Turning Point, Inc. Technical Proposal
for:
State of Nevada Purchasing

Request For Proposal 2108
for
NEVADA READY! B-3

Part I A – Technical Proposal	
RFP Title:	NEVADA READY! B-3
RFP:	2108
Vendor Name:	Turning Point, Inc.
Address:	55 N. C St. Suite 22 P.O. Box 1028 Virginia City, NV 89440
Proposal Opening Date:	July 5, 2016
Proposal Opening Time:	2:00 PM

Release Date: May 23, 2016

Deadline for Submission and Opening Date and Time: July 5, 2016 @ 2:00 PM

.

Submitted to:

Annette Morfin, Purchasing Officer

State of Nevada, Purchasing Division
515 E. Musser Street, Suite 300 Carson City, NV 89701
Phone: 775-684-0185
Email address: amorfin@admin.nv.gov
Date: July 5, 2016

Tab II: TABLE OF CONTENTS

TAB	TOPIC	PAGE NUMBER
I	**Title Page**	1
II	**Table of Contents**	2
III	**Vendor Information Sheet**	3
IV	**State Documents**	4
	A. Amendment 1- Signature Page	5
	B. Attachment A	6
	C. Attachment C	7
	D. Attachment J	8
	E. Copy of Vendor Licensing Agreements	9
	F. Certifications and/or licenses.	9
V	**Attachment B- Technical Proposal Certification of Compliance**	10
VI	**Section 3-Scope of Work**	11
VII	**Section 4- Company Background and References**	35
	Business References	64
VIII	**Attachment G- Proposed Staff Resumés**	80

Tab III: VENDOR INFORMATION SHEET FOR RFP 2108

Vendor Must:

A) Provide all requested information in the space provided next to each numbered question. The information provided in Sections V1 through V6 will be used for development of the contract;
B) Type or print responses; and
C) Include this Vendor Information Sheet in Tab III of the Technical Proposal.

V1	Company Name	Turning Point, Incorporated

V2	Street Address	55 N. C Street, Suite 22, P.O. Box 1028

V3	City, State, ZIP	Virginia City, NV 89440

V4	Telephone Number		
	Area Code: 775	Number: 843-2275	Extension:

V5	Facsimile Number		
	Area Code: 775	Number: 847-9335	Extension:

V6	Toll Free Number- N/A		
	Area Code:	Number:	Extension:

V7	***Contact Person for Questions / Contract Negotiations, including address if different than above***
	Name: Deborah Loesch-Griffin, Ph.D.
	Title: Owner/Founder/Director
	Address: Turning Point, Inc. P.O. Box 1028, Virginia City, NV 89440
	Email Address: trnpt@aol.com

V8	Telephone Number for Contact Person		
	Area Code: 775	Number: 843-2275	Extension:

V9	Facsimile Number for Contact Person	
	Area Code: 775	Number: 847-0167

V10	***Name of Individual Authorized to Bind the Organization***	
	Name: Deborah Loesch-Griffin, Ph.D.	Title: Owner/Founder/Director

V11	Signature ***(Individual must be legally authorized to bind the vendor per NRS 333.337)***		
	Signature:	Deborah A. Loesch-Griffin	Date: 7/1/16

Tab IV: STATE DOCUMENTS

The State documents tab must include the following:

A. The signature page from all amendments with an original signature by an individual authorized to bind the organization.

B. Attachment A – Confidentiality and Certification of Indemnification with an original signature by an individual authorized to bind the organization.

C. Attachment C – Vendor Certifications with an original signature by an individual authorized to bind the organization.

D. Attachment J- Certification Regarding Lobbying with an original signature by an individual authorized to bind the organization.

E. Copies of vendor licensing agreements and/or hardware and software maintenance agreements.

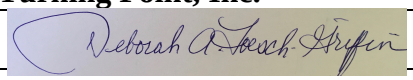
F. Copies of applicable certifications and/or licenses.

A. AMENDMENT I TO REQUEST FOR PROPOSAL 2108.

ALL ELSE REMAINS THE SAME FOR RFP 2108.

Vendor must sign and return this amendment with proposal submitted.

Vendor Name: **Turning Point, Inc.**

Authorized Signature: 

Title: **Owner/Director** Date: **7/1/16**

This document must be submitted in the "State Documents" section/tab of vendors' technical proposal.

B. ATTACHMENT A – CONFIDENTIALITY AND CERTIFICATION OF INDEMNIFICATION

Submitted proposals, which are marked "confidential" in their entirety, or those in which a significant portion of the submitted proposal is marked "confidential" **will not** be accepted by the State of Nevada. Pursuant to NRS 333.333, only specific parts of the proposal may be labeled a "trade secret" as defined in NRS 600A.030(5). All proposals are confidential until the contract is awarded; at which time, both successful and unsuccessful vendors' technical and cost proposals become public information.

In accordance with the Submittal Instructions of this RFP, vendors are requested to submit confidential information in separate binders marked "**Part I B Confidential Technical**" and "**Part III Confidential Financial**".

The State will not be responsible for any information contained within the proposal. Should vendors not comply with the labeling and packing requirements, proposals will be released as submitted. In the event a governing board acts as the final authority, there may be public discussion regarding the submitted proposals that will be in an open meeting format, the proposals will remain confidential.

By signing below, I understand it is my responsibility as the vendor to act in protection of the labeled information and agree to defend and indemnify the State of Nevada for honoring such designation. I duly realize failure to so act will constitute a complete waiver and all submitted information will become public information; additionally, failure to label any information that is released by the State shall constitute a complete waiver of any and all claims for damages caused by the release of the information.

This proposal contains Confidential Information, Trade Secrets and/or Proprietary information as defined in ***Section 2 "ACRONYMS/DEFINITIONS."***

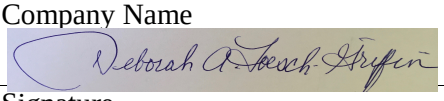
Please initial the appropriate response in the boxes below and provide the justification for confidential status.

Part I B – Confidential Technical Information			
YES		NO	X
Justification for Confidential Status			

A Public Records CD has been included for the Technical and Cost Proposal			
YES	X	NO	

Part III – Confidential Financial Information			
YES	X	NO	
Justification for Confidential Status			
As requested and required in Section 4.1.11			

Turning Point, Inc.
Company Name


Signature

Deborah Loesch-Griffin **7/1/16**
Print Name Date

This document must be submitted in Tab IV of vendor's technical proposal

C. ATTACHMENT C – VENDOR CERTIFICATIONS

Vendor agrees and will comply with the following:

(1) Any and all prices that may be charged under the terms of the contract do not and will not violate any existing federal, State or municipal laws or regulations concerning discrimination and/or price fixing. The vendor agrees to indemnify, exonerate and hold the State harmless from liability for any such violation now and throughout the term of the contract.

(2) All proposed capabilities can be demonstrated by the vendor.

(3) The price(s) and amount of this proposal have been arrived at independently and without consultation, communication, agreement or disclosure with or to any other contractor, vendor or potential vendor.

(4) All proposal terms, including prices, will remain in effect for a minimum of 180 days after the proposal due date. In the case of the awarded vendor, all proposal terms, including prices, will remain in effect throughout the contract negotiation process.

(5) No attempt has been made at any time to induce any firm or person to refrain from proposing or to submit a proposal higher than this proposal, or to submit any intentionally high or noncompetitive proposal. All proposals must be made in good faith and without collusion.

(6) All conditions and provisions of this RFP are deemed to be accepted by the vendor and incorporated by reference in the proposal, except such conditions and provisions that the vendor expressly excludes in the proposal. Any exclusion must be in writing and included in the proposal at the time of submission.

(7) Each vendor must disclose any existing or potential conflict of interest relative to the performance of the contractual services resulting from this RFP. Any such relationship that might be perceived or represented as a conflict should be disclosed. By submitting a proposal in response to this RFP, vendors affirm that they have not given, nor intend to give at any time hereafter, any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor, or service to a public servant or any employee or representative of same, in connection with this procurement. Any attempt to intentionally or unintentionally conceal or obfuscate a conflict of interest will automatically result in the disqualification of a vendor's proposal. An award will not be made where a conflict of interest exists. The State will determine whether a conflict of interest exists and whether it may reflect negatively on the State's selection of a vendor. The State reserves the right to disqualify any vendor on the grounds of actual or apparent conflict of interest.

(8) All employees assigned to the project are authorized to work in this country.

(9) The company has a written equal opportunity policy that does not discriminate in employment practices with regard to race, color, national origin, physical condition, creed, religion, age, sex, marital status, sexual orientation, developmental disability or handicap.

(10) The company has a written policy regarding compliance for maintaining a drug-free workplace.

(11) Vendor understands and acknowledges that the representations within their proposal are material and important, and will be relied on by the State in evaluation of the proposal. Any vendor misrepresentations shall be treated as fraudulent concealment from the State of the true facts relating to the proposal.

(12) Vendor must certify that any and all subcontractors comply with Sections 7, 8, 9, and 10, above.

(13) The proposal must be signed by the individual(s) legally authorized to bind the vendor per NRS 333.337.

Turning Point, Inc.
Vendor Company Name

Deborah A. Loesch-Griffin
Vendor Signature

Deborah Loesch-Griffin **7/1/16**
Print Name Date

This document must be submitted in Tab IV of vendor's technical proposal

D. ATTACHMENT J – CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

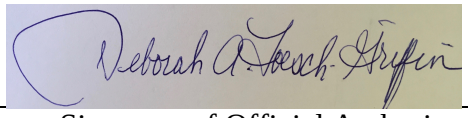
The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subcontracts, sub grants, and contracts under grants, loans, and cooperative agreements) and that all sub recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

By:  **7-1-16**

Signature of Official Authorized to Sign Application — Date

For: **Turning Point, Incorporated**

Vendor Name

RFP 2108: NEVADA READY! B-3

Project Title

This document must be submitted in Tab IV of vendor's technical proposal

E. Copies of any vendor licensing agreements and/or hardware and software maintenance agreements. ***N/A***

F. Copies of applicable certifications and/or licenses. ***N/A***

Tab V: ATTACHMENT B- TECHNICAL PROPOSAL CERTIFICATION OF COMPLIANCE WITH TERMS AND CONDITIONS OF RFP 2108

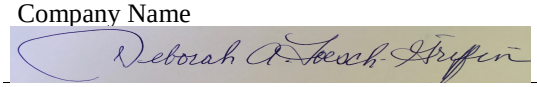
I have read, understand and agree to comply with ***all*** the terms and conditions specified in this Request for Proposal.

YES ***X*** I agree to comply with the terms and conditions specified in this RFP.

NO _____ I do not agree to comply with the terms and conditions specified in this RFP.

If the exception and/or assumption require a change in the terms in any section of the RFP, the contract, or any incorporated documents, vendors ***must*** provide the specific language that is being proposed in the tables below. If vendors do not specify in detail any exceptions and/or assumptions at time of proposal submission, the State will not consider any additional exceptions and/or assumptions during negotiations.

Turning Point, Incorporated
Company Name


Signature

Deborah Loesch-Griffin **7/1/16**
Print Name Date

Vendors MUST use the following format. Attach additional sheets if necessary.

EXCEPTION SUMMARY FORM- ***NA***

EXCEPTION #	RFP SECTION NUMBER	RFP PAGE NUMBER	EXCEPTION (Complete detail regarding exceptions must be identified)
NA			

ASSUMPTION SUMMARY FORM

ASSUMPTION #	RFP SECTION NUMBER	RFP PAGE NUMBER	ASSUMPTION (Complete detail regarding assumptions must be identified)
1	***4.1.5***	***14***	***Federal contracts listed do not reflect an exhaustive list over the past 28 years of service; they reflect contracts of substantial length and funding along with more recent involvement: 2005-2015. If required, a more exhaustive list of contracts dating back prior to 2005 can be provided.***

This document must be submitted in Tab V of vendor's technical proposal

Tab VI: SECTION 3-SCOPE OF WORK

1. SCOPE OF WORK

Turning Point, Inc. proposes to collaborate with the University of North Carolina at Chapel Hill's FirstSchool team, the University of Washington's National P-3 Center, and the Center for Program Evaluation at the University of Nevada, Reno to provide services to the State of Nevada under RFP 2108, "Nevada Ready – B-3."

Collectively, this Project Management Team will support the development of practices, policies, and systems for using data to promote effective B-3 learning communities, B-3 leadership, and connections between policy, practice, and research, as well as between leaders, educators, and providers across the B-3 continuum. Deep and lasting cultural shifts in B-3 schools, communities, and programs are essential to meaningful changes in both practice and policy. Helping schools, communities and programs make those shifts requires trust, strategic direction, and long-term investment.

Together, the expertise brought by the various partners on the Project Management Team will address the cultural shifts required to effect meaningful change that leads to improved school experiences and engagement for historically underserved students and increased student success. These shifts include: [1] recognition of the school-family-community connection; [2] engagement of stakeholders across the traditional siloes of birth-to-five and K-12; and [3] embedding a culture of collaborative inquiry. The importance of these shifts is relevant for all three projects: the planning phase, the B-3 pilot and model implementation, and professional learning.

One cultural shift that is critical is recognition of the importance of the school-family-community connection and the contribution this makes for children from birth through school-age in terms of helping them develop and learn to their highest potential. Despite the important findings linking student success to school, family, and community partnerships, future teachers and administrators are not always well prepared to engage in meaningful approaches to this kind of work. Our team will: 1) build (or build on existing) trusting, collaborative relationships among teachers, families, and community members, 2) recognize, respect, and address families' needs, as well as class and cultural differences, and 3) embrace a philosophy of partnership where power and responsibility are shared.

A second shift that is necessary to envision, design, and implement a comprehensive B-3 approach is an unwavering dedication to working across sectors and across traditional divides. In this work, many divides exist: between birth-to-five and K-12 education systems; between publicly funded Pre-K and privately run preschool programs; and between infant/toddler (0-3) and Pre-K services. Truly comprehensive B-3 work must be intentionally inclusive of key stakeholders who represent the many different sectors and services. Our team will: 1) build (or build on existing) trusting, collaborative relationships among all sectors and services represented within the birth through 3rd grade continuum; 2) recognize, respect, and address the varying needs and values of the various partners; and 3) embrace a philosophy of partnership where power and responsibility are shared.

FirstSchool work centers on setting up school cultures in which teachers develop a mindset of continuous improvement, use collaborative inquiry structures to examine data and use it to improve their practice, and then engage in professional development to enable changes related to their data-driven reflections. Through a long-term change process, teachers and administrators overcome negative past experiences about the role of data in the classroom to become active participants in the reflective inquiry process. Engaging in this process prepares B-3 communities to adopt research-based instructional practices that predict improved school engagement and outcomes for historically underserved students, including strengthening self-efficacy and racial/cultural identity; developing the whole child; developing self-regulation; increasing oral language development; more opportunities for student collaboration around content; developing higher order thinking skills; and a shift toward a teaching style characterized by open-ended questions, back-and-forth exchanges between students and adults, and engagement through teacher participation and facilitation rather than simply telling students information.

Turning Point, Inc. will work collaboratively, through its team of Associates and subcontractors, across all three projects to ensure that there is consistency in approaches and communication, continuity in planning and implementation efforts that build upon and scaffold lessons and strategies from one project to the next. Turning Point, Inc. will take the lead on the project as the in-state partner, and commit to serving as a bridge between local, regional and state B-3 stakeholder groups and leaders and the B-3 Project Management team to highlight and address policy and implementation issues that were either identified in the B-3 Framework (Project 1) or emerged from the pilot evaluation (Project 2), and how these findings can inform adjustments to the implementation plan and development and implementation of the Professional Learning Series (Project 3).

Specific structures, strategies and processes that will encompass all three projects to ensure collaboration for consistency, continuity, communication and high quality planning, implementation and evaluation for the B-3 community include:

1) ***Meeting twice annually in person (scheduled in conjunction with other Project travel to reduce travel time/costs wherever possible) to ensure there is consistency and smooth transition involving joint planning with the B-3 statewide committee, selection of pilot sites, and collaboration in delivering key facilitation, training and TA to pilot sites and throughout the Professional Development Series;***

2) ***Taking responsibility (TPI) for coordinating and scheduling communication and maintaining transparency among the team to ensure we are building and scaffolding between and among projects, personnel and subcontractors;***

3) ***Ensuring coordination of Project Management Team meetings with the State B-3 administrators and staff around planning and implementation priorities;***

4) ***Conducting outreach and facilitating ongoing communication opportunities at the local and state level for school and community-based B-3 stakeholders to come together and participate in integration and transition planning, implementation strategies, and the alignment of policy and practice priorities;***

5) ***Co-facilitation and leadership between and among TPI team members and subcontractors within each project area to model integration and reinforce key learning and concepts across the B-3 continuum of diverse stakeholder groups;***

6) ***Working together intentionally to plan, implement and evaluate the B-3 framework and ensure it addresses 1) high quality implementation of evidence-based B-3 practices at the local and regional level, AND 2) policy level priorities that emerge from practice results***;

7) ***Offering services in the most sustainable fashion, focusing on building capacity of key leadership at state and local levels, as well as site- and regionally-based trainers who will remain in schools and communities and be able to ensure the practices are sustained even as B-3 teachers transition out and new personnel come on board;***

8) ***Drawing upon existing statewide systems, resources and contacts (e.g., Nevada Registry, TACSEI Training, TA and Implementation Sites, and/or QRIS) to serve as representatives on the B-3 committee; support pilot sites during implementation of the B-3 framework; and contribute training and coaching opportunities that address gaps in their areas of expertise, thereby creating sustainable connections for B-3 schools and community programs; and***

9) ***Addressing and monitoring the quality (breadth and depth of scope) of all five areas of the Nevada Ready! B-3 project (collaborative inquiry, high-quality instruction, child and family engagement, improved child outcomes and leadership for change) and ensure that they are considered thoughtfully in the planning, implementation and evaluation of the B-3 Framework and Professional Learning Series.***

Turning Point, Inc. adheres to the professional guiding principles for designing, implementing and evaluating projects as outlined in the American Evaluation Association[1]. TPI also believes that the fundamental criteria against which its efforts and those of its partners should be assessed are those of: utility; feasibility; propriety; and accuracy. These will guide our work as a team and as a collective—the Project Management Team—across all three projects.

Turning Point, Inc.'s, as well as its Associates' and subcontractors', orientation to the proposed project is a participatory approach, and all are adept at convening and facilitating multiple and diverse stakeholders to ensure that the planning, implementation and evaluation activities align with and are appropriate to the stated needs of the school and/or community group and consider, as well, those who are being served by any particular intervention. TPI proposes to work in the role of Technical Assistance Provider and Capacity-Builder or co-evaluator for the Project II and III B-3 implementation and Professional Learning Series pilot sites. In this role TPI will maximize the value of subcontractor expertise, training and interventions and support implementation and follow-up for B-3 participants—whether local school and community leaders, state level staff and policy-makers, or educators—to achieve stated goals and objectives.

A participatory approach to planning, implementation and evaluation involves the development of new relationships and knowledge among the stakeholder groups as well as achieving agreement around a shared agenda and central priorities for collaborative work. In the proposed three projects, TPI and its partners will conduct these activities as an integral means of designing

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1 *www.eval.org: 1) systematic inquiry; 2) competence; 3) integrity/honesty; 4) respect for people; and 5) responsibilities for general and public welfare.*

and carrying out meaningful projects where data will be perceived as useful and relevant to adapting, improving and strengthening efforts. TPI has the capacity to organize and facilitate large-scale meetings and maintain a productive flow of information-sharing, relationship-building, planning and action as the foundation for launching and executing planning, implementation, and evaluation activities associated with each of the three projects.

In conjunction with Project 1 statewide B-3 committee and Project Management Team meetings, TPI plans to join with project subcontractors during Projects II and III to co-facilitate the collaborative inquiry process, particularly in support of the Leadership for Change topic across the B-3 continuum. TPI will ensure that periodic, on-line and face-to-face reflections using data collection tools and small group interaction are conducted. In this manner, qualitative data will contribute to our understanding of barriers and promoters, and perceptions of progress toward objectives across the B-3 continuum of practice and policy. It will also help project leadership determine areas of strong or weak cohesiveness and consensus among the diverse group of B-3 stakeholders (i.e., leaders from the statewide B-3 committee, pilot sites, and Professional Development Series). TPI's and National P-3 Center's facilitation of the collaborative inquiry process with B-3 community-based personnel and B-3 local and state leaders in Project I is intended to complement the collaborative inquiry process FirstSchool will conduct with B-3 leadership teams and liaisons in Project II.

TPI and its partners have expertise in both quantitative and qualitative evaluation designs, and particularly specialize in qualitative approaches and methods to evaluation. TPI utilizes multi-method/mixed method evaluation designs and approaches as dictated by the questions raised and the outcomes that are identified for successful implementation. In the proposed project, both TPI and the Center for Program Evaluation will collaborate on mixed methods designs and methods for tracking, monitoring and evaluating the pilot efforts in Projects II and III.

Each of the following Project Management Team members have agreed to come together semi-annually and virtually on an ongoing basis to ensure that Projects I, II and III proceed in a seamless and articulated manner. Each has specific expertise and experiences that qualify them for one or more of the projects, and also ensure that our team, like the B-3 continuum of stakeholders, is diverse and can challenge as well as support each other to consider what is possible and in the best interest of Nevada's B-3 children, families, schools and communities.

TURNING POINT INC.'S TEAM

DR. DEBORAH LOESCH-GRIFFIN

Deborah Loesch-Griffin earned her Education Specialist degree in Evaluation (1986) and doctorate degree in Educational Psychology and Child Development from Stanford University in 1987. Dr. Loesch-Griffin's experience in early childhood settings began early in her career in California and has ranged from expanding and directing a district level Pre-K program into a full-time early childhood program for children 2 years-K; operating a preschool/child care program for 30 children on a high school campus while teaching groups of high school students (60) from the Regional Occupation Program on-site in early childhood development and learning; founding and serving on the board of Storey County's first Preschool and Child Care Center; serving as a community college and university professor to teach students majoring in early childhood education and human development and family studies. In her current work she

provides oversight and facilitation for the Continuous Quality Improvement process for Nevada Families First program in Storey and Lyon County—a home-visiting program using Parents As Teachers curriculum with families with children 0-5 years of age as well as providing training and support to the Nevada Home Visitors Network as needed. She manages the Safe Schools/Healthy Students project for Lyon County School District and the Healthy Communities Coalition and is the team leader for its Early Childhood Social and Emotional Learning and Development initiative. In that capacity she also serves on the State Management Team which is comprised of state personnel from both the Department of Education, including members of the Office of Early Childhood Learning and the Department of Health and Human Services, along with school and community membership, with the goal of providing integrative structures, processes and strategies for families and their children across the lifespan from 0-18 years of age.

For the past twenty-five years she has owned and operated a small business, Turning Point, Inc. that works in partnership with organizations and communities to convene conversations, serve as a social artist for designing and facilitating integrated spaces and events for community groups, and act as a catalyst for change.

In 1998 Dr. Loesch-Griffin, through TPI entered a ten-year partnership with the University of Nevada, Reno (UNR) to co-sponsor the Center for Program Evaluation (CPE) to train and mentor individuals as professional evaluators using a partnership (i.e., empowerment or participatory) orientation. She has served as a trainer, facilitator and evaluator on local, regional, statewide, national and international projects for the past 25 years. She was co-evaluator of the six-year evaluation study with Dr. Everts for Nevada's Head Start/Public School Transition Project (one of 32 funded nationally), which was a federally funded program to assess the impact of quality early childhood programs and transition services for seamless child and family programs preschool- third grade. Dr. Loesch-Griffin has conducted numerous evaluations and facilitated an array of community-based early childhood projects in collaboration with state level partners such as the University of Nevada Cooperative Extension, Division of Public and Behavioral Health. Most recently, through TPI she was the lead on the evaluation of Nevada's Silver State KIDS pilot evaluation project and the Early Childhood Assessment Project conducted by the Chief Council of State School Officers.

TPI's approaches include program development, management and evaluation, facilitation, and mentoring for non-profits and for-profits, school systems, state programs and community coalitions in organizational and community development, leadership, and human resources. Dr. Loesch-Griffin will contribute her expertise in each of these areas to support and maximize the interventions and outcomes of her team members—both TPI Associates and Subcontractors—across Projects I, II and III.

DR. JOANNE EVERTS

Dr. Joanne Everts has a PhD. In Child Development at Texas Woman's University in 1979, and has worked in Early Childhood Education for over 30 years. Her many roles as an Early Childhood Educator, Leader and Advocate include: at the University of Nevada, Reno—Director for the University of Nevada, Reno Child & Family Research Center, Professor in the Human Development and Family Studies Department and co-evaluator for the Head Start/Public School Transition Project; across the state Dr. Everts was on the founding board of the Nevada Association for the Education of Young Children; she started the Early Childhood Education Program for the Washoe County School District and was director there of Child and Family

Services 2009-2011. She provided leadership in developing a statewide system for early childhood assessment through the Nevada Pre-K Program, which involved providing training and mentoring to program sites across the state. In this capacity she developed statewide training for professionals who work with infants and toddlers, as well as preschoolers based on the Nevada Early Learning Guidelines and the Pre-K Standards.

She is currently the director of the nonprofit, Community HELPS (Healthy Early Learning and Professional Services). In this capacity she has facilitated several Nevada counties in developing their Early Childhood Implementation Plans. She has also provided mentoring and quality improvement services to preschool programs in several rural counties. Recently she served on the TPI team to evaluate Nevada's Silver State KIDS pilot evaluation project and the Early Childhood Assessment Project.

Dr. Everts understands the challenges of operating programs, as well as the needs of the young child and their families. Her experience and passion for this work will contribute to the success of connecting providers, parents, teachers and school personnel to develop a comprehensive birth- third grade system—through her relationships and professional networks—which will involve recruitment, outreach and selection of the B-3 years Statewide Committee in collaboration with the B-3 years state staff for Project I and reconnecting with members of the state and local early childhood advisory councils and early childhood providers to engage them in participating with pilot school sites and in serving as partners to strengthen school, family and community connections in Project II and III.

DR. JENNIFER MCCLENDON

Dr. McClendon has experience in social service delivery, program evaluation, qualitative and quantitative data analysis, and program management. She is an experienced group facilitator, focus group coordinator, and trainer/educator. Her areas of expertise and practice experience include family support for childhood mental disorders and developmental screening for young children in at-risk communities. She received her MSW and Ph.D. in Social Work from Washington University in St. Louis. She has been with the University of Nevada, Reno for three years as an assistant professor of social work, teaching courses in research methods, program evaluation, and evidence-based practice. In the proposed projects Dr. McClendon will take a lead role in overseeing the qualitative aspects of the evaluation in Projects II and III and will also provide pilot sites and participants in the Professional Learning Series with an orientation, and if appropriate, formal training on community and family engagement and school-community partnerships.

DR. MELISSA BURNHAM

Dr. Burnham has a doctoral degree in Human Development from the University of CA, Davis and currently serves as Associate Dean for the College of Education and Professor in Early Childhood Education and Child Development. She has taught several professional learning courses for existing P-12 teachers and educational leaders on topics related to P-3 reform, child development, early childhood education, and curriculum development. I have also taught several professional learning courses for the Birth-5 community of educators, including topics such as sleep development, child development, P-3 reform, standards, and infant/toddler curriculum.

In the proposed project, Dr. Burnham will provide support during all phases of the project to promote continuity and provide expertise related to B-3 years' work in the state of Nevada. Her greatest contribution will be the provision of 8 days of time to help in creating and disseminating

the professional learning in Part III of the project. Dr. Burnham's leadership experience, connection to the Nevada System of Higher Education and extensive work in P-3 state policy and programming will lend strength to the team. Dr. Burnham's experiences specific to state and local P-3 professional learning with school districts and childcare providers will be particularly useful as the Part III professional learning project is developed and disseminated.

MS. LYNDSEY LANGSDALE

Lyndsey Langsdale holds a master's degree in applied socio-cultural anthropology and has worked both internationally and regionally in the fields of urban agriculture, food security, food justice, ethnography, qualitative research and human rights. She is co-owner/operator of Lost City Farm, an urban farm in downtown Reno and a qualitative research consultant with Turning Point Inc. From 2010-2015 Ms. Langsdale worked as a consultant with the Food Bank of Northern Nevada, as field lead for the Hunger in America Study, on the Food Systems Development Initiative, strategic initiatives and conducting ethnographic research on the program evaluation team. She currently serves as a key member of TPI's team on the evaluation of the Washoe County School District's Project Prevent grant, Practice PEACE, designed to decrease school violence, substance use and mental health issues among students in the K-12 setting, through enhancing school- and community-based mental health prevention, intervention and treatment services. Her contribution to the proposed project will involve designing qualitative measures and tools and conducting qualitative evaluation activities during Project II and III evaluations of the B-3 Framework implementation and the professional learning series pilots.

SUBCONTRACTOR TEAM

CENTER FOR PROGRAM EVALUATION TEAM

DR. ELIZABETH CHRISTIANSEN

Dr. Christiansen has 19 years of experience in program evaluation, working with numerous local, state and national evaluation projects in the areas of education and youth development, health and wellness, and community and family services. She has been with the Center for Program Evaluation (CPE) at the University of Nevada, Reno for 17 years and has served as the Director for the past eight years. CPE's mission is to provide an alternative to traditional evaluation services by working in partnership with those who strive to improve the quality of life in their communities.

Through her work with the Center for Program Evaluation, she has years of experience working with schools and school districts across the state in such as projects as the State of Nevada School-to-Careers program, the Nevada State Parent Information and Resource Center (PIRC), 21st Century Community Learning Centers, and Title II, Title II-A, Title V, and Title VII programming in Washoe County School District. Early Childhood Education professional development is one of the Title II programs CPE evaluates every year.

Recently, in 2013-2015, Dr. Christiansen partnered with Turning Point, Inc. to evaluate Nevada's Silver State KIDS (Kindergarten Inventory of Development Statewide) pilot project. Furthermore, she has worked with University of Nevada Cooperative Extension faculty for many years evaluating their Childcare Provider Professional Development Workshops and the Family Storyteller curriculum. Other early childhood education evaluation projects Dr. Christiansen has worked with include the UNR Early Head Start Self-Assessment, the Classroom on Wheels (C.O.W.) Bus Evaluation, and the Nevada Early Childhood Training Project.

Dr. Christiansen also has experience with professional development evaluation in several other fields. She was part of the evaluation of the Nevada Partnership for Training's Child Welfare Training, funded by the State of Nevada Division of Child and Family Services (DCFS), for five years. For the past two years, Dr. Christiansen has evaluated Nevada's Department of Child and Family Services' Victim Assistance Academy.

FIRSTSCHOOL, UNIVERSITY OF NORTH CAROLINA TEAM

DR. SHARON RITCHIE, SENIOR SCIENTIST

Sharon Ritchie's participation in the field of education over the past 38 years has included long experiences as a teacher, program director, teacher educator and researcher. She has taught all ages from 3 year- olds to graduate students and has worked in special, regular, and gifted education. She has played multiple roles in work with elementary schools, and public and private early childhood programs at local, state, and national levels. She was on the UCLA faculty preparing elementary educators for 11 years, coordinated the accreditation study for NAEYC and co-wrote the new Self Study Materials, she has worked extensively with Head Start and been the project director for several national studies examining children in early learning settings. For the past 11 years she has been a Senior Scientist and Director of FirstSchool at the FPG Child Development Institute at UNC-Chapel Hill, leading the effort to re-think schools to improve the Pre-K-3rd grade school experiences of African American, Latino and low income children. She initiated the development of the National Pre-K-3rd grade work group for the past 5 years bringing together people across the nation who are developing effective Pre-K-3rd grade approaches at the policy and practice levels. She was a member of the NAEYC Governing Board and played a significant role in ensuring that NAEYC's mission and vision included the K-3 population and that equity was given priority. She has led the development of the EduSnap classroom observation measure over the past 20 years and moved it from a tool that was focused on three and four year olds to one that encompasses the school experiences of children age 3 through 10. Through her work she has developed multiple perspectives and many lenses through which to view and understand the complexity of the education and care of young children. The framework from which she does her work is based on the deep-seated belief that mutually beneficial and mutually respectful relationships are key to genuine communication and movement toward change.

DR. SAM OERTWIG, SCIENTIST

Sam Oertwig, EdD, is a Scientist at the Frank Porter Graham Child Development Institute where she serves as Co-Principal Investigator of FirstSchool, a Pre-K-3 school improvement initiative focused on improving the school experience of African American, Latino, and low income children. She has published articles and book chapters relating to serving diverse populations of children and is a contributing author to FirstSchool: Transforming Pre-K-3rd Grade for African-American, Latino, and Low-Income Children and the FirstSchool online course, the Art of Communication in Classrooms for Young Children. The FirstSchool project has been, and is currently, involved in a variety of state, district, and school initiatives to improve Pre-K-3rd Grade through the use of data, research, inquiry, and high quality professional development. Current work is primarily focused in North Carolina, Vermont, Michigan, Minnesota, and California.

Before joining FirstSchool, Dr. Oertwig served 25 years in public education as an elementary teacher (grades K, 1st, 3rd, & 4th), principal, executive director of elementary programs and K-12 professional development. Her work has focused on achieving educational equity for students of color by assisting teachers, schools, and districts to become more culturally proficient in both

practice and policy. Dr. Oertwig has also done extensive work facilitating the development of professional learning communities and cultures of collaborative inquiry that use data and research to improve practice.

GISELE CRAWFORD, RESEARCH SPECIALIST

Gisele M. Crawford, M.A.A., is a Research Specialist at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. Early in her career Ms. Crawford served as an assistant teacher in a classroom for four-year-olds and a lead teacher for two and a half to three-year-olds, as well as a teacher of English for children and adults in Taiwan. Since then she has worked on numerous studies of young children and their environments and experiences, including large-scale studies of public Pre-Kindergarten in the United States. She has been on the staff of FirstSchool, a Pre-Kindergarten through third grade initiative to improve the school experiences and outcomes of African American, Latino, and low-income children, since the project's inception in 2004. As a project manager, her role includes collaborating to design professional development, providing data feedback, writing reports, and collaborating with state partners. She has published articles and book chapters relating to serving diverse populations of children in early education settings, and is a contributing author to FirstSchool: Transforming Pre-K-3rd Grade for African-American, Latino, and Low-Income Children. She is a co-creator of the FirstSchool online course, the Art of Communication in Classrooms for Young Children. She is an experienced classroom observer using widely-used measures such as the Early Childhood Environment Rating Scale, Classroom Assessment Scoring System, and EduSnap and is proficient in the FirstSchool data protocol.

NATIONAL P-3 CENTER, UNIVERSITY OF WASHINGTON

KRISTIE KAUERZ, DIRECTOR

Kristie Kauerz, Ed.D. is Research Assistant Professor of P-3 Policy and Leadership at the University of Washington (UW) and directs the National P-3 Center at UW. She specializes in education reform efforts that address the continuum of learning from birth through 3rd grade. Kristie's expertise spans policy, research, and practice as well as birth-to-five system-building and K-12 reform.

Kristie's expertise is based in her work with more than 40 states and dozens of school districts around the country. Kristie's experience includes work at the state level, as an early childhood and P-3 policy advisor for two former Colorado governors – Bill Ritter, Jr. and Roy Romer; at the national level, as the founding program director for early learning at Education Commission of the States; and in academia as director of a Pre-K-3rd Grade Initiative at Harvard Graduate School of Education and as a research fellow at the National Center for Children and Families (Teachers College, Columbia University).

***Kauerz was lead author on the* Framework for Planning, Implementing, and Evaluating Pre-K-3rd Grade Approaches*, a tool to guide school, district, and community alignment efforts. She has authored and co-authored numerous articles, book chapters, and reports on topics ranging from state kindergarten policies to early childhood governance to P-3 policy alignment. She co-authored the original Washington State Early Learning and Development Benchmarks and a book on improving the early care and education teaching workforce. She is co-editor of* Early Childhood Systems: Transforming Early Learning.**

3.1 PROJECT I – PLANNING

The expertise that will be brought to bear in Project I will join Turning Point, Inc.'s team with the National P-3 Center at the University of Washington.

Turning Point, Inc., through Drs. Loesch-Griffin and Everts, will bring their extensive background in convening, facilitating and strategic planning along with their deep relationships with Nevada's B-3 stakeholders together with their content expertise in 0-3 years and community and family engagement to recruit, select, convene and coordinate the ongoing efforts of the B-3 Statewide Committee to design and develop the state's B-3 Implementation Framework.

The National P-3 Center at the University of Washington, through Dr. Kristie Kauerz, will bring their focus on the learning opportunities that young children experience from birth through 3rd grade, along with their track record of engaging with Nevada's state-level leadership around building investment in B-3 approaches. The mission of the National P-3 Center is to engage in Innovation, Implementation, and Interaction around comprehensive P-3 approaches (birth through 3rd grade). The Center's purpose is to advance the field's understanding of and facilitate the systemic changes needed to enact comprehensive P-3 approaches in communities, school districts, and states around the country. Dr. Kauerz's expertise and relationships with key stakeholders in Nevada will ensure that there is adequate and appropriate support and inclusion of the B-3 Leadership community in the implementation framework, and will facilitate conversations among diverse stakeholders around the policies required to achieve high quality B-3 implementation. She will provide Nevada with models from other states' and communities' B-3 approaches, including Washington, for which she was key in facilitating their development.

During the first phase of this project, strategic effort will be put into developing a comprehensive plan for a B-3 system in the state of Nevada. To ensure support and sustainability for B-3 efforts over time, it is necessary to understand that a "system" includes both a state policy infrastructure, as well as local-level implementation. While, ultimately, what happens day in and day out inside classrooms, early learning programs, and homes is what matters most to children's development and success, a sturdy and appropriate policy infrastructure is what supports teaching and learning over time and permits those practices to be implemented at scale across the state. To this end, both state policy and local implementation will be addressed during Project I.

3.1.1 Organize committee, orient committee to the work, guide the committee in reaching consensus on needs.

3.1.1.1 Task: Convene a B-3 committee to steer the B-3 work for the life of the grant.
Given the necessity and desirability of crafting a plan that includes both state-level policy/infrastructure and local-level implementation, committee membership should include:

- ***State-level decision-makers in relevant state agencies who are responsible for K-12 education, state-funded Pre-K, Head Start-State collaboration, child care licensing and subsidy, Pre-K-12 teacher/principal certification, and Nevada's Home Visiting network; TACSEI, Nevada Registry and QRIS staff and TA providers.***
- ***District-level and county level stakeholders (e.g., superintendents, Early Childhood Advisory Councils) who represent a diverse set of schools/communities;***

- ***Local-level stakeholders who represent Early Head Start/Head Start grantees, child care resource and referral entities, elementary school administrators, Pre-K directors, B-3 providers and parents.***

TPI's role:

- ***Conduct outreach to existing stakeholder groups as identified above and in collaboration with Nevada READY! B-3 staff.***
- ***Coordinate communication between and among stakeholder B-3 groups, the Nevada READY! B-3 state staff, and the Project I consulting team members.***
- ***Organize logistics of meetings.***
- ***Maintain documentation of all Project I activities for archival, reflection, and ongoing data-driven discussion and decision-making.***
- ***Co-facilitate, with the National P-3 Center team, committee meetings and deliberations***

National P-3 Center roles:

- ***Advise on membership/composition of committee.***
- ***Provide overall framing for committee meeting schedule and deliberations that include explicit focus on both state policy and local implementation levels of B-3 system building.***
- ***Co-facilitate with Turning Point, Inc. committee meetings and deliberations.***

A. Activity for 3.1.1.1: Solicit members and organize committee meetings.

TPI, in collaboration with the Nevada READY! B-3 staff and UW's National P-3 Center team, will organize an initial list (from above) and solicit nominations from the field and state leadership by November 1, 2016.

B. Deliverable for 3.1.1.1.A: Provide a representative list of participating B-3 committee members.

An initial application process will be developed and disseminated to representatives from this list (Activity 3.1.1.1) by November 15, 2016 and the Project Management Team in collaboration with Nevada READY! B-3 staff will select a committee from submitted applications or nominations, should additional slots be desired.

C. Deliverable for 3.1.1.1.A: Provide a calendar of regular meeting dates.

A monthly schedule of proposed meetings will be drafted and input solicited from the committee members selected from the application process and on the list above, with dates beginning between January 1-31, 2017, and continuing through June 1-30, 2017.

3.1.1.2 Task: Collect and synthesize information around prior B-3 efforts.

Given the history of B-3 efforts in the State of Nevada, it is important to build from what already exists, rather than re-creating wheels. To do this, it is important to understand both the breadth and depth of B-3 efforts in Nevada – past and present. In order to gain this perspective and share it with the Committee, the following activities will occur:

A. Activity for 3.1.1.2: Hold a series of meetings and focus groups to gather data and information around past B-3 efforts.

To accomplish this, the Project Management Team will undertake several strategic activities within the first quarter of the Project (Oct 1-December 31, 2016):

- ***Conduct key leader interviews with representatives from state and county/district level systems, programs, or organizations to document their perspectives on the historical***

context of the B-3 movement in Nevada and key strategies that they found useful, appropriate and effective and those they didn't. Utilize results from these interviews to create an on-line survey and focus group protocols.

- ***Conduct a statewide survey (electronic) that is disseminated widely through multiple state networks to gather data and information on existing B-3 efforts across the State; and***
- ***TPI will lead and host a small number of focus groups in targeted communities around the State; and***
- ***National P-3 Center will prepare a Nevada-specific framework, based on the*** **Framework for Planning, Implementing, and Evaluating Pre-K-3rd Grade Approaches** ***(Kauerz & Coffman, 2013) and the*** **State Policy Framework for Comprehensive P-3 Approaches** ***(Kauerz, 2016) that will be used as the template/taxonomy to organize and crosswalk data gathered in 3.1.1.2 and 3.1.1.3.***

B. Activity for 3.1.1.2: Present documentation that outlines prior efforts and identifies gaps and redundancies.

The data collection and mapping activities above will be compiled and summarized in written and oral presentation formats for both the B-3 Committee as well as for stakeholder groups that will have representation on the committee or who participated in the data collection process. In addition, the Project Management Team will invite a variety of key stakeholders and B-3 leaders from around the state to present/testify to the B-3 Committee where key findings can be best illustrated in this manner.

C. Deliverables for 3.1.1.2.A and 3.1.1.2.B: Provide an overview document that describes accomplishments and needs related to B-3 work.

The Project Management Team will utilize the documentation from Activity 3.1.1.2 above to extract a series of: 1) guiding principles for designing and planning the B-3 Implementation Framework, 2) key strategies building on strengths of prior B-3 efforts in Nevada, and 3) existing gaps and emerging needs at the local, regional and state level in the capacity to provide high quality instruction and family and community engagement, as well as systems of leadership, training, and policies to sustain these efforts.

3.1.1.3 Task: Identify and incorporate strategies used by other communities and entities in conducting B-3 work.

To ensure Nevada's efforts stay on the leading edge of B-3 work and incorporate promising strategies from other states and localities, we will ensure that a national perspective also informs the development of Nevada's strategic direction. To augment the information collected in 3.1.1.2, we will undertake desk research, including document review and key stakeholder interviews, to extend the Committee's knowledge and understanding of what already exists and what might be possible.

TPI and National P-3 Center roles:

- ***National P-3 Center will analyze and summarize key approaches to B-3 alignment in other states and communities around the country, drawing from its national database of B-3 efforts underway across the country. This database includes statewide, regional, district, and school-level initiatives in more than 30 states around the country;***
- ***TPI's team will review, adapt and integrate additional approaches specific to 0-3 years of age as well as implications gleaned from Nevada's key leaders;***

- ***Participate, as needed, in conducting phone interviews with key stakeholders; and***
- ***Lead the development of a crosswalk document that will facilitate next steps.***

A. Activity for 3.1.1.3: Conduct desk research around state/community efforts in B-3 work.

Based on data collected in 3.1.2.1 above through the key leader interviews, Turning Point, Inc.'s team will coordinate the identification, collection and compilation of previous and current B-3 efforts in Nevada into a document. TPI will also work collaboratively with FirstSchool and the National P-3 Center teams to identify efforts around B-3 work nationally in states outside of Nevada, including a collection of P-3 frameworks from other states. These activities will be conducted as a parallel activity to 3.1.2.2 above.

B. Activity for 3.1.1.3: Conduct telephone interviews with key stakeholders with experience in the development and implementation of B-3 work.

TPI and National P-3 Center will conduct key stakeholder interviews as described in 3.1.2.2.A above, but with key leaders of those states whose B-3 efforts are deemed most viable based on findings from Nevada's B-3 leaders, the statewide survey and the review of the data on strengths, gaps and needs among practitioners and decision-makers with the B-3 Committee.

C. Deliverables for 3.1.1.3A and 3.1.1.3B: Provide a crosswalk document that will facilitate identification of next steps.

The Project Management Team will meet mid-year of Project I to review the findings and documentation developed as Deliverables in 3.1.1.2 and the Activities from 3.1.1.3 and through the leadership of the National P-3 Center, cross-walk the most significant and appropriate findings and recommendations for facilitating the Nevada READY! B-3 staff and Committee's work over the next quarter.

3.1.2 Guide the development of a cohesive and coherent, comprehensive B-3 plan.

The Turning Point, Inc. team and the National P-3 Center team will co-facilitate the process for planning, designing and developing Nevada's B-3 implementation framework, beginning by December 1, 2016 and concluding by June 1, 2017. The two teams will utilize the research conducted in 3.1.2 above to convene and lead data-driven discussions and decision-making.

3.1.2.1 Task: Facilitate consensus around shared goals.

TPI and the National P-3 Center teams will collaborate on a facilitative structure for each of the monthly meetings. During the first in-person meeting the committee will be guided through a visioning process around which they will establish shared goals and the conditions required for Nevada to achieve their vision and goals over the next 3 to 5 years.

A. Activity for 3.1.2.1: Conduct meeting or a series of meetings to reach consensus.

TPI will organize an initial two-day face-to-face meeting for the Nevada READY! B-3 committee members that will be structured to facilitate relationship building; agreements and norms around how the diverse group of stakeholders will come together, interact and make decisions; development of a common agenda and vision; and identification of collective impacts they want to achieve within and across the B-3 continuum of families, communities, and schools. This will serve as the platform for facilitating the process of every meeting and will guide discussions and decisions as they move forward from initial planning to design and development of the framework.

B. Deliverable for 3.1.2.1.A: Provide a list of goals.

TPI will provide a summary to the Nevada READY! B-3 staff and committee from the first meeting (Jan 1-31, 2017) in the form of a logic model that can be used to guide the subsequent meetings and framework development.

3.1.2.2 Task: Guide the committee and provide feedback on ongoing activities and potential strategies.

A. Activity for 3.1.2.2: Conduct meeting or a series of meetings to examine activities and develop strategies.

The teams from TPI and the National P-3 Center will meet virtually on a monthly basis with the Nevada READY! B-3 committee from February-March, 2017 to work intensively on identifying favorable conditions for achieving goals and building out strategies for each stakeholder group. TPI will also meet independently with the Nevada READY! B-3 staff between monthly committee meetings to solicit feedback and guidance based on emerging and ongoing issues at the state and legislative level. The National P-3 Center team will continue to provide national-level feedback and guidance on development of strategies for the statewide plan for both policy infrastructures and implementation supports.

B. Deliverable for 3.1.2.2.A: Provide a list of strategies.

TPI will summarize the work of the committee during February-March 2017, and work collaboratively with the National P-3 Center team to draft an initial framework for Nevada's B-3 system.

3.1.2.3 Task: Present initial framework for B-3 system and facilitate revisions and refinements.

The National P-3 Center team will provide national-level feedback and guidance on development of a statewide plan for both policy infrastructures and implementation supports; they will also lead the design and development of an initial framework for Nevada's B-3 system with TPI's team ensuring the field of B-3 stakeholder groups are informed and have adequate opportunities for review and feedback as constituent groups of the B-3 Committee.

In the meeting of the B-3 Committee in April 2017 TPI and the National P-3 Center teams will present a draft of the initial framework and solicit feedback and new insights and breakthroughs in the field of practice and policy in order to facilitate a responsive, data-driven discussion about what in the framework needs adjustments. The original platform of the committee (vision, goals, conditions and collective impacts) will be used to analyze the framework for its integrity and potential to address each of the shared areas of the committee's initial work together.

A. Activity for 3.1.2.3: Conduct meeting or a series of meetings to finalize framework.

TPI will coordinate a May 2017 meeting for finalizing the feedback and discussion of the April Nevada READY! B-3 Committee and reaching consensus about what remains, what gets adapted or adjusted, and what is no longer viable.

B. Deliverable for 3.1.2.3.A: Provide a framework for B-3 System.

The National P-3 Center team will finalize the feedback and discussions regarding the draft framework for Nevada's B-3 system and submit it to the Project Management Team, and the Nevada READY! B-3 staff and committee for final approval.

3.1.3 Assist in planning the initial phases of the B-3 pilot.

A final draft of the B-3 pilot framework will be completed by June 30, 2017 and be used to launch and tailor implementation activities in Project II under the guidance and leadership of UNC's FirstSchool.

3.1.3.1 Task: Guide the committee in determining short- and long-term goals for the pilot.

The Project Management Team will meet in June 2017 to review sites identified during the Spring of 2017 that indicate interest and readiness to serve as pilots during Project II. The results from Project I will be reviewed along with a presentation by the team from the National P-3 Center on Nevada's framework and implications for next steps related to the pilot.

A. Activity for 3.1.3.1: Conduct meeting or a series of meetings to establish goals of the pilot project.

During the final quarter of Project I (April-June 2017) TPI, the National P-3 Center, and FirstSchool teams will work with the B-3 committee to establish goals for the pilot.

B. Activity for 3.1.3.1: Research pilot design options.

The Project Management Team will review the initial plan submitted by FirstSchool and consider whether additional options need to be added or wrapped around their design for the pilot, or, whether given the final draft of the Nevada READY! B-3 Implementation Framework, alternative designs need to be explored for the pilot. These will be summarized and presented by the Project Management Team to the Nevada READY! B-3 staff.

C. Activity for 3.1.3.1: Conduct meeting or a series of meetings to determine pilot design.

TPI and FirstSchool will work collaboratively to present a sample of potential pilot designs (one or two) and engage the Nevada READY! B-3 committee during its final June in-person day-long meeting in a facilitated conversation about the pros/cons, potential, and possibilities for any of the pilot sites under consideration to carry out the pilot with success.

D. Activity for 3.1.3.1: Gather feedback to finalize B-3 pilot design.

The final design(s) and its conditions, expectations, and requirements will be shared with the final candidates for the pilot site to solicit feedback regarding their perceptions of their capacity to conduct the pilot (implement the framework in the manner outlined by the Project Management Team), potential barriers or areas for concern, and strengths on which they would rely to insure their success. A summary of this conversation will be documented and forwarded on to the Nevada READY! B-3 committee and staff, and posted on-line (website) for all B-3 stakeholder groups to provide their comments.

E. Deliverable for 3.1.3.1.A through 3.1.3.1.D: Provide a B-3 pilot framework.

FirstSchool will utilize the final input from pilot site candidates and refine and submit the final B-3 pilot framework in collaboration with the TPI team by July 31, 2017.

3.2 PROJECT II – PILOT

TPI will collaborate with the FirstSchool team to implement Project II. Through professional development, technical assistance, and coaching of regional liaisons and pilot community leaders, FirstSchool and TPI will support the development of two to three P-3 pilot communities in each of three regions: the Northwest, the Northeast, and the South.

FirstSchool has a long working relationship with the State of Nevada's P-3 efforts. Based on their experience in Nevada and the guidance provided by the B-3 Committee during Project I, culminating in the B-3 Framework, FirstSchool will support the development of practices and systems for using data to promote effective B-3 learning communities. FirstSchool personnel will provide periodic in-person support and develop the capacity of liaisons, such as the School District Regional Professional Development Center staff, Turning Point, Inc.'s team of Associates, and other B-3 leaders throughout the state to collect EduSnap data in pilot classrooms, support implementation of the instructional practices in the FirstSchool Cultures, and support the policies that support those practices.

Key goals of Project II are as follows:

- ***Regional liaisons and pilot community leaders will learn how to use data that support school and classroom efforts to improve the school experience of underserved children.***
- ***Administrators and teachers will demonstrate an improved ability to articulate the research underlying instructional practices that predict improved school engagement and outcomes for historically underserved children.***
- ***Administrators and teachers will explore the principles and use of collaborative inquiry to inform instructional practice and knowledge of student learning and progress, with a focus on improving learning of underserved students.***
- ***Using research observation measures, teachers and administrators will explore constructs of quality for young learners.***
- ***Evaluation findings will identify areas for developing, amending or changing policies to support high quality B-3 practices.***
- ***School-based P-3 teachers will increase their capacity to connect and collaborate with community-based early childhood B-Pre-K (0-3 years) educators and providers to insure children and their families have a smooth transition to the Pre-K or Kindergarten setting and that internal structures support ongoing P-3 transitions.***
- ***School-based P-3 leaders will identify and implement structures for supporting and sustaining collaboration and communication between and among P-3 teachers.***

3.2.1 Recruit communities to participate in the B-3 pilot.

Using the B-3 Pilot Framework developed by the B-3 committee during the planning phase, the Project Management Team will design a pilot site selection process. This process will identify communities that are best poised to serve as pilot sites for deeper B-3 process work and will ensure that pilot sites represent urban, rural, Northern and Southern settings. The Project

Management Team (during their third quarter meeting during Project I) will develop an application, and provide background and details regarding the nature of the work pilot sites

would engage in during the pilot process. This process and application will be presented to the B-3 committee for approval or revisions prior to dissemination.

3.2.1.1 Task: Disseminate information, create buy-in, and recruit and select communities for the B-3 pilot

A. Activity for 3.2.1.1: Conduct outreach and hold informational meetings as necessary.

TPI staff will disseminate the application and provide information to all qualified schools, districts and community programs across the state. TPI staff will provide follow-up and technical assistance as needed to recruit the sites that have administrative buy in, as well as community support for the B-3 Model. TPI staff will provide regional outreach informational meetings so that program administrators and staff have a comprehensive understanding of the pilot process, to be able to make an informed decision as to their program's ability to commit to being a pilot site.

B. Deliverable for 3.2.1.1.A: Participant communities with appropriate buy-in and commitment.

The Project Management Team will review all applications and provide a list of optimal sites to the B-3 Committee for final Pilot site selection. (Spring 2017)

3.2.2 Implement the pilot model in selected communities.

3.2.2.1 Task: Provide information sessions, and necessary training.

A. Activity for 3.2.2.1: Design and implement training to build the capacity of communities to implement the B-3 framework.

The Project Management Team will convene B-3 Committee Members, community partners who will be collaborators in training dissemination and participation such as RPDC liaisons, pilot site leads, Nevada Registry, and community professional development organizations for transition to Project 2, Pilot site implementation. The Project Management Team will present an overview of the B-3 Framework with options for training and technical assistance that meets the particular needs of Nevada. The Project Management Team will facilitate input and discussion to inform the design decisions for implementation. TPI staff will provide logistics and travel support for participants.
(late Spring2017)

FirstSchool, in collaboration with TPI and the National P-3 Center, will lead the development and implementation of professional development strategies that are responsive to the needs identified by the Project I team. Strategies and content will reflect the unique needs of all participants including B-3 years of age programs as well as Pre-K- 3rd. Content will be data driven and will focus on developing a culture of collaborative inquiry that supports high-quality instructional practices, leadership development, student engagement and interaction, parent engagement and involvement, and improved student outcomes. Implementation strategies could include online courses, training of trainers, and onsite technical assistance and mentoring. The Project Team will work with state, regional and local systems to reach all pilot site partners and to bridge partners to create the B-3 continuum. The goal will be to have a sustainable cadre of coaches and mentors who can sustain the B-3 Model across the continuum of the educational system.
(Summer, 2017)

B. Deliverable for 3.2.2.1.A: Provide regular updates on project implementation.

TPI will provide quarterly updates on project implementation by all partners and subcontractors or otherwise specified timeframe.

3.2.2.2 Task: Provide on-the-ground, frequent and consistent support for communities implementing the pilot.

A. Activity for 3.2.2.2: Design and implement monitoring and support plan to ensure that B-3 framework is implemented with fidelity.

The Project Management Team is uniquely qualified to design and implement a monitoring system that is consistent with the philosophy of participant inquiry and data driven practices. TPI will purchase services and software from Snapshot, Inc. who will provide the nationally proven classroom assessment, EduSnap, that can:

- ***Provide an effective lens through which to view practice***
- ***Drive a professional development agenda***
- ***Guide teachers' focus on instructional practices that support quality learning***
- ***Monitor change and progress***

In addition, the Center for Program Evaluation (CPE), has years of experience working with schools and school districts across the state of Nevada. The center can provide qualitative data and analysis, and can assist teachers and administrators in using data to improve instruction as well as school culture and family engagement. CPE will provide data collectors, trained by Snapshot Inc. to collect classroom level data. Baseline data will be collected in October-November, 2017. Data collected will be analyzed by the Project Management Team, and used to target areas of improving classroom practice and adjusting professional development and technical assistance. Post pilot data will be collected during Spring of 2019.

On a program and administrative level, CPE, with assistance from the National P-3 Center, will develop a survey or interview tool to collect evaluation data from principals/program directors at pilot sites regarding implementation levels, fidelity to the framework, and outcomes. This data will be collected at least twice during the pilot period for comparisons purposes.
Family engagement will also be captured through survey, interview or focus group protocols for developing evaluation data from parents at pilot sites regarding family engagement and their observations about their children's progress. This data will be collected at least twice during the pilot period for comparisons purposes.

The National P-3 Center will provide guidance and state system analysis throughout the pilot phase that will inform the professional development phase. Dr. Burnham will work with the National P-3 Center in addressing the issue of pre-service teacher education reform, as well as in-service professional education for administrators in both the 0-5 and K-12 systems, in relation to the implementation of the B-3 Model.

TPI will work at the local level with professional development partners such as RPDC liaisons, pilot site leads and community partners to monitor the progress and obtain feedback.

B. Deliverable for 3.2.2.2.A: Provide regular updates on project implementation.

TPI will report all data and analysis to date on a quarterly basis, or otherwise specified timeframe.

3.2.3 Collaborate to adjust and refine the framework based on implementation efforts.

3.2.3.1 Task: Collect, analyze and synthesize multiple sources of data to inform the pilot.

The Project Management Team will use classroom level data, administrative/school/community data, parent data, and statewide system data to develop a comprehensive picture of the B-3 Model implementation. All entities described above will contribute to the transparent and participant driven data collection and analysis.

A. Activity for 3.2.3.1: Collaborate to establish outcomes and a variety of methods to measure progress toward outcomes.

The Project Management Team will analyze all data to evaluate the progress of the pilot sites to assess the level of implementation of the B-3 Model. All components of the B-3 Model that were identified during the planning phase will be assessed to identify key outcomes.

B. Deliverable for 3.2.3.1.A: Provide a list of outcomes, a list of measures, and regular updates on progress.

All measures, evaluation procedures and outcomes will be identified and presented to the B-3 Committee for their review.

3.2.3.2 Task: Work with the B-3 committee to revise and refine the B-3 committee to revise and refine the B-3 system based on implementation.

The Project Management Team and the B-3 Committee will review outcomes and evaluation data to identify progress made by the pilot sites as well as gaps in implementation. Together the Project Management Team and the B-3 Committee will assess strengths and needs for improvement or adjustment.

A. Activity for 3.2.3.2: Conduct meeting or a series of meetings to guide the committee in making adjustments to the framework based on pilot implementation.

TPI will facilitate the process of the B-3 Committee in making adjustments to the framework based on the pilot implementation. TPI will document the meeting(s), and provide a draft for the B-3 Committee members to approve.

B. Deliverable for 3.2.3.2.A: Provide data-informed adjustments to B-3 framework.

Upon approval of the adjustments and revisions, TPI will provide the final revised B-3 Framework.

3.3 PROJECT III – PROFESSIONAL LEARNING

The primary goal of Project III is to create, implement, and evaluate a professional learning series based on the Nevada B-3 System Framework developed in Part I of the project and lessons learned during Part II of the project. For Project III, we will reconvene the Statewide B-3 Committee (formed in Project I) with the project management team to develop, oversee implementation, and evaluate a Nevada B-3 professional learning series between July 1, 2018 and June 30, 2019.

One of the primary opportunities provided by this project is re-imagining professional learning so that it is both meaningful and deep enough to effect positive change in the learning opportunities that children experience. To date, across the country, much professional development has been sector-specific, short-term and one-way only learning. Bringing more than a traditional focus on training and professional development, the Project Management Team (i.e., TPI, FirstSchool, and National P-3 Center) will focus on the need for innovative ways to engage and educate leaders at both policy and implementation levels.

Once developed, the NV B-3 Professional Learning Series will be piloted with a cohort of B-3 leaders in two communities prior to implementation across the state. The two pilot communities will include northern Nevada and southern Nevada representation. The pilot will provide important information related to implementation challenges, and the capacity of schools and communities to carry out the Professional Learning Series with fidelity.

The goal of the Professional Learning Series is to develop sustainable expertise within the state. Once developed, piloted, and revised as needed, the NV B-3 Professional Learning Series will be implemented across the state to build capacity of other communities interested in B-3 system work. Special effort will be made to include schools and communities representative of Nevada's diverse population and community needs. The Professional Learning Series will include trainings of trainers to increase the in-state capacity for policy and practice in early childhood learning and development, emphasizing the whole child across the continuum of development—cognitive, social-emotional, and physical. Evaluation of the first statewide implementation of the Series will be used to revise professional learning materials as needed.

Expertise most relevant to Project 3:
Within and across the three teams (TPI, FirstSchool, and the National P-3 Center) we have the expertise and depth of knowledge to address the full continuum of learning and development for children 0-3 years and 3-8 years of age, as well as to address the other traditional divides between birth-to-five and K-12 education systems, and between publicly funded Pre-K and privately run preschool programs. These dichotomies are identified for purposes of recognizing the persistent separation in the field of practice, training curricula, and opportunities and policies along those age ranges.

Turning Point, Inc. has three key Associates that will work together to provide support for selected trainers and/or direct training to B-3 practitioners on topics aligned with the B-3 Framework and evaluation results. Detailed expertise of each Project Management Team member is noted in the overview to Section 3: Scope of Work. Dr. Joanne Everts who has played a major role in crafting, training and providing technical assistance around Nevada's birth through age three standards; Dr. Melissa Burnham, who has played a major role in the state

around integrated P-3 practice at school sites; and Dr. Jennifer McClendon who has expertise in the community, home, school connections that serve as the context for and influence the learning and development of young children. Dr. Loesch-Griffin will apply her facilitation and evaluation expertise to two specific aspects of Project III: she will co-facilitate on-line learning circles[2] associated with the training of trainers and B-3 leadership elements of the project. She will also facilitate reflective sessions among the trainers to extract key capacity and contextual issues that may promote or hinder professional learning among B-3 stakeholder groups. Both of these facilitate structures will complement the quantitative evaluation design and methods employed by the Center for Program Evaluation.

The National P-3 Center at the University of Washington, under Dr. Kristie Kauerz's direction, will add to the professional learning of B-3 leadership in Nevada, bringing explicit focus to the need to provide meaningful and extensive professional education to administrators at both district (e.g., central office leaders; school board members) and local levels (e.g., elementary principals and early learning program directors, site managers, and others). In particular, they will leverage and share the National P-3 Center's own effort to design a program that specifically meets the cross-sector needs of practicing administrators. The Washington P-3 Executive Leadership Certificate Program co-enrolls administrators from 0-5 and K-12; it is comprised of more than 100 contact hours that are credit-bearing and those credits can be applied to bachelor, master, or doctoral degrees; it is offered executive style, over the course of ten months, with a hybrid delivery (i.e., both in-person and on-line). Most notably, a comprehensive Action Research Project that requires each participant to enact comprehensive P-3 approaches in his/her community anchors the professional education program.

University of North Carolina FirstSchool provides research expertise and professional development support in collaboration with states, districts, schools, administrators, and teachers. They partner with entities that want to focus on improving the school experiences of African American, Latino and low-income children in the Pre-K-3rd grade. They have extensive experience within the educational field as both practitioners and researchers. Their ground-level knowledge and experience helps them form meaningful relationships with education partners at every level. They have developed an on-line course, Student Communications in Classrooms for Young Children, that may be considered for the Professional Learning Series should the B-3 Committee make this decision upon its review of the B-3 Framework and evaluation findings from the pilot, particularly in terms of what the EduSnap data, which will be collected by Pilot Sites in Part II, reveals about gaps and needs in teacher practices.

3.3.1 Create, implement and evaluate professional learning series based on the Nevada B-3 System framework.

3.3.1.1 Task: Developing comprehensive professional learning series for education systems and communities.

A. Activity for 3.3.1.1: Collaborate with NDE and B-3 committee to become familiar with the B-3 framework and needs identified.

The Statewide B-3 Committee and the Project Management Team will meet to reflect on the pilot project and strategies for statewide implementation. A meeting will be scheduled before July 31,

[2] A learning circle is a highly interactive, participatory structure for organizing group work. The goal is to build, share, and express knowledge though a process of open dialogue and deep reflection around issues or problems with a focus on a shared outcome. A learning circle is not a community of practice, or professional learning but can be a strategy used by either.

2018 with NDE staff, the Statewide B-3 Committee, and the Project Management Team to review the results of Parts I and II and identify key professional learning needs that were identified in these projects.

B. Activity for 3.3.1.1: Develop draft learning series including session schedule, scope and sequence, session objectives and evaluation for review by committee.

A primary focus of Project III will be to move from a pilot project to the introduction of sustainable structures and resources for the State of Nevada. This project is led by a Nevada-based organization with a philosophical orientation toward strengthening Nevada schools and communities for the long term. Under the leadership of TPI, the Project Management Team will first align the Professional Learning Series with local and state expertise that already exists, to take advantage of our own resources and maximize the capacity for sustainability of those resources.

Our goal is the sustainability of these programs and resources by building local and statewide expertise. National evidence-based models from FirstSchool and the National P-3 Center will inform the Professional Learning Series, and their expertise will be shared with the Project Management Team and statewide leaders through train-the-trainer models.

Whenever possible, trainers local to Nevada will conduct the trainings. Local experts will be consulted whenever possible. Although subcontractors retain proprietary rights over all materials and training they provide, TPI will intentionally engage Nevada's local experts in subcontractor training (and wherever possible request that such be offered as a Training of Trainers) to continue on as mentors, coaches and trainers so that Nevada retains the capacity to sustainably train new and transitioning early childhood professionals and community members.

The Project Management Committee will identify the tasks and activities necessary to strengthen the Professional Learning Series. Topics and evidence-based practices from the Pilot (Project 2) will be reviewed for utility, applicability to the local community, and whether the trainings have helped schools and communities implement the plan. Other districts from around the state (other than the selected pilot communities) will be invited to engage in the process of evaluating the pilot. Their involvement will facilitate statewide implementation.

In meetings facilitated by Turning Point, the Statewide B-3 Committee and Project Management team will work with experts to develop the Professional Learning Series curriculum. Topical experts will be selected from the Program Management Team and will also include local expertise as needed. Dr. Kristie Kauerz will lend her considerable B-3 expertise to develop a draft professional learning series based on the results of Parts I and II of the project. Jennifer McClendon (TPI) will facilitate the inclusion of training materials related to family and community engagement.

For each professional learning session, either Dr. Burnham (P-3), Dr. Everts (B-age 3), or Dr. Kauerz (leaders) will ensure all materials are developed for ongoing use beyond the pilots, including, but not limited to, an agenda of topics to be covered, methods used to promote learning during the session, time schedule, scope and sequence of the session, session objectives, and evaluation strategy. This draft learning series will be submitted to the B-3 Committee for review no later than September 30, 2018.

C. Deliverable for 3.3.1.1.A and 3.3.1.1.B: Provide professional learning series.

After piloting and revising the series as needed in Project II, the Project Management Team will begin implementation of the professional learning series in communities indicating an interest in beginning or continuing B-3 work.

For both Project II (pilot) and Project III (statewide implementation) the Project Management Team will make a concerted effort to include not only early learning professionals and classroom teachers, but also principals at schools where Pre-K classes are located, district central office leaders, and other key influencers. This will ensure that leadership will participate in trainings

that relate the importance of communication around transitions – from Pre-K to kindergarten, from kindergarten to first grade, etc. Additionally, we hope that the inclusion of school leadership will help to facilitate the sustainability of the program and related ideas. We will encourage principals to allow dedicated time for teachers to reflect with one another on the process of training and implementing their new knowledge within their respective school and community cultures. Training, especially in intensive doses, can lead to early enthusiasm and adoption with later program drop-off as staff are unable to have their concerns addressed when the ideal practices are implemented in the often unpredictable "real world".

School and child care professionals are not the only group requiring protected time for reflection and processing. Community advisory councils and coalitions that are established to support the B-3 program will also need leaders who are committed to sustaining the B-3 model in their communities, and these leaders will also be encouraged to participate in the Professional Learning Series. By encouraging school and community leaders to engage with the training and buying into the process, we hope they will be more likely to protect time beyond the end of the grant period for reflection, ongoing Action Learning Circles, or other sustainable practices that allow time for processing and learning in local professional communities. This helps to solidify and maintain the impact of trainings and community partnerships over time. Ideally, these opportunities would be available both within and across schools and communities.

Family and community members will be encouraged to participate in trainings, Action Learning Circles, and community advisory councils. A successful B-3 model must take into account the "overlapping spheres of influence" on children's development and academic achievement, which include home, school, and community (Epstein, 2001). Successful engagement of families and community resources directly impacts student achievement. Although these connections are well-established, teachers are not always trained to engage in family and community outreach. A study of 161 schools and colleges of education found that graduates are not being prepared to conduct effective family and community engagement practices (Epstein & Sanders, 2009). The Professional Learning Series will address that gap in knowledge, where appropriate, to support the success of the model.

3.3.1.2 Task: Implement high-quality professional learning around program implementation across multiple and varied sites.

Communities around the state who have an interest in beginning or continuing B-3 work (i.e., Part II pilot sites) will be identified through an application process. We will actively recruit rural schools and communities, as well as schools and communities who have successfully partnered with NDE early childhood initiatives in the past. The consultant will strive to include diversity in the communities selected for participation, based on rural/urban status and stakeholder groups represented (community childcare providers, community agencies, school district staff-

administrators as well as teachers, parents, and any others identified during Parts I and II of the project). Implementation will begin no later than January 31, 2019 and will be completed no later than April 30, 2019. Three on-line learning circles will also be implemented during Part III implementation of the Professional Learning Series to promote high quality learning and use data for ongoing assessment of capacity. Modeling after Part II, where TPI and FirstSchool co-facilitated collaborative inquiry with B-3 educators and administrators, Dr. Loesch-Griffin and Dr. Kauerz will co-facilitate an on-line learning circle with B-3 leaders; Dr. Everts and Dr. Burnham will co-facilitate an on-line learning circle with B-3 educators and practitioners.

3.3.1.3 Task: Evaluate the effectiveness of the professional learning.

A. Activity for 3.3.1.3: Establish evaluation method and submit regular updates and final outcomes.

Pre- and post-evaluation surveys will be developed for the professional learning sessions to measure participants' perception of growth on the learning objectives. Follow-up surveys will be administered to participants several months after completing the professional leaning to gather information about their level of implementation and self-assessment of progress in the learning outcomes. During the pilot of the professional learning series, focus groups either in-person or online/phone may be conducted to gather detailed information from participants about how to improve the Professional Learning Series. We will explore the possibility of developing some competency based assessments in collaboration with the professional learning instructors and possibly some participant projects which would contribute to participants' implementation of what they have learned as well as inform the evaluation.

Evaluation data will be collected and compiled throughout implementation, facilitating the regular reporting of outcome data.

B. Deliverable for 3.3.1.3.A: Provide a report detailing the effectiveness of the B-3 professional learning series.

No later than May 1, 2019, the Center for Program Evaluation will prepare and submit a report detailing the evaluation data to the NDE, the Project Management Team, and the Statewide B-3 Committee. The report will be presented at a committee meeting prior to May 15, 2019.

3.3.1.4 Task: Revise the professional learning series based on outcome data and feedback.

A. Task for 3.3.1.4: Collaborate with the B-3 committee to review the series evaluation and make recommendations for improvements.

The Statewide B-3 Committee and the Project Management Team will meet in May of 2019 to review the evaluation report and discuss recommendations for improvements. Changes will be made to the professional learning series materials accordingly.

B. Deliverable for 3.3.1.4.A: Provide the final version of B-3 professional learning series materials.

The finalized version of the B-3 professional learning series materials will be submitted to the B-3 Committee by June 15, 2019.

Tab VII-Section 5. COMPANY BACKGROUND AND REFERENCES

4.1 VENDOR INFORMATION

4.1.1. Vendors must provide a company profile in the table format below.

Question	Response
Company name:	***Turning Point, Inc.***
Ownership (sole proprietor, partnership, etc.):	***S-Corporation***
State of incorporation:	***Nevada***
Date of incorporation:	***1988***
# of years in business:	***28***
List of top officers:	***Deborah Loesch-Griffin, President*** ***Shaun Griffin, Vice-President*** ***Maxine Cirac, Secretary/Treasurer***
Location of company headquarters:	***112 S. K St., Virginia City, NV 89440***
Location(s) of the company offices:	***55 N. C St. Ste. 22, Virginia City, NV 89440***
Location(s) of the office that will provide the services described in this RFP:	***Same as above***
Number of employees locally with the expertise to support the requirements identified in this RFP:	***4 TPI Associates and 1 subcontractor: Center for Program Evaluation, UNR***
Number of employees nationally with the expertise to support the requirements in this RFP:	***2-Subcontractors: 2 employees with Snapshot Inc. affiliated with FirstSchool at University of North Carolina; and 1 employee affiliated with University of Washington***
Location(s) from which employees will be assigned for this project:	***Reno, and Virginia City, NV, Durham, North Carolina, and Seattle, WA***

4.1.2. Please be advised, pursuant to NRS 80.010, a corporation organized pursuant to the laws of another state must register with the State of Nevada, Secretary of State's Office as a foreign corporation before a contract can be executed between the State of Nevada and the awarded vendor, unless specifically exempted by NRS 80.015.
Response: N/A

4.1.3. The selected vendor, prior to doing business in the State of Nevada, must be appropriately licensed by the State of Nevada, Secretary of State's Office pursuant to NRS76. Information regarding the Nevada Business License can be located at http://sos.state.nv.us.

Question	Response
Nevada Business License Number:	***NV19881034454***
Legal Entity Name:	***Turning Point, Incorporated***

Is "Legal Entity Name" the same name as vendor doing business as?

Yes	***X***	No	

If "No", provide explanation.

4.1.4. Vendors are cautioned that some services may contain licensing requirement(s). Vendors shall be proactive in verification of these requirements prior to proposal submittal. Proposals that do not contain the requisite licensure may be deemed non-responsive.
Response: N/A

4.1.5. Has the vendor ever been engaged under contract by any State of Nevada agency?

Yes	***X***	No	

[If "Yes", complete the following table for each State agency for whom the work was performed. Table can be duplicated for each contract being identified.]

Question	**Response**
Name of State agency:	***Division of Public and Behavioral Health-Nevada Home Visiting Program***
State agency contact name:	***Evelyn Dryer***
Dates when services were performed:	***August 1, 2015-July 31, 2016***
Types of duties performed:	***Project Management/CQI Leader: Implementation of Storey County/ Community Chest, Inc. Home Visiting Program and Coordination of CQI with Lyon and Storey County Nevada Families First Home Visiting programs***
Total dollar value of contract:	***$141,270***

Question	**Response**
Name of State agency:	***Department of Education-Office Of Early Childhood Learning and Head Start Collaboration***
State agency contact name:	***Patti Oya/Tammie Williams***
Dates when services were performed:	***January 15, 2014-June 30, 2015***
Types of duties performed:	***Evaluation of Silver State Kindergarten Inventory Development System (SSKIDS)***
Total dollar value of contract:	***$150,000***

Question	**Response**
Name of State agency:	***Nevada Division of Public and Behavioral Health (NDH)-Bureau of Child, Family Services- Healthy Communities Project***
State agency contact name:	***Tami Chartraw***
Dates when services were performed:	***June 15, 2009-March 30, 2010***
Types of duties performed:	***Facilitation and Needs Assessment***
Total dollar value of contract:	***$27,999***

Question	Response
Name of State agency:	***Division of Child and Family Services***
State agency contact name:	***Deborah A. Harris***
Dates when services were performed:	***June 15, -August, 2009***
Types of duties performed:	***Child Care Team Facilitation***
Total dollar value of contract:	***$9,000***

Question	Response
Name of State agency:	***Nevada Head Start Association***
State agency contact name:	***Mary Eldridge***
Dates when services were performed:	***March 1- June 30, 2009***
Types of duties performed:	***Needs Assessment***
Total dollar value of contract:	***$8,000***

Question	Response
Name of State agency:	***Nevada State Health Division-Public Health Preparedness***
State agency contact name:	***Luanna Rich***
Dates when services were performed:	***December 1, 2007 through August 9, 2008***
Types of duties performed:	***Facilitation***
Total dollar value of contract:	***$15,000***

Question	Response
Name of State agency:	***Bureau of Early Intervention Services***
State agency contact name:	***Janelle Mulvenon***
Dates when services were performed:	***6/1-8/31/08***
Types of duties performed:	***Training and Facilitation***
Total dollar value of contract:	***$5,714***

Question	Response
Name of State agency:	***Bureau of Family Health Services-Real Choice Systems Change***
State agency contact name:	***Debra Wagler***
Dates when services were performed:	***October 1, 2005-September 30, 2006***
Types of duties performed:	***Evaluation and Facilitation***
Total dollar value of contract:	***$12,565***

4.1.6. Are you now or have you been within the last two (2) years an employee of the State of Nevada, or any of its agencies, departments, or divisions?

Yes		No	***X***

[If "Yes", please explain when the employee is planning to render services, while on annual leave, compensatory time, or on their own time?

If you employ (a) any person who is a current employee of an agency of the State of Nevada, or (b) any person who has been an employee of an agency of the State of Nevada within the past two (2) years, and if such person will be performing or producing the services which you will be contracted to provide under this contract, you must disclose the identity of each such person in your response to this RFP, and specify the services that each person will be expected to perform.

Response:
Jennifer McClendon, UNR, is a TPI Associate on retainer and is used in TPI contracts where evaluation and facilitation calls for expertise in homeless youth, professional development and training, mental and behavioral health school and community-based systems. She provides services to TPI on her own time as approved through her Director and her existing contract as a faculty member. Dr. McClendon will assist with Part 3 by providing training in family and community engagement and serve as part of the evaluation team for Part 2 and 3.

Melissa Burnham, UNR is a TPI Trainer on retainer and is recently contracted by TPI to provide training in P-3 integration and high quality instruction based on her expertise in Early Childhood Education and involvement in WCSD's P3 demonstration school. She provides services to TPI on her own time as approved through her Director and her existing contract as a faculty member. She will provide services to pilot sites in Part 2 and training in high quality P3 instruction in Part 3.

4.1.7. Disclosure of any significant prior or ongoing contract failures, contract breaches, civil or criminal litigation in which the vendor has been alleged to be liable or held liable in a matter involving a contract with the State of Nevada or any other governmental entity. Any pending claim or litigation occurring within the past six (6) years which may adversely affect the vendor's ability to perform or fulfill its obligations if a contract is awarded as a result of this RFP must also be disclosed.

Does any of the above apply to your company?

Yes		No	***X***

[If "Yes", please provide the following information. Table can be duplicated for each issue being identified.]
Response: N/A

Question	Response	
Date of alleged contract failure or breach:		
Parties involved:		
Description of the contract failure, contract breach, or litigation, including the products or services involved:		
Amount in controversy:		
Resolution or current status of the dispute:		
If the matter has resulted in a court case:	Court	Case Number
Status of the litigation:		

4.1.8. Vendors must review the insurance requirements specified in ***Attachment E, Insurance Schedule for RFP 2108***. Does your organization currently have or will your organization be able to provide the insurance requirements as specified in Attachment E.

Yes	***X***	No	

Any exceptions and/or assumptions to the insurance requirements ***must*** be identified on ***Attachment B, Technical Proposal Certification of Compliance with Terms and Conditions of RFP.*** Exceptions and/or assumptions will be taken into consideration as part of the evaluation process; however, vendors must be specific. If vendors do not specify any exceptions and/or assumptions at time of proposal submission, the State will not consider any additional exceptions and/or assumptions during negotiations.

Upon contract award, the successful vendor ***must*** provide the Certificate of Insurance identifying the coverages as specified in ***Attachment E, Insurance Schedule for RFP 2108.***

Response: TPI will do so.

4.1.9 Company background/history and why vendor is qualified to provide the services described in this RFP. Limit response to no more than five (5) pages.

TPI has rich experience in the field of evaluation, training and program development in the areas of early childhood learning and public P-16 education and public health reforms and initiatives. TPI has provided facilitation and evaluation services to Nevada's Department of Education and the Department of Health and Human Services for more than a decade, around projects to assist with strategic planning and action planning as well as facilitation paired with conference planning, training, and evaluation or needs assessment activities.

Turning Point, Inc. (TPI) and its team are comprised of a group of professionals representing a variety of community and human development disciplines with an expertise in facilitation, project management, strategic planning, program development, capacity-building, and program evaluation. The primary philosophy and practicing model used by TPI is the partnership model. TPI promotes and utilizes facilitation and evaluation designs and methods that are contextually responsive and consider cultural context as a significant contributor to program efficacy and effectiveness.

Turning Point, Inc. (TPI) was established as a Nevada-based, woman-owned corporation in December 1988 as a means of providing an alternative for high quality program evaluation and capacity-building because there were few resources and organizations available in the state to meet the growing demands for comprehensive evaluations (particularly of new initiatives and demonstration projects). In addition to TPI has rich experience supporting multi-sector networks and groups in launching and sustaining new initiatives. As convener of these key leaders and members, TPI has facilitated a continuous cycle of action and reflection and deep conversation that serves as the vehicle for learning what works, what doesn't, what needs adapting and what is ready for adoption.

TPI has worked in partnership with a set of school districts, organizations and coalitions over the past twenty-eight years, many in Nevada's as well as nationally and internationally, facilitating the collaborative process, documenting partnership issues and evaluating integrated service

delivery models that reflect individual and shared goals of all key stakeholders. Based on experience over the years, TPI maintains a capacity-building and coaching approach to its project development, implementation and evaluation designs and strategies, believing that evaluation should serve as both a validation of and catalyst for organizational and systems change. As such, TPI's team partners with key stakeholders to co-create designs and strategies and support the development of data-driven decision-making using both traditional and alternative evaluation approaches.

TPI consistently uses available data as well as targets data collection efforts among key partners involved in strategic initiatives in order to establish baselines, benchmark progress, and monitor and measure effectiveness over time to drive decision-making, improve programs and confirm assumptions, meet state and federal requirements or commitments and determine whether commitments have been met. As an evaluation coaching and capacity-building consulting firm, TPI has been engaged in building this capacity with the Food Bank of Northern Nevada over the past two years. As an external evaluator and facilitator, TPI's evaluation designs are typically mixed-method designs that integrate both qualitative and quantitative methods and data.

TPI in partnership with the Center for Program Evaluation recently completed a statewide evaluation on the SSKIDS Teaching Strategies GOLD Pilot project funded through the Nevada Department of Education Office of Early Childhood Learning and Development that was designed to determine whether the assessment tool and system could support young children in meeting the Nevada State Kindergarten standards associated with the move toward the Common Core. Both quantitative data collected from measures of children's development along multiple indicators and qualitative data related to the training and contextual factors associated with implementation of the assessment system were collected to address the study's purpose and questions. In addition, a core component of Part II of the SSKIDs evaluation was collaborative inquiry. TPI facilitated a six-month collaborative inquiry process with several early childhood/Pre-K educators who participated in a statewide "action learning circle" and produced independent studies and practice projects that informed the state and other colleagues about the use of TSG assessment tools and approaches.

Following that evaluation, TPI was contracted by Dr. Thomas Schultz of the Chief Council of State School Officers to assist them with their project on using child assessments to improve early childhood teaching and learning in Nevada (December 2015-February 2016).

In addition, TPI is currently convening multiple stakeholders and gathering baseline data and creating logic models and dashboards, and fidelity measurements of Evidence-Based practices for two school-community partnership initiatives which focus on Tier 1 strategies for prevention and social-emotional learning and development for children and youth (birth through 18 years):

- ***Safe Schools/Healthy Students project within the Health and Wellness Hub of Lyon County;***
- ***Practice PEACE/Project Prevent of the Washoe County School District***

TPI typically serves as both facilitator, project manager, capacity-builder and evaluation consultant, working closely with project management and staff to explore and examine whether their processes and strategies align with the desired outcomes for their programs and initiatives. This involves co-development of logic models and action plans, and, in addition, evaluation plans that specify how outcomes will be measured and with what frequency. TPI's work with the Health and Wellness Hub and the Rural Nevada Health Network have involved all of these activities with partner organizations that have signed-on as members through MOUs, and are

committed to a shared agenda or common agenda for collective impacts. Or, as with the Food Bank of Northern Nevada's evaluation capacity-building project, TPI worked with their strategic planner and executive leadership team to review and analyze existing documentation, and begin conducting regular reviews of these against process outcomes and the quality standards of their flagship programs. As convener of these key leaders and members, TPI has implemented a continuous cycle of action and reflection and deep conversation that serves as the vehicle for learning what works, what doesn't, what needs adapting and what is ready for adoption. TPI has experience in producing comprehensive evaluation reports, as it did for the SSKIDS Teaching Strategies GOLD pilot evaluation project along with providing useful documents for replication and adaptation of key strategies, as it did in its lessons learned document for the Health and Wellness Hub in Lyon County (copies of reports available on request, but not included for purposes of conservation of paper).

TPI's team has a wide variety of experience with planning, capacity-building and evaluation related to early childhood, public education systems, and family and community health, which has resulted in TPI's capacity to develop and maintain strong and effective networks with diverse stakeholder groups. In its capacity as the project director/management and convening team for the Rural Nevada Health Network, for example, TPI continues to work with several staff in the Division of Public and Behavioral Health as well as Nevada's System of Higher Education to address the health needs of Nevada's rural and tribal communities and review and redesign reimbursement (i.e., Medicaid) and training policies (i.e., outreach and on-line training for CHWs) and procedures to insure that rural communities have equal footing in meeting the health needs of their members. Other examples include TPI's work: 1) with the Head Start Collaboration Needs Assessment where TPI played a role in reviewing how Nevada's Head Start staff qualifications and programs aligned with federal guidelines; 2) facilitating conversations with the state manager for School-Based Health Centers while working on the Healthy Communities Coalition and Lyon County School District's Planning Grant Needs Assessment to insure that school-linked health centers could be viable; and 3) facilitating systems-building for the Nevada Department of Education's School-to-Careers Initiative, K-16 and Community-based Service-learning evaluations through the National Office for Community Service, both of which required ongoing conversations and work groups the development of statewide policies and systems for tracking student development and learning and insuring consistent opportunities for K-16 students.

In the past few years, TPI has organized professional development opportunities and provided direct training during such conferences for project staff involved as home visitors, early childhood educators, and Resource Coordinators for families with young children (0-5 years and school-age children). TPI works with the Nevada Home Visiting Network, the State Management Team as a Safe Schools/Healthy Students Project Management Consultant, and Chronic Disease and Community Wellness, two of which are collaborative initiatives between the Division of Public Health and the Department of Education to organize statewide trainings and plan content relevant to the target audiences they serve. For example, TPI is contracted to support the Community Health Worker (CHW) on-line, hybrid training as well as oversee the formation of a new CHW Association. TPI is also currently collaborating with Nevada TACSEI to provide training to early childhood educators and providers in Lyon and Storey Counties through its Safe Schools/Healthy Students project.

Across the many projects that TPI has served in multiple roles, TPI has consistently met the expectations for deliverables—whether final project reports; presentations with key stakeholders on findings, conclusions and recommendations; on-line presentations of findings and feedback

from stakeholder groups. At the conclusion of each project, TPI provides the client agency with hard and electronic copies of all final reports and samples of evaluation tools used to collect data to be maintained on publicly accessed websites or in client files.

Perhaps most important to the quality and nature of this specific RFP, TPI's Chief Executive Officer, Deborah Loesch-Griffin, and its team of Associates have invested years in the state of Nevada through our long-term work and recent projects, and consequently have established reputable, strong and positive working relationships with Nevada's early childhood educators and providers who serve families and their children from birth through the elementary school years. We have strong roots in our local communities and with the state systems and yet, continue to challenge and grow with our community and school-based partners as we collaboratively seek innovative and transformative approaches and solutions to creating healthy children, families and communities.

In sum, the diverse nature of the projects TPI has been contracted to facilitate], manage and evaluate over the years have provided the TPI team with expertise in evaluation design; in the coordination of local, state, and national data collection efforts; in the statistical analysis and reporting of evaluation data; in the effective management of both small, short-term projects and large, long-term projects; and in the facilitation of collaborative partnerships at the local, regional, state, and national levels. Our collective expertise includes not only early childhood education but youth and family services, educational reform, youth development, counseling and mental health services, and community development, health and wellness.

4.1.10 Length of time vendor has been providing services described in this RFP to the public and/or private sector. Please provide a brief description.

Turning Point, Inc. was founded in 1988 as a small, for-profit, woman-owned and operated consulting business that provides program evaluation and development services, as well as training and technical assistance to organizations and collaborations where strengthening of program design and results-oriented service delivery is the focus. One of its first contracts was a six-year evaluation of Nevada's Head Start to Public School Transition Demonstration Project, one of 32 states nationwide. Turning Point, Inc. has provided services to projects in the western region of the country (primarily Nevada and California) and has been involved in evaluating a variety of national demonstration projects along with international development evaluation projects. In 1998, Turning Point, Inc. became a sponsor for the Center for Program Evaluation (CPE) at the University of Nevada, Reno where several evaluation projects with a focus on early childhood learning and development, family and community engagement and capacity-building and professional development of Birth through 3 years andP-16 were conducted. TPI continues to collaborate with the Center for Program Evaluation (CPE) as opportunities arise, as well as retains a number of Associates on staff to provide responsive, results-oriented services and deliverables based on specific contract needs.

For the past 28 years, TPI has been offering services ranging from facilitation, needs assessment, community-building (including specific training and capacity-building), and evaluation services to both public and private organizations and coalitions, with a focus on the development of early childhood development and transitions locally, statewide, nationally and internationally.

The Center for Program Evaluation has been providing program evaluation, services to the public and private sector for the past 17 years. CPE has worked with more than 60 different government

and community agencies and non-profit organizations, as well as collaborated with 20 different entities within the University of Nevada, Reno.

4.1.11- ***See Part III- Confidential Financial Information in a separate proposal for vendor and subcontractor information.***

4.2 SUBCONTRACTOR INFORMATION

4.2.1 Does this proposal include the use of subcontractors?

Yes	***X***	No	

4.2.1.1 Identify specific subcontractors and the specific requirements of this RFP for which each proposed subcontractor will perform services.

All subcontractors will participate in the Project Management Team and convene semi-annually to discuss plans, review evaluation findings, and make adaptations as necessary to insure that the three projects are carried out in an effective, efficient and coordinated manner. TPI will work with the following subcontractors:

1. ***University of North Carolina, FirstSchool***
2. ***University of Washington, National P-3 Center***
3. ***Center for Program Evaluation, University of Nevada, Reno***

4.2.1.2 If any tasks are to be completed by subcontractor(s), vendors must:

A. Describe the relevant contractual arrangements;

Turning Point, Inc. will subcontract with each of the entities using one of two contractual formats, based on experiences with subcontracts to universities. Either TPI will generate a specific contract using its legal template or work with each university to construct a subcontract that aligns with their protocols. Within and attached to each contract TPI will specify tasks, deliverables and timelines that must be met and a payment structure based on a mutually agreeable arrangement. TPI will typically invoice for payments toward the original contract with the State of Nevada in equal amounts, with the provision that payment may be withheld if deliverables are not met as stated in the contract. This method of payment would also be the preferred method for subcontractors, so that their Project cost would be divided into equal payments for the duration of the contract. TPI pays subcontractors within 15 working days of receipt of invoice, contingent upon having this arrangement with the state. Payments will be made monthly, with invoices due the between the 1st and 5th day of the following month for services delivered the previous month.

B. Describe how the work of any subcontractor(s) will be supervised, channels of communication will be maintained and compliance with contract terms assured; and

In the proposed project, TPI is the lead for the Project Management Team. This team is comprised of all key personnel associated with Turning Point, Inc. and each of the three sub-contractors, as introduced and described in Tab VI, Section 3 above. All key personnel associated with TPI and each of the three subcontractors shall meet in person semi-annually and monthly through on-line communications to review scheduled deliverables, progress toward current project objectives, findings from any data collected during the progress period, and

discuss any adaptations, adjustments or corrections necessary to meet the projects' goals and objectives. The work of all team members and subcontractors will be reviewed as a collective and updates on work in progress or completed will be communicated to Nevada READY! B-3 staff on a quarterly basis.

C. Describe your previous experience with subcontractor(s).

Members of the TPI team, Drs. Joanne Everts and Melissa Burnham have worked with both UNC's FirstSchool and University of Washington's National P3 Center over the past decade as they have provided services to Nevada's early childhood learning initiatives.

TPI has worked on several projects with the Center for Program Evaluation (CPE) since 1998, when it co-founded the center, and since then (2008-present) when CPE became an independent university center within the School of Community Health Sciences and Dr. Elizabeth Christiansen assumed the role of Director, as TPI left to continue working independently.

4.2.1.3 Vendors must describe the methodology, processes and tools utilized for:

A. Selecting and qualifying appropriate subcontractors for the project/contract;

TPI identified the University of North Carolina's FirstSchool and the University of Washington's National P3 Center as potential team members for Projects 1-3 when Drs. Joanne Everts and Melissa Burnham discussed their experiences with these two universities and their key leads and their interest in the project was also brought forward to the TPI team. A teleconference was scheduled among all entities and each presented their background, expertise and current interests. At the conclusion of the teleconference all four entities: TPI, UW, UNC, and CPE agreed to work collaboratively to submit a joint proposal, with TPI taking the lead as vendor.

B. Ensuring subcontractor compliance with the overall performance objectives for the project;

Contract specifications will indicate that the contract may be terminated within 30 days by either party with due notice, if either does not meet the terms of the agreement and deliverables associated with the scope of work therein.

C. Ensuring that subcontractor deliverables meet the quality objectives of the project/contract;

TPI's orientation is, as described previously and above in 4.2.1.2 B., a partnership approach using a shared leadership model. Therefore, based on the success of previous projects involving subcontractors, the work is viewed as a collaborative process and responsibility. This series of projects will be approached in that manner.

D. Providing proof of payment to any subcontractor(s) used for this project/contract, if requested by the State. Proposal should include a plan by which, at the State's request, the State will be notified of such payments.

TPI will provide proof of payment to any subcontractor for the proposed series of projects as requested by the State.

TPI will identify by line item on its invoices, the amount requested for each subcontractor for the period covered by the invoice. As the State reimburses TPI the payment amount will be reflected on the subsequent month(s)' invoice confirming that amount has been distributed to each subcontractor. Confirmation codes issued by TPI's banking system at the time payment is rendered shall be attached to the invoice to provide proof of payment.

TPI maintains paper and electronic records of all banking transactions and a separate project financial accounting system will be maintained in TPI's central business office files and made available on request by the State.

4.2.1.4 Provide the same information for any proposed subcontractors as requested in ***Section 4.1, Vendor Information***.

Below is the information from Section 4.1 for each of the three subcontractors:

1. ***University of North Carolina, FirstSchool***
2. ***University of Washington, National P-3 Center***
3. ***Center for Program Evaluation, University of Nevada, Reno***

SUBCONTRACTOR 1. UNIVERSITY OF NORTH CAROLINA, FIRSTSCHOOL

4.1.1 Vendors must provide a company profile in the table format below.

Question	Response
Company name:	***The University of North Carolina at Chapel Hill***
Ownership (sole proprietor, partnership,	***State of North Carolina***
State of incorporation:	***North Carolina***
Date of incorporation:	***1789***
# of years in business:	***227***
List of top officers:	***Carol L. Folt, Chancellor***
Location of company headquarters:	***Chapel Hill, NC***
Location(s) of the company offices:	***Chapel Hill, NC***
Location(s) of the office that will provide the services described in this	***Chapel Hill, NC***
Number of employees locally with the expertise to support the requirements identified in this RFP:	***11,964 (as of Fall 2014 - includes permanent full time and part time)*** ***http://oira.unc.edu/facts-and-figures/faculty-and-staff-data/employees-by-category-fall-2014/***
Number of employees nationally with the expertise to support the requirements in this RFP:	***NA***
Location(s) from which employees will be assigned for this project:	***Chapel Hill, NC***

4.1.2 **Please be advised**, pursuant to NRS 80.010, a corporation organized pursuant to the laws of another state must register with the State of Nevada, Secretary of State's Office as a foreign corporation before a contract can be executed between the State of Nevada and the awarded vendor, unless specifically exempted by NRS 80.015.

4.1.3 The selected vendor, prior to doing business in the State of Nevada, must be appropriately licensed by the State of Nevada, Secretary of State's Office pursuant to

NRS76. Information regarding the Nevada Business License can be located at http://nvsos.gov.

Question	Response
Nevada Business License Number:	***NA***
Legal Entity Name:	***The University of North Carolina at Chapel Hill***

Is "Legal Entity Name" the same name as vendor is doing business as?

Yes	***X***	No	

4.1.4 Vendors are cautioned that some services may contain licensing requirement(s). Vendors shall be proactive in verification of these requirements prior to proposal submittal. Proposals that do not contain the requisite licensure may be deemed non-responsive.

4.1.5 Has the vendor ever been engaged under contract by any State of Nevada agency?

Yes		No	***X***

If "Yes", complete the following table for each State agency for whom the work was performed. Table can be duplicated for each contract being identified.

Response: N/A

Question	Response
Name of State agency:	
State agency contact name:	
Dates when services were performed:	
Type of duties performed:	
Total dollar value of the contract:	

4.1.6 Are you now or have you been within the last two (2) years an employee of the State of Nevada, or any of its agencies, departments, or divisions?

Yes		No	***X***

If "Yes", please explain when the employee is planning to render services, while on annual leave, compensatory time, or on their own time?

If you employ (a) any person who is a current employee of an agency of the State of Nevada, or (b) any person who has been an employee of an agency of the State of Nevada within the past two (2) years, and if such person will be performing or producing the services which you will be contracted to provide under this contract, you must disclose the identity of each such person in your response to this RFP, and specify the services that each person will be expected to perform.

4.1.7 Disclosure of any significant prior or ongoing contract failures, contract breaches, civil or criminal litigation in which the vendor has been alleged to be liable or held liable in a matter involving a contract with the State of Nevada or any other governmental entity. Any pending claim or litigation occurring within the past six (6) years which may adversely affect the vendor's ability to perform or fulfill its obligations if a contract is awarded as a result of this RFP must also be disclosed.

Does any of the above apply to your company?

Yes		No	***X***

If "Yes", please provide the following information. Table can be duplicated for each issue being identified.

Response: N/A

Question	**Response**	
Date of alleged contract failure or breach:		
Parties involved:		
Description of the contract failure, contract breach, or litigation, including the products or services involved:		
Amount in controversy:		
Resolution or current status of the dispute:		
If the matter has resulted in a court case:	Court	Case Number
Status of the litigation:		

4.1.8 Vendors must review the insurance requirements specified in ***Attachment E, Insurance Schedule for RFP 2108.*** Does your organization currently have or will your organization be able to provide the insurance requirements as specified in ***Attachment E.***

Yes	***X***	No	

Any exceptions and/or assumptions to the insurance requirements *must* be identified on *Attachment B, Technical Proposal Certification of Compliance with Terms and Conditions of RFP*. Exceptions and/or assumptions will be taken into consideration as part of the evaluation process; however, vendors must be specific. If vendors do not specify any exceptions and/or assumptions at time of proposal submission, the State will not consider any additional exceptions and/or assumptions during negotiations.

Upon contract award, the successful vendor ***must*** provide the Certificate of Insurance identifying the coverages as specified in ***Attachment E, Insurance Schedule for RFP 2108.***

4.1.9 Company background/history and why vendor is qualified to provide the services described in this RFP. Limit response to no more than five (5) pages.

The Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill (FPG) is one of the nation's oldest multidisciplinary institutes for the study of young children and their families. It was founded in 1966. FPG's goal is to ensure that all children have a strong foundation for academic success and full participation as caring and responsible citizens in a multicultural world. Over 40 PhD-level investigators, 25 faculty members (FPG Fellows), and 350 staff work on more than 70 projects addressing a wide range of issues affecting young children and their families. FPG is housed in 3 buildings one mile from the main UNC campus. They house research teams as well as the Behavioral Measurement and Observational core, the Business Office the Design and Statistical Computing core, the Outreach core, Information Technology core, and Web services.

FPG Information Technology Services (FPGIT) provides network, desktop, and web support to the FPG research community of approximately 350 full- and part-time staff and students. FPGIT consists of eight full-time permanent employees and several part time web developers. The FPGIT staff members, having different areas of expertise and varying degrees of specialized training, maintain all computer, web, and network services throughout the Institute. Basic network and desktop support is provided as standard service at no charge to projects. FPG staff can rely upon receiving: secure, reliable storage of private and shared data; virus protection; data archiving to protect the long-term integrity of data stored on the servers; web development and hosting to provide high-availability dynamic web sites for the Institute and the projects at the Institute; globally available public address books; access to network print servers; and remote data access via secure connections.FPGIT assists in supporting uses of web technologies including Adobe Connect webinars and Skype.

FPGIT staff currently provides support, installation, maintenance and upgrade services for over 300 desktops, over 75 mobile workstations and over 60 networked printers. FPGIT system administrators centrally maintain an infrastructure consisting of over 25 physical and virtual servers for print and file services, database, web hosting and project specific applications. FPGIT maintains and supports a network attached storage system with over 15 terabytes of space. FPGIT also maintains seven Linux-based servers. FPG currently uses fiber connections to the UNC network systems, and receives assistance from UNC's Information Technology team for the maintenance of switches, routers, and network registration services. Our web platform consists of Cold Fusion in addition to ASP and PHP applications. FPG has begun migrating to the Drupal content management system.

FirstSchool:
The FirstSchool team at FPG has been supporting the development of effective PreK through third grade classrooms and schools since 2004. Through initial support from the Foundation for Child Development and the W.K. Kellogg Foundation and subsequent contracts with state education agencies and school districts, FirstSchool has developed and implemented their approach to school transformation (see below for a list of funded projects). FirstSchool has provided leadership for national and state efforts in the area and published widely (see below for a list of selected publications and presentations). FirstSchool has been involved in Nevada's statewide B-3rd efforts since 2013. FirstSchool staff have presented information to K-12 teachers at the Nevada Mega Conferences and early childhood educators at the Nevada AEYC conferences. Sharon has collaborated with Dr. Melissa Burnham on her work with teachers and administration at Kate Smith Elementary, a school that is piloting efforts in collaborative inquiry and use of data to guide

and monitor progress. Sam was a speaker and panelist at the Nevada Governor's PreK-3 Symposium.

October 1, 2014 – June 30, 2015; July 1, 2015 – June 30, 2017. University of North Carolina at Chapel Hill contract with the Vermont Agency of Education: The Vermont FirstSchool Partnership. The Vermont Agency of Education, FirstSchool, and four school communities participate in Vermont's three-year PreK-3 pilot project funded by their Race to the Top: Early Learning Challenge grant. Pilot school communities receive support on PreK-3 aligned practices and data literacy from FirstSchool. FirstSchool provides four-day summer institutes in Vermont and coaching visits at the leadership team schools, as well as collaborating with the state planning committee for the PreK-3 Pilot. FirstSchool will offer an online course to district instructional leaders and all the PreK-3 teachers, assistant teachers, principals, and early childhood directors within the supervisory unions containing the selected school communities.

April 1, 2016 – December 31, 2016. University of North Carolina at Chapel Hill contract with the Minnesota Department of Education. FirstSchool Online Education and Support: MN Partnership. The Minnesota Department of Education will offer the FirstSchool online course to up to 500 PreK through third grade teachers and administrators as part of the state's Race to the Top: Early Learning Challenge grant. FirstSchool spent two days with Minnesota regional consultants to help them master the coursework and build their capacity to support educators in their regions. First School will conduct four regional meetings with course participants to launch the course, conduct conference calls and a second meeting with regional consultants, and meet with administrators who participate in the course to to develop their capacity to support the implementation of the instructional practices in the course.

June 1, 2014 – December 31, 2016. University of North Carolina at Chapel Hill grant from the WK Kellogg Foundation: FirstSchool Online Education and Support.

October 1, 2014 – October 31, 2016. University of North Carolina at Chapel Hill contract with the NC Department of Public Instruction: FirstSchool Online Education and Support – North Carolina Partnership. FirstSchool developed and piloted an online course to promote inquiry and equity in PreK through third grade education. Participants in the online course included NC teachers who received in-person support as well as teachers who only took the online course. The course built the capacity of educators to transform the school experiences and outcomes for underserved populations in PreK through Grade 3 and to sustain environments where continuous improvement is the mindset, collaborative inquiry is the process, data drives change, and research guides practice.

September 1, 2012 – December 31, 2016. University of North Carolina at Chapel Hill contract with the North Carolina Department of Public Instruction: From Evaluation to Inquiry (Roanoke Connection). FirstSchool supported the development of practices and systems for using data to promote effective instruction in Pre-K – Grade 3 instruction as part of North Carolina's Race to the Top: Early Learning Challenge grant. Through professional development, technical assistance, and coaching, FirstSchool supported two school districts in the transformation zone, BertieCounty Schools and Martin County Schools, to strengthen the use of data to improve instruction. The original project ended in December, 2015; in May 2016 FirstSchool received a supplement to extend the work in one school in each district and to create resources for use statewide.

June 1, 2015 – November 30, 2016. University of North Carolina at Chapel Hill contract with the North Carolina Department of Public Instruction. FirstSchool Support for Demonstration Classrooms.FirstSchool provides leadership and professional development for the Department of Public Instruction's demonstration PreK and kindergarten classrooms. FirstSchool staff serve on the steering committee and participate in biannual professional development sessions for demonstration site teachers. Through one site visit per demonstration classroom, FPG staff support demonstration site teachers to develop their capacity to facilitate high quality teacher and leader visits to their classrooms.

August 1, 2012 – June 30, 2015. University of North Carolina at Chapel Hill contract with Lansing Public Schools. Lansing School District – Snapshot Data Collection.
FirstSchool provided Lansing School District in Michigan with periodic staff development for school and district personnel on the use of Snapshot data and other data for school improvement. FirstSchool also provided the district with access to UNC's web-based Snapshot application for iPad for collection of data during one day-long observation in each of the district's prekindergarten through third grade classrooms. FirstSchool provided technical support for use of the application and creation of a dataset and specified graphs.

August 15, 2014 – June 30, 2015. University of North Carolina at Chapel Hill contract with the North Carolina Department of Public Instruction: NC Early Learning Network – FirstSchool Collaboration. FirstSchool reviewed and contributed to the NC Department of Public Instruction's Foundations for Early Learning and Development training modules. Five modules focused on effective instructional practices. An additional module was developed as an overview of the professional development modules. FirstSchool staff reviewed the five modules and advised on accommodations for AALLI children that could be presented as part of the materials for each module. FirstSchool focused on bringing the ten effective practices for improving instruction, highlighted in FirstSchool Transforming PreK-3rd Grade for AALLI Children, into these modules. FirstSchool staff collaborated with the Early Learning Network staff through face to face and virtual meetings.

January 1, 2010 – December 31, 2013. University of North Carolina at Chapel Hill grant from the WK Kellogg Foundation: FirstSchool Implementation. FirstSchool collaborated with four schools and districts in North Carolina and three in Michigan to invest in a long term systems approach to change; prepare school leaders and teachers to improve the early school experiences of African American, Latino and low income students and their families; promote effective practices across the PreK-3rdcontinuum; strengthen the home-school relationship; and recommend policies that support FirstSchool values and processes. The grant also provided support for national outreach and state-level collaboration in North Carolina and Michigan. Highlights included:

- ***As a member of the North Carolina Department of Public Instruction PreK-K Demonstration Site Steering committee, Sharon Ritchie was instrumental in helping the participating schools use data, research, and developmental science to focus on increased quality for PreK and kindergarten students.***
- ***FirstSchool participated in the revision of Foundations, the North Carolina Early Learning and Development Standards, to better serve the development and learning of young dual language learners.***

- ***Sharon Ritchie served on the National Association of Elementary School Principals' task force that created the report, Building and supporting an aligned system: A vision for transforming education across the PreK-grade three years.***
- ***Sharon Ritchie was a key contributor to the National Academy of Sciences' Bridging the Early Years to the Early Grades.***
- ***Sharon Ritchie was elected to the governing board of the National Association for the Education of Young Children.***
- ***In 2013, FirstSchool was invited to both the White House and US Department of Education to present findings and recommendations from the implementation of FirstSchool for the purpose of promoting policies that support PreK-3 education and the success of African American, Latino, and low income children, especially boys.***
- ***The PreK-3rd Grade National Work Group, FirstSchool's informal "think tank" with other national PreK-3 leaders, began a series of webinars in 2012. Topics included PreK-3 leadership, family-school partnerships, standards and curricula, teacher effectiveness, child assessment, and state and district policy.***
- ***In March of 2013, the FirstSchool team and UNC School of Education faculty held a national conference on pre-service teacher education, Coming Together from Worlds Apart: Learning from our Differences. The invitation-only event was motivated by the historic divide between scholarship in early, elementary, and special education.***
- ***Sharon Ritchie was a presenter and facilitator at the Harvard PreK-3 Institute.***
- ***FirstSchool leaders were the invited speakers to the first in a series of online learning community opportunities developed by BUILD and the QRIS National Learning Network aimed at assuring that state quality rating and improvement systems are responsive to children who are culturally, linguistically, and ability diverse.***

Selected publications:

Oertwig, S., Holland, A., Crawford, G. M., Ritchie, S., & Clark, N. (2016). What's research got to do with it? Moving theory into practice in grades 1-3. In L. J. Couse and S. L. Recchia (Eds.), Handbook of early childhood teacher education (pp. 120-134). New York: Routledge.

Ritchie, S., & Gutmann, L. (Eds.). (2014). FirstSchool: Transforming PreK-3rd grade for African American, Latino, and low-income children. New York: Teachers College Press.

Gillanders, C., McKinney, M., & Ritchie, S. (2014). What kind of school would you like for your children? Exploring minority mothers' beliefs to promote home-school partnerships. Early Childhood Education Journal 40, 285-294.

Gillanders, C., Iruka, I., Ritchie, S., & Cobb, C. (2012). Restructuring and Aligning Early Education Opportunities for Cultural, Language, and Ethnic Minority Children. In R. Pianta, S. Barnett, L. Justice, and W. Sheridan (Eds.), Handbook of Early Education (pp. 111-136). New York, NY: Guilford Press.

Gillanders, C., McKinney, M., & Ritchie, S. (2014). What kind of school would you like for your children? Exploring minority mothers' beliefs to promote home-school partnerships. Early Childhood Education Journal, 40, 285-294.

Ritchie, S., Clifford, R. M., Malloy, W. W., Cobb, C., & Crawford, G. M. (2010). Ready or not? Schools' readiness for young children. In S. L. Kagan and K.

Tarrant (Eds.), Transitions in the early years: Creating a system of continuity. Baltimore, MD: Paul H. Brookes.

Selected presentations:

Holland, A., Crawford, G., & Oertwig, S. (2016, June). Using Innovative Classroom Observation Data to Drive Continuous Improvement. Paper presented at the annual Institute for Early Childhood Professional Development of the National Association for the Education of Young Children, Baltimore, MD.

Oertwig, S. & Underwood, B. (2015, April). Systemic Change & Leadership for PreK-3. Paper presented at Nevada Department of Education Mega Conference, Lake Tahoe, NV

Oertwig, S. (2014). Off to a Great Start: The What, Why, and How of P-3 Reform (keynote) and The Heart of Learning: Student Collaboration (breakout session). Papers presented at Washoe County School District P-3 Institute, Reno, Nevada.

Holland, A. (2014, April). Student Motivation. Paper presented at Nevada Department of Education Mega Conference, Lake Tahoe, NV.

Ritchie, S., Oertwig, S., & Harris, J. (2014, April). What Does PreK-Grade 3 Reform Look Like: The FirstSchool Approach, Nevada Department of Education Mega Conference, Lake Tahoe, NV

4.1.10 Length of time vendor has been providing services described in this RFP to the public and/or private sector. Please provide a brief description.

Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill (FPG) was established in 1966. The FirstSchool team at FPG has been supporting the development of effective PreK through third grade classrooms and schools since 2004.

4.1.11- ***See Part III- Confidential Financial Information in a separate proposal for vendor and subcontractor information***.

SUBCONTRACTOR 2. UNIVERSITY OF WASHINGTON, NATIONAL P-3 CENTER

4.1.1 Vendors must provide a company profile in the table format below.

Question	Response
Company name:	***University of Washington***
Ownership (sole proprietor, partnership, etc.):	***Public Institution of Higher Education***
State of incorporation:	***N/A***
Date of incorporation:	***N/A***
# of years in business:	***N/A***

Question	Response
List of top officers:	***Board of Regents:*** ***https://www.washington.edu/regents/officers/***
Location of company headquarters:	***Seattle, WA***
Location(s) of the company offices:	***Seattle, WA***
Location(s) of the office that will provide the services described in this RFP:	***National P-3 Center*** ***University of Washington*** ***5001 25th Avenue NE, Suite 201E*** ***Seattle, WA 98105***
Number of employees locally with the expertise to support the requirements identified in this RFP:	***2***
Number of employees nationally with the expertise to support the requirements in this RFP:	***2***
Location(s) from which employees will be assigned for this project:	***Seattle, WA***

4.1.2 **Please be advised**, pursuant to NRS 80.010, a corporation organized pursuant to the laws of another state must register with the State of Nevada, Secretary of State's Office as a foreign corporation before a contract can be executed between the State of Nevada and the awarded vendor, unless specifically exempted by NRS 80.015.

4.1.3 The selected vendor, prior to doing business in the State of Nevada, must be appropriately licensed by the State of Nevada, Secretary of State's Office pursuant to NRS76. Information regarding the Nevada Business License can be located at http://nvsos.gov.

Question	Response
Nevada Business License Number:	***N/A***
Legal Entity Name:	***University of Washington***

Is "Legal Entity Name" the same name as vendor is doing business as?

Yes		No	***X***

If "No", provide explanation.

The National P-3 Center is the unit with the University of Washington College of Education that will be carrying out the work of the contract. All contracts are legally made with the University of Washington.

4.1.4 Vendors are cautioned that some services may contain licensing requirement(s). Vendors shall be proactive in verification of these requirements prior to proposal submittal. Proposals that do not contain the requisite licensure may be deemed non-responsive.

4.1.5 Has the vendor ever been engaged under contract by any State of Nevada agency?

Yes		No	***X***

If "Yes", complete the following table for each State agency for whom the work was performed. Table can be duplicated for each contract being identified.
Response: N/A

Question	Response
Name of State agency:	
State agency contact name:	
Dates when services were performed:	
Type of duties performed:	
Total dollar value of the contract:	

4.1.6 Are you now or have you been within the last two (2) years an employee of the State of Nevada, or any of its agencies, departments, or divisions?

Yes		No	***X***

If "Yes", please explain when the employee is planning to render services, while on annual leave, compensatory time, or on their own time?

If you employ (a) any person who is a current employee of an agency of the State of Nevada, or (b) any person who has been an employee of an agency of the State of Nevada within the past two (2) years, and if such person will be performing or producing the services which you will be contracted to provide under this contract, you must disclose the identity of each such person in your response to this RFP, and specify the services that each person will be expected to perform.

4.1.7 Disclosure of any significant prior or ongoing contract failures, contract breaches, civil or criminal litigation in which the vendor has been alleged to be liable or held liable in a matter involving a contract with the State of Nevada or any other governmental entity. Any pending claim or litigation occurring within the past six (6) years which may adversely affect the vendor's ability to perform or fulfill its obligations if a contract is awarded as a result of this RFP must also be disclosed.

Does any of the above apply to your company?

Yes		No	***X***

If "Yes", please provide the following information. Table can be duplicated for each issue being identified.

Response: N/A

Question	Response	
Date of alleged contract failure or breach:		
Parties involved:		
Description of the contract failure, contract breach, or litigation, including the products or services involved:		
Amount in controversy:		
Resolution or current status of the dispute:		
If the matter has resulted in a court case:	Court	Case Number
Status of the litigation:		

4.1.8 Vendors must review the insurance requirements specified in ***Attachment E, Insurance Schedule for RFP 2108.*** Does your organization currently have or will your organization be able to provide the insurance requirements as specified in ***Attachment E.***

Yes	***X***	No	

Any exceptions and/or assumptions to the insurance requirements ***must*** be identified on ***Attachment B, Technical Proposal Certification of Compliance with Terms and Conditions of RFP.*** Exceptions and/or assumptions will be taken into consideration as part of the evaluation process; however, vendors must be specific. If vendors do not specify any exceptions and/or assumptions at time of proposal submission, the State will not consider any additional exceptions and/or assumptions during negotiations.

Upon contract award, the successful vendor ***must*** provide the Certificate of Insurance identifying the coverages as specified in ***Attachment E, Insurance Schedule for RFP 2108.***

4.1.9 Company background/history and why vendor is qualified to provide the services described in this RFP. Limit response to no more than five (5) pages.

The University of Washington College of Education believes that an effective public education system for a diverse citizenry is the cornerstone of democracy. To that end, we dedicate our resources toward making an excellent education a daily reality for every student in every community across this state and country.

The College of Education fulfills its mission by collaborating with poverty-impacted, culturally diverse schools to solve real-world educational challenges and close opportunity and achievement gaps. Our distinctive method places the College's teacher candidates, faculty, research and professional development programs inside schools, where leading-edge teaching practices are developed, tested and refined in real time.

The University of Washington College of Education is home to more than a dozen major research and service initiatives directed at unlocking the full potential of every child. UW researchers foster

deep partnerships with schools, educators and communities to solve real-world educational challenges and create a more equitable education for all.
The National P-3 Center focuses on the learning opportunities that young children experience from birth through 3rd grade. The Center's work bridges four traditional divides:

- ***The complementary, yet traditionally discrepant, fields of early care and education (birth-to-five) and early elementary (Kindergarten through 3rd grade) years, bringing an intentional focus to the entire continuum of young children's learning and development, birth to age 9.***
- ***Sectors of the early childhood field, including community- and family-based child care, Head Start, and publicly funded pre-kindergarten in order to ensure that more children have quality learning experiences across settings.***
- ***Research, practice, and policy in order to identify high-impact strategies that can be implemented at scale to create a strong education pathway that, ultimately, helps to close early achievement and opportunity gaps.***
- ***Classrooms, communities, school districts, regions, and states in order to discern how policies and practices at each level can support and strengthen one another.***

The Center's primary work falls into four categories: [1] Leadership & Professional Education; [2] Implementation & Practice; [3] Research & Evaluation; and [4] Policy.

4.1.10 Length of time vendor has been providing services described in this RFP to the public and/or private sector. Please provide a brief description.

The University of Washington was founded in 1861. The National P-3 Center has been providing research, technical assistance, and professional education services to states, school districts, and local communities since 2012.

4.1.11- ***See Part III- Confidential Financial Information in a separate proposal for vendor and subcontractor information.***

SUBCONTRACTOR 3. CENTER FOR PROGRAM EVALUATION, UNIVERSITY OF NEVADA, RENO

4.1.1 Vendors must provide a company profile in the table format below.

Question	Response
Company name:	***Center for Program Evaluation; legal name for contracts is Board of Regents, Nevada System of Higher Education, on behalf of the University of Nevada, Reno***
Ownership (sole proprietor, partnership, etc.):	***Public/State Controlled Institution of Higher Education***
State of incorporation:	***n/a***
Date of incorporation:	***n/a***

Question	Response
# of years in business:	***Center for Program Evaluation: 17 years.***
List of top officers:	***Marc Johnson, UNR President; Trudy Larson, Director, School of Community Health Sciences; Elizabeth Christiansen, Center for Program Evaluation Director***
Location of company headquarters:	***Reno, NV***
Location(s) of the company offices:	***Reno, NV***
Location(s) of the office that will provide the services described in this RFP:	***Lombardi Recreation Center, Room 234 University of Nevada, Reno Reno, NV 89557***
Number of employees locally with the expertise to support the requirements identified in this RFP:	***4***
Number of employees nationally with the expertise to support the requirements in this RFP:	***N/A***
Location(s) from which employees will be assigned for this project:	***Reno, NV***

4.1.2 **Please be advised**, pursuant to NRS 80.010, a corporation organized pursuant to the laws of another state must register with the State of Nevada, Secretary of State's Office as a foreign corporation before a contract can be executed between the State of Nevada and the awarded vendor, unless specifically exempted by NRS 80.015.

Response: N/A UNR is a Public/State Controlled Institution of Higher Education

4.1.3 The selected vendor, prior to doing business in the State of Nevada, must be appropriately licensed by the State of Nevada, Secretary of State's Office pursuant to NRS76. Information regarding the Nevada Business License can be located at http://nvsos.gov.

Question	Response
Nevada Business License Number:	***N/A UNR is a state agency***
Legal Entity Name:	***Board of Regents, Nevada System of Higher Education, on behalf of the University of Nevada, Reno***

Is "Legal Entity Name" the same name as vendor is doing business as?

Yes		No	***X***

If "No", provide explanation.

Response: The Center for Program Evaluation is the unit within the University of Nevada, Reno which would be carrying out the work of the contract. All contracts with UNR units are legally with the Board of Regents, Nevada System of Higher Education, on behalf of the University of Nevada, Reno.

4.1.4 Vendors are cautioned that some services may contain licensing requirement(s). Vendors shall be proactive in verification of these requirements prior to proposal submittal. Proposals that do not contain the requisite licensure may be deemed non-responsive.
Response: N/A

4.1.5 Has the vendor ever been engaged under contract by any State of Nevada agency?

Yes	***X***	No	

If "Yes", complete the following table for each State agency for whom the work was performed. Table can be duplicated for each contract being identified.

Question	Response
Name of State agency:	***HIV/AIDS Section, Division of Public and Behavioral Health***
State agency contact name:	***Dan Olsen and Lyell Collins***
Dates when services were performed:	***February 2014-March 2017***
Type of duties performed:	***Mental Health, SAPTA and HIV/AIDS needs assessment; HIV Coordinated Statement of Need and Comprehensive Care and Prevention Plan; needs assessment; pencil-paper evaluation surveys; online survey; key stakeholder interviews; focus groups; qualitative and quantitative data analysis; gaps analysis; report writing***
Total dollar value of the contract:	***$267,588***

Question	Response
Name of State agency:	***Department of Child and Family Services***
State agency contact name:	***Kevin McGrath, Katherine Mayhew***
Dates when services were performed:	***June 2016-September 2016***
Type of duties performed:	***System of Care Grant Project Evaluation; development of logic model and evaluation plan; collection and reporting on required performance measures;***
Total dollar value of the contract:	***$86,706***

Question	Response
Name of State agency:	***Department of Child and Family Services***
State agency contact name:	***Dorothy Edwards***
Dates when services were performed:	***February 2014-January 2016***
Type of duties performed:	***Victim Assistance Academy of Nevada (VAAN) program evaluation; pencil-paper evaluation surveys; online survey; data analysis; report writing***

Question	Response
Total dollar value of the contract:	***$10,500***

Question	Response
Name of State agency:	***Women Infant and Children (WIC)***
State agency contact name:	***Lyndsey Dermid-Gray***
Dates when services were performed:	***February 2014-September 2016***
Type of duties performed:	***WIC Loving Support program evaluation; pencil-paper evaluation surveys; data analysis; quasi-experimental design; report writing;***
Total dollar value of the contract:	***$18,000***

Question	Response
Name of State agency:	***Early Hearing Detection Program***
State agency contact name:	***Perry Smith***
Dates when services were performed:	***June 2016-November 2017***
Type of duties performed:	***Develop logic model and evaluation plan; evaluation capacity building for program staff;***
Total dollar value of the contract:	***$15,196***

Question	Response
Name of State agency:	***Chronic Disease, Bureau of Child, Family, and Community Wellness, Division of Public and Behavioral Health***
State agency contact name:	***Monica Morales/Melanie Flores/Vicki Ives***
Dates when services were performed:	***April 2013-September 2014*** ***October 2014-September 2015*** ***September 2015-present***
Type of duties performed:	***Program evaluation of Community Health Worker Program; needs assessment; pencil-paper evaluation surveys; online survey; key stakeholder interviews; data collection training; data analysis; report writing***
Total dollar value of the contract:	***$70,000;***

Question	Response
Name of State agency:	***Bureau of Child, Family and Community Wellness, Diabetes Prevention and Control Program***
State agency contact name:	***Bill Kirby, Beth Handler, Marjorie Franzen-Weiss***
Dates when services were performed:	***2005-2010***

Type of duties performed:	***Provided program evaluation of diabetes workshops; wrote a literature review of diabetes prevention curricula, programs, and evaluation tools; developed a report on the prevalence of diabetes and health behaviors in African Americans; conducted and reported on a survey of tobacco control and cessation programs in Nevada; and, facilitated the review and updating of the State Diabetes Plan.***
Total dollar value of the contract:	***$85,265***

4.1.6 Are you now or have you been within the last two (2) years an employee of the State of Nevada, or any of its agencies, departments, or divisions?

Yes	***X***	No	

If "Yes", please explain when the employee is planning to render services, while on annual leave, compensatory time, or on their own time?

If you employ (a) any person who is a current employee of an agency of the State of Nevada, or (b) any person who has been an employee of an agency of the State of Nevada within the past two (2) years, and if such person will be performing or producing the services which you will be contracted to provide under this contract, you must disclose the identity of each such person in your response to this RFP, and specify the services that each person will be expected to perform.

Response:
The Center for Program Evaluation is a unit within the University of Nevada, Reno, which is a Nevada System of Higher Education (NSHE) Institution. Therefore, CPE employees are state employees. However, the time CPE employees work on grants and contracts is not charged to university state funding lines. CPE faculty indicate the percentage of their FTE (Full Time Equivalency) that will be dedicated to the grant project and university state funding lines are not used to pay them for that percentage. CPE faculty who are on 12-month A contracts designate the percentage of their FTE (Full Time Equivalency) that will be worked on the grants and contracts and are paid for that time out of the grants and contracts funds—not university state funding lines.

4.1.7 Disclosure of any significant prior or ongoing contract failures, contract breaches, civil or criminal litigation in which the vendor has been alleged to be liable or held liable in a matter involving a contract with the State of Nevada or any other governmental entity. Any pending claim or litigation occurring within the past six (6) years which may adversely affect the vendor's ability to perform or fulfill its obligations if a contract is awarded as a result of this RFP must also be disclosed.

Does any of the above apply to your company?

Yes		No	***X***

If "Yes", please provide the following information. Table can be duplicated for each issue being identified.

Response: N/A

Question	Response	
Date of alleged contract failure or breach:		
Parties involved:		
Description of the contract failure, contract breach, or litigation, including the products or services involved:		
Amount in controversy:		
Resolution or current status of the dispute:		
If the matter has resulted in a court case:	Court	Case Number
Status of the litigation:		

4.1.8 Vendors must review the insurance requirements specified in ***Attachment E, Insurance Schedule for RFP 2108.*** Does your organization currently have or will your organization be able to provide the insurance requirements as specified in ***Attachment E.***

Yes	***X***	No	

Any exceptions and/or assumptions to the insurance requirements ***must*** be identified on ***Attachment B, Technical Proposal Certification of Compliance with Terms and Conditions of RFP.*** Exceptions and/or assumptions will be taken into consideration as part of the evaluation process; however, vendors must be specific. If vendors do not specify any exceptions and/or assumptions at time of proposal submission, the State will not consider any additional exceptions and/or assumptions during negotiations.

Upon contract award, the successful vendor ***must*** provide the Certificate of Insurance identifying the coverages as specified in ***Attachment E, Insurance Schedule for RFP 2108.***

4.1.9 Company background/history and why vendor is qualified to provide the services described in this RFP. Limit response to no more than five (5) pages.

The Center for Program Evaluation, School of Community Health Sciences, at the University of Nevada, Reno has been providing high quality, comprehensive professional evaluation services to a variety of organizations at the local, state, regional, and national level since 1999. CPE has worked on numerous evaluation projects in three main areas: health and wellness, community and family services, and education and youth development. CPE's mission is to provide an alternative to traditional evaluation services by working in partnership with those who strive to improve the quality of life in their communities. CPE uses an approach called partnership evaluation, which represents a conscious shift away from evaluator as "expert" and acknowledges the effectiveness of the evaluation is based on the combined expertise of all key stakeholders, including program providers, agency representatives, staff, and participants. CPE has extensive experience in

providing a variety of program evaluation services, including facilitation of the development of program logic models, conducting site visits, developing evaluation plans, conducting key informant interviews and focus groups, survey and instrument design and administration, data entry and analysis, and report writing. CPE has expertise in both qualitative and quantitative methods and analyses. Furthermore, CPE has worked with a variety of agencies and organizations both within and outside the state of Nevada.

CPE has extensive experience evaluating Early Childhood Education and K-12 education programs, as well as evaluating a variety of professional development programs both within the early childhood, K-12 and higher education fields and in other fields such as social work, public health, and victim assistance. In 2013-2015, CPE partnered as a subcontractor with Turning Point, Inc. to evaluate Nevada's Silver State KIDS (Kindergarten Inventory of Development Statewide) pilot project. This statewide project involved data collection and collaboration with teachers, principals, school districts, childcare programs, and advisory committees around the state. The lessons learned through that project will be extremely valuable to apply to the projects outlined in this current RFP.

CPE worked with University of Nevada Cooperative Extension (UNCE) faculty for many years evaluating a variety of Early Childhood Education programs. One such program CPE evaluated over 12 years was a series of childcare professional development workshops UNCE provided to child care workers across the state of Nevada on a wide variety of topics. CPE also evaluated the Caring 4 Kids child care professional development self-study modules for the Nevada Early Childhood Project. This evaluation included participant evaluation surveys as well as focus groups.

CPE has provided evaluation services to the Washoe County School District (WCSD) for their Title II-funded professional development programs for the past eight years. CPE's role in the Title II evaluation is to evaluate the effectiveness and impacts of the Title II funded professional development programs for district teachers, administrators and staff. Each year, CPE works with multiple Title II funded programs to design and carry out their evaluations. One of the professional development programs including in Title II is for the Early Childhood Education Department. A variety of evaluation methods are used to evaluate the professional development programs including pre-, post-, and follow-up surveys, interviews, focus groups, observations, time samples, and achievement data.

Prior to her work at CPE, CPE Director Dr. Christiansen also worked to develop the evaluation of UNCE's Family Storyteller program in which parents of preschoolers are taught reading techniques to facilitate language and literacy development in their preschool children.

CPE professional development evaluation in other fields includes evaluation of the Nevada Partnership for Training's Child Welfare Training, funded by the State of Nevada Division of Child and Family Services (DCFS), and evaluation of the state's Community Health Worker Program, which includes training and professional development. For the past two years, CPE has evaluated the state's Victim Assistance Academy. For the past five years, CPE has been conducting the assessment of the Masters of Public Health program for the School of Community Health Sciences at the University of Nevada, Reno. A competency-based assessment is used and includes a variety of methods and gathers input from a variety of perspectives including students and faculty, and internship preceptors.

CPE has experience with numerous other evaluation projects in other fields—a few of which are described below. For the past nine years, CPE has provided evaluation services to Family TIES, the Nevada Family-to-Family Health Information Center, which provides information, education, training, outreach, and peer support at no cost to families of children and youth with special health care needs and the professionals who serve them. Over the past 17 years, CPE has contracted with the Washoe County Family Resource Centers to facilitate capacity building and strategic planning, including creating mission and vision statements, forming a coalition, and establishing ongoing, sustainable evaluation strategies. CPE has experience with a number of state projects including a Latino Health Needs Assessment, Statewide Mental Health and Substance Abuse Needs Assessment, HIV Needs Assessment and Comprehensive Prevention and Care Plan, and the Diabetes Prevention and Control Program.

4.1.10 Length of time vendor has been providing services described in this RFP to the public and/or private sector. Please provide a brief description.

The Center for Program Evaluation has been providing program evaluation, services to the public and private sector for the past 17 years. CPE has worked with more than 60 different government and community agencies and non-profit organizations, as well as collaborated with 20 different entities within the University of Nevada, Reno.

4.2.1.5 Business references as specified in ***RFP Section 4.3, Business References*** must be provided for any proposed subcontractors.

TPI has included Business References for each of the three subcontractors below in Section 4.3.

4.2.1.6 Vendor shall not allow any subcontractor to commence work until all insurance required of the subcontractor is provided to the vendor.

TPI will not allow any subcontractor to commence work until all insurance documentation is provided.

4.2.1.7 Vendor must notify the using agency of the intended use of any subcontractors not identified within their original proposal and provide the information originally requested in the RFP in Section 4.2, Subcontractor Information. The vendor must receive agency approval prior to subcontractor commencing work.

While not anticipated, should additional subcontractors prove to be necessary, TPI will provide all information to the state requested in Section 4.2 Subcontractor Information and await approval before commencing any work.

4.3 BUSINESS REFERENCES

4.3.1 Vendors should provide a minimum of three (3) business references from similar projects performed for private, state and/or large local government clients within the last three (3) years.

4.3.2 Vendors must provide the following information for every business reference provided by the vendor and/or subcontractor:

The "Company Name" must be the name of the proposing vendor or the vendor's proposed subcontractor.

Reference #: ***1***	***Submitted reference via email on: June 7, 2016***		
Company Name:	***Turning Point, Inc.***		
Identify role company will have for this RFP project (Check appropriate role below):			
X	VENDOR		SUBCONTRACTOR
Project Name:	***University of Nevada Cooperative Extension: All 4 Kids Evaluation***		
Primary Contact Information			
Name:	***Madeleine Sigman-Grant***		
Street Address:	***8050 Paradise Road, Suite 100***		
City, State, Zip	***Las Vegas, NV 89123***		
Phone, including area code:	***702-257-5534***		
Facsimile, including area code:	***702-222-3100***		
Email address:	***sigman-grantm@unce.unr.edu***		
Alternate Contact Information			
Name:	***None***		
Street Address:			
City, State, Zip			
Phone, including area code:			
Facsimile, including area code:			
Email address:			
Project Information			
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	***Provide evaluation services and training for on-site data collectors in a multi-state demonstration project- All 4 Kids, focusing on obesity prevention in early childhood using a 12 week curriculum involving physical activity and healthy eating. Participate in project planning, research agenda, and publications. Travel out-of-state to establish inter-rater reliability among data collectors and work with teachers and team of researchers. Use of Webex, Moodle, and other on-line communication technologies.***		
Original Project/Contract Start Date:	***January 2003***		

Original Project/Contract End Date:	***December 31, 2013***
Original Project/Contract Value:	***$105,986.42 (last contract June 2010-Dec 2013)***
Final Project/Contract Date:	***December 31, 2013***
Was project/contract completed in time originally allotted, and if not, why not?	***Yes.***
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	***Yes.***

Reference #: ***2***	***Submitted reference via email on June 10, 2016***		
Company Name:	***Turning Point, Inc.***		
Identify role company will have for this RFP project (Check appropriate role below):			
X	***VENDOR***		***SUBCONTRACTOR***
Project Name:	***Nevada Early Intervention Services Team Building and Leadership Training***		
Primary Contact Information			
Name:	***Janelle Mulvenon***		
Street Address:	***2667 Enterprise Rd.***		
City, State, Zip	***Reno, NV 89512***		
Phone, including area code:	***775-688-1341***		
Facsimile, including area code:	***NA***		
Email address:	***jmulvenon@adsd.nv.gov***		
Alternate Contact Information			
Name:	***None***		
Street Address:			
City, State, Zip			
Phone, including area code:			
Facsimile, including area code:			
Email address:			
Project Information			
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	***Nevada Early Intervention Services affiliated with Division of Aging and Disability Services has directly benefited from the expertise and services provided from Turning Point, Inc., throughout the years. I have directly participated in productive, active planning meetings which focused on program and fiscal needs assessments facilitated by Deborah Loesch-Griffin for both public and non-profit organizations including state programs within the***		

	Nevada Department of Health and Human Services, school districts, and community non-profit organizations. Deborah Loesch-Griffin expertise is recognized beyond the state of Nevada; she has also worked in many other states as well as internationally.
Original Project/Contract Start Date:	***2007***
Original Project/Contract End Date:	***2008***
Original Project/Contract Value:	***$5,000.00***
Final Project/Contract Date:	***December 2008***
Was project/contract completed in time originally allotted, and if not, why not?	***Yes.***
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	***Yes.***

Reference #: ***3***	***Submitted reference via email on June 14, 2016***		
Company Name:	***Turning Point, Inc.***		
Identify role company will have for this RFP project (Check appropriate role below):			
X	VENDOR		SUBCONTRACTOR
Project Name:	***Nevada Home Visiting Network***		
Primary Contact Information			
Name:	***Evelyn L. Dryer, Program Manager, DPBH***		
Street Address:	***4150 Technology Way, Suite 210***		
City, State, Zip:	***Carson City, NV 89706***		
Phone, including area code:	***775-684-4032***		
Facsimile, including area code:	***NA***		
Email address:	***edryer@health.nv.gov***		
Alternate Contact Information			
Name:	***NA***		
Street Address:			
City, State, Zip:			
Phone, including area code:			
Facsimile, including area code:			
Email address:			
Project Information			
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data	***Turning Point, Inc. has been contracted by DPBH's Home Visiting Network to facilitate the Continuous Quality Improvement cycle of Lyon and Storey Counties' Home Visiting Programs, where they use Parents As Teachers as their evidence-based approach***		

communications, etc.) if applicable:	***through their Nevada Families First Program. She has also assisted us with training of home visitors and supervisors and provides support services for planning and implanting statewide projects.***
Original Project/Contract Start Date:	***August 1, 2015***
Original Project/Contract End Date:	***July 31,2016***
Original Project/Contract Value:	***$141,260.00***
Final Project/Contract Date:	***Pending state release of new RFP; may be extended through 9/30/16***
Was project/contract completed in time originally allotted, and if not, why not?	***Yes- all deliverables have been met; project end date is still pending amendment***
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	***Yes-amendment is possible as new RFP has not been released to transfer project to Community Chest, Inc.***

Reference #: 4			
Company Name:	***Turning Point, Incorporated***		
Identify role company will have for this RFP project (Check appropriate role below):			
X	***VENDOR***		***SUBCONTRACTOR***
Project Name:	***Safe Schools/Healthy Students***		
Primary Contact Information			
Name:	***Erik Schoen***		
Street Address:	***Community Chest, Inc., 991 S. C Street***		
City, State, Zip:	***Virginia City, NV 89440***		
Phone, including area code:	***775-847-9311 X 102***		
Facsimile, including area code:	***775-847-9335***		
Email address:	***erik.communitychestnevada@gmail.com***		
Alternate Contact Information			
Name:	***Christy McGill***		
Street Address:	***Healthy Communities Coalition, P.O. Box 1865***		
City, State, Zip:	***Dayton, NV 89403***		
Phone, including area code:	***775-246-7550***		
Facsimile, including area code:	***775-246-7553***		
Email address:	***cmcgill@healthycomm.org***		
Project Information			
Brief description of the project/contract and	***TPI serves as the Needs Assessment and Health and Wellness Hub Facilitator for the Healthy Communities***		

description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	***Coalition of Lyon and Storey Counties and manages related projects and funding. TPI reviews and collects data from multiple sources to determine the feasibility and potential for replicating the Health and Wellness Hub model. TPI facilitates meetings of the Steering Committee and support momentum for moving the project from the planning to action stages through ongoing communication, outreach, coordination and evaluation. As Director for the Safe Schools/Healthy Students project TPI has moved the Health and Wellness Hub leadership team into implementation along five key areas related to creating safe and respectful learning environments for students. One of the key elements TPI directly oversees and coordinates is the Early Childhood Social and Emotional Learning and Development. TPI represents the coalition and LCSD on the State Management Team.***
Original Project/Contract Start Date:	***2/1/13***
Original Project/Contract End Date:	***9/30/17***
Original Project/Contract Value:	***$268,000***
Final Project/Contract Date:	***Currently 9/30/17 if there isn't a no-cost extensions***
Was project/contract completed in time originally allotted, and if not, why not?	***All deliverables have been completed in a timely fashion to date***
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	***No additional costs have been accrued; all deliverables have been completed within budget.***

SUBCONTRACTOR REFERENCES:

Subcontractor 1. University of North Carolina

Reference #:	1		
Company Name:	UNC Chapel Hill - FirstSchool		
Identify role company will have for this RFP project (Check appropriate role below):			
	VENDOR	√	***SUBCONTRACTOR***
Project Name:	***Approach to Data – Evaluation to Inquiry***		
Primary Contact Information			
Name:	***John Pruette***		
Street Address:	***2075 Mail Service Center***		
City, State, Zip:	***Raleigh, NC 27699-2075***		
Phone, including area code:	***919-807-3424***		
Facsimile, including area code:			
Email address:	***john.pruette@dpi.nc.gov***		
Alternate Contact Information			
Name:	***Cindy Bagwell***		
Street Address:	***2075 Mail Service Center***		
City, State, Zip:	***Raleigh, NC 27699-2075***		
Phone, including area code:	***919-807-3710***		
Facsimile, including area code:			
Email address:	***cindy.bagwell@dpi.nc.gov***		
Project Information			
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	***NCDPI worked collaboratively with FPG's FirstSchool to support the development of practices and systems for using data to promote effective instruction in Pre-K – Grade 3 instruction. Through professional development, technical assistance, and coaching, FirstSchool supported two school districts in the state's transformation zone, Bertie County Schools and Martin County Schools, to strengthen the use of data to improve instruction.***		
Original Project/Contract Start Date:	***September 2012***		
Original Project/Contract End Date:	***December 2015***		
Original Project/Contract Value:	***$996,079***		
Final Project/Contract Date:	***December 2016***		
Was project/contract completed in time originally allotted, and if not, why not?	***The original scope of work was completed in the time allotted. The contract was extended for an additional year to permit additional tasks to be performed.***		

Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	***Additional funds were awarded to FirstSchool when NCDPI requested additional tasks.***

Reference #:	***2***		
Company Name:	***UNC Chapel Hill - FirstSchool***		
Identify role company will have for this RFP project (Check appropriate role below):			
	VENDOR	√	***SUBCONTRACTOR***
Project Name:	***FirstSchool Online Education and Support: MN Partnership***		
Primary Contact Information			
Name:	***Debbykay Peterson, MN Department of Education***		
Street Address:	***1500 Highway 36 West***		
City, State, Zip:	***Roseville MN 55113***		
Phone, including area code:	***651.582.8426***		
Facsimile, including area code:	***651.797.1610***		
Email address:	***debbykay.peterson@state.mn.us***		
Alternate Contact Information			
Name:			
Street Address:			
City, State, Zip:			
Phone, including area code:			
Facsimile, including area code:			
Email address:			
Project Information			
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	***The Minnesota Department of Education will offer the FirstSchool online course to up to 500 PreK through third grade teachers and administrators. FirstSchool spent two days with Minnesota regional consultants to help them master the coursework and build their capacity to support educators in their regions. First School will conduct four regional meetings with course participants to launch the course, conduct conference calls and a second meeting with regional consultants, and meet with administrators who participate in the course to develop their capacity to support the implementation of the instructional practices in the course.***		
Original Project/Contract Start Date:	***April 1, 2016***		

Original Project/Contract End Date:	***December 31, 2016***
Original Project/Contract Value:	***$100,017***
Final Project/Contract Date:	
Was project/contract completed in time originally allotted, and if not, why not?	***NA***
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	***NA***

Reference #:	3		
Company Name:	***UNC Chapel Hill - FirstSchool***		
Identify role company will have for this RFP project (Check appropriate role below):			
	VENDOR	√	***SUBCONTRACTOR***
Project Name:	***FirstSchool Vermont Partnership***		
Primary Contact Information			
Name:	***Melissa Riegel-Garrett, VT Agency of Education***		
Street Address:	***219 North Main Street, Suite 402***		
City, State, Zip:	***Barre VT 05641***		
Phone, including area code:	***802.479.1412***		
Facsimile, including area code:			
Email address:	***Melissa.RiegelGarrett@vermont.gov***		
Alternate Contact Information			
Name:			
Street Address:			
City, State, Zip:			
Phone, including area code:			
Facsimile, including area code:			
Email address:			
Project Information			
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	***FirstSchool staff at the University of North Carolina at Chapel Hill will help educators in Vermont make substantial gains in understanding and implementing the content and process of the FirstSchool approach to transforming PreK-3rd grade. The Vermont Agency of Education, FirstSchool, and three to five school communities will participate in Vermont's three-year PreK-3 pilot project. Pilot school communities will receive support on PreK-3 aligned practices and data literacy from FirstSchool.***		

Original Project/Contract Start Date:	***Part 1: 10/1/14; Part 2: 7/1/15***
Original Project/Contract End Date:	***Part 1: 6/30/15; Part 2: 6/30/17***
Original Project/Contract Value:	***Part 1: $99,998; Part 2: $568,283***
Final Project/Contract Date:	***Part 1: 6/30/15; Part 2: NA***
Was project/contract completed in time originally allotted, and if not, why not?	***Part 1: yes; Part 2: NA***
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	***Part 1: yes; Part 2: An additional $80,000 has been requested to perform an additional scope of work.***

Subcontractor 2. University of Washington

Reference #:	***1***		
Company Name:	***National P-3 Center***		
Identify role company will have for this RFP project (Check appropriate role below):			
	VENDOR	***XX***	***SUBCONTRACTOR***
Project Name:	Nevada Ready! B-3		
Primary Contact Information			
Name:	***Bobbie Burnham Director, Office of Early Learning Minnesota Department of Education***		
Street Address:	***1500 MN-36***		
City, State, Zip:	***Roseville, MN 55113***		
Phone, including area code:	***651.582.8414***		
Facsimile, including area code:			
Email address:	***bobbie.burnham@state.mn.us***		
Alternate Contact Information			
Name:			
Street Address:			
City, State, Zip:			
Phone, including area code:			
Facsimile, including area code:			
Email address:			
Project Information			
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	***National P-3 Center has worked with MN Department of Education in multiple ways over the past five years including:*** • ***Providing keynote addresses to key stakeholder groups;***		

	• ***Facilitating cross-district strategic planning sessions dedicated to planning and implementing comprehensive P-3 approaches;*** • ***Facilitating cross-sector (0-5 and K-12) discussions related to assessment.***
Original Project/Contract Start Date:	***N/A***
Original Project/Contract End Date:	***N/A***

Reference #:	***2***		
Company Name:	***National P-3 Center***		
Identify role company will have for this RFP project (Check appropriate role below):			
	VENDOR	***XX***	***SUBCONTRACTOR***
Project Name:	Nevada Ready! B-3		
Primary Contact Information			
Name:	***Arianne Weldon*** ***Director, Get Georgia Reading Campaign*** ***Georgia Family Connection Partnership***		
Street Address:	***235 Peachtree Street NE, #1600***		
City, State, Zip:	***Atlanta, GA 30303***		
Phone, including area code:	***678.488.7572***		
Facsimile, including area code:			
Email address:	***Arianne@gafcp.org***		
Alternate Contact Information			
Name:			
Street Address:			
City, State, Zip:			
Phone, including area code:			
Facsimile, including area code:			
Email address:			
Project Information			
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	***National P-3 Center worked with Get Georgia Reading Campaign to design and deliver a year-long collaborative process between Atlanta Public Schools, Clark County Public Schools, and state-level agencies in GA to plan and***		

	implement comprehensive P-3 approaches.
Original Project/Contract Start Date:	***January 2015***
Original Project/Contract End Date:	***February 2016***

Subcontractor 3. Center for Program Evaluation

Reference #:	***1***		
Company Name:	***Center for Program Evaluation; legal name for contracts is Board of Regents, Nevada System of Higher Education, on behalf of the University of Nevada, Reno***		
Identify role company will have for this RFP project (Check appropriate role below):			
	VENDOR	***X***	***SUBCONTRACTOR***
Project Name:	***Title IIA Technical Assistance***		
Primary Contact Information			
Name:	***Jan Morrison, Project Director Title II-A Department***		
Street Address:	***Washoe County School District 425 East Ninth Street***		
City, State, Zip	***Reno, NV 89512***		
Phone, including area code:	***(775) 333-7560***		
Facsimile, including area code:	***(775) 333-6019***		
Email address:	***JMorrison@washoeschools.net***		
Alternate Contact Information			
Name:			
Street Address:			
City, State, Zip			
Phone, including area code:			
Facsimile, including area code:			
Email address:			
Project Information			
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	***CPE has worked with the Washoe County School District State and Federal Programs Office evaluating a number of their grant-funded projects since 2000. Starting in 2008, CPE has been contracted annually to evaluate the Title II programs. CPE's role in the Title II evaluation is to evaluate the effectiveness and impacts of the Title II funded professional development programs for district teachers, administrators and staff. Evaluation services that CPE has provided***		

	include evaluation planning, survey design and administration (both paper/pencil and online), focus groups, facilitated discussions, interviews, data analysis, automated data dashboards, and production of evaluation bulletins and fact sheets.
Original Project/Contract Start Date:	***September 1, 2008***
Original Project/Contract End Date:	***December 31, 2016***
Original Project/Contract Value:	***$341,200 from 2008-2016***
Final Project/Contract Date:	***December 31, 2016***
Was project/contract completed in time originally allotted, and if not, why not?	***Yes***
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	***Yes***

Reference #:	***2***		
Company Name:	***Center for Program Evaluation; legal name for contracts is Board of Regents, Nevada System of Higher Education, on behalf of the University of Nevada, Reno***		
Identify role company will have for this RFP project (Check appropriate role below):			
	VENDOR	***X***	***SUBCONTRACTOR***
Project Name:	***Family Resource Centers Evaluation***		
Primary Contact Information			
Name:	***Lisa Guzman, Director***		
Street Address:	***Northeast Family Resource Center*** ***2750 Elementary Drive*** ***Reno, NV 89512***		
City, State, Zip	***Reno, NV 89502***		
Phone, including area code:	***(775) 337-9979***		
Facsimile, including area code:	***(775) 353-5725***		
Email address:	**LGuzman@washoeschools.net**mailto:AFitzgerald@washoeschools.net		
Alternate Contact Information			
Name:			
Street Address:			
City, State, Zip			

Phone, including area code:	
Facsimile, including area code:	
Email address:	
Project Information	
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	***CPE has worked with the Washoe County Family Resource Centers to evaluate their programs since 1999. CPE's role over the years has been to facilitate capacity building and strategic planning, including creating mission and vision statements, forming a coalition, and establishing ongoing, sustainable evaluation strategies. Current evaluation services provided by CPE for several years include survey design and administration, data analysis, report production and evaluation data utilization.***
Original Project/Contract Start Date:	***In 1999 CPE received funding from the Walter S. Johnson foundation to work with the FRC's from then through 2003. Since 2004, CPE has been contracted by the FRC's each year for evaluation work.***
Original Project/Contract End Date:	***June 30, 2016***
Original Project/Contract Value:	***$59,275 from 2004-2016***
Final Project/Contract Date:	***June 30, 2016***
Was project/contract completed in time originally allotted, and if not, why not?	***Yes***
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	***Yes***

Reference #:	***3***

Company Name:	***Center for Program Evaluation; legal name for contracts is Board of Regents, Nevada System of Higher Education, on behalf of the University of Nevada, Reno***		
Identify role company will have for this RFP project (Check appropriate role below):			
	VENDOR	***X***	***SUBCONTRACTOR***
Project Name:	***Family TIES Family-to-Family Health Information Centers Evaluation***		
Primary Contact Information			
Name:	***Melanie Kauffman, Executive Director***		
Street Address:	***Family TIES of Nevada*** ***A Family Voices Affiliate Agency*** ***3100 Mill Street, Suite #117***		
City, State, Zip	***Reno, NV 89502***		
Phone, including area code:	***775-823-9500, ext. 230***		
Facsimile, including area code:	***775-323-2205***		
Email address:	***mkauffman@familytiesnv.org***		
Alternate Contact Information			
Name:			
Street Address:			
City, State, Zip			
Phone, including area code:			
Facsimile, including area code:			
Email address:			
Project Information			
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	***CPE has worked with Family TIES on their evaluation since 2007. CPE's evaluation services have included designing evaluation plan and tools, developing internal capacity to implement a data collection and evaluation system, providing technical assistance and support in the administration and coordination of Family TIES evaluation instruments, developing spreadsheets/data bases, providing training in data collection methods, assisting with tracking and monitoring of program outputs and outcomes, analyzing data, selecting interview samples, conducting individual phone interviews, writing reports, bulletins and fact sheets, presenting of evaluation results, facilitating data-driven decision-making discussions, and examining Family TIES***		

	cultural competence and effectiveness in reaching target populations.
Original Project/Contract Start Date:	***September 1, 2007***
Original Project/Contract End Date:	***May 31, 2018***
Original Project/Contract Value:	***$72,000***
Final Project/Contract Date:	***May 31, 2018***
Was project/contract completed in time originally allotted, and if not, why not?	***Yes***
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	***Yes***

4.3.3 Vendors must also submit Attachment F, Reference Questionnaire to the business references that are identified in Section 5.3.2.

TPI References listed in 4.3.2 received the Reference Questionnaire the week of June 6, 2016

4.3.4 The company identified as the business references must submit the Reference Questionnaire directly to the Purchasing Division.

Each company identified as business references was informed via email to return their Reference Questionnaires directly to the Purchasing Division and notify Turning Point, Inc. when they had done so.

4.3.5 It is the vendor's responsibility to ensure that completed forms are received by the Purchasing Division on or before the deadline as specified in Section 9, RFP Timeline for inclusion in the evaluation process. Reference Questionnaires not received, or not complete, may adversely affect the vendor's score in the evaluation process.

Reference 1: Received notification of submission on Tuesday, June 7, 2016
Reference 2: Received notification of submission on Friday, June 10, 2016
Reference 3: Received notification of submission on Tuesday, June 14, 2016
Reference 4: Received notification of submission on Saturday, June 25, 2016

TPI verified with the state that the above-listed references were received. (verified via phone)
Reference 1: Verified as received on Wednesday, June 29, 2016
Reference 2: Verified as received on Wednesday, June 29, 2016
Reference 3: Verified as received on Wednesday, June 29, 2016
Reference 4: Verified as received on Wednesday, June 29, 2016

Subcontractor 1 University of North Carolina- TPI verified with the state that three references were received: VT, MN, and NC references. (verified via phone). Verified as received on Wednesday, June 29, 2016

Subcontractor 2 University of Washington- TPI verified with the state that the above-listed references were received. (verified via phone) on Friday, July 1, 2016

Subcontractor 3 University of Nevada, Reno, Center for Program Evaluation- TPI verified with the state that the above-listed references were received: Family Ties; WCSD Title II and WCSD Family Resource Centers. (verified via phone). Verified as received on Wednesday, June 29, 2016

4.3.6 The State reserves the right to contact and verify any and all references listed regarding the quality and degree of satisfaction for such performance.

TPI acknowledges that the state may do so.

Tab VIII: Proposed Staff and Subcontractor Resumés

4.4 VENDOR STAFF RESUMES

A resume must be completed for each proposed key personnel responsible for performance under any contract resulting from this RFP per ***Attachment G, Proposed Staff Resume.***

Turning Point, Inc. maintains a cadre of Associates and consultants who are on retainer and are paid an hourly rate as per the cost proposal for their expertise and services in areas identified by TPI in the chart below. Resumes are included for all Associates as well as TPI's Director.

Name	***Title***	***Role***
Deborah Loesch-Griffin	***Director***	***Oversee all operations and TPI team members, provide technical expertise in all areas of TPI services: Comprehensive Program Evaluation, Facilitation and Training associated with statewide evaluations, Evaluation Coaching and Capacity-building for individual stakeholder groups***
Joanne Everts	***Associate***	***Provide consultation on evaluation and needs assessment projects around early childhood care and development.***
Jen McClendon	***Associate***	***Provide consultation on evaluation projects that intersect with public health and education, particularly around mental and behavioral health and school social work; manage data collection and analysis.***
Lyndsey Langsdale	***Evaluation Associate***	***Oversee, design, train and conduct qualitative evaluation activities.***
Melissa Burnham	***Training Consultant***	***Provide consultation on needs assessments, community-building, training and facilitation associated with evaluations of federal grants.***

PROPOSED STAFF RESUME FOR RFP 3210
A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***Turning Point, Inc.***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	***X***	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Dr. Deborah Loesch-Griffin***	**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Director/Founder/Owner***		
# of Years in Classification:	***28***	**# of Years with Firm:**	***28***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE
Information should include a brief summary of the proposed individual's professional experience.

Deborah Loesch-Griffin earned her Education Specialist degree in Evaluation (1986) and doctorate degree in Educational Psychology and Child Development from Stanford University in 1987. For the past twenty-five years she has owned and operated a small business, Turning Point, Inc. that works in partnership with organizations and communities to convene conversations, serve as a social artist for designing and facilitating integrated spaces and events for community groups, and act as a catalyst for change. As founder and owner of TPI she has been involved in designing, implementing, and evaluating several health, human service and educational initiatives and demonstration projects at the local, state, regional, national and international level. She works from a partnership orientation, thereby uses a facilitative and empowering approach in working with organizations and their constituents to engage them in addressing, creating, and evaluating their own experiences and projects. She has worked with a variety of Nevada-based school districts, coalitions, public systems and community-based non-profit organizations and has a solid understanding of their contexts and priorities as well as how they operate independently and in relationship with one another.

RELEVANT EXPERIENCE
Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

Healthy Communities Coalition, Lyon/Storey/Mineral Counties, NV: Health Services Hub Director 2013-present

Rural Nevada Health Network Director **2014-present**

- Serve as the Needs Assessment and Health Services Hub Facilitator for the Healthy Communities Coalition of Lyon and Storey Counties and manage related projects and funding. Review and collect data from multiple sources to determine the feasibility and potential for replicating the Health Services Hub model. Facilitate meetings of the Steering Committee and support momentum for moving the project from the planning to action stages through ongoing communication, outreach, coordination and evaluation. Serve on State Management Team as local director/manager for the Safe Schools/Healthy Students grant. Provide Guidance and direct support for Element 1- Early Childhood Social and Emotional Learning and Development.

- Serve as the convener and catalyst for the planning and start-up of the Rural Nevada Health Network, using data-driven strategies to identify and plan for priority health needs of rural communities along Nevada's major bi-ways.

Council of Chief State Officers- Early Childhood Assessment Project 2016

- Conduct statewide focus groups with Pre-K teachers, directors and coordinators in school and community-based settings to solicit feedback for a national study around Nevada's use and perceptions of support for early childhood assessment.

Food Bank of Northern Nevada, Reno, NV: Evaluation Coach and Capacity-Builder 2014-15

- Provide face-to-face and on-line coaching in evaluation strategies for increasing organizational capacity-building around data-driven decision-making; monitoring progress and measuring outcomes toward organizational strategic outcomes; and provide training in data collection methods for use with program evaluation activities.

Department of Education Office of Early Learning and Development/ Office of Head Start Collaboration 2014-15

- Provide oversight and direct evaluation services for a two-year pilot project involving the use of the Teaching Strategies Gold Assessment tool in 11 Nevada counties, including Carson City in Pre-K and Kindergarten settings.

World Vision, Federal Way, WA: Life Skills Monitoring and Evaluation Advisor Consultant 2011-2014

- Serve as the Life Skills/Monitoring and Evaluation Consultant to Children in Ministry's Education and Life Skills team as the organization shifts its global focus to outcomes-based programming and community engagement models around child well-being. FY2013 contracted to provide capacity-building training and technical support to Latin American National Office and community level staff in action learning and evidence-building around evidence-based life skills approaches and practices for children and adolescents. FY12: developed guidance for designing, implementing and evaluating adolescent programming around the Positive Youth Development framework and community asset-building approaches; facilitated virtual and face-to-face trainings around the education and life skills guidance. FY11: facilitated a global meeting of 75 people—16 national offices, 6 support offices, 6 International NGOs (e.g., UNICEF, SAVE the Children) and several regional office staff and teams—around their transition to a new education and life skills strategy in Kenya, Africa, May 2011.

University of Nevada Cooperative Extension's Nutrition Studies and Intervention Projects, Las Vegas, NV 2002-2013

- Provided consultation and coaching in early childhood nutrition studies and projects, facilitating and evaluating statewide and multi-state efforts to use best practices in delivering nutrition education through WIC and Head Start/child care centers for families and young children in poverty. Coordinated evaluation of nationwide pilot of All 4 Kids – an early childhood health education and nutrition program

Nevada Head Start Association and State Collaboration Office, Statewide: Consultant 2008-2009

- Conducted a statewide needs assessment and facilitated strategic planning using a data-driven decision-making approach.

Nevada Early Intervention Services, Reno and Las Vegas, NV: Nevada Bureau of Family Health Services 2007-2008

- Provided team-building training to NEIS staff and management team. Provide facilitation in action-planning

Center for Program Evaluation, UNR, Reno, NV: Co-Director/Private-Public Partner 1998-2008

- Entered a public-private partnership between Turning Point, Inc. and the University of Nevada, Reno to serve as Co-Director and develop an evaluation center to train students across majors in evaluation methodology, offer technical assistance to community-based organizations, and provide comprehensive

evaluation services to Nevada's public and private health, human service, education, cultural and environmental organizations.

Real Choice Systems Change 2005-2006

- Community-Building Trainer and TA Provider**:** Project contracted to provide training to the Nevada Division of Health's Bureau of Family Health Services Children with Special Health Care Needs Council, project staff and community teams. Facilitated site-based community-building in the project's three regions: Elko, Henderson, and Washoe County

Head Start Early Childhood Education/Public School Transition Demonstration Project, Nevada 1991-1998

- Under subcontract through Community Services Agency, Washoe County & rural counties in Nevada and in collaboration with the University of Nevada, Reno conducted a six-year program development and evaluation of intensive training, services and follow-up of Head Start children and families into and through the third grade

Say It Straight (SIS) Foundation, Austin, TX: Evaluation Consultant /Master Trainer 2007-Current

- Provide evaluation services and training in data collection for the C-SAP evaluation capacity building enhancement mini-grant. Trained in delivery and training of trainers for SIS model.

Western Center for Addiction and Prevention Technologies, UNR, Reno, NV: **Consultant 2005-2008**

- Serve as an evaluation coach to organizations and programs in the Western and Border region of the United States through SAMHSA's Service to Science initiative

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

Stanford University, Stanford, CA 1987

- Ph.D., Educational Psychology,: *specialization in child and adolescent development, with an emphasis on positive youth development approaches*
- Dissertation Title: *The Transition to Adulthood*

Stanford University, Stanford, CA 1986

- Ed.S., Evaluation

California State University, Fullerton, CA

- M.S., Counseling, 1978
- B.S., Human Services, 1976

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

Say-It-Straight (SIS) Master Trainer
Fellow of Creating the Future.
Evaluation Specialist
Nevada Elementary and Secondary School Counseling Certificate
Nevada Educational Administration Certificate
Pupil Personnel Services Credential, State of California
California Community College Instructor: Psychology and Preschool Administration
California Community College Counselor

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Madeleine Sigman-Grant, Professor Emeritus
Maternal, Child Health & Nutrition Specialist
University of Nevada Cooperative Extension
8050 Paradise Road, Suite 100
Las Vegas, NV 89123
Phone: 702-257-5534
Fax: 702-222-3100
sigman-grantm@unce.unr.edu

Nancy Del Col
Education Technical Specialist
Programs and Policy
World Vision Canada
1 World Drive
Mississauga, Ontario L5T 2Y4
416-407-1623
Nancy_delcol@worldvision.ca

Christy McGill, Director
Healthy Communities Coalition of Lyon and Storey Counties
P.O. Box 1865
Dayton, NV 89403
775-246-7550 (o)/ 775-351-8242
cmcgill@healthycomm.org

Company Name Submitting Proposal:	***Turning Point, Inc.***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	***X***	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Dr. Joanne Everts***	**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Associate***		
# of Years in Classification:	***12***	**# of Years with Firm:**	***12***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE
Information should include a brief summary of the proposed individual's professional experience.

Dr. Joanne Everts has a PhD. In Child Development at Texas Woman's University in 1979, and has worked in Early Childhood Education for over 30 years. She directed the University of Nevada, Reno Child & Family Research Center and served on the Human Development and Family Studies Department 1987-1995.. Dr. Everts developed the Early Childhood Education Program for the Washoe County School District (1995-2001), and was director of the Washoe County School District, Child and Family Services 2009-2011. As director of Child & Family Services she directed 25 early education sites, directs 5 family resource centers and the Children in Transition program. While directing the Early Childhood Program, Dr. Everts provided leadership in developing a statewide system for early childhood assessment through the Nevada Pre-k Program, providing training and mentoring to program sites across the state.
After retiring from the Washoe County School District in 2011, she has been director of the nonprofit, Community HELPS (Healthy Early Learning and Professional Services. As a Turning Point, Inc. Associate, Dr. Everts provides consultation in the area of early childhood development and learning on needs assessment and evaluation projects.

RELEVANT EXPERIENCE
Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

While at the University of Nevada, Reno, she participated in evaluating the Head Start Transition Program, which was a federally-funded program to assess the impact of quality early childhood programs and transitions services for seamless child and family programs preschool- third grade. As Director of Community HELPS, she has facilitated several Nevada counties in developing their Early Childhood Implementation Plans. She has also provided mentoring and quality improvement services to preschool programs in several rural counties. Dr. Everts developed statewide training for professionals who work with infants and toddlers, as well as preschoolers based on the Nevada Early Learning Guidelines and the PreK Standards. She facilitated focus groups to assess the use and to identify needed changes in the Nevada Early Learning Guidelines. She has taken this input and revised the Nevada Early Guidelines to be published in 2014. She served as a consultant to TPI on the two-year evaluation of the Teaching Strategies GOLD pilot project supporting the qualitative data collection component.

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

1975-1979 PhD. Child Development
Texas Woman's University
Evaluation of materials for family living teacher education

1972-1973 M.A., Human Relations
University of Oklahoma

1971-1972 B.S., Home Economics
Winthrop College

1968-1970 Home Economics
University of Georgia

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Tina Springmeyer, Director, Child & Family Services, Washoe County School District, 775-448-5273; tspringmeyer@washoeschools.net

Sherry Waugh, Director, Child & Family Research Center, University of Nevada, Reno, 775-784-6762, swaugh@unr.edu

Anna Severens, Early Childhood Consultant, Nevada Department of Education, 775-687-9248, aseverens@doe.nv.gov

Company Name Submitting Proposal:	***Turning Point, Inc.***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	***X***	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Dr. Jennifer McClendon***	**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Associate***		
# of Years in Classification:	***2.0***	**# of Years with Firm:**	***2.5***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE
Information should include a brief summary of the proposed individual's professional experience.

Jennifer McClendon, PhD, has an extensive understanding of mental health and addictions services, informed locally by recent work with the Health Services Hub of Lyon and Storey Counties and the Rural Health Network of Nevada. Areas of expertise include mental health crisis intervention, access to mental health and addiction service systems, and family support for chronic and severe mental illness. She has expertise with vulnerable populations, including homeless and LGBT youth. Jennifer has been actively involved with community non-profit organizations in Nevada, Missouri, and New York in support of fundraising, organizational development, program evaluation, and program development. In her role as a professor at the University of Nevada, Reno, she teaches graduate courses in social work practice, research methods, and program evaluation.

RELEVANT EXPERIENCE
Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

2014 – present Associate, Turning Point Inc., Virginia City, NV
2013 – present Assistant Professor, University of Nevada School of Social Work, Reno NV
2009 – 2013 Assistant Professor, Adelphi University School of Social Work, Garden City, NY
2007 – 2009 Grants Manager and Program Evaluation Specialist, Youth In Need, Inc., St. Louis, MO
2007 – 2009 Research Associate, Child Neglect: Service Paths and Young Adult Outcomes (NIMH RO1 MH61733). PI: Melissa Jonson-Reid, PhD., St. Louis, MO
2006 – 2007 Research Assistant, Family Services for Runaway and Homeless Youth (NIDA R21 DA015341-01A1). PI: David Pollio, PhD., St. Louis, MO
2003 – 2011 Independent Grant Writing Consultant, St. Louis, MO
2000 – 2007 Crisis Intervention Counselor, Behavioral Health Response, Inc., St. Louis, MO
2000 – 2001 Psycho-education group facilitator, Washington University and the National Alliance on Mental Illness (NAMI), St. Louis, MO
1999 – 2009 Independent Program Evaluation Consultant, St. Louis, MO
1999 – 2006 Research Assistant, Community-Based Family Psychoeducation Project (NIMH 1 R24 MH 59217). PIs: Carol North, MD, and David Pollio, PhD, St. Louis, MO
1999 – 2000 Research Assistant, Early Head Start Evaluation Project (DHHS-ACF 9074 CO493). PI: David Pollio, PhD., St. Louis, MO

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

PhD	Washington University in St Louis, George Warren Brown School of Social Work (2009).
MSW	Washington University in St Louis, George Warren Brown School of Social Work (2000).
BA	Wellesley College, Wellesley, MA (1998).

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

Certified in Human Subjects Research Ethics by the Collaborative Institutional Training Initiative (CITI)

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

David E. Pollio, PhD
Department Chair
University of Alabama, Birmingham
davpoll@uab.edu
(205) 975-8478

Eric Albers, PhD
Associate Professor
University of Nevada, Reno
erica@unr.edu
(775) 682-8711

Courtney Forster, Esq.
Associate
Gunderson Law
cforster@gundersonlaw.com
775-829-1222
775-771-8086

PROPOSED STAFF RESUME FOR RFP 3210

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***Turning Point, Inc.***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	***X***	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Lyndsey Langsdale***	**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Qualitative Evaluation Associate***		
# of Years in Classification:	***1***	**# of Years with Firm:**	***1***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Lyndsey Langsdale has a master's degree in applied socio-cultural anthropology and for the past five years has been working as a consultant conducting qualitative research. Her clients include The Food Bank of Northern Nevada, The Reno Bike Project and Tour de Nez. She also has eight years of experience teaching and in business management, administration and grant writing. Currently she works as a consultant and owns, operates and manages her own business, an urban vegetable farm in downtown Reno, Nevada.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

Owner/Farmer, Lost City Farm, Reno, NV (2011-Present)
Develop, create and maintain an urban farm in downtown Reno, Nevada, which involves working through city zoning barriers, fundraising, marketing, farm operations, and community engagement.

Qualitative Evaluation Associate, Turning Point, Inc., Virginia City NV (2015-Present)
Conduct qualitative research for the Project Prevent grant, a five-year federal grant awarded to the Washoe County School District to help children who have been exposed to pervasive violence.

Food Systems Development Consultant, Food Bank of Northern Nevada, McCarran, NV (2011-2015)
Work as a consultant on the Food Bank of Northern Nevada's Food Systems Development Initiative. The bulk of this position involves community organizing with rural communities in CA and NV to plan and host local food summits.

Research Consultant, Food Bank of Northern Nevada, McCarran, NV (2011-2015)
Work as a consultant on the Food Bank of Northern Nevada's Research and Evaluation project. Conducted and led the northern Nevada and California regional portion of the national study, Hunger in America 2014. Develop and conduct ethnographic research for internal project development and evaluation purposes.

Community College Faculty, Truckee Meadows Community College, Reno, NV (2011-2012)
Teach Anthropology 201, Peoples and Cultures of the World, and 101, Intro. to Cultural Anthropology, in a community college setting. Responsible for the development of all lectures, assignments, and course structure.

Assistant Race Coordinator, Tour de Nez Outreach, Reno, Nevada (2011-2013)
Responsible for organizing the one-and-only Mighty, Mighty Tour de Nez bike race event, a four day national cycling competition that has been in Reno for the past twenty years.

Farm/Garden/Office Manager, River School Farm, Reno, NV (2010- 2011)
Coordinate and carry out farm, garden, and office administration projects including; planting, harvesting, marketing, sales, landscaping, garden design, bookkeeping, payroll, etc.

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

M.A. Applied Socio-Cultural Anthropology. Northern Arizona University, Flagstaff, Arizona (2010)

B.A. Anthropology, Environmental Science, Holocaust, Genocide and Peace Studies. Magna Cum Laude, University of Nevada, Reno, Nevada (2005)

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

Continued Education Certificate, Advanced Teaching and Learning (2010)
Certified Master Gardener (2009)
Certified Wilderness First Responder (2008)
Certified Permaculture Designer (2007)
Certified Disaster Action Team member (2003)
Certified Swift Water Rescue (2001)
Certified CPR/first aid (1998)
Certified lifeguard and swim instructor (1998)

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Kristi Jamason-Strategic Initiatives Manager (former), Food Bank of Northern Nevada. kjamason@gmail.com 775-224-3933

Toni Ortega-Co-Owner/Operator Lost City Farm
lostcityfarm@gmail.com 775-815-0506

Tim Healion-General Manager, Laughing Planet Café
tim@laughingplanetcafe.com 775-287-3599

SUBCONTRACTOR RESUMES:

University of North Carolina, FirstSchool:
Sharon Ritchie
Sam Oertwig
Gisele M. Crawford

University of Washington, National P3 Center:
Kristie Kauerz

University of Nevada, Reno, Center for Program Evaluation:
Elizabeth Christiansen

PROPOSED STAFF RESUME FOR RFP 2108

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***Turning Point, Inc.***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:		**Subcontractor:**	***X***

The following information requested pertains to the individual being proposed for this project.

Name:	***Sharon Ritchie***	**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Senior Scientist***		
# of Years in Classification:	***11***	**# of Years with Firm:**	***11***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

38 years in the field of education including long experiences as a teacher, program director, teacher educator and researcher across special, regular, and gifted education. Played multiple roles in work with elementary schools, and public and private early childhood programs at local, state, and national levels. Member of UCLA faculty preparing elementary educators for 11 years, coordinated the accreditation study for NAEYC, worked extensively with Head Start, was the project director for several national studies examining children in early learning settings. Over the past 11 years she has been a Senior Scientist and Director of FirstSchool at the FPG Child Development Institute at UNC-Chapel Hill, leading the effort to re-think schools to improve the PreK-3rd grade school experiences of African American, Latino and low income children. Developed and implemented PreK-3 practices in schools across the nation (NC, CT, MN, VT, CA, MI); initiated the development of the National PreK-3rd grade work group, for the past 5 years bringing together people across the nation who are developing effective PreK-3rd grade approaches at the policy and practice levels; past member of the NAEYC Governing Board and played a significant role in ensuring that NAEYC's mission and vision more fully include the K-3 population.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

1978-1988	Switzer Center Torrance, CA-Special Education Teacher. Taught K-12 students with IEP's labeling them as ADHD, Emotionally Disturbed in a Non-Public School setting
1989-2005	UCLA Los Angeles CA-Teacher Educator and Researcher. Teacher educator for student and novice teachers working with elementary students in inner city Los Angeles. Helped develop the social justice agenda for that project. Worked as a researcher/project director on NCEDL, led the development of the NAEYC reaccreditation study and materials, ran multiple small projects examining early learning settings for children.
2005-2016	FPG Child Dev Institute-UNC Chapel Hill Senior Scientist. Director of the FirstSchool project-developed and implemented an approach to improving the

school experiences of PreK-3 African American, Latino and Low Income Students. Led a team of people doing this work in multiple states and projects across the nation.

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

1973 BA English. California State University, Long Beach

1978 MA Graphic Arts/Photography California State University, Long Beach

1981 MSEd. Special Education. University of Southern California

1995 Ed.D. Education. University of California, Los Angeles

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

California clear credentials-Life-Held since 1981
- Secondary English
- Industrial Arts
- Multi-subject K-8
- Learning Handicapped
- Severely Handicapped
- California Community College

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Dr. Richard Clifford PhD	Senior Scientist Emeritus, FPG Child Development Institute: UNC Chapel Hill dick.clifford@unc.edu	919 962 4737
Dr. Kelly Maxwell	Senior Program Director Child Trends KMaxwell@childtrends.org	919 869-3251
Yvonne Caanal Camul	Superintendent Lansing City Schools ycamaalcanul@aol.com	517 884 1425

PROPOSED STAFF RESUME FOR RFP 2108

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***Turning Point, Inc.***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:		**Subcontractor:**	***X***

The following information requested pertains to the individual being proposed for this project.

Name:	***Sam Oertwig***	**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Scientist***		
# of Years in Classification:	***2***	**# of Years with Firm:**	***6***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Sam Oertwig, EdD, is a Scientist at the Frank Porter Graham Child Development Institute where she serves as Co-Principal Investigator of **First**School, a PreK-3 school improvement initiative focused on improving the school experience of African American, Latino, and low income children. The **First**School project has been, and is currently, involved in a variety of state, district, and school initiatives to improve PreK-Grade 3 through the use of data, research, inquiry, and high quality professional development. Current work is primarily focused in North Carolina, Vermont, Michigan, Minnesota, and California.

Before joining FirstSchool, Dr. Oertwig served 25 years in public education as an elementary teacher (grades K, 1st, 3rd, & 4th), principal, director of elementary programs, and director of K-12 professional development. Her work has focused on achieving educational equity for students of color by assisting teachers, schools, and districts to become more culturally proficient in both practice and policy. Dr. Oertwig has also done extensive work facilitating the development of professional learning communities and cultures of collaborative inquiry that use data and research to improve practice.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

2014-Present	Scientist, **First**School, Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill, NC
2010-2014	Investigator, **First**School, Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill, NC
2008-Present	Adjunct Faculty, University of North Carolina, Chapel Hill, NC
2006-2010	Director of Elementary Programs & K-12 Professional Development, Chapel Hill-Carrboro City Schools, Chapel Hill, NC
1998-2006	Principal, McDougle Elementary, Chapel Hill-Carrboro City Schools, Chapel Hill, NC
1996-1998	Assistant Principal, McDougle Elementary, Chapel Hill-Carrboro City Schools, Chapel Hill, NC
1987-1996	Elementary Teacher in Chapel Hill, NC & Santa Fe, NM

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

2004 Doctor of Education, Educational Leadership with emphasis in Curriculum and Instruction, University of North Carolina, Chapel Hill, NC; Dissertation: *Resiliency in Teachers and Job Satisfaction*

1996 Master of School Administration, University of North Carolina, Chapel Hill, NC

1988 BA in Elementary Education, Minor in Art Education, College of Santa Fe, Santa Fe, NM

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

North Carolina Superintendents License (expires June 2020)
North Carolina Principals License (expires June 2020)
North Carolina Elementary K-5 Teaching License (expires June 2020)

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Sam Odom, PhD, Director, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill, Campus Box 8180, Chapel Hill, NC 27599-8180, (919)966-4250 (phone), (919)966-7532 (fax) slodom@unc.edu

Richard Clifford, PhD, Senior Scientist Emeritus, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill, Campus Box 8040, Chapel Hill, NC 27599-8040, (919)962-4737 (phone), (919)966-1786 (fax) dickclifford@unc.edu

Melissa Riegel-Garrett, MEd, PreK Coordinator, Vermont Agency of Education, 219 N. Main Street, Suite 402, Barre, VT, 05641, (802)479-1412 (phone), (802)479-1829 (fax) Melissa.RiegelGarrett@vermont.gov

PROPOSED STAFF RESUME FOR RFP 2108

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***Turning Point, Inc.***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:		**Subcontractor:**	√

The following information requested pertains to the individual being proposed for this project.

Name:	***Gisele M. Crawford***	**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Research Specialist***		
# of Years in Classification:	***7***	**# of Years with Firm:**	***19***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Gisele M. Crawford, M.A.A., is a Research Specialist at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. Early in her career Ms. Crawford served as an assistant teacher in a classroom for four-year-olds and a lead teacher for two and a half to three-year-olds, as well as a teacher of English for children and adults in Taiwan. Since then she has worked on numerous studies of young children and their environments and experiences, including large-scale studies of public prekindergarten in the United States. She has been on the staff of FirstSchool, a prekindergarten through third grade initiative to improve the school experiences and outcomes of African American, Latino, and low-income children, since the project's inception in 2004. She has published articles and book chapters relating to serving diverse populations of children in early education settings, and is a contributing author to *FirstSchool: Transforming PreK-3rd Grade for African-American, Latino, and Low-Income Children*. She is a co-creator of the FirstSchool online course, *the Art of Communication in Classrooms for Young Children*. She is an experienced classroom observer using widely-used measures such as the Early Childhood Environment Rating Scale, Classroom Assessment Scoring System, and EduSnap and is proficient in the FirstSchool data protocol.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

October 1, 2014 – June 30, 2015; July 1, 2015 – June 30, 2017. University of North Carolina at Chapel Hill contract with the Vermont Agency of Education: *The Vermont FirstSchool Partnership. Project manager.*

The Vermont Agency of Education, FirstSchool, and four school communities participate in Vermont's three-year PreK-3 pilot project. Pilot school communities will receive support on PreK-3 aligned practices and data literacy from FirstSchool. FirstSchool provides four day summer institutes in Vermont and coaching visits at the leadership team schools, as well as collaborating with the state planning committee for the PreK-3 Pilot. FirstSchool will offer an online course to district instructional leaders and all the PreK-3 teachers, assistant teachers, principals, and early childhood directors within the supervisory unions containing the selected school

communities. Project manager role includes collaborating to design professional development, providing data feedback, writing reports, and collaborating with state partners.

April 1, 2016 – December 31, 2016. University of North Carolina at Chapel Hill contract with the Minnesota Department of Education. *FirstSchool Online Education and Support: MN Partnership. Project manager.*
The Minnesota Department of Education will offer the FirstSchool online course to up to 500 PreK through third grade teachers and administrators. FirstSchool spent two days with Minnesota regional consultants to help them master the coursework and build their capacity to support educators in their regions. First School will conduct four regional meetings with course participants to launch the course, conduct conference calls and a second meeting with regional consultants, and meet with administrators who participate in the course to to develop their capacity to support the implementation of the instructional practices in the course. Project manager role includes course design, collaborating to provide professional development, writing reports.

June 1, 2014 – December 31, 2016. University of North Carolina at Chapel Hill grant from the WK Kellogg Foundation: *FirstSchool Online Education and Support. Project manager.*
October 1, 2014 – October 31, 2016. University of North Carolina at Chapel Hill contract with the NC Department of Public Instruction: *FirstSchool Online Education and Support – North Carolina Partnership. Project manager.*
FirstSchool developed and piloted an online course to promote inquiry and equity in PreK through third grade education. Participants in the online course included NC teachers who received in-person support as well as teachers who only took the online course. The course built the capacity of educators to transform the school experiences and outcomes for underserved populations in PreK through Grade 3 and to sustain environments where continuous improvement is the mindset, collaborative inquiry is the process, data drives change, and research guides practice.

September 1, 2012 – December 31, 2015. University of North Carolina at Chapel Hill contract with the North Carolina Department of Public Instruction: *From Evaluation to Inquiry (Roanoke Connection). Project manager.*
FirstSchool supported the development of practices and systems for using data to promote effective instruction in Pre-K – Grade 3 instruction. Through professional development, technical assistance, and coaching, FirstSchool supported two school districts in the transformation zone, BertieCounty Schools and Martin County Schools, to strengthen the use of data to improve instruction. Project manager role included classroom observations, data feedback with teachers, interviews with school and district leaders, and writing reports.

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

Master of Applied Anthropology, December, 1994.
University of Maryland, College Park, Maryland.

Bachelor of Arts, General Honors, June, 1990. Anthropology.
Douglass College, Rutgers University, New Brunswick, New Jersey.

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

EduSnap – certified reliable data collector – February 2016.

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Diane Early, Ph.D.
Senior Scientist
FPG Child Development Institute
University of North Carolina at Chapel Hill
(406) 585 0467
diane_early@unc.edu

Richard Clifford, Ph.D.
Senior Scientist
FPG Child Development Institute
University of North Carolina at Chapel Hill
919.962.4737
Fax: 919.966.1786
dickclifford@unc.edu

Robin Rooney, Ph.D.
Investigator
FPG Child Development Institute
University of North Carolina at Chapel Hill
919.962.4737
Fax: 919.966.1786
robin.rooney@unc.edu

PROPOSED STAFF RESUME FOR RFP 2108

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***Turning Point, Inc.***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:		**Subcontractor:**	***X***

The following information requested pertains to the individual being proposed for this project.

Name:	***Kristie A. Kauerz, Ed.D.***	**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Research Assistant Professor, P-3 Policy and Leadership Director, National P-3 Center***		
# of Years in Classification:	***4***	**# of Years with Firm:**	***5***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Kristie Kauerz, Ed.D. specializes in education reform efforts that address the continuum of learning from birth through 3rd grade. Kristie's expertise spans policy, research, and practice as well as birth-to-five system-building and K-12 reform.

Kristie's expertise is based in her work with more than 40 states and dozens of school districts around the country. Kristie's experience includes work at the state level, as an early childhood and P-3 policy advisor for two former Colorado governors – Bill Ritter, Jr. and Roy Romer; at the national level, as program director for early learning at Education Commission of the States; and in academia as director of a PreK-3rd Grade Initiative at Harvard Graduate School of Education and as a research fellow at the National Center for Children and Families (Teachers College, Columbia University).

Kristie is the lead author on the Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches, a tool to guide school, district, community, and state efforts. She also has authored and co-authored numerous articles, book chapters, and reports on topics ranging from state kindergarten policies to early childhood governance to P-3 policy alignment. She co-authored the original Washington State Early Learning and Development Benchmarks, as well as a book on improving the early care and education teaching workforce. She is co-editor of Early Childhood Systems: Transforming Early Learning.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

College of Education, University of Washington, Seattle, WA

Director, National P-3 Center (2015 – Present)
Research Assistant Professor, P-3 Policy and Leadership (Sept 2012 - Present)
Research Scientist (Oct 2011 - Sept 2012)

Primary Research Efforts:

- Develop and launch The National P-3 Center, dedicated to improving the continuum of children's learning from birth through 3rd grade
- Develop and establish the Washington P-3 Executive Leadership Certificate Program, a year-long professional education course of study for elementary principals, early learning administrators, and other system leaders
- Develop series of implementation tools that support field-based use of the *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*
- Support network of multiple national organizations engaged in supporting implementation of P-3 approaches

Harvard Graduate School of Education, Cambridge, MA

Program Director, PreK-3rd Grade Education (July 2009 - Sept 2011)

Primary Research Efforts:

- Developed, in collaboration with the Center for Evaluation Innovation, the *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*
- Provided technical assistance and consultation to school districts and state-level policy leaders in more than 20 states on planning, implementing, and evaluating system reforms, preschool through 3rd grade
- Developed curriculum for annual professional education institutes that provide an overarching framework and practical strategies to local- and state-level teams interested in developing and sustaining PreK-3rd Grade efforts

National Center for Children and Families, Teachers College, Columbia University, NYC

Center Co-Coordinator (Sept 2006 - Aug 2007)
Graduate Research Fellow (Sept 2003 - Aug 2007)

Primary Research Efforts:

- Partnered in development of *Policy Matters*, a project that identifies the state policies that contribute to comprehensive early childhood system-building and guides states through a self-assessment process for policy reform. Served as lead for projects in Colorado, Florida, Mississippi, Ohio, and West Virginia
- Co-authored *Washington State's Early Learning and Development Benchmarks*, guidelines for what children should know and be able to do from birth to school entry
- Led development of proposal and research design for The Unified Performance Measurement System project, a grant from the City of New York, to pilot a comprehensive measurement system to establish and measure uniform quality standards for all early care and education programs citywide

Independent Consultant, Early Childhood Policy (2002 – 2007)

- Authored reports on topics ranging from PreK-3rd systems; Quality Rating and Improvement Systems (QRIS); and state kindergarten policies
- Facilitated the Governance Task Force of the Colorado General Assembly's Early Childhood and School Readiness Commission
- Facilitated discussions among key foundations, non-profit organizations, and elected officials about gubernatorial transitions in Colorado and their implications for early childhood efforts
- Advised the Ohio School Readiness Solutions Group on the design of governance and accountability for an early learning system

Office of the Lieutenant Governor, State of Colorado, Denver, CO

Early Childhood/P-3 Policy Director (April 2007 - Sept 2008)

- Provided staff leadership to establish a coordinated and comprehensive early childhood agenda for Governor Bill Ritter and Lieutenant Governor Barbara O'Brien's administration
- Staffed the P-3 sub-committee of Governor Ritter's P-20 Education Coordinating Council
- Analyzed policy issues and advised the administration on early childhood issues including comprehensive systems-building, data, governance, standards, assessment, teacher qualifications, and program quality
- Provided facilitation and technical assistance to the Early Childhood Councils Advisory Team (ECCAT), a legislatively established council that guides Colorado's system of 31 local early childhood councils
- Served as team lead for a staff of four devoted to early childhood issues (including the Head Start State Collaboration Director, the Early Childhood Comprehensive Systems grant manager, and the director of ECCAT)

Education Commission of the States (ECS), Denver, CO

Program Director, Early Learning (Sept 2000 - Aug 2005)

- Established and launched the Early Learning division at ECS, the organization's first on-going focus on early childhood issues
- Managed the development of the first-ever comprehensive database of state policies related to full-day kindergarten
- Provided state-level technical assistance, requiring sensitive political judgment, skilled facilitation, and a high degree of responsiveness to constituents
- Worked closely with governors, legislators, state agencies, and other education leadership to integrate ECS projects into the policies of states and institutions

Center for Human Investment Policy, University of Colorado-Denver

Director, Public Policy Analysis (1998 – 2000)

- Served as principal or co-principal investigator of major state-funded and community-based evaluations of implementation of various federal and state public policies
- Staffed Governor Bill Owens's *Colorado Commission on Children's Dental Health*

Office of the Governor, State of Colorado, Denver, CO

Director, Community Development for Families & Children (1995 -1998)

- Advised Governor Roy Romer and First Lady Bea Romer on policies related to early care and education, parent education, family support, community development, school-based health
- Staffed the *Colorado Commission on Early Childhood Care and Education* and the *Task Force on Parent Education and Involvement*
- Managed grant process to local Colorado communities
- Participated in state technical assistance team for the Consolidated Child Care Pilots, providing leadership and strategic advice to evolving community partnerships
- Coordinated the statewide Child Watch Visitation Program, an initiative that works with community leaders to create awareness and action on struggles facing children

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

Ed.D., Early Childhood Education Policy, 2009
Teachers College, Columbia University, New York, NY

M.A., International Development, 1995
The American University, Washington, D.C.

B.A., *cum laude*, Political Science, 1991
The Colorado College, Colorado Springs, CO

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

N/A

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

1. Mia Tuan, Dean
   University of Washington, College of Education
   Phone: 206-543-2353
   Fax: 206-685-1713
   Email: mtuan@uw.edu

2. Erin Gavin, Program Director for Education & Learning
   McKnight Foundation
   Phone: 612-333-4220
   Fax: N/A
   Email: egavin@mcknight.org

3. Karen L. List, Project Director for Educational Leadership Professional Learning
   Neag School of Education, University of Connecticut
   Phone: 860.550.4817
   Fax: 860.486.4028

PROPOSED STAFF RESUME FOR RFP 2108

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***Turning Point, Inc.***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:		**Subcontractor:**	***x***

The following information requested pertains to the individual being proposed for this project.

Name:	***Dr. Elizabeth Christiansen***	**Key Personnel: (Yes/No)**	***Y***
Individual's Title:	***Director, Center for Program Evaluation, University of Nevada, Reno***		
# of Years in Classification:	***8***	**# of Years with Firm:**	***17***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

2009-present	Director, Center for Program Evaluation, University of Nevada, Reno
2008-2009	Interim Director, Center for Program Evaluation, University of Nevada, Reno
2007-2009	Evaluation Manager, Center for Program Evaluation, University of Nevada, Reno
2003-2007	Evaluation Coordinator, Center for Program Evaluation, University of Nevada, Reno
2004	Instructor, Social Science Department, Truckee Meadows Community College, Reno, NV
1999-2002	Graduate Research Assistant, Center for Program Evaluation, University of Nevada, Reno
1997-1999	Graduate Research Assistant, Human Development and Family Studies, University of Nevada, Reno

Dr. Elizabeth Christiansen has 19 years of experience in program evaluation, working with numerous local, state and national evaluation projects in the areas of health and wellness, community and family services, and education and youth development. She has been with the Center for Program Evaluation (CPE) at the University of Nevada, Reno for 17 years, serving as the Director for the past six years. CPE has been providing high quality, comprehensive professional evaluation services to a variety of organizations at the local, state, regional, and national level since 1999. CPE's mission is to provide an alternative to traditional evaluation services by working in partnership with those who strive to improve the quality of life in their communities. CPE uses an approach called partnership evaluation, which represents a conscious shift away from evaluator as "expert" and acknowledges the effectiveness of the evaluation is based on the combined expertise of all key stakeholders, including program providers, agency representatives, staff, and participants.

Dr. Christiansen is well-versed in both qualitative and quantitative methods and analyses, as well as both process and outcomes evaluation. She is skilled in evaluation design, survey and instrument design, analysis design, logic model development, and facilitation of data utilization. She has experience in a variety of data collection methods, including focus groups, facilitated discussions, personal interviews, questionnaires in multiple formats, and observation. She has skills and experience in a variety of data analysis techniques including basic descriptive statistics, inferential statistics, nonparametric and parametric statistics, data diagnostics, qualitative analysis, and creating automated dashboards.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

2008-2016 Title IIA Technical Assistance, Title II Department, Washoe County School District, Center for Program Evaluation, University of Nevada, Reno, Reno, NV, Director (2009-2016), Interim Director (2008-2009)

The purpose of this project is to evaluate the effectiveness and impacts of the Title II funded professional development programs for district teachers, administrators and staff. Evaluation services that CPE has provided include evaluation planning, survey design and administration (both paper/pencil and online), focus groups, facilitated discussions, interviews, data analysis, automated data dashboards, and production of evaluation bulletins and fact sheets.

1999-2016 Washoe County Family Resource Centers Evaluation, Center for Program Evaluation, University of Nevada, Reno, Reno, NV, Director (2009-2016), Interim Director (2008-2009), Evaluation Manager (2007-2009), Evaluation Coordinator (2003-2007), Graduate Research Assistant (1999-2002)

The purpose of this project is to evaluate the Washoe County Family Resource Centers. CPE has facilitated capacity building and strategic planning, including creating mission and vision statements, forming a coalition, and establishing ongoing, sustainable evaluation strategies. Current evaluation services provided by CPE for several years include survey design and administration, data analysis, report production and evaluation data utilization.

2007-2016 Family TIES Family-to-Family Health Information Centers Evaluation, Family TIES of Nevada, 2007-2016, Center for Program Evaluation, University of Nevada, Reno, Reno, NV, Director (2009-2015), Interim Director (2008-2009), Evaluation Manager (2007-2009)

CPE partners with the Family TIES project management team to track progress on the work plan as well as programming outputs (i.e., families provided information, education and/or training) and outcomes (i.e., access to care, partnering in decision-making, advocacy) throughout the programming period. CPE works in partnership to build capacity for the enhanced evaluation of Family TIES programming.

2013-2015 Silver State KIDS (Kindergarten Inventory Development Statewide) Pilot Project Evaluation, Subcontractor for Turning Point, Inc. Center for Program Evaluation, University of Nevada, Reno, Reno, NV, Director

The purpose of this project was to evaluation the pilot implementation of the Teaching Strategies Gold kindergarten assessment tool in preschool and kindergarten classrooms around the state of Nevada. Turning Point and CPE collaborated to carry out the evaluation. Methods included interviews, focus groups, surveys, TSG readiness assessment data analysis, and teacher learning circles.

2013-2014 Service to Science Evaluation Technical Assistance Provider, SAMHSA's Center for the Application of Prevention Technologies West Resource Team, 2013-2014, Center for Program Evaluation, University of Nevada, Reno, Reno, NV, Director

The purpose of this project is to build evaluation capacity in STS programs so that they can better demonstrate the effectiveness of their innovative substance abuse prevention programs and practices. Services provided include logic model development and refinement, evaluation planning, evaluation and research methods, research study design, instrument/survey design, selection of evaluation measures, data analysis plan development, assistance with journal article planning and writing, program fidelity tool design and implementation. The technical assistance has involved phone consultations as well as in-person on-site consultations at the programs' locations.

2008-2014 Nevada Partnership for Training Evaluation, UNR School of Social Work, Center for Program Evaluation, University of Nevada, Reno, Reno, NV, Director (2009-2014), Interim Director (2008-2009)
The purpose of this project was to evaluate the effectiveness of the Nevada Training Partnership trainings for child welfare professionals in the state of Nevada.

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

Ph.D., Social Psychology, 2002, University of Nevada, Reno, Reno, NV
M.A., Social Psychology, 2002, University of Nevada, Reno, Reno, NV
B.A., Psychology and Spanish, Summa Cum Laude, 1995, North Park University, Chicago, IL

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

Collaborative Institutional Training Initiative (CITI) Basic Course for Social Behavioral Research for the Protection of Human Research Subjects, 2015

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

1. Jan Morrison, Project Director, Title II Department
   Washoe County School District, Reno, NV
   Phone: (775) 333-7560
   Fax: (775) 333-6019
   JMorrison@washoeschools.net

2. Lisa Guzman, Director, Northeast and North Valleys Family Resource Centers
   Washoe County School District, Reno, NV
   Phone: (775) 337-9979
   Fax: (775) 353-5725
   LGuzman@washoeschools.net

3. Melanie Kauffman, Executive Director
   Family-to-Family Health Information Center at
   Family TIES of Nevada
   Phone: (775) 823-9500 ext. 230
   Fax: (775) 323-2205
   mkauffman@familytiesnv.org