erwin has taught *Developmentally Appropriate Practice and Developing Curriculum* for 10 semesters at California State University, Chico. For the last 40 years, he has worked in all service delivery systems for early childhood education, including family childcare, head start, and child development school labs. Mr. Erwin has been trained, used, and trained on a variety of curriculum models.**

**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, 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 lead instructor, Mr. Steve Erwin taught *Developmentally Appropriate Practice and Developing Curriculum* for 10 semesters at California State University, Chico. For the last 40 years, he has worked in all service delivery systems for early childhood education, including family childcare, head start, and child development school labs. He also has been trained, has used, and has trained on a variety of curriculum models. 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.**

**Kaplan Early Learning Company has a long history developing and delivering high quality professional development in the early education industry. Our staff has**

#9. continuation ...

**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 "Developmentally Appropriate Practice – Guiding and Supporting Your Curriculum" will support an increase in learning in all of the "Foundation Blocks". However, providing developmentally appropriate practice will best support Personal and Social Foundations Blocks 1 – 5.**
11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.
- This professional development best serves teaching staff who have at least 1-2 years of experience working with children. 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 50 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

#12. *continued ...*

***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

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	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);**
  - 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: **To recognize, support, and use the basic tenants of DAP when implementing curriculum.**

Outcomes / Participants will be able to:

- **Discuss and articulate the DAP core considerations, principles and guidelines in working with children.**
  - **Identify child development theories and define implications of practice.**
  - **Identify and articulate their beliefs and how that may define their teaching styles.**
  - **Identify and practice the process of observation, reflection, and response.**
  - **Identify cognitive constructs of play.**
  - **Support communication strategies to support relationships and learning.**
  - **Identify and practice planning using the responses of the environment, routine, interactions, activities, and partnering with parents.**
  - **Use the agency's curriculum as a resource to support DAP.**
6. Describe the measurement process you will use to determine whether participants met the learning goals and objectives.  
**Participants will model specific tasks and complete a needs assessment to measure pre- and post-offering skill level. 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, such as observing and assessing children; reflecting, corresponding, 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**

#7. continued ...

**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 for this course, Steve Erwin has taught *Developmentally Appropriate Practice and Developing Curriculum* for 10 semesters at California State University, Chico. For the last 40 years, he has worked in all service delivery systems for early childhood education, including family childcare, head start, and child development school labs. Mr. Erwin has been trained, used, and trained on a variety of curriculum models.**

**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, 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 lead instructor, Mr. Steve Erwin taught *Developmentally Appropriate Practice and Developing Curriculum* for 10 semesters at California State University, Chico. For the last 40 years, he has worked in all service delivery systems for early childhood education, including family childcare, head start, and child development school labs. He also has been trained, has used, and has trained on a variety of curriculum models. 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.**

**Kaplan Early Learning Company has a long history developing and delivering high quality professional development in the early education industry. Our staff has**

#9. continuation ...

**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 "Developmentally Appropriate Practice – Guiding and Supporting Your Curriculum" will support an increase in learning in all of the "Foundation Blocks". However, providing developmentally appropriate practice will best support Personal and Social Foundations Blocks 1 – 5.**
11. Describe any pre-requisites for participation, resources needed (if any), and space requirements (if any) for participation.
- This professional development best serves teaching staff who have at least 1-2 years of experience working with children. 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 50 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

#12. *continued ...*

***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

### **Challenging Behavior – Prevention and Intervention**

Brief (15 to 20 Word) Description

**This presentation will focus on proactive strategies that promote social and emotional growth in all children. Intervention strategies that will reduce challenging behavior in children will be explored and practiced.**

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.

**Challenging Behavior training is best done in a face-to-face environment, which provides participants an opportunity to work with their colleagues and reflect on how to respond to each other and the children.**

**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:

	<b>Professional Development Category</b>
<b>X</b>	<b>a. Quality of teacher-child interactions</b>
<b>X</b>	<b>b. Providing developmentally appropriate preschool learning environments</b>
	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
<b>X</b>	<b>f. Promoting preschool children’s critical thinking, problem solving, and other executive functions</b>
<b>X</b>	<b>g. Promoting preschool children’s social and emotional development</b>
	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners
<b>X</b>	<b>j. Behavior management techniques for diverse preschool children</b>
<b>X</b>	<b>k. Preschool classroom management techniques</b>
	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 1: Participants will gain an understanding how supportive environments and interactions develop and sustain children’s social and emotional growth.**

Outcomes / Participants will be able to:

- **Identify their attitudes and dispositions that have impact on children’s social/emotional growth.**
- **Explore the impact of stress for adults and children.**
- **Identify protective factors that support and sustain social emotional growth in adults and children.**

**Goal 2: Participants will gain an understanding of strategies and resources that will address and reduce challenging behaviors.**

Outcomes / Participants will be able to:

- **Identify the meaning of “challenging behavior”.**
- **Identify and recognize difference between “form” and “function” of behavior.**
- **Identify and practice strategies that will address, and reduce challenging behavior.**

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

**Participants will be able to assess their protective factors and demonstrate competence using strategies to address challenging behavior. 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. A variety of resources, such as ‘re-enactment’, ‘actual classroom video footage’, and ‘small group dialogue’ will be utilized. In addition, participants will practice strategies that support positive behavior. This presentation uses information and research from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL), Devereux Center for Resilient Children, and Center on the Developing Child at Harvard University.**

#7. continued ...

**Participants will practice skills, such as observing and assessing children; 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 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 was a Disability/Education coordinator for 7 years in Head Start programs working with children with challenging behavior and conducting child study teams with families and outside agencies.**

**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, 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, 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 was a Disability/Education coordinator for 7 year in Head Start programs working with children with challenging behavior and conducting child study teams with families and outside agencies. He has presented this presentation for the last 15 years in a variety of settings and programs. 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.**

**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 “Challenging Behavior – Prevention and Intervention” will support “Personal and Social Development” Blocks 1-5.**

- 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 50 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.)

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

**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.**

**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:

	<b>Professional Development Category</b>
X	<b>a. Quality of teacher-child interactions</b>
X	<b>b. Providing developmentally appropriate preschool learning environments</b>
X	<b>c. Early literacy skills</b>
X	<b>d. Early mathematics skills</b>
X	<b>e. Early scientific development skills</b>
X	<b>f. Promoting preschool children’s critical thinking, problem solving, and other executive functions</b>
X	<b>g. Promoting preschool children’s social and emotional development</b>
	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 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/Foundations; 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 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:

	<b>Professional Development Category</b>
<b>X</b>	<b>a. Quality of teacher-child interactions</b>
<b>X</b>	<b>b. Providing developmentally appropriate preschool learning environments</b>
	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
<b>X</b>	<b>f. Promoting preschool children’s critical thinking, problem solving, and other executive functions</b>
<b>X</b>	<b>g. Promoting preschool children’s social and emotional development</b>
	h. Instructional services and support for students with disabilities
	i. Instructional services and support for English language learners
<b>X</b>	<b>j. Behavior management techniques for diverse preschool children</b>
<b>X</b>	<b>k. Preschool classroom management techniques</b>
	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) Describe a four-step process used to learn any concept
  - 2) Name three neurotransmitters and one hormone that directly impact behavior and executive function development
  - 3) Explain three curriculum considerations that will prohibit inappropriate behaviors from occurring
  - 4) Identify the location and function of four lobes of the brain
  - 5) Rewrite classroom rules in order to be more positive 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.**

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:

	<b>Professional Development Category</b>
X	<b>a. Quality of teacher-child interactions</b>
X	<b>b. Providing developmentally appropriate preschool learning environments</b>
	c. Early literacy skills
X	<b>d. Early mathematics skills</b>
X	<b>e. Early scientific development skills</b>
X	<b>f. Promoting preschool children’s critical thinking, problem solving, and other executive functions</b>
X	<b>g. Promoting preschool children’s social and emotional development</b>
	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 addresses specific strategies to be used with children who have been identified and placed under the autism spectrum.**

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:

	<b>Professional Development Category</b>
<b>X</b>	<b>a. Quality of teacher-child interactions</b>
<b>X</b>	<b>b. Providing developmentally appropriate preschool learning environments</b>
<b>X</b>	<b>c. Early literacy skills</b>
	d. Early mathematics skills
	e. Early scientific development skills
	f. Promoting preschool children’s critical thinking, problem solving, and other executive functions
<b>X</b>	<b>g. Promoting preschool children’s social and emotional development</b>
<b>X</b>	<b>h. Instructional services and support for students with disabilities</b>
	i. Instructional services and support for English language learners
	j. Behavior management techniques for diverse preschool children
<b>X</b>	<b>k. Preschool classroom management techniques</b>
	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 a four-step process used to learn any concept
- 2) Name three neurotransmitters and one hormone that directly impact behavior and executive function development
- 3) Explain the difference between brain and mind
- 4) Identify the location and function of four lobes of the brain
- 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.

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

**Things Every Child With Autism Wishes You Knew**

Brief (15 to 20 Word) Description

**This session addresses specific strategies to be used with children who have been identified and placed under the autism spectrum.**

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:

	<b>Professional Development Category</b>
<b>X</b>	<b>a. Quality of teacher-child interactions</b>
<b>X</b>	<b>b. Providing developmentally appropriate preschool learning environments</b>
	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
<b>X</b>	<b>g. Promoting preschool children's social and emotional development</b>
<b>X</b>	<b>h. Instructional services and support for students with disabilities</b>
	i. Instructional services and support for English language learners
<b>X</b>	<b>j. Behavior management techniques for diverse preschool children</b>
<b>X</b>	<b>k. Preschool classroom management techniques</b>
	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 a four-step process used to learn any concept
- 2) Explain how developmental stages are impacted by what is going on in the brain and body of children identified with autism
- 3) Rewrite lesson plans to incorporate specific sensory limiting or sensory enhancing activities
- 4) Identify the location and function of four lobes of the brain
- 5) Use appropriate language/vocabulary with children identified with autism

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**

#8. continued ...

**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 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 various aspects of the Foundation Blocks for Health and Physical Development as well as Personal and Social Development.**
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:

	<b>Professional Development Category</b>
<b>X</b>	<b>a. Quality of teacher-child interactions</b>
<b>X</b>	<b>b. Providing developmentally appropriate preschool learning environments</b>
	c. Early literacy skills
	d. Early mathematics skills
	e. Early scientific development skills
<b>X</b>	<b>f. Promoting preschool children’s critical thinking, problem solving, and other executive functions</b>
<b>X</b>	<b>g. Promoting preschool children’s social and emotional development</b>
<b>X</b>	<b>h. Instructional services and support for students with disabilities</b>
	i. Instructional services and support for English language learners
<b>X</b>	<b>j. Behavior management techniques for diverse preschool children</b>
<b>X</b>	<b>k. Preschool classroom management techniques</b>
	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 a four-step process used to learn any concept**
- 2) **Name three neurotransmitters and one hormone that directly impact behavior and executive function development**
- 3) **Demonstrate three interactive rhymes**
- 4) **Identify the location and function of four lobes of the brain**
- 5) **Rewrite classroom rules in order to be more positive 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

### **Multi-Sensory Early Literacy and Reading Readiness – Level 1**

Brief (15 to 20 Word) Description

**Build a foundation for reading readiness with explicit, systematic and multisensory early literacy instruction using the Nemours BrightStart! research-based strategies.**

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:

	<b>Professional Development Category</b>
<b>X</b>	<b>a. Quality of teacher-child interactions</b>
<b>X</b>	<b>b. Providing developmentally appropriate preschool learning environments</b>
<b>X</b>	<b>c. Early literacy skills</b>
	d. Early mathematics skills
	e. Early scientific development skills
	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
<b>X</b>	<b>g. Promoting preschool children's social and emotional development</b>
<b>X</b>	<b>h. Instructional services and support for students with disabilities</b>
	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
<b>X</b>	<b>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</b>

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: **Build a foundation for reading readiness that supports successful readers in Kindergarten**

Outcomes / Participants will be able to:

- **Participants will support the needs and abilities of diverse learners**
- **Participants will apply intentional teaching strategies and techniques that foster reading readiness**
- **Participants will provide successful experiences in Oral Language, Vocabulary, Phonological Awareness, Letter Knowledge, Print Awareness and Early Writing Development**

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. It is also helpful but not mandatory to have access to the Nemours BrightStart! literacy kit. 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

**Multi-Sensory Early Literacy and Reading Readiness – Level 2.**

Brief (15 to 20 Word) Description

**Build a foundation for reading readiness with explicit, systematic and multisensory early literacy instruction using the Nemours BrightStart! research-based strategies.**

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:

	<b>Professional Development Category</b>
<b>X</b>	<b>a. Quality of teacher-child interactions</b>
<b>X</b>	<b>b. Providing developmentally appropriate preschool learning environments</b>
<b>X</b>	<b>c. Early literacy skills</b>
	d. Early mathematics skills
	e. Early scientific development skills
	f. Promoting preschool children's critical thinking, problem solving, and other executive functions
<b>X</b>	<b>g. Promoting preschool children's social and emotional development</b>
<b>X</b>	<b>h. Instructional services and support for students with disabilities</b>
	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
<b>X</b>	<b>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</b>

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: **Prepare children for future reading success with additional support in beginning reading instruction**

Outcomes / Participants will be able to:

- **Participants will support the needs and abilities of diverse learners**
- **Participants will apply intentional teaching strategies and techniques that foster connections to beginning reading skills**
- **Participants will provide successful experiences in Oral Language, Comprehension, Vocabulary, Phonological Awareness, Letter Knowledge, Print Awareness and Developmental Writing**

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. It is also helpful but not mandatory to have access to the Nemours BrightStart! literacy kit. 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 (*membership*)**

Brief (15 to 20 Word) Description

**A library of over 60 hours of 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. Combination of live and virtual/online

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

**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.**

**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.**

#1. continued ...

**The 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 content into their daily life experiences.**

**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 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 paper files.**

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

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

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 our hallmark. Our 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 by 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 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. Our training is a**

#7. continuation ...

**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, our 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 also attend conferences and outside training sessions to ensure that their content knowledge is up-to-date on best practices in early education.**

**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 by senior Quality Assist staff 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.**

**The Quorum e-learning library 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.**

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**
  - **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**

#12. continued ...

**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.**

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 24 individual courses with new courses added each month)*

2-4 Hours per course    15 – 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 and the length of time that works best for them.**

## **A Listing of Noted Individual Courses Offered within Kaplan Early Learning Company's Quality Assist Quorum Membership\***

*\*Additional courses are available however the courses here most closely matched the criteria as spelled out in the RFP. The client will have full authority over which courses are offered.*

**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.

**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 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.

**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.

**Cut the Cooties! Communicable Disease Prevention in Child Care:** In this interactive session, participants will 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 will 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 will also be addressed. This is a 2 hour course worth 0.2 CEU's.

**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 will 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.

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

**Juggling Act: Schedules, Routines and Transitions:** In this course, learners will discover the influence of well-designed schedules, routines, and transitions on the social and academic competence of young children. They will 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.

**Learning Environment: How Classroom Arrangement Impacts Behavior:** In this course teachers will learn how to use the early childhood learning environment as a teaching strategy. They will study the arrangement of space, the impact of environment on emergent learning, and 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.

**Reflective Teacher: Examining Beliefs, Impacting Practice:** Rediscover your passion for teaching! In this course students will 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.

**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.

**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.

**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 will 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.

**Understanding Child Abuse & Prevention:** This course provides information regarding the four types of abuse: Physical, Sexual, Emotional, and Child Neglect. In addition, students will explore possible behaviors of children that 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.

**Individual online courses for program leadership:**

**Foundations of Quality Teams:** This course is designed to set the context for taking a collaborative approach to improving quality in early childhood programs. Foundations of Quality Teams content will lead 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.

**Implementing Quality Teams:** Go to action with your "Quality Team". This course is designed to provide a structure and sequence to achieve quality improvement through teamwork. Participants will take away tools and resources as well as processes to use with their team as they continue to move forward in their quest for quality improvement. This is a 4 hour class and is worth .4 CEUs.

**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 such as assessing needs, facilitating change, joint problem solving, maintaining cutting edge knowledge and managing caseloads effectively.**

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.

**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 college-level e-learning interactive online extended 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 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**

#1. Continued ...

**Quality Assist's 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 Technical Assistance course is designed for professionals who are working in the early education field delivering coaching, mentoring, and/or technical assistance to providers. The course is taught in cohorts of 12-20 participants, as requested and scheduled over a 2-4 month period. There are eight self-guided online sessions. Participants take each session on their own time over a two week period. Following each two-day session, there is a virtual facilitated 1.5 hour session which includes small group project work and large group discussions. The course has been successfully delivered nationwide in face-to-face and online formats over the last eight years.**

**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.**

**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 paper files.**

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

	<b>Professional Development Category</b>
X	<b>a. Quality of teacher-child interactions</b>
X	<b>b. Providing developmentally appropriate preschool learning environments</b>
	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	<b>k. Preschool classroom management techniques</b>
X	<b>l. Elementary school leadership development to support and strengthen early learning programs</b>
	m. Communicating with diverse parents of preschool children
X	<b>n. Aligning early childhood education programs from birth through third grade or preschool to third grade</b>
	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: 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

5. What are the goals and learning objectives of the professional development offering?  
**The Art of Technical Assistance: 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.**

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

**This e-learning course has minimum requirements built in, which is designed to assess and record that learning has taken place:**

- **Students must pass a mid-term and a final knowledge assessment, which is 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, participating in discussions, and doing research.**

#6. continued ...

**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**

#7 continued ...

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 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 by senior Quality Assist staff 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.**

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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.**

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**
  - **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**

#12. continued ...

**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.**

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.

Online Professional Development (whether interactive or not)

50 Total Hours

8 Courses 6 hr. Minimum time for each segment/lesson

Justification of time:

E-learning provides students with the opportunity to adjust their learning to the style and the length of time that works best for them. This online course is structured into eight sessions; for each session there is a self-guided portion which participants complete on their own schedule over a two week time frame, and a live facilitated session.

**RESPONSE FOR PROFESSIONAL DEVELOPMENT OFFERING**

Name of Professional Development Offering

**The Art of Facilitation**

Brief (15 to 20 Word) Description

**The Art of Facilitation online course helps coaches, mentors and other staff who deliver training to improve their facilitation skills through creating community, setting the space, and promoting 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. Combination of live and virtual/online

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

**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 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**

#1. continued ...

**this 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. The course is taught in cohorts of 12-20 participants, as requested and scheduled over a 2-4 month period. There are seven self-guided online sessions. Participants take each session on their own time over a two week period. Following each two-day session, there is a virtual facilitated 1.5 hour session which includes small group project work and large group discussions. The course has been successfully delivered nationwide in face-to-face and online formats over the last five years.**

**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.**

**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 paper files.**

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

	<b>Professional Development Category</b>
X	<b>a. Quality of teacher-child interactions</b>
X	<b>b. Providing developmentally appropriate preschool learning environments</b>
	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	<b>k. Preschool classroom management techniques</b>
X	<b>l. Elementary school leadership development to support and strengthen early learning programs</b>
	m. Communicating with diverse parents of preschool children
X	<b>n. Aligning early childhood education programs from birth through third grade or preschool to third grade</b>
	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**

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.**
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 mid-term and a final knowledge assessment, which is 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, participating in discussions, and doing research. There are progress checks and reminders throughout the courses to ensure the work are 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's/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**

#7 continued ...

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 Facilitation 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 coaches, mentors, technical assistance advisors and administrators 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**

#8. continued ...

**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. 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 by senior Quality Assist staff 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.

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**The Quorum e-learning library are structured to be delivered in a cost-effective manner to all early education providers. Quality Assist provides technology and content support in this course for the learners at scheduled times and upon request, and maintains 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.**

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**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**

#10 continued ...

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

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#12. continued ...

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early reading first

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Realizing the DREAM

a federally funded  
Smart Start/United Way of Metropolitan Atlanta  
Initiative in partnership with  
Quality Assist, Inc.

2005 – 2009



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## INTRODUCTION

Initially introduced in 2002 as part of the *No Child Left Behind Act of 2001*, the Early Reading First program is a nationwide federal program. Early Reading First is a bold initiative to create early childhood centers of excellence which prepare young children to enter kindergarten with the language, cognitive, and early reading skills necessary for school success. In 2005, under the leadership of the United Way of Metropolitan Atlanta, Smart Start was awarded an Early Reading First grant entitled DREAM (Developing Readers Early and Mightily). The goal of DREAM was to transform five existing child care programs in Fulton County, Georgia into centers that exemplify best practices and produce measurable gains in language and literacy for young children. After the fourth and final year of DREAM, this report describes the collaborators and major activities of the project, and provides analyses of the results in order to make recommendations for future projects of the United Way of Metropolitan Atlanta.

Literacy development starts early in life and is highly correlated with school achievement.<sup>1</sup> Seventy-four percent of children who perform poorly in reading in third grade continue to do so into high school, further underlining the importance of preparing children to enter school ready to learn.<sup>2</sup> Before children enter elementary school, they must develop many linguistic and cognitive skills that will make later academic learning possible.<sup>3</sup> Over the four years of the project, DREAM served more than 1,200 low-income preschool children. More than 97% of children in the child care programs served by DREAM qualified for free or reduced-rate lunch through the federal nutrition program, indicating high poverty and increased risk for school failure. The more limited a child's experiences with language and literacy, the more likely he or she will have difficulty learning to read.<sup>4</sup> Children from the nation's most economically disadvantaged families are the least likely to be well prepared to succeed.<sup>5</sup>

"The mission of Early Reading First is to ensure that all children enter kindergarten with the necessary language, cognitive, and early reading skills for continued success in school."<sup>6</sup> The Early Reading First program has four major goals:

1. To support local efforts to enhance the early language, literacy, and pre-reading development of preschool-age children, particularly those from low-income families, through strategies and professional development that are based on scientific reading research.
2. To provide preschool-age children with cognitive learning opportunities in high-quality language and literature-rich environments so that the children can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond.
3. To demonstrate language and literacy activities based on scientific reading research that support the age-appropriate development of:
  - a. Oral language (vocabulary, expressive language, listening comprehension)
  - b. Phonological awareness (rhyming, blending, segmenting)
  - c. Print awareness
  - d. Alphabetic knowledge

4. To use screening assessments to effectively identify preschool-age children who may be at risk for reading failure.<sup>7</sup>

All of the centers selected for the DREAM project were operating at a fairly high level of quality, all either having been accredited by the National Association for the Education of Young Children (NAEYC) or in the process of self-study for NAEYC accreditation. While the DREAM classrooms were providing generally good care, they were not providing the kinds of explicit instruction in language and literacy needed in order to prepare young children to enter kindergarten with the language, cognitive, and early reading skill necessary for learning success.

The DREAM project adopted a project design focused on early literacy experiences for children, extensive professional development for teachers, family support and continuity between the preschools and elementary schools. The goals of the project included: ❶ improving children's oral language skills; ❷ building children's alphabet knowledge; ❸ developing children's phonological awareness; ❹ increasing children's print awareness; ❺ creating a language and print-rich classroom environment based on scientific reading research; and ❻ increasing teachers' knowledge and use of scientifically-based reading research to systematically address children's early literacy skills. Specific objectives were designed to measure the attainment of each of the six project goals. The evaluation goals, objectives and measures may be found in Appendix A.

In order to reach these goals, the DREAM project implemented several strategies: classrooms implemented a language and literacy-focused curriculum, *Opening the World of Learning* (OWL); a comprehensive model of professional development and on-site coaching support for teachers was utilized to increase the frequency of their use of scientific research-based strategies to teach early language and literacy skills; classroom environments were enhanced to provide additional language and literacy materials; each classroom received supplemental language and literacy activity kits; the school year was extended each year by providing summer programs at all five centers; a family literacy component was implemented to support children's transition to kindergarten; and, robust evaluation collected data on child outcomes, classroom quality and assessed teachers' achievement of professional development goals. This report describes each of these components of the project in detail. The logic model created for the project is included in Appendix B.

## INTEGRATION WITH EXISTING PROGRAMS

The first goal of Early Reading First is to support local efforts to enhance the early language, literacy, and pre-reading development of preschool-age children, particularly those from low-income families, through strategies and professional development that are based on scientific reading research. In order to fully meet that goal, it is important to identify partners that are committed to serving the target community as well as those who have the skills and capacity to implement the project with integrity. DREAM was designed as a collaborative project among

the following primary principle partners: Smart Start, the early childhood division of United Way of Metropolitan Atlanta, Quality Assist, Inc., and The Evaluation Group.

**Smart Start** served as the lead applicant and grantee of the DREAM Early Reading First Project. Smart Start is the early childhood division of the United Way of Metropolitan Atlanta, created in May 1999 to address the pressing needs of Georgia's youngest children and their families. With innovative state and local programs and outreach initiatives, Smart Start has developed and maintains strong commitments and partnerships with state agencies, child care providers, parents, training and technical assistance organizations, and government and business leaders to improve the quality of early care and education for all children ages birth through five. Through its programs and initiatives, Smart Start works to increase school readiness, with the aim of having every child ready to succeed in school by the time they enter kindergarten. Through its diverse initiatives, Smart Start has increased the education and credentials of early childhood professionals, raised the quality of child care centers, and increased the number of child care centers accredited by the National Association for the Education of Young Children (NAEYC).

**Quality Assist, Inc.** facilitated and coordinated all of the DREAM professional development activities as well as managed the day-to-day operations of the project. Quality Assist, Inc., headquartered in Atlanta, is an early education firm providing innovative solutions and proven approaches to professional development that raise the quality of early childhood care and education. Since 1987, Quality Assist has provided training and technical assistance for more than 15,000 early childhood teachers, administrators, coaches, mentors, and trainers to achieve the highest professional standards of quality. Quality Assist has supported hundreds of Head Start and child care programs in achieving NAEYC accreditation with an approach which is based on sound principles of adult learning and scientific research.

**The Evaluation Group (TEG)** served as the evaluator for DREAM. TEG is an independent, South Carolina-based evaluation firm with demonstrated experience in planning, implementing, and evaluating programs in education and other human service fields. TEG has more than 20 years of experience with state and federal grant programs. Their team has expertise in all areas of evaluation, including research design, measurement, benchmarking, test and survey construction, data analysis, and reporting. The Evaluation Group's approach to evaluation is participatory and encompasses every facet of the evaluation from inception to sustainability. Based on input from program stakeholders, the evaluator facilitates and directs the evaluation, working with the group to identify methods, design instruments, determine data collection protocols, and select reporting formats.

The DREAM project identified five Fulton County preschool programs to be supported by Early Reading First grant funds. Each year, the seventeen classrooms participating in the DREAM project served more than 300 children, for a total of more than 1,200 over the four years of the project. Over 97% of these children qualified for free or reduced-rate lunch, far exceeding the state average of 48% and an indicator of high poverty. Over 44% of the births in the DREAM target area were to single mothers, which is 10% higher than the national average. Because of

these factors and other disadvantages, the children in DREAM and their families faced significant challenges in preparing their children to enter school ready to learn. The five participating DREAM centers were: Easter Seals at Sylvan Hills, Gideons Elementary Pre-kindergarten, Atlanta Job Corps Child Development Center, Premier Academy–Minnie Howell Child Development Center and the YMCA Chattahoochee Head Start Academy.

**Easter Seals Child Development Center at Sylvan Hills** is part of Easter Seals North Georgia. The agency's goal is to provide high-quality early childhood care and education for preschoolers which stimulates cognitive development to increase school readiness and advance academic achievement in the early elementary grades. This focus on academic readiness was a good fit for the goals of the DREAM ERF project. Sylvan Hills has both Head Start funded preschool classrooms and Georgia lottery-funded pre-kindergarten classrooms. The DREAM project worked with two three-year-old Head Start classrooms and three Georgia lottery-funded pre-kindergarten classrooms. At the onset of the project, Sylvan Hills was pursuing NAEYC accreditation; the center achieved its accreditation in 2008.

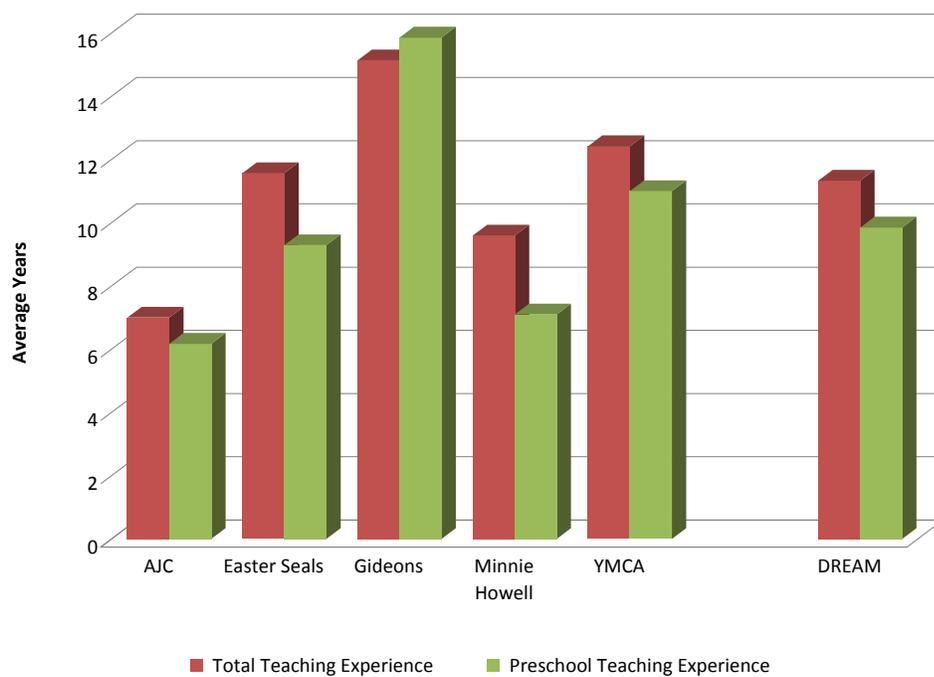
**Gideons Elementary Pre-Kindergarten** is part of Atlanta Public Schools' Pre-Kindergarten program and is housed in C. L. Gideons Elementary School. The Georgia Department of Education named C. L. Gideons Elementary School as a "School of Excellence" for 2006. In addition, the school was honored with the 2005 Platinum Award Winner for Greatest Gain in meeting and exceeding academic standards. The pre-kindergarten classes that participated in the DREAM project share the commitment to high standards that makes Gideons an exceptional school. All three pre-kindergarten classrooms are Georgia lottery-funded and the center is also NAEYC accredited.

The Atlanta Job Corps (AJC) offers young people between the ages of 16 and 24 the opportunity to learn a trade, earn their high school diploma and gain the skills necessary to begin a successful career. **Atlanta Job Corps Child Development Center** is a non-profit child care program licensed to serve 52 children including toddlers and preschoolers. The AJC Child Development Center is a NAEYC accredited program which is available to students with children, allowing these parents to attend classes with the assurance that trained staff are caring for their children. When the DREAM project began, the center had a Georgia lottery-funded pre-kindergarten classroom which was open to the community as well as AJC students. The DREAM project initially served the three-year-old and the pre-kindergarten classrooms. During the 2006 – 2007 school year (Year I), the decision was made to discontinue services to the three-year-old classroom due to extremely low enrollment. Services continued for the pre-kindergarten classroom throughout the remainder of the project. During the DREAM project years, AJC Child Development Center experienced significant challenges with teacher and director turnover and low-enrollment. These challenges ultimately culminated in the loss of Georgia lottery funding for the pre-kindergarten classroom in 2008.

**Chattahoochee YMCA Head Start Academy** is a non-profit child care program which operates as part of the YMCA Early Childhood Development Co., LLC Head Start. Chattahoochee is also a NAEYC accredited program. All five classrooms participating in DREAM were Head Start funded. The DREAM ERF project served two three-year-old classrooms and three four-year-old classrooms. (The four-year-old classrooms did not have Georgia lottery funding.)

Premier Academy, Inc. is a non-profit corporation organized for the primary purpose of providing a comprehensive, developmentally appropriate preschool program. The mission of Premier Academy is to provide a quality education program which fosters the development of preschool children. **Minnie Howell Child Development Center** is the third child development center opened by Premier Academy and is NAEYC accredited. Initially, the DREAM project served the two Georgia lottery-funded pre-kindergarten classrooms at Minnie Howell. The center added a third lottery-funded classroom for the 2006 – 2007 school year and that classroom was added to the project.

Prior to the submission of the proposal to Early Reading First, each center identified the classrooms and teachers who would participate in the DREAM project. Over the four years, fifty-one female teachers and teacher assistants participated in DREAM. Over the course of the project, our participating teachers ranged in age from their mid-twenties to early seventies, with a median age of forty-two. All of the participating teachers were African-American. Teachers also had a wide range of experience in teaching, as illustrated by Figure I.



*Figure I. Average Years Teaching Experience of DREAM Teachers, Years 1 – 4*

Educational levels of DREAM teachers varied as well, see Table I below.

**Table 1: Highest Educational Levels of DREAM Teachers, Years 1 - 4 (N=51)**

	Lead Teachers	Teaching Assistants
High School diploma/GED	1 %	22 %
Child Development Associate (CDA)	1 %	18 %
Associate Degree	22 %	10 %
Bachelor Degree or higher	22 %	4 %

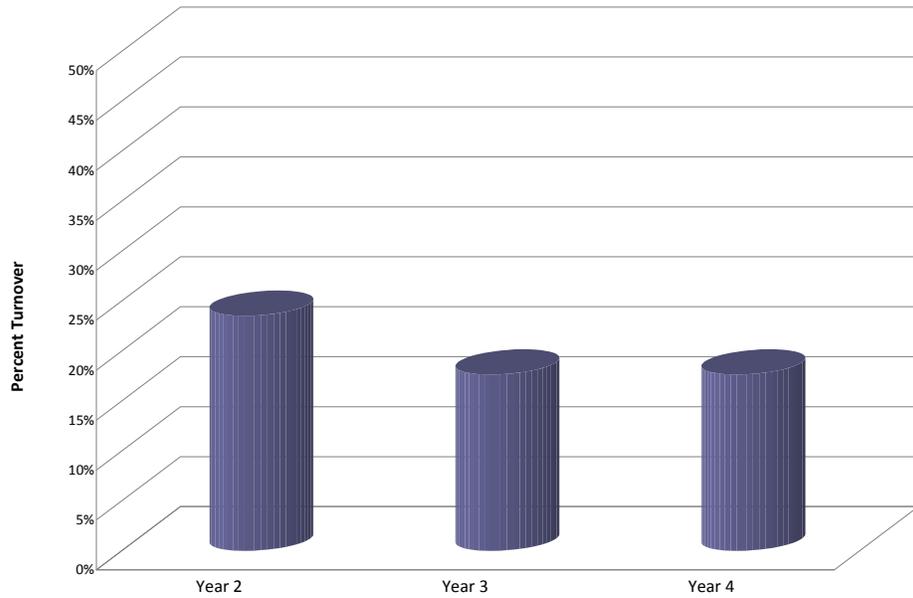
Of the participating thirteen pre-K classrooms, nine of them were Georgia lottery-funded in the first and fourth year of the project; ten were lottery-funded in the second and third year. In a 2002 study of state-funded pre-kindergarten programs that included Georgia, 48 – 56% of teachers in pre-K had at least a Bachelor Degree; 41% were certified teachers.

While the educational level of the DREAM Pre-K teachers was consistent with the state average, the percentage of state certified teachers was significantly less than the state Pre-K average.

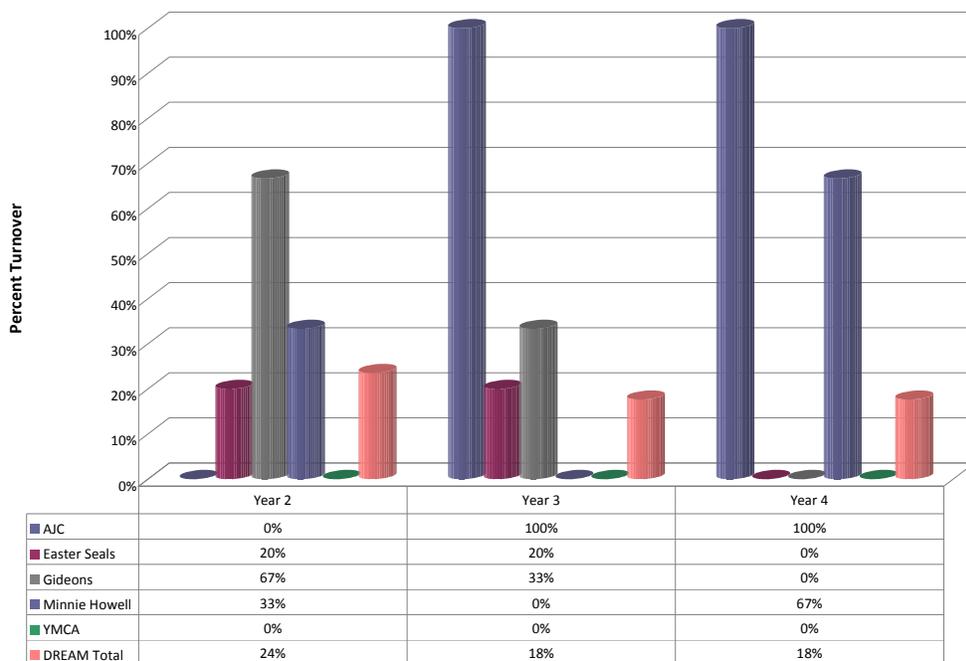
**Table 2: Highest Educational Levels of Georgia Pre-K Lead Teachers in DREAM Years 1 – 4 (N=15)**

Degree	Percentage
Associate Degree	47 %
Bachelor Degree or higher	53 %
State certified teacher	2 %

Overall, teachers participating in the DREAM project were experienced teachers and their educational backgrounds were what one would expect in Georgia Pre-K and Head Start classrooms. Annual turnover rates of 25% to 50% are common among preschool teachers.<sup>8</sup> By comparison the overall turnover among DREAM lead teachers was significantly less, with an average of 15% over the four years of the project (see Figure 2). Teacher turnover typically happened after the end of the school year. Turnover that occurred in the summer between Years 1 and 2 is reported as turnover for Year 2. During the four years of the project, turnover rates among lead teachers at each center varied substantially as illustrated by Figure 3.



*Figure 2. DREAM Teacher Turnover by Year*



*Figure 3. DREAM Teacher Turnover by Center by Year*

While the overall turnover rate in the project was low relative to national trends, each year new teachers needed to be oriented to the project and to the implementation of a new curriculum. In most cases where there was lead teacher turnover, however, the assistant teacher had been in the project and was able to provide some continuity to implementation of curriculum project goals and professional development activities.

Literacy coaching is a relatively new position in education and the use of literacy coaches in preschools is an even more recent development. DREAM experienced a high level of turnover among coaching staff, particularly during Year 3 of the project. One coach resigned in the summer after Year 2 to return to teaching in the public school system. In the fall of Year 3, one of the DREAM coaches accepted a literacy coaching position with a newly funded literacy project and another coach resigned to accept a management-level position with a local child care agency. All three positions were filled by December of Year 3, but it was a year of great transition for our project.

The role of a coach in a preschool literacy project is a highly specialized one and requires quite a diverse and unique skill set. The DREAM project identified significant experience in early childhood education as a priority in hiring decisions. Experienced early childhood educators, preferably with experience in working with adult learners are best suited for the coaching role. Our experience confirmed this: those coaches who joined the project with either an elementary vs. preschool teaching background or a lack of experience supporting adults through change left DREAM after one year. Coaches with extensive early childhood backgrounds understood developmentally appropriate practice but still needed professional development on the most current language and literacy research. This professional development was provided by the project in a variety of ways. Coach professional development is discussed on page 45 of this report.

As described the DREAM project brought together many different partners to achieve the goals set by Early Reading First. This project was only the second ERF project to be funded in Georgia and was an exciting and challenging project to implement. The sections that follow focus on specific components of the project: language and literacy activities, professional development, literacy environments and the data collection process. Each section ends with a "lessons learned" which will hopefully allow other projects to benefit from our experiences over the last four years.

#### LESSONS LEARNED/BEST PRACTICES/FEEDBACK: INTEGRATION WITH EXISTING PROGRAMS

- Initially most teachers were resistant to participating in the project. While teachers did sign on to participate in the project's application phase, it is likely that they did so without understanding the scope of the project and the commitment it would require. Ideally, teachers should be provided a choice in participating in quality improvement projects. However, when this is not possible, projects should anticipate resistance and plan adequate time and strategies to cultivate informed and intentioned commitment.

- Turnover at all levels is to be expected: teacher, coach and center management. This turnover impacts the project implementation and results. Projects need to plan ahead for the training needs of new teachers and coaches; have orientation plans for new center management, and have a plan to establish commitment from new management staff.
- Early childhood backgrounds are important for coaching staff working in preschool environments; coaches should have preschool teaching experience. Knowledge in early language and literacy development and experience supporting adults through change (mentoring, coaching, providing technical assistance, etc.) is also important.
- Turnover in coaching staff can be upsetting for teachers if a significant bond has developed with the coach. Ensuring that all the teachers get to know and establish relationships with all coaching staff can be helpful when caseload changes are necessary.
- Expectations regarding the role of the classroom coach need to be clarified. Directors sometimes wanted coaches to report on teachers in a supervisory manner. This expectation is in contradiction to the concept of the coaching relationship being trusting and confidential.
- The understanding and support for the project by center management cannot be overemphasized. While the administrators of DREAM centers undoubtedly valued the project and their center's involvement and spoke highly of the benefits from their participation, the directors themselves rarely attended trainings or other special events. Teachers and coaches reported that in most of the participating centers, administrators spent little time in the participating classrooms. It may be that because center managers have demanding workloads, they focused their attention on other classrooms and program needs, feeling confident in the support that teachers were receiving from coaches. Projects which are designed to work with all classrooms in a center may avoid this issue. It is important for projects to continually work on building relationships with center management and to cultivate buy-in on the part of management.
- Understanding the culture of the programs in which the project is working is critical. Each of the five centers in the DREAM project is managed by different organizations and each organization had different requirements, expectations and cultures. It is important for project directors, coaches and other project staff to spend the time necessary to get to know and understand the programs in order to better meet the needs of centers and their teachers.

## HIGH QUALITY PRESCHOOL ENVIRONMENT

One goal of the DREAM project was to implement and maintain language and literacy-rich preschool classroom environments which provided abundant opportunities for children to use print and practice their literacy skills. The Early Language and Literacy Classroom Observation (ELLCO) Toolkit was used to assess classroom environments each year of the project. The Early Language and Literacy Classroom Observation (ELLCO) is an assessment tool used to analyze

classroom layout, book availability, diversity of reading and writing materials, displays of teacher dictation, children’s writing, and evidence of group literacy activities.

The ELLCO consists of three classroom observation subscales: the Literacy Environment Checklist, the General Classroom Environment, and the Language, Literacy and Curriculum. The Literacy Environment Checklist examines the classroom’s layout and contents using a checklist which measures the availability, content, and diversity of reading, writing, and listening materials. DREAM classrooms made substantial gains on the checklist portion of the ELLCO, particularly during the first year of the project. Teachers maintained fairly high scores on the checklist for the remainder of the project, Table 3 below.

**Table 3: Average Literacy Environment Checklist Scores by Year and Center**  
(Maximum score of 41)

Centers	Year 1			Year 2			Year 3			Year 4		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Atlanta Job Corps	29.00	34.00	5.00	40.00	40.50	0.50	37.00	41.00	4.00	n/a	n/a	n/a
Easter Seals	25.00	36.00	11.00	35.00	40.50	5.50	37.40	39.20	1.80	37.00	41.00	4.00
Gideons	39.33	41.00	1.67	41.00	41.00	0.00	40.33	41.00	0.67	39.33	40.67	1.34
Minnie Howell	35.50	41.00	5.50	39.33	41.00	1.67	38.67	40.67	2.00	38.00	40.67	2.67
YMCA	20.20	37.00	16.80	37.00	40.20	3.20	39.00	41.00	2.00	37.00	38.67	1.67
<b>Average</b>	27.82	37.53	9.71	38.00	40.59	2.59	38.59	40.41	1.82	37.83	40.25	2.42

While the contents of the classroom are important, the classroom environment is comprised of much more than just the materials found on the shelves. It also includes the frequency and quality of adult-child interactions and conversations, the use and display of meaningful print, and the quality of the instruction during book reading. The General Classroom Environment and Language, Literacy and Curriculum subscales are rated on a five point scale: one is defined as “deficient,” three is “basic,” and five is “exemplary.”

The General Classroom Environment has six items for which observers rate the classroom’s organization, contents, use of technology, and classroom climate and management. Figure 4 and Table 4 illustrate the General Classroom Environment scores of the DREAM classrooms. After Year 1, most classrooms began each school year with higher pre-assessment scores than the previous school year but lower than the post-assessment score of that year. This suggests that teachers retained and implemented knowledge gained during the previous school year. It may also represent the typical evolution of classroom environments from the beginning to the end of the school year. Teachers typically phase in materials and activities throughout the school year. Eventually, many classrooms reached the ceiling (25 points) on this section of the ELLCO; in Year 3, the Gideons’ classrooms scored a perfect 25 and Minnie Howell’s classrooms scored an average of 24 points during post-assessment for both Years 3 and 4. Scores at this high end of the scale indicate an exemplary level of quality that promotes language and literacy development through a well-organized and stocked classroom, excellent classroom management and a warm, responsive environment.

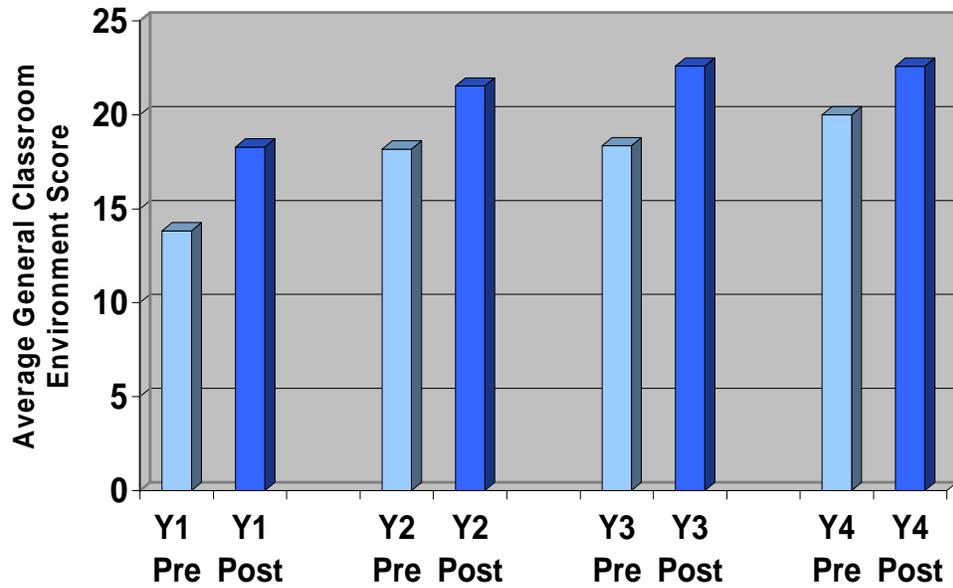
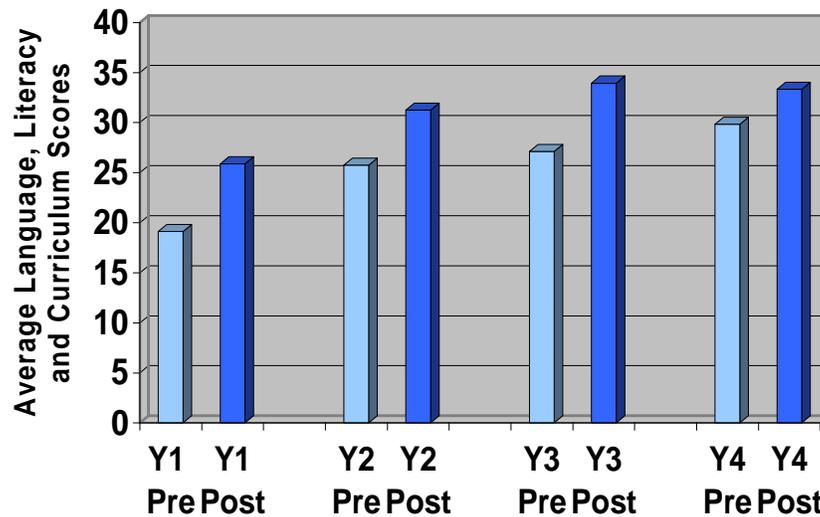


Figure 4. General Classroom Environment Average Scores, Years 1 – 4

Table 4: ELLCO: Average General Environment by Year and Center  
(Maximum score of 25)

Centers	Year 1			Year 2			Year 3			Year 4		
	Pre	Post	Gain									
Atlanta Job Corps	15.00	16.50	1.50	19.00	24.00	5.00	18.00	23.00	5.00	n/a	n/a	n/a
Easter Seals	13.00	18.20	5.20	17.25	18.50	1.25	17.00	21.00	4.00	19.67	21.00	1.33
Gideons	15.00	21.00	6.00	20.33	21.33	1.00	21.00	25.00	4.00	22.33	24.00	1.37
Minnie Howell	15.00	19.00	4.00	18.33	24.00	5.67	18.33	24.33	6.00	20.67	24.00	3.33
YMCA	13.00	17.20	4.20	17.20	21.60	4.40	18.20	21.60	3.40	17.33	21.33	4.00
<b>Average</b>	13.82	18.29	4.47	18.18	21.53	3.35	18.35	22.59	4.24	20.00	22.58	2.58

The Language, Literacy and Curriculum (LLC) subscale has eight items for which observers rate teachers' approaches to book reading and writing instruction; facilitation of children's oral language development; approaches to curriculum integration; recognition of the value of linguistic and cultural diversity in the classroom; facilitation of home support for literacy; and, approaches to assessment. The maximum score on this subscale is 40 points. In Year 1, DREAM classrooms scored on average 19 points on the LLC subscale. By the end of the project, classrooms had increased their score by an average of 14 points (see Figure 5 below). Table 5 shows a pattern similar to the General Classroom Environment scores: classrooms tended to improve their pre-assessment scores each fall and those pre-assessment scores tend to be lower than the previous year's post-assessment scores. Two centers, Gideons and Minnie Howell on average scored between 35 and 37 points at the end of Years 3 and 4. At this exemplary end of the scale, teachers are providing a strong, consistent approach to language and literacy instruction, embracing the diversity found in their classrooms, have strong family involvement, and are individualizing instruction based on student assessment data.



*Figure 5. Language, Literacy and Curriculum Average Scores, Years 1 – 4*

**Table 5: Average Language, Literacy, and Curriculum by Year and Center**  
(Maximum score of 40)

Centers	Year 1			Year 2			Year 3			Year 4		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Atlanta Job Corps	15.00	23.00	8.00	28.00	30.00	2.00	30.00	31.00	1.00	n/a	n/a	n/a
Easter Seals	18.20	23.60	5.40	21.25	27.25	6.00	23.80	30.40	6.60	28.00	30.67	2.67
Gideons	22.00	32.67	10.67	32.33	33.00	0.67	30.33	37.33	7.00	34.00	36.00	2.00
Minnie Howell	21.00	29.00	8.00	26.67	36.67	10.00	28.33	37.00	8.67	29.00	35.00	6.00
YMCA	19.20	24.00	4.80	24.00	30.60	6.60	27.20	34.20	7.00	28.33	31.67	3.34
<b>Average</b>	19.12	25.88	6.76	25.76	31.24	5.48	27.12	33.94	6.82	29.83	33.33	3.50

The project provided a variety of supports for teachers to help them improve their language and literacy environments. The project purchased curriculum kits for each classroom in the first year, including an extra set of unit guides for the assistant teachers' use. During Years 1 - 3, the DREAM project purchased supplemental literacy materials for the classrooms. Selection of materials was done in collaboration with the teachers and center directors based on the results of ELLCO classroom assessments. To further support implementation of the OWL curriculum, we also used a small amount of the quality enhancement funds to purchase consumable materials for specific OWL units. For example, coaches might purchase soil, seeds, and earthworms for Unit 6, "Things that Grow." Additionally, DREAM created a series of supplemental curriculum kits to support small group activities for each classroom. These are described on page 18 of this report.

Coaches worked with teachers to insure that they understood how to effectively use the new literacy materials. In addition, coaches practiced ELLCO observations with the teachers and encouraged them to observe each other's classrooms. Coaches conducted model classroom visits with teachers in order to observe effective classroom environments as well as interactions between teachers and children and literacy-based activities. Finally, study groups and group training sessions were offered based on the results of ELLCO classroom assessments.

LESSONS LEARNED/BEST PRACTICES/FEEDBACK: HIGH QUALITY PRESCHOOL ENVIRONMENT

- Even in high quality NAEYC accredited centers, the quality of individual classrooms can vary greatly. Projects must make plans to assess the overall level of quality and have the flexibility to adjust coaching and professional development activities and strategies accordingly.
- Professional development on effective classroom arrangement and on the use of materials is needed in order to help teachers use them effectively to promote children's language and literacy development.
- Each year, teachers demonstrated continuous growth in their knowledge of language and literacy development and in their intentional and skillful instructional practices. For many teachers, the turning point occurred at the end of the second year or into the third year of

professional development. Projects should allow sufficient time for teachers to become comfortable with new curricula and to incorporate new strategies into their teaching.

- Model classroom visits were invaluable for teachers as a professional development strategy on learning environments. Even after attending multiple trainings and study groups on effective language and literacy environments, the model classroom visit was often an “a-ha” moment for teachers because they could finally see effective language and literacy environments in action.

## LANGUAGE AND LITERACY ACTIVITIES

DREAM had four main goals in language and literacy activities: ❶ improve children’s oral language skills (expressive and receptive language skills and vocabulary development); ❷ build children’s ability to identify letters of the alphabet; ❸ develop children’s phonological awareness skills (rhyming, blending, segmenting); and, ❹ increase children’s awareness of print. In order to reach these goals and provide participating children with a solid foundation for future reading and school success, the DREAM project utilized several strategies: classrooms implemented a language and literacy-focused curriculum, *Opening the World of Learning* (OWL); teachers received professional development to increase the frequency of their use of scientific research-based strategies to teach early language and literacy skills (professional development is discussed on page 45); classroom environments were enhanced with language and literacy materials (see page 9); classrooms received take-home backpacks with language activities for families to do with their children; and summer programs were funded at all five centers. This section of the report will focus on the implementation of ❶ the OWL curriculum, ❷ the activity kits and the take-home backpacks, and ❸ the summer programs. The results of DREAM’s child outcome data will also be discussed.

## IMPLEMENTATION OF *OPENING THE WORLD OF LEARNING*

The *Opening the World of Learning* (OWL) curriculum was selected because it is based on scientific reading research and is a focused and comprehensive language and literacy program. The curriculum provides a strong focus on: ❶ Oral Language – research shows that the amount and quality of child-teacher conversations throughout the day are strongly linked with children’s kindergarten and language literacy scores<sup>9</sup>; ❷ Print Awareness – Studies indicate print awareness develops print concepts and teaches children that print has meaning<sup>10</sup>; ❸ Alphabet knowledge – Research demonstrates that children’s ability to name letters is one of the best indicators of later reading success<sup>11</sup>; and ❹ Phonological Awareness – A critical indicator of future reading success is a child’s ability to attend to the sound structure of language during later preschool years.<sup>12</sup> Research on OWL at four pilot preschool sites with predominantly low-income children showed strong patterns of literacy growth.<sup>13</sup> OWL meets standards set by NAEYC and Early Reading First and is an approved curriculum for the lottery-funded Georgia Pre-Kindergarten program.

When the project began, most DREAM classrooms were using the *Creative Curriculum*, although one center, Minnie Howell, was using *High Reach*. *Creative Curriculum* is a framework that guides teachers to plan developmentally appropriate activities which are based on children's interests and helps them meet developmental milestones. *High Reach* is a more structured theme-based curriculum.

OWL is a structured approach to preschool education, providing six units of instruction. Each unit is based on a theme and includes high quality children's literature. Unit guides provide four weekly planners for teachers to use, with additional activities that can be used to extend each unit to six weeks. An important feature of the OWL curriculum is that each of the story books is meant to be read at least three to four times, with each reading having a different and specific focus and intent. The unit guides provide scripts for each of the four story reads. The scripts provide a detailed example of how to do each reading although teachers are not expected to utilize the scripts verbatim. OWL also includes other elements new to teachers: Songs, Word Play and Letters, Let's Find Out About It, and Let's Talk About It. During Songs, Word Play and Letters, students sing and play instructional games designed to develop their phonological awareness, vocabulary and letter knowledge. Let's Find Out About It is a large group activity which builds children's background knowledge through demonstration and discussion of activities and concepts; Let's Talk About It is a whole group discussion which focuses on social-emotional issues.

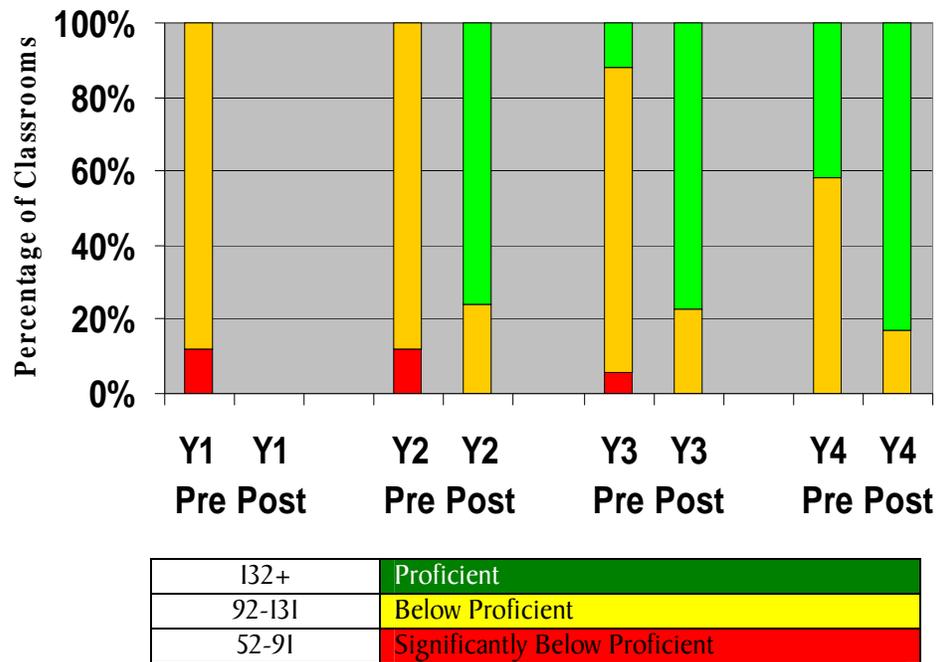
The curriculum was introduced to the teachers in January 2006. Pearson Early Learning, the publisher of OWL, conducted the training for teachers, teacher assistants, center directors and coaches at the beginning of January, during winter break. While this time period required most teachers and directors to sacrifice either some vacation or teacher workdays, it was the only time that we could bring the entire group of teachers out of their classrooms to attend training. Eighty-five percent (85%) of participating teachers completed this initial two-day training. Administrators from three of the five participating centers also attended the training.

Initially, project staff anticipated that teachers would be able to integrate the OWL curriculum with the curricula that they were already using. This proved to be extremely challenging for participating teachers to do. As coaches got more familiar with the classrooms, they discovered that many of the teachers who were using *Creative Curriculum* did not appear to fully understand its underlying principles and were actually "winging it;" to use one teacher's words: they were "pretty much pulling activities out of the air."<sup>14</sup> These comments came from an interview conducted by participants at the Challenging Teachers Institute in 2006; three DREAM teachers were interviewed on their experiences with the project and with implementing the OWL curriculum. Without a deep understanding of effective curriculum planning, these teachers struggled to integrate the highly structured OWL with their individual approaches to curriculum planning. The teachers who were using *High Reach* struggled with integrating OWL for a different reason; the themes of the units did not match up each month and were

sometimes difficult to reconcile. After the end of the 2005 – 2006 school year (Year I), all of participating classrooms switched exclusively to the OWL curriculum.

OWL required substantial changes to daily practice in order to implement it with fidelity. For example, all classrooms had to modify their existing daily schedules. Teachers had to incorporate new activities within their day (for example, Songs, Word Play and Letters, Let's Find Out About It, and Let's Talk About It). They had to modify how they conducted morning meetings, read stories, and how they organized and conducted their small group activities. Making such extensive changes to daily routines in the middle of the school year was an additional source of frustration. For example, we had to decide with which unit to begin implementation. Each OWL unit builds on skills taught in previous units, so there was a concern that children might not have the prerequisite skills to be successful with certain activities if we began with a later unit. Therefore, in Year I (January 2006), project staff decided to begin implementing OWL with the first unit: Friends and Family. However, most of the classrooms had already completed a unit on these themes at the beginning of the school year; teachers were frustrated with repeating a theme.

Except for Year I, coaches assessed the fidelity of implementation of OWL in the fall and again in the spring using the OWL Fidelity Checklist. In Year I, classrooms were assessed only once. The data from the Year I assessment is reported as a pre-assessment in this report. The OWL Fidelity Checklist measures a teacher's grasp of the early literacy curriculum and application of the scientifically-based reading research. The checklist contains a total of 53 items within 14 subscales. The maximum score possible is 165. A score of 132 or above indicates teacher proficiency, a score in between 92 and 131 is below proficient, and a score between 52 and 91 is significantly below proficient. Information from this assessment was used to inform both coaching, and for planning professional development activities.



**Figure 6. OWL Fidelity Checklist Scores, Years 1-4.**

*This graph shows the percentage of classrooms scoring in each of the three ranges at pre- and post-assessment. Please note that the OWL Fidelity Checklist was only completed once in Year 1 and is reported as pre-assessment.*

As can be seen in Figure 6, over the course of the project, teachers became increasingly comfortable with the curriculum. By the end of the project, almost all teachers were implementing the curriculum at a proficient level. It is interesting to note the drop in OWL Fidelity scores from one school year's post-assessment to the next year's pre-assessment. Teacher turnover may, in part, account for this decline in implementation during the fall. New teachers did not complete curriculum training until late fall. In some cases, teaching teams were reconfigured in the fall and that may also have impacted implementation.

**Table 6 Average OWL Fidelity Checklist Scores, by Year and by Center**

Centers	Year 1			Year 2			Year 3			Year 4		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Atlanta Job Corps	97.00			100.00	131.00	31.00	112.00	158.00	46.00	n/a	n/a	n/a
Easter Seals	110.60			110.60	132.20	21.60	104.00	134.40	30.40	127.67	148.00	20.33
Gideons	110.67			113.67	138.67	25.00	128.33	150.67	22.34	135.00	152.33	17.33
Minnie Howell	120.50			116.67	138.67	22.00	126.33	157.33	31.00	123.33	151.33	28.00
YMCA	110.50			106.60	136.00	29.40	108.60	134.60	26.00	113.00	120.00	7.00
<b>Average</b>	110.12			110.41	135.53	25.12	114.06	142.76	28.40	124.75	142.92	18.17

A review of Table 6 reveals variability in each center's implementation of OWL over the four years of the project. In Year 2, the post-assessment scores were at or just below the proficient range (132 or above). Year 3 shows all centers scoring in the proficient range, with Gideons and Minnie Howell showing substantial improvement, scoring 150-157 out of 165 points. In Year 4, Gideons and Minnie Howell maintained similar scores and Easter Seals also achieved substantial improvement. The pattern observed with ELLCO scores is repeated here: most centers improved their pre-assessment scores each fall from the previous pre-assessment, and those pre-assessment scores tend to be lower than the post-assessment scores of the previous school year.

## SUPPLEMENTAL CURRICULUM KITS

OWL requires a good deal of teacher-made materials in order to execute the small group and center activities. The curriculum kits purchased from the publisher included teacher guides, story books, a CD of songs and poems, and a "Big Book of Poetry." Part of the teachers' initial resistance to the curriculum was the time required to make all the required additional materials. As the team looked at the scope of materials that needed to be made, we realized that it would serve the teachers best to create long-lasting supplemental curriculum kits and maintain teachers' time focused on learning the curriculum rather than on making materials. We created supplemental curriculum kits using durable materials that would withstand handling by children and teachers over the life of the project and beyond. In addition, many of the small group activities were paper-based, one-dimensional items which we modified to be more interesting and draw on the children's imagination. Throughout the designing phase consideration was given to the purpose for the activity and ensuring the supplemental kits could be used independently by children. Using the six curriculum units, along with the Songs, Wordplay and Letters, and transition activities, coaches reviewed each teacher guide and identified 40 small group activities, averaging 5 activities from each unit.

Converting these activities into durable activities included designing, producing, and acquiring a variety of materials from laminated cards to manipulatives. Included in each kit is an instruction card that outlined the unit, level of difficulty (low, medium, high support), the

purpose of the activity, the materials provided, suggested vocabulary, process instructions, extra support suggestions, and additional activities to broaden the activity for children who grasp concepts quickly and need additional challenges. Kits were packaged into a series of flat plastic containers labeled with unit number and activity name that coincided with the OWL Curriculum Teacher Guides.

A full listing of the kits and a description of the activities and their instructions are included in Appendix C.

LESSONS LEARNED/BEST PRACTICES/FEEDBACK: IMPLEMENTING NEW CURRICULA:

- Implementing an entirely new curriculum in the middle of the school year is quite stressful for teachers. Phasing in the curriculum over the first few months of these projects would be helpful especially since the start-up funding cycle did not correspond with the school year.
- One group of stakeholders we overlooked in the early months of DREAM was the Bright from the Start: Department of Early Care and Learning Georgia Pre-K consultants. Since the OWL curriculum was state-approved, we assumed that it was sufficient for centers to notify the Pre-K program about the change in curriculum. As it turned out, the Pre-K consultants working with participating centers had not received training on OWL and were not familiar with it. This lack of understanding resulted in problems for some of participating Pre-K classrooms when they had their annual monitoring visits. We offered the curriculum training to the Pre-K consultants beginning in Year 2 and held meetings with them – both full group and at individual centers when necessary. These steps resolved most of the problems participating teachers were experiencing but did not eliminate them.
- OWL was written for four-year-olds and while the curriculum kit provides limited resources on adapting activities for three-year-olds and offers a suggested booklist, about half the participating teachers in the project had a difficult time making the curriculum work for this younger age group even with intensive support from coaches. In Years 2 and 3, four participating three-year-old classrooms scored 20 points less on average at both pre- and post-assessment than did participating four-year old classrooms. In future projects working with a similar population of teachers, our experience would suggest either using a different literacy-focused curriculum for three-year-olds or simply working with these teachers on implementing specific language and literacy focused activities and strategies that could be used with any curriculum.
- The supplemental language and literacy kits were a huge success in providing teachers with the materials they needed to effectively implement curriculum activities in an attractive and durable format. However, teachers do need on-going support and professional development to effectively use these materials for instruction.

## FAMILY INVOLVEMENT

The intent of Early Reading First grants is to improve language and literacy outcomes for children; the major focus of our work was therefore to help teachers make changes in their daily practices so that the children would leave their preschools ready for kindergarten. Few studies have been conducted that link specific “best” transition practices to positive child outcomes;<sup>15</sup> however, there are a number of promising practices which involve families in the transition to kindergarten. Studies indicate that when parents are involved in their children’s schooling, children achieve higher grades and have better school attendance; they have more positive attitudes and behaviors, higher graduation rates, and greater enrollment in higher education.<sup>16</sup> In the DREAM project, a Family Literacy Coach was hired to help bridge the gap between classrooms and children’s families, to ensure that families had support in extending children’s language and literacy learning at home. The Family Literacy Coach was also responsible for coordinating the transition to kindergarten activities of the project. Traditionally, the term “family literacy” encompasses much more than family involvement and supporting families with school transition; it includes activities such as helping parents access GED programs and assisting them with their own literacy needs. In the DREAM project, our “family literacy” component was focused on increasing family involvement in language and literacy activities as well as supporting children, teachers and families with the transition to kindergarten.

Initially, the center directors and family support staff did not seem to understand how the Family Literacy Coach could support their work and often appeared minimally supportive and collaborated to a limited degree. For example, the centers were happy for DREAM to provide a storyteller, literacy-related activities and supplies for family events, but when the family literacy coach requested to be included on parent meeting agendas, she was often given five minutes at the end of the meeting.

The DREAM project intended to create “family literacy rooms” in each center. These were envisioned to be a space to hold regular parent support group meetings at which the family literacy coach could model literacy strategies for parents. Space proved to be a stumbling block for this strategy: participating centers did not have enough space to dedicate to a family literacy room; however each center did have family resource areas, often consisting of a bookshelf or table. The DREAM project purchased literacy-focused materials for these areas as well as furniture such as shelves to house materials, and rocking chairs or benches for families to use. The Family Literacy Coach conducted workshops for parents which focused on children’s language and literacy development and “make and take” activities. These were organized in collaboration with the centers and customized to their needs. Some were held as “lunch and learn” workshops during the day; others were held after school or in conjunction with parent meetings.

In addition to parent workshops, the Family Literacy Coach devised several strategies to reach families directly. She developed weekly parent updates which listed the story books that were being read that week and highlighted activities that the children would be doing, as well as

providing ideas for literacy-related activities which parents could do at home. These newsletters were copied and distributed to the classrooms so that the centers were not burdened with the cost of copying.

In Year 2 we began providing each classroom with two different types of take-home backpacks. One type of backpack included a stuffed animal along with a journal. Each classroom received one of these backpacks which rotated to each child a few times over the course of the year; parents were encouraged to record the animal's adventures with their family when their child brought it home to reinforce the child's awareness of print.

The second type was a backpack filled with activities related to five units in the OWL curriculum. We adapted ideas from the curriculum and designed other literacy activities which parents could do at home with their children. As with the supplemental curriculum kits, these activities were designed to support the literacy units being taught in the classroom, the materials were designed to be durable for multiple children and families to use during the course of the school year. Each activity was packaged in an individual plastic bag and included detailed instructions. Instructions were provided in both English and Spanish. The activities for each unit always included a writing activity and the materials needed for the activities. (A list and the instruction cards for the family backpack activities are included in Appendix D.) Items such as crayons, writing and drawing paper were included to ensure that all the necessary materials were readily available to families. The Family Literacy Coach supported the teachers in keeping the materials refreshed and provided new activities for each unit. Classrooms received five backpacks so that every child was able to take home the pack during each six-week unit.

According to comments from teachers and center directors, the take-home activity backpacks proved to be quite successful with parents. Gideons Pre-Kindergarten was particularly enthusiastic about these backpacks and even added a response sheet for parents to complete to get feedback from them about how the children did with the activities. Gideons is committed to using the activity packs after the project ends. The Pre-Kindergarten Coordinator for Atlanta Public Schools (APS) inquired about where to purchase the bags so that the practice could be extended to the other APS pre-kindergarten classrooms.

The other centers did not have as much administrative support and encouragement for this activity so success depended on teachers' own commitment to the backpacks. Some teachers embraced it; others were extremely frustrated with it. Some teachers struggled to keep track of the backpacks and which children had already taken the backpack home. The Family Literacy Coach attempted to support teachers in creating a tracking system; this solution had varying degrees of success. Other teachers were frustrated when parents did not do the activities, or did not return the backpacks, or returned the backpacks but with no materials in them.

#### LESSONS LEARNED/BEST PRACTICES/FEEDBACK: FAMILY INVOLVEMENT

- Many centers struggle with parent involvement. Project staff should take plenty of time in the beginning phases to learn more about the centers' family involvement programs – their successes and their struggles – so that the project and center can collaboratively create a plan for working together. In this way, the center will hopefully see the project as a resource and a partner to expand their existing program.
- Teachers need sustained professional development and support in working with families. Many teachers are frustrated by what they see as a lack of parental support and involvement and when new initiatives such as the take-home backpacks don't work well at first, they are quick to give up on them.

#### **TRANSITION TO KINDERGARTEN**

The DREAM project included a transition plan to ensure that children and families experienced a seamless transition into the public school system. The transition to kindergarten component proved to be the most challenging component of the project for a variety of reasons. The original concept of this plan included collaboration with the Georgia Partnership for Successful Transition. Unfortunately, this initiative ended in the spring of Year 1 of DREAM and we were unable to utilize the expertise of the group members as fully as we had planned.

Working with the elementary schools to which the DREAM children would transition was also a challenge. DREAM centers for the most part feed into many different elementary schools. The center directors were unable to tell us which schools their children would typically attend. However, each center did have relationships with at least one elementary school, organized field trips for pre-kindergarten students to visit the kindergarten classes, and held meetings for parents at which kindergarten teachers were invited to speak. The Family Literacy Coach supported these types of activities at each center, going on field trips with teachers and providing materials for parent meetings.

In Year 3 of the project, DREAM provided training for teachers entitled "Transition to Kindergarten: Moving on Up!" A panel, including a transition to kindergarten coordinator and several kindergarten teachers, was an integral part of the initial offering of this session. Unfortunately even though this session was offered several times in Year 3 and 4 of the project, only seven teachers, or 21% of the teachers in DREAM, attended it.

#### LESSONS LEARNED/BEST PRACTICES/FEEDBACK: TRANSITION TO KINDERGARTEN:

- The project's goals should be written broadly to allow for customization based on the contexts of the participating centers and strategies which are flexible enough to allow room for creativity.
- Transition to kindergarten plans involve multiple preschool programs and multiple elementary schools. Proposals should include a planning period as part of the project so

that all parties can fully understand and come to agreement on the specific strategies and activities to be implemented.

- We received great feedback on The Transition to Kindergarten training that DREAM offered to teachers; unfortunately, very few DREAM teachers attended this training. Training on this topic should be offered early in a project and center directors should attend as well as teachers.

## SUMMER PROGRAMS

The DREAM project provided funding to extend the school year for children. DREAM extended the school year by funding summer programs at each center for three years. The centers had considerable autonomy in the design and implementation of their summer sessions. Each center director, in consultation with their agency, determined the duration and activities of their programs (field trips, etc.), submitted budget requests to the DREAM management team and recruited families to participate. The DREAM management team reviewed the budgets to ensure the activities were in keeping with the literacy focus of the DREAM project and that expenses met federal guidelines. Each year of the project, summer programs ranged between four and nine weeks. Gideons was limited to a short program (four weeks) due to the length of the Atlanta Public Schools' regular summer school program. The other centers had much more leeway in planning their own programs; the average program length was six to eight weeks.

In the first year, teachers implemented OWL units that they had not implemented during the first four months of the project. In Years 2 and 3, teachers implemented a unit on animals which was based on the format and structure of the other OWL units. The DREAM project received a draft of this unit from an Early Reading First project in Charlotte-Mecklenburg County, North Carolina, which was the first pilot site for the OWL curriculum. DREAM coaches adapted and customized this unit for participating classrooms and distributed notebooks to the teachers with familiar "week-at-a-glance" planning pages and suggested book lists and activities. Coaches supported teachers in individualizing this plan to meet their classroom's needs.

The intention of the DREAM summer programs was to provide children with an opportunity to experience the same type of language and literacy instruction they had during the regular school year. Classrooms were expected to continue their regular daily schedule and the same type of language and literacy activities and instruction. Because some teachers were unavailable to work in the summers, we created guidelines for centers so that at least one teacher in the classroom had been in the project during the regular school year, thus ensuring some continuity of instruction for the students. Sometimes this meant that an assistant teacher served in a lead teacher role in the summer.

### LESSONS LEARNED/BEST PRACTICES/FEEDBACK: SUMMER PROGRAMS:

- Projects should carefully consider the cost effectiveness of summer programs in relation to Early Reading First goals. The availability of trained Early Reading First teachers to provide

continuity of curriculum implementation and high quality instruction is critical as is the interest of the families whose children have participated in Early Reading First classrooms during the regular school year.

- Memorandums of Agreement should be developed to clarify expectations around summer programming and increase accountability at the center level.
- If projects sub-contract with centers for summer programs the budget processes need to be set up well in advance. Large child care programs often have legal and accounting departments which need to be involved in the process.
- Some teachers are unavailable to work in the summer. Projects wishing to implement a summer program should work with centers to develop a plan to ensure continuity of instruction. This may include identifying potential substitutes in advance so that curriculum training can be provided prior to the summer program and thinking through the enrollment or registration process so that children are taught by teachers with whom they are familiar.

## **CHILD ASSESSMENT DATA**

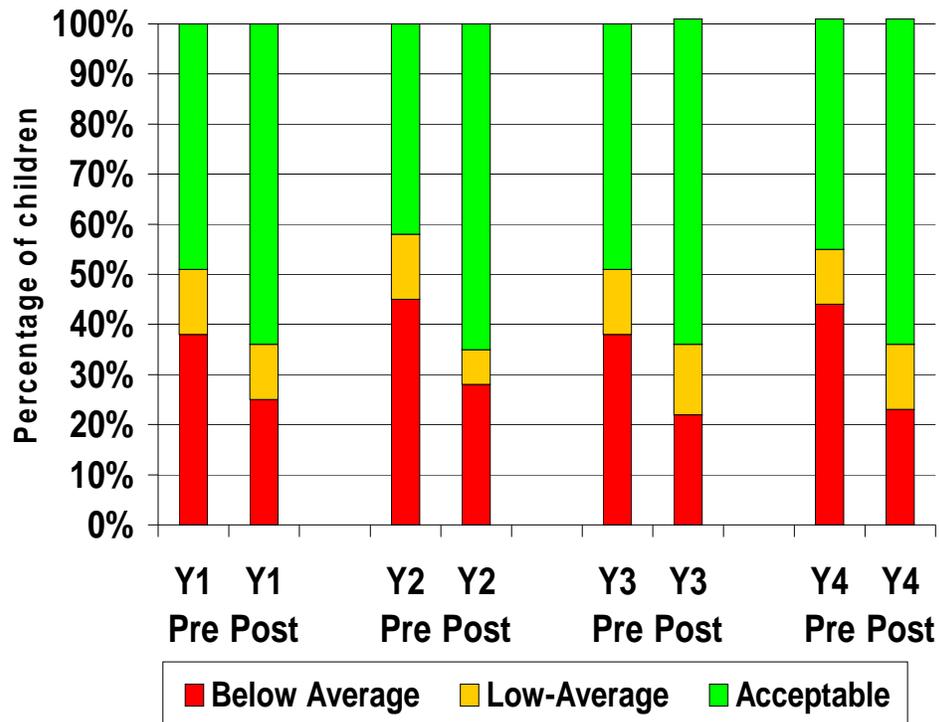
One of the key practices in Early Reading First (ERF) programs is the use of valid child assessment instruments to provide baseline data for teachers and literacy coaches, evaluate developing skills, and to modify instruction based on the outcomes. DREAM used a variety of assessment tools including the Peabody Picture Vocabulary Test, Third Edition (PPVT-III); Phonological Awareness and Literacy Screening (PALS) Pre-K; and Get Ready to Read (GRTR). These tools help to identify both children who have developed skills and are ready to move to the next level, and those children who may need more frequent monitoring or intensive assistance through individualized or small group instruction. Teachers also used the OWL Progress Monitoring and Rubric tools and the Preschool Individual Growth and Development Indicators (IGDI) to monitor students on an ongoing basis.

Child outcome results for all four years of the DREAM project are presented in the sections that follow. For all child assessments, the results are presented only for those children who had both pre- and post-test scores. Students for whom assessment scores were missing either withdrew from the center or were absent during the multiple days the assessments were completed.

## **ORAL LANGUAGE DEVELOPMENT**

DREAM utilized the Peabody Picture Vocabulary Test (PPVT) to assess children's receptive vocabulary attainment. The PPVT is a formal assessment required by the U. S. Department of Education for Early Reading First grantees. Standard scores allow a comparison of the receptive language ability of children of different ages. The PPVT has a national average standard score of 100 and a standard deviation of 15. One goal of the DREAM project was that 85% of participating children would achieve a standard score of 85 or above on the PPVT (85 is the

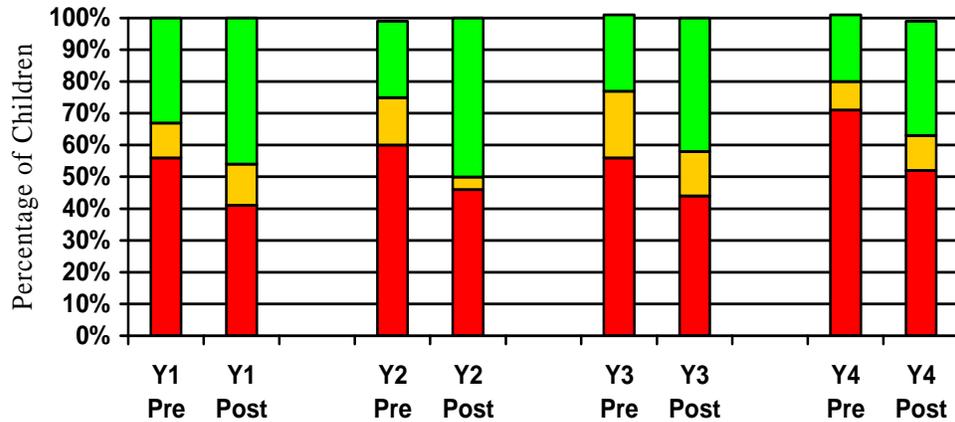
measure set for age-appropriate oral language skills on the PPVT set by the Department of Education). A standard score of 85 correlates to the 16<sup>th</sup> percentile nationally.



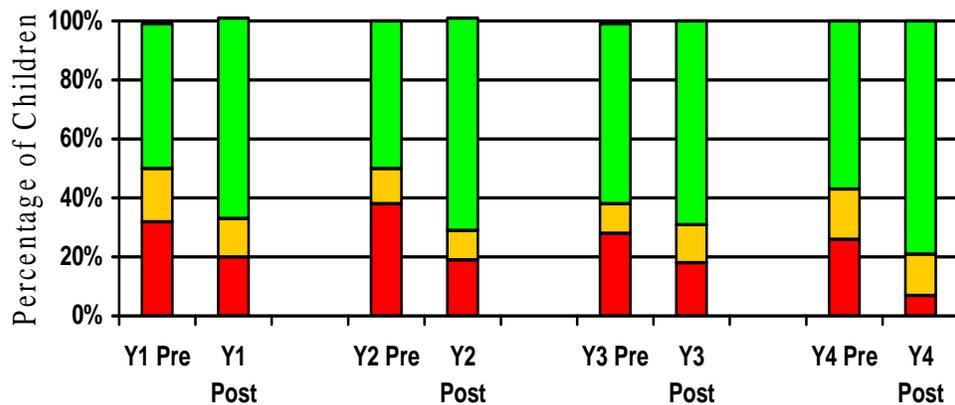
*Figure 7. PPVT Pre-test to Post-test Scoring Categories, by Year*

Figure 7 represents the number and percentage of all *DREAM* children grouped by the rank of their standard PPVT scores. Students in the green range scored above 85. These children are well within the expected range and are on track with their reading skills obtainment. Students in the amber range scored between 80 and 84. These students are in the low to low-average range and need improvement. Students in the red range had a standard score below 79. These children are well below average and are a cause for concern.

As can be observed in Figure 7, each year there was a substantial increase in the percentage of children scoring in the acceptable range. While the overall post-assessment results were similar each year of the project, there were differences to be seen across the centers. There was substantial variation in the percentage of children who tested at a below average level at the beginning of the school year. PPVT results for the two largest *DREAM* centers, YMCA and Easter Seals, are provided as an example in Figures 8 and 9 below.



*Figure 8. PPVT Pre-test to Post-test Scoring Categories by Year, YMCA*



*Figure 9. PPVT Pre-test to Post-test Scoring Categories by Year, Easter Seals*

The OWL curriculum provides suggested vocabulary for small group activities and the story readings, but provides little specific guidance to teachers on how to explicitly teach vocabulary. In fact, OWL was one of ten curriculum programs used by Early Reading First projects which were reviewed for a recent article in *The Reading Teacher*, "Missing in Action: Vocabulary Instruction in Pre-K," in which the authors found only two curriculum programs systematically addressed vocabulary instruction in an average week's lesson.<sup>17</sup> Strategies for teaching vocabulary were addressed throughout the project in teacher study groups and in teacher training. This is one area of instruction that participating teachers clearly needed a more intensive and sustained intervention in order to have a stronger impact on child outcomes.

## PRINT AWARENESS, ALPHABET KNOWLEDGE AND PHONOLOGICAL AWARENESS

The Phonological Awareness and Literacy Screening test for preschoolers (PALS-PreK) is comprised of six subtests. Each subtest assesses an ability which is directly linked to future success in reading. This phonological awareness and literacy screening tool, required by the U. S. Department of Education for all Early Reading First grantees, measures preschoolers' developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children's specific needs. The assessment reflects skills that are predictive of future reading success and measures upper- and lower-case alphabet recognition, letter sound and beginning sound production, print and word awareness, rhyme awareness and nursery rhyme awareness. Because PALS is a test for children who are four-years-old, the results presented include only those children in four-year-old classrooms.

*Table 7: Original PALS Pre-K Ranges*

	Acceptable	Borderline	Below Average
Alphabet Knowledge (Upper & Lower Case)	16 +	10 - 15	0 - 9
Letter Sounds	6 +	4 - 5	0 - 3
Beginning Sound Awareness	7 +	5 - 6	0 - 4
Print and Word Awareness	8 +	6 - 7	0 - 5
Rhyme Awareness	7 +	5 - 6	0 - 4
Nursery Rhyme Awareness	8 +	6 - 7	0 - 5

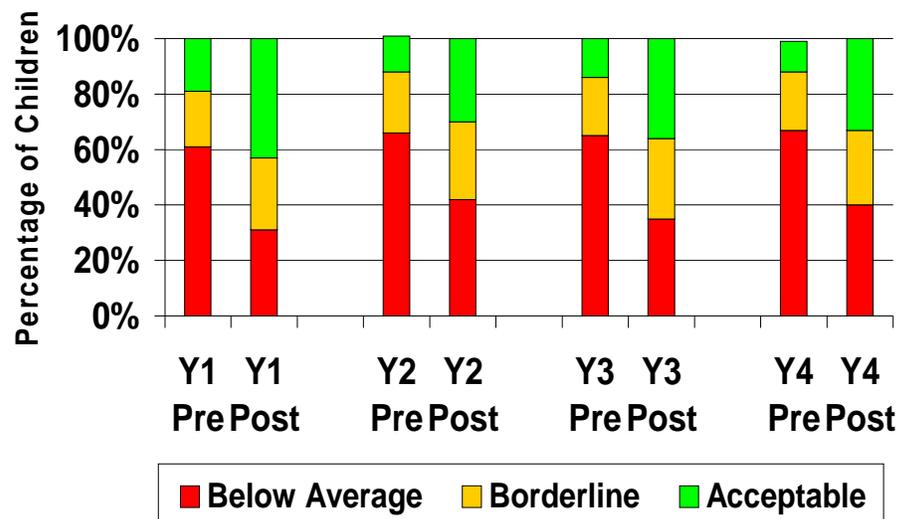
These scoring ranges were changed in Year 3 on the Beginning Sound Awareness and Rhyme Awareness portions to reflect the grant objectives and to add consistency. Table 7 shows the original ranges. Table 8, below, reflects the adjusted scoring ranges. The Alphabet Knowledge (Lower Case) range has also been changed to reflect the cut-off score on this task to be able to continue to the Letter Sounds portion (by identifying 9 or more Lower Case letters). While scoring ranges on these subtasks are not comparable across years, the average scores on each task are comparable and will paint a more accurate picture longitudinally.

*Table 8: Adjusted PALS Pre-K Ranges*

	Acceptable	Borderline	Below Average
Alphabet Knowledge (Upper Case)	16 +	10 - 15	0 - 9
Alphabet Knowledge (Lower Case)	9+	7-8	0 - 6
Letter Sounds	6 +	4 - 5	0 - 3
Beginning Sound Awareness	6 +	4 - 5	0 - 3
Print and Word Awareness	8 +	6 - 7	0 - 5
Rhyme Awareness	6 +	4 - 5	0 - 3
Nursery Rhyme Awareness	8 +	6 - 7	0 - 5

## PRINT AND WORD AWARENESS

The recent report of the National Early Literacy Panel found that concepts about print (knowledge of print conventions and concepts) and print knowledge (which combines alphabet knowledge, concepts about print and early decoding skills) are moderately correlated with at least one measure of later literacy achievement.<sup>18</sup> Figure 10 represents the percentage of all DREAM four-year-old children on the Print and Word Awareness subtest grouped by scoring categories.



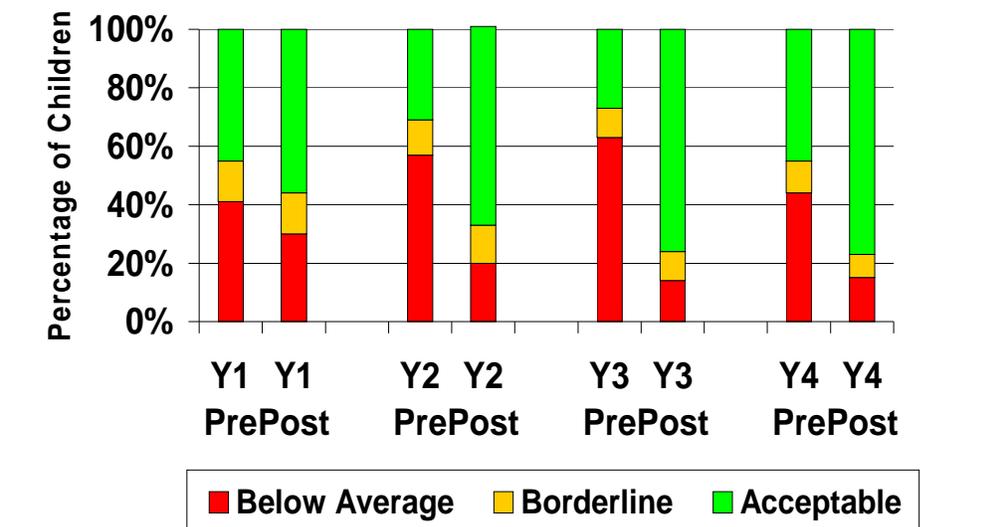
*Figure 10. PALS Print and Word Awareness Subtest Scoring Categories, Years 1 – 4*

For many teachers, the perception of teaching children to write is synonymous with teaching handwriting. All classrooms had writing centers which were substantially enhanced through the DREAM project, however unless teachers know how to effectively use those materials with children, the materials provide minimal benefits. As was true for vocabulary instruction, the topic of print and word awareness received attention during one-on-one coaching, teacher study groups and teacher training sessions. The OWL unit guides provided limited guidance to teachers on how to explicitly teach concepts about print, particularly on the use of large group experiences with print such as language experience stories. Unless teachers have identified specific concepts about print that they wish to teach and explicitly do so during multiple experiences with written text, children are less likely to grasp the concept. One center, Gideons, tended to exceed the others on results for this subtest (see Center Graphs in Appendix E). All three classrooms at Gideons use a technique called “morning message” in which children are presented with a message printed by the teacher each morning. The group reads the message aloud several times and children are then invited up to identify specific features in the text. For example, a child might be asked to point out where to begin reading the sentence or to circle a space between two words or to identify a particular letter. The

classrooms were using this technique prior to their participation in DREAM and continued it throughout the project. In addition to other trainings that addressed emergent writing (see Appendix G), DREAM offered training that focused on print and word awareness and featured a “morning message” strategy. However, only two DREAM teachers attended this training.

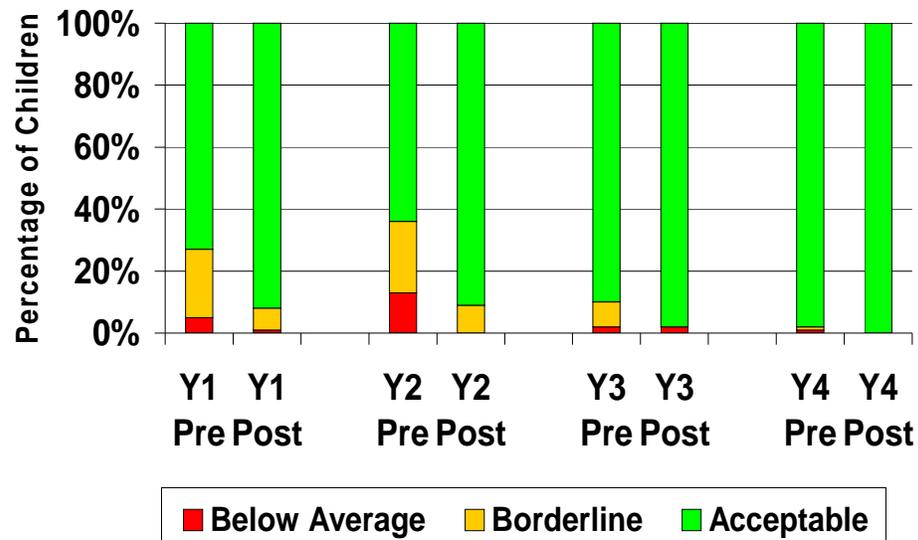
## ALPHABET KNOWLEDGE

The National Early Literacy Panel report identified alphabet knowledge as an early literacy skill that had a strong predictive relationship with later measures of literacy development. Alphabet knowledge includes knowledge of the names of the letters and the sounds associated with printed letters.<sup>19</sup> Four-year-old children in the DREAM project were assessed on their alphabet knowledge using the PALS upper- and lower-case letter subtests. The results of these subtests are shown in Figures 11 and 12 below. It is important to note that the lower-case task is contingent on scores on the upper-case task. Therefore not all students will complete both tests. If a child knows 16 or more upper-case letters they move on to the lower-case recognition task.



*Figure 11. PALS Upper-case Alphabet Subtest Scoring Categories, Years 1- 4*

DREAM students made great strides on the upper-case alphabet knowledge each year of the project. Year 3 results were particularly impressive, while 63% of students began the year able to identify only 9 or fewer letters; the year ended with 76% able to identify 16 or more letters.

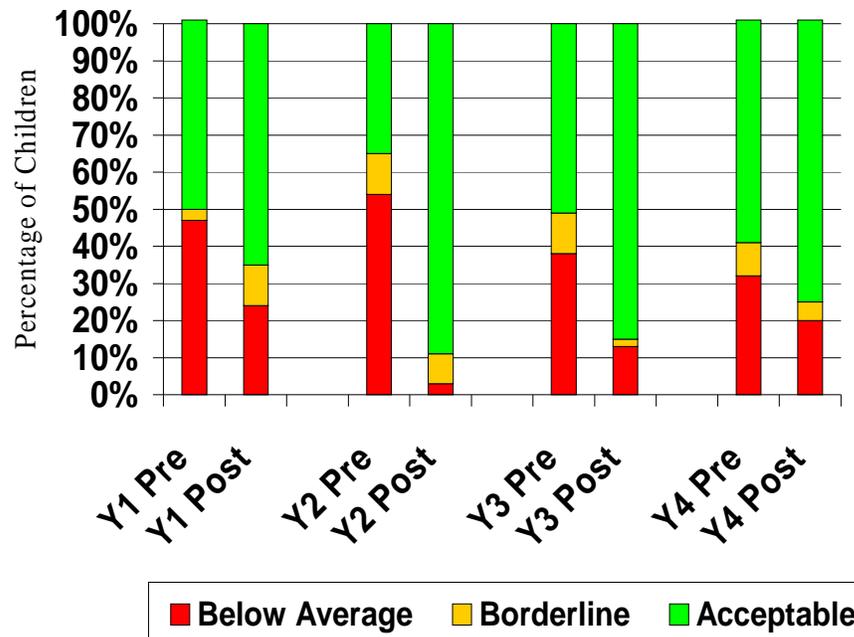


*Figure 12. PALS Lower-Case Alphabet Scoring Categories by Year*

It is important to note here that Figure 12 only presents data for those children who completed both the pre- and post-tests of the lower-case subtask. However, because this subtask of the PALS is conditional on the score of the upper-case task, it is also important to recognize any increases in the number of children who qualified to take the lower-case subtask at post-test as compared to the pre-test. In Year 3, there was a 147% increase (from 57 children at pre-test to 140 children at post-test) in the number of children qualifying to take the lower-case portion of the PALS. In Year 4, the increase was 64% (from 88 children at pre-test to 144 children at post-test).

## PHONOLOGICAL AWARENESS

Phonological awareness is the ability to detect, manipulate or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes), independent of meaning. And like alphabet knowledge, phonological awareness was identified by the National Early Literacy Panel as an early literacy skill with strong predictive relationships with later measures of literacy development.<sup>20</sup> DREAM used PALS to measure the following phonological awareness skills: letter sounds, beginning sound awareness, rhyme awareness and nursery rhyme awareness. Figures 13 – 16 below show the results of these subtests over the course of the project.



*Figure 13. PALS Letter Sound Subtest Scoring Categories by Year*

Like the lower-case portion of the PALS discussed above, the results of the letter sounds subtask only present data for those children who completed both the pre- and post-tests of this task. However, because this subtask is conditional on children identifying at least nine lower-case letters, it is also important to recognize any increases in the number of children who qualify to take the letter sounds portion of the PALS at post-test as compared to the pre-test. In Year 3, there was a 164% increase (from 53 children at pre-test to 140 children at post-test) in the number of children qualifying to take the letter sounds subtask. In Year 4, the increase was 64% (from 87 children at pre-test to 144 children at post-test).

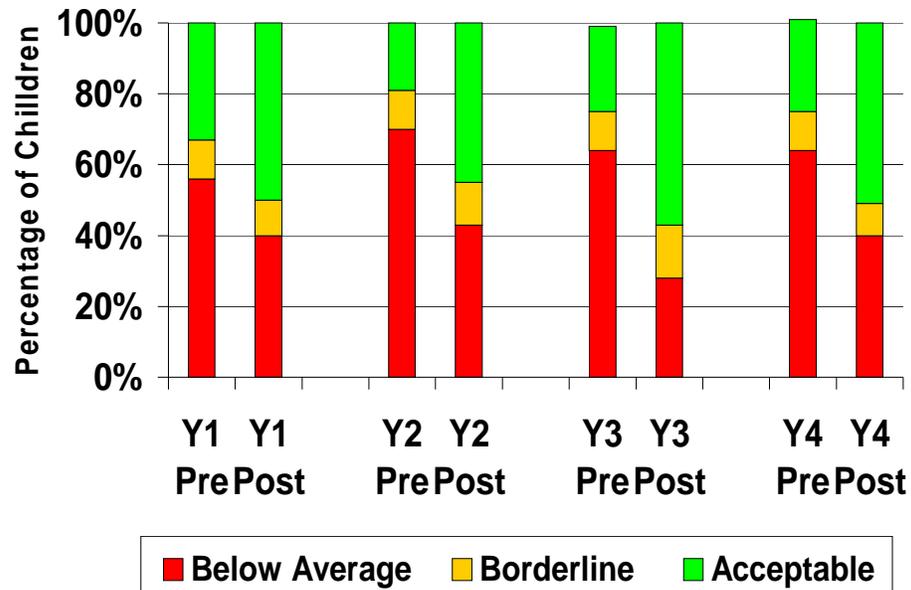


Figure 14. PALS Beginning Sound Awareness Subtest by Scoring Categories, Years 1 – 4

### RHYME AWARENESS AND NURSERY RHYME AWARENESS

Coaches made a concerted effort in Year 3 to work with teachers on supporting children's development of rhyme and nursery rhyme awareness. These topics were more suited to study group and one-on-one coaching rather than the subject of a five hour training. The change, particularly in comparing Year 1 results to Year 3 are striking, as seen in Figures 15 and 16. Fewer children in Year 4 scored in the acceptable range at post-test though. One reason for this could be that the coaches took their focus off these skills, believing that teachers were effectively working with rhymes and teaching nursery rhymes.

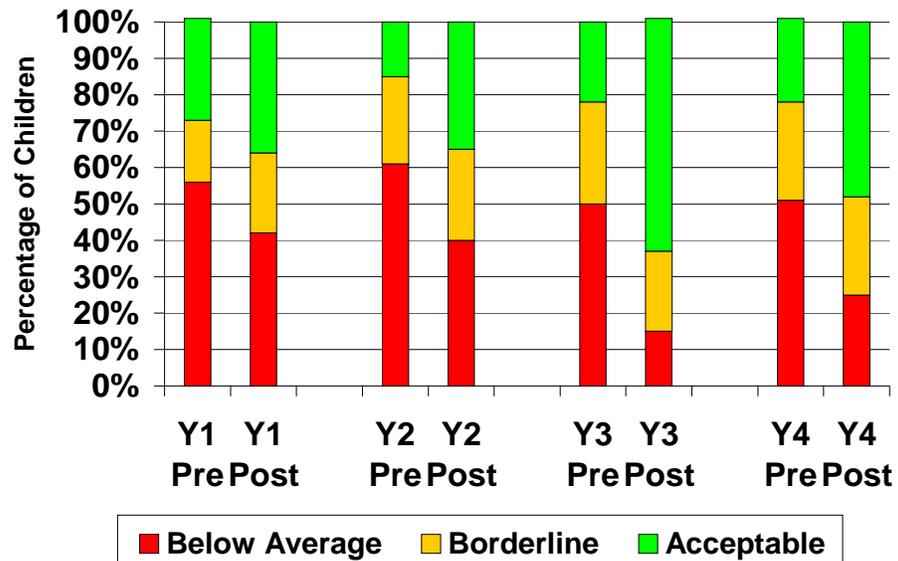


Figure 15. PALS Rhyme Awareness Subtest by Scoring Categories, Years 1 - 4

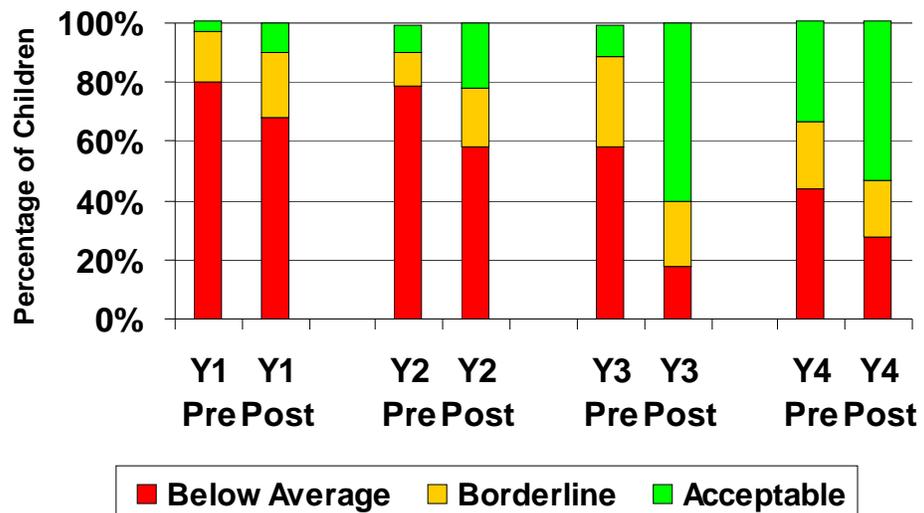


Figure 16. PALS Nursery Rhyme Awareness by Scoring Categories, Years 1 - 4

## GET READY TO READ!

*Get Ready to Read!* (GRTR) is a research-based screening tool consisting of 20 questions for pre-kindergarten children which determines whether they have the literacy skills they need to become successful readers. Each item contains a set of four pictures and a corresponding question which measures a child's pre-reading skills (e.g., print knowledge, emergent writing, and linguistic awareness). This instrument is only administered to children in four-year-old classrooms.

A small number of studies have used the *Get Ready to Read!* screening tool in the preschool period and other measures in the early elementary grades with the same groups of children. The *Get Ready to Read!* screening tool has been found to be moderately to strongly predictive of overall readiness in kindergarten; language and literacy readiness in kindergarten; and, overall reading skill and proficiency at the end of first grade. The total score at the end of the pre-kindergarten year is a strong predictor of kindergarten readiness in terms of general skills, language skills, and math skills. It is also a strong predictor of overall reading skill as well as specific critical reading skills at the end of the first grade.<sup>21</sup>

The average standard score is nine. Therefore, for our classification purposes, children scoring a nine or above are placed in the green or acceptable range, a score in between six and eight is in the middle range, and scores at or below five are in the low range.

9+	Acceptable
6-8	Low-Average
5 or below	Below Average

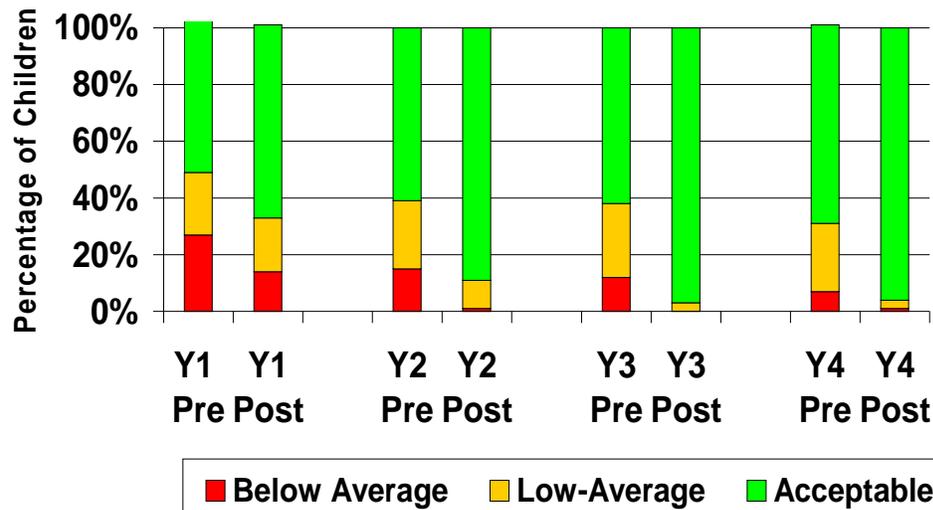


Figure 17. *Get Ready to Read!* Scoring Categories, Years 1 – 4

*\* Please note: A limited number of children had pre- AND post-assessment GRTR scores in Year 1 (N = 37).*

As can be seen in Figure 17, in Years 3 and 4, almost all the children in the DREAM project scored in the acceptable range (a score of nine or higher), indicating that these children are headed to kindergarten with a basic foundation in language and literacy skills. According to *Get Ready to Read! A Guide for Early Childhood Educators and Care Providers*, “If a child has a total score of 16 or above on the screening tool at the end of the pre-kindergarten year, it can be said with confidence that the child has the early literacy skills necessary to become a successful reader.”<sup>22</sup> In Year 4, 67% of children participating in DREAM scored 16 or higher on *Get Ready to Read!*

**Table 9: Student Assessment Average Scores and Gains by Year**

	Year 1			Year 2			Year 3			Year 4		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
PPVT	83.60	87.41	3.81	79.74	86.56	6.82	82.44	88.59	6.15	82.33	87.06	4.73
<b>PALS</b>												
Upper Case (26)	13.46	16.31	2.85	10.15	18.07	7.92	9.40	19.77	10.37	13.55	20.19	6.64
Lower Case (26)	19.16	21.54	2.38	17.03	22.77	5.74	17.61	23.98	6.37	19.33	23.70	4.37
Letter Sounds (26)	8.34	9.48	1.14	5.35	14.03	8.68	8.21	14.53	6.32	8.70	13.01	4.31
Beginning Sounds (10)	4.20	5.63	1.43	3.15	5.6	2.45	3.11	6.17	3.06	3.12	5.27	2.15
Print and Word (10)	4.74	6.48	1.74	4.48	6.01	1.53	4.43	6.43	2.00	4.16	5.97	1.81
Rhyme (10)	4.62	5.53	0.91	4.02	5.75	1.73	4.19	6.86	2.67	4.16	5.82	1.66
Nursery Rhyme (10)	3.81	4.71	0.90	3.71	5.19	1.48	4.85	7.56	2.71	5.81	7.07	1.26
GRTR Total (20)	8.62	10.14	1.52	9.91	14.34	4.43	9.97	16.20	6.23	11.26	16.33	5.07

**LESSONS LEARNED/BEST PRACTICES/FEEDBACK - CHILD OUTCOMES:**

- Substantial time is required for teachers to fully integrate new strategies into their daily practice and it will be some time before improvements are seen in child outcomes. Specific project goals on child outcomes should be written to allow time for changes to occur. For example, each year the percentage of children expected to achieve a goal could be increased.
- When coaches focused sustained attention to particular areas, our outcome data showed results (for example, rhyming and nursery rhyme awareness). Projects should select particular strategies or content areas to focus on, such as vocabulary instruction or print and word awareness, and design intensive and sustained professional development around each.

**PROFESSIONAL DEVELOPMENT**

Children in early childhood programs with high quality classroom practices taught by highly qualified instructional staff show greater cognitive development into their elementary school years.<sup>23</sup> The goal of professional development in the DREAM project was to increase teacher

knowledge and use of scientifically-based reading research to systematically address early literacy skills essential to children's future reading success.

The National Professional Development Center on Inclusion (NPDCI) proposes the following definition of professional development:

Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice. The key components of professional development include: a) the characteristics and contexts of the learners; b) the content; and c) the organization and facilitation of learning experiences.<sup>24</sup>

The Integration with Existing Programs section of this report (page 2) described the characteristics and contexts of the teachers in the DREAM project. The content of professional development was defined by the scientifically-based reading research on early language and literacy development; the implementation of the OWL curriculum; the use of child assessment data; effective classroom environments; and strategies for effective transition to kindergarten.

According to NPDCI, "a small, but growing, body of empirical evidence suggests that professional development is more likely to be effective and enhance teaching and learning when it has the following elements": a focus on professional practice and content-specific instruction; alignment with instructional goals, learning standards, and the curriculum materials that practitioners use in practice; and, learning opportunities that are intense, sustained over time and include guidance and feedback on how to apply specific practices through methods such as coaching or facilitated collaboration (e.g., communities of practice, teacher study groups).<sup>25</sup> The DREAM project's approach to professional development embodied all of these elements.

## ORGANIZATION AND FACILITATION OF LEARNING EXPERIENCES

DREAM's professional development approach and methods were supported by scientifically-based research and proven adult learning strategies. To be enduring and transformed into daily application, learning must be authentic and relevant with opportunities for immediate application. Therefore, our professional development formats included learning through ❶ an annual *Challenging Teachers Institute*, ❷ monthly five-hour teacher trainings; ❸ Early Literacy Coaches who worked with a small number of classrooms each week; ❹ teacher study groups that met on a bi-weekly basis; and, ❺ visits to other classrooms to see high quality instruction in practice.

## CHALLENGING TEACHERS INSTITUTE

The annual *Challenging Teachers Institute* is held in a retreat-like setting and provides a context in which teachers are immersed in in-depth study over a period of five days. The *Institute* balances explicit instruction with self-directed learning, inquiry-based reflection and collaborative learning. The *Challenging Teachers Institute* provides a minimum of 30

instructional hours and engages participants in a variety of experiential learning activities including individual investigations, reading assignments, and reflective journaling. While at the *Institute*, teachers have access to an extensive resource library and a computer center with Internet access.

The DREAM project provided funding for teachers to participate in three annual *Institutes*. A specialized course at the *Institute* was developed for DREAM teachers and focused on language and literacy development, child assessment, and best practices for fostering social and emotional development. Specific content focus within these broad topics was based on assessment of teachers' needs as identified from in-classroom coaching, study group sessions, monthly teacher trainings and analysis of child and classroom data.

Seventy-three percent (73%) of teachers and teacher assistants in the DREAM project attended the *Institute* in Years 1 – 3. Administrative staff from three participating centers attended as well. Of the teachers and teacher assistants who attended the *Institute*, 30% attended two years, and 19% attended all three years. Attending the *Institute* is often a pivotal event in a teacher's career. A teacher from Minnie Howell commented, "When I was told I would be coming here I assumed that it was another workshop; to my surprise it was an extraordinary opportunity. Not only did I gather a wealth of information, I met a group of new people with great ideas.... Because of this experience I will return to my class a renewed person with more patience and understanding of my children's needs....This has made me feel a newness of life."

The Institute offers participants multiple ways to explore topics. For example, after completing several experiences on the differences between truly listening to children and just hearing them, participants explored the concept through the use of materials in the artists' studio. A teacher from Atlanta Job Corps reflected, "I realized that I could do a lot with art. When I had to do something about listening to children not just hearing them, I didn't know what to do. I felt that listening comes from the heart and that [the words] *ear* and *art* are [found] in *heart*. I also realized that the 'e' in heart could represent the eye. So you need your ear, eye, and heart to listen to children."

## **FIVE-HOUR TEACHER TRAINING SESSIONS**

Five-hour teacher training sessions were offered to participating teachers and teacher assistants each month. Initially, DREAM offered three training sessions each month. One topic was typically offered twice, once during the week and once on a Saturday. The other topic was offered once, usually on a weekday. DREAM offered supports to encourage attendance at trainings: training stipends for teachers and substitute reimbursement for centers. Teachers earned stipends for attending trainings on Saturdays. Centers could request reimbursement for substitutes when teachers attended training during the week.

Over the four years of the project, DREAM offered 112 training sessions to participating teachers. On average teachers attended 55 hours of training. Table 10 below shows the number of training events and hours by center.

**Table 10: Summary of Training Events and Hours, Years 1- 4**

Center	Number of ERF Teaching Positions	Number of Training Events	Number of Training Hours*
Atlanta Job Corps	3	20	167.5
Easter Seals	10	66	974.5
Gideons	6	14	239
Minnie Howell	6	63	563.5
YMCA	10	55	884

\* Please note that the number of training hours per event did not always equal 5 due to late arrivals or early departures.

Centers participated in a varying number of training events. Both Atlanta Job Corps and Gideons struggled with obtaining substitute teachers which resulted in their teachers being typically unable to attend trainings during the week. Some teachers also relied on public transportation; attending Saturday training events, which were often held at Quality Assist's office, was a challenge. We did offer some Saturday training sessions at the YMCA's corporate office, which was more accessible to public transportation. Attendance at training was impacted not only by the availability of substitute teachers and transportation, but also each center's and teacher's attitude towards training. Some center directors were intentional about making sure that teachers attended training. For example, in Year 1, Easter Seals and the YMCA sent half their teachers to Tuesday trainings and the other half on Thursdays. Other directors left it up to the teachers to request to attend weekday trainings. Some teachers were excited about training and attended almost every session available to them, including Saturdays; others were unable to attend trainings on Saturdays due to personal obligations.

## COACHING

Professional development included both group learning experiences and individualized in-classroom coaching. Annual *Institutes* and monthly training sessions provide a group context and community of learners. In contrast, in-classroom coaching focuses on individual teachers and the context in which they apply their learning. Coaching allows teachers and coaches a unique opportunity for observation, dialogue, modeling, and experimentation with joint reflection and problem solving. Coaching brings an authenticity and immediacy to the process of transforming learning that occurs during *Institutes* and training sessions into practical, instructional practices. Effective coaching relies upon a respectful and trusting relationship

between coach and teacher which can only be achieved through an ongoing and sustained connection that grows over time.

DREAM employed four Early Literacy Coaches who were responsible for serving as mentors and coaches, providing teachers with the skills and knowledge necessary to successfully implement the curriculum and integrate new classroom materials. In Years 1 – 3, the four Early Literacy Coaches in our project each worked with four to five classrooms. One coach worked with the four three-year-old classrooms, and the other three coaches supported the remaining thirteen four-year-old classrooms. Coaches were assigned to multiple sites, so that typically more than one coach was working at any one center. This structure provided the coaches with collegial support while they were in the field and also served to familiarize teachers with most if not all the DREAM coaching staff. Coaches were typically in the field four days each week, with one day in the office for meetings and to prepare for coaching and study groups. In Year 4, due to reduced funding in our no-cost extension year, DREAM had only three classroom coaches. These coaches focused most of their coaching time on the pre-kindergarten classrooms at the Easter Seals, Gideons, Minnie Howell and YMCA centers. The four-year-old classroom at Atlanta Job Corps had extremely low enrollment in Year 4 (less than 10 children were enrolled). This site received limited coaching support in Year 4, as did the three-year-old classrooms. All classrooms had full access to teacher trainings and study groups in Year 4.

Coaches provided 4,378 hours of coaching over the four years of DREAM. Table II below provides the number of coaching hours for each year of the project.

***Table II: Summary of Coaching Hours, Years 1- 4***

<b>Total Number of Coaching Hours</b>	
Year 1	873
Year 2	1,464
Year 3	1,150
Year 4	891
Total:	<b>4,378</b>

DREAM’s funding began on October 1, 2005. Coaching for Year 1 began in January 2006 after all coaching staff had been hired and teachers had received the initial curriculum training. Year 3 coaching hours are lower than Year 2 which is due to the turnover in coaching staff that we experienced that year. Year 4 was a shorter project year than the previous years, ending May 31, 2009 and the project had only three coaches that year so fewer total coaching hours were provided.

*Table 12: Summary of Coaching Hours, Years 1- 4*

Center	Year 1	Year 2	Year 3	Year 4	Total
Atlanta Job Corps	108	102	91	38	339
Easter Seals	257	519	374	296	1,446
Gideons	140	166	95	102	503
Minnie Howell	123	205	224	285	837
YMCA	244	471	377	171	1,263

The number of hours of coaching for each center was of course impacted by the number of classrooms at each site, as can be seen in Table 12. Atlanta Job Corps had only one participating classroom in Years 2 – 4, so it received fewer hours of coaching, while Easter Seals and the YMCA had five classrooms each. Coaches individualized to meet classroom needs. The classrooms at Gideons, as was noted on pages 12 and 18, were effectively implementing the curriculum and the enhanced language and literacy strategies and so coaches were able to focus more time in other centers that needed additional support. The classrooms at Minnie Howell had two new lead teachers in Year 4 of the project, so the coaching hours actually increased substantially that year, as opposed to the other centers where the hours were reduced in Year 4.

## TEACHER STUDY GROUPS

In addition to classroom-based coaching, coaches facilitated bi-weekly study groups at each participating center. Teacher study groups met after school hours and teachers received a stipend for attending them. Center-based study groups brought participating teachers together and focused on implementing and expanding upon the OWL curriculum; using child assessment data to inform instruction; enhancing classroom environments; and, enhancing professionalism.

Within each of these broad topic areas, coaches determined the specific study group topic and agenda based on the needs of the teachers at the individual centers. Many study group topics extended over two or more study group sessions. Others were addressed multiple times over the course of the project. For example, professional development goals were developed with teachers each year, and coaches typically used a teacher study group to begin discussing possible goals with teachers. Likewise, both child and classroom data were discussed multiple times during the school year and over the course of the project. Sample study group outlines can be found in Appendix F.

Over the course of the project, 276 teacher study groups were held, for a total of 451 hours over four years. Beginning in the 2007 – 2008 school year (Year 3), the teachers at Atlanta Job Corps were invited to join the teacher study group at Minnie Howell. With only one classroom at Atlanta Job Corps, the coach thought it would be beneficial for the teachers there to expand their learning and collaborative network. The center director agreed, as did the teachers, and the teachers did join some of the study groups at Minnie Howell, but as the table below indicates, the total number of hours at these two centers varies greatly.

*Table 13: Summary of Study Group Hours, Years 1- 4*

	Total Hours of Study Group
Atlanta Job Corps	60
Easter Seals	110
Gideons	87
Minnie Howell	99
YMCA	95

In the summers, DREAM used a different study group format. We selected a professional book each summer and held project-wide book study groups so that teachers could benefit from a wider array of teacher experience and input. These study groups were held after school or in the early evening to accommodate teachers' summer schedules and teachers received a higher stipend amount for attending. In Year 1, the book we selected was *Much More than ABCs* by Judith Schickedanz. In Year 2, *Use Your Words: How Teacher Talk Helps Children Learn* by Carol Mooney was our selection. In Year 3, it was *Transforming Literacy Practices in Preschool* by Lea McGee. Teachers benefited from the discussion of these books and were able to expand their personal professional libraries.

## MODEL CLASSROOM VISITS

Model classroom visits were a strategy that many teachers found beneficial. However, finding suitable classrooms to visit proved to be more challenging than we had anticipated. OWL was a new curriculum when the DREAM project began, and there were few other centers using it in the Atlanta area. In Year 2, we organized visits to classrooms outside of the project which were not using OWL, but were providing exceptional classroom environments and teacher-student interactions. Teachers also visited other classrooms within the DREAM project who were implementing OWL with fidelity. In Year 3, we became aware of another literacy project in Atlanta which was also implementing the OWL curriculum. Coaches visited these classrooms with teachers in Years 3 and 4.

Coaches always tailored the model classroom visits to specific teacher needs. Teachers were given observation guides which focused their attention during the visit. Coaches and teachers debriefed the visit together afterwards over lunch. During Years 1 – 4, 69% of participating teachers attended at least one model classroom visit; 22 % attended more than one visit, with six teachers participating in three or four visits. One teacher spoke powerfully about how seeing the ways another teacher organized her center time so that children could have free choice inspired her to make dramatic changes in the way she approached center time in her classroom.

## CONTENT

The scope and sequence of the content for DREAM's professional development included the OWL curriculum itself, as well as specific language and literacy topics such as oral language development, phonological awareness, print and word awareness, and vocabulary development. Teachers also received professional development on enhancing their learning environments, on transition to kindergarten, and on the child assessment tools used by the project as well as using child assessment data to plan instruction. Appendix G includes sample study group outlines, as well as outlines and handouts for five-hour teacher trainings developed for the DREAM project.

Initially, much of our professional development focus was on the OWL curriculum. Pearson, the publisher of OWL, provided a two-day training for coaches and teachers in January 2006. Some new teachers needed training in the fall of Year 2, so project staff developed an Early Literacy Curriculum training. Because the curriculum was so different from the *Creative Curriculum* that most teachers had been using, they needed additional and ongoing support with implementing OWL. Coaches developed study groups on the OWL curriculum. Several teacher study groups focused on reviewing a particular unit and helping teachers plan. Others focused on specific curriculum components such as story reads, Songs, Word Play and Letters, Let's Find Out About It, Morning Meeting, etc. Coaches modeled the various components for teachers and supported them in the classroom as they began to implement the curriculum.

The professional development content had a defined scope and sequence when the project began. As the project progressed, teachers' professional development needs caused the scope and sequence to evolve. For example, as the coaches spent more time in classrooms, they noticed that many of participating teachers struggled with their own literacy and had difficulty correctly pronouncing some of the words in the OWL story books. To address these needs and to support DREAM's professional development efforts, the DREAM project contracted with a speech-language pathologist. The speech-language pathologist developed two series of teacher study groups called "story book studies." These study groups were a way to teach phonological awareness activities and vocabulary development strategies teachers could use with children while at the same time providing them support in correctly pronouncing and understanding the vocabulary of the stories. To extend this learning into the classroom, the speech-language pathologist also modeled the phonological awareness activities in the classrooms of one center. These sessions were observed by coaches and videotaped. Coaches then modeled these activities, using the video footage as a professional development resource, for teachers in the other centers.

Teachers struggled with implementing OWL's progress monitoring and rubric system and integrating it with the child assessment systems used by their centers. DREAM provided three five-hour teacher trainings on the child assessments used in the project; two of which focused on the OWL progress monitoring system. When coaches realized that teachers were not using

this system even after the training sessions, they developed a series of study groups to address each developmental area assessed by the rubric.

The data that we collected also informed our professional development content. Each year, the DREAM project staff reviewed child and classroom data to plan for the upcoming year's professional development. For instance, when rhyming and nursery rhyme awareness was identified as a focus area, coaches agreed that while it was an important area to address, the content was better suited to a study group format rather than a five-hour training session. The ELLCO and child assessment data provided us with many new avenues for professional development content. Five different training sessions (20 hours of training) were developed to address emergent writing and print and word awareness. Study groups addressed the checklist: teachers reviewed the checklist together and practiced using it on each other's classrooms. Coaches used the criteria of the ELLCO as they developed observation guides for model classroom visits.

## GOAL ATTAINMENT SCALE

In addition to collecting data on teachers' implementation of the OWL curriculum and use of language and literacy instructional techniques and strategies, DREAM used Goal Attainment Scaling (GAS) as a measure of teachers' attainment of professional development goals. The Goal Attainment Scale, developed by Kiresuk & Sherman in 1968, continues to be an important tool in program evaluation. Teachers and coaches work collaboratively to score the goals at the end of the year on the following scoring range:

- Much more than expected (5)
- Somewhat more than expected success (4)
- Expected level of success (3)
- Somewhat less than expected level of success (2)
- Much less than expected (1)

Early Literacy Coaches worked with teachers and teacher assistants to establish three individual professional development goals at the beginning of each school year. Coaches and teachers reviewed child and classroom data to identify key areas which needed improvement, for example, implementing the OWL curriculum, improving the learning environment or increasing children's awareness of nursery rhymes. Key areas were translated into specific goals. Coaches then worked with teachers to establish an expected level of success for each goal. For example, if the goal was to improve the learning environment, the expected level of success might be to achieve a score of 38 on the Learning Environment Checklist on the ELLCO. The expected level of success was meant to be a realistic possible outcome. Teachers then defined the "somewhat more" and "somewhat less" levels, and finally the "much more" and "much less" levels. At the end of the school year, teachers rated their attainment level of each goal as did the coaches; the scores were then averaged for each goal. The results for both lead and assistant teachers are presented below. The percent of DREAM teachers scoring in three categories of achievement on the GAS over the four years of the project are as follows:

*Table 14: Goal Attainment Scaling Scoring Categories, Year 1*

	Below Expectation	Met Expectation	Exceeded Expectation
Atlanta Job Corps	0%	100%	0%
Easter Seals	78%	11%	11%
Gideons	0%	40%	60%
Minnie Howell	50%	0%	50%
YMCA	0%	87%	13%
<b>DREAM Total</b>	<b>31%</b>	<b>46%</b>	<b>23%</b>

*Table 15: Goal Attainment Scaling Scoring Categories, Year 2*

	Below Expectation	Met Expectation	Exceeded Expectation
Atlanta Job Corps	n/a	n/a	n/a
Easter Seals	20%	50%	30%
Gideons	0%	50%	50%
Minnie Howell	0%	40%	60%
YMCA	10%	70%	20%
<b>DREAM Total</b>	<b>10%</b>	<b>55%</b>	<b>35%</b>

*Table 16: Goal Attainment Scaling Scoring Categories, Year 3*

	Below Expectation	Met Expectation	Exceeded Expectation
Atlanta Job Corps	0%	0%	100%
Easter Seals	10%	40%	50%
Gideons	0%	33%	67%
Minnie Howell	0%	0%	100%
YMCA	20%	20%	60%
<b>DREAM Total</b>	<b>9%</b>	<b>24%</b>	<b>68%</b>

*Table 17: Goal Attainment Scaling Scoring Categories, Year 4*

	Below Expectation	Met Expectation	Exceeded Expectation
Atlanta Job Corps	n/a	n/a	n/a
Easter Seals	0%	20%	80%
Gideons	0%	33%	67%
Minnie Howell	0%	17%	83%
YMCA	50%	33%	17%
<b>DREAM Total</b>	<b>13%</b>	<b>26%</b>	<b>61%</b>

Coaches received initial training on developing GAS goals in February of Year 1, but were not completely comfortable with the process immediately after training. We used coach study group to practice developing goals and coaches worked with teachers to create the initial GAS goals in May of that year. Teachers were to work towards their goals over the summer months. Coaches' inexperience with the process that year resulted in some goals that were too vague ("inspire a love of reading in children") or indicators that were perhaps too ambitious ("appropriately implement six to eight OWL components daily") as the expected level of success. Changes to teachers' schedules due to vacations and the fact that some did not work over the summer also may have contributed to the high percentage of teachers who were below expectation in Year 1.

In Year 4, only the YMCA had any teachers rated at "below expectations" on their GAS goals. A review of these teachers' goals reveals similar patterns to the Year 1 goals described above. For example, one teacher's expected level of success was to "implement five new name recognition activities each week." An indicator for another teacher was to "abide by curriculum schedule and time directives five days each week." One teaching team, that had been struggling to work together effectively, set goals to plan together each week; unfortunately they both felt (and the coach agreed) that they did not achieve success in this goal. The coach for the YMCA center in Year 4 had previously been our Family Literacy Coach and received GAS training at the beginning of the project but could have used more support since this was the first time she had responsibility for creating the goals with teachers.

## COACH PROFESSIONAL DEVELOPMENT

While the primary focus of the DREAM project was on professional development for teachers, DREAM coaches also received extensive professional development throughout all four years of the project. Overall, the DREAM coaches were highly experienced in the field of early childhood education; many of them had advanced degrees and had experience providing training and technical assistance to child care programs and teachers. The role of a literacy coach is a complex one which shifts and changes in response to the culture of the school, teachers' needs, and coaches' own continually evolving knowledge and skills. The required knowledge and skills include the ability to: improve student achievement by supporting teaching and learning; teach effective decision-making, literacy and pedagogical content knowledge; effectively teach adults; build teaching and leadership capacity; embrace resistance; communicate effectively; and evaluate literacy needs.<sup>26</sup> In response to this complex and challenging role, DREAM provided a wide array of professional development opportunities for coaches. Coaches' professional development was provided in formats similar to that experienced by DREAM teachers, including learning through ❶ training sessions ❷ coach study groups that met monthly; ❸ a visit to another Early Reading First project; and, ❹ attendance at professional conferences.

## TRAINING SESSIONS

Coaches attended training sessions throughout the project. In Year 1, coach training sessions were focused primarily on the OWL curriculum and the assessment tools used in the project. Sometimes, they attended training alongside teachers, as when Pearson provided the initial OWL curriculum training. The speech-language pathologist developed specialized trainings on phonological awareness and the coaches attended those with teachers as well. Other trainings were specific to coaches' needs: for example, training on the ELLCO Toolkit, and the Goal Attainment Scaling technique. In Years 2 and 3, new literacy coaches continued to take advantage of teacher trainings in order to meet individual needs and also to support participating teachers with implementing the knowledge gained in training. Also, in Year 3, Smart Start was awarded a third Early Reading First grant, and the new DREAM coaches were able to take advantage of initial coach training offered to coaches in that project. Because DREAM coaches regularly facilitated at the *Challenging Teachers Institute*, and at teacher training sessions and study groups, they also attended a number of Quality Assist training sessions on effective facilitation of adult learning.

## COACH STUDY GROUPS

The coach study groups utilized a book club format; DREAM project staff jointly selected the materials that were read. Coach study groups typically met twice each month. The content of coach study groups included the latest scientifically-based reading research; literacy coaching; effective teamwork; research from other Early Reading First projects; a training module on the Program Quality Assessment system utilized by Georgia Pre-K teachers; and reviewing child and classroom data. Books the group read included: *Preventing Reading Difficulties in Young Children* by the National Research Council; *The Literacy Coaches' Survival Guide* and *Surviving but Not Yet Thriving* both by Cathy Toll; *Differentiated Coaching: A Framework for Helping Teachers Change* by Jane Kise; *Choice Words: How Our Language Affects Children's Learning* by Peter Johnston; *Difficult Conversations: How to Discuss What Matters Most* by D. Stone, et al; and, *A Child's Work: The Importance of Fantasy Play* by Vivian Paley.

## VISIT TO ANOTHER EARLY READING FIRST PROJECT

In 2006, the DREAM project staff visited the Early Reading First project in the Charlotte-Mecklenburg County Public Schools system in North Carolina. This was a valuable experience for all of us, as this project had piloted the use of the OWL curriculum. Their project was also similar to DREAM in that some classrooms were housed in child care centers, while others were in public school settings. It was helpful for the coaches to see teachers fully and effectively implementing the OWL curriculum and also for them to talk with experienced literacy coaches.

## PROFESSIONAL CONFERENCES

DREAM coaches were fortunate to attend a number of professional conferences throughout the project. In 2006, several project staff attended a Pearson Early Learning summer institute on the Work Sampling System. Georgia Pre-K classrooms were beginning to implement a required child assessment system based on Work Sampling. This training helped coaches better support these teachers as they incorporated the OWL Progress Monitoring into this new Pre-K system. Coaches were also able to attend the annual conferences of the International Reading Association, the National Black Child Development Institute and the National Reading Conference. These conferences all provided content appropriate to coaches' needs and opportunities to network with other coaches and professionals in the field.

### LESSONS LEARNED/BEST PRACTICES/FEEDBACK: PROFESSIONAL DEVELOPMENT

- Projects should consider the roles and responsibilities of coaches carefully and bring in support and expertise as needed in professional development. Initially, DREAM coaches had heavy responsibility for development and facilitation of teacher training sessions in addition to facilitating teacher study groups and weekly coaching. While the participation of coaches in teacher training sessions is valuable, it is also important to ensure that coaches do not become overburdened. DREAM brought in an additional support person to guide the development and assist with the facilitation of five-hour teacher training sessions. DREAM coaches had input into the identification of training topics, regularly facilitated training sessions, and also attended trainings to support teachers.
- The amount of time required for professional development activities in the DREAM project was substantial for participating teachers. It is critical for projects to obtain and maintain the commitment of center management to the professional development program so that they will support and encourage teachers to attend training sessions.
- While the substitute reimbursement funds are quite helpful, if centers have difficulty obtaining adequate substitutes the funds will not be used. DREAM centers were able to access a pool of trained substitute teachers through Smart Start. Smart Start staff even helped directors arrange substitutes when necessary. Projects should talk with participating centers about their access to and system for obtaining substitutes in order to identify the additional supports needed.
- The stipends for teachers to attend Saturday training sessions, the *Institute* and teacher study groups were quite helpful in encouraging teachers to attend training. However, a system that links attendance at a particular training to a certain dollar amount can lead to a focus on the money rather than on the value of the training itself. Projects should consider alternate stipend structures in which teachers have to complete certain professional development requirements over a period of time, six months for example, in order to obtain a stipend.
- Smart Start received two additional Early Reading First grants during the four years of DREAM. This brought about a wonderful opportunity to expand the learning communities

of the teachers in all three projects through collaborative training sessions and other events. If projects can find other similar projects to collaborate with on professional development activities, this greatly benefits participating teachers.

- Projects must use data to assess teachers' and coaches' professional development needs and allow their professional development plans to evolve to meet those needs.
- Ongoing professional development for coaches is critical. Literacy coaching is still a relatively new field and coaches may need training on a wide variety of topics.

## EVALUATION PLAN

As described throughout this report, DREAM used a variety of formal assessments to gauge students' progress, teachers' implementation of the curriculum and scientifically-based reading research, and teachers' attainment of professional development goals. The evaluation approach of the DREAM project was guided by a logic model developed by The Evaluation Group (TEG) (Appendix B). Progress monitoring was also a critical piece of the evaluation plan and was instrumental in providing information which guided the evolution of the project.

Coaches, with the lead evaluator, completed the ELLCOs in each classroom. Coaches completed the OWL Fidelity Checklists and worked with the teachers to develop and to score the GAS goals. Quality Assist managed the child data collection system and the data entry process and The Evaluation Group was responsible for data analysis and reporting.

As described in the Child Assessment Data section (pages 24-34), DREAM used a variety of child assessment tools. DREAM hired and trained data collectors to complete the PPVT and PALS Pre-K assessments. The plan originally called for teachers to collect the *Get Ready to Read!* and the Preschool Individual Growth and Development Indicators (IGDI) assessments in addition to being responsible for completion of the OWL Progress Monitoring System and Rubric. However, in the first year of the project, teachers were so overwhelmed with the implementation of the curriculum that the coaches conducted the *Get Ready to Read!* and the IGDI assessments. We did provide teacher training sessions on the child assessment tools, but coaches continued to conduct these assessments for teachers throughout the project.

The volume of child assessments was overwhelming and project staff modified the plan for using the IGDI. The IGDI was originally intended to be used four times per year with all children for progress monitoring. Children who scored in the below average range on the PPVT in the fall were assessed using the "picture naming" subtest of the IGDI on an on-going basis. Children who scored below average on the rhyming section of the PALS were assessed using the "rhyming" subtest of the IGDI. Children who scored below average on the beginning sounds section of the PALS were assessed using the "alliteration" subtest of the IGDI. Coaches trained teachers to use the IGDI assessment materials and supported them with their use as needed.

Teachers struggled throughout the project with implementing the OWL Progress Monitoring and Rubric system. While training sessions, teacher study groups and individual coaching

sessions were offered throughout the project, teachers did not appear to see how OWL's assessment system fit into the systems they were required to use by their child care programs. The centers that used Creative Curriculum also used its online assessment system and in addition, Georgia Pre-K teachers were required to use Pre-K's Work Sampling system. It seemed burdensome to the teachers to also have to complete the OWL Rubric.

Data was entered into preformatted spreadsheets during the first years of the evaluation. Because of the volume of data and need for quick reporting, TEG developed an online, secure database for data entry and the production of "snapshot" reports. Quality Assist, TEG, and the literacy coaches were responsible for data entry, while TEG was responsible for the overall management of the database. The snapshot reports allow for a quick overview of assessment results at the grant, center/school, and classroom level. All assessment results are color coded by student to allow for individualized instruction.

Along with the snapshot reports produced online, TEG also produced detailed evaluation reports at both pre- and posttest, ELLCO reports highlighting areas of strength and weakness for each classroom, wrote and submitted the Annual Performance Report (APR) to the Department of Education, and produced other ad hoc reports as needed.

#### **YEAR BY YEAR LESSONS LEARNED/BEST PRACTICES/FEEDBACK**

- Data collection and entry procedures need to be in place as early as possible. Given the quick start-up time once the grant is awarded, staff needs to be in place and roles need to be outlined prior to the grant award.
- The evaluation plan needs to be amenable to change. Given the high volume of data collection at both the student and classroom levels, there needs to be room for modifying what was originally outlined in the grants to relieve any unforeseen burdens, especially on classroom staff.
- Having a local evaluator who is familiar with classroom, teacher, coach, and project characteristics is invaluable. The presence of a local evaluator in Year 2 of DREAM assisted in solidifying the role of the evaluation overall, as well as producing reports in a timely manner, which is essential to guiding instruction in the classroom.



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**Can Multidimensional Professional Development Improve Language and Literacy Instruction for  
Young Children**

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## ABSTRACT

This paper addresses the impact of intensive, job-embedded mentor-coaching for 36 teachers and teaching assistants in relation to their language and literacy proficiency and the fidelity of their implementation of the Opening the World of Literacy (OWL) curriculum. The literacy scores for the majority of teachers in both the treatment and comparison conditions in the Early Childhood Educator Professional Development (ECEPD) PEACH Partnership Project, as measured by the Nelson Denny Reading Test, were very low. Moderately high levels of implementation fidelity, on average, were achieved by the treatment teachers as they learned to use a literacy rich curriculum. After three years of training and coaching, treatment teachers showed higher scores on the Teacher Behavior Rating Scale (TBRS) measure of language and literacy related teaching behaviors than the comparison teachers, and these differences were large when examined as effect sizes. The PEACH Partnership Project was funded by the U.S. Department of Education. The classroom based multi-dimensional professional development program was implemented by Quality Assist, Inc., an early education company based in Atlanta, Georgia.

## KEY WORDS

Coaching

Mentoring

Early Language and Literacy

Professional Development for Early Childhood Teachers

**Author notes:** The *Promoting Education for Adults and Children (PEACH)* Partnership was an Early Childhood Educator Professional Development (ECEPD) research project funded the U.S. Department of Education. Collaborative partners for this three year project included the Georgia Head Start Association, Quality Assist, Inc., and Dr. Richard Lambert from the University of North Carolina at Charlotte.

## Introduction

The growing body of research indicates that teacher education and training are two of the most critical variables related to the quality of early childhood programs. Numerous studies have found that the quality of experiences children receive in early childhood programs is related to the qualifications of their teachers (Arnett, 1989; Dwyer, Chait, & McKee, 2000; Burchinal, Cryer, Clifford, & Howes, 2002; Barnett, 2004; Bowman, Donovan, & Burns, 2001; Whitebook, Howes, & Phillips, 1990). A recent meta-analysis of studies examining the relationship between program characteristics and quality in early childhood settings found that teachers with more education and specialized training in early childhood development had higher quality classrooms and demonstrated better pedagogical practices with children (Fukkink, R.G., & Lont, A. 2007). Other studies have found that the quality of teaching practices in early childhood programs is the strongest predictor of children's school readiness skills, even greater than the structural characteristics of the program (Howes, 1997; Pillepsen, Burchinal, Howes, & Cryer, 1997; Neuman & Cunningham, 2009).

Professional development for early childhood teachers has been steeped in a long history of informal and episodic workshop approaches that lack depth and continuity in specialized content. In response to the growing recognition of the critical role of competent, well-trained teachers, Head Start raised qualification standards for its teachers. In 1999, the Head Start reauthorization required 50% of Head Start teachers to have an A.A. degree or higher by 2003. Standards increased again in 2007 when reauthorization required 50% of Head Start teachers to have a B.A. degree or higher in early childhood education or a related field by 2013.

However, these standards present unique challenges for early childhood teachers because there is evidence that a substantial portion of the early childhood workforce has limited language and literacy proficiency. The results of the National Adult Literacy Survey reported that 44% of early childhood

teachers and administrators scored at the levels 1 and 2 of prose literacy involving “knowledge and skills needed to understand and use information from texts;” 57% scored at the lowest levels of document literacy that involves the “knowledge and skills required to locate and use information contained in materials;” and 55% scored at the lowest levels of quantitative literacy that involves “knowledge and skills required to apply arithmetic operations” (Kaestle, Campbell, Finn, Johnson, & Mikulecky, 2001).

The National Institute for Literacy (2009) reports that “rich and complex language stimulation in early childhood classrooms can have a lasting impact on young children and suggests specific strategies that teachers can utilize to create such an environment. However, how effectively can teachers, with limited language and literacy proficiency, implement complex strategies such as code-focused interventions, shared reading-focused interventions, and use of rich oral language interactions with children? Can multidimensional professional development increase the language and early literacy instructional practices of teachers with limited proficiency?

Based on their comprehensive review of existing research on effective professional development, the National Staff Development Council identified a number of basic principles of effective professional learning experiences. The Council concluded that professional development produces meaningful results when it is 1) intensive, ongoing, and connected to practice and these experiences are even more powerful when based on knowledge of the teachers’ practices; 2) focused on specific curriculum content and when new practices are modeled teachers are more likely to implement new strategies; 3) aligned with larger system improvement priorities and goals and therefore accompanied with ongoing support and system commitment; and 4) supported by strong relationships among teachers that form learning networks and provide opportunities for teachers to observe each other, give and get feedback, and foster reflective analysis of practices (Darling-Hammond, Chung Wei, Andree, Richardson, Orphanos. 2009). The Council also noted that coaching and mentoring, as high

intensity, job-embedded collaborative learning is most effective and the fastest growing form of professional development in school systems.

This trend is also evident in preschool settings. As national attention has focused on the critical importance of early language development and emergent reading in the preschool years, mentoring and coaching have become common professional development strategies in federally funded Early Reading First (ERF) and Early Childhood Educator Professional Development (ECEPD) research initiatives. Although ERF projects do not use experimental research designs, program evaluations reveal positive changes in the classroom environments and the instructional practices of teachers who received three years of mentoring support (Romo, Casso, & Elmer, 2007; Grace, Bordelon, Cooper, Kazelskis, Reeves, & Thames, 2008). Romo, et. al. also reported that the lowest evaluation scores were observed among those teachers who attended training but demonstrated no commitment to implementation. Grace, et. al., concluded that it is possible to improve literacy environments with a comprehensive professional development program if the program continues long enough for teachers to embrace new concepts and take ownership for implementation.

Neuman and Cunningham (2009) also found strong support for “practice-based” professional development. They compared the teaching practices of teachers with three different professional development experiences. One group participated in a language and literacy college course and received 64 hours of “practice-based” coaching; the second group participated in the course but did not receive coaching support and the third group received no professional development support. There were no differences in the quality of teaching practices between teachers who participated in the course without coaching and those who received no professional development support. The college course produced modest growth in teacher knowledge and limited application to teaching practices. In contrast, the teachers who participated in the course and received practice-based coaching demonstrated higher quality language and literacy practices.

Mentor-Coaching, as a job-embedded and individualized strategy, is uniquely designed to translate conceptual, ideological learning into practical application in real-life, authentic classroom contexts. Because mentor-coaching is context specific and focuses on knowledge acquisition as well as implementation, it provides teachers with limited language and literacy skills individualized support as they incorporate new learning and attempt to implement high impact, complex language and literacy curricula into their teaching practices.

This article will examine the literacy proficiency of teachers, the PEACH Partnership multidimensional approach to professional development and the implications for the fidelity of implementation of a scientifically-based curriculum. The current study focused on three specific research questions: 1) What are the literacy levels of lead teachers and teaching assistants working in early childhood programs such as those involved in the PEACH project? 2) What levels of implementation fidelity can be reached when teachers attempt to implement the Opening the World of Learning (OWL) (Schickedanz, Dickinson & Charlotte-Mecklenburg Schools, 2005) curriculum with the support of a coach? 3) Are there differences in classroom literacy practices between OWL teachers with support and teachers in the comparison condition?

## **Methods**

### **Participants**

A total of 36 classrooms participated in the PEACH professional development/research project over the course of three years, all of whom were serving four-year-old children enrolled in either Head Start or Georgia State Funded Pre-K classrooms in private or non-profit child care centers. Participating child care centers served low income families and children at risk of school failure. The highest level of formal education completed varied across teachers: 41% of teachers had a high school diploma or GED, 31% had a two year degree or AA/AS, 26% had a four year degree or BA/BS, and only 2% of the teachers had a master's degree or higher. None of the teachers had in-depth or specialized training in

early language and literacy approaches that were based in scientific research and therefore encountered practical challenges in preparing children to enter school ready to succeed.

### **Intervention**

The PEACH Partnership Project prepared teachers to fully implement a research based curriculum, the “*Opening the World of Learning*” (OWL), create literacy and numeracy rich classroom environments, and incorporate child assessment as an integral strategy for individualized curriculum planning. The OWL curriculum aligns with the four critical literacy domains of 1) Oral Language, 2) Book Interest and Understanding, 3) Phonological Awareness, and 4) Print Understanding and Use. The curriculum focuses on early writing, meaning and uses of print, alphabet knowledge, and early reading.

The Quality Assist multidimensional professional development program was delivered over an extended period using five inter-related strategies: in-depth training institutes, training seminars, classroom-based mentor-coaching for teaching teams, on-site study groups, and model classroom visits. Our professional development approach and methods were supported by scientifically based research and proven adult learning strategies (for a detailed description see Sibley, Lawrence, & Lambert, 2010). To transform new learning into daily instructional practices that are consistently implemented over time, learning must be relevant and context specific with opportunities for immediate application. Therefore, our professional development methods included learning through classroom based mentor-coaching, action research, collaborative learning projects, and peer networks that fostered self-directed and continuous learning. The scope and sequence of the professional development plan was based on a working knowledge of the participating early childhood programs and their communities as well as an on-going, comprehensive assessment of their training needs. Coaching activities included observation and feedback, modeling, and engaging teachers in reflective dialogue about instructional approaches, curriculum implementation, and child progress monitoring. Mentor-coaches would scaffold classroom experiences using the “Gradual Release of Responsibility Model”

(Pearson & Gallagher, 1983) that involved high support, demonstration lessons (I do, you help); medium support, collaborative lessons (you do, I help); and low support independent lessons (you do, I watch). In-classroom observation and coaching allowed coaches to monitor how teachers applied training and implemented the OWL curriculum and therefore also informed professional development planning, focused ongoing support, and addressed the fidelity of curriculum implementation. Mentor-Coaches utilized the OWL Fidelity Checklist (Schickedanz, Dickinson & Charlotte-Mecklenburg Schools, 2005) on a regular basis to assess curriculum implementation.

### Measures

Three classroom observational measures were completed in the fall and spring of each year in treatment and comparison classrooms. The Nelson-Denny Reading Test (Brown, Fishco, & Hanna, 1993) was used to assess the language and literacy proficiency of teachers and teaching assistants participating in the PEACH Partnership Project. The Early Language and Literacy Classroom Observation (ELLCO) Research Edition (Smith, Brady and Anastasopoulos, 2008). Owl Fidelity Checklist, and the Teacher Behavior Rating Scale (TBRS) (Landry, Crawford, Gunnewig, & Swank, 2002) were used to evaluate the language and literacy richness of the classroom environment, the level of implementation of the OWL curriculum, and the quantity and quality of early language and literacy instructional strategies.

The **Nelson-Denny Reading Test** is used to measure reading ability among high school and college students. It is used to screen for reading problems, to predict academic success, and as a measure of progress resulting from educational interventions. The Nelson-Denny includes two subtests and yields four scores. The first subtest, Vocabulary, consists of 80 multiple-choice items, each with five response options. The second subtest, Comprehension, requires examinees to read five short passages and to respond to 38 multiple-choice questions about the content of these passages. Approximately half of these items relate to specific factual content, while the other half are more inferential in nature. A total reading score is derived by summing the Vocabulary score with the

Comprehension score. Part way through the first passage in the Comprehension subtest, Reading Rate is also assessed. The Nelson Denny was administered in a group format on-site at participating centers and at a Professional Development Fair sponsored by the PEACH Partnership Project.

The **Early Language and Literacy Classroom Observation (ELLCO)** Research Edition was designed for use with preschool through third grade classrooms and specifically addresses the role of environmental factors that help promote early literacy and language development. Literacy and language practices and materials were evaluated through the use of an environmental checklist, a teacher interview, and a literacy activities rating scale.

The ELLCO was used in concert with the OWL Fidelity Checklist to ensure that the classroom environment supported both the full realization of the curriculum model and the needs of the children. The OWL Fidelity Checklist is a tool published in the OWL Curriculum Program Guide that can be used as a self-assessment or can be completed by an observer to assess the implementation of the OWL Curriculum components. Quality Assist coaches developed a scoring system for this tool in order to obtain a measure of teachers' progress with curriculum implementation. Coaches scored each of the indicators on a three-point scale: 1—not evident, 2—marginally evident, 3—clearly and strongly evident. The Mentor-Coaches utilized the data from these measures to set goals with the teachers and to identify training needs to help teachers acquire a thorough understanding of the language and literacy concepts and effective implementation of the curriculum.

The ***Teacher Behavior Rating Scale*** (Landry, Crawford, Gunnewig, & Swank, 2002). is an observational measure that documents a teacher's use of specific and intentional teaching strategies that promote language development and early literacy skills. The measure focuses on teaching practices that are associated with cognitive development, oral language stimulation, development of early literacy skills, and mathematical reasoning of young children. For this project, only six of the twelve subsets were used as these address the specific strategies teachers use to promote language and literacy

development: Book Reading, Print & Letter, Phonological Awareness, Written Expression, Math and Oral Language. The Instrument measures both the frequency (quantity) and quality of the strategies teachers use under these dimensions. This research team has used this measure in several previous randomized trials of teacher professional development interventions (Preschool Curriculum Evaluation Research Consortium, 2008) and found it to be sensitive to growth in the quality of teaching practices among early childhood teachers.

## Procedures

Participation in the *PEACH Partnership* project was voluntary. Participating programs had a history of working with Quality Assist and had demonstrated a commitment to quality. Program directors had routinely requested training assistance and had expressed a specific interest in language and literacy development. All interested programs completed a survey to determine their comparability in terms of the percentage of low income children served, teacher education and training, children with special needs, and the number of English language learners. While 18 centers initially expressed an interest, 12 centers met the requirements of the federal priority for this training grant. All directors understood that the *PEACH Partnership* was responding to the federal competitive preference priority using a rigorous evaluation design that randomly assigned classrooms within each center to treatment and comparison groups. The overall proposed evaluation design was a cluster randomized trial with repeated measures. Classrooms were randomly assigned to treatment and comparison conditions. Classrooms assigned to the professional development/OWL condition (treatment) were compared to classrooms in which the typical or usual practices remained in place (comparison). Treatment group classroom teachers agreed to implement the OWL curriculum, center managers were committed to supporting teachers' full participation in the professional development program and agreed to participate in all evaluation activities. Teachers and children in the comparison classrooms received no additional services beyond

those they usually received from their programs and did not participate in the ongoing, intensive professional development activities offered to the treatment group. The comparison classrooms continued the use of locally determined curricular models that were already in use. The Evaluation Partner was responsible for making random assignments to treatment and comparison conditions, but was not involved with or responsible for the professional development program. Assessment measures were collected by trained, independent observers. The independent observers were blind to treatment and comparison classrooms and completed observations in a total of 36 classrooms in the fall and spring of each of the three years.

Our sample was originally comprised of 18 treatment classrooms with 36 teachers and 18 comparison classrooms with 36 teachers from Head Start, state-funded Pre-K, and private child care settings located in communities with high concentrations of poverty. In year two, one comparison classroom was eliminated from the project because this classroom began serving three-year old children to meet enrollment demands of the community and discontinued serving four-year old children. In year three, one treatment classroom was eliminated from the project because the lead teacher left her position in the fall and the center director requested that this classroom be eliminated from the project. Therefore, by the third year of the project, our sample was comprised of 17 treatment classrooms with 34 teachers and 17 comparison classrooms with 34 teachers.

Teacher turnover is a recurring challenge in early childhood programs. In the first year of the Project, ten (27%) treatment teachers left their classroom positions and were replaced by new teachers. In year two, two treatment lead teachers and ten assistant teachers (32%) left their classroom positions and were replaced by new teachers. To address this turnover, the PEACH Project provided individualized coaching and intentional planning of group training sessions including repeat sessions of OWL curriculum training, foundational training sessions on early language and literacy development, and small group study group topics specific to the needs and goals of new teachers.

## Results

To address the first research question pertaining to the literacy level of the teachers and to illustrate the nature of the distribution of reading and reading rate scores, we examined the percentile ranks for the samples of both lead teachers and assistant teachers relative to national norms of college educated adults (see table 1). Teachers in the sample scored, on average, at approximately the 23<sup>rd</sup> percentile on the reading measure and at approximately the 28<sup>th</sup> on the reading rate measure. On the reading measure, the majority of teachers (81.2%) scored below the 50<sup>th</sup> percentile nationally and 37.5% scored below the 10<sup>th</sup> percentile. On the reading rate measure, the majority of teachers (84.4%) scored below the 50<sup>th</sup> percentile nationally and 34.4% scored below the 10<sup>th</sup> percentile. A similar pattern was found for assistant teachers who scored 13<sup>th</sup> percent on reading and 28<sup>th</sup> on the reading rate measure. On the reading measure, all of the assistant teachers (100%) scored below the 50<sup>th</sup> percentile nationally and 61.3% scored below the 10<sup>th</sup> percentile. On the reading rate measure, the majority of assistant teachers (77.4%) scored below the 50<sup>th</sup> percentile nationally and 32.3% scored below the 10<sup>th</sup> percentile.

To further examine the literacy proficiency of the teachers, we constructed the distributions of standard scores for both the reading and reading rate measures of the Nelson Denny Reading Test (see Table 1). We tested for differences between the treatment and comparison conditions and between teachers and assistants using factorial analysis of variance. For the reading measure, there were no statistically significant differences between the treatment groups ( $F_{(1,59)}=.218, p=.642$ ), positions ( $F_{(1,59)}=3.629, p=.062$ ), and for the treatment condition by position interaction ( $F_{(1,59)}=3.005, p=.088$ ). For the reading rate measure, there were also no statistically significant differences between the treatment groups ( $F_{(1,59)}=.250, p=.619$ ), positions ( $F_{(1,59)}=.091, p=.764$ ), and for the treatment condition by position interaction ( $F_{(1,59)}=.013, p=.908$ ). However, assistant teachers in general and the comparison group assistant teachers in particular scored lower on average on the reading measure than lead teachers. These differences were not statistically significant. All four groups scored approximately the

same on the reading rate scale score. These results indicate that random assignment was effective in creating equivalent groups with respect to literacy levels.

To address the second research question regarding the levels of implementation for the OWL curriculum, we report the treatment group fidelity scores for the spring of the final project year. The target level of fidelity was 80%. On average, the teachers achieved 77.3% correct on the total score with scores ranging from 65% to 89% (see Table 2). However, only 35.3% of the teachers achieved a fidelity score greater than or equal to 80%. On the seven scale scores within the fidelity measure, all the average scores were above 70%, ranging from 71.5% to 96.0%. At least some teachers scored 100% fidelity on each of the seven scales. The majority of teachers reached the 80% target on four of the scales: Adaptations (82.4%), Materials (64.7%), Support (94.1%), and Technology (100%). The results indicate that while the target levels of fidelity were not reached by all teachers, on average, moderately high levels of implementation were achieved.

To address the third research question, we compared the treatment and comparison groups on the ELLCO and TBRS scale scores to determine if there were differences in practices associated with professional development training and classroom-based coaching. There were no statistically significant differences between the treatment and comparison classrooms on the ELLCO scale scores (see Table 3). However, the treatment classrooms scored higher on average than comparison classrooms on all ELLCO scale scores. There were moderately large advantages for the treatment group in terms of standardized mean difference effect sizes for the Language and Literacy Checklist (.461) and the Classroom Observation total score (.695). The TBRS scoring yields quantity, quality, and combined quantity and quality scores for each domain of teacher literacy instructional behaviors. We focused on the combined scores for these analyses as they provide a more comprehensive picture of teaching practices. There were statistically significant differences between the treatment and comparison groups across all the TBRS scale scores except for Phonological Awareness (see table 4). There were large

advantages for the treatment group on all TBRS scale scores in terms of effect size, ranging from 1.009 for Oral Language to 1.577 for Book Reading.

### Discussion

This study revealed that the teachers who participated in the PEACH professional development project had exceptionally low literacy levels. However with intensive, job-embedded coaching and specialized training they reached moderately high levels of implementation of a research based, literacy curriculum. Treatment teachers demonstrated a small advantage in classroom literacy environments as measured by the ELLCO but these differences were not statistically significant. Based on TBRS results, there were significant differences in the quantity and quality of teaching practices associated with book reading, print and letter knowledge, written expression, and oral language. However, there were no statistically significant differences between treatment and comparison teachers in teaching practices that promoted phonological awareness.

Teachers who participated in the PEACH multidimensional professional development program demonstrated significantly greater use of intentional teaching practices that supported language development and early literacy skills among four-year old children. Yet it is noteworthy that it took three years of intensive, specialized training and job-embedded mentor-coaching to achieve moderate to high levels of curriculum implementation and strong evidence of intentional language and literacy teaching practices. Our professional development program focused on increasing teachers' knowledge and their immediate application of this newly acquired knowledge in their specific classroom settings. This dynamic and iterative process ensured that new learning was relevant, that teachers had support in trial and error applications, and that learning had relevance and authenticity because it was applied in "real-life" contexts.

While we used the Nelson Denny Reading Test to measure teachers' literacy and vocabulary, we did not measure teachers' linguistic skills (such as ability to comprehend conceptual, semantic, and

pragmatic meaning) or their phonemic awareness. Teachers had habits and articulation patterns that were developed from childhood based on regional dialect and culture. During training sessions that addressed phonological awareness (i.e. blending, segmenting, rhyming, etc.) teachers demonstrated difficulty discriminating, manipulating, and articulating phonemes. Phonemic awareness is directly related to adult literacy levels. Adult non-readers and beginning readers demonstrate deficiencies in phonemic awareness and adults at the lowest levels of literacy benefit from direct instruction to increase phonemic awareness (Kruidenier, 2002).

### **Implications for practitioners**

Professional development programs for teachers with low levels of literacy can make a difference in teaching practices. Based on our findings, effecting intentional language and literacy teaching practices requires 1) intensive, multidimensional and sustained professional development that is 2) job-embedded to ensure individualized contextual relevance and 3) provides opportunities for immediate application of new learning. Our program was designed to help teachers implement a language rich curriculum and as such presumed a level of language and literacy proficiency among the teachers. However, if teachers have low levels of proficiency, it is most likely that the professional development will require extensive training and intensive coaching over a two to three year period; the intensity, continuity, and duration (i.e. dosage) of professional development must be taken into consideration. In addition, professional development programs should take into consideration the language and literacy proficiency of teachers when developing the scope and sequence of training content and planning for differentiated instruction for teachers. For example, it is logical that teachers with phonemic awareness deficiencies may need direct instruction to develop their own skills before they can effectively build these skills with young children.

## Limitations and Implications for Future Research

It is important to note several key limitations to the findings of this study. The oral language skills of the participating teachers were not measured. The Nelson Denny Reading Test focuses on literacy skills only. As noted earlier, the teacher training process highlighted both needs shared by many of the teachers in the area of oral language and potential connections between these needs and complete implementation of the phonological awareness components of the OWL curriculum. It may be helpful to measure these skills in future studies and to expand teacher training to focus more on the needs identified by such assessments. While there were no statistically significant differences between the treatment and comparison groups with respect to literacy levels, the researchers plan to conduct additional analyses to examine whether growth in literacy related teaching strategies varied by teacher literacy levels.

There was some attrition among both treatment and comparison teachers in the PEACH project. The researchers worked closely with the partner programs to ensure that the replacement lead teachers and assistant teachers were equivalent across the treatment and comparison conditions. However, the final set of participants was not exactly the same group that was randomly assigned to treatment conditions at the start of the study. Some treatment teachers had to be replaced and therefore the final set of treatment teachers varied in the overall number of months of project participation. They also varied in the extent to which they fully engaged in the treatment process. The researchers plan future analyses that will focus on the relationship between teacher literacy behaviors and child outcomes, patterns of growth in teacher behaviors across the three years of the project, and possible differences in patterns of growth across teachers based on the amount of professional development they received.

In addition, the participating teachers work in a relatively small number of centers in one geographic region. While these centers serve families and children who are similar demographically,

they may not be representative of centers in other parts of the country. The findings of this study need to be replicated in other geographic locations and in centers with varying levels of baseline resources. Future research is also needed to more completely understand why some teachers became more completely engaged in the process of training and technical assistance. The present study was not designed to closely examine both teacher and center characteristics that may be associated with teacher openness to innovation and the ability to benefit from coaching. Qualitative studies are also indicated that can document the subjective experience of individual teachers as they progress through an extended period of professional development that includes multiple academic years and various training and technical assistance delivery modalities.

### **Conclusion**

The literacy scores for the majority of teachers in both the treatment and comparison conditions, as measured by the Nelson Denny, were very low. Although this background appeared to present some difficulties for some teachers during the professional development process, moderately high levels of implementation fidelity, on average, were achieved by the treatment teachers as they learned to use a literacy rich curriculum. After three years of training and coaching, the treatment teachers showed higher scores on the TBRS measure of language and literacy related teaching behaviors than the comparison teachers and these differences were large when examined as effect sizes. These results demonstrate both the barriers involved with supporting teachers who are implementing a literacy rich curriculum and professional development strategies that resulted in improved teaching practices.

**Table I**

Literacy scores from the Nelson Denny test by teacher position and treatment condition.

<b>Group</b>	<b>Position</b>		<b>Reading Standard Score</b>	<b>Reading Percentile</b>	<b>Reading Rate Standard Score</b>	<b>Reading Rate Percentile</b>
Treatment	Teacher	Mean	182.88	22.25	192.63	27.88
		SD	30.42	27.41	22.15	29.02
		Minimum	138	1	159	1
		Maximum	233	75	241	90
	Assistant	Mean	181.87	16.27	194.73	30.07
		SD	18.73	14.84	17.27	26.91
		Minimum	152	1	166	1
		Maximum	208	41	232	86
Comparison	Teacher	Mean	190.31	23.50	190.69	27.94
		SD	22.36	25.72	20.78	26.35
		Minimum	167	3	155	1
		Maximum	238	81	232	86
	Assistant	Mean	168.94	8.94	191.63	25.69
		SD	19.59	11.58	19.32	28.01
		Minimum	145	1	164	1
		Maximum	201	32	232	86

**Table 2**

OWL implementation fidelity scores.

	Targeted Transitions	Transitions	Curriculum Materials	Adaptations	Material	Support From Program	Technology	Total Score
Mean	73.5%	71.5%	76.6%	84.2%	82.4%	92.9%	96.0%	77.3%
SD	18.635	12.334	19.216	10.899	12.294	6.670	7.433	5.520
Min	33%	56%	44%	67%	67%	78%	83%	65%
Max	100%	100%	100%	100%	100%	100%	100%	89%
≥ 80% *	47.1%	11.8%	47.1%	82.4%	64.7%	94.1%	100.0%	35.3%

*\* Percentage of teachers reaching 80% or greater.*

**Table 3***ELLCO scale scores by treatment group.*

<b>Measure</b>		<b>Treatment</b>	<b>Comparison</b>	<b>Effect Size</b>	<b><i>t</i></b>
Literacy Environment Checklist	Mean	32.313	31.294	0.275	.792
	SD	3.628	3.704		
General Classroom Environment	Mean	18.250	17.882	0.213	.506
	SD	2.408	1.728		
Language and Literacy Checklist	Mean	29.188	27.706	0.461	1.037
	SD	4.875	3.216		
Classroom Observation	Mean	50.563	48.000	0.695	1.303
	SD	6.947	3.688		

Note. \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

**Table 4***TBRS combined scale scores by treatment group.*

Measure		Treatment	Comparison	Effect Size	<i>t</i>
Book Reading	Mean	2.563	1.345	1.577	3.952***
	SD	1.009	0.773		
Print and Letter Knowledge	Mean	1.975	1.151	1.256	2.062*
	SD	1.129	0.656		
Written Expression	Mean	1.726	0.941	1.156	2.180*
	SD	1.319	0.679		
Phonological Awareness	Mean	0.244	0.076	1.474	1.943
	SD	0.338	0.114		
Oral Language	Mean	3.479	2.185	1.009	3.060**
	SD	1.181	1.283		

Note. \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

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## CURRICULUM VITAE

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### EDUCATIONAL BACKGROUND

Ph.D., Early Childhood Education 1983 Georgia State University, Atlanta, Georgia

A.B., English 1974 University of Massachusetts, Amherst, Massachusetts

### ACADEMIC HONORS

Distinguished Doctoral Dissertation, 1984 Georgia State University

### PROFESSIONAL EXPERIENCES

#### **1987 – Present President, Quality Assist, Inc., Atlanta, Georgia**

Quality Assist, Inc., an Atlanta-based consulting firm, provides training, technical assistance, and program evaluation to improve the quality of early childhood care and education. Quality Assist works in partnership with state, federal, and private organizations, and is known for its results and innovative solutions to complex problems. As President of Quality Assist, Dr. Sibley 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 developed Quality Assist's innovative e-professional development product line, as well as the Quorum online learning membership program.

#### **1992-1998 Assistant Project Director, Head Start/Public School Early Childhood Transition Demonstration Project, Alabama Site**

This national, longitudinal demonstration project assessed the impact of transition activities from Head Start to public school, extended family support services, and developmentally appropriate classroom practices provided to children in kindergarten through third grade based on a set of child, family, and classroom measures.

#### **1983 – 1985 Research Analyst & Site Coordinator, Ford Teen Parenting Project, Atlanta, Georgia**

Provided coordination for implementation of the Parenting Project at the Atlanta site and responsible for coordination of data management systems and data analyses across the five participating sites of this national demonstration project.

#### **1981 – 1982 Director, Grant Park Cooperative Learning Center, Atlanta, Georgia**

Responsible for the administration of the early care and learning program for 60 children birth to age five, including staff training and curriculum development.

#### **1980 – 1981 Research Assistant & Consultant, Atlanta, Georgia**

Provided consultation to: Teacher Corp Project, Georgia State University; Parenting Project, Georgia State University; and the Children and Early Learning Section, Atlanta Public Library.

#### **1976 – 1979 Evaluation Director, Metro Atlanta Title XX Day Care Staff Training Project, Georgia State University, Atlanta, Georgia**

Developed formative and summative evaluation strategies and instruments to document the effectiveness and impact of the training project.

## **SELECTED PUBLICATIONS AND REPORTS**

- Abbott-Shim, M.S., & Sibley, A.M. (1987). Assessment profile for early childhood programs. Atlanta, Georgia: Quality Assist, Inc.
- Abbott-Shim, M.S., Sibley, A., & Neel, J. (1992). Assessment Profile for early childhood programs research version: Research Manual. Atlanta, GA: Quality Assist, Inc.
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## **SELECTED PAPERS AND PRESENTATIONS**

- Abbott-Shim, M.S., Neel, J., & Sibley, A. (July, 1998). Assessment Profile: From checklist to scale. Presented at the Head Start National Research Conference, Washington, D.C.
- Abbott-Shim, M.S. & Sibley, A. (June, 1992). Evaluating program quality. Presented at the International Conference on Child Day Care Health, Department of Health & Human Services, Atlanta, GA.
- Lawrence, R. & Sibley, A. (December, 2007) Embarking on a National Professional Development Research Grant. Presented at the Florida Head Start Association 2007 Research Conference, Tampa, FL.
- Neth, P. & Sibley, A. (June, 2008). Building Capacity for a Technical Assistance Delivery System. Presented at the Quality Rating & Improvement Systems: Creating the Next Generation of QRIS Conference, St. Paul, Minneapolis.
- Sibley, A. (March, 1996). Approaches to Individualized Training. Presented at the National Head Start Association 23rd Annual Training Conference, New Orleans, LA.
- Sibley, A. & Haker, J. (March, 1997). Examining the Head Start Monitor Training System. Presented at the National Head Start Association 24th Annual Training Conference, Boston, MA.
- Sibley, A., Bankhead, T., & Muhammad, W. (May 2008) A Systematic Approach to Technical Assistance. Presented at the 2009 National Smart Start Conference, Greensboro, N.C.

## **PROFESSIONAL ASSOCIATIONS**

Accreditation Steering Committee Member: National Association for Family Day Care  
Georgia Association on Young Children, Vice President for Administration and Organizational Development  
Georgia Collaborative Leadership Team for Advancing Careers through Education and Training (ACET)  
Georgia Joint Study Committee on Early Childhood Education, Appointed Chair by Governor Barnes  
Georgia House Study Committee on Children: Newborn to Age Five, Chaired by Representative Manning  
Georgia Licensing Study Committee  
Head Start Monitoring Technical Work Group  
National Association for the Education of Young Children  
National Association of Regulatory Administration  
National Center for the Early Childhood Workforce  
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*A highly effective, experienced Early Childhood professional with early childhood education, sales, publishing and executive management experience. In addition to being a consistent top sales, marketing and publishing executive Ms. Leger is an awarded early childhood professional recognized for academic acumen, collaborative team building, professional tenacity, and teaching excellence.*

## EXPERIENCE

KAPLAN EARLY LEARNING COMPANY, Lewisville, NC

2012 –Present

### **Chief Academic Officer, Vice-President Curriculum, Assessment and Professional Development**

Internationally and nationally represent the company leading key presentations, and high-stakes meetings. Strategically identify, establish and nurture key contacts within the education field for business development. Maintains primary accountability for the academic performance of products and services across all departments. Provides leadership, vision, and strategic direction for curriculum, assessment, professional development as a product as well as the on-going professional development of staff within the culture of the company.

- Recreated and manages the Curriculum, Assessment and Professional Developed Department to oversee the academic integrity of newly developed intellectual properties and services
- Developed and currently manages the curriculum, assessment submissions process
- Executive strategic team member for Yale – China Child Development Project
- Manages premier strategic business development academic and publishing partnerships

TEACHING STRATEGIES, INC., Bethesda, MD

2008 -2012

### **National Director, Strategic Initiatives**

Responsible for building, driving and supporting sales and revenue through the development and delivery of persuasive product presentations, in-service and specialized workshops. Strategically identify, establish and nurture key contacts within the education field for business development. Globally and nationally represent the company leading keynotes, conference presentations, and product approval presentations.

- Developed preliminary strategic sales plan for initial company entry into text book adoption
- Managed the introduction of a national sales team penetrating the public and primary school market
- Provided extensive strategic education consultation to school districts and head start programs nationwide

SCHOLASTIC INC., Education Division, New York, NY

2004-2008

### **National Director, Early Learning and Online Curriculum**

Responsible for identifying major trends and issues for early childhood education and 21<sup>st</sup> century technology skills. Provided strategic planning to support corporate mission, internal product management and field sales teams. Represented the company on a national basis leading keynotes, conference presentations, and product approval presentations.

- Consistently increased brand awareness and market exposure of early childhood publications and services; increasing profits by 115%
- Developed customized curriculum and staff training packages for corporate childcare chains and private schools; increasing revenue by 200%

HELPING HAND CHILDREN'S CENTER, Little Rock, AR 2002-2004

**Director of Preschool Services, Head Master (Principle)**

Provided leadership and strategic planning for state quality status and accreditation for this inclusive day treatment program. Customized curricula objectives and outcomes for all students, ages six weeks to 5 years. Strengthened and built new collaborations with other early childhood professionals and policy makers. Supervised all aspects of program operations from staffing, budget oversight, to welfare of clients.

- Secured additional funding increasing program budget; increasing budget by 65%
- Measurably increased staff moral and team collaboration while reducing staff turn around by 95%

SOUTHERN EARLY CHILDHOOD ASSOCIATION (SECA), Little Rock, AR 2000-2002

**Director of Research and Professional Development**

Identified and executed developmental research goals and objectives to maintain the professional status and increase academic awareness in the field. Initiated all details in planning and implementing annual conference. Customized, produced and presented professional development training institutes. Coordinated all aspects of publishing professional resource catalog including budgets and marketing strategies.

- Published first branded resource catalog resulting in an 8% revenue line item increase
- Decreased conference expense budget by 33% with the introduction of exhibitor contribution package

KAPLAN SCHOOL SUPPLY COMPANY, Lewisville, NC 1996-2000

**National Early Childhood Consultant**

Provided executive strategic direction to merchandising, marketing and sales departments. Implemented customized training programs including hands on workshops, informational videos and newsletters. Introduced the corporation to new key markets such as Special Education / remediation and Infant toddler care.

- As a sales representative exceed yearly sales goals by 6 – 15% each year.
- Formed key business development relationship with partner corporations, increasing profits by 11%

PreK & K Teacher, Child Care Director 1983 – 1996

Parenting from Prison, Volunteer Educator 1991 - 1997

## PROFESSIONAL AWARDS

Scholastic National Sales Award of Excellence  
Scholastic Exceptional Team Member Nominee  
Arkansas Early Childhood Association Member of the Year

Helping Hand – Staffer's Choice Helper of the Year  
Southwest Airlines – Distinguished Spirit Award  
Kaplan Early Learning - Goal Makers GOLD

## EDUCATION / CERTIFICATIONS

Course work MEd Early Childhood Special Education  
Early Childhood Specialist - Teaching Certificate  
MS, Early Childhood Education, Growth and Development  
BS, Health Education and Geography  
CLASS (Classroom Assessment Scoring System)  
ERS (Environment Rating Scale) *certified*  
*B-5 Louisiana Teacher certification (expired)*

University of Arkansas at Little Rock, AR  
Louisiana State University, LA  
Northeast Louisiana University at Monroe, LA  
University of Central Arkansas at Conway, AR  
Teaching Strategies, GOLD Assessment, *trained*  
Kaplan, LAP assessment, *trained*  
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## **Instructional Designer II**

**6/2006 - Present**

Nemours BrightStart! | Jacksonville, FL

- Co-Author: *Nemours BrightStart! The Complete Program for Early Literacy Success: Level Two* (2012) Gryphon House Inc.
- Co-Author: *Nemours BrightStart! The Complete Program for Early Literacy Success: Level One* (2010) Gryphon House Inc.

## **CERTIFICATION**

6 / 2015 – 6 / 2020 Florida Department of Education | Jacksonville, FL

State of Florida Department of Education Professional Educator's Certificate for Prekindergarten/Primary Education (Age 3-Grade 3)

12/2014 Teachstone: Certified CLASS Observer Toddlers

11/2014 Teachstone: Certified CLASS Observer K-3

5 / 2013 Outcomes Driven Training: Florida Office of Early Learning School Readiness Program

## **EDUCATION**

Current Graduate Study: Graduation date 8/2015

University of Central Florida | Orlando, FL

Graduate Study Program: Instructional Design and Technology

Major- Instructional Technology and Media

Track: e-learning

4 / 2000 University of North Florida | Jacksonville, FL

Bachelor of Arts in Education, Cum Laude

Major: Early Childhood Education

Track: Pre-Kindergarten to Primary

## **Current Responsibilities:**

Curriculum development; Professional Development; Product Development;

### **Essential Functions:**

- Extensive experience in curriculum development for children Preschool through Kindergarten
- Facilitator and presenter of curriculum implementation training
- Develop professional development and curriculum training for early childhood educators
- Develop training presentations and materials for parents and families
- Assist in the development of research-based educational products

### **Classroom Teaching Experience**

#### **Kindergarten Teacher**

**8 /2000 – 5/ 2006**

Duval County School Board | Jacksonville, FL

#### **Infant-Toddler Teacher**

**8/1995-7/1999**

Ortega United Methodist Playschool | Jacksonville, FL

### **Presentations and Training Experience**

- October 2014      Level One/Family Connection Training      Northern Neck, VA
- October 2014      Great Starts Delaware Kindergarten Conference 2014      Dover Downs, DE
- November 2013      Level One Head Start Training      Orange County, FL
- October 2013      Great Starts Delaware Kindergarten Conference      Dover Downs, DE
- April 2013      NFLAEYC      Jacksonville, FL
- September 2013      Combined Level One/Level Two      Kingsburg, CA
- August 2013      Level Two Training      Clinton, LA
- July 2013      Level Two Training      Gulf County, FL
- October 2012      Level One Training      Baton Rouge, LA
- September 2012      Train the Trainer Level Two      Jacksonville, FL
- August 2012      Duval County Public Schools      Jacksonville, FL
- June 2011      Kaplan Team      Jacksonville, FL
- September 2010      Duval County Public Schools      Jacksonville, FL
- January 2010      Out of State Private Tutors      Jacksonville, FL
- December 2009      Duval County Public Schools      Jacksonville, FL

- September 2009 FAEYC Orlando, FL
- August 2009 NBS! Level One Training Jacksonville, FL
- August 2009 NBS! Level One Training Orlando, FL
- June 2009 Nemours BrightStart! Summer Institute Jacksonville, FL
- July 2007 Nemours BrightStart! Jacksonville, FL
- March 2007 Special Needs Conference Jacksonville, FL

### **Professional Organizations**

NAEYC

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ILA

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### EDUCATION

University of North Florida, Jacksonville, FL

#### **M.A. Elementary Education**

Certificate- Early Childhood Education

2013

University of North Florida, Jacksonville, FL

#### **B.A. Psychology**

2003

### EMPLOYMENT EXPERIENCE

Nemours BrightStart!

#### **Instructional Designer**

- Provides instructional design expertise to assist in the development of curriculum and products to support an early literacy focus with young children.
- Plan, design, develop and conduct trainings and workshops to support early literacy and educational professional development through Nemours BrightStart!

March 2015 – Current

Episcopal Children's Services

#### **Manager of Education – Head Start / Early Head Start**

- Created, implemented and administered the overall training plan for Head Start / Early Head Start teachers based on classroom assessments and child outcome data.
- Provided direction and leadership to Early Learning Specialist, giving specific training and feedback to increase the effectiveness of in-class coaching and trainings.
- Ensured that all Head Start / Early Head Start programs met the educational and performance standards set forth by Head Start, DCF, APPLE and ECS.
- Monitored program quality and effectiveness through field observations, regular meetings with Education staff, and review of reports and documentation.

August 2013 – March 2015

#### **Early Learning Specialist – Head Start / Early Head Start**

- Developed and provided group trainings on topics related to early childhood standards, learning and development.
- Conducted weekly visits to provide on-site training, modeling, teacher observations, and teacher conferences to increase teacher's skills, knowledge, and teaching strategies about research-based curricula and best practices.
- Assessed classrooms for quality using CLASS, ITRC, ITERRS, and ECERS classroom monitoring tools.

June 2011 – August 2013

#### **Disabilities Specialist – Head Start / Early Head Start**

- Screened and referred children from birth to 5 to Early Steps or Child Find using the Battelle Developmental Inventory-2, Fluharty II, ASQ-3 or Dial-R, Working with LEA and Part C providers to refer and staff children into services.
- Developed Individual Classroom Plans based on the children's IEP / IFSP to assist in meeting developmental goals.
- Coached teachers and modeled how to implement developmental goals in their classroom.

February 2010 – June 2011

#### **Infant / Toddler Coach & Early Intervention Specialist – JELP & Jacksonville Journey**

- Provided weekly leadership and program support to infant toddler teachers of private childcare facilities.
- Developed, modeled and implemented trainings for infant toddler teachers that supported the Florida Birth to Three Standards.
- Assessed Children for Developmental and Mental Health delays and concerns using the ASQ-3, ASQ:SE and DECA.

August 2007 – February 2010

Early Steps, UFJHI

#### **Service Coordinator**

- Central point of contact for a team approach to early intervention assessment and activities for infants and toddlers with special needs, and their families.
- Facilitated family education and capacity building for parents to better understand their children's needs.

November 2004 – August 2007

HISTORY OF RELEVANT PRESENTATIONS

- Williams, J. (April, 2015). Enjoying Books, The Importance of Early Literacy. Presented at Florida Head Start Conference, Orlando, FL.
- Williams, J. (December, 2014). Building Emotional Strength: Understanding the emotional needs of preschoolers. Presented at Episcopal Children’s Services – Head Start Staff, Jacksonville, FL.
- Williams, J. (October, 2014). Guiding Behavior Through Encouragement. Presented at Episcopal Children’s Services – Head Start Staff, Jacksonville, FL.
- Williams, J. (August, 2014). Building relationships during everyday rituals and routines. Presented at Episcopal Children’s Services – Head Start Staff, Jacksonville, FL.
- Williams, J. (April, 2014). The Power of Play – Strategies to Support Learning Through Play. Presented at Episcopal Children’s Services – Head Start Staff, Jacksonville, FL.
- Williams, J. (February, 2014). Language Modeling – How we can best support language for children in our classrooms. Presented at Episcopal Children’s Services – Head Start Staff, Jacksonville, FL.
- Williams, J. (December, 2013). Language Development – How we can best support language in our classrooms. Presented at Episcopal Children’s Services – Early Head Start Staff, Jacksonville, FL.
- Williams, J. (August, 2013). Enjoying Stories and Books. Presented at Episcopal Children’s Services – Head Start Staff, Jacksonville, FL.
- Williams, J. (July, 2013). Understanding Social Emotional Development of Infants, Toddlers and Preschoolers. Presented at Episcopal Children’s Services – Head Start & Early Head Start Staff, Jacksonville, FL.

PROFESSIONAL TRAINING

<b>Teachstone</b>	
Certified Train the Trainer – Toddler CLASS	<b>November 2014 – Current</b>
<b>Teachstone</b>	
Certified Toddler CLASS Observer	<b>July 2014 – Current</b>
<b>Teachstone</b>	
Certified Preschool CLASS Observer	<b>July 2011 - Current</b>
<b>Early Steps / Children’s Medical Services</b>	
Infant Toddler Developmental Specialist Certification	2007

# Keith L. Pentz

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4129 Via Piedra Circle ♦ Sarasota, FL 34233 ♦ 941.320.2315 ♦ KLPentz@aol.com

## ACADEMIC PREPARATION

**Post-Graduate/Doctoral Studies--Curriculum and Instruction with Specialization in Early Childhood Education**

University of Central Florida, Orlando, FL

**M.A. Elementary Education**

University of Central Florida, Orlando, FL, 1987

**B.A. Music**

Messiah College, Grantham, PA, 1979

## TEACHING AND RELATED EXPERIENCES

**National Early Childhood Specialist**, Kaplan Early Learning Company, 2003-present  
Conduct presentations, trainings, and other services at the local, state, regional, national, and international levels

**Educational Consultant**, Body Mind & Soul Educational Consulting Services, 2000-2003

**Adjunct Instructor**, Goshen College, Sarasota, FL, 2002

**Assistant Professor of Early Childhood Education**, Gordon College, Wenham, MA, 1998-2001

Taught undergraduate and graduate courses

**Teacher**, Orange County (FL) Public Schools, 1991-1998

Prekindergarten teacher in early intervention/inclusion program

**Adjunct Instructor**, University of Central Florida, 1995-1998

Instructor in College of Education

**Mentor and Student Teacher Supervisor**, University of Central Florida, 1994-1998

**Teacher**, Sarasota County Public Schools, 1990-1991

Kindergarten teacher

**Teacher**, Orange County (FL) Public Schools, 1986-1990

Third grade

Second grade

Kindergarten

Multiage (K/1/2)

**Teacher**, Covenant Christian School, Goldenrod, FL, 1982-1986

Third grade

Second grade

Music

**Assistant Supervisor/Bookkeeper**, Holden Park Day Care, Orlando, FL, 1980-1982

Assisted with daily tasks related to the center

Infant/Toddler teacher

**Minister of Youth and Music**, Ellwood City Church of God, Ellwood City, PA, 1979-1980

Led choirs, provided weekly music programming, served as youth advisor

## VITAE OF

### **MATTHEW MOORE**

Nemours BrightStart!  
10140 Centurion Parkway  
Jacksonville, FL 32256  
Matthew.Moore@nemours.org  
904.697.4129

## **EDUCATION**

Master of Science, Florida State University, Early Childhood Education, Department of Educational Theory and Practice, College of Education

Bachelor of Arts, Hofstra University, Psychology, Department of Psychology

## **EXPERIENCE**

### *Nemours BrightStart!*

March 2015 –  
Current

#### **Instructional Designer II**

Responsible for the development of new curriculum and products to support Nemours BrightStart! (NBS!) professional development. Manage NBS! Instructional design projects, providing instructional design expertise for the development and support of learning modules delivered in a variety of formats including in person and e-learning. Developing and delivery of training modules for NBS!

### *Jacksonville Children's Commission, Jacksonville, FL*

Aug. 2014 –  
March 2015

#### **Assistant Director of Quality Program Coordination**

Responsible for the coordination of quality early learning and out-of-school programming for contracted service providers. Supervised the Early Learning Coaches participating in the University of Florida, Lastinger Center's Coaching Certification Program. Provided training and technical assistance regarding quality standards for early learning programs (Guiding Stars of Duval) and out-of-school programs (Florida Afterschool Network Standards). Developed and delivered training to early learning and out-of-school time providers.

*Office of Early Learning, Tallahassee, FL*

**2009– Aug. 2014 Statewide Infant/Toddler Specialist Network Coordinator and Regional School Readiness Facilitator**

Responsible for the development of goals, policies, and implementation of the statewide network of Infant/Toddler Specialists Network. Addressed child care issues that promote quality services and capacity building for infants and toddlers. Responsible for developing program goals and policies for the Infant/Toddler Specialist Network, as well as developing, coordinating, and implementing training opportunities. Provided training and technical assistance to Early Learning Coalitions and providers of direct services. Additionally, participated on state-level workgroups, committees, and initiatives related to infant/toddler care and early education, and develop partnerships for collaboration

**2007- June 2009 Coalition Analyst**

Responsible for providing training and technical assistance to 4 Early Learning Coalitions in Northeast Florida. Assisted with policy development and interpretation for School Readiness and VPK programs.

**2006-Aug. 2007 Voluntary Prekindergarten Coordinator**

Responsible for providing training, technical assistance, policy interpretation and guidance and resource development for the Statewide VPK program. Assisted with policy development for the VPK program and development of parent and provider resources.

**2006 – July 2006 Consumer Education and Provider Resource Coordinator**

Responsible for the development of consumer education resource materials, including parent handbooks, provider resources and community resource materials. Provide information and resources to the Child Care Resource & Referral agencies regarding provider services and recruitment. Assisted with policy development and provider resources for the School Readiness program and Voluntary Prekindergarten Education program. Develop training materials and consumer education resources for all state funded early childhood programs. Collaborated with programs serving children birth to age five in order to minimize duplication of services.

**2005 – 2006 Policy Analyst**

Responsible for maintaining daily contact with staff regarding substantive policy and related fiscal issues. Provided consultation and technical assistance to ensure proper interpretations and implementation of legislation, rules, policies, and procedures related to the delivery of services to the school readiness community. Coordinated statewide workgroups and meetings related to Early Learning. Maintained and updated the state plan for the Child Care Development Fund, including conducting public hearings as appropriate. Developed and/or revised training materials, brochures, technical assistance guides, fact sheets, and other resource materials related

to school readiness programs. Analyzed proposed and finalized state and federal legislation and policy changes to determine the impact on Early Learning programs.

***Florida Children's Forum, Tallahassee, FL***

**2003 – 2005 Assistant Director, School Readiness Quality Initiative**

Responsible for supervising the School Readiness Quality Initiative staff. Interviewed and trained new staff. Negotiated and administered contracts, and evaluated contract deliverables. Responsible for the development and delivery of training and technical assistance activities for the School Readiness Quality Initiative. Served as a liaison among the Quality Initiative, the Early Learning Coalitions and the Office of Early Learning. Ensured that training and technical assistance needs of Florida's Early Learning Coalitions were met to facilitate the successful implementation of school readiness initiatives across the state.

**2002 – 2003 Training and Technical Assistance Professional**

Responsible for the development and delivery of training and technical assistance activities for the School Readiness Quality Initiative. Served as a liaison among the Quality Initiative, the school readiness coalitions and the Office of Early Learning. Ensured that training and technical assistance needs of Florida's Early Learning Coalitions were met to facilitate the successful implementation of school readiness initiative across the state.

**2000 – 2002 Statewide Infant/Toddler Coordinator**

Responsible for the development of goals, policies, and implementation of the statewide network of Infant/Toddler Specialists. Addressed child care issues that promote quality services and capacity building for infants and toddlers. Responsible for developing a program of goals and policies for the Infant/Toddler Quality Improvement Program, as well as developing, coordinating, and implementing training opportunities. Provided training and technical assistance to Child Care Resource and Referral Agencies and providers of direct services. Additionally, participated on state-level workgroups, committees, and initiatives related to infant/toddler care and early education, and developed partnerships for collaboration. Compiled and generated program reports quarterly and annually.

***Early Childhood Services, Inc., Panama City, FL***

**1999-2000 Infant/Toddler Specialist**

Responsible for developing, coordinating, and implementing training opportunities for child care providers in a seven-county area. Developed mentoring opportunities through collaboration with accredited programs and Early Head Start. Mentored and trained staff and facilitated the process of accreditation by the National Association for the Education of Young Children. Developed and coordinated large equipment loan programs, and a resource library specific to infant/toddler care. Other responsibilities included budget management, quarterly reporting, participation in community work groups and initiatives related to infant/toddler care.

**1997-1999    Head Start Center Director**

Directed the everyday operation of the center. Responsibilities included supervision of staff and volunteers; curriculum development; compliance with local, state and federal mandates; completion of mandatory reports and budget management.

**1995 – 1997    Head Start Family Advocate**

Responsible for the recruitment and enrollment of children and families into the Head Start Program. Assisted families with family needs assessments, individual family plans, and goal setting. Participated in developmental assessments and IEP staffings. Conducted home visits and parent education meetings. Served as center liaison to the Parent Services Project. Assisted in the development of a Male Involvement program.

**1994-1995    Training Specialist**

Responsible for providing technical assistance and training to local child care centers. Evaluated and provided assistance to center staff in creating developmentally appropriate learning environments through improving the physical settings of centers and care giving behaviors of staff. Assisted local child care centers in meeting local and national accreditation standards.

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## **AFFILIATIONS & ACCOMPLISHMENTS**

Trained in the Program for Infant/Toddler Caregivers- West Ed  
Beyond Centers & Circle Time- Master Trainer  
Level I Assessor & Reliability Trainer of the Environmental Rating Scales by Harms, Clifford & Cryer (ECERS, ITERS, FCCRS)  
TouchPoints Community Level Trainer

## **PRESENTATION HISTORY**

Moore, M. (April 2015). Evidence-based Early Literacy Instruction for At-Risk Preschoolers. Presented at the Florida Head Start Association Annual Conference.

Moore, M. (April 2015). Let's Talk About It! Effective Interactions During Story Time. Presented at the Florida Head Start Association Annual Conference.

Moore, M., (Continuous). "You're Just What I Need: Forming Attachments and Trusting Relationships with Infants and Toddlers." Presented at various locations, including One Goal Summer Conference, Florida AEYC Annual Conference and NAFCC Annual Conference.

Moore, M., (Continuous). "Getting to the Bare Necessities: Routines and Schedules for Infants and Toddlers." Presented at various locations.

Moore, M., (Continuous). "Rituals, Routines and Schedules." Presented at various locations.

Moore, M., (Continuous) "Literacy, Literacy, Everywhere:" Presented at various locations.

Moore, M., (Continuous). "Space to Grow: Creating Environments for Infants and Toddlers." Presented at various locations.

Moore, M. (Continuous). "Turtles, Owls and Sharks Oh My! Looking at Guidance and Discipline From the Inside-Out!" Presented at various locations.

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## **STEVEN J. ERWIN**

5438 Lehigh St. Ventura, CA 93003

HOME (805) 650-6547 FAX (336)293-1157 CELL (530)864-2152

E-mail [serwin@kaplanco.com](mailto:serwin@kaplanco.com)

### **EXPERIENCE:**

Kaplan Companies: 2012 – Present

National Early Childhood Specialist

Associated Students Child Development Laboratory 2007 - 2012

Assistant Director

California State University, Chico

Adjunct Faculty – Child Development Department

Kaplan Companies: 1996 - 2007

Vice President – Professional Development Department

Promote Kaplan's Professional Development Department

Shasta Head Start Child Development, Inc.

Education Coordinator/Area Facilitator 1994 -1996

Ensure all elements of Head Start's Education component are implemented and monitored. Assist in agency planning and supervise the staff of centers, home base and Early Head Start programs.

Glenn County Department of Child Development, Inc.

Education/Special Needs Coordinator 1988 - 1994

Supervise classroom teaching staff, implement classroom curriculum, and design and provide staff training.

Monitor and ensure services to special needs children.

Owner and Director of Private Childcare Center – 1980 -1988

Research Assessment Management, Inc. 1990 - Present

Consultant services for conducting On-site Program Reviews for Head Start

Components reviewed: Education, Disabilities and Program Options

### **EDUCATION:**

B.A. Early Childhood Education 1980 - California State University Chico

### **WORKSHOP PRESENTATIONS:**

STEM (STEAM)

Curriculum & Assessment

Resilience – Understanding the Protective Factors

Leadership

Assessment and Observation – Tools not Documents

Challenging Behavior

Adult/Child Interaction

### **PROFESSIONAL PERMITS & SPECIAL TRAINING**

California Supervisor's and Children's Center Permit

Dale Carnegie

Child Development Associate Advisor Training

High Scope Curriculum

Creative Curriculum

Intern Program for Early Childhood Education (post graduate program) - California State University Chico

## LEAD PRESENTER VITAE

### VERA MEYERHOLTZ

Nemours BrightStart!  
10140 Centurion Parkway  
Jacksonville, FL 32256  
esmeyerh@nemours.org  
904.697.4193

### EDUCATION

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**Highest Level of Education:** Graduate degree  
**Degree Held:** M.A., Human Development from Wayne State University  
**Other Education:**  
B.A., Psychology, University of North Florida

### EMPLOYMENT

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**Current Employment:** Instructional Designer, Nemours BrightStart!

**Work History:**

2011 to Present          Nemours BrightStart! - Jacksonville, FL

Instructional Designer

- Develop and implement curriculum trainings and professional development workshops
- Present at local, state and national conferences on various early literacy topics
- Assist in the development of on-line training

2007 to 2011          Nemours BrightStart! Dyslexia Initiative - Jacksonville, FL

Early Literacy Teacher

- Developed and implemented curriculum trainings and professional development workshops
- Presented at local and state conferences on various early literacy topics
- Monitored and assessed the implementation of curriculum through a Treatment Fidelity Project
- Specialized in providing screening and intervention services to pre-k children identified as at risk for reading failure.
- Implemented instructional activities that contributed to a climate where students were actively engaged in a meaningful learning process
- Managed small groups of at-risk children in an instructional setting

2006-2007          The Don Brewer Learning Center - Jacksonville, FL

Lead VPK Teacher

- Provided a positive environment in which students were engaged in the learning process
- Created daily lesson plans guided by Florida VPK Standards
- Monitored student progress through the use of multiple assessments and followed up with intervention services when necessary
- Communicated effectively with students, parents, and other professionals on a regular basis
- Served as a consultant for The Florida Institute of Education

2004-2006

Duval County Public Schools – Jacksonville, FL

Teacher

- Instructed various groups of children in an inclusion setting
- Collaborated with grade-level peers to enhance the instructional environment
- Implemented differentiated teaching methods to address diverse learners
- Communicated effectively with students, parents, and other professionals on a regular basis

## **HISTORY OF RELEVANT PRESENTATIONS**

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Meyerholtz, V. (April, 2015). Make It Multisensory. Presented at the Young Child Expo and Conference, New York City, NY.

Meyerholtz, V. (February, 2015). Let's Talk About It! Building Comprehension and Language Skills. Presented at the Region IV Head Start Annual Conference, Atlanta, GA.

Meyerholtz, V. (Jan, 2015). Bigger Vocabularies...Better Readers. Presented at the Southern Early Childhood Association Conference, New Orleans, LA.

Meyerholtz, V. (December, 2014). Make It Multisensory! Presented at the National Head Start Parenting Conference, New Orleans, LA.

Meyerholtz, V. (October, 2014). Help Me Read! Creating Predictable Books to Promote Language and Literacy. Presented at the Florida Reading Association Conference, Orlando, FL.

Meyerholtz, V. (November, 2013). Make It Multisensory. Presented at the National Association for the Education of Young Children Conference, Washington, D.C.

Meyerholtz, V. (October, 2013). Teaching Phonological Awareness the "Phun"Way. Presented at the Florida Reading Association Conference, Orlando, FL.

Meyerholtz, V. (October, 2012). That's My Letter. Presented at the Florida Association for the Education of Young Children Conference, Orlando, FL.

Meyerholtz, V. (February, 2012). Creating Confident Writers. Presented at the Learning Disabilities Association Annual Conference, Chicago, IL.

Meyerholtz, V. (February, 2012). Teaching Phonological Awareness the "Phun" Way. Presented at the Southern Early Childhood Association Conference, San Antonio, TX.

## **PROFESSIONAL TRAINING**

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### **Certified CLASS Observer**

Teachstone, Dallas, TX, November 2014

## **PROFESSIONAL AFFILIATIONS**

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National Association for the Education of Young Children (NAEYC), 2012-Present

Southern Early Childhood Association (SECA), 2012-Present

**Revised Pricing Schedule (9/1/15)**

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

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

Name of Professional Development Offering	Professional Development Category (categories) a – o as indicated on the applicable Attachment D	Total Cost for 25 participants	Length of Delivery (in Hours) as indicated on Attachment D, #4	Per Hour Price
Developmentally Appropriate Practice – Guiding and Supporting Your Curriculum (D_I_1)	a, b, f, g, k,	\$2950	6	\$492
Challenging Behavior – Prevention and Intervention (D_I_2)	a, b, f, g, j, k,	\$2950	6	\$492
STEAM – Every Day and in Every Way (D_I_3)	a, b, c, d, e, f, g	\$2950	6	\$492
Going Beyond Behavior Management: Prevention vs Intervention (D_I_4)	a, b, f, g, j, k	\$2950	6	\$492
Immersing Children in Science and Math – It’s a Daily Thing! (D_I_5)	a, b, c, d, e, f, g	\$2950	6	\$492
Making the Body-Brain-Mind Connection in Teaching and Learning (D_I_6)	a, b, c, g, h, k,	\$2950	6	\$492
Things Every Child with Autism Wishes You Knew (D_I_7)	a, b, g, h, j, k	\$2950	6	\$492
What’s Love Got to do with Cognition? (D_I_8)	a, b, f, g, h, j, k	\$2950	6	\$492
Multi-Sensory Early Literacy and Reading Readiness – Level 1 (D_I_9)	a, b, c, g, h, o	\$2950	6	\$492
Multi-Sensory Early Literacy and Reading Readiness – Level 2(D_I_10)	a, b, c, g, h, o	\$2950	6	\$492

*Brenda Regu Sept 3, 2015*

**Table II. Complete this Table for all professional development to be delivered virtually or online (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
Quality Assist Quorum Online – Professional Development (membership*) (D_II_1)	a, b, c, d, e, f, g, j, k, l, n	\$1800*	70	\$25
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

\* The individual courses within the Quality Assist Quorum membership can be purchased individually at \$30 per course. Quorum membership has a volume discount rate available (see below).

Quorum Annual Premium Membership Rates

1-25 staff	\$1,800
26-40 staff	\$2,400
41-60 staff	\$2,800

*Brenda Leger Sept 3, 2015*