

RESPONSE TO RFP: VICTIM TRAINING ACADEMY (VTA)

Iowa Department of Justice,
Crime Victim Assistance Division
Lucas State Office Building
321 E. 12th Street
Des Moines, Iowa 50319

COST PROPOSAL

eLearning Company, Inc.

450 Shore Rd ste 5K
Long Beach, New York 11561
646-657-9564 / 917-209-7497
contact@elearning.company
<https://elearning.company>

The following are lump sum amounts for each item requested in the RFP.

E-learning Management System (LMS)-Annual license fee(s) for CVAD

\$0

Explanation: Moodle is a free open-source learning management system. CVAD will not have to pay anything to use the system on its server.

E-learning Management System (LMS)-Annual user license fees for each individual who will complete the training once the system is built. Vendor must specify either the per user cost, or tiered cost for "x" number of users annually.

\$0

Explanation: Moodle is a free open-source learning management system. There are no user license fees associated with using this LMS on CVAD server.

Building the VTA incorporating all modules and specifications and accommodations outlined in 4.2.

\$86,000

Explanation: This includes all work required to create the four core modules ("Crime Victims' Rights in Iowa," "The Role of a Victim Service Professional," "Ethics," and "Safety Planning").

RESPONSE TO RFP: VICTIM TRAINING ACADEMY (VTA)

Iowa Department of Justice,
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321 E. 12th Street
Des Moines, Iowa 50319

TECHNICAL PROPOSAL

eLearning Company, Inc.

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eLearning Company, Inc.

450 Shore Rd ste 5K, Long Beach, NY 11561

Phone: 646-657-9564 x 112

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01/12/2018

To Whom It May Concern:

Enclosed, please find a proposal for Online Victim Training Academy project.

This proposal is prepared and submitted by eLearning Company, Inc. as evidence that the company is capable to provide the services and meets the requirements outlined in the RFP.

The documents that have been received and acknowledge by our staff as well as utilized in writing of this proposal include:

- Request for Proposals (issued 12/19/2017)
- Questions and Answers (issued 01/11/2018)

Should there be any questions regarding this proposal or any additional information needed, feel free to contact me directly at 917-209-7497 or nsoldatenko@elearning.com.

Kind regards,

A handwritten signature in black ink that reads "Nicholas Soldatenko".

Nicholas Soldatenko,

CEO,

eLearning Company, Inc.



2 | BACKGROUND INFORMATION

Contractor name eLearning Company, Inc.
Address 450 Shore Rd ste 5K, Long Beach, NY 11561
Phone number 646-657-9564
Fax number 646-657-9564 x 9
Email address contact@elearning.com
Assumed names N/A
Business entity form Corporation
State of incorporation New York

Contact name Nicholas Soldatenko (CEO, Project Lead)
Contact address 450 Shore Rd ste 5K, Long Beach, NY 11561
Contact phone number 917-209-7497
Contact email address nsoldatenko@elearning.com

Iowa registration Will be completed before project start

Other locations N/A

Staff
Instructional Designers: 3
Technical Writers: 2
eLearning Developers: 3
Graphic Designers: 3
Videographer/Animator: 1
Web Developers / IT Generalists: 2
Project Manager: 1

3 | EXPERIENCE

TECHNICAL EXPERTISE

eLearning Company, Inc. has been providing full-cycle training and development services for 8 years (starting January 2010).

We possess **high technical expertise** and **advanced institutional capability** in the following areas:

- Training content analysis
- Learning population analysis
- Research of content
- Working with subject matter experts
- Training and instructional content writing
- Storyboarding
- eLearning development
- Development of interactive exercises
- Multimedia content production
- Production of games for learning
- Pre- and post-learning assessments
- Producing ADA-compliant courses
- Developing user interfaces and custom designs for learning products
- Designing training aids, job aids, supplemental materials
- Learning implementation
- Learning management systems setup and administration
- Setting up learning portals
- Creating reporting pipelines for learning
- Training evaluations

4 | EXPERIENCE

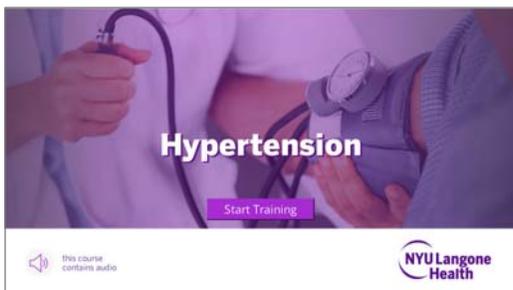
WORK SAMPLES

Below are links to several sample courses produced by eLearning company. To give you a better understanding of our skills and capabilities, we included modules of varying complexities as well as different approaches to the design and development.



A highly interactive eLearning course that's already being used by 300+ companies nationwide.

bit.ly/ovademo1



One of many modules created for NYU Langone Community Health Workers.

bit.ly/ovademo2



A slick course created for a company with diverse learning population.

bit.ly/ovademo3



A simulation of a tool used by several UN agencies to respond to natural disasters around the globe.

bit.ly/ovademo4

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EXPERIENCE

SIMILAR SERVICES

Below are descriptions of some projects eLearning Company, Inc. has delivered in the past that included the development of interactive highly engaging learning modules on complex subjects served through the LMS.



Title: Compliance eLearning

Role: Contractor

Dates: 3/2016—present **Value:** \$70,000

Description: Development of multiple eLearning modules on discrimination, harassment, hostile work environment, inclusive conduct, and other topics.

Outcome: Services provided timely and within budget.

Contact information: Andrew Rawson, 1600 Rosecrans Ave., Media Center, Manhattan Beach, CA 90266.
323-377-8080 | andrew.rawson@traliant.com



Title: Delivery System Reform (DSRIP) Training

Role: Contractor

Dates: 6/2017—11/2017 **Value:** \$102,000

Description: Development of multiple eLearning modules to support New York State's initiative on restructuring the health care deliver system in the state.

Outcome: Services provided timely and within budget.

Contact information: Ulises Musseb, NUY Langone One Park Avenue - 4th Floor, New York, NY 10016.
212-404-3829 | ulises.musseb@nyumc.org



Title: Family Peer Advocate Online Training

Role: Contractor

Dates: 11/2015—present **Value:** \$65,000

Description: Nicholas Soldatenko (Project Lead) is providing on-demand consulting to New York University on multiple learning initiatives including Family Peer online modules.

Outcome: Services provided timely and within budget.

Contact information: Elizabeth McAlpin, 3 Washington Square Village, New York, NY 10012.
212-992-6761 | elizabeth.mcalpin@nyu.edu

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EXPERIENCE

SIMILAR SERVICES (CONT.)

Below are descriptions of some project eLearning Company, Inc. has delivered in the past that included the development of interactive highly engaging learning modules on complex subjects served through the LMS.



Title: Adobe Captivate Training

Role: Contractor

Dates: 5/2017—7/2017 **Value:** \$7,000

Description: Consulting on using Adobe Captivate to create engaging learning experiences for the NY State Retirement System employees and customers.

Outcome: Services provided timely and within budget.

Contact information: Michelle D. McCormack, 10 Corporate Woods Drive, Albany, NY 12211.
518-447-8816 | michelle.mccormack@nystrs.org



Title: Domus Onboarding

Role: Contractor

Dates: 7/2017—8/2017 **Value:** \$2,000

Description: Development of interactive online onboarding module for staff who works with displaced children and adolescents.

Outcome: Services provided timely and within budget.

Contact information: Ayshia Jaeger, 83 Lockwood Ave, Stamford, CT 06902.
203-324-4277 | ajaeger@domuskids.org



Title: Standard Operating Procedures Training

Role: Contractor

Dates: 6/2017—7/2017 **Value:** \$2,000

Description: Nicholas Soldatenko (Project Lead) provided eLearning development services to facilitate WHO's rollout of the new SOP manual.

Outcome: Services provided timely and within budget.

Contact information: Daniela Martini, Avenue Appia 20
1202, Geneva, Switzerland.
+41-22-7912111 | dany.martini84@libero.it

6 | EXPERIENCE

REFERENCES

Andrew Rawson

Chief Learning Officer

Traliant LLC

1600 Rosecrans Ave., Media Center, Manhattan Beach, CA 90266.

323-377-8080

andrew.rawson@traliant.com

eLearning Company, Inc. has developed multiple learning courses for Traliant on such topics as discrimination, harassment, bullying, inclusive work practices, etc.

Ulises Musseb

Senior Educational Technology Specialist

Organizational Development & Learning

NYU Langone Medical Center

One Park Avenue – 4th Floor, New York, NY 10016.

212-404-3829

ulises.musseb@nyumc.org

In 2017 eLearning Company, Inc. has produced numerous eLearning courses for Langone on topics varying from disease pathophysiology to medical billing.

Elizabeth McAlpin

Project Director of Research and Outcomes Assessment

New York University

3 Washington Square Village, New York, NY 10012.

212-998-1212

elizabeth.mcalpin@nyu.edu

Nicholas Soldatenko (Project Lead) has been working with NYU since 2015. He has provided consulting services on producing eLearning for several schools within NYU on topics ranging from social services to calculus.

7 | TERMINATION, DEBARMENT, LITIGATION, INVESTIGATION

Contract for services that the Contractor has had that was terminated for convenience, non-performance, non-allocation of funds, or any other reason for which termination occurred before completion of all obligations under the contract provisions.

N/A

Occurrences where the bidder has either been subject to default or has received notice of default or failure to perform on a contract.

N/A

Order, judgment, or decree of any federal or state authority barring, suspending, or otherwise limiting the right of the Contractor to engage in any business, practice, or activity.

N/A

Damages, penalties, disincentives assessed, or payments withheld, or anything of value traded or given up by the bidder under any of its existing or past contracts as it relates to services performed that are similar to the services sought by this RFP.

N/A

Pending or threatened litigation, administrative or regulatory proceedings, or similar matters related to similar services sought by the RFP.

N/A

Irregularities that have been discovered in any of the accounts maintained by the Contractor on behalf of others.

N/A

8 | REQUIREMENTS

eLearning Company, Inc. will comply with each requirement in § 4.2 of the RFP.

Name of Learning Management System (LMS) the Contractor proposes to use and why.

We recommend to use Moodle LMS. Moodle LMS is the world's most popular and most used learning management system. This Learning Management System is a flexible, open source learning management solution. With 68 million users and 55,000 Moodle sites deployed worldwide, Moodle is a user-friendly eLearning platform that serves the learning and training needs of people from all types of organizations.

What browsers will be compatible with the LMS selection.

Moodle is compatible with any standards compliant web browser. The team regularly tests Moodle with the following browsers...

Desktop:

- Chrome
- Firefox
- Safari
- Edge
- Internet Explorer

Mobile:

- MobileSafari
- Google Chrome

How each of the four core modules will be created in the LMS.

The experts at eLearning Company will produce the learning materials and learning content outside of Moodle first. We use professional authoring systems (such as Articulate Storyline and Adobe Captivate) to create eLearning content; we use professional multimedia editors (Adobe Photoshop, Illustrator, After Effects, Premier Pro, Audition, etc.) to create multimedia content. Once we assemble all required assets, we will build out the four courses in Moodle. By default, Moodle supports these types of activities: Assignments, Chat, Choice, Database, External tool, Feedback, Forum, Glossary, Lesson, Quiz, SCORM Interaction, Survey, Wiki. We also have a capability to expand this list and create custom activities if needed.

How each of the four training modules will include...

Education for Iowa professionals to better understand rights provided to victims under Iowa law.

The instructional designer assigned to this project will ensure that the learning content outlines all rights provided to victims under Iowa law, and explains these rights in simple terms as well as provides relevant examples to solidify the understanding of the material.

Services and resources available to victims a trainee may interact with.

We will collaborate with the subject matter experts and OVA internal stakeholders to identify the services and resources available to victims that a trainee may interact with. For each such service or resource, the training content will include the instructions on using the resource, best practices, scenarios, and other relevant learning tools. We will make sure that the learner receives all the details that are needed to successfully receive or provide access to these services.

Expectations for conduct and duties of those who serve victims, within their professional roles.

We will ensure that the courses we produce explain expectations for conduct and duties of those who serve victims within their professional roles. The production team will work on making this content as clear as possible to ensure that each learner becomes familiar with all such expectations without exceptions.

Ethical considerations for working with victims.

We understand that the ability to recognize and apply ethical considerations for working with victims is an important skill that the learners should gain as a result of taking the training. In addition to standard training content, we will supplement the courses with vignettes, case studies and other materials that will allow the learners to gain understanding and a working knowledge of the concepts being taught, including ethical considerations for working with victims.

How to effectively assist victims with planning for their safety after a crime has occurred.

The “how to” parts of the training, including “how to effectively assist victims...” are integral to the learners’ future success. The instructional designer, together with the development team, will come up with appropriate learning techniques to assist the learners with gaining theoretical and practical knowledge on the subject matter. These techniques will include learning interactions, walkthrough scenarios, case studies, etc.

How will all VTA modules recognize, address and incorporate each of the following...

Adult learning techniques (kinesthetic, visual and auditory)

Kinesthetic: the VTA modules will require learners to perform physical activities in order to proceed through the content. Examples of such activities include exercises to sort statements, drag and drop, click to reveal, type a short answer, etc.

Visual: the VTA modules will be designed by our top graphic designers and will include rich visual cues, infographics, illustrations of the concepts, and other visual aids.

Auditory: the VTA modules will be narrated by a professional voice artist (or multiple artists if required). We record the narrations in a studio environment using professional equipment to ensure that the sound in our learning products is crisp and clear.

Interactive learning options

The VTA modules will include interactive learning options that will allow the learner to practice solving real-world problems. This approach involves taking action and reflecting upon the results, which helps improve the problem-solving process, as well as the solutions developed by the learners. The interactive learning options will be built on real problems that are important/critical/complex, as well as learning processes that promote curiosity, inquiry, and reflection, and requirements that passive listening be converted into action and, ultimately, a solution.

Dynamic educational learning tools such as quizzes, games, etc.

The VTA modules will include interactive learning tools such as knowledge checks, learning games, quizzes, and other interactions. The instructional designer will work together with the subject matter expert to determine the content that requires an interactive learning approach, and will design learning interactions appropriate for each module.

Multiple forms of media (slides, video, audio, etc.)

The VTA content will be served with multiple forms of media. This will include presentations, vignettes, illustrations, videos, audio content, downloads, handouts, etc. The appropriate combination of the multimedia content will be determined by the instructional designer together with the internal stakeholders to ensure the content is interesting and engaging.

An evaluation component during and at the end of each module

The modules will include evaluations throughout the content to ensure immediate understanding of the concepts being presented. At the end of each module, a larger evaluation will be conducted to assess the overall understanding of the module. Based on the evaluation outcome, the learner may be offered to review certain training activities one more time.

A learning assessment component

The learning assessments built into the modules will provide an overview of the overall knowledge transfer and retention. The assessments can display separate scores for multiple types of content, which will allow the learners as well as the administrators to identify strengths and opportunities in the learning process. Based on the information collected in the assessments, the students may be encouraged to revisit some parts of the training and then attempt the assessment one more time.

Cultural & linguistic diversity

The modules will utilize cultural and linguistic diversity throughout the learning content. Some examples of this approach include utilizing racially/ethnically/gender/age diverse images, utilizing visuals of diverse populations in videos, providing linguistic diversity in vignettes, case studies, scripts, etc.

ADA compliant including but not limited to Deaf and Hard of Hearing individuals as well as Visually Impaired individuals.

The modules produced under this contract will be ADA compliant and available to Deaf and Hard of Hearing individuals as well as Visually Impaired individuals, and persons with other limitations. Our approach in the development of the ADA compliant modules will include:

- Available text alternatives for non-text imagery and illustrations
- Text transcripts provided for audio and video content
- Captions provided for all prerecorded content
- Developed content does not rely solely on sensory characteristics
- Color is not used as the only visual means of conveying information
- A mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume
- The visual presentation of text and images of text has an appropriate contrast ratio
- All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes,
- For any moving, blinking or scrolling information that starts automatically, there is a mechanism for the user to pause the animation
- Timing is not an essential part of the event or activity presented by the content
- Slides do not contain anything that flashes more than three times in any one second period
- A mechanism is available to bypass blocks of content
- Other ADA accessibility standards

Intersectionality

The content design and development process will take intersectionality into consideration, and will be performed with the understanding that various human aspects, such as class, race, sexual orientation and gender, do not exist isolated and separated from each other, but have complex, influential and interwoven relationships, and that those relationships are essential to an understanding of the human condition. The learning content will view people (characters, examples, case studies, vignettes, explanations, etc.) as more than just a single category.

Trauma-Informed Practice

Throughout the content, we will highlight understanding, recognizing, and responding to the effects of all types of trauma. The content can also emphasize physical, psychological and emotional safety for both victims and their families, and help survivors rebuild a sense of control and empowerment. Trauma-informed strategies within the learning content can also help to proactively establish positive personal characteristics, such as self-esteem, self-efficacy, and coping skills, and minimize adverse effects of trauma and its stressful aftermath.

How the VTA is able to accommodate the following...

User tracking

The following tools will be available to ensure adequate user tracking (including tracking individual activities as well as tracking course status and completion per user):

- Grades (every course can have its own gradebook; activities such as Assignment and Quiz send grades back to this gradebook)
- Competencies (describe the level of understanding or proficiency of a learner in certain subject-related skills)
- Activity completion status (provides an overview of who has completed what in the activity completion report)
- Course completion (allows for a course to be officially marked as finished)
- Badges (can be awarded either manually or using activity completion settings and are a popular way to motivate learners)
- Course reports (available to help learning administrators to track the progress of the learners)
- Analytics (provides detailed descriptive and prescriptive reports that can be used to evaluate the effectiveness of the training, training outcomes, level of knowledge retention, areas of opportunities, etc.)

Evaluative measures

The user tracking tools listed on the previous page, together with the knowledge checks and assessments within the modules, will provide a good overview of the knowledge retention as well as the learning gaps and opportunities.

Additional available tools for training evaluation include:

Surveys (course activity that provides a number of verified survey instruments, including COLLES and ATTLS, which have been found useful in assessing and stimulating learning in online environments)

Feedback (allows to collect feedback by writing custom questions, rather than choosing from a list of pre-written questions)

Reporting features

The following reporting features will be available in the VTA:

- Course activity reports (shows the number and time of access attempts for each activity and resource, and any related entries)
- Individual activity reports (each course participant can access reports of their contributions, logs, and a statistics reports)
- Complete report (provides a detailed list of an individual learner's last log and activity in the activities and resources in the course, including detailed contribution to any of the various types of course activities)
- Participation report (allows to generate a list of who has participated in a given activity, and how many times; can be filtered by role, group, and action; allows to be easily message the learners)
- Logs of course activity (display details about the course participation, such as group, student, date, activity, actions and level)
- Logs of site activity (displays all actions the learner took in the LMS)

How the VTA will provide accessibility to all professionals in a web-based format.

The LMS and the courses are stored online and are accessed by a unique URL address. The stakeholders may select to enable self-registration which will allow anybody with a registration link (that can be posted online or sent out in an invitational email) to self-register for the courses.

Alternatively, the learning administrator can register learners on an individual or group basis. All course content will be served in the web format, and will be compatible with all major browsers and operating systems. The content will comply with ADA accessibility requirements as outlined earlier in this document. Internet access and a web browser are the only requirements for the learner to be able to access the modules.

How the VTA will allow accessibility via a learning dashboard

Once the learner registers and logs in to the learning portal, the dashboard will display available courses. The dashboard can be configured to add multiple elements, such as calendar, forum, files, announcements, etc. The instructional designer will work with the stakeholders to determine how the dashboard should be configured and what additional elements should be added to it. The learning dashboard will meet the same ADA accessibility compliance requirements as the VTA modules, allowing learners with disabilities to access the learning content and complete learning activities.

How the VTA will allow CVAD to do the following...

Track Users

Create Reports

View and Track Evaluations/Surveys

As described earlier in this document, user tracking is enabled with tools such as Grades, Competencies, Activity completion status, Course completion, Badges, Course reports, Analytics.

As described earlier in this document, the course administrators will have access to multiple reports, including Course activity report, Individual activity report, Complete report, Participation report, Logs of course activity, Logs of site activity.

As described earlier in this document, the tools for training evaluation will include Surveys and Feedback.

Each active course can have one or multiple administrators assigned to it, who will have access to the tracking, reporting, and evaluation features. The course administrators can also have permissions to assign additional administrators or revoke existing privileges. For each role in the system, the LMS allows to configure default permissions, as well as create new roles with unique sets of permissions.

Storage of CVAD data on a CVAD server

The LMS, the learning portal, course content, and learners' data can all be stored on the CVAD server. No external tools or features are required to power the learning content stored on the CVAD server.

9 | WORK PLAN AND TIMELINE

Here are highlights of our project plan:

- The work will begin on 3/1/18
- The development of each module will consist of 3 stages
 - ⇒ Instructional design, writing, storyboarding
 - ⇒ Graphic design
 - ⇒ Development
- The stakeholders will utilize two review cycles within each stage to review the work and provide requests for changes
- The work on each consecutive module will start 2 weeks after the previous module to ensure that the reviewers are not overwhelmed and have sufficient time to review the interim deliverables
- The 1st (initial) module will be completed by 6/29/2018
- The 4th (final) module will be completed by 8/10/2018

Listed below and on the following page are all key project milestones.

	Task	Start	End
Project setup	Project team is assembled and briefed	3/1/2018	3/1/2018
	Consultations with stakeholders, requirements are set	3/2/2018	3/7/2018
	Visual identity and template are submitted for approval	3/8/2018	3/15/2018
	Demo storyboard is submitted for approval	3/8/2018	3/15/2018
	Feedback on template and demo storyboard is received	3/16/2018	3/21/2018
Module 1 timeline	Storyboard is submitted for approval	3/22/2018	4/5/2018
	Feedback on storyboard is received	4/6/2018	4/11/2018
	Final storyboard is provided	4/12/2018	4/17/2018
	Final storyboard feedback is received	4/18/2018	4/23/2018
	Final storyboard feedback is incorporated	4/24/2018	4/27/2018
	Graphic design team provides visual assets and layouts	4/23/2018	5/7/2018
	Feedback on graphic designs is received	5/8/2018	5/11/2018
	Final graphic designs are provided	5/14/2018	5/17/2018
	Final graphic design feedback is received	5/18/2018	5/23/2018
	Final graphic design feedback is incorporated	5/24/2018	5/29/2018
	Development team provides alpha version	5/23/2018	6/6/2018
	Alpha version feedback is received	6/7/2018	6/12/2018
	Final version of the module is provided	6/13/2018	6/18/2018
	Final feedback is received	6/19/2018	6/22/2018
	Final feedback is incorporated	6/25/2018	6/28/2018
Module is finalized	6/29/2018	6/29/2018	

Module 2 timeline	Storyboard is submitted for approval	4/5/2018	4/19/2018
	Feedback on storyboard is received	4/20/2018	4/25/2018
	Final storyboard is provided	4/26/2018	5/1/2018
	Final storyboard feedback is received	5/2/2018	5/7/2018
	Final storyboard feedback is incorporated	5/8/2018	5/11/2018
	Graphic design team provides visual assets and layouts	5/7/2018	5/21/2018
	Feedback on graphic designs is received	5/22/2018	5/25/2018
	Final graphic designs are provided	5/28/2018	5/31/2018
	Final graphic design feedback is received	6/1/2018	6/6/2018
	Final graphic design feedback is incorporated	6/7/2018	6/12/2018
	Development team provides alpha version	6/6/2018	6/20/2018
	Alpha version feedback is received	6/21/2018	6/26/2018
	Final version of the module is provided	6/27/2018	7/2/2018
	Final feedback is received	7/3/2018	7/6/2018
	Final feedback is incorporated	7/9/2018	7/12/2018
Module is finalized	7/13/2018	7/13/2018	

Module 3 timeline	Storyboard is submitted for approval	4/19/2018	5/3/2018
	Feedback on storyboard is received	5/4/2018	5/9/2018
	Final storyboard is provided	5/10/2018	5/15/2018
	Final storyboard feedback is received	5/16/2018	5/21/2018
	Final storyboard feedback is incorporated	5/22/2018	5/25/2018
	Graphic design team provides visual assets and layouts	5/21/2018	6/4/2018
	Feedback on graphic designs is received	6/5/2018	6/8/2018
	Final graphic designs are provided	6/11/2018	6/14/2018
	Final graphic design feedback is received	6/15/2018	6/20/2018
	Final graphic design feedback is incorporated	6/21/2018	6/26/2018
	Development team provides alpha version	6/20/2018	7/4/2018
	Alpha version feedback is received	7/5/2018	7/10/2018
	Final version of the module is provided	7/11/2018	7/16/2018
	Final feedback is received	7/17/2018	7/20/2018
	Final feedback is incorporated	7/23/2018	7/26/2018
Module is finalized	7/27/2018	7/27/2018	

Module 4 timeline	Storyboard is submitted for approval	5/3/2018	5/17/2018
	Feedback on storyboard is received	5/18/2018	5/23/2018
	Final storyboard is provided	5/24/2018	5/29/2018
	Final storyboard feedback is received	5/30/2018	6/4/2018
	Final storyboard feedback is incorporated	6/5/2018	6/8/2018
	Graphic design team provides visual assets and layouts	6/4/2018	6/18/2018
	Feedback on graphic designs is received	6/19/2018	6/22/2018
	Final graphic designs are provided	6/25/2018	6/28/2018
	Final graphic design feedback is received	6/29/2018	7/4/2018
	Final graphic design feedback is incorporated	7/5/2018	7/10/2018
	Development team provides alpha version	7/4/2018	7/18/2018
	Alpha version feedback is received	7/19/2018	7/24/2018
	Final version of the module is provided	7/25/2018	7/30/2018
	Final feedback is received	7/31/2018	8/3/2018
	Final feedback is incorporated	8/6/2018	8/9/2018
Module is finalized	8/10/2018	8/10/2018	

10 | ACCEPTANCE OF TERMS AND CONDITIONS

eLearning Company, Inc. accepts all contractual terms and conditions stated in § 6 of the RFP.

Attachment 1
Certification Letter

1/12/2018

Lindsey Hornbaker, Issuing Officer
Iowa Department of Justice, Crime Victim Assistance Division
Lucas State Office Building
321 E. 12th Street
Des Moines, Iowa 50319
Lindsey.Hornbaker@ag.iowa.gov

Re: Web-Based Crime Victim Compensation and Restitution Management System
Request for Proposal
RFP No. 2017-12
PROPOSAL CERTIFICATIONS

Dear Ms. Hornbaker:

I certify that the contents of the Proposal submitted on behalf of eLearning Company, Inc. ("Contractor") in response to the Iowa Department's for Request for Proposal Number 2017-12 for Web-Based Crime Victim Compensation and Restitution Management System ("RFP") are true and accurate. I also certify that Contractor has not knowingly made any false statements in its Proposal.

Certification of Independence

I certify that I am a representative of "Contractor" expressly authorized to make the following certifications on behalf of Contractor. By submitting a Proposal in response to the RFP, I certify on behalf of Contractor that:

1. Contractor has developed the Proposal independently, without consultation, communication, or agreement with any employee or consultant to CVAD, or with any person serving as a member of the evaluation committee.

2. Contractor has developed the Proposal independently, without consultation, communication, or agreement with any other contractor or parties for the purpose of restricting competition.
3. Unless otherwise required by law, Contractor has not and will not knowingly disclose, directly or indirectly, information found in the Proposal before CVAD's issuance of the Notice of Intent to Award the contract.
4. Contractor has not attempted to induce any other Contractor to submit or not to submit a Proposal for the purpose restricting competition.
5. No relationship exists or will exist during the contract period between Contractor and CVAD or any other State of Iowa entity that interferes with fair competition or constitutes a conflict of interest.

Certification Regarding Debarment

6. I certify that, to the best of my knowledge, neither Contractor nor any of its principals: (a) are presently or have been debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by a Federal agency or State agency; (b) have, within a three year period preceding this Proposal, been convicted of, or had a civil judgment rendered against them for: commission of fraud, a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction, violation of antitrust statutes; commission of embezzlement, theft, forgery, falsification or destruction of records, making false statements, or receiving stolen property; (c) are presently indicted for, or criminally or civilly charged by a government entity (federal, state, or local) with the commission of any of the offenses enumerated in (b) of this certification; and (d) have not within a three year period preceding this Proposal had one or more public transactions (federal, state, or local) terminated for cause.

This certification is a material representation of fact upon which CVAD has relied upon when this transaction was entered into. If it is later determined that Contractor knowingly rendered an erroneous certification, in addition to other remedies available, CVAD may pursue available remedies including debarment of the Contractor, or suspension or termination of the contract.

Contractor also acknowledges that CVAD may declare the Contractor's Proposal or resulting contract void if the above certification is false. The Contractor also

understands that fraudulent certification may result in CVAD or its representative filing for damages for breach of contract in addition to other remedies available to CVAD.

Sincerely,

A handwritten signature in cursive script that reads "Nicholas Soldatenko". The signature is written in black ink and is positioned above a horizontal line.

Nicholas Soldatenko, CEO

Attachment 2
Authorization to Release Information Letter

1/12/2018

Lindsey Hornbaker, Issuing Officer
Iowa Department of Justice, Crime Victim Assistance Division
Lucas State Office Building
315 E. 12th Street
Des Moines, Iowa 50319
Lindsey.Hornbaker@ag.iowa.gov

Re: Web-Based Crime Victim Compensation and Restitution Management Request
for Proposal

RFP No. 2017-12

AUTHORIZATION TO RELEASE INFORMATION

Dear Ms. Hornbaker:

eLearning Company, Inc. ("Contractor") hereby authorizes the Iowa Department of Justice, Crime Victim Assistance Division ("CVAD") or a member of the Evaluation Committee to obtain information regarding its performance on other contracts, agreements or other business arrangements, its business reputation, and any other matter pertinent to evaluation and the selection of a successful Contractor in response to Request for Proposal Number 2017-12 ("RFP").

Contractor acknowledges that it may not agree with the information and opinions given by such person or entity in response to a reference request. Contractor acknowledges that the information and opinions given by such person or entity may hurt its chances to receive contract awards from the State or may otherwise hurt its reputation or operations. Contractor is willing to take that risk.

Contractor hereby releases, acquits and forever discharges the State of Iowa, CVAD, their officers, directors, employees and agents from all liability whatsoever, including all claims, demands and causes of action of every nature and kind affecting the Contractor

that it may have or ever claim to have relating to information, data, opinions, and references obtained by CVAD or the Evaluation Committee in the evaluation and selection of a successful Contractor in response to the RFP.

Contractor authorizes representatives of CVAD and the Evaluation Committee to contact any of the persons, entities, and references that are, directly or indirectly, listed, submitted, or referenced in the Contractor's Proposal submitted in response to the RFP.

Contractor further authorizes all persons, entities to provide information, data, and opinions about Contractor's performance under any contract, agreement, or other business arrangement, its ability to perform, business reputation, and any other matter pertinent to the evaluation of the Contractor's Proposal. Contractor hereby releases, acquits, and forever discharges any such person or entity and their officers, directors, employees and agents from any and all liability whatsoever, including all claims, demands and causes of action of every nature and kind affecting Contractor that it may have or ever claim to have relating to information, data, opinions, and references supplied to CVAD or the Evaluation Committee in the evaluation and selection of a successful contractor in response to the RFP.

A photocopy or facsimile of this signed Authorization is as valid as an original.

Sincerely,



eLearning Company, Inc.

[Printed Name of Contractor Organization]

Nicholas Soldatenko, CEO

[Name and Title of Authorized Representative]

1/12/2018

Date

13 | FIRM PROPOSAL TERMS

01/12/2018

To Whom It May Concern:

eLearning Company, Inc. guarantees that the availability of the goods or services, or both, offered and that all Proposal terms, including price, will remain firm a minimum of 120 days following the deadline for submitting Proposals.

Should there be any questions regarding this matter or any additional information needed, feel free to contact me directly at 917-209-7497 or nsoldatenko@elearning.company.

Kind regards,



Nicholas Soldatenko,
CEO,
eLearning Company, Inc.