CONTRACT

#### WITNESSETII:

That in consideration of the mutual covenants, obligations, and terms set-forth in the attached proposal and specifications, the parties hereby agree as follows:

- 1. That the Contractor met all proposal requirements and was evaluated responsive for providing In-Service Training Workshops for Parks and Recreation Community School Program Personnel (Annual Contract), per RFP No. 17-0002, and was awarded the Contract by Columbus City Council on Tuesday, November 8, 2016, Resolution No. 403-16, for the initial term of two years, beginning November 8, 2016 through November 7, 2018, with the option to renew for three (3) additional twelve-month periods, for furnishing the same in accordance with the specifications prepared by the City and the proposal of the Contractor.
- 2. The Contractor will, at its own cost and expense, furnish all tools and labor required to be furnished, provide all related services required, and meet all other requirements or conditions imposed, all strictly in accordance with the City's Business Requirements, the City's Request for Proposals, dated June 27, 2016 (and all addenda thereto), the Contractor's bid dated July 29, 2016 and the proposal clarification documents which are attached hereto as exhibits "A", "B", "C" and "D" respectively, and which are by reference made a part hereof to the same extent as if fully set out herein.
- 3. On the faithful performance of this Contract by the Contractor, the City will pay the Contractor in accordance with the terms and on the conditions stated in this Contract and the exhibits attached to and by reference made a part hereof.

## CONTRACT SIGNATURE PAGE

### IN-SERVICE TRAINING WORKSHOP SERVICES FOR COMMUNITY SCHOOLS PROGRAM PERSONNEL (ANNUAL CONTRACT) RFP NO. 17-0002

THE UNDERSIGNED HEREBY DECLARES THAT HE HAS/THEY HAVE CAREFULLY EXAMINED THE SPECIFICATIONS HEREIN REFERRED TO AND WILL PROVIDE ALL EQUIPMENT, TERMS AND SERVICES TO THE CONSOLIDATED GOVERNMENT OF COLUMBUS, GEORGIA.

ATTEST:	By: Christian By: Signature of Authorized Representative Date
Willes E. Boke Witness as to the signing of the contract	Christy Storey Print Name and Title of Signatory
Witness as to the signing of the contract	Company: Kennesaw State University  Taxpayer ID Number: 58 0965786
(Corporate Seal)	Address: 3333 Busbee DR MD 3302
	Kennesaw, GA 30144  Telephone: (470) 578-6464 Fax (470) 578-9087  Email: cstorey@kennesaw.edu
•	* * * * * * * * * * * * * * * * * * *
CONSOLIDATED GOVERNMENT COLUMBUS, GEORGIA	OF

Accepted this Way of Isuenter 20/6

APPROVED AS TO LEGAL FORM:

aiah Hugley, City Manage

EXECUTION AUTHORIZED

Cliffon C. Fay, City Attorney

Page 30 of 30

Washington, Clerk of Quacil

RFF No. 17-0002

In-Service Training Workshop Services for Community Schools Program Personnel (Annual Contract)

## EXHIBIT A

Columbus Consolidated Government

In-Service Training Workshop Services for Community Schools Program Personnel (Annual Contract)

Business Requirements

RFP No. 17-0002

## **BUSINESS REQUIREMENTS**

\*\* Section Redacted \*\*

These documents have been filed in the Purchasing Division

5<sup>th</sup> Floor – Finance Department 100 10<sup>th</sup> Street Columbus, Georgia 31901

Please contact Purchasing to view these documents at ext:

## EXHIBIT B

Columbus Consolidated Government

In-Service Training Workshop Services for Community Schools Program Personnel (Annual Contract)

Request for Proposals

RFP No. 17-0002

## COLUMBUS CONSOLIDATED GOVERNMENT

Georgia's First Consolidated Government



## FINANCE DEPARTMENT PURCHASING DIVISION

100 TENTH STREET, P. O. BOX 1340 COLUMBUS, GEORGIA 31902-1340 706-653-4105, FAX 706-653-4109 BIOLINE 706-225-4536 www.columbusga.org

July 18, 2016

#### Addendum No. One

In-Service Training Workshop Services for Community Schools Program Personnel (Annual Contract) RFP No. 17-0002

Acknowledgment of receip	t of Addenda must be included with sealed Proposal.	
Initials:	Сотрану:	

Vendors are informed that the above subject RFP is hereby modified, corrected, or supplemented as specified, described and set forth in this Addendum:

## A. City's response to request for clarification

1. Question: "How many total training sessions are requested during year one and year two?"

Response: Sixteen (16) classes were reported for year one and sixteen (16) classes for year two.

2. Question: "If the hours per session depend upon the training required, what is the required training? Who determines the hours per day of each training session?"

Response: The contracted instructor determines the hours per day of each training session. The required training classes needed are:

- CPR/First Aid Training (2 minimum)
- Bloodborne Pathogen/Mandatory Reporting Training (4 minimum)
- Fire/Safety Lockdown (2 minimum)
- Autism Training (2 minimum)
- Child and Youth Development (2 minimum)
- Positive Discipline (2 minimum)
- Health and Nutrition (2 minimum)
- · Violence, Bullying, and Challenging Behaviors (2 minimum)
- Helping Families connect with Community Resources (2 minimum)

3. Question: "Do the assistant group leaders need training in child and youth development; safety, health and nutrition of children; and mandatory reporting and identification of indicators of suspected abuse and neglect? If so how many hours per workshop area?"

Response: The City does not employ Assistant Group Leaders, only Site Supervisors.

4. Question: "Do the group leaders need training in child and youth development; safety, health and nutrition of children; and mandatory reporting and identification of indicators of suspected abuse and neglect? If so how many hours per workshop area."

Response: Activity Leaders (group leaders) of Community Schools will be trained in child and youth development; safety, health and nutrition of children, mandatory reporting, and identification of indicators of suspected abuse and neglect. Each employee in this category must receive 15 hours of training.

5. Question: "Do the senior group leaders need training in child and youth development; safety, health and nutrition of children; and mandatory reporting and identification of indicators of suspected abuse and neglect? If so how many hours per workshop area?"

Response: Lead Activity Leaders (senior group leaders) of Community Schools will be trained in child and youth development; safety, health and nutrition of children, mandatory reporting, and identification of indicators of suspected abuse and neglect. Each employee in this category must receive 15 hours of training.

6. Question: "Do the site directors need training in child and youth development; safety, health and nutrition of children; and mandatory reporting and identification of indicators of suspected abuse and neglect? If so how many hours per workshop area?"

Response: Site Supervisors of Community Schools will be trained in child and youth development; safety, health and nutrition of children, mandatory reporting, and identification of indicators of suspected abuse and neglect. Each employee in this category must receive 20 hours of training.

7. Question: "Do the program administrators need training in child and youth development; safety, health and nutrition of children; and mandatory reporting and identification of indicators of suspected abuse and neglect? If so how many hours per workshop area?"

Response: Program Administrators of Community Schools will be trained in child and youth development; safety, health and nutrition of children, mandatory reporting, and identification of indicators of suspected abuse and neglect. Each employee in this category must receive 15 hours of training.

8. Question: "How many members of each group (A-B) will be in attendance at each session? Please clarify as printed on page 18 of the RFP."

Response: We have a current staff of 80 (26 Site Supervisors and 54 Activity Leaders) who will be required to attend 15-20 hours of training. Our staff will be allowed to choose the specific training and therefore will create a varying rate of attendance per class. If there is

a maximum amount of attendees allowed by prospective vendor, we will abide by those maximum capacities.

9. Question: "Based on past experience, how many repeat training sessions were conducted?"

Response: Based on past experience the frequency of repeat trainings has been two (2).

10. Question: "Training sessions will occur at least once during the school year from August until May. Please clarify this statement as printed on page 18 of the RFP."

Response: Training sessions are slated to occur at least once per month with the exception of some months which will have two (2) trainings depending upon staff sign up and schedules.

11. Question: "Provide a per workshop cost for each area of proposed training. Does this mean to provide a cost for child and youth development, and another cost for safety, health and nutrition of children, and another cost for mandatory reporting? Please clarify as printed on page 16 of the RFP."

Response: Yes. Vendors must provide a cost per class.

12. Question: "Will the successful vendor have access to electronic equipment at each of the locations?"

Response: Yes, the vendor will be supplied with a laptop and projector while providing training.

13. Question: "When is the contract being awarded?"

Response: The RFP process varies in the time frame from advertisement to award due to allowing time for proposal review, evaluations, and Council award.

14. Question: "When is the start date of the training?"

Response: Training sessions will occur during the school year, which is from August until May. Start date will be determined once staff for the school year is in place and training needs have been assessed.

15. Question: "What is the minimum number of participants at a session?"

Response: Fifteen (15) participants will be the minimum.

## B. Addendum Acknowledgement

Indicate that your company has received this Addendum in the appropriate areas and include with sealed Bid. Failure to acknowledge receipt of this addendum may render your Proposal "Incomplete".

## COLUMBUS CONSOLIDATED GOVERNMENT

Georgia's First Consolidated Government



## FINANCE DEPARTMENT PURCHASING DIVISION

100 Tenth Street, P. O. Box 1340 Columbus, Georgia 31902-1340 706-653-4105, Fax 706-653-4109 BidLine 706-225-4536 www.cotumbusga.org

June 27, 2016

REQUEST FOR	Qualified vendors are invited to submit sealed proposals, subject to conditions and		
PROPOSALS:	instructions as specified, for the lurnishing of:		
RFP No. 17-0002	INTO CERTAINE WE A INTO CHARLES AND CARROLLE AND CARROLLE AND A INTO CHARLES AND CARROLLE AND CA		
KI 10. 17-0002	IN-SERVICE TRAINING WORKSHOP SERVICES FOR		
· .	COMMUNITY SCHOOLS PROGRAM PERSONNEL		
ļ	(ANNUAL CONTRACT)		
GENERAL SCOPE	Provide Parks & Recreation various required in-service training for the personnel in the		
	Community Schools Program.		
	, ·		
DUE DATE	JULY 29, 2016 - 5:00 PM (EASTERN)		
	Scaled proposals must be received and date/time stamped on or before the due date by		
	the Purchasing Division of Columbus Consolidated Government, located in the Finance		
	Department, 5th Floor, Government Center, 100 Tenth Street, Columbus, Georgia.		
ADDRAGAA			
ADDENDA	IMPORTANT INFORMATION		
	The Purchasing Division will post addenda (if any) for this project at		
	http://www.columbusga.org/finance/Excel_Docs/Bid_Opportunities.htm. It is the		
Į.	vendors' responsibility to periodically visit the web page for addenda; before the due		
	date and prior to submitting a proposal.		
NO PROPOSAL	Ye		
SUBMISSION	If you are not interested in this solicitation, please complete and return page 3.		
BODIMBOION			

Andrea J. McCorvey, CPPB Purchasing Division Manager

# IMPORTANT INFORMATION E-Notification

Effective December 31, 2014, Columbus Consolidated Government (the City) discontinued mailing postcard notifications to its registered vendors, and began using the Georgia Procurement Registry e-notification system.

You must register with the Team Georgia Marketplace/Georgia Procurement Registry to receive future procurement notifications

http://doas.ga.gov/Suppliers/Pages/SupplierStart.aspx.

If you have any questions or encounter any problems while registering, please contact the Team Georgia Marketplace Procurement Helpdesk:

Telephone: 404-657-6000

Fax:

404-657-8444

Email:

procurementhelp@doas.ga.gov

## STATEMENT OF "NO PROPOSAL SUBMISSION"

Notify the Purchasing Division if you do not intend to submit a Proposal:

110tally that I decided and 12710x000 to June 110 110	
Email schandler@columbusga.org or return this form, via fa	x or mail, to:
Fax number (706) 653-4109	······································
Attn: Sandra Chandler, Buyer I	
Columbus Consolidated Government	
Purchasing Division	
P. O. Box 1340	
Columbus, Georgia 31902-1340	
We, the undersigned decline to submit a proposal for RF WORKSHOP SERVICES FOR COMMUNITY SCHOOL	P NO, 17-0002 for <u>IN-SERVICE TRAINING</u> DOLS PROGRAM PERSONNEL (ANNUAL
<b>CONTRACT</b> ) for the following reason(s):	
Specifications are too "tight", i.e. geared towards oneThere is insufficient time to respondWe do not offer this product and/or serviceWe are unable to meet specificationsWe are unable to meet bond requirementsSpecifications are unclear (explain below)We are unable to meet insurance requirementsOther (specify below)  Comments:	brand or manufacturer (explain below)
	<del> </del>
COMPANY NAME:	
AGENT:	<u></u>
DATE:	
·	

PROPOSALS WILL BE EVALUATED IN ACCORDANCE WITH THE PROCEDURES AS OUTLINED BELOW IN SECTIONS 3-110 OF THE PROCUREMENT ORDINANCE. ALL PROPOSALS WILL BE KEPT CONFIDENTIAL.

## 3-110 <u>Competitive Scaled Proposals (Competitive Scaled Negotiations) For Equipment, Supplies or Professional Services - \$25,000 and Above</u>

#### (1) Conditions for Use

When the Purchasing Division Manager determines that the use of competitive scaled bidding for any procurement is either not practicable or not advantageous to the City, a contract may be entered into using the competitive scaled proposals (negotiation) method. In addition, the competitive scaled proposal process shall be used for the procurement of professional services.

The competitive sealed proposal process may be used for procurements with an estimated total cost less than \$25,000, if deemed to be in the best interest of the City. If the total cost can be determined, the authority to approve such solicitations will be as prescribed by Article 3-104, <u>Purchasing Limits</u>. If, due to the required services, a total cost cannot be determined then the award recommendation will be approved by Council.

#### A. Request for Proposals

Proposals shall be solicited through Request for Proposals. The Purchasing Division shall establish the specifications with the using agency and set the date and time to receive proposals. The request for proposal shall include a clear and accurate description of the technical requirements for the service or item to be procured.

#### B. Public Notice

Adequate public notice of the Request for Proposals shall be given in the same manner as provided under the section titled "Competitive Scaled Bids."

#### C. Receipt of Proposals

Proposals must be received by the deadline date established. No public opening will be held. No proposals shall be handled so as to permit disclosure of the identity of any offeror or the contents of any proposal to competing offerors during the process of discussion. A register of proposals shall be prepared as part of the contract file, and shall contain the name of each offeror, the number of modifications received (if any), and a description sufficient to identify the item offered. The register of proposals shall be open for public inspection only after contract award.

#### D. Evaluation Factors.

The Request for Proposals shall identify all significant evaluation factors (including price or cost) and their relative importance. Mechanisms shall be established for technical evaluation of the proposals received, determinations of responsible offerors for the purpose of written or oral discussions, and selection for contract award.

## E. Discussion with Responsible Offerors and Revisions to Proposals

As provided in the Request for Proposals, discussions (negotiations) may be conducted with responsible offerors who submit proposals determined to be reasonably susceptible of being selected for award, to assure full understanding of and conformance to the solicitation requirements. All qualified, responsible offerors shall be given fair and equal treatment with respect to any opportunity for discussion and revision of proposals, and such revisions may be permitted after submissions and prior to award for the purpose of obtaining best and final offers. In conducting discussions, there shall be no disclosure of the identity of competing offerors or any information derived from proposals submitted by competing offerors. If only one proposal response is received, then the award recommendation shall be to the single offeror, if the offeror meets all requirements.

#### F. Award.

After negotiations, the award recommendation must be presented to Columbus City Council for final approval. Award will be made to the responsible offeror whose proposal is determined to be the most advantageous to the City, taking into consideration total cost (if determined) and all other evaluation factors set forth in the Request for Proposals.

After Council approval, a contract based on the negotiations (if negotiations were necessary) will be drawn and signed by all necessary parties. If Council does not approve the award, further negotiations may take place with the recommended offeror or negotiations will begin with the next most qualified offeror. The contract file shall contain the basis on which the award is made.

After contract award, the contract file will be made public. Offerors will be afforded the opportunity to make an appointment to review the contract file.

# DO YOU HAVE QUESTIONS, CONCERNS OR NEED CLARIFICATION ABOUT THIS SOLICITATION?

COMMUNICATION CONCERNING ANY SOLICITATION CURRENTLY ADVERTISED MUST TAKE PLACE IN WRITTEN FORM AND ADDRESSED TO THE PURCHASING DIVISION.

ALL QUESTIONS OR CLARIFICATIONS CONCERNING THIS SOLICITATION SHALL BE SUBMITTED IN WRITING. THE CITY WILL NOT ORALLY OR TELEPHONICALLY ADDRESS ANY QUESTION OR CLARIFICATION REGARDING BID/PROPOSAL SPECIFICATIONS. IF A VENDOR VISITS OR CALLS THE PURCHASING DIVISION WITH SUCH QUESTIONS, HE OR SHE WILL BE INSTRUCTED TO SUBMITTHE QUESTIONS IN WRITING.

ALL CONTACT CONCERNING THIS SOLICITATION SHALL BE MADE THROUGH THE PURCHASING DIVISION. BIDDERS SHALL NOT CONTACT CITY EMPLOYEES, DEPARTMENT HEADS, USING AGENCIES, EVALUATION COMMITTEE MEMBERS OR ELECTED OFFICIALS WITH QUESTIONS OR ANY OTHER CONCERNS ABOUT THE SOLICITATION. QUESTIONS, CLARIFICATIONS, OR CONCERNS SHALL BE SUBMITTED TO THE PURCHASING DIVISION IN WRITING. IF IT IS NECESSARY THAT A TECHNICAL QUESTION NEEDS ADDRESSING, THE PURCHASING DIVISION WILL FORWARD SUCH TO THE USING AGENCY, WHO WILL SUBMIT A WRITTEN RESPONSE.

THE PURCHASING DIVISION WILL FORWARD WRITTEN RESPONSES TO THE RESPECTIVE BIDDER OR IF IT BECOMES NECESSARY TO REVISE ANY PART OF THIS SOLICITATION, A WRITTEN ADDENDUM WILL BE ISSUED TO ALL BIDDERS.

THE CITY IS NOT BOUND BY ANY ORAL REPRESENTATIONS, CLARIFICATIONS, OR CHANGES MADE TO THE WRITTEN SPECIFICATIONS BY CITY EMPLOYEES, UNLESS SUCH CLARIFICATION OR CHANGE IS PROVIDED TO THE BIDDERS IN A WRITTEN ADDENDUM FROM THE PURCHASING MANAGER.

BIDDERS ARE INSTRUCTED TO USE THE ENCLOSED "QUESTION/CLARIFICATION FORM" TO FAX OR EMAIL QUESTION.

ANY REQUEST, AFTER A SOLICITATION HAS CLOSED AND PENDING AWARD, MUST ALSO BE SUBMITTED IN WRITING TO THE PURCHASING DIVISION.

## QUESTION/CLARIFICATION FORM

Date:						
То:	Sandra Chand Email <u>schandl</u> Fax (706) 653	ler@columbusga.org or				
Re:	Personnel (A	RFP No. 17-0002; In-Service Training Workshop Services for Community Schools Program Personnel (Annual Contract)				
Quest	tions/clarification	on requests must be submitte	d at least (5) business days befor	e the due date:		
	<u> </u>	· .		. ————		
	. "		•			
			·			
				<del>_</del>		
				·		
	· ·-	· · · · · · · · · · · · · · · · · · ·				
	From:	· · ·				
		Company Name	Website			
		Representative	Email Address			
		Complete Address	City State	Zip		
		Telephone Number	Fax Number	· · · · · · · · · · · · · · · · · · ·		

## COLUMBUS CONSOLIDATED GOVERNMENT GENERAL PROVISIONS FOR REQUEST FOR PROPOSALS

## IN-SERVICE TRAINING WORKSHOP SERVICES FOR COMMUNITY SCHOOL PROGRAM PERSONNEL (ANNUAL CONTRACT)

The Consolidated Government of Columbus, Georgia (the City) invites proposal submissions from qualified vendors to provide in-service training workshops for Community Schools Program Personnel in the Parks and Recreation Department.

## A. PROPOSAL SUBMITTAL DATE:

SEALED PROPOSALS ARE DUE: JULY 29, 2016 NO LATER THAN 5:00 PM (EASTERN). Submit one (1) original and six (6) identical hard copies of the proposal. For proper identification the proponent's complete name and address should appear on the exterior of the proposal package.

To achieve uniform review process and maximum degree of comparability, proposals should be spiral bound on the left hand side or in a ring binder and organized in tabbed sections. For proper identification, the proponent's complete name and address should appear on the exterior of the proposal package. The proposal should be hand delivered or mailed to the following:

Columbus Consolidated Government Purchasing Division

RE: REP No. 17-0002; In-Service Training Workshop Services for Community Schools Program Personnel (Annual Contract)

Mail: P.O. Box 1340

Columbus, Georgia 31902-1340

Deliver: 100 10th Street

Columbus, Georgia 31901

If the proposal does not reach the Purchasing Division on or before the due date, the proposal will be returned to the Proposer unopened. It is the Proponent's responsibility to insure the proposal is mailed or delivered by the due date. The City will not be held responsible for proposals delayed by the US Mail or any other courier.

The City shall not be held liable for any expenses incurred by the respondent in preparing and submitting the proposal and/or attendance at any interviews, final contract negotiations or applicable site visits. The City reserves the right to award this project or to reject any and all proposals; whichever is in the best interest of the City.

#### B. RECEIPT OF PROPOSALS:

Unless otherwise stated in the technical specifications of the RFP, the City will accept one, and only one, proposal per Offeror. In the event a team of firms is entering into a joint venture to respond to the RFP, one firm shall be named the prime contractor and the proposal shall be submitted in the name of the prime contractor. All correspondence concerning the RFP will be between the City and prime contractor.

#### SUBCONTRACTING: C.

Should the offeror intend to subcontract all or any part of the work specified, name(s) and address(es) of subcontractor(s) must be provided in proposal response. The offeror shall be responsible for subcontractor(s) full compliance with the requirements of the RFP specifications. IF AWARDED THE CONTRACT, PAYMENTS WILL ONLY BE MADE TO THE OFFERORS SUBMITTING THE THE COLUMBUS CONSOLIDATED GOVERNMENT WILL NOT BE RESPONSIBLE FOR PAYMENTS TO SUBCONTRACTORS.

#### QUESTIONS ABOUT THE RFP: D.

COMMUNICATION CONCERNING ANY BID/PROPOSAL CURRENTLY ADVERTISED MUST TAKE PLACE IN WRITING AND ADDRESSED TO THE PURCHASING DIVISION. SEE PAGE TITLED "DO YOU HAVE QUESTIONS ..." WITHIN THIS PROPOSAL PACKAGE.

#### PUBLIC INFORMATION: Ε.

All information and materials submitted will become the property of the Columbus Consolidated Government, Columbus, Georgia; and shall be subject to the provisions of the Georgia public records law. If awarded the contract, the proposal submission, in its entirety, will be included as part of the contract documents and filed, as public record, with the Clerk of Council.

#### F. ADDENDA:

The proposer shall include acknowledgment of receipt of addenda (if any) in their sealed proposal. The proposer should include an initialed copy of each addendum in the proposal package. It is the proposer's responsibility to contact the City for copies of addenda if they receive the proposal document from any other source other than the City.

#### $\mathbf{G}$ . CONTRACT:

Each proposal is received with the understanding that an acceptance in writing by the City of the offer to farnish any or all of the services and materials described shall constitute a contract between the proposer and the City. This contract shall bind the proposers to furnish and deliver the services and materials quoted, at the prices stated and in accordance with the condition of said accepted proposal.

It is agreed that the successful respondent will not assign, transfer, convey or otherwise dispose of the contract or its right, title or interest in or to the same, or any part thereof, without previous consent of the City and any suretics.

#### NON-COLLUSION: H.

Proposer declares that the proposal is not made in connection with any other proposer submitting a proposal for the same commodity or commodities, and that the proposal is bona tide and is in all respects fair and without collusion or fraud.

#### INDEMNITY:

The successful respondent agrees, by entering into this contract, to defend, indemnify and hold City harmless from any and all causes of action or claims of damages arising out or under this contract.

#### DISADVANTAGED BUSINESS ENTERPRISE CLAUSE: J.

Disadvantaged Business Enterprises (minority or woman owned businesses) will be afforded full opportunity to submit proposals in response to this invitation and will not be discriminated against on the grounds of race, color, creed, sex or national origin in consideration for an award. It is the policy of the City that disadvantaged business enterprises and minority business enterprises have an opportunity to Page 9 of 30 RPP No. 17-0002

participate at all levels of contracting in the performance of City contracts to the extent practical and consistent with the efficient performance of the contract.

## K. SPECIFICATION DESCRIPTIONS:

The specifications detailed berein represent the quality of equipment, goods or services required by the City. Whenever in this invitation any particular process, service or equipment is indicated or specified by patent, proprietary or brand name of manufacturer/developer/inventor, such wording will be deemed to be used for the purpose of facilitating descriptions of the process, service or equipment desired by the City. It is not meant to eliminate offerors or restrict competition in any RFP process. Proposals that are equivalent or surpass stated specifications will be considered. Determination of equivalency shall rest solely with the City.

#### L. <u>TAXES:</u>

The City is exempt from State Retail Tax and Federal Excisc Tax. Tax Exemption No. GA Code Sec. 48-8-3. Federal ID No. 58-1097948.

#### M. DRUG-FREE WORKPLACE:

Per Ordinance No. 93-55, in compliance with Federal and State Drug Free Workplace Acts, the Council of Columbus, Georgia adopted a drug free Workplace Policy. Consequently, any vendor providing goods or services to Columbus Consolidated Government must comply with all applicable Federal and State Drug Free Workplace Acts.

#### N. FEDERAL, STATE, LOCAL LAWS:

All respondents will comply with all Federal, State and Local laws, ordinances, rules and regulations relative to conducting business in Columbus, Georgia and performing the prescribed service. Ignorance on the part of the respondent shall not, in any way, relieve the respondent from responsibility for compliance with said laws and regulations or any of the provisions of these documents.

#### O. PROVISIONS OF THE PROCUREMENT ORDINANCE:

The provisions of the Procurement Ordinance for the Consolidated Government of Columbus, Georgia as adopted and amended by Council shall apply to all invitations to respond to Requests for Proposals and is specifically incorporated herein by this reference. A copy of the ordinance is on file in the Purchasing Division.

#### P. INSURANCE:

All respondents shall maintain, and if requested, show proof of insurance applicable for services described in these specifications.

#### Q. HOLD HARMLESS AGREEMENT:

The successful respondent hereby agrees to indemnify, hold free and barmless Columbus Consolidated Government (The City), its agents, servants, employees, officers, directors and elected officials or any other person(s) against any loss or expense including attorney fees, by reason of any liability imposed by law upon the City, except in cases of the City's sole negligence, sustained by any person(s) on account of bodily injury or property damage arising out of or in the consequence of this agreement.

#### R. TERMINATION OF CONTRACT:

1. Default: If the contractor refuses or fails to perform any of the provisions of this contract with such diligence as will ensure its completion within the time specified in this contract, or any extension thereof, otherwise fails to timely satisfy the contract provisions, or commits

In-Service Training Workshop Services for Page 10 of 30

any other substantial breach of this contract, the Purchasing Division Director may notify the contractor in writing of the delay or nonperformance and if not cured within **ten (10)** days or any longer time specified in writing by the Purchasing Division Director, such director may terminate the contractor's right to proceed with the contract or such part of the contract as to which there has been delay or a failure to properly perform.

In the event of termination in whole or in part the Purchasing Division Director may procure similar supplies or services, from other sources, in a manner and upon terms deemed appropriate by the Purchasing Division Director. The contractor will continue performance of the contract to the extent it is not terminated and will be liable for excess costs incurred in procuring similar goods or services.

- 2. Compensation: Payment for completed supplies or services delivered and accepted by the City will be at the contract price. The City may withhold from amounts due the contractor such sums as the Purchasing Director deems to be necessary to protect the City against loss because of outstanding liens or claims of former lien holders and to reimburse the City for the excess costs incurred in procuring similar goods and services.
- 3. Excuse for Nonperformance or Delayed Performance. Except with respect to defaults of subcontractors, the contractor shall not be in default by reason of any failure in performance of this contract in accordance with its terms (including any failure by the contractor to make progress in the prosecution of the work hereunder which endangers such performance) if the contractor has notified the Purchasing Division Director within 15 days after the cause of the delay and the failure arises out of causes such as: acts of God; acts of public enemy; acts of the City and any other governmental entity in its sovereign or contractual capacity; fires; floods; epidemics; quarantine restrictions; strikes or other labor disputes; freight embargoes; or unusually severe weather. If the failure to perform is caused by the failure of a subcontractor to perform or to make progress, and if such failure arises out of causes similar to those set forth above, the contractor shall not be deemed to be in default, unless the supplies or services to be furnished by the subcontractor was reasonably obtainable from other sources in sufficient time to permit the contractor to meet the contract requirements.

Upon request of the contractor, the Purchasing Division Director shall ascertain the facts and extent of such failure, and, if such director determines that any failure to perform was occasioned by anyone or more of the excusable causes, and that, but for the excusable cause, the contractor's progress and performance would have met the terms of the contract, the delivery schedule shall be revised accordingly.

#### S. TIME FOR CONSIDERATION:

Due to the evaluation process, proposals must remain in effect for at least 120 days after date of receipt.

#### T. CONTRACT AWARD:

Award of this contract will be made in the best interest of the City.

#### U. REQUEST FOR EVALUATION RESULTS:

Per the City's Procurement Ordinance, evaluation results cannot be divulged until after the award of the contract. After contract award, proponents desiring to review documents relevant to the RFP evaluation results will be afforded an opportunity by appointment only.

#### V. GOVERNING LAW:

The parties agree that this Agreement shall be governed by the laws of Georgia, both as to interpretations and performance.

#### W. FINAL CONTRACT DOCUMENTS:

It is understood that the final contract shall include the following: 1) The RFP; 2) Addenda; 3) Awarded Vendors(s) response; 4) Awarded Vendor(s) Clarifications; 5) Negotiated Components; 6) Additional Agreements required by Awarded Vendor(s); and 7) Awarded Vendor(s) Business Requirements.

#### X. PAYMENT DEDUCTIONS:

The City reserves the right to deduct, from payments to awarded vendor(s), any amount owed to the City for various fees, to include, but not limited to: False Alarm fees, Ambulance fees, Occupation License Fees, Landfill fees, etc.

#### Y. PAYMENT TERMS:

The City's standard payment term is usually net 30 days, after successful receipt of goods or services. Payment may take longer if invoice is not properly documented or not easily identifiable, goods/services are not acceptable, or invoice is in dispute.

#### NOTICE TO VENDORS

Columbus Council, by Ordinance 92-60 has prohibited any business which is owned by any member of Columbus Council or the Mayor, or any business in which any member of Columbus Council or the Mayor has a substantial pecuniary interest from submitting a bid for goods or services to the Consolidated Government of Columbus, Georgia.

Likewise, by Ordinance 92-61, no business which is owned by any member of any board, authority or commission, subordinate or independent entity, or any business in which any member of any board, authority or commission, subordinate or independent entity has substantial pecuniary interest may submit a bid to the Consolidated Government if such bid pertains to the board, authority or commission.

## SPECIFICATIONS

# IN-SERVICE TRAINING WORKSHOP SERVICES FOR COMMUNITY SCHOOLS PROGRAM PERSONNEL (ANNUAL CONTRACT) REP No. 17-0002

#### 1. PURPOSE

It is the intent of Columbus Consolidated Government, Parks and Recreation Department to contract with one vendor or multiple instructors to provide in-service training workshops for the personnel of the Community Schools Program.

The workshops shall include the following:

- -Child and Youth Development
- -Safety, Health and Nutrition of Children
- -Mandatory Reporting and Identification of Indicators of suspected abuse and veglect

All training must be performed and must comply with the Council on Accreditation, which is the accrediting body for Columbus Parks and Recreations Departments. Community Schools Program Personnel should participate in training and professional development on an ongoing basis per the requirements listed in <u>ATTACHMENT A</u>.

#### II. VENDOR QUALIFICATIONS

The successful candidate(s) shall possess the following qualifications:

- a. A Bachelor Degree in a related field of study.
- b. At least 2 years experience in the field.
- c. Preferred Masters Degree in a related field of study.
- d. Preferred trainer that is certified with Bright From the Start in the state of Georgia.

#### HI. TERM OF CONTRACT

A. The initial term of the contract will be for two (2) years, with the option to renew for three (3) additional twelve-month periods. Contract renewal shall be contingent upon the mutual agreement of the City and the Contractor.

Notice of intent to renew will be given to the contractor in writing by the City Purchasing Manager, normally sixty days before the expiration date of the current contract period. This notice shall not be deemed to commit the City to a Contract renewal.

It should be noted that multi-year contracts may be continued each fiscal year only after funding appropriations and program approvals have been granted by the Council of the Consolidated Government of Columbus, Georgia. In the event that the necessary funding is not approved, then the affected multi-year contract becomes null and void, effective July 1st of the fiscal year for which such approval has been denied.

**B.** Termination for Convenience: For the protection of both parties, either party giving 30 days prior notice, in writing, to the other party, may cancel this contract.

#### IV. VENDOR INFORMATION

COMMUNICATION CONCERNING ANY BID/PROPOSAL CURRENTLY ADVERTISED MUST TAKE PLACE IN WRITTEN FORM AND ADDRESSED TO THE PURCHASING DIVISION (SEE "QUESTIONS ABOUT THIS BID/PROPOSAL").

All questions must be submitted in writing by fax (706 653-4109) using the fax sheet enclosed in the RFP package, or e-mail questions to schandler@columbusga.org.

#### V. ADDENDA AND EXPLANATIONS

The vendor shall include acknowledgment of receipt of addenda (if applicable) in their sealed proposal. The vendor may also fax an initialed copy of each addendum. It is the vendor's responsibility to contact the City for copies of addenda if RFP document is received from any source other than the City. It is also the vendor's responsibility to check the City's website (http://www.columbusga.org/finance/Excel Docs/Bid Opportunities.htm) for copies of addenda if RFP document is downloaded from the City's Website.

Explanations desired by a prospective Bidder shall be requested of the City in writing, and if explanations are necessary a reply shall be made in the form of an Addendum, a copy of which will be forwarded to each vendor. Every request for such explanation shall be in writing and addressed to the <u>Purchasing Manager</u>. Any verbal statements regarding same by any person, shall be unofficial and not binding on any party.

#### VI. PRICE ADJUSTMENT CLAUSE

Contract pricing shall remain fixed for the initial two (2) year term of the contract. After the initial term, Contractor may request a price escalation by submitting a fully documented request for a review of the pricing. Such escalation shall not exceed a 5% increase. Price escalation requests must be submitted by January 30<sup>th</sup> so as to allow Departments to factor the increases into their budgets for the next fiscal year, which will begin July 1.

The using agencies and Purchasing Manager will review the request and shall approve or disapprove the increases based on budget constraints and other price comparisons. If approved, the price increase shall not commence until the next fiscal year, which will begin July 1.

If for any reason the contractor has a price increase that exceeds five percent (5%), the price increase will be evaluated on a case-by-case basis. The City and the Contractor will have the option to discuss and make adjustments to the requested increase. If either party declines approval of the adjustments, the contract will be considered cancelled on the scheduled expiration date of the contract.

#### VII. INDEMNITY CLAUSE

The Contractor covenants to save, defend, hold harmless, and indomnify the City, and all of its officers, departments, agencies, agents, and employees (collectively the "City") from and against any and all claims, losses, damages, injuries, fines, penalties, costs (including court costs and attorney's fees), charges, liability, or exposure, however caused, resulting from, arising out of, or in any way connected with the Contractor's intentional, negligent, or grossly negligent acts or omissions in performance or nonperformance of its work called for by the Contract Documents.

#### VIII. INSURANCE

The vendors shall be required, at their own expense, to furnish to the City of Columbus Purchasing Division, evidence showing the insurance coverage to be in force throughout the term of the contract. Insurance requirements are listed on the attached Insurance Checklist

(ATTACHMENT B). The limits shown are minimum limits. Vendor shall indicate the actual limit they will provide for each insurance requirement. The bidder shall complete the Insurance Checklist and include with bid response. Certificate of Insurance is acceptable. The Insurance Checklist will indicate to the City, the bidder's ability and agreement to provide the required insurance, in the event of contract award.

The successful candidate shall provide the required Certificates of Insurance within 10 business days after award notification. The Certificates of Insurance will be included with the contract documents prior to signing.

## IX. GEORGIA SECURITY AND IMMIGRATION COMPLIANCE ACT

In accordance with the Georgia Security and Immigration Compliance Act/E-Verify, every public employer, every contractor of a public employer, and every subcontractor of a public employer's contractor must register and participate in a federal work authorization program (see <a href="http://www.dol.state.ga.us/spotlight/sp\_sb\_529\_new\_rules.htm">http://www.dol.state.ga.us/spotlight/sp\_sb\_529\_new\_rules.htm</a>). ATTACHMENT C must be completed in cntirety, at time of original submission, for proposal to be considered.

### X. PROPOSAL SUBMISSION REQUIREMENTS

The complete proposal shall contain the following information and shall be submitted in the order shown below. Please address each section in your proposal submission and divide each section, of your proposal, with identifying tabs.

Firms should submit proposals that address each of the sections specified below. The City reserves the right to request any omitted information. Firms shall be notified, in writing, and shall have two (2) days, after notification, to submit the omitted information. If the omitted information is not received within two (2) days, the firm shall be deemed non-responsive and the proposal will not receive further consideration.

#### Section 1: Transmittal Letter

The transmittal letter shall introduce the firm, describe the ownership, include complete address, phone and fax numbers, and include the name and email of contact person(s) during this proposal process. The transmittal letter must contain a statement to the effect that the proposal is binding for at least 120 days from the proposal date. An authorized agent of the firm must sign the transmittal letter. The Vendor shall also identify the areas of training they are proposing.

### Section 2: Addenda Acknowledgement

Acknowledge receipt for all addenda (if any). Addenda will be posted at: <a href="http://www.columbusga.org/finance/Excel Does/Bid Opportunities.htm">http://www.columbusga.org/finance/Excel Does/Bid Opportunities.htm</a>. It is the vendors' responsibility to periodically visit the web page for addenda, before the due date and before submitting a proposal.

## Section 3: Statement of Qualifications/Experience

- a. Address in detail the Offeror's ability and experience in providing the services described in the specifications.
- Provide résumés of key personnel who will be assigned to the contract, including photocopies of all licenses and/or certifications.

#### Section 4: Service Plan

Delineate the manner/methods utilized to fulfill the contract requirements described in these specifications. Provide classes proposed with a full description of training methods which will be utilized to cover the specified criteria.

### Section 5: Client Work History

Provides at least five (5) references for which the vendor has provided similar services. Include entity name, contact person, address, telephone and fax numbers, email address who may be contacted for verification.

### Section 6: Business Requirements

- A. Provide insurance Checklist (ATTACHMENT B)
- B. E-Verify/Georgia Security and Immigration Compliance Act (ATTACHMENT C)
- C. Form W-9 (ATTACHMENT D)
- D. Provide copy of a current valid business license.

Vendors shall submit, with their bid or proposal, a <u>copy</u> of the Business License (Occupation License) that is required to conduct business at your location.

If awarded the contract, the successful vendor must obtain a business license from the City of Columbus. However, if the business is located in Georgia and has proof of being properly licensed by a municipality in Georgia, and paid applicable occupation taxes in that city, the contractor will not be required to pay occupation taxes in Columbus, Georgia.

If you have questions regarding this requirement, please contact Yvonne Ivey, Occupation Tax Supervisor, at telephone 706-225-3091.

### Section 7: Cost Proposal

Provide a Per Workshop Cost for each area of proposed training. The Per Workshop Cost shall include all materials, labor, etc....

## Section 8: Contract Signature Page

Complete ATTACHMENT E. City officials will sign the copies after Columbus Council approves the contract award with the successful firm. Contracts for Columbus Consolidated Government are typically comprised of the RFP specifications and addenda; the business documents of the successful firm; the proposal of the successful firms; cost proposal/negotiation documents; and any clarification documents.

#### XI. REP EVALUATION

Each submittal will be evaluated to determine the ability of each offeror to provide the required services. The following weighted criteria will be used to evaluate proposals:

Criteria	Weight
A. Qualifications/Experience/Certifications	40%
B. Client Work History	25%
C. Service Plan	30%
D. Cost Proposal	5%

### COST IS SUBJECT TO NEGOTIATIONS.

Each of the above criteria (A - D) will be given a rating, of 1 through 100, by each member of the Evaluation Committee. The ratings are as follows:

RATING	
1-20	Poor
21-40	Fair
41-60	Good
61-80	Excellent
81-100	Superior

After the review and rating of proposal(s) by the evaluation committee, individual scores will be averaged and ranked. Offerors will be ranked in descending order of numerical predominance.

## TRAINING WORKSHOP REQUIREMENTS

The contracted vendor(s) shall provide in-services training workshops per the requirements and specific areas addressed below. Vendors may submit proposals on any or all of the training areas.

## I. Training Workshop Requirements

Community Schools Personnel must participate in training and professional development on an ongoing basis. Training sessions will occur at least once during the school year from August until May. A repeat training session may be required, depending on the number of new staff.

The hours per session will depend on the training required. It is usually a 2, 4 or 6 hours a day, normally on Saturday. If a training session is a 6-hour day, it will be broken into 3 hour blocks. If the training is a 4-hour day, it will be broken into 2 hour blocks. If the training is only a 2-hour day, no intervals will be needed.

Training requirements for each participant are as follows:

- A. Assistant group leaders should receive at least 15 hours of training annually
- B. Group leaders should receive at least 18 hours of training annually
- C. Senior Group Leaders should receive at least 21 hours of training annually
- D. Site Directors should receive at least 24 hours of training annually
- E. Program Administrators should receive at least 30 hours of training annually.

## II. Workshop Criteria

The following is a listing of the criteria for each training workshop area. The criteria is directed by ASP-IIR 3.01.

## A. Child and Youth Development

ASP-HR 3.03 says that personnel who work with children should be trained in:

- Child and youth development, and the differing needs of children and youth at different stages of development
- Building positive relationships with children and youth
- Working and communicating with families
- Cultural awareness, sensitivity and responsiveness
- Understanding and combating bias and discrimination
- Designing and/or facilitating activities that support program goals and engage program participants
- Topics relevant to program goals and activities (e.g. education, dance, computers, etc.)
- Setting up and appropriately using utilizing program space

<sup>\*</sup>A maximum of seventy (70) participants will be trained per each session.

- Collaborating appropriately with other entities (e.g., schools, human resource departments, community organizations, etc.)
- Positive techniques for guiding behavior and for helping children and youth guide their own behavior
- Appropriate disciplinary techniques
- Group interactions and management, including promoting positive relationships and managing conflicts among children and youth
- Recognizing aggressive and out-of-control behavior, and other factors that may lead to crisis
- Understanding how staff behavior can influence the behavior of children and youth
- Responding appropriately to the differing needs of children and youth, including children and youth with special needs or issues
- Recognizing when children and youth may benefit from additional alternative services

## B. Safety, Health and Nutrition of Children

ASP-HR 3.04 says that personnel are trained on how to promote safety, health and nutrition of children and youth to include:

- Personnel are trained in first aid and rescue breathing
- Personnel receive blood borne pathogen training
- Personnel are trained in understanding the nutritional needs of school-age children and youth
- Personnel are trained in bow to prepare healthy meals and snacks under sanitary conditions

## C. <u>Mandatory Reporting and Identification of Indicators of suspected abuse</u> and neglect

ASP-IIR 3.05 says that personnel who have regular contact with children, youth, or their families receive training on mandatory reporting and the identification of indicators of suspected abuse and neglect.

## III. Contractor Requirements:

- A. Contracted vendors will be responsible for providing all materials required for training.
- B. Training will take place at the following locations:
  - Fox Community Center
  - 2. Comer Gym
  - 3. Lake Oliver Marina Conference Room

Each facility will seat 100 people.

C. Vendors may submit proposals on any or all of the training areas.

## INSURANCE CHECKLIST

## RFP No. 17-0002 IN-SERVICE TRAINING WORKSHOP SERVICES FOR COMMUNITY SCHOOLS PROGRAM PERSONNEL (ANNUAL CONTRACT)

## CERTIFICATE OF INSURANCE MUST SHOW ALL COVERAGE AND ENDORSEMENTS INDICATED BY "X"

CSL = Combined Single Limit; BI = Bodily Injury; PD=Property Damage

X 1. Worker's Compensation and Employer's Liability REQUIREMENTS  Comprehensive General  Liability  X 2. General Liability \$1 Million CSL BL/PD each occurrence, \$1 Million annual aggregate  X 3. Independent Contractors and Sub - Contractors  Sub - Contractors  4. Products Liability \$1 Million CSL BL/PD each  Sub - Contractors  \$1 Million CSL BL/PD each  \$2 Million CSL BL/PD each  \$3 Million CSL BL/PD each  \$4 Million CSL BL/PD each  \$5 Million CSL BL/PD each  \$6 CONTRACTORY  \$7 Million CSL BL/PD each  \$6 CONTRACTORY  \$7 Million CSL BL/PD each  \$7 Million CSL BL/PD each  \$7 Million CSL BL/PD each	imits/Response
Employer's Liability  Comprehensive General  Liability  X 2. General Liability Premises/Operations  X 3. Independent Contractors and Sub - Contractors  Sub - Contractors  Employer's Liability \$1 Million CSL BI/PD each occurrence, \$1 Million annual aggregate  \$1 Million CSL BI/PD each occurrence, \$1 Million annual aggregate	
Comprehensive General  Liability  X 2. General Liability \$1 Million CSL BL/PD each occurrence, \$1 Million annual aggregate  X 3. Independent Contractors and Sub - Contractors  Sub - Contractors \$1 Million annual aggregate  \$1 Million CSL BL/PD each occurrence, \$1 Million annual aggregate	
X 2. General Liability \$1 Million CSL BI/PD each occurrence, \$1 Million annual aggregate  X 3. Independent Contractors and Sub - Contractors and Sub - Contractors \$1 Million annual aggregate  \$1 Million CSL BI/PD each occurrence, \$1 Million annual aggregate	
X 2. General Liability Premises/Operations  3. Independent Contractors and Sub - Contractors  Sub - Contractors  \$1 Million CSL BI/PD each occurrence, \$1 Million annual aggregate \$1 Million CSL BI/PD each occurrence, \$1 Million annual aggregate	
Premises/Operations   occurrence, \$1 Million annual aggregate     X   3. Independent Contractors and Sub - Contractors   S1 Million CSL BI/PD each occurrence, \$1 Million annual aggregate	
X 3. Independent Contractors and Sub - Contr	
Sub - Contractors occurrence, \$1 Million annual aggregate	
Sub - Contractors occurrence, \$1 Million annual aggregate	
4 Products Liability \$1 Million CSL BI/PD each	
1 1, 11/44/4/4/4 1/4/4/4/4/4	ļ
occurrence, \$1 Million annual	1
aggregate	
5. Completed Operations \$1 Million CSL BI/PD each	
occurrence, \$1 Million annual	
aggregate	
6. Contractual Liability (Must be \$1 Million CSL BI/PD each	
shown on Certificate) occurrence, \$1 Million annual	ŧ.
aggregate	
Automobile Liability	
X 7. *Owned/Hired/Non-Owned \$1 Million BL/PD each Accident,	
Vehicles/ Employer non ownership Uninsured Motorist	
Others	
8. Miscellaneous Errors and \$1 Million per occurrence/claim	ļ
Omissions	
9. Umbrella/Excess Liability \$1 Million Bodily Injury,	
Property Damage and Personal	
10. Personal and Advertising Injury \$1 Million each offense, \$1	
Liability Million annual aggregate	
11. Professional Liability \$1 Million per occurrence/claim	
12. Architects and Engineers \$1 Million per occurrence/claim	
[3. Asbestos Removal Liability \$2 Million per occurrence/claim	
14. Medical Malpractice \$1 Million per occurrence/claim	
15. Medical Professional Liability \$1 Million per occurrence/claim	
16. Dishonesty Bond	

	Required Coverage(s)  Limits (Figures denote minimums)		Bidders Limits/Response	
	17. Builder's Risk Provide Coverage in the full amount of contract			
	18. XCU (Explosive, Collapse,			
	Underground) Coverage		<u> </u>	
ļ	19. USL&H (Long Shore Harbor			
1	Worker's Compensation Act)		<u></u> <u>-</u>	
	20. Contractor Pollution Liability	\$2 Million per occurrence/claim	<del></del>	
	21. Environmental Impairment	\$2 Million per occurrence/claim		
	Liability			
	22. Pollution	\$2 Million per occurrence/claim		
X	23. Carrier Rating shall be Best's Rat	ing of A-VII or its equivalents		
X				
	shall be provided to City at least 30 days prior to action.			
X	25. The City shall be named Addition	nal Insured on all policies		
<u>X</u> _	26. Certificate of Insurance shall show Bid Number and Bid Title			

<sup>\*</sup>If offeror's employees will be using their privately owned vehicles while working on this contract and are privately insured, please state that fact in the <u>Bidders Limits/Response</u> column of the insurance checklist.

### INSURANCE AGENT'S STATEMENT:

I have reviewed the above requirements with the bidder named below and have advised the bidder of required coverages provided or not provided through this agency. The bidder can comply with the insurance requirements stated above.

AGENCY NAME:	·		_
AGENTS NAME:			_
SIGNATURE of AGENT:			_
BIDDER'S STATEMENT:			
If awarded the contract, I will comply with	contract insurance rec	quirements.	
BIDDER NAME:	·.		
ACCORDO DE LOS DE LA CONTRACTORIO.			
AUTHORIZED SIGNATURE:		··· ·	_

# VENDOR INFORMATION REGARDING GEORGIA SECURITY AND IMMIGRATION COMPLIANCE and

House Bill 87, also known as, The Illegal Immigration Reform and Enforcement Act of 2011

Section 3 of House Bill 87 amends O.C.G.A. §13-10-91. O.C.G.A. §13-10-91(b)(1) states, in part, "A public employer shall not enter into a contract ... for the physical performance of services unless the contractor registers and participates in the federal work authorization program."

Accordingly, the affidavits on the pages that follow relate to documentation you must provide the City.

All contractors must complete the attached "CONTRACTOR AFFIDAVIT"\*\*\*\*. Additionally, if you utilize subcontractors, they must complete the "SUBCONTRACTOR AFFIDAVIT" and or the "SUB-SUBCONTRACTOR AFFIDAVIT."

\*\*\*In lieu of the affidavit required by this subsection, a contractor, subcontractor, or sub-subcontractor who has no employees and does not hire or intend to hire employees for purposes of satisfying or completing the terms and conditions of any part or all of the original contract with the public employer shall instead provide a copy of the state issued driver's license or state issued identification card of such contracting party and a copy of the state issued driver's license or identification card of each independent contractor utilized in the satisfaction of part or all of the original contract with a public employer. A driver's license or identification card shall only be accepted in licu of an affidavit if it is issued by a state within the United States and such state verifies lawful immigration status prior to issuing a driver's license or identification card.

Information is available at: http://www.dol.state.ga.us/spotlight/sp\_sb\_529\_new\_rules.htm

## CONTRACTOR AFFIDAVIT E-VERIFY / GEORGIA SECURITY & IMMIGRATION COMPLIANCE ACT

By executing this affidavit, the undersigned contractor verifies its compliance with O.C.G.A. § 13-10-91, stating affirmatively that the individual, firm or corporation which is engaged in the physical performance of services on behalf of *Columbus Consolidated Government* has registered with, is authorized to use and uses the federal work authorization program commonly known as E-Verify, or any subsequent replacement program, in accordance with the applicable provisions and deadlines established in O.C.G.A. § 13-10-91. Furthermore, the undersigned contractor will continue to use the federal work authorization program throughout the contract period and the undersigned contractor will contract for the physical performance of services in satisfaction of such contract only with subcontractors who present an affidavit to the contractor with the information required by O.C.G.A. § 13-10-91(b). Contractor hereby attests that its federal work authorization user identification number and date of authorization are as follows:

Company ID Number (numerical, 4-6 digits)	Date of Authorization
Name of Contractor	<del></del>
In-Service Training Workshop Services for Commun Contract); RFP No. 17-0002	ity Schools Program Personnel (Annual
Name of Project	
Columbus Consolidated Government Name of Public Employer	
I hereby declare under penalty of perjury that the foregoing	ing is true and correct.
Executed on	(city),(state).
Signature of Authorized Officer or Agent	
Printed Name and Title of Authorized Officer or Agent	
Subscrihed and sworn before me on t	this theday of
	NOTARY PUBLIC
	My Commission Expires:

\*This form must be completed in entirety, at time of original submission, for proposal to be considered.

## "GEORGIA SECURITY AND IMMIGRATION COMPLIANCE" Subcontractor Affidavit under O.C.G.A. § 13-10-91(b)(3)

By executing this affidavit, the undersigned subcontractor verifies its compliance with O.C.G.A. § 13-10-91, stating affirmatively that the individual, firm or corporation which is engaged in the physical performance of services under a contract with

physical periodinance of services and a construction
(Name Of Contractor) on behalf of <i>Columbus Consolidated Government</i> has registered with, is authorized to use and uses the federal work authorization program commonly known as E-Verify, or any subsequent replacement program, in accordance with the applicable provisions and deadlines established in O.C.G.A. § 13-10-91. Furthermore, the undersigned subcontractor will continue to use the federal work authorization program throughout the contract period and the undersigned subcontractor will contract for the physical performance of services in satisfaction of such contract only with subsubcontractors who present an affidavit to the subcontractor with the information required by O.C.G.A. § 13-10-91(b). Additionally, the undersigned subcontractor will forward notice of the receipt of an affidavit from a sub-subcontractor to the contractor within five business days of receipt. If the undersigned subcontractor receives notice that a sub-subcontractor has received an affidavit from any other contracted sub-subcontractor, the undersigned subcontractor must forward, within five business days of receipt, a copy of the notice to the contractor. Subcontractor hereby attests that its federal work authorization user identification number and date of authorization are as follows:
Federal Work Authorization User Identification Number
Date of Authorization
Name of Subcontractor
Name of Project
Name of Public Employer
I hereby declare under penalty of perjury that the foregoing is true and correct.  Executed on,, 201 in
Signature of Authorized Officer or Agent
Printed Name and Title of Authorized Officer or Agent
SUBSCRIBED AND SWORN BLEFORE ME ON THIS THE DAY OF , 201
NOTARY PUBLIC My Commission Expires:

# "GEORGIA SECURITY AND IMMIGRATION COMPLIANCE" Sub-subcontractor Affidavit under O.C.G.A. § 13-10-91(b)(4)

By executing this affidavit, the undersigned sub-subcontractor verifies its compliance with O.C.G.A. § 13-10-91, stating affirmatively that the individual, firm or corporation which is engaged in the physical performance of services under a contract for

performance of services under a contract for  ———————————————————————————————————
(Name of subcontractor or sub-subcontractor with whom such sub-subcontractor has privity of contract) and
(Name of Contractor)
on behalf of <i>Columbus Consolidated Government</i> has registered with, is authorized to use and uses the federal work authorization program commonly known as E-Verify, or any subsequent replacement program, in accordance with the applicable provisions and deadlines established in O.C.G.A. § 13-10-91. Furthermore, the undersigned sub-subcontractor will continue to use the federal work authorization program throughout the contract period and the undersigned sub-subcontractor will contract for the physical performance of services in satisfaction of such contract only with sub-subcontractors who physical performance of services in satisfaction of such contract only with sub-subcontractors who present an affidavit to the sub-subcontractor with the information required by O.C.G.A. § 13-10-91(b). The undersigned sub-subcontractor shall submit, at the time of such contract, this affidavit to
(Name of subcontractor or sub-subcontractor with whom such sub-subcontractor has privity of
contract)  contract)  contract)  forward notice of the receipt of any affidavit from a
Additionally, the undersigned sub-subcontractor will forward notice of the receipt of any affidavit from a sub-subcontractor to
(Name of subcontractor or sub-subcontractor with whom such sub-subcontractor has privity of contract) Sub-subcontractor hereby attests that its federal work authorization user identification number and date of authorization are as follows:
Federal Work Authorization User Identification Number
Date of Authorization
Name of Sub-subcontractor
Name of Project
Name of Public Employer
I hereby declare under penalty of perjury that the foregoing is true and correct.  Executed on,, 201 in(city),(state).
Signature of Authorized Officer or Agent
Printed Name and Title of Authorized Officer or Agent
SUBSCRIBED AND SWORN BEFORE ME ON THIS THE DAY OF
NOTARY PUBLIC  My Commission Expires:

as, December 7014) polyneg of the Trostary group Haywas Savito	Request for Identification Numbe	r and Certification	Give Form to the requester. Do not oend to the IRS.
1 PPRINT (D2 2024)- ()	il your income fire octure). Exercita incultori on fine ass; do i	polityská illiádno blazá	
2 Business (Activities	aloga cord en long status, Kulphowski kom above		
b	jus company. Bust the insultantication (p-c composition, 5-2 germomber (2 to that 6 ይን "specied, do ay) check ሲሆር; che when of this chapter names.	A   Parinancia   Incatifestate  Longocollon, Priesenciate    Longocollon, Priesenciate    Longocollon    Longocollon   Priesenciate    Longocollon   Priesen	4 Exempleto (Dodes spety noty to construction of interference co- construction on page 41: Completo to the State of the Exempleto time FATCA reporting pages (the main association of the cold)
E   Olivicas Institution   S   Arstrass (number.	Steel, ext with it cuts no )	Пасаріостом'є пення ім	net ericktowa (igi Larisah
5 Arsträss (number.	Pode		
7 (S) account runs	Gers) hara (tiç litical)		
nter your TIM in the area autop withheating. Für espent nitch, seta profit gillies, it is your eingeny billies up to to	For Edon Milication, Number (TIN)  Truplish box. The TIS provided note, male the new less than a property year and security rain into the new less than a provided note of the provided and the provided and the fact in the f	itus (SSN), However, 0 m 4 n to page 3. For other number, seekluw in got a or	Hyridiferitto rygeser
Park II Certifié inder penalités et portie . The restate down of	ry, i by fêy that: <sub>In</sub> stra form is my comoci hey rayer ktantificullon roam spraye withheiding because, (g) i em axenipt from ba ni subject to brackup withheiding na a wedt of a fiste	ber (or ) par weiling for granteer to bolk iskup veiltjicking, or (n) (have not been) ne la report of interes) or dividends. Or (n	sned to melj srvš roittod by Ste Informal Pavěckih ) tha 16S 168 notillod niv Bal I s
— Sastos Ilean Iral III	Sankous délibbolister étél		
Seyles (IRS) that I SI no tonger subject to I I. Tam B VI SI, citizen ur I. The FATCA codiatio popilisa you like? (atca popilisa you like? (atca normal publ., acquirida popinity, paymente citi	Dackup wijhhalahar, and rajhar Li.S. pereon (datned breck); rajhar Li.S. pereon (d	pt room EATCA reporting to correct. on collect by the XIS one you were more, on. For each collections access, from 2 do.	ny subject in backup willighten es gol, egypy. For modigogo kwazal armanayan 1800, nod
Serica (IRS) that I M De Indjer subject to The PATCA codes) of Dephilication induceds Dephilication induceds Dephilication induceds Dephilication induced December 2013 (Acquisition December 2013 (Acquisition Sign Standard Codes)	occup withings and sign (LS, person (datined briden); and signed on this form (if sm) profession (har have bed as . You must cross out term 2 above if you have bed to report of influent and dividends on your law return or yelentomisest of concept purpeys, conceiled we cer these influent and dividents, you are 144 narrised.	pt room EATCA reporting to correct. on collect by the XIS one you were more, on. For each collections access, from 2 do.	ny subject in backup willighten es gol, egypy. For modigogo kwazal armanayan 1800, nod
Section Institute und in programme in progra	occup withments and right LLS, person (dathed bride); and silved (or lifs form (if sm) priceults) that I are oxion; one. You priest cross out kept 2 above it you have bee stay upper at information and stydends on your last refut or yelsenforment of servend properly, conceiled we confident informational dividents, you are just maybed.	pt from EATCA reporting is confect.  en notified by the SES one you die outper.  For and celebit scapacities, how a de- infectio, conversations to an initiation rel- to algo from certification, but you must pre- to algo from certification, but you must pre- to to be a form 1090 plane mortgage bleasts; 200  incessor — Form 1099 typendown (55th)	ny subject to backup willferinin es subject management (RD), and nember management (RD), and nede your beneat bliff. Sen the est pour beneat bliff. Sen the B E pilubakhaan howes, 1008-T it or sensed (nepoty)
Sentra Irisi (tra I ris no Ingeresa Irisi) tra I ris no Ingeresa Irisi (tra I ris no Ingeresa Irisi (tra I ris no Ingeresa Irisi (tra I ris no Iris no Irisi (tra I ris no Iris no Irisi (tra I ris no Iris no Irisi (tra I ris no Iris no Irisi (tra I ris no Iris no Irisi (tra I ris no Iri	reigner LLS, periedn (datherd bielow); and  sillered (or liths form (Flamm) professionly (bah ) are useful  sillered (or liths form (Flamm) professionly (bah ) are useful  sillered (or liths form (Flamm) professionly (bah ) are useful  sillered (or liths form); generally or sillered  so it specially or sillered and dividende or your law reignitude  or planning and dividents, you are real managed  by  Childhas  on inferral Paramies Contributions of lithouten noted  convolves characteristic or sillered  convolves characteristic or sillered  in the relationship of the contribution  or inferral Paramies Contributions of lithouten noted  convolves characteristic or sillered  convolves characteristic or  convolves consociations or  sillered  in the Contribution  or  sillered  convolves  convolves  professional  convolves  convolve	pt from EATCA reporting is correct.  so notified by the XES one you die of print.  For and cellel from 200 cellers, home 2 do if affect, powerly strains to an initiatized relievable from 2 do if affect, powerly strains to an initiatized relievable from 2 do if a few and a few	ity subject in backup willfreining so sol, apply. For modicingly middly apply in the modicing will fill the modicing will fill the modicing will fill the sol but the modicing will be sold to sold the modicing a result in a sold the sold

GEL No. 10231X

In-Service Training Workshop Services for Community Schools Program Personnel (Annual Contract)

Form W-9 (194, 12-2014)

Note: Ayou are 8 (1):5 person and a philasses gives you when other than Forta Not [as squeet yet: Tell you much use the recyclede's form (1)) is substantially

Caffulbon of a 1u.b. purpose, For radical fas proprises, yourser considered a U.S. person if you give

An individual who is a 11.0, of their or 12.9, restowed with:

A pathorship, nonportion, company or association charted to represent in the further spales or specific frontiers of the Order) (Sales)

Au estato (other due la fondan milete); or
 Au danadia frust (ou eleteror in Republicae section 361, 2701-7).

A hishardia frust (weblicous) in Registrians section (SCE) (01-7).

Special rules for particularly in Profit edicins and constant is double or brindered in the field design and constant is double or brindered in the field of the particular in the section of the

In the case (see law, positionary on your entering participate installation in the case (see law, positionary) person must your formats as to provide the property of the property of the case (all provided the provided the provided that the case of the location from the global property of the case of the location from the global property of the provided that the provided

In the action of a fine partial orbity of the LLAS output, the LLAS output of the advectories in the partial orbits of the partial.

Find the content of the system from which U.S. growther or when U.S. owner, generally, fire U.B. growther of output U.S. owner of the graying bush and not the bush, and unite case of a Hill C. Excluding than a granter such as ELS, buyling the about a granter such a CLS, buyling the about a granter such a CLS, buyling the about a granter such a CLS.

Person and Artistics of the Artistics of

est teleprojecting, Alead and Foreign maried,
Restricted and first with teleprogram periodical distin. Generally, only increasestical
plan restrictions are less that become or a less feating the restriction of a feating. He seek in the tension of teleproper of a feating in the less feating the provided in produce interest in the survivar become may provide all
or an individual plants in the control plants and the survivar become may provide an
restriction, became a less feating to control plant of discussion was effect on program
feating and the control plants are seeking to the plants of the plan

If you one is the little of th

and moves 1. The beety country. Concereig, this must be the summarily under which you classed overlipted from the and macroalder) is this

2. The fronty made updressed the broade.

The obtain more of content of the Lax state first on loss that embed described for the plans.

The type mad kinder's of incorporated qualifier by the assembles to an incorporate property.

5. Suggested lasts to justify the corresponding from the carety the sevens of the lively

Particles of the program and proportion to act of the word of the program and the program and

#### Backup Withholdbig

agroup artititisationing contains making opitial payments to yet intell under this beating will condition with the larger on the condition will be less on the FIR 28% of went payments. Due so conditions will be less on the FIR 28% of went payments be so conditions the larger of the

warre measure.
You wan he stepos to hazon withhold of espanyola year receive if you got the new your cover but, may the proper creation haz, and report of you take to injure, and is denied in your lax return.

Payments you receive will be subject to backup will enabling th

1. You do not lettech your 124 to the requestion,

... The second meaning year man to the requestion.

2. You do not construct the meaning three foreign Carl Hipportains on page
3 for MCAS.)

 $\chi$  . The TRB (six the requestor that you have brest an electrical TRV.

in a Fig. tota pos est, you are extend to backup velocitary between contract is apported your interest and driving as your less when for représent alone?
 and disposeds only, or

6. Young) and confly to the employee first you may confly at the backup with a first a distriction in possible of weat and confly at the backup operand the first backup.

green consistency of the constraint of the property of the constraint of the constra

Also see Spocki más for parlimatique abova.

#### What is FATCA reporting?

the Energy Australia Park Congression And primitive regions in perimpting foreign the Energy Australia Transport extension (Editor extension received in the specified Higher Editors present Lacture pages of the Sampli from the Charles and Early Editors (Editor Editors). When Energy Editors (Editors) and Editors (Editors) and Editors (Editors) and Editors (Editors). The Editors (Editors) and Editors (Editors) and Editors (Editors) and Editors (Editors). The Editors (Editors) and Editors (Editors) and Editors (Editors) and Editors (Editors) and Editors (Editors).

#### Updating Your Information

You must provide updated a manifest bony exists from our distinct in the main part of the state of the part of the state o

#### Penalties

Fishers to familib TIM, thou last or family year comed Tills to a requester, you also accepts to a provery of \$50 for each cash falso messas your last to be the little terromable course and not to when regists.

Chail possible on the lower neglect.
Chail possible containing the production of the chairman of the chairman

post of manager as a second present.

Oriminal pentilly for friedlydag information, Virelary laidlydag installations of extenditions only subjects out to contact penetics in Assault Pres curific tenders.

Anamo of This, if expectation the treat of tree This trivialities of four at Fifty The reproduction has subject to this and expensions.

#### Specific Instructions

The CHARLES CONTROL OF THE TORONG A PROPERTY OF THE RESEARCH THE CHARLES THE C

name quasa material of participates a first first, por instruction, the game of tra-cation for Acids whose concern out offers in that I of Form (A-A.

A limbyrated, Barcardy, who was man at monitor, seer lart plane. U you have enoughed the week transport within historia the Second Secondy Alexal March (1994) of the mark stronger, when your despitation, the best previous Secondor year each secondy used and you may full harde.

Notes with applyance at on your systems came as it was entered on your from NoT applyation, and to The strand also on the same as the town-you entered on the Color (Depring on the Section ) and you apply of our

b. Sele-proprietor or storge-inanteer CLG, juda your indexts name to treet anyour judgmentantia/CZ grune 1. You may select you coduces, hade, in classifications, are justin name on the 2.

or resuggetiseous art (title) name on to 0.

ii. Pare serving, in a pieck in all a single-invarion LLD, or compromise, most consposition, in a pieck in a single-invarion LLD, or compromise, or 5. Compromise, facts or of behavior on the widthy by make all credits 1 and any generacy facts. Or of behavior on the single-part of the invarion large of the pieck of the piec

egy processing a processing of the Author of National Desputy of the Author of National Processing of the Author of National Processing o

X you have a leading segment (one nasio, DOA ruline, or disregulated analysis) of you have a contract to one of 2.

Clark the appropriate one is that 8 for the LLC, forcing the classification of the person whose makes is control in time 1. Check may also beeing each.

person whose name is interest to the 1. Check may distribute head.

Entreed Liability Company (LLC), If the received from the early of respective in the following Company in the Checker from persons, check the father to the they Company for making the Parkins space previous it was LLC for the last from 6322 in death to the rest of the persons of opposition, a receiver a finish being the company for a work to the parkins of the company for a work to the properties of the first of the properties of the 2 company to a work in the first of the parkins of the persons of the 2 company to the parkins of th

#### Line 4, Exemptions

If you are descript from election attracting matter EAT (prospecting, soler in the appropriate space is less a day coding that may apply to you.

- Permijk juljam kodik.

   risaventija trajam kodik.

   risaventija trajamininin (inclusiva seko (nogradnos) sek nici sekempi trajaminininin kodina.
- recommends in principal before, comparaments were about philosop, by shiply with beinning for contain parameters, breighting in latest lengt chickeds.
- na comou proposaci, executoj amaza ero (executo). « Corpentična sta not erengi irom bastriji saturosting tor paymariti azade di ostijenoji di payetost spirk i fisial pully inducik iransocitoris.
- Desperations are painted and painted the state of the painted to allow the painted to allow the painted the painted to allow the painted to all

The frenches beday Hamily payers that an vice op from textorp withhelding. Enter the appropriate content the space in that if

- An implemation commy again too under section stopp, any case or a displaced second under section 400 (q/g) if the account volumes the migrotion and or section 420 (4).
- Ina United Styles or any of its apendies or mathematical
- 2 A chain, the Planed of Colomba, in U.S. communitrative or possessinin, or pay of their politics substriktions on permanentialities
- a—a lenden perempari orany si III) preliazi sutekcelara, agencies, us inchorestadica
- g A needer to regardless or compositions required to popular muticality above. Specially of Columbia, for a U.S. normalistic for power-special control of the control of
- 2 schlares sommershamarshani nejkbared seth ina Commodity Polines (mong Connection)
- 8-Assol ed 22 loss simerhined
- $p_{\rm tot}$  and the representation of all three drawing the law year quater see introducent company  $\lambda c_{\rm tot}$  of 1940
- IO—A communities i dand oproviently a bank region serion serior
- et A expodel mejurition
- 18: A makkanan koren lu Kormestineri tuetsusityus o idanese tu rariodau
- [3—A fact county from the party section 884 or despited in section JP47 The indexwell chart shows up at of payments and paying one profit or backets with landing. The chart applies to the countyl payers below down 1 (beolog) 12.

yr yen peymant to for	ariel the graphway is assumpt for
historia pod diseleka positivala	tot consulte by Neces, consults
Houses fragged livid	Exempt gayas 1 through 4 and 8 program from the program of the pro
Digital extraorge internalists and partering objectedly	Examplipayors Litrough 4
Payments over\$500; required to be reported and decort several seven \$60,000.	Generally, reserve Payees Ultrategy S
Payments made to pathement of payment cost or initial party proyects	Book joses 1 through 1

See Pour 1989 MTS (), Alecerations Involve, and the by inchans.

\* However, the lockwise project of musics to a comparation tradesposition for Point 1924-MISC on the assembling interlay with eather modes and interpret acts preparate, alternate date, acceptant to the act of the act of the acts of th

- A figurge-antion-except Audit as under season 50 factor way individual relief season 50 factor way individual relief season 50 factor (70 factor).
- 19—The Order (Galasion erry of the separates or approximation for
- C--A saida, fro Breines of Colombia, a U.S. commonwealth of possession, for ray of their protect at Scholebras of Administratives.
- U—A corporation the stack of which a repeativingted in take or more constituted experience material was second to First accordance to 1,5473-1,06100
- E.—A composition that is a mention of the same expended of the individual as a pay contain described at the mention of the same in 1.1478-1458(4)).
- F. A special according commodities or desicting freest designantials. [reclamagnicities] product another is, frame, tracerds, and related their is legislated as undirected from two or the direct frame as any state.
- G—Areal ediple speciment to a
- If a population recognism company on neutron in socition was or an orbit registered of extensio outing the two year under two breaching Company Roll of 1940.
- I—A sentation lines rand as ordered in section 504(4)
- \$-A can't as delayed in section (7)1
- L—A trush exempt from tax review eaction 654 or tiosphage in personal 4847(\$\$)).

 A bet resença trust oraper a serviori conjul peat or position disquir pean High. You may work to comple was the franch track to action design pain to distance which has form to distance while the EATOA cache and remaind payed code which the completion.

Enter your address (number, alone), and spanswell or announced. This is whate the respective of the Form (V-8 wild incl.) your inhomental returns

eider your cpy, staffe, and 204 mode.

#### Part I. Texpayer Identification Number (TIN)

Entiry your stiffen the oppressibility box. If you just a table of some and year of not have only not not deploy in your on SSM, your list of your PSR systembal texpores specification manife; (in 6). Enter it in the social sequely marked box, if you do not have as TRNs on that to got to TM hallow.

mere an mail, we man to gat provinced and mail and an Edit, you may state object your \$98 or BH Content, free Replication and state your sylver \$20.

If you per a bangle-member (1) of that is decrypted \$20.

If you per a bangle-member (1) of that is decrypted as a structurely separate from the owner perchange) and suffery company \$1.0 or into papel, only the decreate \$50 per skill. If the major that only the separate of they still the major that only the separate of they still the state of the separate of the sep

Name, See the retail on page 1 to select deaffection or name and TIM combestions.

combrevious.

How to got a 70% of you do not term a DN, apply to one immediately. To stocky
to an 25%, got from GH-S, applicable to a Social Science of the Armony of the

(1-bot 194 7878).

If you am polyacito compaint Pount Wid Buthdoned Code a THE propy ratio TVE and property of the TVE and property of the TVE pro

Hole, Sign-eng of policy (12" results that you have already opplied for a TEN or find you mileted to reply say one score.

Coulines A desoporterf if its early that has a foreign curvey must be ma Appropriate County-E.

To establish to direntification reject that you must be partition, as testant when, agent that W.S. You may be respected to topo by the waterstood beyond, even if your 1,4, we also had believe in distinction.

For a pick account, may be personal was a file's gipton in Pari I shalled dig (when regarded in the case of a unsulgraded while) are person benefited on the I must explication of property in processor method.

Saurature registraments. Complete the collection so lectered in name 1 Paragin & below

- Principle books.

  1. The lest, shiptown, and busing nothing bottom to be not before 1684, and business accoming consistency factors are underlying from the modified principles of the principle
- 3. Rost estato transactional. You may legal the couldestank. You may case and some 8 of the contractions.

Figure 2 of the contribution.

4. Open pury tents. Year-less (plan post revision Till, last year during the surface of the property of the contribution of the property of the contribution of the property of

#### What Name and Number To Give the Requester

For the Type of narround:	gye wate and SSM of:
1, (m) x (0 52)	ita laska hait
P. ( eccormore (edicadas (ford accord)	The police owner of the sections of, is combined flavor, the Stall social dual on The account?
g, gypandan arboysk of Aminos (1886 1881 to Maners Arify	The relief
i, o. The never revocable speaking dust known is declineded	nee granton tropteel
a. eachged book recount that N cot a legal or wed back unser alate see	živi neprzy dyusa,
<ol> <li>Sola propódordný od džiroveníkel entry dvincel by na lodnýstval</li> </ol>	THE SYMMEY
8. Greator (nod tengrapisk Cyllians) Fram 1930 (Rasy Asilhoo 1 (see Haggintions see had 8.87 (-4/08/9))	livé grantes
Unicone To oppi ckel sag	Glyg paper and EIK of:
7. Descriptional crists not cancel by an included	The owner
R. A VOIG BUSH HARD OF SERVING WASH	Logist enlig/
g, respectioner (10 decling corporate softweet Form 5077 or Form 2050	Tro conjunition
11. Association, class religions, reactings, educational, or other tas- council equationies.	
<ol> <li>рыментр от противетов В.Р.</li> </ol>	The languages
12. Applicar or registrows numbers	Tara projekt (v nombeo
(2) Approximately for Depositions of Application in the points of Special entity (see 1884) as some of Application (as a second series) provided and approximately approximate agree/sheet property payments.	the pubble worky
14. Granini input rangioni of Pariforn 5331 (Sarqi Mariton of the Uptonal Form 1930 (Pangial Albod 2 Jeen Jugafalloos redias 1,831-40(470)	15m pro24

Egy feet and cross the marked the person-phone may be provided the country personal than the Southern person's synthemic tradition, and the first test person is southern tradition.

Departs retain the source Amelia to Lorent STAL

Yournatts program balanta or and particip are under you hades up the finger on the Management beigning or by "sealed to Management beigning or by "sealed to Management beigning or by "sealed to wide but the first being of the management of Sealed to Management being or by the management of the first being or by the management of the first being or by the first being or by

#### Secure Your Tax Records from Identity That

Secretary used coccurs where extracted mass your professed british from an an angel exemple. Secretary of the control of the c

- То маймы усклітаю
- Psotochydiv 65/N.
- Brown you coployer is provering you seen, and
   Bo to eligible controlling a bit property.
- I year to with the major of the present that and you readed in males from the Big. Annual light way in the major of place during places on by the given in Mars.

If your beneaths are not consider affected by statisty Park can you which you am in the base took or stocker province with all the establishment was attributed in park can be able to the province of the pro

For more transition, see transation acts, unactly than prevention and value.

Asserting of a buildy fresh who are experienced accounts from one option in designs a buildy fresh who are experienced as performs that have not leave to color through account of the buildy proposed as a form proper description of the self-of-field postupous, we commod (12 or color) the self-of-field into color indicates that is 12 of field in 112/12D 1 (30-8) a -1057.

Central Office (1974) of 1994 and 1994 persons of the property of the Policy of the Po

the file deep real artists ported with top popular at male. About the file evo-joil request product distals around on through exist cross sections for the edge minutes, possession, at share cross according to the model and, and, or other Parisons according.

ears, or other material accepts.

Figure consequences and consequences of the properties of the design of the properties o

Missilph year to beam more about faculty from and how to reques your risk.

Priviled Act Motice

section price or manifested research Corporations you beginned to the immediate that immediate immediate the immediate report immediate that immediate the immediate report immediate that the research of beginning to the progression of beginning to provide the provide that the report of the report of the provide that the report of the report of the provide that the report of the re

## CONTRACT SIGNATURE PAGE

# IN-SERVICE TRAINING WORKSHOP SERVICES FOR COMMUNITY SCHOOLS PROGRAM PERSONNEL (ANNUAL CONTRACT) RFP NO. 17-0002

THE UNDERSIGNED HEREBY DECLARES THAT HE HAS/FITTEN HAVE CAREFULLY EXAMINED THE SPECIFICATIONS HEREIN REFERRED TO AND WILL PROVIDE ALL EQUIPMENT, TERMS AND SERVICES TO THE CONSOLIDATED GOVERNMENT OF COLUMBUS, GRORGIA.

ATTEST:	By: Date Signature of Authorized Representative Date
Witness as to the signing of the contract	Print Name and Title of Signatory
Witness as to the signing of the contract  (Corporate Seal)	Company:
	Telephono:Fax
	Email:
* * *	* * * * *
CONSOLIDATED GOVERNMENT OF COLUMBUS, GEORGIA	
Accepted thisday of20	APPROVED AS TO LEGAL FORM:
Isaiah Hugiey, City Manager	Clifton C. Fay, City Attorney
ATTEST:	
Tiny B. Washington, Clerk of Council	

(Annual Contract)

## EXHIBIT C

In-Service Training Workshop Services for Community Schools Program Personnel (Annual Contract)

> Kennesaw State University Proposal

# RFP No. 17-0002; In-Service Training Workshop Services for Community Schools Program Personnel

The A.L. Institute of Public Service and Research

Kennesaw State University

Kennesaw, GA



July 29, 2016

Kennesaw State University 3333 Busbee Drive Kennesaw, Georgia 30144-5591

470-578-6464 470-578-9087 (FAX) www.burruss.kennesaw.edu STATE UNIVERSITY

A.L. Burruss Institute of
Public Service and Research

## Proposal in Response to RFP No. 17-0002

## **In-Service Training Workshop Services**

July 29, 2016

Contact Person: Dr. William E. Baker

## A.L. Burruss Institute of Public Service and Research

### Table of Contents

Transmittal Letter	Section 1
Addenda Acknowledgement	Section 2
Statement of Qualifications/Experience	Section 3
Service Plan	
Client Work History	
Business Requirements	
Cost Proposal	
Contract Signature Page	

Kennesaw State University 1000 Chastain Road Kennesaw, Georgia 30144-5591

> 770-423-6464 770-423-6395 (FAX)



Transmittal Letter



July 29, 2016

Columbus Consolidated Government Purchasing Department P.O. Box 1340 Columbus, GA 31901

Re: RFP No. 17-0002; In-Service Training Workshop Services for Community Schools Program Personnel

Dear Members of the Review Committee,

KSU is the third largest unit of Georgia's University System and serves a diverse student body drawn principally from the suburbs of Atlanta and rural Northwest Georgia. In July 1988, the Board of Regents of the University System of Georgia created the A.L. Burruss Institute of Public Service and Research.

Since its inception, the Burruss Institute has diligently worked to provide municipalities, governments, schools and other organizations with the research and training resources to improve education throughout Georgia.

The Institute utilizes the expertise of professional staff and Kennesaw State University faculty to ensure decision-makers have the necessary training, in-depth analysis, data and experience to help enhance the quality of life in the communities we serve.

To that end, the Burruss Institute is proposing to design, coordinate and provide the facilitators and materials for personnel in-service training workshops for Columbus Community Schools, a program providing scholastic and recreational activities for children in the Muscogee County School District. The training will focus on child and youth development, safety, health and nutrition, and the mandatory reporting and identification of children who may be victims of abuse and neglect.

The enclosed proposal details the scope of service and support the Institute can offer, and outlines the experience of the Kennesaw State faculty who would serve as instructors. I will be the main point of contact regarding this project, and can be reached at (470) 578-6464, or via email at wbaker@kennesaw.edu.

We consider this initiative to better equip Columbus Community Schools personnel a truly worthwhile project, and look forward to hearing from you.

Sincerely,

Dr. William E. Baker

William J. Baka

Executive Director, A.L. Burruss Institute of Public Service and Research

ί

Addendu Acknowledgement

#### COLUMBUS CONSOLIDATED GOVERNMENT

Georgia's First Consolidated Government



FINANCE DEPARTMENT
PURCHASING DIVISION

100 Тритн Street, P. O. Box 1340 Columbus, Georgia 31902-1340 708-653-4106, Fax 706-653-4109 Вюсімі: 706-225-4538 www.columbusga.org

July 18, 2016

#### Addendum No. One

In-Service Training Workshop Services for Community Schools Program Personnel (Annual Contract) RFP No. 17-0002

Acknow	dedgment of	ceipt of Addenda must be included with sealed Proposal.
	CS	Company: Kennesaw State University

Vendors are informed that the above subject RFP is hereby modified, corrected, or supplemented as specified, described and set forth in this Addendum:

#### A. City's response to request for clarification

1. Question: "How many total training sessions are requested during year one and year two?"

Response: Sixteen (16) classes were reported for year one and sixteen (16) classes for year two.

2. Question: "If the hours per session depend upon the training required, what is the required training? Who determines the hours per day of each training session?"

Response: The contracted instructor determines the hours per day of each training session. The required training classes needed are:

- CPR/First Aid Training (2 minimum)
- Bloodborne Pathogen/Mandatory Reporting Training (4 minimum)
- Fire/Safety Lockdown (2 minimum)
- Autism Training (2 minimum)
- Child and Youth Development (2 minimum)
- Positive Discipline (2 minimum)
- Health and Nutrition (2 minimum)
- Violence, Bullying, and Challenging Behaviors (2 minimum)
- Helping Families connect with Community Resources (2 minimum)

3. Question: "Do the assistant group leaders need training in child and youth development; safety, health and mutrition of children; and mandatory reporting and identification of indicators of suspected abuse and neglect? If so how many hours per workshop area?"

Response: The City does not employ Assistant Group Leaders, only Site Supervisors.

4. Question: "Do the group leaders need training in child and youth development; safety, health and nutrition of children; and mandatory reporting and identification of indicators of suspected abuse and neglect? If so how many hours per workshop area."

Response: Activity Leaders (group leaders) of Community Schools will be trained in child and youth development; safety, health and nutrition of children, mandatory reporting, and identification of indicators of suspected abuse and neglect. Each employee in this category must receive 15 hours of training.

5. Question: "Do the senior group leaders need training in child and youth development; safety, health and nutrition of children; and mandatory reporting and identification of indicators of suspected abuse and neglect? If so how many hours per workshop area?"

Response: Lead Activity Leaders (senior group leaders) of Community Schools will be trained in child and youth development; safety, health and nutrition of children, mandatory reporting, and identification of indicators of suspected abuse and neglect. Each employee in this category must receive 15 hours of training.

6. Question: "Do the site directors need training in child and youth development; safety, health and nutrition of children: and mandatory reporting and identification of indicators of suspected abuse and neglect? If so how many hours per workshop area?"

Response: Site Supervisors of Community Schools will be trained in child and youth development; safety, health and nutrition of children, mandatory reporting, and identification of indicators of suspected abuse and neglect. Each employee in this category must receive 20 hours of training.

7. Question: "Do the program administrators need training in child and youth development; safety, health and nutrition of children; and mandatory reporting and identification of indicators of suspected abuse and neglect? If so how many hours per workshop area?"

Response: Program Administrators of Community Schools will be trained in child and youth development; safety, health and nutrition of children, mandatory reporting, and identification of indicators of suspected abuse and neglect. Each employee in this category must receive 15 hours of training.

8. Question: "How many members of each group (A-B) will be in attendance at each session? Please clarify as printed on page 18 of the RFP."

Response: We have a current staff of 80 (26 Site Supervisors and 54 Activity Leaders) who will be required to attend 15-20 hours of training. Our staff will be allowed to choose the specific training and therefore will create a varying rate of attendance per class. If there is

a maximum amount of attendees allowed by prospective vendor, we will abide by those maximum capacities.

9. Question: "Based on past experience, how many repeat training sessions were conducted?"

Response: Based on past experience the frequency of repeat trainings has been two (2).

10. Question: "Training sessions will occur at least once during the school year from August until May. Please clarify this statement as printed on page 18 of the RFP."

Response: Training sessions are slated to occur at least once per month with the exception of some months which will have two (2) trainings depending upon staff sign up and schedules.

11. Question: "Provide a per workshop cost for each area of proposed training. Does this mean to provide a cost for child and youth development, and another cost for safety, health and nutrition of children, and another cost for mandatory reporting? Please clarify as printed on page 16 of the RFP."

Response: Yes. Vendors must provide a cost per class.

12. Question: "Will the successful vendor have access to electronic equipment at each of the locations?"

Response: Yes, the vendor will be supplied with a laptop and projector while providing training.

13. Question: "When is the contract being awarded?"

Response: The RFP process varies in the time frame from advertisement to award due to allowing time for proposal review, evaluations, and Council award.

14. Question: "When is the start date of the training?"

Response: Training sessions will occur during the school year, which is from August until May. Start date will be determined once staff for the school year is in place and training needs have been assessed.

15. Question: "What is the minimum number of participants at a session?"

Response: Fifteen (15) participants will be the minimum.

#### B. Addendum Acknowledgement

ĺ

Indicate that your company has received this Addendum in the appropriate areas and include with scaled Bid. Failure to acknowledge receipt of this addendum may render your Proposal "Incomplete".

Andrea J. McCorvey, CPPB Purchasing Division Manager

### Statement of Qualifications/Experience

Created in 1988, the A.L. Burruss Institute of Public Service and Research at Kennesaw State University, a unit of the University System of Georgia, provides expert consulting and assistance across a broad range of policy areas to governmental entities at various levels, as well as non-profit organizations. The Institute supports Kennesaw State University's commitment to community outreach by conducting applied research and providing resource acquisition, strategic planning and training and technical assistance to local and regional nonprofit organizations, and government agencies and officials.

The diverse team of award-winning educators from Kennesaw State University who will lead the in-service training sessions for the Columbus Community Schools have decades of experience in a wide spectrum of educational areas, including K-12 curriculum development and administration; mentoring; child and youth development and leadership, personnel training, early childhood education, conflict management, special education and inclusive education training, gender and multi-cultural education, health, nutrition, and safety. Trainers include certified Bright from the Start educators and current and former public school teachers and administrators.

Following is a brief synopsis of the training team's experience:

Or. Barbara Blake: Dr. Blake has more than 20 years of experience working in community health nursing, including practicing as a school health nurse and school health educator. While in Texas, Dr. Blake worked as a full-time school nurse for the Richardson Independent School District, and split her time between two elementary schools. She also trained selected school personnel about the school district's medication policies so that medications could be administered during her absence. Primarily, her training focused on the acceptance of medication for administration during the school day, appropriate storage of medications, administration of medication to children based on the "five Rs" (right child, right medication, right dosage, right time, and right route), mandatory documentation related to medication administration (such as the Medication Administration/Medical Authorization Release form that is required by the Muscogee County School District), and communication between school, parent, and healthcare provider as well as confidentiality issues.

Dr. Joya Carter Hicks: Dr. Hicks is a professor in the special education teacher preparation program within the Department of Inclusive Education at Kennesaw State University, and has been an instructor, researcher and trainer in the fields of multi-cultural and inclusive education for several years. While working as a special education teacher in the DcKalb County School System in Georgia, Dr. Hicks designed and implemented Individualized Educational Programs (IEP)'s for students with emotional behavior disorders, specific learning disabilities and mild/moderate intellectual disabilities.

Dr. Hicks was a certified conflict resolution mediator at Sequoyah Junior High School in Georgia, and provided consultation to parents, teachers and children. She developed a dual certification program in early childhood and special education at Georgia State University, and, while an instructor at Syracuse University, Dr. Hicks organized a seminar to help teachers develop methods and techniques to facilitate a multi-cultural curriculum.

Dr. Raynice Jean-Sigur: Dr. Jean-Sigur is an Associate Professor of Early Childhood Education in the Department of Elementary and Early Childhood Education at Kennesaw State University, instructing pre-service teachers in the areas of pre-school curriculum, child growth and development and multi-cultural education. She has written several articles on addressing and managing the stress in families of chronically ill children, and instructed parents of homebound and hospitalized children in the most effective ways to help students in this population reach their educational goals. At Kennesaw State, Dr. Jean-Sigur has taught courses on multi-cultural education, diversity, and human growth and development. In March 2010, she led a presentation on using children's literature to build a child's self- esteem during the annual conference on Literature for Children and Adolescents at KSU. Dr. Jean-Sigur is a Bright from the Start certified educator.

Ms. Robbi Scheuer: Ms. Scheuer is a registered and licensed dictitian and nutritionist in the Atlanta area. She completed her Bachelor of Science degree from the University of Georgia and continued on to Lenoir-Rhyne University where she completed a 1200 hour dietetic internship. She is a certified Level 1 Diabetes Educator and has a certificate in Childhood and Adolescent Weight Management. She has provided nutrition and dietitian services to patients while employed at the Cancer Treatment Centers of America and the Broward County Women, Infant, Children program. Her work includes educating patients on diets and nutrition based on their current health status, managing symptoms associated with disease, and providing individual and group nutrition assessments and education.

### CURRICULUM VITA

## Barbara J. Blake, PhD, RN, ACRN, FAAN Professor of Nursing

Konnesaw State University
WellStar Coflege of Health and Human Services
WellStar School of Nursing
1000 Chastain Road #4102
Kennesaw, GA 30144
Office Telephone: 770-423-6385

EDUCATION 6/96-12/00	Texas Woman's University, Denton, TX PhD - College of Nursing
9/86-12/89	University of South Florida, Tampa, FL Master of Science – Community Health Nursing
9/83-6/85	Florida Southern College, Lakeland, FL Bachelor of Science – Nursing
5/75-6/76	Indian River Community College, Ft. Pierce, FL Associate of Science Nursing
8/74-12/74	Florida Junior College, Jacksonville, FL Associate of Arts – General Education
PROFESSIONAL	KY PUDIENCE
1/03 – Present	Kennesaw State University, Kennesaw, GA WellStar School of Nursing Professor
6/02 - 1/03	University of Texas at Arlington, Arlington, TX School of Nursing Adjunct Assistant Clinical Professor
12/01 - 1/03	University of Texas Southwestern Medical Center, Dalias, TX Internal Medicine Adjunct Instructor
7/01 1/03	Parkland Health & Hospital System, Dallas TX TX/OK AIDS Education & Training Center Project Director

1/01- 7/01	Parkland Health & Hospital System, Dallas, TX Quality Management Department IIIV Quality Integration Specialist
6/98-12/00	Texas Woman's University, Denton, TX School of Nursing Graduate Research Assistant
8/97- 12/98	Texas Woman's University, Denton, TX School of Nursing Graduate Teaching Assistant
8/95-5/97	Richardson Independent School District, Richardson, TX School Health Nurse
5/93-7/95	Cobb County Health Department, Marietta, GA Child Health Coordinator/Principal Nurse
12/90-5/93	West Paces Clinical Research, Atlanta, GA Clinical Research Coordinator
1/90-11/90	AIDS Research Consortium of Atlanta, Atlanta, GA Clinical Research Coordinator/Research Nurse
8/88-8/89	School Board of Polk County, Bartow, FL Itinerant Health Educator
7/85-8/88	Polk County Health Department, Lakeland, FL Community Health Nurse
5/84-7/85	Tampa General Hospital, Tampa, FL Staff Registered Nurse
8/79-8/80	Sacred Heart Hospital, Pensacola, FL Staff Registered Nurse
5/77-8/79	Mark S. Michelman, M.D./Diagnostic Clinic, Clearwater, FL Registered Nurse
5/76-5/77	Morton Plant Hospital, Clearwater, FL Staff Registered Nurse

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS		
1988 – Preser	nt Sigma Theta Tau International Honor Society for Nursing	
1999 Preser	nt Phi Kappa Phi Interdisciplinary Honor Society	
2000 – Preser	Association of Nurses in AIDS Care (ANAC)	
1986 Presei	nt American Nurses Association	
2003 – Preser	nt Northwest Metro Chapter of Georgia's Nurses Association	
2003 – Preset	11 Georgia's Nurses Association	
AWARDS/R	ECOGNITIONS	
8/15	Kennesaw State University	
	Universitywide Community Service Award	
6/15	University of Alabama (UAB) in Birmingham, AL UAB Geriatric Education Center's Faculty Scholar	
5/15	WellStar College of Health and Human Services College Community Service Award	
11/[4	Association of Nurses in AIDS Care (ANAC) ANAC HIV Educator Distinguished Service Award	
11/13	Fellow in the American Academy of Nursing (FAAN) Washington, DC	
8/12	Kennesaw State University Distinguished Professor of the Year Award	
8/12	Kennesaw State University Finalist for Distinguished Research and Creative Activity Award	
8/11	Kennesaw State University Finalist for Distinguished Research and Creative Activity Award	
4/11	WeilStar College of Health and Human Services Distinguished Research and Creative Activity Award	
3/11	Tenured Faculty Sabbatical Award – Spring 2012 Semester Received from KSU's Center for Excellence in Teaching and Learning	

8/08	KSU's Foundation Prize Award representing the WellStar College of Health and Human Services for the article entitled "A model of HIV disclosure: Disclosure and types of social relationships" that appeared in the <i>Journal of the American Academy of Nurse Practitioners</i> (2007) Volume 19, Number 5 (co-recipient)
11/07	Journal of the Association of Nurses in AIDS Care (JANAC) Clinical Article of the Year Award for the article entitled "A portrait of HIV infection among men in the United States" that appeared in the Journal of the Association of Nurses in AIDS Care (2006) Volume 17, Number 6 (co-recipient)
2/07	Eva Tupman Researcher of the Year Award. Received from the Georgia Association of Nurse Educators (GANE)
8/04	Community Based Learning Award. Presented from the Dean of Undergraduate Research, Kennesaw State University
1/03	Recognition Award presented from Parkland Health & Hospital System AIDS Clinic for contributions to the TX/OK AIDS Education & Training Center
6/95	Recognition Award presented from the Cobb County Coalition for the Prevention of Child Abuse

#### TEACHING, SUPERVISION, & MENTORING

#### COURSES TAUGHT AT KENNESAW STATE UNIVERSITY

NUR 4412: Community Health Nursing - 5 credit hours (Course Coordinator)

NUR 4402: Research in Nursing - 3 credit hours

NUR 4440: Palliative and End of Life Care -3 credit hours

NUR 7746: Research Applications and Outcome Evaluations in Advanced Practice Nursing – 2 credit hours

NUR 8854; Primary Care Clinical Project – 2 credit hours

SA: NUR 4490: Study Abroad: Swaziland and Population Health - 3 credit hours

SA: NUR 4412: Study Abroad: Community Health Nursing in Nicaragua - 5 credit hours

#### STUDENT SUPERVISION AT KSU

#### Directed Study:

- Blane Shcriff, Fall 2006, HIV/AIDS and Children (Student withdrew)
- 2. Flizabeth Ward, Fall 2012, NUR 9310 Teaching Elective

#### Preceptorships:

- Dorothy Thompson, NUR 4418, Spring 2004
- 2. Carol Keifer, NUR 4418, Spring 2005
- 3. Laura DiRico, NUR 4418, Fail 2005
- 4. Elizabeth Wambugu, NUR 4418, Fall 2012

- Johnathan Steppe, NUR 8873, Spring 2013.
- 6. Jacqueline Kigundu, NUR 4418, Fall 2013

#### Supervision of Honors Contract or Overall Experience:

- Alyssa Fuell, Honors Contract in NURS 4412, Spring 2004
- 2. Diane Keen, Honors Contract in NURS 4412, Spring 2008
- 3. Debra Stein, Honors Contract in NURS 4412, Summer 2009
- 4. Casilda Pendergrass, Honors Faculty, Summer 2010 Fall 2011
- Megan Middleton, Honors Faculty, Summer 2010 Fall 2011
- 6. Matthew Buxton, Honors Faculty, Fall 2015 (withdrew Spring 2016)

#### Master's Thesis Committee Chair/Member:

- Steppe, Johnathan, Master's Thesis, Kennesaw State University, Spring 2013 Fall 2013. Title: Heterosexism and homophobia among students participating in a Bachelor of Science nursing program (Committee Chair)
- 2. Joseph, Ryankeith, Master's Thesis, Kennesaw State University, Fall 2015 Present (Committee Chair)

#### SUPERVISION OF STUDENTS FROM OTHER ACADEMIC INSTITUTIONS:

#### Nursing Education Preceptorship:

1. Tammy Green, NUR 551 Role Practicum (Nursing Education Practicum), Jacksonville School of Nursing, Summer 2013

#### Research Supervision:

į

- 1. Hussein Dido, Master's Thesis, Morchouse School of Medicine, Summer and Fall Semesters, 2007. Title: Prevalence of HIV/AIDS among refugees: A comparison between US-born and foreign-born HIV/AIDS cases and the number of cases among refugees in DeKalb County, Georgia (Committee Member)
- McDonough, Norcen, Doctoral Dissertation, Georgia State University, Fall 2009

   2012, Title: An examination the variables that influence safe sexual behaviors among HIV positive men who have sex with men (MSM) (Committee Member/Content Expert)
- Patterson, Robbie, Doctoral Clinical Research Practicum, Catholic University of America, Washington, DC, Summer 2015. (Dr. Gloria Taylor, primary facilitator of practicum)

#### Research Supervision of Graduate from KSU:

D. Dennis Flores, RN, BSN (Class of 2006) requested assistance in developing a
qualitative research study on HIV Positive Young MSM and Prevention in 2009.
Dissemination of results were completed through presentations and a journal article.
Masters Student at Emory University

#### SCHOLARSHIP

#### PUBLICATIONS

í

#### Refereed Journal Articles:

Blake, B. J., Taylor, G. A., & Sowell, R. (in press). Exploring experiences and perceptions of older African-American males aging with HIV in the rural southern United States. American Journal of Men's Health

Hold, J. L., Blake, B. J., & Ward, E. N., (2015). Perceptions and experiences of nursing students enrolled in a palliative and end-of-life nursing elective: A qualitative study. *Nursing Education Today*, 35(6), 777—781.

Bremner, M. N., Blake, B. J. & Stiles, C. (2015). The experiences of persons living with HIV who participate in mind-body-and energy therapies: A systematic review protocol of qualitative evidence. *JBI Database of Systematic Reviews and Implementation Reports*, 13(10), 41 - 49

Bremner, M. N., Blake, B. J., Long, J. M, & Yanosky H, D. J. (2014). Setting a benchmark for the Test of Essential Academic Skills (TEAS) V: Striving for first semester success in nursing school. *Journal of Nursing Education*, 53(9), 537 - 540

Hold, J. Ward, E. & Blake, B. J. (2014). Integrating professional apprenticeships into an end-of-life care course. *Journal of Nursing Education*, 53(2), 112 - 115

Wilson, A., Blake, B.J., Taylor, G.A., & Hannings, G. (2013). Cinemeducation: Teaching family assessment skills using full-length motion pictures. *Public Health Nursing* 30(3), 239 – 245

Blake, B. J., Robley, L., & Taylor, G. A. (2012) A fion in the room: Youth fiving with HIV/AIDS. *Pediatric Nursing*, 38(6), 311 - 318

Flores, D.D., Blake, B.J., & Sowell, R. (2011) Get them while they're young: Reflections of young gay men recently diagnosed with HIV. *Journal of the Association of Nurses in AIDS Care* 22(5), 376 - 387

Blake, B. J., Taylor, G.A., Reid, P.V., & Kosowski, M. (2008) Experiences of women in obtaining HIV testing and healthcare services. *Journal of the American Academy of Nurse Practitioners* 20 (1), 40 – 46

Bairan, A., Taylor, G., Blake, B., Akers, T., Sowell, R. & Mondiola, R. (2007) A model of HIV disclosure: Disclosure and types of social relationships. *Journal of the American Academy of Nurse Practitioners* 19 (5), 242-250

Blake, B.J. & Taylor, G.A. (2006) A portrait of HIV infection among men in the United States. Journal of the Association of Nurses in AIDS Care, 17(6), 3 - 13

Blake, B. J. & Bentov, L. (2001) Geographical mapping of unmarried teen births and selected sociodemographic variables. *Public Health Nursing*, **18** (1), 33-39

Youseffi, F. & Blake, B. (2000) Parent primer for school health. TPHIA Journal, 51 (4), 12-18

Youselli, F., Caldwell, R., Hadnot, P. & Blake, B. (2000) Recall rummy: Learning can be fun! *Journal of Continuing Education*, 3 (2), 48-54

#### Web-based Peer-Reviewed Publications:

Blake, B., Ray-Connell, T., Durkin, D., & Wedgeworth, M. (2015). *Healthy Aging with HIV after age 50*. The Deep South CME Network, UAB Division of CME, Geriatric-Focused CME Courses, http://www.alabamacme.uab.edu/geriatrics.aspx.

#### Monograph:

Taylor, G.A., Blake, B.J., Sowell, R.L., Bairan, A., Akers, T.A. (2005) Condom use among Black women in the southeastern United States. *Health Education Monograph Series* 22(1), 27-34.

#### Chapters in Books:

Blake, B. J. & Taylor, G. A. (in press). Learning to age successfully with HIV. In Parks, F. M. Felzien, G. S., & Jue, S. *HIV/AIDS in rural communities: Research, education, and advocacy*. Springer International

Blake, B.J. & Taylor, G.A. (in press) Adult men and women. In J. Allender, C. Rector, & K. Warner (Eds.), Community health musing: Promoting and protecting the public's health (9th ed), Philadelphia: Lippincott, Williams & Wilkins

Blake, B.J. & Taylor, G.A. (in press) Infectious diseases from a global perspective. In C. Holtz (Ed.), *Global health care: Issues and policies* (3<sup>rd</sup> ed.) Sudbury, MA: Jones and Bartlett Publishers

Taylor, G. A. & Blake, B. J. (2014) Key informant interviews and focus groups. In M. de Chesnay, M. (Ed.) Nursing research using data analysis: Qualitative designs and methods. New York, New York: Springer Publishing Company, pp 153 - 165

Taylor, G. A., Blake, B. J. & Flores, D. D. (2014) Evidence-based epidemiology. In B. Howlett, (Ed.) Evidence-based practice for beginning practitioners. Sudbury, MA: Bartlett and Jones Publishers, pp 193 - 224

Blake, B.J. & Taylor, G.A. (2014) Adult men and women. In J. Allender, C. Rector, & K. Warner (Eds.), Community health nursing: Promoting and protecting the public's health (8th ed). Philadelphia: Lippincott, Williams & Wilkins, pp 753 - 781

Blake, B.J. & Taylor, G.A. (2013) Infectious diseases from a global perspective. In C. Holtz (Ed.), *Global health care: Issues and policies* (2<sup>nd</sup> ed.) Sudbury, MA: Jones and Bartlett Publishers, pp 159 - 182

Taylor, G. A. & Blake, B. J. (2012). Sexually transmitted infections. In, M. de Chesnay (Ed,). Sex Trafficking: A Clinical Guide for Nurses. New York, New York: Springer Publishing Company, pp 239 - 262

Blake, B.J. & Taylor, G.A. (2010) Adult men and women. In J. Allender, C. Rector, & K. Warner (Eds.), Community health nursing: Promoting and protecting the public's health (7th ed). Philadelphia: Lippincott, Williams & Wilkins. pp 650-673

Akers, T., Blake, B.J., & Hanson, R. (2008) Infectious diseases from a global perspective. In C. Holtz (Ed.), *Global health care: Issues and policies*. Sudbury, MA: Jones and Bartlett Publishers, pp 181-198.

#### Commentary:

Ċ

Santis, J. P. Balt, C. A., & Blake, B. J. (2014) The value of HIV certification in IIIV/AIDS Revisited. *Journal of the Association of Nurses in AIDS Care* 25(4), 285-288.

#### Conference Brief:

Blake, B.J. (2007) Conference Brief from the XVI International AIDS Conference: Reducing the spread of HIV and male circumcision. *Journal of the Association of Nurses in AIDS Care*, 18(1), 70-72

#### Book Review:

Blake, B.J. (2004) Question the Silhouettes: AIDS and a Family in Crisis (Book Review). *Journal of the Association of Nurses in AIDS Care*, 15 (5), 68-69

#### Technical Reports and Publications:

Blake, B. J. & Taylor, G. A. (2012). Ryan White Modernization Act Part B Needs Assessment. Cobb/Douglas Public Health, Communicable Disease Section, Marietta, GA (pp 1-24)

Blake, B. J. & Taylor, G. A. (2011). Ryan White Modernization Act Part B Needs Assessment. Cobb/Douglas Public Health, Communicable Disease Section, Marietta, GA (pp 1-24)

Blake, B.J. & Taylor, G. A. (2011) State of Georgia HIV/AIDS Resource Inventory: 2010. Georgia Department of Public Health, HIV Unit, Atlanta, GA (pp 1 – 142)

Blake, B. J. & Taylor, G. A. (2010). Ryan White Modernization Act Part B Needs Assessment. Cobb/Douglas Public Health, Communicable Disease Section, Marietta, GA (pp 1-24)

Taylor, G. A., Blake, B. J., & Sanchez-Jones, T. (2010). African American Outreach Initiative: Long Term Follow-up of First Time Attendees. Fulton County Ryan White Program, Atlanta, GA (pp. 1 – 53)

Blake, B. J. & Taylor, G. A. (2009). Ryan White Modernization Act Part B Needs Assessment. Cobb/Douglas Public Health, Communicable Disease Section, Marietta, GA (pp 1-24)

Blake, B. J. & Taylor, G. A. (2008). Ryan White Modernization Act Part B Needs Assessment. Cobb/Douglas Public Health, Communicable Disease Section, Marietta, GA (pp 1-24) Blake, B.J., Taylor, G.A., Nichols, Q., & Akers, T.A. (2008) 2009 – 2013 State of Georgia HIV/AIDS Comprehensive Plan, Georgia Department of Human Resources, Division of Public Health, IIIV Section. Atlanta, GA (pp. 1-102)

Blake, B.J., Taylor, G.A., Akers, T.A., & VanGeest, J. (2007) State of Georgia HIV/AIDS Comprehensive Plan 2008. Georgia Department of Human Resources, Division of Public Health, HIV Section. Atlanta, GA (pp. 1-80)

į

- Taylor, G. A. & Blake, B. J. (2007). TAKE Project, Take Action, Keep Educated: Project Evaluation Year 2. State of GA, Department of Community Health, Office of Minority Health, Atlanta, GA (pp 1-13)
- Akers, T.A., Blake, B.J., Bairan, A., Sewell, D. & Nichols, Q. (2007) Community Services Assessment of Perceived Needs by Providers Who Primarily Serve HIV Positive Clients. Georgia Department of Human Resources, HIV Section, Atlanta, GA (pp 1-27)
- Akers, T.A., Blake, B.J., Bairan, A., Sewell, D. & Nichols, Q. (2007) Community Services Assessment of Perceived Needs by Providers Who Primarily Serve White Men Who Have Sex with men. Georgia Department of Human Resources, IIIV Section, Atlanta, GA (pp 1-28)
- Akers, T.A., Blake, B.J., Bairan, A., Sewell, D. & Nichols, Q. (2007) Community Services Assessment of Perceived Needs by Providers Who Primarily Serve African American Men Who Have Sex with Men. Georgia Department of Human Resources, HIV Section, Atlanta, GA (pp I-27)
- Akers, T.A., Blake, B.J., Bairan, A., Sewell, D. & Nichols, Q. (2007) Community Services Assessment of Perceived Needs by Providers Who Primarily Serve High Risk Heterosexual African American Women. Georgia Department of Human Resources, HIV Section, Atlanta, GA (pp 1-28)
- Akers, T.A., Blake, B.J., Bairan, A., Sewell, D. & Nichols, Q. (2007) Community Services Assessment of Perceived Needs by Providers Who Primarily Serve High-Risk African American men. Georgia Department of Human Resources, HIV Section, Atlanta, GA (pp 1-28)
- Akers, T.A., Blake, B.J., Bairan, A., Sewell, D. & Nichols, Q. (2007) Community Services Assessment of Perceived Needs by Providers Who Primarily Serve African American Men Who Use Injection Drugs. Georgia Department of Human Resources, HIV Section, Atlanta, GA (pp 1-28)
- Akers, T.A., Blake, B.J., Bairan, A., Sewell, D. & Nichols, Q. (2007) Community Services Assessment of Perceived Needs by Providers Who Primarily Serve Latino/Hispanic Clients. Georgia Department of Human Resources, HIV Section, Atlanta, GA (pp 1-27)
- Akers, T.A., Blake, B.J., Bairan, A., Nichols, Q., et.al. (2007) HIV/AIDS Resource Inventory. Georgia Department of Human Resources, HIV Section, Atlanta, GA (pp 1-51)
- Taylor, G.A. & Blake, B.J. (2007) African American Outreach Initiative Research Study 2005: Final Report. Our Common Welfare, Atlanta, GA (pp 1-29)

- Blake, B.J. & Taylor, G.A. (2006) Clients' Perceptions of HIV Services: Focus Group Results, Northwest Georgia Specialty Care Clinic, Rome, GA (pp 1-6)
- Blake, B. J. & Taylor, G. A. (2006). Ryan White CARE Act Title II Needs Assessment. Cobb/Douglas Public Health, Communicable Disease Section, Marietta, GA (pp 1-24)
- Akers, T.A., Blake, B.J., Taylor, G., Bairan, A., Sowell, R.L. (2005). State of Georgia HIIV/AIDS Community Services Assessment. Georgia Department of Human Resources, Division of Public Health, HIV Section. Atlanta, GA. (pp 1-214)
- Akers, T.A., Blake, B.J., Taylor, G., Bairan, A., Sowell, R.L. (2005). State of Georgia HIV/AIDS Comprehensive Plan. Georgia Department of Human Resources, Division of Public Health, HIV Section. Atlanta, GA. (pp 1-60)
- Akers, T.A., Blake, B.J., Taylor, G., Bairan, A., Sowell, R.L., Redmond, J., and Holloway, E. (2004). IIIV/AIDS Community Services Assessment Report: Phase One. Submitted to the Georgia Department of Human Resources, Division of Public Health, HIV Section. Atlanta, GA (pp 1-53)
- Akers, T.A. and Blake, B.J. (2004). Prevention for Positives Forum Report. Report to the Georgia Department of Human Resources, Division of Public Health, HIV Section. Atlanta, Georgia. (pp 1-20)

#### PRESENTATIONS

#### Refereed Conference Presentations:

- Blake, B. J. & Taylor, G. A. (2015). *Learning to Age with HIV*. Rural HIV Research and Training Conference. Sponsored by Georgia Southern University, Savannah, GA, October 23 24, 2015
- Bremner, M. Blake, B.J., & Wagner, V.D. Evaluating the Effect of Reiki on Stress, Anxiety, Pain and Depression among Persons Living With HIV. American Holistic Nurses Association 35th Annual Conference, Branson, Missouri, June 12—17, 2015 (Podium Presentation)
- Blake, B. J. & Taylor, G. A. Implementation of an 8-session education intervention for HIV÷ men 50 years of age and older. 29<sup>th</sup> Annual Conference of the Southern Nursing Research Society, Tampa, FL. February 25 28, 2015 (Poster Presentation)
- Hold, J. L., Blake, B. J., & Ward, E. N. Integrating Three Professional Apprenticeships into an End-of-Life Course. 8th Annual Clinical Practice Forum: Clinical and Professional Issues in Hospice and Palliative Care, Pittsburg Pennsylvania, September 18, 2014 (Poster Presentation)
- Hold J. L., Ward, E.N., & Blake, B. J. *A Qualitative Study to Evaluate an End of Life Nursing Course.* Sigma Theta Tau International & National League for Nursing Partnership. Nursing Education Research Conference. Indianapolis, Indiana, April 4, 2014 (Podium Presentation)
- Taylor, G. A., Blake, B. J., & Johnson, S. The impact of an HIV education intervention on the health behaviors of IIIV+ males 50 years of age or older. 26th Annual Association of Nurses in

- AIDS Care Conference, Atlanta, GA. November 21 23, 2013 (Poster Presentation)
- McDonough, N. & Blake, B. J. Factors influencing sexual behavior among IIIV positive men who have sex with men. 26<sup>th</sup> Annual Association of Nurses in AIDS Care Conference, Atlanta, GA, November 21 + 23, 2013 (Podium Presentation)
- Flores, D. D. & Blake, B. J. Parents' experiences with sex communication when their son is gay: Implications for HIV prevention. 26th Annual Association of Nurses in AIDS Care Conference, Atlanta, GA. November 21 23, 2013 (Poster Presentation, Winner of the Student Poster Award)
- Hold, J. L., Ward, E.N., & Blake, B. J. Development of an end-of-life care course based on three professional apprenticeships. American Association of Colleges of Nursing 2013 Baccalaureate Education Conference, New Orleans, EA, November 21, 2013 (Poster Presentation)
- Hold, J. L., Ward, E.N., & Blake, B. J. *Palliative and end-of-life care: Innovative educational environment.* Georgia Conference on College and University Teaching. Kennesaw, GA, February 15, 2013 (Poster Presentation)
- Taylor, G. A. & Blake, B. J. *Perceptions of aging among older HIV positive African Americans*. Research Centers in Minority Institutions, 13th International Symposium on Health Disparities, San Juan, PR, December 10 13, 2012 (Poster Presentation)
- Blake, B. & Taylor, G. A. Surprised to be alive! Aging with IIIV. 25th Annual Association of Nurses in AIDS Care Annual Conference, Tucson, AZ, November 15 17, 2012 (Podium Presentation)
- Blake, B. & Taylor, G. A. What are the educational needs of older persons living with HIV? Gerontological Nursing Care: A Safe Harbor, 27th Annual Convention, Baltimore, MD, October 4 6, 2012 (Podium Presentation)
- Taylor, G.A., Blake, B.J., Sanchez-Jones, T. & McDonough, N. *Health literacy among adults aging with HIV*. Remembering, Recommitting, Reaching, & Reforming: Implications for the Future of UIV Nursing. The 23<sup>rd</sup> Annual Association of Nurses in AIDS Care Annual Conference, Reno, NV, November 18 20, 2010 (Podium Presentation)
- Flores, D., Sowell, R., & Blake, B. J. Exploring sexual debut among minority youth in the deep South. Remembering, Recommitting, Reaching, & Reforming: Implications for the Future of IIIV Nursing. The 23<sup>rd</sup> Annual Association of Nurses in AIDS Care Annual Conference, Reno, NV, November 18—20, 2010 (Podium Presentation)
- Flores, D., Blake, B. J., & Sowell, R. Targeted sex education for young MSMs. Recommitting, Reaching, & Reforming: Implications for the Future of HIV Nursing. The 23<sup>rd</sup> Annual

Association of Nurses in AIDS Care Annual Conference, Reno, NV, November 18 20, 2010 (Podium Presentation)

Sanchez-Jones, T., Taylor, G.A., Blake, B. J., & McDonough, N. *Health literacy among older African Americans living with HIV*. NGNA 25<sup>th</sup> Annual Convention, Palm Springs, CA, October 14 – 17, 2010 (Podium Presentation)

Flores, D., Blake, B. J., & Sowell, R. Becoming sexually active as a young man of color in the southern United States. XVIII International AfDS Conference. Vicana, Austria, July 18 – 23, 2010 (Poster Presentation)

Flores, D., Blake, B. J., & Sowell, R. Get Them while they're young: Newly diagnosed YMSM's perspective on HIV prevention. XVIII International AIDS Conference. Vienna, Austria, July 18 – 23, 2010 (Oral Presentation)

Blake, B.J, Taylor, G.A., & Robley, L. Perception of HIV among Asian American men who have sex with men. XVIII International AIDS Conference. Vienna, Austria, July 18 – 23, 2010 (Poster Presentation)

Blake, B.J., Taylor, G.A., & Robley, L. Keeping it private: Experiences of adolescents living with *HIV/AIDS*. 22<sup>nd</sup> Annual Association of Nurses in AIDS Care Annual Conference, Jacksonville, FL, November 19 – 22, 2009 (Podium Presentation)

Bairan, A., Taylor, G., Blake, B. J., Akers, T., & Sowell, R. A model of IIIV disclosure as an Intervention tool. 24th National Conference of the American Academy of Nurse Practitioners, Nashville, TN., June 17-21, 2009 (Poster Presentation)

Taylor, G. A., & Blake, B.J., & Sanchez-Jones, T. An education intervention for African Americans living with IIIV/AIDS. 33rd Annual National Council for Black Studies Conference, Atlanta, GA, March 21, 2009 (Podium Presentation)

Taylor, G. A., Blake, B.J. & Hannings, G. *Quality community health clinical experiences:*Challenges, solutions, and evidence-based outcomes. Georgia Association for Nursing Education Conference, Sca Palms Resort, St. Simons Island, GA, February 21, 2009 (Podium Presentation)

Sanchez-Jones, T., Taylor, G. A., & Biake, B. J. Educational support for African Americans living with HIV/AIDS. National Association of African American Studies, Baton Rouge, LA, February 12, 2009 (Podium Presentation)

Camann, M.A., Blake, B.J., Horne, C., et al. *Development of a comprehensive admission process* for selection of nursing students. Southern Regional Board of Education 2008 Annual Meeting, Atlanta, GA, October 5 – 7, 2008 (Podium Presentation)

Blake, B.J. & Taylor, G.A. *Likes and dislikes of aging among older Black adults.* Association of Nurses in AIDS Care 21<sup>st</sup> Annual Conference: HIV Nursing: Renewing, Caring, Healing, Tucson, AZ, November 6 9, 2008 (Podium Presentation)

- Taylor, G.A. & Blake, B.J. *Educational Support for persons living with HIV/AIDS*. Association of Nurses in AIDS Care 21<sup>st</sup> Annual Conference: HIV Nursing: Renewing, Caring, Healing, Tucson, AZ, November 6 9, 2008 (Poster Presentation)
- Blake, B.J., Sanchez-Jones, T. & Taylor, G.A. *HIV and aging*. National Gerontological Association 2008 Convention. Albuquerque, NM, October 30 November 2, 2008 (Podium Presentation)
- Blake, B.J. & Taylor, G.A. *Perceptions of HIV care among Hispanic males*. National Association of Hispanic Nurses 33<sup>rd</sup> Annual Meeting and Conference, Hispanic Nurses: Shaping Healthcare Across Communities, Boston, MA, July 15-18, 2008 (Podium Presentation)
- Blake, B.J., Akers, T.A., & Dobson, K. *HIV/AIDS infected youth: Intergenerational gap and developmental discordance*. 4th International AIDS Society Conference, Sydney Australia, July 22-25, 2007 (Poster Presentation)
- Taylor, G.A. & Blake, B.J. (2006) Factors influencing quality of life among African Americans living with IIIV. Scaling the Heights of HIV/AIDS Care, Association of Nurses in AIDS Care, Las Vegas, NV, October 26 29, 2006 (Round Table Discussion)
- Taylor, G.A., Blake, B.J., Bairan, A., & Akers, T.A. *A model for capacity building in public health.* XVI International AIDS Conference, Toronto, Canada, August 13-18, 2006 (Poster Presentation)
- Wilson, A., Blake, B., Taylor, G., & Long, J. *Teaching Family Assessment with Popular Movies*. Poster presentation at the Georgia Association for Nursing Education (GANE) Conference. St. Simon, GA, Thursday, February 16, 2006 (Poster Presentation)
- Wilson, A., Holtz, C., Long, J., Blake, B., & Taylor, G. Katrina: Facilitating student learning in disasters. Poster presentation at the Georgia Association for Nursing Education (GANE) Conference. St. Simon, GA, Thursday, February 16, 2006 (Poster Presentation)
- Taylor, G.A., Blake, B.J., Bairan, A., & Akers, T.A. Prevention intervention preferences of persons living with HIV. 18<sup>th</sup> Annual ANAC Conference: Celebrating the Magic of Caring: HIV/AIDS Nursing A Commitment to Caring, Orlando, FL, November 17-20, 2005 (Podium Presentation)
- Blake, B.J., Taylor, G.A., Bairan, A., & Akers, T. A. Nursing leadership: Fostering a community partnership. Sigma Theta Tau 38th Biennial Convention: Create the Future Through Renewal, Indianapolis, IN November 12-16, 2005 (Podium Presentation)
- Long, J., Blake, B.J., & Hall, S. *An innovative method for developing cultural competency with Latino populations: Project H.E.L.P. (Health, Education, and Language Promotion).* Sigma Theta Tau 38<sup>th</sup> Biennial Convention: Create the Future Through Renewal, Indianapolis, IN November 12-16, 2005 (Podium Presentation)

ĺ

- Blake, B. J. & Taylor, G. A. Developing preceptors for nursing students. Georgia Association of Occupational Health Nurses: Fall Conference, Atlanta, GA, October 14, 2005 (Podium Presentation)
- Taylor, G.A., Blake, B.J., Akers, T., & Bairan, A. Disclosure of HIV status to sex partners among HIV positive persons. Association of Nurses in AIDS Care HIV Nursing Research Summit, Palm Springs, CA, April 22-24, 2005 (Podium Presentation)
- Blake, B.J. Taylor, G.A., Akers, T., & Bairan, A. Perceptions of the CDC Prevention with Positives Initiative. Association of Nurses in AIDS Care HIV Nursing Research Summit, Palm Springs, CA, April 22-24, 2005 (Poster Presentation)
- Long, J.M., Blake, B.J., & Hall, S.M. Opportunity for real world student service learning: Project H.E.L.P. (Health, Education, and Language Promotion. Georgia League for Nursing 2005 Annual Education Meeting, Savannah, GA, February 9-11, 2005 (Poster Presentation)
- Chambers, D. & Blake, B.J. Cardiovascular nursing for undergraduate students. Georgia League for Nursing 2005 Annual Education Meeting, Savannah, GA, February 9-11, 2005 (Poster Presentation)
- Blake, B.J., Taylor, G.A., & Mendiola, R. Results of key informant interviews from a statewide community services assessment. 2005 Southern Nursing Research Society 19<sup>th</sup> Annual Conference; Atlanta, GA, February 3 5, 2005 (Podium Presentation)
- Kosowski, M.M. & Blake, B.J. Women's perceptions of facing IIIV. 2005 Southern Nursing Research Society 19<sup>th</sup> Annual Conference; Atlanta, GA, February 3 5, 2005 (Podium Presentation)
- Hunter, H., Saboor, A., Blake, B.J., Taylor, G.A., & Chambers, D. *Use of the emergency department by the HIV infected patient: Assessment, education, testing, and prevention.*Association of Nurses in AIDS Care 17<sup>th</sup> Annual Conference: Unmasking HIV in the Big Easy; New Orleans, I.A, November 14 18, 2004 (Poster Presentation)
- Akers, T.A., Hervey, W.G., Sowell, R.L., Blake, B.J., Taylor, G.A., & Bairan, A. (2004). A call for the development of a national standardized HIV/AIDS prevention intervention classification taxonomy. XV International AIDS Conference; Bangkok, Thailand, July 11-16, 2004. (Poster Presentation)
- Akers, T.A., Sowell, R.L., Mauge-Lewis, C., Blake, B.J., Taylor, G.A., & Bairan, A. (2004). *Innovative strategies to engage university students for HIV/AIDS awareness.* XV International AIDS Conference; Bangkok, Thailand, July 11-16, 2004. (Poster Presentation)
- Sowell, R.L., Bairan, A., Akers, T.A., Blake, B.J., & Taylor, G.A. (2004). Spiritual activities as an intervention strategy for quality care in women. XV International AIDS Conference; Baugkok, Thailand, July 11-16, 2004. (Poster Presentation)

- Sowell, R.L., Bairan, A., Taylor, G.A., Blake, B.J., & Akers, T.A. (2004). Health care and social services needs and barriers among poor women in the southern United States. XV International AIDS Conference; Bangkok, Thailand, July 11-16, 2004. (Poster Presentation)
- Taylor, G.A., Blake, B.J., Sowell, R.L., Akers, T.A., & Bairan, A. (2004). Condom use among African American women in the southeastern United States. XV International AIDS Conference; Bangkok, Thailand, July 11-16, 2004. (Poster Presentation)
- Blake, B.J., Taylor, G.A., Sowell, R.L., Akors, T.A., Bairan, A., & Wallace, B.P. (2004). An academic and state Partnership to implement CDC's Prevention for Positives Initiative. XV International AIDS Conference; Bangkok, Thailand, July 11-16, 2004. (Poster Presentation)
- Reid, P, Blake, B.J., & Jones, R. *The whisper game: HIV testing and treatment barriers for women in east Texas.* (Invited Panel Participant on HIV/AIDS in the Southern Region of the United States: The Impending Crisis (SOPHE) Society for Applied Anthropology 65<sup>th</sup> Annual Meeting; Dallas, TX, March 31-April, 4, 2004. (Podium Presentation)
- Brannen, J., Taylor, G.A., Blake, B.J., & Meek-Sjostrom, D. The use of handheld PDAs in the clinical area: Evaluation by students and faculty. Georgia League for Nursing Annual Education Meeting; Savannah, GA, February 19-20, 2004 (Podium Presentation)
- Taylor, G.A. & Blake, B.J. Strategies for managing large numbers of students in community health. Georgia League for Nursing Annual Education Meeting; Savannah, GA, February 19-20, 2004 (Poster Presentation)
- Blake, B.J., Reid P., & Kosowski, M. Women's perspective on HIV testing & healthcare Services. 16<sup>th</sup> Annual ANAC Conference: Spotlight on HIV/AIDS Nursing; New York City, NY, November 20-23, 2003 (Podium Presentation)
- Blake, B.J., Reid, P., Jones, R. & Keiser, P. Preventing HIV perinatal transmission in east Texas. United States Conference on AIDS; New Orleans, I.A, September 18-21, 2003 (Poster Presentation)
- Blake, B.J., Keiser, P., Moreno, S., & Sandoval, J. Effectiveness of a Ryan White funded program in providing care to HIV infected patients. XIV International AIDS Conference; Barcelona, Spain, July 7-12, 2002 (Poster Presentation)
- Blake, B.J., Jones, R., Sandoval, J., Ribo, A & Keiser, P. A collaborative model for HIV/AIDS education & training for Native American healthcare providers. XIV International AIDS Conference; Barcelona, Spain, July 7-12, 2002. (Poster Presentation)
- Blake, B.J. Examining the Influence of the 1996 Welfare reform legislation on unmarried teen birthrates in Texas counties using growth curve analysis. 41st Annual Conference of the National Association for Welfare Reform and Statistics; Baltimore, MD, August 19-22, 2001. (Podium Presentation)

- Blake, B.J. *Unmarried teen births in El Paso and Dallas counties*, 14<sup>th</sup> Annual Conference of the Southern Nursing Research Society; Little Rock, AR, February 3-5, 2000. (Poster Presentation)
- Blake, B.J. Unmarried Teen births in El Paso and Dallas Counties. Western Social Science Association 41st Annual Conference; Ft. Worth, TX, April 22-24, 1999. (Podium Presentation)
- Youseffi, F. & Blake, B.J. Parent primer for school health, Texas Public Health Association 74<sup>th</sup> Annual Educational Conference; Plano, TX, April 18-20, 1999. (Poster Presentation)
- Blake, B.J. *Unmarried teen births in El Paso and Daltas counties.* Texas Woman's University Second Annual Student Research and Creative Arts Symposium; Denton, TX, April 8 & 9, 1999. (Poster Presentation)
- Blake, B.J. Teaching mothers about newborn care: A Comparison of two methods. University of South Florida's Family Health Conference; Tampa, FL, April 19, 1990. (Podium Presentation)
- Blake, B.J. Principals and issues in clinical experiences in public health for graduate and undergraduate students. CASE Conference; Orlando, FL, March 22, 1988. (Podium Presentation)

#### Non-Refereed Presentations:

{

į

- Blake, B. J., Holtz, C., & Sowell, R. *In our backyard: The story of the HIV/AIDS epidemic in Kennesaw and beyond.* KSU Archives and the Zuckerman Museum of Art, Kennesaw, GA, October 21, 2015 (Invited Panel Presentation)
- Blake, B. J., Burton, T. & White, K. M. *Promoting Success: Perspectives of Senior Faculty Panel*. New Faculty Orientation, Sponsored by the Center for Excellence in Teaching and Learning (CETL) at Kennesaw State University, October 13, 2013. (Invited Panel Presentation)
- Blake, B. J. & Taylor, G. A. *Intersection of 1IIV and Aging: Living a Golden Life with Silver Hair.* HIV in the South: What Nurses Need to Know conference conducted by the Southeast AIDS Education & Training Center, Atlanta Black Nurses Association and Metro Atlanta ANAC Chapter, Atlanta, GA, June 8, 2013. (Invited Podium Presentation)
- Blake, B. J. Nursing in the United States. Woosong University's School of Nursing, Daejeon, South Korea, March 6, 2013. (Invited Podium Presentation)
- Blake, B. J. & Taylor, G. A. *HIV and aging: What can I expect*? 14<sup>th</sup> Annual African American Outreach Initiative. Atlanta, GA, February 9, 2013. (Invited Podium Presentation)
- Blake, B. J. Roles and Responsibilities of Public Health in Disaster Preparedness and Response. Community Health Nursing Program, Ain Shams University, Cairo, Egypt, December 16, 2012. (Invited Video Presentation)
- Blake, B.J., Taylor G.A, & Sanchez-Jones, T. *Health Literacy and Nursing Practice*. The Fourth International Scientific Conference: Innovations in Nursing Research, Education & Practice. Helwan University, Helwan, Egypt, April 23 & 24, 2012. (Invited Video Presentation)

- Blake, B. J. & Taylor, G. A. *Voices of Persons Living HIV*. 10<sup>th</sup> Annual Suburban Studies Conference: Social Problems and Solutions. Kennesaw State University, April 13, 2012. (Invited Podium Presentation)
- Blake, B.J. & Taylor, G.A. *HIV and Aging*. 12<sup>th</sup> Annual African American Outreach Initiative, Atlanta, GA, February 18, 2012. (Invited Podium Presentation)
- Blake, B.J. & Taylor, G.A. *Growing Older with HIV: What Nurses Need to Know.* Northwest Metro Atlanta Chapter of the Georgia Nurses Association. Marietta, GA, October 12, 2010. (Invited Podium Presentation)
- Blake, B.J. & Taylor, G.A. Aging Successfully While Living with HIV. 11th Annual African American Outreach Initiative. Atlanta, GA, February 6, 2010. (Invited Podium Presentation)
- Blake, B.J. Taylor, G.A., Sanchez-Jones, T. *How to Age Successfully While Living with HIV.* 10<sup>th</sup> Annual African American Outreach Initiative. Atlanta, GA, March 15, 2009. (Invited Podium Presentation)
- Blake, B.J. & Taylor, G.A. Addressing health disparities among people living with IIIV. Third Annual Sigma Theta Tau Mu Phi Chapter Research Conference: Health Disparities and Working with Vulnerable Populations, Kennesaw, GA, April 23, 2008. (Invited Podium Presentation)
- Blake, B.J. IIIV and Aging: What can I expect now? 2008 African American Outreach Initiative. Atlanta, GA, March 15, 2008. (Invited Podium Presentation)
- Brannan, J., White, M.A., & Blake, B.J. Integration of *Personal Data Assistants into the Nursing Curriculum: An Evaluative Study.* Georgia Association of Nurse Educators (GANE), Pine Mountain, GA, February 21 23, 2008 (Invited Podium Presentation)
- Blake, B.J. & Akers, T.A. Towards a Comprehensive Awareness of HIV/AIDS Prevention through Interdisciplinary and Interorganizational Collaboration. World AIDS Day, Kennesaw State University, Kennesaw, GA, December 3, 2007. (Invited Podium Presentation)
- Blake, B.J. *HIV/AIDS: The face of an ongoing pandemic.* Nursing Update: Living with HIV Seminar, Northwest Metro Chapter of Georgia Nurses Association and Mu Phi Chapter of Sigma Theta Tau, Kennesaw, GA, November 17, 2007 (Invited Podium Presentation)
- Taylor, G.A., Blake, B.J., & Neuman, J. *Outcomes from the African American Outreach Initiative Study.* Ryan White Statewide Conference, Atlanta, GA October 24-26, 2007. (Invited Podium Presentation)
- Blake, B.J. & Taylor, G.A. Research and Interventions Strategies for Patients at Risk for Health Disparity. Racial Implications of America's Healthcare Crisis: Symposium on Race & Society, University of Virginia, Charlottesville, VA, September 30 October 2, 2007. (Invited Podium Presentation)

Blake, B. J. Nursing: A Profession and a Passion. Grady Infectious Disease Program Nurses Week Celebration, Atlanta, GA, May 9, 2007. (Invited Podium Presentation)

Akers, T. A. & Blake, B.J. Conducting Interdisciplinary HIV/AIDS Research from a Community-based Participatory Perspective. Department of Education Colloquium, Kennesaw State University, Kennesaw, GA, April 18, 2007. (Invited Podium Presentation)

Blake, B.J. Aging with HIV. 8th Annual African American Outreach Initiative. Atlanta, GA, March 17, 2007. (Invited Podium Presentation)

Blake, B.J. Sexually Transmitted Infections in Older Adults. Spirituality in Aging Series, Lutheran Towers, Atlanta, GA, May 12, 2006. (Invited Podium Presentation)

Błake, B.J., Taylor, G.A., Bairan, A., & Akers, T.A. *Identifying the Needs of People Living with HIV/AIDS*. First Annual Mini-Conference presented by Sigma Theta Tau International Mu Phi Chapter and WellStar School of Nursing, Kennesaw, GA, April 24, 2006. (Invited Podium Presentation)

Blake, B.J. Growing Older with HIV: An Update. 7th Annual African American Outreach Initiative, Atlanta, GA, March 18, 2006. (Invited Podium Presentation)

Taylor, G. A. & Blake, B. J. *HIV/AIDS Epidemic Two Decades Later*. WellStar Congregational Nurses, Marietta, GA, February 16, 2006 (Invited Podium Presentation)

Blake, B. J. & Taylor, G. A. *The HIV Epidemic - 20 Years Later*. Defense Contract Management Department, Atlanta, GA, December 6, 2005. (Podium Presentation)

Blake, B.J. Aging with HIV. 6<sup>th</sup> Annual African American Outreach Initiative, Atlanta, GA, March 8, 2005. (Invited Podium Presentation)

Blake, B.J. *An AIDS Update*. Georgia Nurses Association, 13<sup>th</sup> District, Marietta, GA, November 8, 2004. (Podium Presentation)

Blake, B.J. HIV/AIDS: The Face of a Changing Epidemic. Georgia Institute of Technology, Health Services, Atlanta, GA, October 7, 2004 (Invited Podium Presentation)

Blake, B.J. Update on HIV/AIDS from the International Conference on AIDS held in Bangkok, Thailand. Atlanta Interfaith AIDS Network, Atlanta, GA, August 30, 2004 (Invited Podium Presentation)

#### GRANTS AND CONTRACTS (funded):

#### Funded Grants as PI:

ί

2013 Evaluation of an education intervention for older adults

\$8,100

aging with HIV

Barbara J. Blake, PhD, RN, ACRN, FAAN. Principal Investigator

Gloria A, Taylor, DSN, RNc, Co-Tuvesfigator

2011	Aging successfully: An educational intervention for older adults living with HIV Barbara J. Blake, RN, PhD, ACRN, Principal Investigator Gloria A. Taylor, DSN, RNc, Co-Principal Investigator Faculty Incentive Award KSU Center for Excellence in Teaching and Learning Kennesaw State University	\$7,700
2011	Aging with HIV: Development of a culturally sensitive educational intervention Barbara J. Blake, RN, PhD, ACRN, Principal Investigator Gloria A, Taylor, DSN, RNe, Co-Principal Investigator American Nurses Foundation (ANF)	\$2,900
2007	Nursing Update: Living with HIV Seminar provided by Northwest Chapter of the Georgia's Nurses Associate and Mu Phi Chapter of Sigma Theta Tau Funds received from Abbott Laboratories (\$4,000), Tibotec Therapeutics (\$3,000), Bristol Myers Squibb (\$3,000) & Bochringer Ingelheim (\$3,000)	\$13,000
1999	Sigma Theta Tau (Beta Beta Chapter) Doctoral Dissertation "Social Policy Evaluation: How did the 1996 Welfare Reform Legislation Influence Ummarried Teen Birth Rates in Texas Counties? Barbara J. Blake, RN, MS (Doctoral Candidate)	\$743
Competitive 2014	Contracts Funded as CoPI: Approaching Death for a Second Time: A Phenomenological Study of Aging with HIV Judith Hold, EdD, RN Barbara J. Blake, PhD, RN, ACRN, FAAN Faculty Incentive Award: KSU Center for Excellence in Teaching	\$7,724
2013	The effects of Reiki Therapy on stress, anxiety and depression in persons newly diagnosed with HIV: A pilot study Marie Bremner, DSN, RN Barbara J. Blake, PhD, RN, ACRN, FAAN V. Doreen Wagner, PhD, RN, CNOR Faculty Incentive Award: KSU Center for Excellence in Teaching	\$8,000

Office of the Vice President for Research

Konnesaw State University

Evaluation of HIV/AIDS Take Action, Keep Educated Project (TAKE Project) State of Georgia, Office of Minority Health Gloria A. Taylor, DSN, RNc, Project Director/Evaluator & Barbara J. Blake, RN, PhD, ACRN Co-Project Director/Evaluator Noncompetitive Contracts Funded as PI: State of Georgia, Department of Human Resources \$289,000 2009Division of Public Health Prevention Services Branch – HIV Section Barbara J. Blake, RN, PhD, ACRN, Project Director Gloria A. Taylor, DSN, RNc, Co- Project Director \$112,600 State of Georgia, Department of Human Resources 2008 Division of Public Health Prevention Services Branch - HIV Section Barbara J. Blake, RN, PhD, ACRN, Project Director Gloria A. Taylor, DSN, RNc, Co-Project Director \$99,841 State of Georgia, Department of Human Resources 2007Division of Public Health Prevention Services Branch -- HIV Section Barbara J. Blake, RN, PhD, ACRN, Project Director, Timothy A. Akers, MS, PhD: Co-Project Director, Gloria Taylor DSN, RNc, & Jonathan VanGeest, PhD Noncompetitive Contracts Funded as CoPI: \$30,000 Screening, Brief Intervention, and Referral to Treatment 2016 - 2018(SBIRT) Health Professions Training Grant (Subcontract with Morehouse School of Medicine) Marie Bremner, RN, DSN, Principal Investigator Barbara J. Blake, RN, PhD, FAAN, Co-Principal Investigator \$7,916 Perceptions of Aging with HIV among 2015African American Men living in Rural Georgia Barbara J. Blake, RN, PhD, FAAN, Co-Project Director Gloria A. Taylor, RN, PhD, Co-Project Director Richard L. Sowell, RN, PhD, FAAN, Co-Project Director \$33,300 Fulton County Board of Commissioners 2009Ryan White Part A Evaluation of the African American Outreach Initiative Gloria A, Taylor, DSN, RN, Project Director, Barbara J. Blake, RN, PhD, ACRN and Tamika Sanchez-Jones, PhD, RN, Co-Project Directors

2007

\$8,000

2006	State of Georgia, Department of Human Resources Division of Public Health Prevention Services Branch - HIV Section Timothy Akers, MS, PhD, Project Director; Barbara J. Blake, RN, Project Director; and Annette Bairan, PhD, RN, Co-Project Mana,	
2006	Our Common Welfare, Inc Evaluation of the African American Outreach Initiative Gloria A. Taylor DSN, RNc, Project Director Barbara J. Blake, RN, PhD, ACRN, Co-Project Director	\$12,000
2004	State of Georgia, Department of Human Resources Division of Public Health Prevention Services Branch HIV Section Timothy Akers, MS, PhD, Project Director; Barbara J. Blake, RN Co-Project Director; Gloria A, Taylor, DSN, RN, Co-Project Man Annette Bairan, PhD, RN, Co-Project Manager	
GRANTS S 2015	UBMITTED (not funded) International Research & Scholarship Grant: Conducting a Health Needs Assessment in Los Robles, Nicaragua Barbara J. Blake, RN, PhD, ACRN, FAAN Principal Investigator Johnathan Steppe, RN, MSN, Co-Investigator	\$20,000
2013	Suburban REACH: Research Enhanced Approach for Communities with Hidden HIV/HCV Miriam Boeri, PhD, Principal Investigator Barbara J. Blake, RN, PhD, ACRN, Key Personnel National Institutes of Health	\$347,000
2012	National Institute of Health (NIH), Institute on Aging Learning to Age Successfully with HIV, Project <i>LASH</i> Barbara J. Blake, RN, PhD, ACRN, Principal Investigator Gloria A. Taylor, DSN, RNc, Co-Investigator	\$138,800
2012	Sigma Theta Tau and National Gerontological Nursing Association Evaluation of the Intervention: Learning to Age Successfully with Barbara J. Blake, RN, PhD, ACRN, Principal Investigator Gloria A. Taylor, DSN, RNc, Co-Investigator	on \$5,000 n HIV
2009	National Institutes of Health (NIH): Challenge Grant in Health and Science Research. Combined Screening and Medical Care for Hepatitis among Drug Üsers. Barbara J. Blake, RN, PhD, ACRN, Principal Investigator.	\$791,000 r HIV and Viral

## Miriam Boeri, $\mathrm{PhD}_{s}$ Co - Investigator

SERVICE	

University:	
8/15 Present	Graduate Program Curriculum Committee Committee Member
8/13 – 7/14	University Tenure and Promotion Committee Committee Member
2/1 [	Provost Faculty Interview Team Committee Member
8/05 - 05/06	Senate Executive Committee Committee Member
8/04 05/08	Faculty Schate WellStar School of Nursing Undergraduate Nursing Program Senator
College:	·
10/12 - 3/13	Ain Shams University, Cairo, Egypt Community Health Faculty Post-Doctorate (US Nursing Education) Preceptor
8/11 7/14	College Tenure and Promotion Committee WellStar College of Health and Human Services School of Nursing Representative Chair 2013 - 2014
11/07 - 05/08	College Faculty Council WellStar College of Health and Human Services School of Nursing Undergraduate Degree Program Representative
Department: 8/13 – Present	Student Nurses Association Faculty Advisor
8/12 – Present	New Student Orientation Committee Member
8/05 Present	Undergraduate Student Admission, Retention, and Progression Committee Committee Member
8/13 - 8/14	Graduate Student Admission, Retention, and Progression Committee Committee Member

1/11 2/11	Woosong University, Dacjeon, South Korea Nursing Student Study Abroad Program to KSU Program Co-Coordinator
8/07 - 8/12	Faculty Advisory Committee Chair/Committee Member
11/07 - 8/10	Department Faculty Conneil Committee Chair
8/05 8/07	Programs Assessment Committee Committee Member
8/03 - 8/05	Curriculum Committee Member Committee Member
8/03 - 8/05	Portfolio Committee Member Committee Member

#### THE PROFESSION

International:

Lesotho, Africa Nurse Mentor

May 23 - June 20, 2008

Lesotho, Africa Nurse Mentor

January 22 - February 15, 2009

#### Journal Reviewer:

1/13 Journal of Transcultural Nursing

Sage Publications: Thousand Oaks, CA

Requested Manuscript Review

5/10 Public Health Nursing

Blackwell Publishing: Malden, MA Requested Manuscript Review

12/09 Archives of Women's Mental Health

Springer Publishing, New York Requested Manuscript Review

11/08 Revista Panamericana de Salud Pública/Pan American Journal of Public Health

Pan American Health Organization

Washington, DC

Requested Manuscript Review

11/07	Public Health Nursing Blackwell Publishing: Malden, MA Requested Manuscript Review
6/07	Progress in Community Health Partnerships: Research, Education, and Action The Johns Hopkins University Press; Baltimore, MD Requested Manuscript Review
1/04 11/08	Journal of the Association of Nurses in AIDS Care Elsevier Mosby: Orlando, FL Editorial Advisory Board
1/04 · Current	Journal of the Association of Nurses in AIDS Care Elsevier Mosby: Orlando, FL Reviewer
5/03 – Current	Pediatric Nursing Janetti Publications: Pitman, NJ Reviewer
Leadership Role in 2015	n Professional Organizations: Association of Nurses in AIDS Care Metro Atlanta Chapter Board of Directors President elect
2012 – 2013	Association of Nurses in AIDS Care (ANAC) 2013 Annual Conference Planning Committee Planning Committee Chair
2009 - 2013	HIV/AIDS National Certification Board (HANCB) Committee Member and Treasurer
2012 - 2013	Association of Nurses in AIDS Care (ANAC) Secretary, Metro Atlanta Chapter
2010 - 2011	Association of Nurses in AIDS Care (ANAC) Director at Large, Metro Atlanta Chapter
2008 2010	Sigma Theta Tau International Mu Phi Chapter Leadership Succession Committee, Chair
2007 - 2008	Northwest Metro Chapter of Georgia's Nurses Association Nominations Committee Chair

#### Nursing Seminar/Workshop Development:

Violence in Our Society. Workshop provided by the Northwest Chapter of the Georgia's Nurses Association, Mu Phi Sigma Theta Tau Chapter, and the Atlanta Black Nurses Association. April 17, 2010, Kennesaw, GA (Chair of Planning Committee)

Every Nurse is an AIDS Nurse. Workshop provided by the Atlanta Chapter of the Association of Nurses in AIDS Care and the Southeast AIDS Education and Training Center. September 26, 2009, Kennesaw, GA (Planning Committee Member)

Nursing Update: Living with IIIV. Workshop provided by Northwest Chapter of the Georgia's Nurses Association and MuPhi Sigma Theta Tau Chapter, November 17, 2007, Kennesaw, Georgia. (Chair of Planning Committee)

#### Objective Grant Review Committee Member:

Centers for Disease Control (CDC) and Prevention Special Emphasis Panel (SEP) for Health Promotion and Disease Prevention Research Centers: Special Interest Project Competitive Supplements. Grant Review Panel, August 3 & 4, 2009 Atlanta, GA

Ryan White Modernization Act: Part A Objective Review Panel Participant, March 17, 18, 25, 26, & 27, 2009, Atlanta, GA

Ryan White Modernization Act; Part A Objective Review Panel Participant, March 5, 6, 26, & 27, 2008, Atlanta, GA

Ryan White Modernization Act: Part C HIV Early Intervention Services (EIS): Ongoing Expansion for Current Part C Grantees Objective Review Panel Participant. August 6-8, 2007, Web-Based, Smyrna, GA

Ryan White CARE Act: Title I Objective Review Panel Participant, February 27 & 28, March 20, 21, & 22, 2007, Atlanta, GA

Ryan White CARE Act: Title III Capacity Development Objective Review Committee Participant, July 5-7, 2006, Web-Based, Smyrna, GA

Ryan White CARE Act; Title III Early Intervention Services Objective Review Committee Participant, May 9-11, 2006, Washington, DC

Ryan White CARE Act: Title III Capacity Development Objective Review Committee Participant, July 6-8, 2005, Washington, DC

Centers for Disease Control and Prevention (CDC) Special Emphasis (SEP) Review Panel for Reproductive Health Research, January 12 & 13, 2005, Atlanta, GA

Ryan White CARE Act: Title III Early Intervention Services Objective Review Committee Participant, December 12-14, 2004, Washington, DC

Centers for Disease Control (CDC) and Prevention Research Centers (PRC) Grant Review Panel, June 23 & 24, 2004, Atlanta, GA

Ryan White CARE Act: Title III Capacity Development Grant Program Objective Review Committee Participant, May 12 & 13, 2004, Washington, DC

Centers for Disease Control (CDC) Prevention Research Centers (PRC) Grant Review Panel, March 30 & 31, 2004, Atlanta, GA

Ryan White CARE Act: Title III Early Intervention Services Objective Review Committee Participant, September 8 & 9, 2003, Washington, DC

Ryan White CARE Act: Title III Planning and Capacity Building Objective Review Committee Participant, May 28, 29, & 30, 2003, Washington, DC

Ryan White CARE Act: Title III Early Intervention Services Objective Review Committee Participant, April 28 & 29, 2003, Washington, DC.

#### THE COMMUNITY

1/16 - Present	Someone Cares, Inc Board of Directors Board Member
7/14 12/15	Someone Cares, Inc. Board of Directors President
5/04 - Present	Ryan White Part B Consortium Member Cobb/Douglas County Board of Health, Cobb County, GA
7/09 1/13	Southeast AIDS Education and Training Center (SEATC) Emory University Regional Advisory Committee Chair
02/08 - 12/11	Someone Cares, Inc. Board of Directors Board President in 2010 & 2011
6/04 + 12/10	Georgia Department of Human Resources HIV Educational Advisory Committee Member, Atlanta, GA
10/07 12/09	HIV/AIDS Megacommunity Member

AIDS Fund, Atlanta, GA

2/03 = 5/05 Cobb Human Services Coalition Health Clinic Volunteer

Marietta, GA

Consulting Services:

4/14 . 9/14 Quality Management Consultant: Ryan White Part A Program

Southeast AIDS Training and Education Center (SEATEC)

Emory University

Atlanta, GA

9/10 = 12/10 Quality Management Consultant: Ryan White Part A Program

Southeast AIDS Training and Education Center (SEATEC)

Emory University

Atlanta, GA

10/07 -- 12/07 Quality Management Consultant: Ryan White Part A Program

Southeast AIDS Training and Education Center (SEATEC)

Emory University

Atlanta, GA

12/03 = 3/04 Quality Management Consultant; Ryan White Part A

Southeast AIDS Training and Education Center (SEATEC)

Emory University

Atlanta, GA

PROFESSIONAL CERTIFICATION

ś

5/04 - Current AIDS Certified Registered Nurse (ACRN)



# Joya A. Carter Hicks, Ph.D.

Associate Professor of Special Education
Kennesaw State University
Department of Inclusive Education
Bagwell College of Education
1000 Chastain Road MD#0124
Kennesaw, GA 30144-5591
Phone: (470) 578-6146, FAX: (470) 578-6263
jearterh@kennesaw.edu

### EDUCATION

Education Experience	ces
8/00 - 8/01	Post-doctoral Fellowship, Curriculum and Teaching
	Teachers College, Columbia University, New York
8/96 - 5/00	Doctor of Philosophy, Special   Inclusive Education
	Syracuse University, Syracuse, New York
	DISSERTATION: "Set free" to Learn and Grow without Stereotypes and
	Prejudices: Multiple perspectives on facilitating elementary inclusion for
	graduates of an inclusive preschool.
8/98 5/00	Certificate of Advanced Studies, Educational Leadership
.,	Syracuse University, Syracuse, New York
8/92 3/95	Master of Education, Special Education
	Georgia State University, Atlanta, Georgia
8/88 - 5/92	Bachelor of Arts, Psychology
olms also	Hampton University, Hampton, Virginia

#### Certification

Grades P-12 Special Education, Professional Standards Commission, GA Educational Leadership, Professional Standards Commission, GA Quality Matters Reviewer, Kennesaw State University Global Learning Specialist, Kennesaw State University University Teaching, Sytacuse University, Syracuse, NY Conflict Resolution/Mediation, DeKath County Schools, Decator, GA

# PROFESSIONAL EXPERIENCES

- 2009-present Associate Professor, Bagwell College of Education, Kennesaw State University, GA Responsibilities include program coordination/development, graduate and undergraduate level teaching, advising, field supervision, research and service in the special education teacher preparation program within the Department of Inclusive Education.
- 2003-2008

  Assistant Professor, College of Education, Georgia State University, GA
  Developed a dual certification program in early childhood and special education. Scholarly responsibilities included undergraduate and graduate teaching, advising, field supervision, research and service in the PK-5 teacher preparation program within the Dept of Barly Childhood Education.
- 2001 2003 Assistant Professor, College of Education, University of Georgia, GA
  Facilitated Project WINning Team, a statewide system's change initiative of schools beginning inclusive education programs. Project responsibilities included school site-based consultations and web-based staff development training. University responsibilities included emerging scholarship in inclusive education, teaching undergraduate and graduate courses, and membership on the Faculty Senate for the Dept. of Special Education.
- 2000 01 **Postdoctoral Scholar,** Teachers College, Columbia University, NY One year fellowship to develop an independent research and teaching agenda in inclusive education, design and instruct a course for school leaders, and participate in the community life of the Department of Curriculum and Teaching.
- 2000 Visiting Scholar, Educational Leadership Department, Clark Atlanta University, GA Engaged in-service teachers in curriculum planning for educational leadership. Taught summer course using supervisory models to facilitate the design and delivery of inquiry-based, problem-centered cutriculum in math, science, and technology.
- 1999 00 Instructor, Teaching and Leadership Programs, Syracuse University, Syracuse, NY Designed and implemented an educational psychology course focused on the theories and practices of learning and teaching for inclusive schooling. Provided supplemental instruction to pre-service teachers in elementary education by developing a website companion.
- 1998 99

  Instructor, Teaching and Leadership Programs, Syracuse University, Syracuse, NY
  Organized a multicultural seminar titled, "Schooling & Diversity" for 50 student teachers in the
  elementary teacher-training program. Course focused on instructional methods and techniques
  for facilitating a multicultural curriculum.
- 1997 99 Teaching Assistant, Teaching and Leadership Programs, Syracuse University, NY Assisted professor, Dr. Douglas P. Bilden, by supporting tectures and facilitating discussion sections for the introductory course of the elementary and special/inclusive education program. Primary responsibilities included planning, implementing, and assessing activities that reinforced material covered during lecture.

- 1996 97 Graduate Assistant, Teaching and Leadership Programs, Syracuse University, NY Supervised pre-service teachers in urban and suburhan settings. Provided written and oral feedback during weekly observations of instruction. Facilitated evaluative conferences on students' teaching performances.
- 1996 Social Skills Teacher, Henderson Mill Elementary School
  DeKalb County School System, Decatur, GA
  Developed and implemented a summer school curriculum on self-esteem, collaboration, social
  efiquette/ manners, cultural awareness, and character education
- 1995 96 Special Education Teacher, Hambrick Elementary School
  DeKalh County School System, Stone Mountain, GA
  Designed and implemented the accommodations of the Individualized Educational Programs (IEP) of children diagnosed with emotional behavior disorders, specific learning disabilities, and mild/moderate intellectual disabilities. Provided appropriate methods of curriculato, assessment, behavior modification, and teaching in all content areas to facilitate social and academic learning. Trained in inclusion, provided leadership in establishing collaborative and cooperative instruction in general classroom settings. Worked with community in establishing school-business liaisons and partnerships. Sponsored 4 H leadership club.
- 1992 95 Special Education Teacher, Sequoyah Junior High School
  DeKalb County School System, Atlanta, GA
  Designed and implemented Individualized Educational Programs (IEP) for transescent students—with emotional behavior disorders, specific learning disabilities, and mild intellectual disabilities. Provided instruction in all content areas. Performed behavior modification techniques and administered, scored, and interpreted tests. Certified mediator in conflict resolution, provided consultation to parents, teachers, and children. Coordinated Drug Prevention, Moral Education and Non-Violence Programs. Attended workshops, conferences, and professional treetings geared toward children in urban inclusive education. Assumed leadership responsibilities in talk-group for students placed "at-risk", as well as varsity gymnastics and junior varsity cheerleading teams.

Internships
6/02 & 6/03 Visiting Scholar, The College of New Jersey, Bangkok, Thailand
Implemented two courses on socio-cultural foundations and special education teaching

for teachers seeking international certification.

Postdoctoral Intern, National Institute for Urban School Improvement, Atlanta, GA.
Participated in summer institute focused on the unification of special and regular

1999 International Intern, Massey University, Palmetston-North, New Zealand Studied inclusive programming for students with disabilities at Maori immersion schools.

education programs in urban schools.

2000

1998 Doctoral Intern, U.S. Department of Education, Washington, DC.

Examined the evaluative process for research-to practice grant projects within the Office of Special Educational Programs. Participated in international satellite conferences on curriculum and instruction for students with disabilities.

1998 International Intern, University of Natal, Durban, South Africa Independent study in Cape Town & Durban, South Africa, Investigated the

Department of Education's National Commission on Inclusive Education. Conducted interviews and observations at university and public school settings focused on infusing students with disabilities into mainstream programs.

1997 International Intern, Italian Public Schools

Independent study in Rome, Florence, Parma, Casanova, & Venice. Studied the inclusion of students with disabilities into regular classrooms. Participated in lectures, discussions and observations facilitated by national educational leaders

# TEACHING, SUPERVISION & MENTORING

Carter-Hicks, J. (Author). (2013). Introductory Video. Retrieved from http://youtu.be/ONczdOIKLR8

#### Assignments.

Kennesaw State University
INED 3304: Education of Exceptional Children
EDUC 2120: Exploring Sociocultural perspectives on Diversity in Educational Contexts
INED 7705: Inclusive Education Procedures
INED 7715: Nature and Needs of Students with Mild Disabilities
INED 7741: Educational Research
INED 7746: Models of Development and Procedures of Assessment
INED 7747: Developmentally Appropriate Practice and Curriculum Design
INED 7748: Language Learning and Emergent Literacy
INED 7760: Curriculum Development for Diverse Learners
INED 7785: Curriculum & Instruction for Teacher Leaders
INED 7790: Documenting Professional Growth
INED 7970: Internship in Special Education

INED 8310: Policy and Practices in Special Education	
INED 8340: Planning, Implementing & Assessing Instruction for Diverse Learners	
INED 8330: Culturally Responsive Classtooms	
EDRD 8365: Literacy-based Instruction for Students with Disabilities	
EDUC 9350: Doctoral Directed Study	
TNED 9900; Dissertation	

#### Dissertations Supervised (KSU)

Jenna Hudson: Sociocultural and Political Pactors that Influence Modes of Communication for Deaf and Hard of Hearing Preschool Students (Anticipated Graduation: Fall 2014)	Dama McEldetry: Lessons Leatnest: Perspectives of White teachers in Culturally Diverse Schools (Auticipated Graduation: Spring 2015)
Susic Rathbun: Teacher Engagement within the Response to Intervention Framework: A review of social and political factors that may impact teacher engagement. (Defaue: Statumer 2014)	Deirdra Milligan: School Days: The perceptions and experiences of African American boys in the classroom. (Defense: Fall 2013)
Jenny Massey: Examining the School to Prison Pipeline: Secondary students in special education Programs. (Anticipated Defense Pall 2015)	Cherry Statiand: Statiand: Response to Intervention Implementation in Secondary Grades (-Inticipated graduation: Spring 2016)

## Dissertations - Content Expert(KSU)

The Relationship Between Socio economic Status and the Achievement	Patricia King: Perceptions of a Caring Teacher: Through the Lens of High School Teachers and Students
Fall 2013)	

## Supervised Internship and Field Supervision (KSU)

Spring 2010 Spring 2011	Argo, Kellie Lynn Beddard, Alecia Nicole Brown-Planigan, Bunice T
	Brown-Flanigan, Bunice T Clennan, Naomi Ann

	Davis, Amber Hobson Dellorto, Rosemarie Hallberg, Marisa Eve Labarthe, Deborah F Stelanov, Kathryn Augustin Walstead, Sarah
Spring 2012	Boeshart, Kristen L Hillard, Katherine Koclencki, Tara Michele Reilly, Italey M Sampson, Lestie Anne Schmidt, Ernest Brian Valdes, Krystle Sheree Valentine, Deborah Lynn Warr, Shannon Michelle Wilkes, Sarah N Williamson, Karenca G.
Spring 2013	Wolf, Maria Clemens Itaney, Brandi Ann Johnson, Tracy Anne Mayotte, Jessica E Morrelt, Emily Smith Stokes, Ginna Marie
Spring 2014	Cooling, Elizabeth A Forguson, Rebecca Joan Nellen, Caitlin Updyke, Christina Marie

Georgia State University, Atlanta, GA			
Contse Name and #	Semester Tangbi	Frequency of Instruction	Enrollment
ECE 3021, 6981, and 6982:	Sutamer & Fall 2003	Taught 6 times	25 students
Child Development and Learning	Spring & Pall 2004		
- "	Spring 2005		
	Fall 2006		
ECE 3662: Classroom Management	Spring & Hall 2006	Taught/supervised 5 times	25 students
······ 3	Spring & Fall 2007		
	Spring 2008	1	
ECE 9810: Directed Reading	Spring 2005	Taught unce	1 student
ECH 9850: Research Seminar in ECH	Summer 2004	Taught once	4 students
ECE 9960: Advanced Developmental	Summer 2005	Taught once	8 students
Theory	<u> </u>		<u> </u>

The University of Georgia, Athens, CA			
Course Name and #	Semester Taught	Frequency of Instruction	Enrollment
SPEC 6000: Special Education	Spring 2002	Taught once	20 students
Collaboration			
SPISC 3040; Introduction to Individuals	Fall 2002	Taught once	25 students
with Special Needs		<u></u>	
ECE/SPEC 5100: Survey of Early	Spring 2003	Taught once	20 students
Childhood Special Education			<del></del> :
SPEC 9600: Doctoral Seminar: Current	Spring 2003	Тявун опсс	8 students
Issues and Trends in Inclusive/Special	<u> </u>		L

	 	 	 "
Uducation		 	 

[ TCN]	The College of New Jersey,	Bangkok Thailand	
Course Name and #	Semester Taught	Frequency of Instruction	Enrollment
Socio Cultural and Political Foundations of Inclusive Education	Summer 2002	Taught once	20 students
Intro to Special Education	Summer 2003	Taught once	20 students

Teachers College, Columbia University, New York, NY								
Course Name and #	Semestor Taught	Frequency of Instruction	Encollment					
Doctoral Seminac Foundation of	Spring 2001	Taught once	5 students					
Inclusive Education	<u> </u>		J l					

Clark Atlanta University, Atlanta, GA								
Course Name and #	Semester Taught	Frequency of Instruction	Enrollment					
Administration & Supervision of the Instructional Program	Summer 2000	Taught once	20 students					
Strategic Planning for Systemic Reform	Summer 2000	Taught once	20 students					
Policy and Educational Equity	Summer 2000	Taught once	20 students					

	Syracuse University, Syracu	ise, NY	
Course Name and #	Semester Taught	Frequency of Instruction	Enrollment
Educational Psychology	Fall 1998 - Spring 2000	Taught four times	20 students

# SCHOLARSHIP OF TEACHING, RESEARCH AND CREATIVE ACTIVITY

#### P<u>apers</u>

- Carter-Hicks, J. (2014, July). [Review of the book Special Education Considerations for English Language Learners: Delivering a Continuum of Services (2nd ed.), by E. Hamayan, B. Marler, C. Sanchez-Lopez, and J. Damico. Philadelphia Caslon, 2013, 285 pp. NYS TESOL Journal, 1(2). Retrieved from <a href="http://www.hydetech.com/nystesoljournal/july2014/142carter.pdf">http://www.hydetech.com/nystesoljournal/july2014/142carter.pdf</a>
- Moore, J. A. & Carter-Hicks, J. (2014). Let's Talk! Facilitating a Faculty Learning Community Using a Critical Friends Group Approach," International Journal for the Scholarship of Teaching and Learning (SOTL), 8(2), a9. We have written a paper on the complex process of facilitating a Critical Friends Group (CFG) as a form of learning community by teacher education faculty. Retrieved from http://digitalcommons.georgiasoutherm.edu/ij-sott/vol8/iss2/9
- Carter-Hicks, J. (2014, August). Just-in-Time-Teaching(JiTT), to facilitate Culturally Responsive Pedagogy (CRP). Talon Tips V 5.2 pp. Article published as resource for best practices in distance and technology enhanced teaching and learning, included within the catalog of USG Institution Publications. Retrieved from <a href="http://www.kennesaw.edu/dlc/TalonTips/index.php">http://www.kennesaw.edu/dlc/TalonTips/index.php</a>
- Carter-Hicks, J. (2014, July). *Diversity Teaching* [Blog]. Retrieved from <a href="http://diversityteaching.wordpress.com/">http://diversityteaching.wordpress.com/</a> First academic blog which includes critical reflection during 5-day Diversity Institute.
- Carret Hicks, J. (2014). *Diversity Statement*. In S.Thompson (Ed), Encyclopedia of Diversity and Social Justice. New York: Rowman and Littlefield Publishing
- Carter-Hicks, J. (in press 2015). Cultural Journey: Influence of professional learning communities. In A. T. Kemp (Ed), Dignity of the Calling Educators Share the Beginnings of Their Journeys. Information Age Publishing. Charlotte, NC. I have written about the process of and need for formal and informal professional learning communities within my scholarly journey. This book project is significant in that it is tare opportunity for others to learn from the critical analysis of lived experiences and recollections from a mid-career faculty member of color, like me.
- Carter-Hicks, J. (2014). *Inclusive Education*. In S. Thompson (Ed), Encyclopedia of Diversity and Social Justice. New York: Rowman and Littlefield Publishing
- Shrocco, T. Carter, M., Clark, R., Anagnostopoulos, V. Spicker, E., Hall, C., Hill, L., Carter-Hicks, J. Ramsey, G. (revise and resubmit). Pipeline Program for Undergraduate Underrepresented Minorities. Academic Medicine. This article is significant because it purports that early identification and training of minority students will produce an increased enrollment rate of unrepresented students in STEM.

- Carter Hicks, J.A. (in progress). Digital Storytelling: Facilitating 21st Century Skills in Special Education. A longitudinal study investigating the effectiveness of Digital Stories as a transformative tool required in 21st Century Teaching and Learning. I have analyzed 6 years of survey data from MEd Capstone course.
- Carter Hicks, J. (in progress). Culturally responsive teaching: Follow up study on Malawi Fulbright. Investigating the implementation of culturally responsive pedagogy of teachers awarded Fulbright GPA to Malawi Summer 2013.
- Carter, J. A., & Rovai, A. P. (2007). Chapter 9: Assessment for learning. In A. P. Rovai, L. B. Gallien, Jr., & H. R. Stiff-Williams (Eds.). Closing the African American achievement gap in higher education. New York: Teachers College Press. Provides research-based strategies that higher-education faculty can use to design courses, pedagogy, and assessments that reach out to African American university students. Refereed/National.
- Carter, J.A. (2005). Critical Examination of Race, Ethnicity, Class, and Gender in Education. American Educational Research Association. Newsletter. Communications for the largest SIG of AERA. Non-referend/National
- Carter, J.A. & Castenell, L. (2005). A Shared Role: Alternative Assessment of Student Learning at Historically Black Colleges and Universities. In L. Gallien & M. Peterson (Eds.) Successful Academic Strategies for African American College Students (pp.84-99). New York: Allyn and Bacon. Conducted qualitative focus groups on best practices at historically black colleges and universities. Refereed/National.
- Carter, J.A. (2005). [Review of Book It's Your Fault! An Insider's Guide to Learning and Teaching in City Schools.] Journal of Negro Education,74(4). Critique highlights the candid approach author takes to expose the intricate shortcomings of stakeholders involved in facilitating urban schooling. Non-referred/International.
- Trubek, J., Singer, J. Y., Carter, J.A., Scott, K.A., McLean, R. Singer, Al., Sierra, P., & Kling, H. (2003). Dialogue: Does a Teacher's Race, Gender, Class, Ethnicity, and Ideology Belong in the Classroom? Journal Race, Gender, and Class, 10(3), 145-172. Autobiographical essay on Teaching Philosophies. Refereed/National.
- Carter, J.A. (2002). A Dialogue with Divas: Designing a scholarly agenda in inclusive/special education leadership, from an Africana feminist perspective. Journal of Negro Education,71(4). Qualitative study of ten African American women holding PhD degrees in the field of special education leadership and their experiences in composing scholarly agendas. Referred/International.

#### Presentations

Carter-Hicks, J. (2014). Cross-Cultural Perspectives on Facilitating Preschool Inclusion. Hawaii International Conference on Education. Honolulu, Hawaii. This presentation highlighted the understandings and actions of teachers and educational leaders facilitating inclusive

- preschool programs in Italy, South Africa, New Zealand, and Thailand. Cross-cultural strategies of including preschool students with disabilities were discussed.
- Carter-Hicks, J., Marks, B., Davis, C. & Bullock, P. (2014). Summer Diversity Institutes: Teaching Diversity. EPP Annual Meeting. SS Bldg, KSU. This presentation provided insights from Summer Institute on Intercultural Communication
- Moore, J. & Carter-Hicks, J. (Spring 2013). Creating a Critical Friends Group in Teacher Education. Association of Teacher Educators Annual Conference. Atlanta, GA. preliminary data was shared at the annual meeting. Conference attendees from other USG institutions provided good feedback to the session particularly with our demonstration of facilitated protocols to actively engage in learning, thinking, reading and discussing topics from interdisciplinary perspectives.
- Carter Hicks, J. (Spring 2013). Exploring Social Contexts for Publishing in Teacher Education: Impact of Writing Groups for Africana Scholars. Faculty Woman of Color in the Academy National Conference. University of Illinois- Urbana Champaign. I was selected as a featured speaker for an audience that had potentially 300 attendees, 75 institutions, and 30 states represented.
- Carter-Hicks, J. Collins, E., Glenn, T.L., Jasper, A.D., & Cormier, C.(2013). We're here! Perspectives from diverse special education teacher educators forming a PLC. Teacher Education Division of Council for Exceptional Children Angual Conference. Fort Lauderdale, FL.
- Carter-Hicks, J. (2013). Digital Stories and 21st Century Skills for Preparing Special Education Teachers. Association of Teacher Educators National Conference. Atlanta, GA.
- Lee, C. & Carter Hicks, J. (2013). An Investigation on Evidence-Based Teaching Practices with Phases of Learning for P-12 Classrooms. Teacher Education Division, Council for Exceptional Children. Fort Lauderdale, FL.
- Carter-Hicks, J. (2012) Perspectives on Facilitating Preschool Special Education, An International Investigation, U.S./China Symposium on Educational, Technology and Teacher Leadership, Shanghai, China.
- Carter-Hicks, J. (2012). Improving School Readiness Skills for Students in High-Need Communities. Georgia Council for Exceptional Children, Macon, GA.
- Carret-Hicks, J. (2012). **Developing Diversity Statement**. PTEU Annual Meeting. Student Center, KSU. This presentation provided the status of CORRD in the development of PTEU Diversity Statement.
- Carter-Hicks, J. (May 2011) Multicultural Early Childhood Education, from an international approach. Karori Campus Roundtable, Victoria University of Wellington, New Zealand
- Funk, L., Carter Hicks, J. & Heckett, J. (2010). Digital Storytelling and Educational Reform: Insights from Inclusive Education. GATE Regional Conference. Atlanta, GA.

- Carter Hicks, J.A. (2010). Digital Storytelling: Catalyst for Collaboration and Change. National Association for Professional Development Schools. Orlando, FL.
- Carter Hicks, J.A. (2009). Everyone Learns Differently: Approaches to Learning Styles and Multiple Intelligences. Future Educators Annual Conference. Decatur, GA.
- Carter-Flicks, J.A. (2008). Facilitating Inclusive Education, from Georgia Alternate Assessments. Teacher Education Division (TED) of The Council for Exceptional Children (CEC). *Dallas*, TX.
- Carter-Hicks, J.A. (2008). **Designing an Award Winning Grant in Education.** Holmes Partnership Annual Conference, Orlando, III
- Carter, J.A. (2007). Critical Examination of Race, Ethnicity, Class, and Gender in Education. SIG Newsletter Editor/Membership Chair. American Educational Research Association. Chicago, Illinois (SIG meeting)
- Carter, J.A & Swain, A. (April 2005). Exploring Social Contexts for Publishing in Teacher Education: A Writing Group Project for Africana Scholars. American Educational Research Association(AERA), Annual Conference, Montreal, Canada.(paper)
- Carter, J.A. (May 2005). **Writing for Publication.** Sisters of the Academy Conference (SOTA), Auburn, AL. (roundtable)
- Carter, J.A.(March 2004) "Educational Goals yet Bureaucratic Controls": Principal perspectives on facilitating inclusive education. Oxford University Annual Roundtable, England. (paper)
- Carter, J.A. (March 2004). Educational Tracking in the 21" Century, Myth or Reality?

  Approaches for Promoting and Sustaining Multicultural Education. National Association of Multicultural Education, Regional Conference. Atlanta, GA. (paper)
- Cartet, J.A.. (November 2004). A Dialogue from the "Trenches": Using Alternative forms of Assessment. TASH (formerly The Association for Persons with Severe Handicaps), Annual Conference. Reno, NV. (paper)
- Carter, J.A. & Blanchette, W. (January 2002). Preparing elementary teachers in teacher preparation programs to confront their racial privilege, perceptions, & prejudice as cultural outsiders. Holmes Partnership Annual Conference. San Antonio, TX. (symposium)
- Cartet, J.A, & Neisler, O. (February 2002). Development of a Diverse Faculty: Realities of Holmes Scholars. American Association of Colleges for Teacher Education (AACTE), Annual Conference, NY. (Paper/symposium)
- Carter, J.A. (April 2001). Facilitating Inclusive Schooling, from theory to practice. American Educational Research Association (AERA), Annual Conference, Scattle, WA. (paper)

- Carter, J.A. (January 2001). Postdoctoral Experiences in Education: The Beginnings of scholarly agendas, from Africana perspectives. Holmes Partnership, Annual Conference. Albuquerque, NM. (paper)
- Carter, J.A..(November 2001). Project WINning Team: A model of professional development for inclusive schooling. TASH (formerly The Association for Persons with Severe Handicaps), Annual Conference. Anaheim, CA. (paper)
- Carter, J.A. (2001). **Teaching and learning for inclusive schools**. Invited keynote at Teachers College, Columbia University annual meeting of the Teacher Opportunity Corp. (October 22), NY,NY. (Speech)
- Carter, J.A. (2001). Higher Education in the 21" Gentury: Options after the dectorate in education. Invited panelist at the annual Dogwood Festival Conference at Emory University. (February 23), Atlanta, GA. (Speech)
- Carter, J.A. (2001). Facilitating inclusive schooling, from A to Z. A workshop at Hofstra University, School of Education, (Apirl 4), Hempsted, NY. (Speech)
- Carter, J.A.: (November 2000). Designing a scholarly agenda in special education. National Alliance of Black School Educators (NABSE), Annual Conference. Philadelphia, PN. (paper)
- Carter, J.A. (April 2000). Educational tracking in the 21st century, myth or reality? Approaches for promoting and sustaining inclusive education. American Educational Research Association (AERA), Annual Conference, New Orleans, LA. (paper)
- Carter, J. A. (January 2000). Syracuse University's Professional Development School: Moving towards maturity. Holmes Partnership, Annual Conference. Cincinnari, OH. (paper)
- Carter, J.A. (December 1999). Teaching and learning for inclusive schools in New Zealand, an immersion education. TASH (formerly The Association for Persons with Severe Handicaps), Annual Conference. Chicago, IL. (paper)
- Carter, J.A. (July 1999). "Set free" to learn and grow without stereotypes and projudices: Early childhood transitioning. Doctoral Research Lecture, Massey University, Palmerston North, New Zealand. . (paper)
- Cartet, J.A. (June 1999). The History of African American dectorates in special education leadership. Black Women in the Academy International Conference. Howard University, Washington D.C. . (paper)
- Carter, J. A., (May 1999). Organizing a college course. Future Professoriate Project Regional Conference, Adirondack, NY. (Speech)
- Carter, J.A. (April 1999). *Embracing diversity in the Academy, from an Africana Feminist perspective*. American Educational Research Association (AERA), Annual Conference Montreal, Canada. (paper)

- Carter, J.A. (December 1998). International inclusion: A snap shot from South Africa. TASH (formerly The Association for Persons with Severe Handicaps) National Conference. Seattle, WA. (paper)
- Carter, J.A. (October 1998). Developing a professional portfolio. University Teaching Semi-Annual Orientation Syracuse University, Syracuse NY. (Workshop)
- Carter, J.A. (August 1998) Culture shock: Transitioning into the Academy as a member of an underrepresented group. University Teaching Annual Orientation, Syracuse University, Syracuse, NY. (speech)
- Carter, J.A. (July 1998). The Office of Special Education Programs at a glance. US Dept of Education forum for South African educators. Washington, D.C. (speech)

#### Awards and Recognition

Graduate College Distinguished Teaching Award, KSU Sarah H. Moss Fellow, University of Georgia, Athens, GA Postdoctoral Fellow, Teachers College, Columbia University, NY Holmes Scholar, The Holmes Partnership Organization Marsha Smith-Lawis Dissertation Award, Syracuse University, NY

#### External Proposals (unfunded):

Project STRIDE (Special Education Teachers Response to Intervention through Developmentally Appropriate and Evidenced-based Practices) 2013 addresses the U.S. Office of Special Education Programs, Absolute Priority for Personnel Preparation in Special Education Early Intervention (CFDA 84.325K), Focus Area D: Preparing Personnel in Minority Institutions of Higher Education to Serve Children with Disabilities. PI: Patty Meditation, Project Coordinator, Joya Carter Hicks (unfunded)

2014 Ni Hao, Mother Africa: A Study of Chinese and African Children's Literature: NEH Humanities Initiatives grant <a href="http://www.neh.gov/files/grants/humanities-initiatives faqs-2014.pdf">http://www.neh.gov/files/grants/humanities-initiatives faqs-2014.pdf</a> The Ni Hao, Mother Africa Project is designed to increase awareness of Chinese and African literature among elementary students in rural, urban, and suburban inclusive classroom settings. Project will explore cultural perspectives found in Chinese and African fairy tales. My contribution includes instructional strategies for working with students with disabilities and their families. Budget: 99K PI: Dr. Rachel Nall (Alabama A&M Univ), Participant, Joya Carter Hicks

Thornton-Reid, F. & Carter, J. A., (2005). SPELLS - Special Education Literacy Learning Specialist: United States. Department of Education, Institute of Education Sciences, Special Education Teacher Quality Research, Reading and Writing. \$300,000. PIs investigate the efficacy of a literacy processing professional learning model for improving the quality of in service and pre-service special education teachers providing instructional support to students with mild disabilities. Unfunded)

Carter, J.A. (2005). Buploring Social Contexts for Publishing in Teacher Education: A Writing Group for Africana Scholars. Spencer Foundation Small Research Grant. \$40,000. PI explores the social meanings and understandings of scholarly writing for African American female faculty having tenure track appointments.

#### Internal Proposals (Funded)

Carter Hicks, J.A. (Fall 2013). **Graduate Research Assistant.** Funding provided collect and analyze data from (5 year) longitudinal study, Digital Stories project.

Carter Hicks, J.A. (Fall 2012). BCOE Travel funding. Funding provided to assist travel for presentation on Preschool Special Education in China.

Carter Hicks, J.A. (Fall 2010). Graduate Research Assistant. Funding provided to assist the development of an article for publication. KSU

- Carter Hicks, J.A. (2010). Global Learning Award. KSU, BCOE. \$3000.00 Travel support provided to engage in a cross cultural exploration of early movement of Maori children in New Zealand.
- Carter, J.A. (Summer 2005). *Travel Grant*. GSU, COE. \$1000.00. Met with funding agencies regarding support for writing group project and special education leadership.
- Cartet, J.A. (Spring 2004). Collaborating for Inclusive Bducation: A Study of Barly Childhood and Special Education Teaching. GSU, COE Proposal Development Grant Award: \$6,000.
- Cartet, J.A. (Fall 2003). Publishing in Teacher Education: A Writing Group Project for Africana Scholars. GSU, COE Proposal Development Grant Award: \$6,000
- Carter, J.A., (2003). Getting published: A writing group project for Africana scholars in teacher education. University of Georgia Award: \$2000.
- Carter, J.A., (2002). Liberare revisited: A follow up investigation of principals facilitating inclusive education. University of Georgia State University. Sarah II. Moss Award: \$10,000.

#### SERVICE

#### Service to the Profession

CRSEA Critical Race Studies in Education Association

GAWHE Georgia Association of Women in Higher Education

NPDS (National Association for Professional Development Schools)

GATE (Georgia Association of Teacher Educators)

NABSE (National Association of Black School Educators)

AERA (American Educational Research Association)

- SIG Disability Studies in Education member and nominated as program chair
- SIG Critical Examination of Race, Ethnicity, Class, Gender in Educ member and Newsletter Editor
- Division K member and conference proposal reviewer
- Focus on Black Education member and program reviewer

#### Holmes (Holmes Partnership Association)

Holmes Scholar Alum

TASH (formerly The Association for Persons with Severe Handicaps)

CEC (Council for Exceptional Children)

AACTE (American Association of Colleges for Teacher Education)

TED(Teacher Ed Division of CEC)

AACTE (American Association of Colleges for Teacher Education)

ATE (Association of Tracher Educators)

DECAL (Ga Department of Early Care and Learning)

- State Leadership Team
- Quest for Quality Inclusion Team
- GA Comprehensive Assessment Task Force

#### Service to the Community

2012 - present	Educational Consultant, African American Pipeline Project, USUHS
2012- present	Literacy Coach, Cowers County Schools. GA Provide reading fluency instruction to 1st and 3rd grade students.
2011- present	Consultant, Columbus Consolidated Government, Columbus, GA. Providing In-Service Training Workshops on special education for Community Schools Program Personnel.
2011-2012	Consultant, Gwinnett County School System, GA. Providing in-service training and support to sixteen (primarily special education) teachers engaged in GCPS coaching endorsement program.
2010-2011	Member, KSU/CCSD Teacher Quality/PDS Grant, Cobb County, GA. Co presented information on developing Professional Development Schools for teachers in Area 3 of Cobb County School District
2009- present	<b>Member/Consultant</b> , Mocha Moros Inc. Atlanta, GA. Providing guidance to members interested in matching children's learning styles with teaching styles within childhood centers and schools.
2004 - 2008	<b>Member</b> , Local School Council, Burgess-Peterson Academy, GA. Contributing to the governance of local decision making team.
2004 – 2006	Member, Local School Council, Oglethorpe School, Atlanta, GA. Contributing to the governance or local decision making team.

2003 - 2004	Consultant, Gwinnett County School System, Norcross, GA. Providing external review and in service training on inclusion.
2003 - present	Consultant, Fulton County School System, Atlanta, GA. Providing external providing in-service training on team building and inclusion.
2003 – present	Consultant, Delta Learning Academy, Gwinnett County, Georgia. Providing educational development for African American teen girls.
2001 - 2004	Consultant, Mercer University, Macon, GA Assisted undergraduate program development in inclusive education for pre/in-service educators.
2000 - present	Consultant, Atlanta Public School System, Atlanta, GA. Providing external review and revision of School Achievement Plans, providing in-service training on inclusion.
2000 - 2003	Consultant, District 5, Harlem, NY. Pacilitating in-depth understandings of best practices and philosophies in facilitating inclusive schooling.
1998 - present	Coordinator, International Pen pals, Atlanta, GA. & Durban, South Africa.  Organize correspondence with American and South African students in public schools.
1998 - 2000	Volunteer, Jowonio School, Syracuse, NY. Investigating follow-up information on former graduates of this inclusive early childhood center.
1997 - 1998	Volunteer, William R. Beard School. Syracuse, NY. Provided instructional supports to students enrolled in alternative program.
1996 - 1997	Volunteer, McKinley Brighton School, Syracuse, NY. Provided academic supplements to first grade urban school curriculum.
1992 - present	<b>Mentor</b> , Techwood Holmes, Lynwood Park, & East Lake Meadows gentrified housing communities. Atlanta, GA. Providing socio-emotional, academic, and economic guidance for young adults with disabilities.
1992 -1994	<b>Youth Activities Coordinator</b> , Atlanta Day Shelter. Atlanta, GA. Provided enrichment activities for the children of women seeking relief and assistance at the shelter.
1992 -1993	<b>Advisor</b> , Fulton County Juvenile Detention Center. Atlanta, GA. Volunteer mentor/counselor to youth awaiting sentences for various misdemeanor and felony offenses.

#### Service to Universities

#### Kennesaw State University

University Level

Co-Chair, KSU and CCSD Teacher Quality Partnership Grant Coordinating PDS Task Force(2011)

Chair, PTEU Committee on Recruitment and Retention for Diversity (2011- present)
Member, KSU and CCSD Teacher Quality Grant Steering Committee (2011)

Member, KSU Graduate Policy and Curriculum Committee (2010-2012)

Member, CETL Montaring Program

Member, Graduate Faculty Status

Member, Faculty Senate (2010 present)

> Faculty Senate Bossentive Committee

Reviewer, Quality Matters

Proxy, USG Faculty Council

#### College Level

INED Rep, Teacher Education Council INED Rep, College Faculty Council BCOE, Grade appeal advisory panel

#### Departmental Level

Chair, Curriculum Committee

Chair, Dept Faculty Council

Chair, SPED Search Committee (AY 09-10)

Chair, INED Newsletter Committee

Member, INED Dept Faculty Council

Member, SPED Search Committee (AY 10-11)

Member, TESOL Search Committee (AY 09-10)

Member, Ed.S./Ed.D. Admission Committee (2010-present)

Member, SPED Candidate Mid-program review committee

Advisor, SPED M.Ed. Cohort

#### Ceorgia State University

			-	
l It	HISTORY	csitv.	Leve	

2003 - 2008 Facilitator, Africana Scholars Writing Group

2005 - 2008 Member, University Senate Cultural Diversity Committee, Subcommittee on

Disabilities

2004 - 2008 Member, GSU Faculty Steering Committee for the Advancement of Women

2004 2008 Member, University Minority Mentoring Program

2004 - 2008 Member, Graduate Faculty Status

#### College Level

2003 - 2008 Urban Liaison, PDS2 - Professional Development Schools (APS, Oglethorpe Elem)

2006 - 2008 Member, Student Affairs Committee

#### Departmental Level

2006 - 2007 Co-facilitator, BSE Dual Certification Program in Early Childhood and Special Ed.

2007 Member, ECE New Faculty Search Committee, Child Development

2006 Member, AMM- Mixed Methods Committee

2006 Member, EXC New Faculty Search Committee, Clinical Faculty Special Education

2005-2006 Member, SASER Proposal Committee (Supporting All Sides of Education Readiness)

2005-2006 Member, ECE PDS/Partnership Committee

2005 - 2008	Member, BSE Program Committee
2005	Member, SOS - Supervision Support Tourn
2005	Member, Haberman Training Committee
2004	Member, ECF. New Faculty Search Committee, Literacy/Social Studies
2003-2005	Member, Urban Program Committee
2003 - 2008	Member, Ph. D. Program Committee

#### Service to other Universities

							and the second
2002-2003	Member,	$GSTEP \cdot$	- Georgia	Systemic Te	acher Educ	сацов Ргодъ	am, UGA, GA

2002-2003

Member, Faculty Schale

Meredith Professor Selection Committee, Syracuse University, NY 2000

#### CONDENSED CURRICULUM VITA

Raynice Jean-Sigur, Ph.D.

#### Associate Professor of Early Childhood Education

#### Kennesaw State University

#### **EDUCATION**

í

1999 Ph.D., The University of Texas at Austin, Austin, TX

1994 M.S., The University of North Texas, Denton, TX

1993 B.S., Xavier University, New Orleans, LA

#### PROFESSIONAL EXPERIENCE

2006-Present- Associate Professor of Early Childhood Education (Awarded Tenure 2006), Department of Elementary and Early Childhood Education, Bagwell College of Education, Kennesaw State University. Developed and coordinate of the undergraduate degree in Early Childhood Education Birth through Five. Instruct pre-service teachers in the areas of infant toddler and preschool curriculum, child growth and development, play health, wellness and the young child and special needs and multicultural issues. Conducts research and professional service regarding professional development and diversity in early childhood and early childhood special education.

2001-2006- Assistant Professor of Early Childhood Education, Department of Elementary and Early Childhood Education; Bagwell College of Education, Kennesaw State University. Responsible for teaching Early Childhood and Diversity courses within the department.

#### PUBLICATIONS

Jean-Sigur, R. et. Al. (2009). Preparing teaching for diversity through An tibias Education. In Morrison, G. Early Childhood Today  $11^{\oplus}$  ed. Prentice Hall.

Linan-Thompson, S. & Jean, R. (1997). Completing the parent participation—puzzle: Accepting diversity. <u>Teaching Exceptional Children</u>, <u>30</u> (2), 46-50.

Jean, R. & Lawhon, T. & Lawhon, D. (1995). Stress in families and chronically ill children, <u>Journal of Family and Consumer Sciences</u>, <u>87</u> (1), 47-52.

#### PRESENTATIONS

Jean-Sigur, R. ( January 26, 2013). Responding and Working with Diverse Families of Young Children Who Have Chronic Illnesses. Southern Conference on Children. Statesboro, GA.

Jean-Sigur, R. ( January 26, 2013). Anti-bias and Multicultural Education in Early Learning Environments, Southern Conference on Children, Statesboro, GA.

Jean-Sigur, R. (September 28, 2012). Children with Birth Defects and Early Childhood Education: What Preschool and Kindergarten Teachers Should Know based on Case Studies.

GAYC Research Symposium. The Georgia Association on Young Children Annual Conference. Duluth, GA.

Jean-Sigur, R. (August 30, 2011). Child Development, Diversity and Language: Strategies to Working Families. Parents as Teachers Fall Conference, Jonesboro, GA.

\*Jean-Sigur, R. (March 29, 2011). Interactive Koynote: Babies and Language Acquisition: Tips for Parent Educators. Georgia Parents as Teachers Spring Institute, Macon, GA.

Jean-Sigur, R. (February 12, 2011) Culture and Continuity of Care: Responding to Families of Infants and Toddlers In Early Learning Environments. GAYC 2011 "More than the Busics" Experienced Teacher Training. Gwinnett Instructional Center, Suwannec, GA.

#### **GRANTS AND CONTRACTS**

#### Funded Projects:

į

Contract with the Georgia Department of Early Care and Learning and 'The Georgia Early Care Council Birth through Five Professional Development Gap and Pipeline Analysis Study. Jean-Sigur, R., Bell D. (Co-Principal Investigators) Kim, Y., Meadows, F. Ursits, M. \$100,000.00 Awarded January 2012.

Development of Global Learning Course ECE 3575. Jean-Sigur, R. & Bell, D. Bagwell College of Education Global Learning Initiative Course Stipend \$,1000.00. Submitted 2010 (Funded)

Preparing Pre-service Teachers for the Realities of a Diverse and Multilingual Educational Environment, Jean-Sigur, R. & Guillory, N. Bagwell College of Education Global Learning Initiative Grant \$5,000. Submitted February 1, 2009. (Funded)

"Building a Shared Knowledge Base Among BCOE Faculty Teaching EDUC 2120, Guillory, N. & Jean-Sigur, R., KSU Center for Excellence in Teaching & Learning Faculty Learning Community Proposal, \$4500, Submitted September 2, 2008. (Funded)

### Robbi Scheuer, RDN, LDN

214 Colordal Homes Drive, AlT 1401, Atlanta, GA 30309 Phone: (678) 760-8499 R-Mail: rscheuer1123@gmail.com

Registered and Licensed Dictitian Nutritionist in the Atlanta area.

#### Education

The University of Georgia, Athens, Georgia

Bachelor of Science in Family and Consumer Sciences

May 2012

- Major: Dietetics, Deans list recipient
- Dietetics major courses GPA: 3.5/4.00; Overall GPA: 3.04/4.0

Lenoir-Rhyne University, Hickory, North Carolina

May 2014

1200 hour Dietetic Internship including rotations in community, clinical, and administrative dietetics with a focus
on childhood and adolescent weight management.

#### Certificates, Awards, and Additional Skills

Registered Dictition Nutritionist, from Commission on Dictetic Registration Licensed Dictition Nutritionist, from Georgia Board of Licensed Dictitions August 2014 August 2014

Level 1 Diabetes Educator, from Emory Diabetes Program

March 2014

Childhood and Adolescent Weight Management Certificate, from Commission on Dichetic Registration November 2013
Basic Spanish speaking: High School and College courses, international travel to Argentina

Food programs; Fond Processor, Computation

Computer Skills; Microsoft Word, Excel, Powerpoint

Patient Charling; Cerner, Allscripts Sunrise Enterprise, Meditech

#### Work Experience

Cancer Treatment Centers of America; Newmon, Georgia

October 2014-Present

- Educate patients on healthy eating during cancer including anti-inflammatory diets, weight loss, and teaching
  patients about the American Institute for Cancer Research dietary recommendations.
- Manage symptoms and side effects of cancer treatment.
- Prescribe tube feeding orders for pts with enteral nutrition needs.

#### Columbus Parks and Recreation; Columbus, Georgia

August 2014- Present

- Teach Nutrition and Food Safety Education Classes
- Lead classes to auxiliary staff for Columbus Park and Recreation educating on autrition, food safety, and maintaining a healthy lifestyle for themselves and the kids they teach in daily after school programs.

#### Broward County Women, Infant, Children Program, Ft. Lauderdale, Florida

August 2012- June 2013

- Full time nutrition educator having the highest productivity of 8 other nutrition educators, despite being the newest team member.
- Provided individual and group autrition assessment and education to high and low risk clients for the WIC program.
- Counseled clients by identifying and measuring client centered, obtainable goals and activities.
- Provided breastfeeding promotion, education, and support to WIC clients.
- Documented client data in the data system and client record.
- Reviewed client appointment questionnaires and review quarterly report for client risk factors and trends.
- Performed anthropometric and hematological testing to identify high-risk individuals and refer them for further
  consultation.

#### Community Health and Nutrition Internship Program; throughout Ghana

Summer 2011

- Established community based clinics to assess authropometrics, hemoglobin, and blood glucose for individuals
  and provided nutrition counseling and guidance on future diet plans.
- Worked in the Pediatric and Adult hospital observing, participating, and assisting in the coordination of nutrition education for those with diabetes and obesity.

Arby's Headquarters, Atlanta, Georgia; Quality Assurance Intern

Summer 2010

- Participated with compiling health inspection forms acquired from local restaurants.
- Tested food in the quality control kitchen and contacted vendors to resolve product issues

Archatenent | 1 | Registerent | 1 | Debition | 1 | 1 | Debition |

on Commission
on Dietetic
Registration
Participal Anthron
right and Dietetics

COR certifies that

Robertie 1. Sehener

has spressfully completed

requirements for diplosit registration.

Registration I.S. Narriber

86010142 . Registration Degree of Periods (SAUL/2015 - ON/20/25) & Degislared Distillati NutriSonist (DDN\*) (lagislared Distillan\* (RD\*)

King Sun nacono

. Միսիդ Corpmission on Et clock Region A նու

The curriculum for the workshop sessions will provide a multi-sensory framework emphasizing the physical, sensory, affective, behavioral, language and cognitive development of children and youth. Trainers will lead exercises examining the etiological, sociological, medical and early intervention effects on both typical and atypical development of children and youth. The importance of collaborating with families as partners through a family-centered approach, and the impact of socio-cultural and political context for 21<sup>st</sup> century learners will be infused throughout the training.

#### A. Child and Youth Development

Some of the key elements of this workshop include:

- Building positive relationships with children and youth
- Working and communicating with familles

{

- Exploring cultural awareness, sensitivity and responsiveness
- Understanding and combating bias and discrimination
- Identifying and preventing stereotypes and unfair treatment in learning environments
- The role of youth workers in influencing and maximizing a child's development
- The role of parents and caregivers in supporting a child's brain development
- Implementing arts-based (dance, music, illustration) education and other alternative methods to nurture student learning
- Responding appropriately to the differing needs of children and youth, including children and youth with special needs or issues
- The ages and stages of children in cognitive, social/emotional and physical development

Below are descriptions of the break-out sessions participants will engage in:

**Brain Development:** Activities on understanding the brain development of children and youth will be discussed, and trainers will present information on the importance of developmental screening and support agencies for children. Information on basic brain development, structure and connections will be presented.

**Problem-based tearning:** Community Schools' personnel will read and discuss complex, real-life scenarios involving child development and education to demonstrate case-based teaching and problem-based learning. Trainers will lead activities to help participants understand and practice the techniques in working with challenging children, discussing why children misbehave, and effective direct discipline strategies.

**Role-Play Simulation/Video Analysis:** Participants will act out particular roles they may play in working with children in various age groups, and will view and critique short video clips related to child growth and development.

**Literature review:** Trainers will showcase examples of books connected to children's developmental milestones, and demonstrate to participants that reading certain types of literature helps expand a child's growth and development knowledge at ageappropriate levels

**Cultural awareness in learning environments:** Through group discussion and hands-on activities, participants will gain a broader understanding of the impact of cultural awareness and diversity on a child's behavior and engagement with a caretaker, and with other children. Diversity implementation is an ongoing process, and resource information will be given to participants to further their knowledge.

Participants will be asked to:

- Define and review terms related to culture and childcare
- Understand and articulate the differences between the race, ethnicity and culture
- Expand and apply knowledge of diversity through anti-bias education and its utilization in learning environments
- State how their respective cultures, beliefs and understandings influence their care of children
- Share resources, strategies and ideas of developing cultural sensitivity and effective continuity

#### B. Safety, Health and Nutrition of Children

ţ

**Health and Nutrition**: In this session, participants will be asked to identify the signs of a healthy or a sick child, articulate how children become ill and discuss how youth workers can effectively sanitize (hand washing, etc.) a learning environment. Trainers may also lead demonstrations that encompass components of health programs, including the national "Let's Move" initiative created by First Lady Michelle Obama. For example, "Let's Move" offers several activities for educators, including taking students on a walk outside as part of science instruction, or teaching students about nutrition by calorie-counting exercises or creating a nutritional value chart.

Trainers will show Community Schools' personnel tangible ways to model a healthy lifestyle for children; for example, personnel will be asked to discuss the health risks to children if food is prepared in an unsanitary learning environment. An activity on the necessity of a balanced diet, portion sizes and healthy foods will be included in this session. Participants will also discuss food safety and programs that encourage nutrition.

**Safe Practices:** Trainers will present information on safety for children and youth, and risk factors for children in a learning environment. Participants will be asked to share

information on effective risk prevention strategies, and how these techniques are practiced at their respective program sites.

# C. <u>Mandatory Reporting and Identification of Indicators</u> of Suspected Abuse and <u>Neglect</u>

**Identifying abuse and neglect:** Trainers will load discussions on the impact of child abuse and the myths involving abusers. Participants will also be asked to identify the signs of abuse and articulate how to prevent and report the abuse of a child. An activity on stress management will be included in this session, as well as information on laws to protect youth workers, and what a youth worker should do if he or she is accused of abusing a child.

Some workshop content will be taken from the U.S. Child Welfare information Gateway (www.childwelfare.gov), a website that offers resources on child welfare, child abuse and neglect, out-of-home care, adoption, and other topics. Participants will be trained on how to research information on this website, (i.e. factsheets listing general signs that may signal the presence of child abuse, First Responders' protocol, etc.,) to obtain the necessary tools to clearly identify and report any incidences of abuse at a Community Schools program site.

#### Service Plan

The Burruss Institute will be the entity responsible for ensuring all stated requirements of the in-service training are performed with professionalism and quality, resulting in an enriching and engaging learning experience for Columbus Community Schools' personnel.

Kennesaw State University professors and professional trainers will work both individually and in tandem during the sessions, and will lead the training section that best complements their respective expertise and research area. This team approach to conducting the training sessions is ideal because it offers the amount of staff and educational acumen necessary to provide a comprehensive and multi-faceted delivery of the workshop material. It also provides seamless personnel coverage if one facilitator has to substitute for another instructor. Additional faculty can also be recruited when new training topics are added.

The training can be structured around the timeframe(s) preferred by the Columbus Community Schools program, and instructors can design modules in multiple hour, multiple day, or single-day in-service sessions. Workshop content will be presented in a continuum of stages, beginning with introductory exercises to orient the instructors and participants.

Columbus Community Schools' personnel will be encouraged to discuss their experiences educating students at the respective program sites, and critique the strengths and challenges of the work environment. Participants will also be asked to state what information, assistance and/or skill they hope to receive from the training sessions.

Through discussion, visuals, and interactive exercises, the training facilitators will explore issues surrounding culture, behavior, conflict, safety and health, inclusion, etc., and their impact upon the learning environment. Educational methods and techniques will also be introduced that program administrators, site directors and group leaders can use in "real-time" with students.

The instructors will discuss arts-based (dance, music, illustration) education and other alternative methods to nurture student learning. The training will also incorporate teambuilding activities in hopes of fostering stronger working ties between Columbus Community Schools' personnel.

The in-service training will culminate with a participant evaluation to assess the facilitators' preparedness and knowledge of the subject matter, the quality of the workshop material, and whether the methods and techniques presented could be effectively used to improve the learning environment within the Columbus Community Schools program.

Each training session will be limited to 45 participants. If a scheduled training is canceled with less than 48 hour notice, the full price of the training session will be billed and a rescheduled training session will be added at no cost.

#### Client Work History

Columbus Consolidated Government
Jai Mcphee, Training and Development Coordinator
3520 5<sup>th</sup> Avenue
Columbus, GA 31904

Phone: (706) 225-4649 Fax: (706) 653-4182

smcphee@columbusga.org

The Burruss Institute has provided in-service training workshops for Parks and Recreation personnel since 2011. KSU faculty members in partnership with the Institute, have conducted a variety of training programs covering topic areas that included child and youth development; safety, health and nutrition of children; and mandatory reporting and identification of indicators of suspected abuse and neglect. These training sessions fulfil the training and professional development requirements for the Columbus Consolidated Government Community Schools personnel.

Muscogee County School District Michael Seckinger, Academic Coach 2960 Macon RD Columbus, GA 31906 Phone: (706) 580-4980 seckinger.michael.e@muscogee.k12.ga.us

The Burruss Institute contracted with Muscogee County School district to provide external evaluation services for the Math and Science Partnership Program grant. The goal of this two year grant is to increase math and science content knowledge for special education coteachers. The Institute conducted quantitative and qualitative analysis to measure program success using assessments of knowledge and attitude including standardized assessments

required for state and federal reporting (e.g., Learning Mathematics for Teaching (LMT) and Misconceptions-Oriented Standards-Based Assessment Resources for Teachers (MOSART).

Morietta City Schools Dana Mosley, Assistant Principal 120 Saine Drive Morietta, GA 30008 Phone: (770) 429-3190

dmosley@marietta-city.k12.qa.us

The Burruss Institute evaluated the Moving in a "Pod" Sitive Direction 21<sup>st</sup> CCLC program last year (2014-2015). The afterschool program serves elementary school students in grades 2-5 from Dunleith Elementary School held by Marietta City Schools.

21<sup>st</sup> Century Community Learning Center (CCLC) Mitzi Teal, Executive Director PO Box 1077 Douglasville, GA 30133 Phone: (770) 651-2039

mitzi.teal@douglas.k12.ga.us

The Burruss Institute has evaluated multiple 21<sup>st</sup> CCLC afterschool programs for Douglas County over the past six years. The Institute provides formative mid-year reports, and final, summative reports which include feedback on the outcomes and goals for 21<sup>st</sup> CCLC programs set forth by the Georgia Department of Education. Site visits, school record data (attendance, math and reading scores, and state assessment scores), as well as youth, parent, and teacher surveys are used by the Institute to measure the outcomes. Feedback is provided to program staff throughout the year, and the Institute also offers recommendations for best practices and professional development.

Atlanta Public Schools
Rebecca Kaye, Director of Policy Development and Governmental Relations
130 Trinity Ave
Atlanta, GA 30303
Phone: (404) 802-2897
rkaye@atlantapublicschools.us

In April of 2012, Atlanta Public Schools (APS) contracted with the Burruss and Siegel institutes of Kennesaw State University to conduct a comprehensive evaluation of the Atlanta Public Schools' Ethics Program, a system-wide cultural assessment, and employee training. Burruss and Siegel staff collaborated with APS to evaluate existing ethics policies and protocols, and utilized the assessments to identify gaps in the current program. The purpose of the evaluation and training was to enhance compliance with ethics initiatives, promote a culture of honesty and integrity within APS, and bolster community support and trust of the school system.

The Burruss Institute evaluated the APS Ethics Portal, hotline, poster displays and other materials. Burruss also convened focus groups to provide APS staff the opportunity to offer more details on their needs, desires and perceptions regarding the cultural climate within the school system. Respondents were asked to offer recommendations that could be implemented to enhance the APS Ethics Program. The focus groups included administrators, educators and support staff.

Business Requirements

## BUSINESS REQUIREMENTS

\*\* Section Redacted \*\*

These documents have been filed in the Purchasing Division

5<sup>th</sup> Floor – Finance Department 100 10<sup>th</sup> Street Columbus, Georgia 31901

Please contact Purchasing to view these documents at ext:

#### Cost Proposal

The per workshop cost is \$700 for a two hour training session, \$1,200 for a four hour training session, and \$1,500 for a six hour training session. These fees include workshops for up to 45 participants, materials, instructor fees, travel and other indirect costs. If a scheduled training is canceled with less than 48 hour notice, the full price of the training session will be billed and a rescheduled training session will be added at no cost.

Contract Signature Puge

### EXHIBIT D

In-Service Training Workshop Services for Community Schools Program Personnel (Annual Contract)

> Kennesaw State University Clarification Documents



September 26, 2016

Sandra Chandler
Columbus Consolidated Government
Purchasing Division
100 Tenth St., P.O. Box 1340
Columbus, GA 31902

In-Service Training Workshop Services for Community Schools Program Personnel - RFP No. 17-0002

Ms. Chandler:

Per your request, included is more detail regarding the experience of our instructors teaching classes identified in the RFP, information pertaining to costs associated with additional classes, and information pertaining to whether there is a charge associated with certification of individuals who complete CPR/First Aid classes. Please contact me if you have any further questions.

Sincerely,

William E. Baker Ph.D.

William J. Daker

Director

The following information is presented in response to the letter asking for clarification regarding the Burruss Institute of Public Service and Research's submission in response to RFP No. 17-002 in-Service Training Workshop Services for Community Schools Program.

 Provide a detailed description of your experience teaching the classes identified in the RFP.

The Burruss Institute instructors have taught many classes on the subjects of Child and Youth Development; Safety, Health, and Nutrition of Children; and Mandatory Reporting and Identification of Indicators of Suspected Abuse and Neglect for after school program staff for Columbus Consolidated Government. The Burruss Institute has conducted training classes for after school program staff for the Columbus Consolidated Government since 2011. A list of the classes, dates, and times conducted by the Burruss Institute for after school program staff during the previous five years is presented in Table 1.

Table 1: Classes Taught By Burruss Instructors Since 2011

Date	Time	instructor	Glass
Trend to be a structured by the structure of the structur			Special Needs Training/Enrichment
October 29, 2011	8:30 am. = 12:30 pm.	- Dr. Joya Canter-Hicks =	Training (E. S. L. L. E. S. L. L. E. S. L.
November 12, 2011	10:00 am12:00 pm.	Dr. Barbara Blake	Medication Training
November 19, 2011	8:30 am = 12:30 pm:	Dr. Douglas Bell :	Culture
		Dr. Raynice Jean-Sigur	116 - Line Call. Families
December 10, 2011	8:30 am. – 12:30 pm.	Dr. Douglas Bell	Working with Families
3343 m 20 344 3 445 3 445 3 45 3 45 3 45 3 45 3	   <del>                                   </del>	Dr. Raynice Jean-Sigur	Positivo Discipline Enrichment
January 14, 2012	8:30 am = 12:30 pm -	Dr. Douglas Bell	Jraining
January 28, 2012	8:30 am. – 12:30 pm.	Dr. Joya Carter-Hicks	Collaboration with Teachers
February 18, 2012	-10:00-am: -12:00 pm.	∴Dr.Joya Carter-Micks	Literacy Conters
Fob-upp. 35 3013	8:30 am. ~ 12:30 pm.	Dr. Douglas Bell	Violence, Bullying, and Challenging
February 25, 2012	8:50 am 12:50 pm.	bi, bougias den	Behaviors
A Company of the Comp			Outdoor Safety and Outdoor
March 7, 2012	10:00 am: -12:00 pm:	Dr. Raynice Jean-Sigur.	Afterschool Activities
The front proves of the second		The state of the s	
March 31, 2012	10:00 am12:00 pm.	Dr. Barbara Blake	Medication Training
And the second s			Would you prefer Mandatory
September 8, 2012	. 8:30 am. + 10:30 am.	Dr. Douglas Bell	Reporting or Bloodborne Pathogens
		7.00	and Health Practices?
October 20, 2012	9:00 am. – 1:00 pm.	Dr. Joya Carter-Hicks	Helping Children with Autism and
la de la companya del companya de la companya del companya de la c			Child and Youth Development
November 3, 2012	8,30 am. + 12:30 pm	Dr. Barbara Blake	Medication Administration

November 24, 2012	9:00 am. – 1:00 pm.	Dr. Joya Carter-Hicks	Positive Discipline and Child and Youth Development
December 15, 2012	8:30 am :- 12:30 pm.	Mr. Bernard King	Lockdown Training
January 19, 2013	8:30 am. – 12:30 pm.	Dr. Dougfas Bell	Bloodborne Pathogens and Health Practices
January 26, 2013	8:30 am. = 12-30 pm.	Mr. Bernard king	Lockdown Training
February 23, 2013	8:30 am. – 12:30 pm.	Dr. Douglas Bell	Mandatory Reporting Workshop: Child Abuse & Neglect and Child Safety
March 13, 2013	- 9:00 am : - 1:00 pm :	Dr. Joya Carter-Hicks	Challenging Behaviors
March 27, 2013	9:00 am 1:00 pm.	Dr. Joya Carter-Hicks	Communication with Families
October 19, 2013	8:30 pm: +12:30 pm.	Ms. Housley	CPR/First Aid
October 26, 2013	8:30 am. – 12:30 pm.:	Dr. Raynice Jean-Sigur	Outdoor Safety and Outdoor Afterschool Activities
November 16, 2013	±10:00 am =12:00 pm;∈	Ms Migliaro	Mandated Reporter Training
December 7, 2013	10:00 am. – 2:00 pm.	Dr. Barbara Blake	Medication Administration and Bloodborne Pathogens
December 11, 2013	10:00 am \$12:00 pm	Dr. Joya Carter-Hicks	Transitions
December 14, 2013	8:30 am 12:30 pm.	Dr. Joya Carter-Hicks	Culture Training
<ul> <li>And the supplier of the property of the property</li></ul>	The state of the s		Bloodborne Pathogens and
February 8, 2014	8:30 am = 12:30 pm	Dr. Douglas Bell	Mandatory Reporting
February 22, 2014	8:30 am 12:30 pm.	Dr. Douglas Bell	Positive Discipline
March 31, 2014	10:00 am,-12:00 pm	Dr. Joya Carter-Hicks	Transitions
April 5, 2014	8:00 am 12:00 pm.	Mr. Bernard King	Lockdown and Fire Safety Procedures
April 26, 2014	8:30 am 12:30 pm.	Dr. Joya Carter-Hicks	Culture Training
August 4, 2014	8:00 am. – 10:00 am.	Mr. Bernard King	Lockdown and Fire Safety Procedures Pt 1
August 4, 2014		Dr. Joya Carter, Hicks	Helping Children with Autism
August 4, 2014	10:00 am1.2:00 pm.	Mr. Bernard King	Lockdown and Fire Safety Procedures – Pt 2
August 4, 2014	10:00 am -12:00 pm	T-Dr. Joya Carter-Hicks	Child and Youth Development
August 4, 2014	1:00 pm. – 5:00 pm.	Mr. Bernard King	First Aid/CPR
Aŭgust 4, 2014	1:00 pm,3:00 pm.	Dg. Douglas Bell	Bloodborne Pathogons and Mandatory Reporting
August 5, 2014	8:00 am 10:00 am.	Dr. Douglas Bell	Bloodborne Pathogens/Mandatory Reporting – Pt 1
August 5, 2014	7.8:00 am ( -10:00 am /	Dr. Joya Carter - Hicks	Positive Discipline
August 5, 2014	10:00 am 12:00 pm.	Dr. Douglas Bell	Bloodborne Pathogens/Mandatory Reporting Pt 2
August 5, 2014	10:00 am (12:00pm		Health and Nutrition—Pt 1
August 5, 2014	1:00 pm. – 3:00 pm.	Ms. Robbi Scheuer	Health and Nutrition – Pt 2
And the second law of the second process of the second law of the	in an in the second of the sec	na antigata da maga pangang at pa Pangang at pangang at	Violence, Bullying and Challenging
August 5, 2014	1:00 pm:=3:00 pm =	EDr, Douglas Bell	Behavlors Pt1
August 5, 2014	3:00 pm. – 5:00 pm.	Dr. Jasmine Ward	Helping Families Connect with Community Resources
August 5, 2014	: 3:00 pm. →5:00 pm.	Dr. Douglas Bell : ==	Violence, Bullying and Challenging Behaviors = Pt 2
October 4, 2014	8:30 am. – 12:30 pm.	Mr. Bernard King	Leadership
November 1, 2014	10:00 am 12:00 pm:	Ms. Pattl Leppo	Medication Administration
November 15, 2014	8:30 am 12:30 pm.	Mr. Bernard King	CPR/First Aid
December 6, 2014	-10:00 am12:00 pm	mana ang ang ang ang ang ang ang ang ang	Transitions

January 10, 2015	8:30 am 12:30 pm.	Dr. Joya Carter-Hicks	Culture Training
January 24, 2015	78;30;ami — 12:30 pm	Dr. Douglas Bell	Bloodborne Pathogens and A. Mandatory Reporting
March 21, 2015	8:30 am. – 12:30 pm.	Dr. Joya Carter-Hicks	Customer Service
April 25, 2015	8:30 am 12:30 pm.	Ms. Cindy Allen	Program Planning
May 23, 2015	8:30 am. – 12:30 pm.	Mr. Bernard King	Fire Safety and Lockdown
May 30, 2015	10:00 am12:00 pm.	Dr. Joya Carter-Hicks	Communication with Families
June 20, 2015	8:30 am 12:30 pm.	Ms. Lola Campbell	CPR/First Aid
August 3, 2015	8:30 am = 12:30 pm	Mr. Bernard King	CPR Ejrst Ald
August 3, 2015	8:30 am - 12:30 pm	Mr. Bernard King	Fire Safety and Lock Down
August 4, 2015	- 8:30 am = 12:30 pm =	Dr. Douglas Bell	Bloodborne Pathogens/ Mandatory Reporting
August 4, 2015	8:30 am - 12:30 pm	Ms. Robbl Scheuer	Health and Nutrition
August 4, 2015	-3:00 pm 5:00 pm	: Dr. Joya Carter-Hicks	Customer Service
August 4, 2015	3:00 pm ~ 5:00 pm	Dr. Douglas Bell	Violence, Bullyinig, and Challenging Behaviors
September 26, 2015	8;30 am - 12;30 pm -	Ms. Robbi Scheuer	Health and Nutrition
October 24, 2015	8:30 am – 12:30 pm	Dr. Joya Carter Hicks	Working with Children with Special Needs
November 7, 2015		Tr Ms. Clidy Allen	Program Planning
December 5, 2015	10:00 am - 12:00 pm	Dr. Barbara Blake	Medication Administration
February 27, 2016	. 8:30 am : 12:30 pm	Ms. Robbi Scheuer	Health and Nutrition
May 7, 2016	8:30 am - 12:30 pm	Ms. Cindy Allen	Dealing with Difficult Staff

The experience of the Institute's instructors to provide rewarding classroom presentations is further enhanced by their other teaching experiences and education. Many of our instructors have taught at the university level and have extensive training in their subject area fields. The combination of their experience and education enables our instructors to create effective presentations of course materials and provide examples based on their real world experiences.

# 2. If the City wishes to add classes that are not identified in the RFP will there be an additional cost? If so, how much?

Additional classes will be charged at the same rate unless there are outside licenses or certifications required.

3. The CPR/First Aid Training class identified in the RFP must be offered with certification. Will you charge an additional cost for the certification? If so, how much?

CPR/First Aid Training classes will be offered with certification for participants. CPR/First Aid classes require six hours of class time and are limited to no more than 25 participants. There is an additional cost of \$19 per participant for the American Red Cross certificate.

#### COLUMBUS CONSOLIDATED GOVERNMENT

Georgia's First Consolidated Government



FINANCE DEPARTMENT PURCHASING DIVISION

100 Tenth Street, P. O. Box 1340 Columbus, Georgia 31902-1340 706-653-4105, Fax 706-653-4109 BidLine 706-225-4536

September 21, 2016

Dr. William E. Baker Kennesaw State University A.L. Burruss Institute of Public Service and Research 1000 Chastain Road Kennesaw, GA 30144-5591

Re: In-Service Training Workshop Services for Community Schools Program (Annual Contract), RFP No. 17-0002

#### Dear Dr. Baker:

Thank you for submitting a proposal in response to the above referenced solicitation. The Evaluation Committee requests the following clarifications:

- Provide a detailed description of your experience teaching the classes identified in the RFP.
- If the City wishes to add classes that are not identified in the RFP will there be an additional cost? If so, how much?
- The CPR/First Aid Training class identified in the RFP <u>must</u> be offered with <u>certification</u>. Will
  you charge an additional cost for the certification? If so, how much?

Send your written response to the attention of Sandra Chandler at email <a href="mailto:schandler@columbusga.org">schandler@columbusga.org</a> or fax number (706) 225-3033. Your response is requested no later than 3:00 P.M. (EST) on Monday, September 26, 2016.

Sincerely,

Andrea J. McCorvey

Purchasing Division Manager