

SERIAL 11079 RFP TRAINING & TECHNICAL ASSISTANCE & PROFESSIONAL SUPPORT SERVICES Contract - WestED

DATE OF LAST REVISION: October 2, 2014 CONTRACT END DATE: September 30, 2017

CONTRACT PERIOD THROUGH SEPTEMBER 30, 2014 2017

TO: All Departments
FROM: Office of Procurement Services
SUBJECT: Contract for **TRAINING & TECHNICAL ASSISTANCE & PROFESSIONAL SUPPORT SERVICES**

Attached to this letter is published an effective purchasing contract for products and/or services to be supplied to Maricopa County activities as awarded by Maricopa County on **September 28, 2011 (Eff. 10/01/11)**.

All purchases of products and/or services listed on the attached pages of this letter are to be obtained from the vendor holding the contract. Individuals are responsible to the vendor for purchases made outside of contracts. The contract period is indicated above.

Wes Baysinger, Chief Procurement Officer
Office of Procurement Services

JM/at
Attach

Copy to: Office of Procurement Services
 Alecia Jackson, Human Services



CONTRACT PURSUANT TO RFP

SERIAL 11079 -RFP

This Contract is entered into this 28th day of September, 2011 by and between Maricopa County ("County"), a political subdivision of the State of Arizona, and **WestED**, ("Contractor") for the purchase of professional and technical training services for the zero to five head start programs. .

1.0 CONTRACT TERM:

- 1.1 This Contract is for a term of three (3) years, beginning on the 1st day of October, 2011 and ending the 30th day of September, ~~2014~~ 2017.
- 1.2 The County may, at its option and with the agreement of the Contractor, renew the term of this Contract for additional terms up to a maximum of three_(3) years, (or at the County's sole discretion, extend the contract on a month-to-month bases for a maximum of six (6) months after expiration). The County shall notify the Contractor in writing of its intent to extend the Contract term at least thirty (30) calendar days prior to the expiration of the original contract term, or any additional term thereafter.

2.0 FEE ADJUSTMENTS:

Any request for a fee adjustments must be submitted sixty (60) days prior to the current Contract annual anniversary.. Requests for adjustment in cost of labor and/or materials must be supported by appropriate documentation. If County agrees to the adjusted fee, County shall issue written approval of the change. The reasonableness of the request will be determined by comparing the request with the (Consumer Price Index) or by performing a market survey.

3.0 PAYMENTS:

- 3.1 As consideration for performance of the duties described herein, County shall pay Contractor the sum(s) stated in Exhibit "A."
- 3.2 Payment shall be made upon the County's receipt of a properly completed invoice.

3.3 INVOICES:

3.3.1 The Contractor shall submit two (2) legible copies of their detailed invoice before payment(s) can be made. At a minimum, the invoice must provide the following information:

- Company name, address and contact
- County bill-to name and contact information
- Contract serial number
- County purchase order number
- Invoice number and date
- Payment terms

- Date of service/training or delivery
- Description of service provided
- Pricing per unit/hour of service
- Total Amount Due

3.3.2 Problems regarding billing or invoicing shall be directed to the County as listed on the Purchase Order.

3.3.3 Payment shall be made to the Contractor by Accounts Payable through the Maricopa County Vendor Express Payment Program. This is an Electronic Funds Transfer (EFT) process. After Contract Award the Contractor shall complete the Vendor Registration Form located on the County Department of Finance Vendor Registration Web Site (www.maricopa.gov/finance/vendors).

3.3.4 EFT payments to the routing and account numbers designated by the Contractor will include the details on the specific invoices that the payment covers. The Contractor is required to discuss remittance delivery capabilities with their designated financial institution for access to those details.

4.0 AVAILABILITY OF FUNDS:

4.1 The provisions of this Contract relating to payment for services shall become effective when funds assigned for the purpose of compensating the Contractor as herein provided are actually available to County for disbursement. The County shall be the sole judge and authority in determining the availability of funds under this Contract. County shall keep the Contractor fully informed as to the availability of funds.

4.2 If any action is taken by any state agency, Federal department or any other agency or instrumentality to suspend, decrease, or terminate its fiscal obligations under, or in connection with, this Contract, County may amend, suspend, decrease, or terminate its obligations under, or in connection with, this Contract. In the event of termination, County shall be liable for payment only for services rendered prior to the effective date of the termination, provided that such services are performed in accordance with the provisions of this Contract. County shall give written notice of the effective date of any suspension, amendment, or termination under this Section, at least ten (10) days in advance.

5.0 DUTIES:

5.1 The Contractor shall perform all duties stated in Exhibit "B", or as otherwise directed in writing by the Procurement Officer.

6.0 TERMS and CONDITIONS:

6.1 INDEMNIFICATION:

6.1.1 To the fullest extent permitted by law, Contractor shall defend, indemnify, and hold harmless County, its agents, representatives, officers, directors, officials, and employees from and against all claims, damages, losses and expenses, including, but not limited to, attorney fees, court costs, expert witness fees, and the cost of appellate proceedings, relating to, arising out of, or alleged to have resulted from the negligent acts, errors, omissions, mistakes or malfeasance relating to the performance of this Contract. Contractor's duty to defend, indemnify and hold harmless County, its agents, representatives, officers, directors, officials, and employees shall arise in connection with any claim, damage, loss or expense that is caused by any negligent acts, errors, omissions or mistakes in the performance of this Contract by the Contractor, as well as any person or entity for whose acts, errors, omissions, mistakes or malfeasance Contractor may be legally liable.

6.1.2 The amount and type of insurance coverage requirements set forth herein will in no way be construed as limiting the scope of the indemnity in this paragraph.

6.1.3 The scope of this indemnification does not extend to the sole negligence of County.

6.2 INSURANCE REQUIREMENTS:

6.2.1 Contractor, at Contractor's own expense, shall purchase and maintain the herein stipulated minimum insurance from a company or companies duly licensed by the State of Arizona and possessing a current A.M. Best, Inc. rating of B++. In lieu of State of Arizona licensing, the stipulated insurance may be purchased from a company or companies, which are authorized to do business in the State of Arizona, provided that said insurance companies meet the approval of County. The form of any insurance policies and forms must be acceptable to County.

6.2.2 All insurance required herein shall be maintained in full force and effect until all work or service required to be performed under the terms of the Contract is satisfactorily completed and formally accepted. Failure to do so may, at the sole discretion of County, constitute a material breach of this Contract.

6.2.3 Contractor's insurance shall be primary insurance as respects County, and any insurance or self-insurance maintained by County shall not contribute to it.

6.2.4 Any failure to comply with the claim reporting provisions of the insurance policies or any breach of an insurance policy warranty shall not affect the County's right to coverage afforded under the insurance policies.

6.2.5 The insurance policies may provide coverage that contains deductibles or self-insured retentions. Such deductible and/or self-insured retentions shall not be applicable with respect to the coverage provided to County under such policies. Contractor shall be solely responsible for the deductible and/or self-insured retention and County, at its option, may require Contractor to secure payment of such deductibles or self-insured retentions by a surety bond or an irrevocable and unconditional letter of credit.

6.2.6 County reserves the right to request and to receive, within 10 working days, certified copies of any or all of the herein required insurance certificates. County shall not be obligated to review policies and/or endorsements or to advise Contractor of any deficiencies in such policies and endorsements, and such receipt shall not relieve Contractor from, or be deemed a waiver of County's right to insist on strict fulfillment of Contractor's obligations under this Contract.

6.2.7 The insurance policies required by this Contract, except Workers' Compensation shall name County, its agents, representatives, officers, directors, officials and employees as Additional Insureds.

6.2.8 The policies required hereunder, except Workers' Compensation, shall contain a waiver of transfer of rights of recovery (subrogation) against County, its agents, representatives, officers, directors, officials and employees for any claims arising out of Contractor's work or service.

~~6.2.9 Automobile Liability.~~

~~Commercial/Business Automobile Liability insurance and, if necessary, Commercial Umbrella insurance with a combined single limit for bodily injury and property damage of not less than \$1,000,000 each occurrence with respect to any of the Contractor's owned, hired, and non-owned vehicles assigned to or used in performance of the Contractor's work or services under this Contract.~~

~~6.2.10 Workers' Compensation.~~

~~6.2.10.1 Workers' Compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction of Contractor's employees engaged in the performance of the work or services under this Contract; and Employer's Liability insurance of not less than \$100,000 for each accident, \$100,000 disease for each employee, and \$500,000 disease policy limit. (N.B. - \$1,000,000 limits on larger contracts)~~

~~6.2.10.2 Contractor waives all rights against County and its agents, officers, directors and employees for recovery of damages to the extent these damages are covered by the Workers' Compensation and Employer's Liability or commercial umbrella liability insurance obtained by Contractor pursuant to this Contract.~~

7.0 **MINIMUM SCOPE AND LIMITS OF INSURANCE:**

Contractor shall provide coverage with limits of liability not less than those stated below.

7.1 **Commercial General Liability – Occurrence Form**

Policy shall include bodily injury, property damage, personal and advertising injury and broad form contractual liability coverage.

- General Aggregate \$4,000,000
- Products – Completed Operations Aggregate \$2,000,000
- Personal and Advertising Injury \$2,000,000
- Damage to Rented Premises \$ 100,000
- Each Occurrence \$2,000,000

- The policy *shall include coverage for sexual abuse and molestation. This coverage may be sub-limited to no less than \$500,000. The limits may be included within the General Liability limit, or provided by separate endorsement with its own limits, or provided as separate coverage included with the professional liability.*
- *Contractor must provide the following statement on their Certificate(s) of Insurance as provided for in Part E: "Sexual Abuse/Molestation coverage is included." Policies/certificates stating that "Sexual Abuse/Molestation coverage is not excluded" do not meet this requirement.*
- The policy shall be endorsed (**Blanket Endorsements are not acceptable**) to include the following additional insured language: "*Maricopa County, and its departments, agencies, boards, commissions, universities, officers, officials, agents, and employees shall be named as additional insureds with respect to liability arising out of the activities performed by or on behalf of the Contractor.*" Such additional insured shall be covered to the full limits of liability purchased by the Contractor, even if those limits of liability are in excess of those required by this Contract.
- Policy shall contain a waiver of subrogation endorsement (**Blanket Endorsements are not acceptable**) in favor of the "**Maricopa County, and its departments, agencies, boards, commissions, universities, officers, officials, agents, and employees**" for losses arising from work performed by or on behalf of the Contractor.

7.2 **Business Automobile Liability**

Bodily Injury and Property Damage for any owned, hired, and/or non-owned vehicles used in the performance of this Contract.

- Combined Single Limit (CSL) \$1,000,000
- The policy shall be endorsed (**Blanket Endorsements are not acceptable**) to include the following additional insured language: *“Maricopa County, and its departments, agencies, boards, commissions, universities, officers, officials, agents, and employees shall be named as additional insureds with respect to liability arising out of the activities performed by or on behalf of the Contractor, involving automobiles owned, leased, hired or borrowed by the Contractor.”* Such additional insured shall be covered to the full limits of liability purchased by the Contractor, even if those limits of liability are in excess of those required by this Contract.
- Policy shall *contain* a waiver of subrogation endorsement (**Blanket Endorsements are not acceptable**) in favor of the **“Maricopa County, and its departments, agencies, boards, commissions, universities, officers, officials, agents, and employees”** for losses arising from work performed by or on behalf of the Contractor.
- Policy *shall* contain a *severability* of interests provision.

7.3 **Worker's Compensation and Employers' Liability**

- Workers' Compensation Statutory
- Employers' Liability
 - Each Accident \$1,000,000
 - Disease – Each Employee \$1,000,000
 - Disease – Policy Limit \$1,000,000

7.3.1 Policy shall contain a waiver of subrogation endorsement (**Blanket Endorsements are not acceptable**) in favor of the **“Maricopa County, and its departments, agencies, boards, commissions, universities, officers, officials, agents, and employees”** for losses arising from work performed by or on behalf of the Contractor.

7.3.2 This requirement shall not apply to: Separately, EACH contractor or subcontractor exempt **under** A.R.S. § 23-901, AND when such contractor or subcontractor executes the appropriate waiver (Sole Proprietor/Independent Contractor) form.

7.4 **Professional Liability (Errors and Omissions Liability)**

Each Claim	\$ 1,000,000
Annual Aggregate	\$ 2,000,000

7.4.1 In the event that the professional liability insurance required by this Contract is written on a claims-made basis, Contractor warrants that any retroactive date under the policy shall precede the effective date of this Contract; and that either continuous coverage will be maintained or an extended discovery period will be exercised for a period of two (2) years beginning at the time work under this Contract is completed.

7.4.2 The policy shall cover professional misconduct or wrongful acts for those positions defined in the Scope of Work of this contract.

7.4.3 In the event that the professional liability insurance required by this Contract is written on a claims-made basis, Contractor warrants that any retroactive coverage date shall be no

later than the effective date of this Contract; and that either continuous coverage will be maintained or an extended discovery period will be exercised for a period of two (2) years beginning at the time work under this Contract is completed. (primarily for Healthcare related contracts)

7.5 Certificates of Insurance.

7.5.1 **Prior to commencing work or services under this Contract, Contractor shall have insurance in effect as required by the Contract in the form provided by the County, issued by Contractor's insurer(s), as evidence that policies providing the required coverage, conditions and limits required by this Contract are in full force and effect. Such certificates shall be made available to the County upon ten (10) business days. BY SIGNING THE AGREEMENT PAGE THE CONTRACTOR AGREES TO THIS REQUIREMENT AND FAILURE TO MEET THIS REQUIREMENT WILL RESULT IN CANCELLATION OF CONTRACT.**

7.5.2 In the event any insurance policy (ies) required by this Contract is (are) written on a "claims made" basis, coverage shall extend for two (2) years past completion and acceptance of Contractor's work or services and as evidenced by annual Certificates of Insurance.

7.5.3 If a policy does expire during the life of the Contract, a renewal certificate must be sent to County fifteen (15) days prior to the expiration date.

7.6 Cancellation and Expiration Notice.

7.6.1 Insurance required herein shall not be permitted to expire, be canceled, or materially changed without thirty (30) days prior written notice to the County.

7.7 PROCUREMENT CARD ORDERING CAPABILITY:

The County may determine to use a MasterCard Procurement Card, to place and make payment for orders under the Contract.

7.8 INTERNET ORDERING CAPABILITY:

The County intends, at its option, to use the Internet to communicate and to place orders under this Contract.

7.9 NOTICES:

All notices given pursuant to the terms of this Contract shall be addressed to:

For County:

Maricopa County
Office of Procurement Services
Attn: Director of Purchasing
320 West Lincoln Street
Phoenix, Arizona 85003-2494

For Contractor:

WestED
730 Harrison Street
San Francisco, CA 94107

7.10 REQUIREMENTS ONTRACT:

7.10.1 Contractor signifies its understanding and agreement by signing this document that this Contract is a requirements contract. This Contract does not guarantee any purchases will be made (minimum or maximum). Orders will only be placed when County identifies a need and issues a purchase order or a written notice to proceed.

7.10.2 County reserves the right to cancel purchase orders or notice to proceed within a reasonable period of time after issuance. Should a purchase order or notice to proceed be canceled, the County agrees to reimburse the Contractor for actual and documented costs incurred by the Contractor. The County will not reimburse the Contractor for any avoidable costs incurred after receipt of cancellation, or for lost profits, or shipment of product or performance of services prior to issuance of a purchase order or notice to proceed.

7.10.3 Purchase orders will be cancelled in writing.

7.11 TERMINATION FOR CONVENIENCE:

The County reserves the right to terminate the Contract, in whole or in part at any time, when in the best interests of the County without penalty or recourse. Upon receipt of the written notice, the Contractor shall immediately stop all work, as directed in the notice, notify all subcontractors of the effective date of the termination and minimize all further costs to the County. In the event of termination under this paragraph, all documents, data and reports prepared by the Contractor under the Contract shall become the property of and be delivered to the County upon demand. The Contractor shall be entitled to receive just and equitable compensation for work in progress, work completed and materials accepted before the effective date of the termination.

7.12 TERMINATION FOR DEFAULT:

7.12.1 In addition to the rights reserved in the Contract, the County may terminate the Contract in whole or in part due to the failure of the Contractor to comply with any term or condition of the Contract, to acquire and maintain all required insurance policies, bonds, licenses and permits, or to make satisfactory progress in performing the Contract. The Procurement Officer shall provide written notice of the termination and the reasons for it to the Contractor.

7.12.2 Upon termination under this paragraph, all goods, materials, documents, data and reports prepared by the Contractor under the Contract shall become the property of and be delivered to the County on demand.

7.12.3 The County may, upon termination of this Contract, procure, on terms and in the manner that it deems appropriate, materials or services to replace those under this Contract. The Contractor shall be liable to the County for any excess costs incurred by the County in procuring materials or services in substitution for those due from the Contractor.

7.12.4 The Contractor shall continue to perform, in accordance with the requirements of the Contract, up to the date of termination, as directed in the termination notice.

7.13 STATUTORY RIGHT OF CANCELLATION FOR CONFLICT OF INTEREST:

Notice is given that pursuant to A.R.S. §38-511 the County may cancel this Contract without penalty or further obligation within three years after execution of the contract, if any person significantly involved in initiating, negotiating, securing, drafting or creating the contract on behalf of the County is at any time while the Contract or any extension of the Contract is in effect, an employee or agent of any other party to the Contract in any capacity or consultant to any other party of the Contract with respect to the subject matter of the Contract. Additionally, pursuant to A.R.S §38-511 the County may recoup any fee or commission paid or due to any person

significantly involved in initiating, negotiating, securing, drafting or creating the contract on behalf of the County from any other party to the contract arising as the result of the Contract.

7.14 OFFSET FOR DAMAGES:

In addition to all other remedies at law or equity, the County may offset from any money due to the Contractor any amounts Contractor owes to the County for damages resulting from breach or deficiencies in performance under this contract.

7.15 ADDITIONS/DELETIONS OF SERVICE:

The County reserves the right to add and/or delete products and/or services provided under this Contract. If a requirement is deleted, payment to the Contractor will be reduced proportionately to the amount of service reduced in accordance with the proposal price. If additional services and/or products are required from this Contract, prices for such additions will be negotiated between the Contractor and the County.

7.16 RELATIONSHIPS:

In the performance of the services described herein, the Contractor shall act solely as an independent contractor, and nothing herein or implied herein shall at any time be construed as to create the relationship of employer and employee, partnership, principal and agent, or joint venture between the District and the Contractor.

7.17 INFLUENCE

As prescribed in MC1-1202 of the Maricopa County Procurement Code, any effort to influence an employee or agent to breach the Maricopa County Ethical Code of Conduct or any ethical conduct, may be grounds for Disbarment or Suspension under MC1-902. An attempt to influence includes, but is not limited to:

7.17.1 A Person offering or providing a gratuity, gift, tip, present, donation, money, entertainment or educational passes or tickets, or any type valuable contribution or subsidy,

7.17.2 That is offered or given with the intent to influence a decision, obtain a contract, garner favorable treatment, or gain favorable consideration of any kind.

If a Person attempts to influence any employee or agent of Maricopa County, the Chief Procurement Officer, or his designee, reserves the right to seek any remedy provided by the Maricopa County Procurement Code, any remedy in equity or in the law, or any remedy provided by this contract.

7.18 SUBCONTRACTING:

The Contractor may not assign this Contract or subcontract to another party for performance of the terms and conditions hereof without the written consent of the County, which shall not be unreasonably withheld. All correspondence authorizing subcontracting must reference the Proposal Serial Number and identify the job project.

7.19 AMENDMENTS:

All amendments to this Contract shall be in writing and approved/signed by both parties. Maricopa County Office of Procurement Services shall be responsible for approving all amendments for Maricopa County.

7.20 ACCESS TO AND RETENTION OF RECORDS FOR THE PURPOSE OF AUDIT AND/OR OTHER REVIEW:

In accordance with section MCI 367 of the Maricopa County Procurement Code the Contractor agrees to retain all books, records, accounts, statements, reports, files, and other records and back-up documentation relevant to this Contract for six (6) years after final payment or until after the resolution of any audit questions which could be more than six (6) years, whichever is latest. The County, Federal or State auditors and any other persons duly authorized by the Department shall have full access to, and the right to examine, copy and make use of, any and all said materials.

If the Contractor's books, records, accounts, statements, reports, files, and other records and back-up documentation relevant to this Contract are not sufficient to support and document that requested services were provided, the Contractor shall reimburse Maricopa County for the services not so adequately supported and documented.

If at any time it is determined by the County that a cost for which payment has been made is a disallowed cost, the County shall notify the Contractor in writing of the disallowance. The course of action to address the disallowance shall be at sole discretion of the County, and may include either an adjustment to future claim submitted by the Contractor by the amount of the disallowance, or to require reimbursement forthwith of the disallowed amount by the Contractor by issuing a check payable to Maricopa County.

7.21 ALTERNATIVE DISPUTE RESOLUTION:

7.21.1 After the exhaustion of the administrative remedies provided in the Maricopa County Procurement Code, any contract dispute in this matter is subject to compulsory arbitration. Provided the parties participate in the arbitration in good faith, such arbitration is not binding and the parties are entitled to pursue the matter in state or federal court sitting in Maricopa County for a de novo determination on the law and facts. If the parties cannot agree on an arbitrator, each party will designate an arbitrator and those two arbitrators will agree on a third arbitrator. The three arbitrators will then serve as a panel to consider the arbitration. The parties will be equally responsible for the compensation for the arbitrator(s). The hearing, evidence, and procedure will be in accordance with Rule 74 of the Arizona Rules of Civil Procedure. Within ten (10) days of the completion of the hearing the arbitrator(s) shall:

7.21.1.1 Render a decision;

7.21.1.2 Notify the parties that the exhibits are available for retrieval; and

7.21.1.3 Notify the parties of the decision in writing (a letter to the parties or their counsel shall suffice).

7.21.2 Within ten (10) days of the notice of decision, either party may submit to the arbitrator(s) a proposed form of award or other final disposition, including any form of award for attorneys' fees and costs. Within five (5) days of receipt of the foregoing, the opposing party may file objections. Within ten (10) days of receipt of any objections, the arbitrator(s) shall pass upon the objections and prepare a signed award or other final disposition and mail copies to all parties or their counsel.

7.21.3 Any party which has appeared and participated in good faith in the arbitration proceedings may appeal from the award or other final disposition by filing an action in the state or federal court sitting in Maricopa County within twenty (20) days after date of the award or other final disposition. Unless such action is dismissed for failure to prosecute, such action will make the award or other final disposition of the arbitrator(s) a nullity.

7.22 SEVERABILITY:

The invalidity, in whole or in part, of any provision of this Contract shall not void or affect the validity of any other provision of this Contract.

7.23 RIGHTS IN DATA:

The County shall own and have the use of all data and reports resulting from this Contract without additional cost or other restriction except as provided by law. Each party shall supply to the other party, upon request, any available information that is relevant to this Contract and to the performance hereunder.

7.24 INTEGRATION:

This Contract represents the entire and integrated agreement between the parties and supersedes all prior negotiations, proposals, communications, understandings, representations, or agreements, whether oral or written, express or implied.

7.25 VERIFICATION REGARDING COMPLIANCE WITH ARIZONA REVISED STATUTES §41-4401 AND FEDERAL IMMIGRATION LAWS AND REGULATIONS:

7.25.1 By entering into the Contract, the Contractor warrants compliance with the Immigration and Nationality Act (INA using e-verify) and all other federal immigration laws and regulations related to the immigration status of its employees and A.R.S. §23-214(A). The contractor shall obtain statements from its subcontractors certifying compliance and shall furnish the statements to the Procurement Officer upon request. These warranties shall remain in effect through the term of the Contract. The Contractor and its subcontractors shall also maintain Employment Eligibility Verification forms (I-9) as required by the Immigration Reform and Control Act of 1986, as amended from time to time, for all employees performing work under the Contract and verify employee compliance using the E-verify system and shall keep a record of the verification for the duration of the employee's employment or at least three years, whichever is longer. I-9 forms are available for download at USCIS.GOV.

7.25.2 The County retains the legal right to inspect contractor and subcontractor employee documents performing work under this Contract to verify compliance with paragraph 6.21.1 of this Section. Contractor and subcontractor shall be given reasonable notice of the County's intent to inspect and shall make the documents available at the time and date specified. Should the County suspect or find that the Contractor or any of its subcontractors are not in compliance, the County will consider this a material breach of the contract and may pursue any and all remedies allowed by law, including, but not limited to: suspension of work, termination of the Contract for default, and suspension and/or debarment of the Contractor. All costs necessary to verify compliance are the responsibility of the Contractor.

~~7.26 VERIFICATION REGARDING COMPLIANCE WITH ARIZONA REVISED STATUTES §§35-391.06 AND 35-393.06 BUSINESS RELATIONS WITH SUDAN AND IRAN:~~

~~7.26.1 By entering into the Contract, the Contractor certifies it does not have scrutinized business operations in Sudan or Iran. The contractor shall obtain statements from its subcontractors certifying compliance and shall furnish the statements to the Procurement Officer upon request. These warranties shall remain in effect through the term of the Contract.~~

~~7.26.2 The County may request verification of compliance for any contractor or subcontractor performing work under the Contract. Should the County suspect or find that the Contractor or any of its subcontractors are not in compliance, the County may pursue any and all remedies allowed by law, including, but not limited to:~~

~~suspension of work, termination of the Contract for default, and suspension and/or debarment of the Contractor. All costs necessary to verify compliance are the responsibility of the Contractor.~~

7.27 PUBLIC RECORDS:

All Offers submitted and opened are public records and must be retained by the Records Manager at the Office of Procurement Services. Offers shall be open to public inspection after Contract award and execution, except for such Offers deemed to be confidential by the Office of Procurement Services. If an Offeror believes that information in its Offer should remain confidential, it shall indicate as confidential, the specific information and submit a statement with its offer detailing the reasons that the information should not be disclosed. Such reasons shall include the specific harm or prejudice which may arise. The Records Manager of the Office of Procurement Services shall determine whether the identified information is confidential pursuant to the Maricopa County Procurement Code.

7.28 CONTRACTOR LICENSE REQUIREMENT:

7.28.1 The Respondent shall procure all permits, insurance, licenses and pay the charges and fees necessary and incidental to the lawful conduct of his/her business, and as necessary complete any required certification requirements, required by any and all governmental or non-governmental entities as mandated to maintain compliance with and in good standing for all permits and/or licenses. The Respondent shall keep fully informed of existing and future trade or industry requirements, Federal, State and Local laws, ordinances, and regulations which in any manner affect the fulfillment of a Contract and shall comply with the same. Contractor shall immediately notify both Office of Procurement Services and the using agency of any and all changes concerning permits, insurance or licenses.

7.28.2 Respondents furnishing finished products, materials or articles of merchandise that will require installation or attachment as part of the Contract, shall possess any licenses required. A Respondent is not relieved of its obligation to possess the required licenses by subcontracting of the labor portion of the Contract. Respondents are advised to contact the Arizona Registrar of Contractors, Chief of Licensing, at (602) 542-1525 to ascertain licensing requirements for a particular contract. Respondents shall identify which license(s), if any, the Registrar of Contractors requires for performance of the Contract.

7.29 CERTIFICATION REGARDING DEBARMENT AND SUSPENSION:

7.29.1 The undersigned (authorized official signing for the Contractor) certifies to the best of his or her knowledge and belief, that the Contractor, defined as the primary participant in accordance with 45 CFR Part 76, and its principals:

7.29.1.1 are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal Department or agency;

7.29.1.2 have not within 3-year period preceding this Contract been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

7.29.1.3 are not presently indicted or otherwise criminally or civilly charged by a government entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (2) of this certification; and

7.29.1.4 have not within a 3-year period preceding this Contract had one or more public transaction (Federal, State or local) terminated for cause of default.

7.29.2 Should the Contractor not be able to provide this certification, an explanation as to why should be attached to the Contact.

7.29.3 The Contractor agrees to include, without modification, this clause in all lower tier covered transactions (i.e. transactions with subcontractors) and in all solicitations for lower tier covered transactions related to this Contract.

7.30 PRICES:

Contractor warrants that prices extended to County under this Contract are no higher than those paid by any other customer for these or similar services.

7.31 GOVERNING LAW:

This Contract shall be governed by the laws of the state of Arizona. Venue for any actions or lawsuits involving this Contract will be in Maricopa County Superior Court or in the United States District Court for the District of Arizona, sitting in Phoenix, Arizona

7.32 ORDER OF PRECEDENCE:

In the event of a conflict in the provisions of this Contract and Contractor's license agreement, if applicable, the terms of this Contract shall prevail.

7.33 INCORPORATION OF DOCUMENTS:

The following are to be attached to and made part of this Contract:

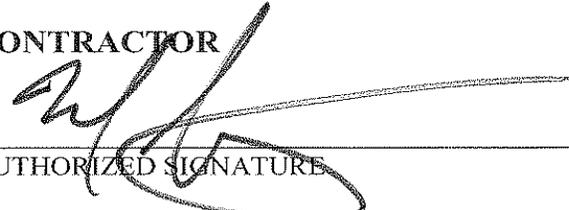
7.33.1 Exhibit A, Pricing;

7.33.2 Exhibit B, Scope of Work;

7.33.3 Exhibit C, Office of Procurement Services Contractor Travel and Per Diem Policy.

IN WITNESS WHEREOF, this Contract is executed on the date set forth above.

CONTRACTOR



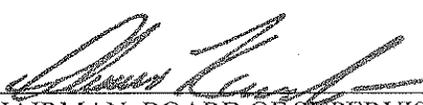
AUTHORIZED SIGNATURE

Michael Neuenfeldt, Director of Contracts Management
PRINTED NAME AND TITLE

730 Harrison Street, San Francisco, CA 94107
ADDRESS

09/30/11
DATE

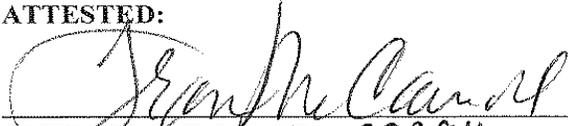
MARICOPA COUNTY



CHAIRMAN, BOARD OF SUPERVISORS

OCT 19 2011
DATE

ATTESTED:



CLERK OF THE BOARD 092811

OCT 19 2011
DATE

APPROVED AS TO FORM:



LEGAL COUNSEL

Oct 17 2011

EXHIBIT A
PRICING

SERIAL 11079 -RFP
 NIGP CODE: 91838
 COMPANY NAME: WestEd
 DOING BUSINESS AS (DBA) NAME: WestEd
 MAILING ADDRESS: WestEd Center for Child and Family Studies
180 Harbor Drive, Suite 112, Sausalito, CA 94965-2845
 REMIT TO ADDRESS: WestEd Center for Child and Family Studies
180 Harbor Drive, Suite 112, Sausalito, CA 94965-2845
 TELEPHONE NUMBER: 415-289-2300
 FACSIMILE NUMBER: 415-289-2301
 WEB SITE: <http://www.WestEd.org>
 REPRESENTATIVE NAME: Emily Nahat Virgilio Tinio Jr.
 REPRESENTATIVE PHONE NUMBER: 415-261-7938
 REPRESENTATIVE E-MAIL: enahat@wested.org vtinio@wested.org

WILL ALLOW OTHER GOVERNMENT ENTITIES TO PURCHASE FROM THIS CONTRACT: YES NO
 x []

WILL ACCEPT PROCUREMENT CARD FOR PAYMENT x []

FUEL COMPRISES (if section for fuel price adjustment is located in the solicitation document) n/a % OF TOTAL BID AMOUNT

PAYMENT TERMS: RESPONDENT IS REQUIRED TO PICK ONE OF THE FOLLOWING.
 PAYMENT TERMS WILL BE CONSIDERED IN DETERMINING LOW BID. FAILURE TO CHOOSE PAYMENT TERMS WILL RESULT IN A DEFAULT TO NET 30 DAYS.

- NET 10 DAYS NET 45 DAYS 1% 10 DAYS NET 30 DAYS
- NET 15 DAYS NET 60 DAYS 2% 30 DAYS NET 31 DAYS
- NET 20 DAYS NET 90 DAYS 1% 30 DAYS NET 31 DAYS
- NET 30 DAYS 2% 10 DAYS NET 30 DAYS 5% 30 DAYS NET 31 DAYS

1.0 PRICING:

ITEM DESCRIPTION 1 Program for Infant/Toddler Care, Partners for Quality Teacher Seminar Series On-site Training Format

- a.** The course cost is \$15,000 for 20 people plus \$500 for each additional person up to a maximum of 30 participants per course. This includes materials and travel time for the instructor.
- b.** PITS Partners for Quality has an extensive history of collaborating with California Universities and Community Colleges to have course work approved by academic senates and boards. These relationships include California State University Fresno, Sonoma State University, National University, Pacific Oaks, University of California at Davis, La Canada, West Valley and Sierra Community Colleges. Upon contract award and in anticipation of receiving a task order, we will initiate the process to obtain approval for academic units from an Arizona institution. The cost of academic units per enrollee is to be determined.
- c.** Travel costs are to be paid by the Arizona client. Note: WestEd per diem is \$45 per day so Arizona will achieve a cost savings since this is lower than the approved federal/Arizona rate. Through the course of this training program, a total of five staff/trips from California to Arizona would be required.
- d.** Meeting room costs and audio-visual equipment costs are to be paid by the Arizona client.

ITEM DESCRIPTION 2 Program for Infant/Toddler Care, Partners for Quality Teacher Seminar Series Distance Learning Format – Available June 1, 2012

- a. The course cost is \$9,000 for 20 people plus \$500 for each additional person up to a maximum of 30 participants per course. This price includes materials.
- b. PITC Partners for Quality has an extensive history of collaborating with California Universities and Community Colleges to have course work approved by academic senates and boards. These relationships include California State University Fresno, Sonoma State University, National University, Pacific Oaks, University of California at Davis, La Canada, West Valley and Sierra Community Colleges. Upon contract award and in anticipation of receiving a task order, we will initiate the process to obtain approval for academic units from an Arizona institution. The cost of academic units per enrollee is to be determined.
- c. Travel: NA
- d. Meeting room and audio-visual equipment: NA

ITEM DESCRIPTION 3 Program for Infant/Toddler Care Material and Related Materials

Related materials available for purchase are listed in the "PITC Resources Catalog, Price List and Order Form," attached to the "Pricing" section. New materials will be released during the contract period and will be available at the published rate.

ITEM DESCRIPTION 4 Program for Infant/Toddler Care, Partners for Quality Teacher Seminar Series Combination of On-site and Distance Learning Format – Available June 1, 2012

- a. The course cost is \$12,600 for 20 people plus \$500 for each additional person up to a maximum of 30 participants per course. This price includes materials and travel time for the instructor.
- b. PITC Partners for Quality has an extensive history of collaborating with California Universities and Community Colleges to have course work approved by academic senates and boards. These relationships include California State University Fresno, Sonoma State University, National University, Pacific Oaks, University of California at Davis, La Canada, West Valley and Sierra Community Colleges. Upon contract award and in anticipation of receiving a task order, we will initiate the process to obtain approval for academic units from an Arizona institution. The cost of academic units per enrollee is to be determined.
- c. Travel costs are to be paid by the Arizona client. Note: WestEd per diem is \$45 per day so Arizona will achieve a cost savings since this is lower than the approved federal/Arizona rate. Through the course of this training program, a total of three staff/trips from California to Arizona would be required.
- d. Meeting room costs and audio-visual equipment costs are to be paid by the Arizona client.

ITEM DESCRIPTION 5 Teaching Pyramid Training and Technical Assistance Program

- a. The cost of this comprehensive training and technical assistance program, priced for a group of 60 participants or less, is \$40,000, which includes staff time for all training and leadership team meetings, coaching for 10 classrooms (4 visits per classroom), staff time for travel, and materials for 60 people. WestEd will consider negotiating a price for groups larger than 60 participants.
- b. Travel costs are to be paid by the Arizona client. Note: WestEd per diem is \$45 per day so Arizona will achieve a cost savings since this is lower than the approved federal/Arizona rate. Through the course of this training program, a total of 16-17 staff/trips from San Diego to Arizona would be required.
- c. Meeting room costs and audio-visual equipment costs are to be paid by the Arizona client.

- d.** Notebooks and related handouts are included in the program price for upto 60 participants.
- e.** These material packets are available for purchase from WestEd for \$40 each packet.

ITEM DESCRIPTION 6 On-site Training, Mentoring and Coaching to Support Implementation

For the training programs listed in Item Descriptions 1-4, please inquire about customized services tailored to meet the individual needs of your programs, including any combination of training topics, coaching, and mentoring provided on a fee-for-service basis.

**GENERAL PRICING
TERMS**

All prices shall be held firm for a period of one hundred fifty (150) days after the RFP closing date. WestEd reserves the option to request price adjustments, submitted sixty (60) days prior to the Contract annual anniversary, as offered in section 3.3, "PRICE ADJUSTMENTS," of the RFP.

EXHIBIT B **SCOPE OF SERVICES**

Program for Infant/Toddler Care, Partners for Quality – Teacher Seminar Series
Teaching Pyramid Training and Technical Assistance Program

Program for Infant/Toddler Care, Partners for Quality - Teacher Seminar Series

This Program for Infant/Toddler Care (PITC), Partners for Quality (PQ) course, **available in English and Spanish**, is designed specifically for Early Head Start organizations. The target audience is teachers of infants and toddlers in group care settings (family child care or centers), and their directors and/or supervisors. Related program staff may participate if the WestEd trainer determines that an appropriate cohort is assembled.

The impact of PITC training has been measured in several research studies that documented statistically significant improvements in the quality of the physical environment, opportunities for age-appropriate activities and language development, and the implementation of program policies and practices that support relationship-based caregiving, routines, and record keeping. Please refer to “Impact of PITC Training on Quality of Infant/Toddler Care: Evaluation Report,” Appendix I in the “Other Data” section of this proposal.

Component Areas Addressed

This comprehensive course addresses a wide range of component areas listed by MCHSZFP in the RFP, including:

Infant and toddler growth and development

Early childhood preschool education and language acquisition

Developmentally Appropriate Practices

Gross/Fine Motor Skills

Cognitive Reasoning

Math

Science

Outdoor Play

Dramatic Play

Social and emotional development

Supplemental Curriculum Programs

Language and Literacy

Services to children with disabilities and IEP’s (Individualized Education Plans) or IFSP’s (Individual Family Service Plans)

Family and Community Partnerships

Reflective Supervision

Early Head Start/Head Start

Modes of Service Delivery

The PITC, PQ Teacher Seminar Series is available in three formats.

On-site Training

We would conduct this course over 5 weekends, i.e., travel to Arizona Friday morning, teach Friday evening, from 5:00 p.m. - 8:00 p.m. or 6:00 p.m. - 9:00 p.m., and then Saturday 9:00 a.m. - 4:00 p.m. with an hour lunch. The course requires 45 hours of instruction time (five trips x nine hours of instruction per trip = 45 hours).

Distance Learning – Available June 1, 2012

The online learning resources used to support an asynchronous learning experience may include [email](#), [electronic mailing lists](#), [threaded conferencing systems](#), [online discussion boards](#), [wikis](#), and [blogs](#). [Course management systems](#) such as [CampusCruiser LMS](#), [Blackboard](#), [WebCT](#), [Moodle](#), and [Sakai](#), may be used to support online interaction, allowing users to organize discussions, post and reply to messages, and upload and access [multimedia](#). These asynchronous forms of communication are sometimes supplemented with synchronous components, including text and voice [chat](#), telephone conversations, [videoconferencing](#), and possibly meetings in virtual spaces such as [Second Life](#), where discussions can be facilitated among groups of students. The instructor would be on line three hours a week, plus prep/planning/grading for 15 weeks (15 weeks x 3 hours = 45 class hours).

Combination of On-site and Distance Learning – Available June 1, 2012

We would conduct this course using a combination of three on-site visits, (three six-hour Saturday sessions total 18 hours of course time), i.e., travel to Arizona Friday afternoon then, teach Saturday, 9:00 a.m. – 4:00 p.m., with an hour lunch; and distance learning for the remainder of the course time (27 hours). The course requires 45 hours of instruction time.

On-site Training, Mentoring and Coaching to Support Implementation

Customized on-site training, mentoring and coaching to support implementation are available from PQ on a fee-for-service basis. Academic units may not apply to this training and technical assistance option.

Description

Course Description

This three-unit course focuses on the Program for Infant Toddler Care (PITC) approach to infant/toddler care, specifically, how to support healthy social-emotional development and learning in group care settings. PITC is a responsive, relationship-based approach to infant/toddler care, built on sound developmental research, theory and practice. Please refer to the paper, “Research Based Rationale for The Program for Infant/Toddler Care (PITC),” Appendix II, in the “Other Data” section of this proposal. This course provides a framework for a responsive caregiving curriculum and is presented using a comprehensive series of videos/DVDs and active adult learning strategies. The course includes an exploration of the different temperament types; stages of social-emotional development; development of self-esteem, security and social competence; socialization and guidance; and program policies that best support healthy social-emotional development, learning, culture and families. The course also includes an exploration of early brain development and learning; discoveries of infancy; culture and language development; partnerships with families; and working with children with special needs.

Three academic units are available for participants who receive 45 hours of instruction and complete the course requirements. Currently, the units are available from California State University, Fresno. PITC Partners for Quality has an extensive history of collaborating with California Universities and Community Colleges to have course work approved by academic senates and boards. These relationships include California State University Fresno, Sonoma State University, National University, Pacific Oaks, University of California at Davis, La Canada, West Valley and Sierra Community Colleges. Upon contract award and in anticipation of receiving a task order, we will initiate the process to obtain approval for academic units from an Arizona institution.

1. Student Learning Outcomes

The anticipated outcomes for participants include:

- increase knowledge and understanding of a child's emotional and social development
- learn ways to best meet the social emotional needs of infants and toddlers in group care
- increase knowledge and understanding of how children learn and best ways to facilitate their learning
- learn about the importance of culture and families

2. Grades

Grades will be based on a combination of academic assignments (60%) and a course project (40%). Each student enrolled for academic credit must attend a minimum of 39 hours of class to pass the course. Late assignments will be marked down 10%. In-class activities may be completed alone, with a partner, or in small groups. All academic assignments including the course project are to be completed individually. The course project is due in two parts. Part I will be assigned by the third or fourth training session with a due date given at that time and Part II is due at the last meeting. Late course projects will not be accepted. Students taking the course for California State University, Fresno credit will receive a letter grade (A, B, C, D, F). For more specific details see the academic credit point system for grades, below.

Academic Credit Point System For Grades

Academic Assignments (6 x 100)	600 points possible
Course Project Part 1	100 points possible
Course Project Part 2	300 points possible
Total	1000 points possible

Total Points	Grade
900 – 1000	A
800 – 899	B
700 – 799	C
600 – 699	D
0 – 599	F

3. Topical Outline

The PITC, PQ Teacher Seminar Series course includes the topics listed in Table 1, below.

Table 1 PITC, PQ Teachers Seminar Series - Topical Outline		Hours
a.3.1.	Getting Acquainted Overview of the PITC Philosophy and Essential Policies In-Class Activity: Do the PITC Program Policies Support Relationship-Based Care?	2
a.3.2.	Responsive Caregiving In-Class Activity: Handout #15 - Tips for Getting In Tune Or “Hand Dance” Activity Supplemental Reading: Lally, J.R. (1990). Creating Nurturing Relationships with Infants and Toddlers. Lally, J.R. (Ed.), Infant/Toddler Caregiving: A Guide to Social-Emotional Growth and Socialization (pp.40-46). Sacramento, CA: California Department of Education.	2
a.3.3.	Temperaments In-Class Activity: Handout #6 - Temperament Assessment Scale for Children; Handout #7 - Your Temperament Assessment Scale; Handout #8 - Chart of Temperamental Traits Academic Assignment: Reflection on Temperament Activity and Goodness of Fit	2
a.3.4.	Environments In-Class Activity: Explore the World From an Infant’s Perspective Academic Assignment: Improving Your Infant/Toddler Care Setting Supplemental Reading: Lally, J.R. & Stewart (1990). Introduction. Lally, J.R., & Stewart, J. (Eds.), Infant/Toddler Caregiving: A Guide to Setting Up Environments (pp.1-2). Sacramento, CA: California Department of Education.	2
a.3.5.	Primary Caregiving In-Class Activity: Handout #1 - Making Primary Care Work Supplemental Reading: PITC Manual Handout on Primary Care	2

a.3.9.	<p>Understanding Children’s Behavior In-Class Activity: Handout -Five Possible Root Causes of Behavior Supplemental Reading: Pawl, J.H. (1990) Self Esteem, Security and Social Competence: Ten Caregiving Gifts, and Lally, J.R. (Ed), Infant/Toddler Caregiving: A Guide to Social-Emotional Growth and Socialization (pp. 47-54). Sacramento, CA: California Department of Education.</p>	2
a.3.10.	<p>Socialization and Guidance In-Class Activity: Handout #25 - Socialization Techniques Academic Assignment: Develop Relationships for Effective Guidance of Child’s Behavior Supplemental Reading: Handout #27 - Caregivers’ Practices that Guide Acceptable Behavior</p>	2
a.3.11.	<p>Social Emotional Milestones In-Class Activity: Handout #18 - Stages of Emotional Development Supplemental Reading: Handout #19 - Baby’s Emotional Milestones</p>	2
a.3.12.	<p>Caregiving Routines as Curriculum In-Class Activity: Individualizing Daily Routines Supplemental Reading: Gonzalez-Mena, J. (2002) Introduction. Gonzalez-Mena, J, Infant/Toddler Caregiving: A Guide to Routines (2nd ed.) (pp.xi-xvi). Sacramento, CA: California Department of Education.</p>	2
a.3.13.	<p>Reflective Action Planning How are you using what you have learned?</p>	2
a.3.14.	<p>Facilitating Early Learning In-Class Activity: Handout #4 - Scenarios – The Caregiver’s Role Supplemental Reading: Lally, J.R. (2000, March). “Infants Have Their Own Curriculum: A Responsive Approach to Curriculum and Lesson Planning for Infants and Toddlers,” National Head Start Bulletin, (67), 6-8.</p>	2
a.3.15.	<p>Discoveries of Infancy In-Class Activity: Handout #3 – What Are Infants Learning? Academic Assignment: Documentation Board “What Are Infants Learning?” Supplemental Reading: Lally, J.R., (1995). Discoveries of Infancy/Facilitating Cognitive Development. Mangione, P. L. (Ed.), Infant/Toddler Caregiving: A Guide to Cognitive Learning Development and Learning (pp. 3-11). Sacramento, CA: California Department of Education</p>	2
a.3.16.	<p>Early Brain Development In-Class Activity: What Infants Need for Healthy Brain Development Supplemental Reading: Lally, J. R. “The Art and Science of Child Care,” 1-3.</p>	2
a.3.17.	<p>Reflective Action Planning How are you using what you have learned?</p>	2
a.3.18.	<p>Special Needs In-Class Activity: Three Infant Scenarios Supplemental Reading: Brault, L, & Gonzales Mena J, (2007) “Talking With Parents When Concerns Arise,” 1-8.</p>	2
a.3.19.	<p>Culture, Family and Providers In-Class Activity: Help Infants and Toddlers Feel Connected to Their Families While They Are in the Program Supplemental Reading: Derman-Sparks L. (1995) Developing Culturally Responsive Caregiving Practices: Acknowledge, Ask and Adapt. Mangione, P.L. (Ed), Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care. Sacramento (pp.40-44), CA: California Department of Education.</p>	2

a.3.20.	<p>Responding to Families in Culturally Sensitive Ways In-Class Activity: Enhance Sensitivity to Diversity Academic Assignment: Enhance Sensitivity to Diversity Supplemental Reading: Gonzalez Mena, J. (1995) Cultural Sensitivity in Routine Caregiving Tasks. Mangione, P.L. (Ed), Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care (pp.12-19). Sacramento, CA: California Department of Education. Mistry J. (1995) Culture and Learning in Infancy. Mangione, P.L. (Ed.), Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care (pp.20-27). Sacramento, CA: California Department of Education</p>	3
a.3.21.	<p>Protective Urges In-Class Activity: Protective Urges Experiences Discussion Academic Assignment: Reflection on Communicating with Parents Supplemental Reading: Lane, M.B. & Signer, S. (1990) Helping Parents Deal with Separation in Child Care. Lane, M.B., & Signer, S, Infant/Toddler Caregiving: A Guide to Creating Partnerships with Families (pp. 15-21). Sacramento, CA: California Department of Education.</p>	2
a.3.22.	<p>Reflective Action Planning How Far We've Come</p>	2

COMPLETED COURSE PROJECT IS DUE. LATE PROJECTS WILL NOT BE ACCEPTED

Participants who would like to receive academic units for the course must satisfactorily complete one course project and six academic assignments, described in the excerpt from the course syllabus in Table 2 below. Table 2 PITC, PQ Teacher Seminar Series Course Projects and Academic Assignments

COURSE PROJECT 400 points

Each student must complete a course project. The purpose of the course project is to put into action the ideas you are learning in the PITC Course.

PART I - PLANNING YOUR COURSE PROJECT 100 Points

This is the “planning” phase of your project. Part I of your project is worth up to 100 points and must be submitted to your Instructor no later than the second Reflective Action Planning Session. Please include your name and project title at the top of your page. First you will need to select a project to complete. The project must:

- Be related to the topics within this course
- Enhance or support relationship-based care

Once you've selected your project's focus, it is time to develop a written plan for making your project happen. Your plan should be a 1- to 2-page paper addressing the following questions:

- What is your course project? Please include a detailed description of what you would like to do. (40 points)
- Why did you choose this course project? (40 points)
- What will you need to complete this course project? Please list all of the materials, supplies, support from the program director, team members and/or the Instructor, etc., that you will need to complete this project. (20 points)

If you need help selecting a project, talk with your Instructor right away in Session I, II, or III, before Part I is due.

PART II - MAKING IT HAPPEN 300 Points

This is the “Making it Happen” phase of the project. Part II of your project is worth up to 300 points and must be submitted to your Instructor at the FINAL training session for this section.

Documentation of the project, e.g., take photos, provide written summaries of interviews, create a display board that shows your accomplishments. (200 points possible)

Write a 1- to -2-page summary of the project answering the following questions (25 points possible for each of the following questions):

What changes did you make in your classroom/family child care home or caregiving practices as a result of this project?

What challenges did you face in putting your plan into action?

What was your favorite part of doing this project and why?

What will you continue to work on to ensure the ongoing success of the project?

ACADEMIC ASSIGNMENT 1

100 Points Possible

Reflection on Temperament Activity and Goodness of Fit

Step 1: In class, discuss the topic of ‘Temperaments’ and complete a Temperament Assessment on yourself and one child using the following handouts:

Handout #6: Temperament Assessment Scale for Children

Handout #7: Your Temperament Assessment Scale

Handout #8: Chart of Temperament Traits

Step 2: Write a 1- to -2-page response to the following reflective questions:

What is a useful insight you discovered through comparing and contrasting your temperament and the child’s temperament?

Based on this new information, how will you change or adapt your responses to this child to create a better ‘goodness of fit’ with the child?

How can you use this information, in general, to become a more effective infant/toddler care teacher and better meet the needs of the children in your program?

Submit the following for this assignment:

Completed in-class handouts #6, 7, and 8

Your 1-2 page reflection paper

ACADEMIC ASSIGNMENT 2

100 Points Possible

Improving Your Infant/Toddler Care Setting

Step 1: Identify two areas in your infant/toddler care setting that need improvement.

Step 2: Draw a sketch (or take photographs*) of the two areas you have chosen to work on as they exist now. Include as much detail as possible of the two areas in your sketch or photographs.

Step 3: Reflection Paper: respond to the following questions:

Explain why you chose these two particular areas of your environment to improve. Be as specific as possible.

Describe your proposed plan for improving each of the two areas. Describe in detail what changes you intend to make.

Step 4: Draw a sketch (or take photographs*) of the two areas AFTER the environmental improvements have been made.

Include as much detail as possible to reflect the specific changes and adaptations you have made to the two areas. **

* If you do not have access to a camera, submit a sketch of the two areas. You will not be graded on how well you sketch the areas. The sketches are simply to help you and the instructor visualize the identified areas for this assignment and your proposed improvements.

** If you cannot actually make the changes to the environment in the time given for this assignment, then you will need to submit a sketch that reflects the changes you would like to make to the areas.

Submit the following for this assignment:

Sketch or photographs of how areas originally look

Reflection Paper

Sketch or photographs of how areas look (or would look if you could implement your ideas) after improvements

ACADEMIC ASSIGNMENT 3

100 Points Possible

Develop Relationships for Effective Guidance of Child's Behavior

If the caregiver has extensive knowledge of each child they work with and a strong emotional connection with the child and family, their guidance of the child's behavior will be most effective. For instance, when a two-year-old child who has a new sibling at home is behaving aggressively with other children in care, the caregiver can better understand how to provide not only limit setting and reinforcement, but also empathy and emotional support to the child. Both are important.

Step 1: Choose a child to focus on

Choose a child that you are currently working with.

Child's name: _____

Child's age: _____

How long have you known this child and their family? _____

Step 2: Learn from the Child's Family

Hold a conversation with a parent or family member to learn more about the child. Encourage the person to share with you their observations of the child's strengths and challenges in the following areas of development:

Physical Development: can include the child's energy level; coordination; and way of moving

Communication Style and Language Abilities: can include receptive and expressive language

Social-Emotional Development: Who is the child attached to? How does the child handle frustration or challenging situations? How do they seek comfort when sad/tired/injured?

Cognitive Development: What are the child's interests? How long can he/she sit at an activity/attention span? What are the child's problem-solving skills?

* It may be useful to give some general examples or behaviors of each area of development so that the parent/family member can effectively answer your questions. Avoid using a lot of 'jargon' during your conversation with the family member. Make the child development concepts accessible and understandable to the family member you are speaking with. Give additional examples if helpful.

Step 3: Reflect on what you learned from your conversation with this important person in the child's life and answer the following questions:

Did you learn of any circumstances or events occurring in this child's life that could be affecting the child's behavior?

If yes, briefly describe the situation(s).

What else did you learn about this child that will be helpful to you in your work with the child and family?

How will you apply what you have learned from your conversation to your guidance of this child's behavior in the future?

Submit the following for this assignment:

Your responses to the 3 reflection questions.

ACADEMIC ASSIGNMENT 4

100 Points Possible

What Are Infants Learning?

Step 1: Choose one or two children that you are currently working with.

Photograph the child(ren) engaged in at least two of the Discoveries of Infancy.

(Be sure to have a signed photo release form from the child's parent/guardian before taking any photos of the child.)

Step 2: Create a poster, photo album or scrapbook to illustrate what the infant or toddler is learning using the Discoveries of Infancy. Choose at least two Discoveries of Infancy to focus on in your poster, photo album or scrapbook. Include a description of what is happening in the photos that illustrates the specific Discovery of Infancy in which the child is engaged. Describe how you might expand on the child's interests. Include ideas for materials and

equipment that you might provide to expand on the child's interests. Decorate the poster, photo album, or scrapbook so that it is inviting to parents and your colleagues. Be creative!

Note: If you do not have a way of taking photographs, or if there are policies in place at your agency that make photographing the children impossible, please talk with the Instructor as soon as possible.

ACADEMIC ASSIGNMENT 5

100 Points Possible

Enhance Sensitivity to Diversity

Step 1: Set up a Conversation

Identify someone with whom you have a good relationship whose background and experience is different from yours in one or more of the following ways:

Culturally

Ethnically

Linguistically

By socioeconomic circumstances

By country of origin

This person should have experience caring for or raising a child.

Ask the person if he or she would be open to having a conversation that would help you expand your understanding of different approaches to caring for young children. Explain that you are hoping to increase your sensitivity to people of diverse backgrounds and experiences.

Think about how to make the meeting space welcoming and comfortable. For example, arrange the seating facing each other without a desk or table between you and your conversation partner.

If possible, provide the questions to your conversation partner before the meeting so he or she has time to thoughtfully consider his or her responses.

Step 2: Hold the Conversation

Review each other's responses to the questions together, and identify the responses that were similar as well as the responses that differed significantly.

Choose one of the questions to which your responses differed significantly to discuss in more detail.

Think back to your own childhood, and describe how this situation (or one similar to it) would have been handled in your family. Take turns as you each:

Describe the way this situation made you feel about yourself.

Describe why your family approached the issue in this way.

Describe how these experiences were positive or negative for you.

Describe how you feel this experience affected your answers to the questions on the attached paper.

Share your thoughts with your partner about how this process helps you to see another's point of view and moves you toward your goal of becoming more sensitive to diverse perspectives. Ask the person to share his or her insights.

Bring your conversation to an end, and thank your friend for helping you explore this topic.

Step 3: Reflect on the Conversation

(NOTE: This step may be completed as a whole class reflection/discussion in class.)

Reflect on the following questions:

How successful were you at bringing up what can be a sensitive topic in a way that was comfortable for both of you?

Was your approach to inviting someone to share the activity successful?

What alternatives to a written questionnaire might you use for learning about differences and similarities with others?

How did your learning in this conversation increase your sensitivity to diverse ways of thinking, caregiving and interacting?

(Note: This activity was adapted from the Infant/Toddler Guidelines Workbook Enhance Sensitivity to Diversity Activity 1.2 A California Department of Education Child Development Division June 2006.)

Diversity Questions

Read the situations below and respond to the questions in the space provided.

You are providing lunch for a one-year-old girl. Do you feed her with a spoon, or do you have her feed herself? Why?

A two-year-old boy in your care falls down and begins to cry. How do you respond?

A twenty-month-old girl becomes anxious and asks for her pacifier. Do you give her the pacifier, or do you find another way to help her soothe herself?

A sixteen-month-old boy is very shy and slow to approach new people and situations. Do you move near to reassure him when new people visit or new situations arise, or do you step back and see how he handles the situation?

A thirty-four-month-old girl becomes very upset when you cannot color another picture with her right away because you have to take care of a need of your own? How do you respond?

ACADEMIC ASSIGNMENT 6

100 Points Possible

Reflection on Protective Urges and Communicating with Parents

Write a 2-page reflection paper about your experience communicating with parents about their protective urges.

Include strategies you use to work with parents that demonstrate your understanding, competence, and honesty. Also include any thoughts about how your own protective urges (relating to children and parents) may influence your work with infants and toddlers, and families.

Materials

The hand out materials and supplementary reading materials identified in the topical outline in the Description section above are included in the course pricing. Related materials available for purchase are listed in the "PITC Resources Catalog, Price List and Order Form," found in the "Pricing" section of this proposal. New materials will be released during the contract period and will be available at the published rate.

Qualifications Specific to PITC (continued)

Related Work

Teaching Pyramid Training and Technical Assistance Program

WestEd Center for Child & Family Studies, San Marcos Office (WestEd) is able to offer a comprehensive, program-wide Teaching Pyramid Approach to address these concerns. Originally developed by the federally funded national research and training Center on the Social and Emotional Foundations for Early Learning (CSEFEL), WestEd has adapted both the preschool and infant/toddler version of the Teaching Pyramid training for teachers and administrators. For a description of the systematic approach and the research base that provides an underpinning for the program we are offering, please refer to "The Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children," Appendix III in the "Other Data" section of this proposal. WestEd is also developing an early elementary version (K-3) and could make that version available through a task order that provides three months' notice.

This evidence-based, user friendly training helps early childhood educators meet the needs of the growing number of children with challenging behaviors and mental health challenges. The Teaching Pyramid Approach is a systematic framework developed by CSEFEL that incorporates Early Childhood Positive Behavior Support (EC-PBS) through promoting social-emotional development, providing support for children's appropriate behavior, preventing challenging behavior, and addressing problematic behavior. The Teaching Pyramid Approach was designed for implementation by early educators within child care, preschool, early intervention, Early Head Start/Head Start, and early childhood special education programs. For a more in-depth description of the Teaching Pyramid model, please refer to "The Pyramid Model for Promoting the Social and Emotional Development of Infants and Young Children: Fact Sheet," Appendix V in the "Other Data" section of this proposal.

Component Areas Addressed

The Teaching Pyramid Approach, as outlined in the "Description" section below, meets the criteria for the following component areas:

Infant and toddler growth and development
Social and emotional development
Infant, toddler, pre-school and family mental health
Parenting skills
Services to children with disabilities and IEPs or IFSPs
Reflective supervision
Team building
Leadership training and support
Customized training programs designed on specific program needs
Early Head Start/Head Start

Modes of Service Delivery

The Teaching Pyramid Approach is designed to be flexible in meeting the needs of an organization. Training, technical assistance, and coaching can be arranged to maximize the effectiveness based on the person receiving the instruction. Therefore, although the preferred method is in-person training, technical assistance, and coaching (as outlined in the “Description” section, below), some components may be effectively delivered via phone and technology-based meetings.

Description

The Teaching Pyramid is a WestEd adaptation of the Center on the Social Emotional Foundations for Early Learning (CSEFEL) materials. Based on recommendations for achieving implementation with fidelity and sustainability over time, WestEd is offering a training and technical assistance (TTA) program that consists of four coordinated components. The TTA program occurs over the course of six to nine months.

The Pyramid Approach describes three tiers of intervention practice: universal promotion for all children; secondary prevention to address the intervention needs for children at risk of social emotional delays, and tertiary intervention needed for children with persistent challenges. The Pyramid Approach was initially described as an intervention framework for children 2 to 5 years old within early childhood settings. However, newer iterations of the model provide guidance for the implementation of the framework with infants, toddlers and preschoolers, and include interventions needed to support children who are typically developing and who have or are at risk for developmental delays or disabilities (Hunter & Hemmeter, 2009). In addition, the interventions involved in the Pyramid Approach rely on the participation of families. All families are provided with information on how to promote their child’s social development. When children are in need of tier 2 or tier 3 interventions, families are involved in the provision of systematic intervention by providing increased opportunities for the child to learn and practice new skills in the context of everyday activities and routines in the home and community. When children have persistent challenges, families and other persons involved with the child form a collaborative team to develop and implement comprehensive interventions and supports that are applied in all of the child’s routines and activities.

The Pyramid Approach and related resources have been widely disseminated by two federally funded research and training centers (Center on the Social Emotional Foundations for Early Learning/CSEFEL and the Technical Assistance Center on Social Emotional Interventions for Young Children/TACSEI).

The curriculum of the Teaching Pyramid Approach, therefore, both meets and demonstrates expertise in adult learning techniques in the areas related to Head Start Performance Standards, infant and toddler development, early childhood preschool education, social and emotional development, and services to children with disabilities and IEPs or IFSPs. In addition, following training, participants will be able to better handle parent engagement, know research-based instructional practices, and see concrete results of the Teaching Pyramid effectiveness because of data collection and analysis. Such professional development results in better facilitation and educational programming, and program evaluation.

The Leadership Team meetings and Training Sessions require a meeting space. If a single agency is being trained, they may have the space for the Leadership Team meetings. The coaching is done on site. The four program components are summarized in Table 4, below.

Table 4 Summary of TTA Components for Teaching Pyramid TTA Program

Service Component	Who Participates	Number of Days/ Contact Hours	Number of WestEd Staff Trips
Leadership Team	<ul style="list-style-type: none"> • Administrator(s), • One or more teacher representatives • Behavioral health consultant, or special educator, (or person with similar role) • If more than one agency is being trained, each agency sends a leadership team to the meetings 	<p style="text-align: right;">5 days</p> <ul style="list-style-type: none"> • Meeting and technical assistance over 5 meetings, one before the first module training and one after each module training • If only one agency is being trained, the first meeting is 6 hours and the next 4 meetings are 3.5 hours each • If more than one agency is being trained, each meeting is 6 hours • Support of development of or work on policies and procedures for preventing and addressing challenging behavior 	<p style="text-align: center;">5 Trips (one staff)</p> <ul style="list-style-type: none"> • If only one agency is being trained, the first and last meeting are in person and the other 3 meetings could be via conference call • If more than one agency is being trained, each meeting is in person
<p style="text-align: center;">Training Sessions: Teaching Pyramid Modules</p>	<ul style="list-style-type: none"> • All staff (teachers, assistants, administrators, specialists) • This includes the leadership team 	<p style="text-align: center;">4 days, 6 hours each Total hours, 24 (not inclusive of lunch time)</p> <ul style="list-style-type: none"> • Three modules over 4 days of training • Cover material adapted by WestEd from CSEFEL modules 	<p style="text-align: center;">4 trips (two staff) In person</p>
Coaching	<ul style="list-style-type: none"> • Classroom teachers and assistants • Administrator (director, site supervisor, or principal) • Internal coach (identified by site as someone who will be providing ongoing support for implementation) 	<p>Each coaching visit is budgeted for 4 hours. This includes:</p> <ul style="list-style-type: none"> • 1.5 hours of observation • 30 minutes to summarize coaching session (video or written material), • 1 hour for interaction with the teacher and internal coach • One coaching visit (approximately 4 hours) for each classroom or home visiting teacher after each module to support implementation of the practices • Work with an “internal coach” on sustainability of implementation • Number of coaching sessions vary based on funder and number of classrooms 	<p>Local coaches from WestEd will be used, so no additional trips from WestEd staff in California would be required</p>

		<ul style="list-style-type: none"> Recommend one visit after each module for each participating classroom 	
<p>Training Sessions: Specialized Content</p>	<ul style="list-style-type: none"> Leadership Team Selected other staff members The selected members for each session may vary 	<p>2 days, 6 hours each Total hours, 12 (not inclusive of lunch time)</p> <ul style="list-style-type: none"> Developing Positive Behavior Support Plans for the Top of the Pyramid Positive Solutions for Families (sharing the information with family members) 	<p>2 trips (two staff) In person</p>

A more detailed description of each TTA program component is provided below:

Leadership Team

The program(s) receiving the training first identifies a Leadership Team consisting of, at minimum:

- An administrator
 - This should include a site-level administrator, as well as a program-level administrator if multiple sites from a single program are participating
- A classroom teacher or teachers
- Whoever will facilitate and develop behavior support plans (individuals could work with multiple sites), including mental health partners, school psychologists, disability specialists, educational coordinators, and special education partners.

Generally there are at least five (5) leadership team meetings during the training cycle. The Leadership Team meets one full day prior to the training and continues to meet regularly (3 to 5 hours) during the training and after training is finished to act as the Steering Committee for implementation of the Teaching Pyramid Approach, to monitor technical assistance and additional training needs, and to problem-solve as needed for classroom- or site-specific issues. The length of the meetings depends on the composition of the team. When there are multiple programs coming together more time is needed than when a single district or program group is being trained.

When there are infant/toddler programs or elementary programs based at the same program site as preschool programs, the leadership teams may be combined. If the programs operate separately, it may be best to have two leadership teams.

WestEd works with a contact person or small team to setup an initial Leadership Team Meeting. In addition to the five meetings with the Leadership Team, WestEd is available to provide a short overview of the model to other interested administrators, such as the site principals in the district. The Leadership Team also attends the training sessions. This participation is crucial in order to help make the training more meaningful and the implementation more effective.

Teaching Pyramid Training Modules

The program(s) receiving the training sends all staff to the training, including:

- All members of the leadership team, including the administrator
- **All direct teaching staff (teachers, teaching assistants, teacher aides, home visitors)**
- **Any support staff who works regularly with the children and/or staff**
 - Disability specialist
 - Education specialist
 - Special education staff
 - Speech & language therapists
 - Behavior specialists
 - Family advocates
 - Curriculum specialists
 - School psychologists

Table 5	Teaching Pyramid Training Modules – Key Topic Areas
Module	Overview and Key Topic
<p>Module 1: Promoting Children’s Success: Building Relationships and Creating Supportive Environments</p>	<p>This module addresses universal strategies for preventing challenging behavior (appropriate for all children). The module is based on the following principles:</p> <ul style="list-style-type: none"> • Positive relationships with children serve as the foundation for addressing social emotional needs. • When children understand routines and the expectations for their behavior, and when they are engaged in activities that are meaningful, they are less likely to engage in challenging behavior. • Expectations and routines have to be taught to children using a range of teaching strategies. <p style="text-align: right;">Topics included in this module:</p> <ul style="list-style-type: none"> • Building positive relationships with children, families, and colleagues • Designing environments, schedules, and routines • Establishing expectations • Implementing activities that promote child engagement • Modifying and adapting materials and activities to meet the individual needs of all children, including those with disabilities • Providing encouragement and positive feedback to children
<p>Module 2: Social Emotional Teaching Strategies</p>	<p>An important role for the early childhood teacher is to facilitate children’s social-emotional development such that children have the skills and foundation they need to be successful in school. This foundation includes the ability to solve problems, communicate emotions appropriately and effectively, and build friendships. This module focuses on effective strategies for teaching these skills to children.</p> <p style="text-align: right;">Topics included in this module:</p> <ul style="list-style-type: none"> • Identifying teachable moments • Facilitating the development of friendship skills • Teaching problem solving • Teaching children to recognize and express emotions • Teaching anger management
<p>Module 3a: Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior</p>	<p>Children’s challenging behaviors most often serve to express some feeling, need, or meaning that they are unable to communicate in a more appropriate manner. This suggests the need for identifying the meaning, and the skills that the child needs to communicate that meaning, more effectively. This module focuses on effective strategies for observing children and identifying the meaning/function of their behavior as a means of identifying skills that could be targeted for instruction.</p> <p style="text-align: right;">Topics included in this module:</p> <ul style="list-style-type: none"> • Identifying the function of challenging behavior • Identifying behaviors and social skills to target for intervention
<p>Module 3b: Individualized Intensive Interventions: Developing a Behavior Support Plan</p>	<p>After determining the meaning of children’s challenging behavior and the skills the child needs to learn to communicate that meaning more effectively, a plan is developed to support the child’s use of the new skills and to decrease the likelihood that the child will need to use challenging behavior. This module addresses:</p> <ul style="list-style-type: none"> • Strategies for teaching new skills and arranging the environment to support appropriate behaviors and prevent challenging behavior, and • Building teams (professionals and family members) to effectively support the child’s behavior across settings. • How the policies and procedures support the integration of the Teaching Pyramid <p style="text-align: right;">Topics included in this module:</p>

	<ul style="list-style-type: none"> • Developing a plan for supporting social-emotional development and preventing challenging behavior • Using a team approach to addressing challenging behavior & social emotional needs
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There are four full days of training content (minimum six hours not including breaks and lunch). It is most helpful for classroom teams to attend together (teachers, assistants, etc.). If that is not possible, it is important to design a plan for training that will accommodate all staff. Generally, the program provides a meeting space that can accommodate the staff comfortably seated at tables. Audio-visual equipment, including a projector, screen, sound system (for video clips and presenters), are also provided by the site. Food for participants is not provided by WestEd.

WestEd will supply two experienced trainers for four full days of training. Trainers travel the day prior to the module session in order to be available first thing in the morning for training. The lead trainer will consult with the Leadership Team in preparation and follow-up. WestEd provides the training materials for participants as part of the TTA program.

Coaching

The program(s) receiving the training will also receive a number of technical assistance/coaching visits. During these visits, a WestEd staff member will support implementation of strategies from the training modules. Each classroom develops an action plan as part of each training module. The funder or the Leadership Team from each program/site determines how to utilize the time available to their site. Generally, the coach spends one to two hours observing in a classroom and an hour meeting with the teacher or classroom team. The coach can attend existing meetings, such as those for the entire staff, to discuss implementation. It is helpful for the teaching staff to have time away from the classroom for meeting with the coach. Programs are asked to identify a staff member who will be supporting the implementation (an internal coach), and arrange for that person to visit jointly with the WestEd coach.

To support implementation, the WestEd team provides coaching/on-site support/technical assistance (TA) over the course of the training. The number of days of technical assistance is based on the number of classrooms and sites. For this contract, WestEd has included four coaching visits for each of ten sites. It is recommended that the trainers visit the sites involved in the training prior to the initial training and that each classroom receive one visit immediately following each training session. Part of the TA includes a pre- and post-assessment of selected classrooms as well as coaching reports for teachers.

Additional TA days can be included on a fee-for-service basis for purposes such as:

- Meeting with and supporting the internal implementation team
- Additional meetings with the Leadership Team in person or via phone
- Additional meetings of the training group for activities such as “Make-it & Take-it” sessions, feedback, support, problem-solving based on implementation, and refresher of skills.

**The methods can be combined to occur within one day, so that one day of TA may include an additional meeting with the Leadership Team and an observation of two classrooms.
Specialized Training for the Top of the Pyramid and Family Modules**

At the end of the training for teaching staff, two additional trainings are offered for a subset of the participants. Each training is one full day and is intended for participants who have been through the Teaching Pyramid training. If some of the participants have not been through the Teaching Pyramid training, additional time for an orientation to the Teaching Pyramid will be needed. Each of these is described below:

The “*Top of the Pyramid*” training is a full day focused on the development of Positive Behavior Support Plans based on the Teaching Pyramid materials. Participants will further explore materials introduced in the final module (3b) and practice developing plans based on case studies. This training is intended for:

- Administrators
- Anyone who typically supports the process of developing behavior plans (school psychologist, mental health consultant, special education staff, director, etc.)
- Teachers (optional for most teachers, as they are generally participants in the development of behavior support plans, but do not have responsibility for leading the development)

The “*Positive Solutions for Families*” modules for use with parents will be introduced for use by the programs. The program(s) receiving the training identifies teams of two individuals who can conduct groups for parents or family members.

- At least one member of the team should have experience facilitating parent groups.
- Many programs have classroom teachers as part of the team.
- One staff can be the lead on facilitating the groups with support from various members of the staff. All interested staff members are encouraged to attend.
-

Strong partnerships with family members are an important component when implementing the Teaching Pyramid Approach. In addition to weaving family perspectives throughout the teacher training, a separate set of materials is designed for parent groups. There is a series of six sessions available, and WestEd will provide a one-day “training of trainers” to appropriate parent meeting facilitators for conducting the parent groups. These materials are available in Spanish and Chinese.

Materials

All registered persons receive a proprietary Teaching Pyramid Approach manual to keep. Members of the Leadership Team receive the manual, in addition to materials specifically developed for administration. Additional Notebooks may be purchased from WestEd. Curricula criteria would meet 2.2.2.1.1 (Infant and Toddler/ECE Development), 2.2.2.1.2 (Inclusion of Children with Disabilities), 2.2.2.1.8 (Mental Health), and 2.2.2.1.10 (Early Head Start and Head Start).

Module Notebooks for each participant are included in the price and include the following information.

Leadership Team Materials

- Agenda
- Overview PowerPoint
- Implementing Steps and Module content
- Outline of their commitment
- Policy Brief: Admin Strategies
- Samples of adapted Policies and Procedures (currently Chula Vista and SFUSD)
- Teaching Pyramid Steps to implementation for a single child (which can guide the adaptation of the policies and procedures)
- Coaching Description
- Coaching Agreement
- Training Modules notebook
-
- **Teaching Pyramid Training Modules Notebook Materials**
 - Notebook is divided into six sections
 - Policy and Procedures
 - Inventory of Practice
 - Module 1
 - Module 2
 - Visual Strategies
 - Module 3a
 - Module 3b
 - Notes
 - Each Module section includes
 - Agenda
 - PowerPoint
 - Action Plan
 - Handouts
 - Articles
- **Specialized Training Sessions Materials**
 - Positive Solutions for Families session includes
 - Agenda
 - PowerPoint
 - Parent Work Book

- Facilitator guide
- Handouts
- Top of the Pyramid session includes
 - Agenda
 - PowerPoint
 - Resource Packet
 - Handouts

**Qualifications Specific to the Teaching Pyramid TTA Program (continued)
Related Work**

WestEd has an extensive track record in conducting training and technical assistance programs on the Teaching Pyramid, special needs, and inclusive practices. Please refer to the descriptions in Table 6, below, and the testimonials included as Appendix V – The Teaching Pyramid Training and Technical Assistance Program – Testimonials from WestEd Trainees, in the “Other Data” section of this proposal.

Table 6.	Teaching Pyramid TTA Program Qualifications
MAP to Inclusion and Belonging	<p>Making Access Possible Project (MAP) is committed to fostering a vision for improving access to quality child care for children with disabilities or other special needs and their families, which includes support, education, and training for providers and the families they serve. The Map Project develops materials and serves as a clearinghouse of resources and information for individuals, organizations, and child care providers in the state about inclusive practices, including current information on successful state and local initiatives. CCFS houses and manages an extensive online clearinghouse at http://www.cainclusivechildcare.org/camap/.</p>
Center on the Social and Emotional Foundations for Early Learning (CSEFEL)	<p>The MAP PROJECT was expanded in 2009 to lead the California Collaborative on Social and Emotional Foundations in Early Learning (CA CSEFEL), which envisions an integrated system, connecting early childhood programs with trainers versed in the CSEFEL conceptual framework and Pyramid Model. CSEFEL is a national center focused on strengthening the capacity of child care and Head Start programs to improve the social and emotional outcomes of young children. Through a partnership between the CDE and the National CSEFEL, WestEd is providing training on the Teaching Pyramid Model, a systematic framework that incorporates Early Childhood Positive Behavior Support through promoting social-emotional development, providing support for children's appropriate behavior, preventing challenging behavior, and addressing problematic behavior. The CSEFEL conceptual framework, with its emphasis on strong relationships, support for social competence, and the prevention of challenging behaviors, promotes belonging for infants, toddlers, and preschool-age children.</p>
Beginning Together	<p>Beginning Together is the fifth module of the Program for Infant/Toddler Care. Funded through a CDE contract, WestEd’s Beginning Together ensures that certified PITC trainers promote information about children with special needs and quality inclusive practices through training, outreach, written materials, and other supports.</p>

EXHIBIT C**OFFICE OF PROCUREMENT SERVICES CONTRACTOR TRAVEL AND PER DIEM POLICY**

- 1.0 All contract-related travel plans and arrangements shall be prior-approved by the County Contract Administrator.
- 2.0 Lodging, per diem and incidental expenses incurred in performance of Maricopa County/Special District (County) contracts shall be reimbursed based on current U.S. General Services Administration (GSA) domestic per diem rates for Phoenix, Arizona. Contractors must access the following internet site to determine rates (no exceptions): www.gsa.gov
 - 2.1 Additional incidental expenses (i.e., telephone, fax, internet and copying charges) shall not be reimbursed. They should be included in the contractor's hourly rate as an overhead charge.
 - 2.2 The County will not (under no circumstances) reimburse for Contractor guest lodging, per diem or incidentals.
- 3.0 Commercial air travel shall be reimbursed as follows:
 - 3.1 Coach airfare will be reimbursed by the County. Business class airfare may be allowed only when preapproved in writing by the County Contract Administrator as a result of the business need of the County when there is no lower fare available.
 - 3.2 The lowest direct flight airfare rate from the Contractors assigned duty post (pre-defined at the time of contract signing) will be reimbursed. Under no circumstances will the County reimburse for airfares related to transportation to or from an alternate site.
 - 3.3 The County will not (under no circumstances) reimburse for Contractor guest commercial air travel.
- 4.0 Rental vehicles may only be used if such use would result in an overall reduction in the total cost of the trip, not for the personal convenience of the traveler. Multiple vehicles for the same set of travelers for the same travel period will not be permitted without prior written approval by the County Contract Administrator.
 - 4.1 Purchase of comprehensive and collision liability insurance shall be at the expense of the contractor. The County will not reimburse contractor if the contractor chooses to purchase these coverage.
 - 4.2 Rental vehicles are restricted to sub-compact, compact or mid-size sedans unless a larger vehicle is necessary for cost efficiency due to the number of travelers. (NOTE: contractors shall obtain pre-approval in writing from the County Contract Administrator prior to rental of a larger vehicle.)
 - 4.3 County will reimburse for parking expenses if free, public parking is not available within a reasonable distance of the place of County business. All opportunities must be exhausted prior to securing parking that incurs costs for the County. Opportunities to be reviewed are the DASH; shuttles, etc. that can transport the contractor to and from County buildings with minimal costs.
 - 4.4 County will reimburse for the lowest rate, long-term uncovered (e.g. covered or enclosed parking will not be reimbursed) airport parking only if it is less expensive than shuttle service to and from the airport.
 - 4.5 The County will not (under no circumstances) reimburse the Contractor for guest vehicle rental(s) or other any transportation costs.
- 5.0 Contractor is responsible for all costs not directly related to the travel except those that have been pre-approved by the County Contract Administrator. These costs include (but not limited to) the following: in-room movies, valet service, valet parking, laundry service, costs associated with storing luggage at a hotel, fuel costs associated with non-County activities, tips that exceed the per diem allowance, health club fees, and entertainment costs. Claims for unauthorized travel expenses will not be honored and are not reimbursable.
- 6.0 Travel and per diem expenses shall be capped at 15% of project price unless otherwise specified in individual contract

WESTED, 730 HARRISON STREET, SAN FRANCISCO, CA 94107

PRICING SHEET: NIGP CODE 9183806, 91838

Vendor Number: 2011001255 0

Certificates of Insurance Required

Contract Period: To cover the period ending **September 30, 2017**.