

DOE-PDO-2015-11-9
Attachment 1

The contract documents include the Contractor's proposal dated July 9, 2015; and clarifications and negotiated modifications included in Attachment 1 and dated September 28, 2015, September 16, 2015; August 20, 2015, and July 13, 2015.

September 28, 2015:

From: Dickenson, Sally Rebecca - dickensr <dickensr@jmu.edu> Sent: Mon 9/28/2015 9:42 AM
To: Williams, Marie (DOE)
Cc: Harris, Teresa T - harristt; Hulvey, John David - hulveyjd
Subject: RE: Request for Improved Pricing RE: RFP DOE-PDO-2015-11

Message  JMU_Signed_Attachment_E (2).pdf

Good morning Marie,

I apologize for sending an incorrect attachment E. Attached for your use is the corrected JMU signed attachment E with 12 hours for D-1-5. Please let me know if you have any questions.

Thank you,
Sally

Sally R. Dickenson, CRA, CPRA
Assistant Director
Office of Sponsored Programs (OSP)
MSC 5728
James Madison University
1031 Harrison St., JMAC 6, Suite 26
Harrisonburg, VA 22807
Phone (540) 568-2336
Fax (540) 568-6240

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	Total Cost for 25 participants	Length of Delivery (in Hours)	Per Hour Price
James Madison University –D.I.1 Character Education: The nuts and bolts of implementing character education in early elementary schools	A, G	\$4800	16	\$300
James Madison University –D.I.2 Engaging Young Learners: Molding Minds and Shaping Synapses!	A,B,C,D,E,F,N	\$7,500	18	\$416
James Madison University –D.I.3 Let’s TALK About It: Expanding Our Words and Young Minds at the Same Time	C,O	\$5,400	18	\$300
James Madison University –D.I.4 Listening in the Pre-school Classroom: Strategies for Engaging All Young Learners	A,B,C,G,I,O	\$3,800	10	\$380
James Madison University –D.I.5 Enhancing Play and Creativity in Early Childhood Programs	A	\$3,600	12	\$300
James Madison University -D.I. 6 Building Positive, Supportive Classrooms for Young Learners	A,B,G,J,K	\$3,600	12	\$300

Table IV. Complete this Table for all professional development to be delivered via a combination of live and virtual/online methods:

Name of Professional Development Offering	Professional Development Category	Total Cost for 25 participants	Length of Delivery (in Hours)	Per Hour Price
James Madison University -D.IV.1 Fostering Early Literacy Skills	C	\$8,600	20	\$430
James Madison University -D.IV.2 Sustaining High Quality Early Literacy Practices	C,O	\$8,600	20	\$430
James Madison University -D.IV.3 Creating Developmentally Appropriate Environments to Support and Enhance Learning	A,B,C,D,E,F,G, H,I,J	\$36,000	108	\$334
James Madison University -D.IV.4 Working in Partnership with Families: Supporting Home, School, and Community Engagement	A,B,G,H,I,M,O	\$14,000	56	\$250

 John. D. Hulvey, Dir., Sponsored Programs Administration & Accounting
Signature of Authorized Official for James Madison University

September 28, 2015
Date

September 16, 2015 (See last pages of this document)

August 20, 2015:

From: Harris, Teresa T - harristt [mailto:harristt@jmu.edu]
Sent: Thursday, August 20, 2015 1:42 PM
To: Williams, Marie (DOE); Hulvey, John David - hulveyjd
Cc: Dickenson, Sally Rebecca - dickensr
Subject: RE: RFP DOE-PDO-2015-11 - Revised Questions

Dear Marie,

Here are the responses to your questions. Teresa

Will you provide a certification of completion that includes the participant's name, title of the PDO, and the number of PD hours completed for each PDO participant?

· Yes

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, or -III 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 online, 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-III.

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-III.

Name of Professional Development Offering

Enhancing Play and Creativity in Early Childhood Programs

This course offering will allow participants to develop, critique, and enhance play and creative experiences that lead to positive learning outcomes. .

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, 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.

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.

IV. Other

Insert response here.

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

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

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

Language and literacy development;

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

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

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

4. 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

3 Days
4 Hours per day
3 Months to complete

Online Professional Development

_____ Total Hours
 _____ Minimum time for each segment/lesson

Combination

EXAMPLES

Face-to-Face Professional Development

The example "X" below provides the time participants need to participate in a series of 4 workshops that take place during a 10 month school year for 4 hours each.

4 Days
4 Hours per day
10 Months to complete

The example "Y" below provides the time participants need to participate in a professional development workshop that is a 2-day series of 8 hours per day.

2 Days
8 Hours per day
<1 Months to complete

Online Professional Development

The example "Z" below provides the time participants need to participate in 10 hours of online professional development that can be completed in 15-20 minute segments.

10 Total Hours
15 min Minimum time for each segment/lesson

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.

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

Goals: The overall goal of the Professional Development Training, *Enhancing Play and Creativity in Early Childhood Programs* is to develop the teachers' capacity to enhance the quality of play and creative activities in the classroom.

Objective 1. Increase knowledge of the value of play and creativity in early childhood education classrooms.

Objective 2. Implement a play and aesthetics based curriculum that emphasizes the fine arts. .

Objective 3. Evaluate the effectiveness of play and creative activities to support and extend learning.

Insert response here.

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

Evaluation 1: Identify play and creative experiences that lead to positive outcomes in critical thinking, communication, and social interactions.

Evaluation 2: Use the Play Observation Scale (POS) to provide feedback and opportunities for critically reflecting and identifying the next steps that are needed (Dunst & Trivette, 2012).

Evaluation 3: The instructor and classroom teachers will complete reflective journals that provide a place and space for dialogue and critical reflection.

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 PALS model for delivering professional development will be used in each module. The PALS model uses a four tier system that includes (1) introduction, (2) practicing and evaluating, (3) critical reflection, and (4) identifying the next step (Dunst & Trivette, 2012).

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

Dr. Dorothy Sluss taught in the public schools for over fourteen years and started the first program for four-year-olds in the commonwealth. She has also spent fifteen years in higher education where she has focused on play as pedagogy. She has published over twenty articles and three books (See VITA). At this time, her textbook, Supporting Play: Curriculum, environments, and assessment (2015), is used in colleges throughout the United States. She just completed a Webinar for Cengage and is currently completing an article on play as evidenced based practice.

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.

Dorothy Sluss was Co-Principle Investigator of the federally funded IDEA model, TIES: Towards Inclusion in Early Educational Settings, and provided training for audiences throughout urban and rural Tennessee. Because she has taught in economically challenged schools and provided training in economically disadvantaged communities, she is well positioned to engage teachers who work with children and families who are economically disadvantaged.

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

As teachers increase their skills in implementing a play based curriculum, children will gain specific skills that are aligned with the Virginia Foundation Blocks.

- Play allows children to develop the executive functioning of the brain that leads to increased self-control (Sluss, 2012) and aligns with the *Foundation Blocks for Personal and Social Development*.
- Play provides a venue for developing mathematical thinking in geometry and in higher level mathematical thinking (Wolfgang, 2004). These align with the *Virginia Standards of Mathematics*.
- Creativity is a vital component of the fine arts (Epstein, 2012) and aligns with the *Virginia Music Foundation Blocks*

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

- Knowledge of child development is critically important prior to this course.
- Rooms should have round tables and room to move.

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

xNo

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?

XNo

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.