U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Enhanced Assessment Grants Application Package

CFDA # 84.368A

PR/Award # S368A130003

Gramts.gov Tracking#: GRANT11446635

OMB No. , Expiration Date:

Closing Date: Jul 08, 2013

Table of Contents

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

OMB Number: 4040-0004
Expiration Date: 03/31/2012

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
07/08/2013	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:	Maryland State Department of Education
* b. Employer/Taxpayer Identification Number (EIN/TIN):	52-602033
* c. Organizational DUNS:	1830714710000

d. Address:

* Street1:	200 W. Baltimore Street
Street2:	
* City:	Baltimore
County/Parish:	
* State:	MD: Maryland
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	21201-2595

e. Organizational Unit:

Department Name:	Division Name:
MD State Dept of Education	Early Childhood

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Dr.	* First Name:	Rolf
Middle Name:			
* Last Name:	Grafwallner		
Suffix:			

Title:	Assistant State Superintendent
Organizational Affiliation:	
* Telephone Number:	410-767-0335
Fax Number:	
* Email:	rgrafwal@msde.state.md.us

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.368

CFDA Title:

Grants for Enhanced Assessment Instruments

*** 12. Funding Opportunity Number:**

ED-GRANTS-052313-001

* Title:

Office of Elementary and Secondary Education (OESE): Enhanced Assessment Instruments Grants Program--Enhanced Assessment Instruments: Kindergarten Entry Assessment Competition CFDA Number 84.368A

13. Competition Identification Number:

84-368A2013-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

*** 15. Descriptive Title of Applicant's Project:**

Early Childhood Comprehensive Assessment System - A Multi-State Collaboration.

Attach supporting documents as specified in agency instructions.

Add Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: 1-7

b. Program/Project: 1-7

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

17. Proposed Project:

* a. Start Date: 10/01/2013

* b. End Date: 09/30/2017

18. Estimated Funding ($):

* a. Federal	4,999,995.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	4,999,995.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☒ a. This application was made available to the State under the Executive Order 12372 Process for review on 07/08/2013.

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr.

* First Name: Lillian

Middle Name: M.

* Last Name: Lowery

Suffix:

* Title: State Superintendent of Schools

* Telephone Number: 410-767-0462

Fax Number: 410-333-6033

* Email: llowery@msde.state.md.us

* Signature of Authorized Representative: Michelle Szczepaniak

* Date Signed: 07/08/2013

OMB Number: 4040-0007
Expiration Date: 06/30/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Michelle Szczepaniak	State Superintendent of Schools
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Maryland State Department of Education	07/08/2013

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* N/A

** Street 1* N/A *Street 2*

** City* N/A *State* *Zip*

Congressional District, if known:

6. * Federal Department/Agency:

N/A

7. * Federal Program Name/Description:

Grants for Enhanced Assessment Instruments

CFDA Number, *if applicable:* 84.368

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Michelle Szczepaniak

***Name:** *Prefix* Dr. ** First Name* Lillian *Middle Name* M

** Last Name* Lowery *Suffix*

Title: State Superintendent of Schools **Telephone No.:** 410-767-0462 **Date:** 07/08/2013

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

OMB Number: 1894-0005
Expiration Date: 03/31/2014

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA REQUIREMENT.pdf | Delete Attachment | View Attachment

GEPA REQUIREMENT

The Maryland State Department of Education ensures equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. There are implicit and explicit processes and procedures to ensure equal access and treatment of project participants who are groups that have been underrepresented, based on race, color, national origin, gender, age or disability. Some of the specific processes and procedures include:

- All prospective attendees are from schools and participation organizations that will have access to outreach materials, training supplements, etc. MSDE will make specific outreach efforts that target underrepresented populations in the training.

- All MSDE materials are available in alternative formats for special needs populations

- MSDE will provide technical expertise to ensure special needs and diverse populations are addressed through implementation

- The curriculum and instructional materials will be evaluated based on diversity and underrepresented populations.

- The schools targeted by the grant are low performing and located in poverty areas.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

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

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Maryland State Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Lillian Middle Name: M.

* Last Name: Lowery Suffix:

* Title: State Superintendent of Schools

* SIGNATURE: Michelle Szczepaniak * DATE: 07/08/2013

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: Part 2 - Abstract_Final.pdf | Delete Attachment | View Attachment

Enhanced Assessment Instruments Grants Program—Kindergarten Entry Assessment Competition

Applicant Name: Maryland State Department of Education

Project Abstract

Overview of the proposed project

The proposed Consortium of seven States (Connecticut, Indiana, Maryland [fiscal agent], Massachusetts, Michigan, Nevada, and Ohio) and three partner organizations (WestEd, the Johns Hopkins University Center for Technology in Education, and the University of Connecticut's Measurement, Evaluation, and Assessment Program) has a compelling vision for enhancing a multi-state, state-of-the-art assessment system composed of a kindergarten entry assessment (KEA) and aligned formative assessments. This enhanced system—supported by expanded use of technology and targeted professional development— provides valid and reliable information on each child's learning and development across the essential domains of school readiness; this information will lead to better instruction, more informed decision-making, and reductions in achievement gaps. The Consortium recognizes that achieving this vision will be challenging, requiring high levels of commitment, technical expertise, collaboration across member States and partners, and strong management skills, systems, and supports. Building on a highly successful existing effort already underway between Maryland and Ohio, the proposed enhanced system greatly expands the use of technology for more authentic and compelling items and tasks; efficiency of administration, scoring, and reporting; and increased student motivation. The end result will be a more reliable and valid system that provides timely, actionable data to identify individual student and program strengths and weaknesses, drive instruction, support curricular reform, and inform all stakeholders in the system about the effectiveness of preschool and kindergarten programs.

Project objectives and activities

- Establish the governance and management infrastructure for the proposed work;
- Develop the KEA and formative assessments (for children aged 36–72 months), to be fully implemented in all Consortium States;

- Conduct all necessary and appropriate studies to ensure reliability, validity, and fairness of the assessment system;
- Develop and implement professional development for the administration and use of the assessments;
- Develop and deploy the necessary technology infrastructure; and
- Implement stakeholder communication to measure the impact of the KEA and formative assessments on the efficacy of learning.

Proposed project outcomes

By the 2016–17 school year, the Consortium will provide an assessment system that:

- includes strategic use of a variety of item types to assess all of the essential domains of school readiness, with each domain making a significant contribution to students' overall comprehensive scores;
- produces reliable, valid, and fair scores, for individual children and groups/subgroups, that can be used to evaluate school readiness, guide individualized instruction, and better understand the effectiveness and professional-development needs of teachers, principals, and early-learning providers;
- is designed to incorporate technology in the assessment process and the collection of data and that is cost-effective to administer, maintain, and enhance; and
- includes a KEA that can be a component of a State's student assessment system, including the State's comprehensive early learning assessment system, and can provide data that can be incorporated into a State's longitudinal data system.

If the proposed project involves a consortium of States, names of the States in the consortium:

Connecticut, Indiana, Maryland, Massachusetts, Michigan, Nevada, Ohio

Names of other organizations the applicant proposes to work in collaboration with under the grant:

WestEd, The Johns Hopkins University, The University of Connecticut

Close Form

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** Part 3 - Project Narrative_Final.pdf

Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Grants for Enhanced Assessment Instruments

Kindergarten Entry Assessment Competition

Project Narrative

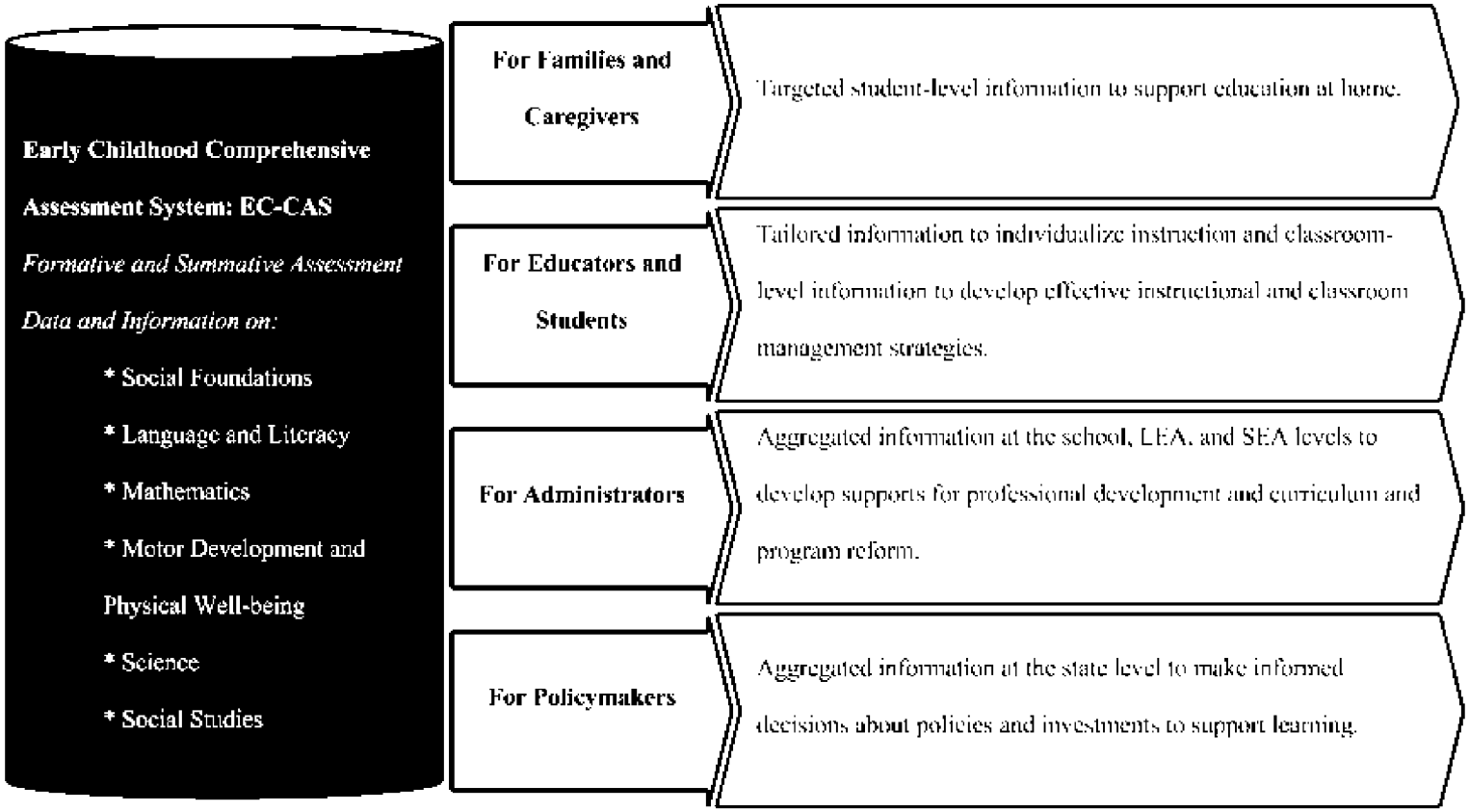
Table of Contents

Project Overview

The Consortium[1] has a compelling vision for enhancing a multi-state, state-of-the-art assessment system composed of a kindergarten entry assessment (KEA) and aligned formative assessments. This enhanced system—supported by expanded use of technology and targeted professional development—provides valid and reliable information on each child's learning and development across the essential domains of school readiness, which will lead to better instruction, more informed decision-making, and reductions in achievement gaps over time. The Consortium recognizes that achieving this vision will be challenging, requiring high levels of commitment, technical expertise, collaboration across member States and partners, and strong management skills, systems, and supports.

Building on a highly successful existing effort already underway between Maryland and Ohio, the proposed system greatly expands the use of technology for more authentic and compelling items and tasks; efficiency of administration, scoring, and reporting; and increased student motivation. The end result will be a more reliable and valid system that provides timely, actionable data to identify individual student and program strengths and weaknesses, drive instruction, support curricular reform, and inform all stakeholders in the system about the effectiveness of preschool and kindergarten programs. The figure on page 3 shows the information that the assessment system provides for all end users.

[1] "The Consortium" refers to an alliance of States—including Connecticut, Indiana, Maryland, Massachusetts, Michigan, Nevada, and Ohio, with Maryland serving as the fiscal agent—and three prominent educational research and development organizations: WestEd (Assessment & Standards Development Services [ASDS] and Center for Child & Family Studies programs), the Johns Hopkins University Center for Technology in Education (JHU CTE), and the University of Connecticut's Measurement, Evaluation, and Assessment Program.


Early Childhood Comprehensive Assessment System: EC-CAS
Formative and Summative Assessment Data and Information on:
* Social Foundations
* Language and Literacy
* Mathematics
* Motor Development and Physical Well-being
* Science
* Social Studies
For Families and Caregivers
Targeted student-level information to support education at home.
For Educators and Students
Tailored information to individualize instruction and classroom-level information to develop effective instructional and classroom management strategies.
For Administrators
Aggregated information at the school, LEA, and SEA levels to develop supports for professional development and curriculum and program reform.
For Policymakers
Aggregated information at the state level to make informed decisions about policies and investments to support learning.

Background Information on the Development of EC-CAS 1.0—On December 16, 2011, Maryland and Ohio were each awarded Race to the Top Early Learning Challenge (RTT-ELC) Grants for four years. These grants support an innovative partnership to revise and enhance Maryland's and Ohio's kindergarten entry assessments and develop preschool and kindergarten formative assessments for children ages 36 to 72 months. These partnership efforts will culminate in a new Early Childhood Comprehensive Assessment System (EC-CAS), including a KEA and formative assessments, supported by a statewide technology infrastructure, and a professional-development system. In the context of this proposal, the existing EC-CAS and KEA will be referred to as version 1.0; the proposed enhanced EC-CAS and KEA will be referred to as version 2.0. The development of the EC-CAS 1.0, conducted under a Memorandum of Understanding (MOU) with Maryland serving as the fiscal agent, is currently in its second year, and KEA 1.0 is slated for field testing in November 2013, with statewide implementation in both Maryland and Ohio in the 2014–15 school year.

A number of partners are playing a vital role in executing Maryland and Ohio's shared vision for improving kindergarten readiness and early childhood assessments. These partners include the Johns Hopkins University Center for Technology in Education (JHU CTE), WestEd (including the agency's Assessment & Standards Development Services program and the Center for Child & Family Studies), State advisory councils in each Consortium State, and a national Technical Advisory Committee (TAC), facilitated by the Council of Chief State School Officers (CCSSO), advising both States.

Early Childhood Comprehensive Assessment System 1.0 (EC-CAS 1.0)—Maryland and Ohio are committed to developing the EC-CAS for all children from preschool through kindergarten, and to a statewide implementation of the system in 2014–15. The assessment components of the EC-CAS are:

- aligned to both States' guidelines or standards for young children from birth through kindergarten;
- designed to assess children in seven developmental domains, including Social Foundations (approaches toward learning, executive functioning, and social and emotional development),

Language and Literacy, Mathematics, Motor Development and Physical Well-being, Science, Social Studies, and (in Maryland only) The Arts;

- linked to State longitudinal data systems, to allow for consistent and meaningful reporting at the student, class, school, district, and state levels;
- designed to be maximally accessible to young children with a wide range of background experiences and developmental needs;
- systematically developed and field tested within a framework grounded in theory, research, and best practice, to ensure its validity and reliability; and
- reviewed by a national TAC composed of developmental psychologists, early childhood content and assessment experts from fields including child psychology and measurement, and experts on young, diverse student populations (e.g., English language learners and students with disabilities).

The EC-CAS includes a kindergarten entry assessment (targeted at children aged 66 months) and (for children aged 36 through72 months) formative assessments. Combined, these two assessment components provide key stakeholders—families/caregivers, educators, administrators, and policymakers—with a balanced view of students' learning needs and provide actionable information to help tailor instruction and interventions.

Kindergarten Entry Assessment 1.0 (KEA 1.0)—KEA 1.0 is the cornerstone of the assessment system. The KEA blueprint includes assessment standards within each domain of learning or development; alignment with early learning and development standards, including the States' kindergarten standards; and three types of assessment approaches, measuring essential skills and knowledge of incoming kindergarteners in age-appropriate, reliable, and valid formats. Once KEA 1.0 is fully operational in 2014–15, the data will be used to inform early-childhood education and care stakeholders, guide decision-making about professional-development needs, and assist teachers in data-driven instructional decision-making to meet each student's individual needs.

Formative Assessments—Formative tools are being developed to monitor children's progress on a continuum of typical development along critical learning progressions, which define the knowledge and skills that are typically developed over time for children ages 36 months through 72 months. These formative assessments will equip families, caregivers, and teachers to track individual children's learning trajectories; individualize learning opportunities and plan for interventions; engage in real-time curriculum planning; and ensure that children are on a path to kindergarten readiness and beyond.

Response to Selection Criteria

(a) **Theory of Action**

(1) The Consortium is committed to the enhancement of EC-CAS 1.0 in order to provide a meaningful, comprehensive early childhood assessment system that provides meaningful results to a range of stakeholders. Within this system, the purpose of the KEA is to provide information to stakeholders at the local, regional, and state levels about how well prepared children are for kindergarten. This will be accomplished in two ways:

- Use of KEA information at the individual student level—Families, caregivers, and kindergarten teachers will learn about each student's skills, learning, and developmental needs, so that they can identify strengths and weaknesses for each student, resulting in individualized plans to inform instruction and any necessary interventions.
- Use of KEA information at student group and subgroup levels—School, local district, and State leaders will learn about students' levels of preparedness and readiness for kindergarten (i.e., school), which will enable programmatic decision-making at the school, district, and state levels. Score information by domain, and overall readiness, will be summarized by demographic characteristics, in order to pinpoint where there are achievement gaps upon kindergarten entry, how children's prior education and care experiences impacted readiness, and where to target

resources to better support identified at-risk children through academic, health, and behavioral supports and interventions. By making aggregated assessment reports available in the online reporting system (ORS) at the student, classroom, school, and district levels, and facilitating the integration of the KEA results into longitudinal data systems at the state level, the KEA can inform these policy, research, and educational decisions.

The purposes of the KEA are complemented by the purposes of the formative assessments:

- to monitor children's progress along a continuum of typical child development across six domains of learning (seven if assessing The Arts), as facilitated by 28 learning progressions (32 if assessing The Arts), from 36 to 72 months; and
- to determine if a child with an Individualized Education Program (IEP) or Individualized Family Support Plan (IFSP) has demonstrated improved (1) social-emotional skills; (2) acquisition of knowledge and skills; and (3) use of appropriate adaptive behaviors to meet his or her needs.

The relationship between the formative assessments and KEA 2.0 is illustrated in the following chart. Both the formative assessments and KEA 2.0 are based on six domains of learning and development (seven if assessing The Arts). The formative assessments are based on the learning progressions within the age range of 36 to 72 months, and KEA 2.0 serves as the summative "snapshot" of kindergarten (i.e., school) readiness at roughly 66 months. The chart further illustrates how the KEA is part of a larger early-childhood assessment system, from preschool through kindergarten, the components of which serve as key milestones within States' preschool–through–grade 12 statewide assessment systems. KEA 2.0 will allow for expectations to be aligned and student progress to be tracked from the end of the EC-CAS, at 72 months, through grade 3—when students begin taking either the PARCC or Smarter Balanced assessments or others equally aligned to rigorous college/career readiness standards—and beyond.

Early Childhood Comprehensive Assessment System

<table>
<tr><th>Domains</th><th>36 mo.</th><th>42 mo.</th><th>48 mo.</th><th>54 mo.</th><th>60 mo.</th><th>66 mo.</th><th>72 mo.</th><th>Grade 3</th></tr>
<tr><td>Social Foundations</td><td colspan="5" rowspan="8">Formative Assessments

Development represents a continuum of changing behaviors</td><td rowspan="8">KEA
Summative “snapshot” of readiness</td><td rowspan="8">Formative Assessments</td><td></td></tr>
<tr><td>Language and Literacy</td><td rowspan="7">College and Career Readiness</td></tr>
<tr><td>Mathematics</td></tr>
<tr><td>Motor Development and Physical Well-being</td></tr>
<tr><td>Science</td></tr>
<tr><td>Social Studies</td></tr>
<tr><td>The Arts (MD only)</td></tr>
</table>

(2) The KEA and the formative assessments are part of an overall educational system that includes early learning and development standards, curricular resources and instructional practices, professional development, and instructional interventions and policy improvements, all designed to enhance the school-readiness skills of entering kindergarten students and ensure that students are on a learning trajectory to graduate from high school ready for college and careers. Each of these components of the system is considered in the following sections.

***Early Learning and Development Standards*—**Critical to the establishment of the Consortium is commonality of the States' early learning and development standards. Although all participating States have adopted rigorous college and career readiness standards, each State has also individually developed early learning and development standards that vary from those of other Consortium States. Close alignment among them can be found in the Language and Literacy and Mathematics domains, but the other areas vary in scope, content, and expression. Maryland and Ohio faced this issue when they

embarked on developing EC-CAS 1.0 as part of their RTT-ELC Grant. Agreement was reached when the nexus of the problem was defined not as identical standards but as common standards, in terms of scope and content, for the most critical learning progressions. As a consequence, the Common Language Standards (CLS) were developed to define the specific content that was to form the basis of the KEA and the formative assessments. The CLS are aligned to the individual State standards and provide common definitions for the scope and content to be assessed. This approach led to agreement on standards for Maryland and Ohio that are substantially identical; the Consortium is confident that a similar approach will assure that the standards across all Consortium States meet the same expectation of commonality.

The following table provides an overview of the domains, strands, and learning progressions included in EC-CAS 1.0, as expressed in the CLS[2]. States that joined the Consortium reviewed the CLS to determine whether their State's early learning and development standards are compatible with the CLS and reflect a meaningful sampling of the State's standards for kindergarten entry.

Domains, Strands, and Learning Progressions Included in EC-CAS 1.0

Domain	Strands	Learning Progressions
Social Foundations	Social Emotional Approaches to Learning and Executive Functioning	Awareness and Expression of Emotion Relationship with Adults Conflict Resolution Self-Control Persistence

[2] The learning progressions for the Arts domain are currently in development. For EC-CAS 1.0, Maryland opted to assess this domain, and Ohio did not; the other States in the Consortium have yet to make a decision about the assessment of this domain. All other domains reflect learning progressions that are aligned with the early learning standards of the Consortium States.

Domain	Strands	Learning Progressions
		Working Memory Problem Solving Initiative Cooperation with Peers
Language and Literacy	Reading Speaking and Listening Writing Language	Story/Text Comprehension Phonological Awareness Phonics and Letter Recognition Communication Emergent Writing Grammar Vocabulary
Mathematics	Counting and Cardinality Operations and Algebraic Thinking Measurement and Data Geometry	Number Sense Number Operations Classification Measurement Shapes
Motor Development and Physical Well-being	Physical Education Health	Coordination—Large Motor Coordination—Small Motor Safety and Injury Prevention Personal Care Tasks
Science	Skills and Processes/Life Science	Inquiry and Observation
Social Studies	Government History	Responsible Behavior Events in the Context of Time

Domain	Strands	Learning Progressions
The Arts	Music	Music
(MD only)	Visual Arts	Visual Arts
	Theater	Theater
	Dance	Dance

***Curricular Resources and Instructional Practices*—**Preschool and kindergarten teachers need the tools to implement curriculum and instructional practices based on early learning and development standards. Maryland and Ohio have established processes—including adding requirements to the States' tiered quality rating and improvement systems—by which published preschool curricula and instructional practices must be aligned with each State's early learning and developments standards. Such practices will be reviewed by all States in the Consortium to ensure that the available instructional resources are known and utilized.

***Professional Development for Teachers*—**Recognizing the critical role of effective professional development to support real reform, the proposed assessment system calls for professional development for educators in three key areas: pre-administration, administration of the assessment with fidelity, and post-administration analysis and use of assessment data.

The professional-development sessions will be provided to educators using a variety of methods, including face-to-face, online, communities of practice, and discussion groups. A system of regional professional-development providers, situated within and funded by each State, will facilitate the training and supports needed for educators. In addition, each State will tie the KEA and the importance of using assessment information into other professional development that focuses on standards and learning supports. As the technology applications are expanded with the development of EC-CAS 2.0, professional-development opportunities will be expanded to include support for systematic progress

monitoring, enhanced accommodations through the use of technology, and tailored professional development based on specific State needs and identified needs from the implementation of EC-CAS 1.0.

(3) ***Instructional Interventions and Policy Improvements***—The educational system, with its elements of standards, curriculum, professional development, instruction, and assessment, strengthens support for teachers as they prepare young children for the important transition into a new learning environment. It is critical that such a system remains responsive to each individual learner. Without formative assessments and the KEA, the responsiveness of teachers is impaired, and a systemic approach to addressing learning difficulties or specific learning styles is not possible. A KEA embedded in formative assessments, progress monitoring, and individualized instruction allows opportunities for teachers to improve each student's foundational skills and eradicate school readiness gaps among students. The KEA results provide information on groups and subgroups of children, identify early opportunity gaps before children come to school, and strengthen accountability among early-childhood education providers and curriculum and program developers. In addition, by incorporating the formative assessments and the KEA into their broader preschool–through–grade 12 assessment and longitudinal data systems, States are able to understand relationships between kindergarten readiness and assessment results in grade 3 and beyond, in order to inform overall college and career readiness.

(d) **Research and Evaluation**

(1) The proposed technology-enhanced assessment system is highly innovative, creating challenges for both users and researchers. This section describes a series of analyses and studies designed to inform each phase of development and to ensure that both the KEA and aligned formative components of the assessment system are valid, reliable, and able to meet their ambitious goals and claims and reflect the recommendations of the National Research Council. Consequential validity studies will also be included, to determine whether the assessments are being implemented as designed and whether the theory of action is being realized, including whether the intended effects on individuals and institutions are being achieved.

The *Joint Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999) function as the predominant basis for the evaluation of educational assessment programs by the measurement community. The Standards "provide criteria for the evaluation of tests, testing practices, and the effects of test use" (p. 2) by addressing issues related to test construction and documentation, test fairness, and applications of testing across disciplines. Further, the U.S. Department of Education's Peer Review Guidance for Evaluating Evidence of Final Assessments under Title I of the Elementary and Secondary Education Act (1999) specifically recommends that States use the Standards to document the technical quality of large-scale assessments. In the Standards, validity is defined as the "degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests" (p. 9). The interrelationships among the interpretations and proposed uses of test scores and the sources of validity evidence define the validity argument for an assessment. The evaluation of scores from multiple sources of evidence forms the foundation of what is referred to as the unitary conceptualization of validity (Kane, 2006); this perspective will form the foundation for the validation of KEA 2.0.

Evidence Based on Test Content—The foundation of EC-CAS 1.0 is the CLS, which are based on the Maryland and Ohio standards for preschool and kindergarten. These standards address Social Foundations, Language and Literacy, Mathematics, Motor Development and Physical Well-being, Science, Social Studies, and (currently in Maryland only) The Arts. Each charter State in the Consortium has committed to adopting, no later than the 2016–17 academic year, essential skills and knowledge that are based on each State's standards and that align with the CLS.

Test construction is at the heart of instrument validation. Alignment and accessibility will be the major considerations in the selection of content for KEA 2.0. Educators of students with disabilities and English language learners will play an active role in item development and review in both the pilot and field-test phases. All items will undergo a bias (fairness) review to address cultural stereotyping, item-irrelevant characteristics that may render student groups at an advantage or disadvantage, sensitive topics,

and offensive language. The development, training, and review processes, including those involving State committees, are outlined in the following sections *(h)* and *(i)*.

Validity evidence based on test content will include:

- alignment reports from charter Consortium States, to demonstrate the consistency between individual State standards and the KEA 2.0 blueprint (Consortium standards);
- alignment reports that demonstrate alignment with kindergarten and grade 1 standards (where applicable);
- review and revision of the test specifications by the Consortium TAC;
- review of item writer and editor training protocols; and
- an empirical survey of a representative sample of preschool and kindergarten teachers in each State, to demonstrate the depth of instruction on and relative importance of the Consortium standards. Samples will be constructed to represent diversity in student populations, geography, and program types.

Evidence Based on Internal Structure—All evidence based on internal structure will be drawn from the 2015 KEA 2.0 field test. The design of KEA 2.0 will incorporate multiple measures, including guided recorded observation, performance tasks, developmental rubrics, and selected-response items. Statistical analyses of the selected-response items will include the following:

- the proportion of students selecting each option for each item;
- analyses based on the total raw score of the set of items and the proportions of upper, middle, and lower percentages of students selecting each option;
- the difficulty of each item (*p*-value and delta);
- the discrimination of each item (biserial and point-biserial);
- IRT difficulty and discrimination indices;
- discrimination indices for each option for each item;
- differential item functioning (DIF); and

- internal consistency estimates of reliability for the set of items.

Statistical analyses for the performance tasks and observational data will include:

- the proportion of students at each score point;
- based on the total raw score of the set of items, the proportion of upper, middle, and lower scores by score point; and
- measures of central tendency for the total score for each set of items.

Standard internal-consistency measures of reliability will be conducted on the selected-response items at the subscore and total-score levels. Generalizability theory will be used to quantify the proportion of variance in scores on the performance tasks that is attributable to the measurement procedures (to be defined further during the instrument development process). Reliability estimates will be reported at the State level and the Consortium level.

Reliability will also be addressed through the subgroup-level analysis of KEA 2.0 data. Descriptive data for the individual items and raw scores will be presented by student demographic subgroup as additional evidence of test fairness. Reliability evidence will also include bias and sensitivity review of the test content and assessment, as well as DIF analyses. Dimensionality of the set of items will be evaluated using factor analysis and structural equation modeling. It is expected that field-test items will maintain the structure of domains of early learning and development that was used to design KEA 2.0.

Interrater reliability is an important consideration for the KEA. Reliability is a key component of the online professional development offered to teachers. See section *(e)* for details on the professional development and training that all administrators and scorers will receive.

Evidence Based on Response Processes—Evidence based on response processes is particularly relevant to the development of KEA 2.0. First, a key component of KEA 2.0 is direct response data from kindergarten students online at the start of the kindergarten year. Detailed evidence that these young students are capable of critically analyzing prompts and selecting appropriate responses is critical to the validity of the KEA. Evidence based on response processes can contribute to questions about differences

in scores among subgroups of students. Cognitive labs will be set up in order to explore students' thought processes when completing the items. The cognitive labs are particularly critical for ensuring that the selected-response items are accessible to a wide range of students at various levels of development, as well as to students with disabilities and English language learners. Item accessibility includes comprehension of the item stem, as well as the ability to store the item stem in the working memory, search the memory store for information relevant to the item stem, and review the response options. Methodologies and results for these studies will be reviewed with the KEA 2.0 TAC, and items will be revised accordingly.

Rubric-based observations and performance tasks are also at the foundation of the KEA and the larger assessment system. It is critical to the success of the program to understand whether rubrics and rating scales are applied to student performances, skills, and behaviors as intended. Evidence based on response processes can serve as reliability evidence. In the pilot phase of development, questionnaires and cognitive labs will be used to explore the fit between the skill being measured and the performance or observation rating elicited from the student or teacher. All teachers who participate in the KEA 2.0 pilot will be asked to complete a survey to evaluate the accessibility of the items and the feasibility of the administration. A similar survey was administered to teachers during KEA 1.0 development.

External Validity: Evidence Based on Relationships to Other Variables—Validity evidence should include the relationships between the assessment instrument (i.e., the KEA and the formative assessments) and other variables and outcomes. Such evidence considers the relationship of the test to measures of the skill or behavior that it is intended to predict, similar measures of the same construct or different constructs, or studies of group differences as they apply to the proposed test interpretations. These other measures may be administered at the same time as KEA 2.0 (concurrent validity) or may be used to predict later performance (predictive validity). Though this development project will end at the census administration of the instrument across seven States in 2016, the following studies are recommended to States for incorporation into a longer-term sustainability plan for KEA 2.0:

- correlation between a student's raw score on the KEA and measures of progress on the EC-CAS formative assessments;
- correlation between scores on the KEA and other multidimensional (e.g., Teaching Strategies GOLD, the Early Development Instrument, Mullen Scales of Early Learning) and unidimensional (e.g., DIBELS, DIBELS Math, PPVT-4, Ages and Stages Questionnaire) measures of learning and development designed for young children;
- for Maryland and Ohio, school-level correlations between KEA 1.0 and KEA 2.0;
- student-level quantitative analyses of the association between scores on KEA 2.0 in 2016 and scores on grade 3 PARCC/Smarter Balanced assessments (as the cohorts advance to grade 3);
- examination of distribution of KEA scores by English language learner status, identification for special education services, and/or kindergarten retention; and
- examination of distribution of KEA scores by demographic variables, school/district resources, disability categories, and communication abilities.

(2) ***External Validity: Evidence Based on Test Consequences***—The proposed plan to determine whether the assessments are being implemented as designed focuses on the role that the KEA and the formative assessments play in the larger context of improved outcomes for students and schools. Evidence based on testing consequences concerns examination of whether the intended benefits of the testing program are being realized in the educational system and the extent to which unintended negative consequences are minimized. Although the collection of evidence based on test consequences is critical to the success of the overall EC-CAS, as well as to the validation of the use of KEA 2.0 data, it falls outside the scope of this grant. However, the assessment system can be used to collect baseline data against which future outcomes can be compared.

Collection of validity evidence based on test consequences will begin immediately following the census administration in October 2016. This evidence will include:

- continued administration of the empirical survey of the depth of instruction on and relative importance of the standards to a representative sample of preschool teachers in each State;
- teacher/administrator surveys and focus groups focused on data use;
- surveys and focus groups for families, focused on the assessment purpose and data use;
- continued cognitive labs with English language learners and students with disabilities; and
- longitudinal analyses of KEA scores to show growth over time, by subgroup and in the aggregate.

***(e)* Professional Capacity and Outreach**

(1) In EC-CAS 1.0, a train-the-trainer model is being used in order to support large-scale training efforts. Prior to training teachers, State-approved trainers complete a two-module, face-to-face training on delivering EC-CAS training to local practitioners in both online and face-to-face formats, including the required training for how to administer the assessment. These State-approved trainers must have specific prerequisite skills and knowledge, including knowledge of assessment of young children and strategies for teaching adult learners, in order to participate in the train-the-trainer training session. Online professional learning modules and resources are offered to these trainers to build their capacities. In addition, the State-approved trainers must successfully complete the EC-CAS administration training and pass the reliability qualifications. As part of their responsibilities, the State-approved trainers also provide immediate, post-training support to teachers and providers. Trainers use an online learning community for communications and resource exchange. Webinars are also used to communicate with teachers and administrators about the assessments prior to the summative assessment window.

In focus groups conducted early on in EC-CAS 1.0, teachers and State trainers communicated the need for ongoing support beyond their formal training experiences. JHU CTE worked within the different State structures to identify potential local resources who can provide this support. Technical assistance providers, local resources who provide timely, direct, and ongoing coaching and support to practitioners, were identified to serve as a point of contact for questions related to assessment implementation, data

analysis, and instructional planning. These providers maintain frequent contact with practitioners, to support fidelity of implementation of the assessment and improved instructional practice.

Technical assistance providers, along with the colleagues they will coach, also complete training on administering the assessment and must fulfill the same reliability qualifications. Prior to assessment training, they are also provided with training in coaching methods that align to the International Coaching Federation's Professional Coaching Core Competencies (1998).

The Consortium plans to implement a similar comprehensive approach to professional development for EC-CAS 2.0. This approach will provide face-to-face and online training for various audiences and will also include ongoing coaching and support by local resources through a communities-of-practice model. The enhanced professional-development approach will expand the current approach and will provide an individualized collection of learning experiences in multiple formats, including ongoing, tiered support for professionals with varying levels of experience in child assessment and across different educational settings. The range of professional-development activities will be designed to develop skills in collecting, interpreting, and using data among school and program leaders, teachers, and families, and to support the development of research-based tools and resources that address emerging needs.

Following best-practice guidelines from the National Research Council (2008), planned professional development activities will be organized around three stages of assessment, as described below:

- Pre-administration—Professional development related to pre-administration will focus on ensuring that users understand the purpose of the various assessment tools, are thoroughly knowledgeable about issues related to data security and integrity, and know how to communicate effectively with families and other stakeholders about the purposes and results of the assessments.
- Administration of assessments—Professional development related to administration of the assessments will increase understanding of the processes and procedures for each type of assessment instrument, afford opportunities for hands-on use of assessment tools and associated resources, promote understanding of accommodations and adaptations for various at-risk

populations, build the skills needed to interpret and score children's responses to multiple item types, introduce participants to the data collection and reporting system, and offer opportunities for hands-on use of the system.

- Post-administration analysis and use of data—A third set of professional-development offerings will focus on the post-administration analysis and use of data. These materials will focus on increasing teachers' understanding of assessment scores, communicating assessment results to families and caregivers, utilizing data to make instructional decisions and tailoring instruction, and providing additional information on data quality and integrity.

Validation by Simulation—The Consortium believes it is imperative that teachers, as assessors, be properly trained to score assessment items with reliability. Training for administration of the assessment will include assessment administration protocols, guidelines for supports for children with disabilities and English language learners, and practice with scoring procedures. Upon completion of the assessment administration training, all teachers and providers will be required to qualify for scoring through the successful completion of a simulation. The simulation, accessed through the web, will provide hands-on experience and practice in administering assessments and analyzing data for instructional improvement. The simulation will be used to enhance the interrater agreement as the basis for the assessor certification process.

Online Learning Community—KEA 2.0 will use an electronic learning community, a password-protected, user-friendly online environment that supports collaboration, content delivery, and file sharing for teachers and administrators throughout the assessment process. The community site will be customizable to include separate communities for different audiences or space to share information and resources across audiences. In addition, it will include a repository of state-developed and state-vetted resources (e.g., web-based learning modules and tutorials) for improving professional skills and practices, and a forum for sharing knowledge, insights, and observations. Examples of resources and online

activities include recommended readings, focus-group discussions, and sharing of annotated examples of best practices and exercises to help educators develop expertise within the context of local practice.

Personalization of PD Content Based on Teacher and Student Needs—With this enhanced professional-development approach, teachers will receive personalized professional development to meet their learning needs (as identified by self-evaluation as well as through the tracking of their students' assessment data). Each teacher will have a unique profile, which may include their type of program, setting (e.g., rural, suburban, urban), and/or class size. In addition to completing the core professional-development training required by the State, teachers will be provided with specific recommendations for professional development based on factors such as needs for retraining, supporting special populations (e.g., students with disabilities and English language learners), and domain-specific teaching strategies to target specific student needs. Strands of professional-development offerings, which include formal professional credits for teacher recertification purposes, will be extended to all States participating in the Consortium.

Enhanced Scalability—EC-CAS 2.0 will include advanced verification of professional-development completion and tracking features for teacher certification. This will accommodate a significant increase in the number of teachers using the system and will improve the efficiency of documentation of completion of online professional development. These enhanced features will also allow for better tracking of module completion and data collection based on program characteristics or other data points, as prioritized by the participating States.

Instructional Resources Based on Student Data—The Consortium realizes the importance of finding the right level of instruction and support to ensure that every student can progress. The current supports embedded within EC-CAS 1.0 will be expanded to include a bank of evidence-based activities and intervention strategies that support the current developmental learning progressions and provide linkages to local school curricula that are aligned to each State's standards. These activities and strategies will assist teachers in planning tailored instruction to meet the developmental needs of individual students and

groups of students, based on the assessment data. Teachers will be able to interact with instructional planning features to help apply Universal Design principles and identify activities that can be easily, seamlessly integrated into a teacher's typical day.

Additionally, a process for examining student assessment data will be integrated into the online professional-development system. JHU CTE's approach to data-informed decision-making, TAP-IT, will be utilized to guide novice and experienced educators through a structured examination of data and inquiry to improve student outcomes and professional practice. Special educators and administrators working with kindergarten students will also play a key role in interpreting student data and supporting teachers to make instructional decisions. To assist in this role, administrators—particularly those who do not have an early-childhood educational background—will be provided with their own professional-development resources.

Learning Community Connections and Collaboration— Recent survey and focus-group data collected from participating teachers in EC-CAS 1.0 indicated frequent usage of, high comfort level with, and overall interest in social-media tools such as Facebook or Pinterest, with significantly less interest in the more traditional online course format. Opportunities for teachers and administrators to share resources and collaborate to develop a shared knowledge base will be incorporated into EC-CAS 2.0 through an engaging professional learning community that integrates features of popular social-media tools. The enhanced learning community will incorporate features of social-networking services, in order for individuals to easily post, collect, and organize resources and ideas as well as to "follow" individuals and topics. The resources will be tagged and then recommended to individuals based on their personal profiles and their interests or needs. This community will harness the creativity of teachers by encouraging them to collaborate on the creation of professional resources, activities, and games, with the goal of supporting children's development along the continuum. Communication tools such as threaded discussions, commenting features, and blog posts will allow community members, experts, and State agency

representatives to provide feedback on the resources and share their own adaptations. Individuals will be able to start or join groups to solve problems and collaborate at the local or state level.

Additionally, families will be able to access this community, which will provide them with expert advice, resources, and opportunities to promote learning and development at home. Families also will have the opportunity to provide input into specific areas of priority identified by the States and local communities. These enhancements to the professional-development system will allow for better, more efficient scalability to reach larger groups of teachers, administrators, and families, with increased flexibility to create personalized learning opportunities, higher levels of engagement in the learning community, and appropriate supports and interventions that are linked directly to student data.

(2) In EC-CAS 1.0, Maryland and Ohio work closely with their partners and key stakeholder groups to communicate clearly and consistently with community members, families, and policymakers, as well as with teachers, caregivers, and service providers. Communication currently takes place through a variety of means, including:

- the establishment of a governance structure that includes communication with state advisory committees, ad-hoc work groups, and a national TAC;
- presentations at state meetings for local stakeholders, including early-childhood special educators;
- presentations and communications with district and regional groups of administrators and teachers;
- communications, via email, in-person presentations, and webinars, with district and regional early-childhood supervisors, staff, and professional-development providers;
- communications, via email and presentations/meetings, with local technical-assistance centers and governmental agencies/officials; and
- communications, via reports and presentations, to the States' early-childhood advisory councils and business-community representatives.

For EC-CAS 2.0, this approach will be expanded to all States in the Consortium. It will be important for all stakeholders to remain informed throughout development, testing, and rollout of all aspects of the system. This will ensure that the purpose of each system component; the content standards it is intended to measure; how it was developed; to whom, when, and how it will be administered; who will score responses or rate performances; and how results will be interpreted, reported, and used are accurately articulated to constituents. Planned short- and long-term research agendas will also be communicated to stakeholders, in order to keep them apprised of system integrity and plans to monitor test-based consequences, both immediately and over time.

A publicly accessible web presence will inform and educate stakeholders at all levels with regard to the theoretical framework, educational goals, specific methodologies, implementation practices, technology usage, and data analytics that comprise the assessment system. Video demonstrations, sample assessment items, and a "frequently asked questions" page will be employed to generate awareness of and support for the program.

In addition, communication with State stakeholders will take various other forms, including presentations, formal reports, research briefs, and fact sheets, that will be available in hard copy and online. JHU CTE will work with the Consortium to ensure that each State has a communications strategy on the importance and value of the new assessment system. The goal of this collaboration will be to provide ongoing opportunities for learning about the system and how to use the information it yields to ensure that all children enter school with equal opportunity to learn, grow, and thrive. The reporting system will provide both standard, paper-based reports and more technologically advanced, web-based data-analysis tools.

All States participating in the Consortium will be committed to transparency regarding all development and implementation plans, the purposes of each system component, and the intended outcomes of the system. Each State will implement an outreach and communications plan for informing and updating the public and key stakeholder groups. The system will include timely reporting of

assessment results and dissemination of resource materials, such as templates for presentations, brochures, pamphlets, information letters, newsletters, and notices about opportunities to support activities related to the system.

Other new resources that will be created for stakeholders include:

- Kindergarten readiness tool—An engaging and interactive online resource to educate families of young children about what kindergarten readiness means, with information specific to families of children entering kindergarten.
- What the data tell us—Content targeting legislators and policymakers, explaining assessment for young children and how to interpret results in the context of appropriate assessment practice.
- Virtual town-hall forums—Themed online webinar sessions to inform stakeholders about the assessment system, with creative ways to engage participants to gather support and input.
- Virtual performance assessment (VPA) demos—One or more demos for teachers and families to "play with" interactive activities that children will use in the assessment.

These processes and expanded resources will assist in communicating with the variety of stakeholders and Consortium members.

(f) Technology Approach

(1) ***Technology Approach for EC-CAS 1.0***—Currently, in EC-CAS 1.0, the technology available for the KEA includes an online reporting system (ORS), teacher dashboards and customized professional development, and a virtual performance assessment (VPA).

The ORS provides secure access for teachers to enter student performance data and teacher observational data. Accessible via desktop computer, laptop, or tablet, the ORS allows for data import and export, including the transfer of data to longitudinal data systems. User dashboards and reports support state-, district-, school-, classroom, and student-level data reporting and analysis. Customizable views and reports can be created for families, teachers, and administrators at the school, district, or state levels. Types of reportable data include:

- Assessment completion—the percentage of assessment items completed by individual students or by a whole class;
- Readiness performance—student performance on the KEA by domain at the individual student, class, district, or state levels, to inform broad readiness monitoring; and
- Formative item performance—student performance on the formative items, to inform instructional decision-making.

In addition, the ORS allows student artifacts to be uploaded and linked to a longitudinal profile for monitoring student performance over time. Nightly data transfers ensure that teachers and administrators at all levels are able to access real-time data as needed.

Teacher dashboards and customized professional development provide contextualized resources to support instruction and the use of best practices in the classroom. Data from the ORS generate information and recommendations for instructional groupings, as well as targeted instruction based on individual child and class performance. Suggested instructional activities are available for teachers to incorporate in daily lesson planning. Simulation software familiarizes teachers with assessment protocols and use of professional-development resources. The easily accessible system enables educators to monitor progress, make informed decisions, and promote continuous improvement in children's knowledge and skills.

The VPA uses technology to provide child-friendly and engaging interaction with the assessment environment. Two assessment types are currently available:

- point-and-touch items that involve single-touch/click selection; and
- interactive activities for children to engage in and receive instructional feedback on during formative assessments.

The design of the VPA is age-appropriate and utilizes a guided system of navigation that guarantees that targeted skills are probed sufficiently. Regardless of a child's performance, the virtual environment encourages, engages, and motivates children to interact with each activity.

Technology Approach for EC-CAS 2.0—Technology will be incorporated in a variety of ways in EC-CAS 2.0 to support the development of assessment items, the delivery of the assessment, the collection of scoring data, and the analysis and reporting of the assessment results. An overview of the application of technology by category of user follows.

- Children—Students will have access to direct-performance items, as appropriate for the assessment domain, to be completed using child-friendly technology for use on tablets or PCs. They will log in by selecting their name or picture (with support, as needed), and will then have access to the interactive formative items assigned by the teacher. The interactive items will be designed to be engaging and fun for children. The resulting scores will feed into a child's profile without the need for the teacher to manually enter them. The direct-assessment items will be supported with audio and visual cues and accommodations where appropriate.
- Teachers/assessors—Teachers will access the system on a computer or tablet through secure, encrypted authentication. Upon entry, teachers will be presented with a dashboard that includes a listing of their students (by class) and the assessment completion status of each child and of the class as a whole. Teachers will be able to use mobile technology to document observational and performance-rubric data while observing their students' actions and/or interactions. Score information obtained through these observations will be automatically fed into the ORS. Other functions of the system include the abilities to browse assessment items, access embedded professional-development resources, enter scoring data directly into the system, assign assessments for a student to complete, and upload a sample of work to a student's profile. In addition, teachers will have access to a variety of score reports at the student and class levels, which will inform instructional strategies tailored to students' needs.
- Administrators (school, district, and state)—Administrators will have access (based on their positions and data and reporting needs) to dashboards that support data-driven decision-making and reporting requirements. Reports will be available at the classroom, building, school, district,

regional, and state levels as designated by each State. The system will make data available to external systems as well, facilitating the capacity for longitudinal analysis across multiple relevant data systems. External stakeholders, such as early-childhood advisory councils, business leaders, legislators, and other key policymakers and decision-makers, will also have access to aggregated reports.

All of the proposed technology components described in this section will substantially benefit from existing systems and intellectual capital created under the current RTT-ELC Grant. The data and feedback from KEA 1.0 will provide the basis for significant enhancements and expanded functionality of these systems. Building upon existing systems will exponentially improve the efficiency of new development, because much of the analysis and conceptual development has already been carried out and documented. Additional funding and resources will be directly applied toward the construction of KEA 2.0, which will include numerous system enhancements, as described in the following sections.

Longitudinal Analysis—Dashboard capacity will be expanded to allow direct integration with other relevant data systems, providing enhanced support for longitudinal tracking, student progress monitoring, and student intervention monitoring at the state, local, school, and classroom levels.

Expansion of Interactive Assessments—KEA 2.0 will expand the capacity of the system to provide direct student assessment using child-friendly, touchscreen technologies. The amount of engaging, interactive content will be increased and improved upon, based on the feedback and results from KEA 1.0 testing and implementation. The system also will allow for auto-leveling of assessment difficulty based on student performance.

Charting Student Progress Over Time—The next generation of the KEA system will embed the JHU CTE Student Compass Tool. This tool will allow teachers to monitor children's progress relative to defined performance indicators based on the KEA learning progressions; review interventions; and select the most appropriate intervention for addressing the identified need of the student.

Digital Portfolios—While KEA 1.0 includes the ability to attach digital artifacts (e.g., sample work, audio or video clips, teacher notes) to a student's profile, KEA 2.0 will provide additional capacity that transforms this basic function into a digital portfolio that can be added to over time and accessed by families and the student's future teachers. An expanded portfolio will support the concept of multiple measures and provide an additional means to assess students' progress over time.

Enhanced Accessibility Features and Accommodations—KEA 2.0 will use the results of KEA 1.0 testing and implementation, teacher surveys, classroom observations, and recommendations from expert consultants to expand and improve upon the embedded accessibility features and accommodations of KEA 1.0. The enhanced system will continue adherence to Universal Design principles, and will utilize child-friendly technologies and strategies that are based on research and proven best practices for the instructional use of technology with young children.

Scaling Professional Development—KEA 2.0 will enhance the scalability of the professional development (online learning modules and embedded support) provided in KEA 1.0. Based on the results of student assessments, teachers will be presented with targeted online professional development and embedded supports, including interventions and activities that could be implemented in the classroom and promote individualized instruction.

Cloud Hosting and Scalability—Technology systems developed to support KEA 2.0 will require enhancements to an already robust cloud-hosting environment. The increase in the number of users across the Consortium States will require that additional resources be allocated to the cloud-based server environment, to improve scalability and load balancing. The States will benefit from the efficiency of the multi-state system architecture designed to support both Maryland and Ohio users in KEA 1.0, and will also benefit from cost efficiencies as a result of multiple States sharing in the ongoing cost of the system. KEA 2.0 will include sufficiently increased bandwidth, server capacity, and security controls to ensure that each collaborating State experiences strong application performance. Robust technical protocols, to ensure the security of student data, will also be revised and improved.

In order to promote cost-effective adoption by schools, cross-platform technical development strategies will be enhanced, and adherence to an open-licensed interoperability standard that is industry-recognized and approved by the U.S. Department of Education will be implemented. The Question and Test Interoperability (QTI) and Accessible Portable Item Profile (APIP) standards are examples of protocols that will be used to maximize interoperability. QTI and APIP incorporate key elements of established specifications to create an integrated system for an accessible and interoperable item-file format. The technology being developed under this grant is being built to achieve the expectations for interoperability to facilitate the transfer of information within and across states. Interoperable design will support (a) test-test content portability; (b) transfer of assessments from one technology platform to another; (c) consistent assessment delivery across the Consortium; (d) consistent application of accessibility features, including the universal design of items; and (e) construction of assessment databases that allow for long-term analysis and digital report dissemination across multiple platforms.

(2) ***Potential Factors Limiting Adoption***—Both Maryland and Ohio include rural areas and regions of poverty, with schools and community-based early-childhood centers that possess limited technology capacity. During the conceptual development of KEA 1.0, this fact necessitated strategies to limit barriers to adoption as much as possible. At a minimum, participating schools will need a computer with Internet access in order to input assessment results into the system for reporting and analysis. However, the KEA can also be administered using printed materials and without the use of technology. For the foreseeable future, this approach will continue to be employed. To the extent possible, all technology components developed will also be supported across multiple computer platforms, browser versions, and touchscreen devices, to maximize the number of students who have access to the virtual performance assessments.

(g) Project Management

The Consortium recognizes that achieving its vision for this project will be challenging. Enhancing the EC-CAS, and the KEA in particular, will require high levels of commitment, technical expertise, collaboration, and, of most relevance for this section, strong management skills, systems, and supports.

Three major management components will provide for a timely delivery of EC-CAS 2.0 with strong safeguards of accountability: (1) the Consortium Executive Committee; (2) a Project Management Partner (PMP) to support the work of the Consortium; and (3) collaboration with national expert institutions to provide support and ongoing services beyond the grant period.

The Consortium States are committed to fully and equitably participating in the oversight and decision-making process regarding the scope of work and the implementation of EC-CAS 2.0. This collaboration is based on formal agreements (MOUs) among the States and is being implemented through the formation of an Executive Committee consisting of leadership representation from each State. The Consortium will establish a stringent communication protocol, including monthly leadership calls, semiannual planning meetings, and ongoing work groups. The project will be supported by individuals who will serve as leads in each State and as the facilitators for stakeholder input within each State. Within the Consortium, the Maryland State Department of Education (MSDE) will serve as the lead applicant and the fiscal and procurement agent.

WestEd's Assessment & Standards Development Services (ASDS) program will serve as the PMP for the Consortium, and will provide overall project management on its behalf. The PMP will be responsible for drafting the scope of work and detailed planning of activities and tasks with specified milestones and deliverables, and will work closely with MSDE, as the fiscal agent, to ensure that the project implementation stays within budget.

As partnering organizations to the Consortium, JHU CTE (assisting with technology and professional development) and the University of Connecticut's Measurement, Evaluation, and Assessment program (assisting with research) will formally work closely with the PMP. In addition, CCSSO will facilitate an annual meeting of the TAC, consisting of 12 national experts in child development and assessment.

Together, the Consortium and partnering organizations will ensure that the five project-management qualifications for this grant are met efficiently and effectively.

(1) A critical first step in supporting the Consortium's assessment development and implementation will be to develop a work plan that includes the high-level requirements for meeting major goals. This work plan will define the start-up processes, associated outcomes, and ongoing tasks that will ensure successful completion of each milestone task, as specified in the Scope of Work. An initial draft of the high-level project plan is included in Appendix A on page 65.

WestEd will be prepared to work immediately with the Consortium to develop detailed schedules for all system components. The final project plan, including detailed information about project milestones, will be developed and submitted to Consortium leadership for approval prior to the commencement of project activities, and no later than December 1, 2013. The final project plan will encompass the overall scope and schedule of the assessment system development. Any proposed changes to the project plan will be provided to the Executive Committee for approval. The project plan will be the prime source document that specifies the primary tasks, services, activities, schedule, and requirements for the contract. As such, it will be available to all partners, to ensure a common understanding of the project's scope, schedule, and context. To support this effort, Smartsheet.com, an online project planning and collaboration tool, will be used to assign and manage tasks, staffing, and other resources in order to ensure that all timelines are met. Staff can be strategically reassigned as needed to meet specific needs. Smartsheet.com has proven effective in helping WestEd manage other highly complex projects.

The PMP will plan, monitor, and report on the Consortium work as necessary to ensure successful development and implementation of the proposed work (e.g., the KEA, including technology and professional-development supports). This will help ensure that tasks are clearly communicated, roles and responsibilities are understood, schedules are followed, deadlines are met, potential risks are evaluated and managed proactively, and all work is completed within allocated budgets.

As PMP, WestEd will build on its existing processes and tools to effectively implement and maintain the project schedule/timeline; manage and support all Consortium meetings through collaboration on agenda development; document meeting discussions and decisions, and identify action items for follow-

up; and work to ensure effectiveness and efficiency in all system processes through continual review and improvement. The PMP will also apply proven strategies to oversee and facilitate work around critical design issues, coordinating the involvement of the TAC and other advisory councils at key junctures.

Throughout the duration of the contract, the PMP will monitor Consortium activities and track progress toward completion of key deliverables (on time and within budget); adapt plans to meet emerging project needs as activities unfold; ensure that roles and responsibilities are understood and that outcomes meet expectations; promote sustainability of the initiative through responsible planning, ongoing documentation, careful monitoring, and proven communication practices; and identify, manage, and mitigate risks.

(2) ***Identification, Management, and Mitigation of Risk—***Successful project management requires a careful balance of time, resources, and quality. Further, understanding how system components interact during development and implementation will allow the PMP to anticipate potential risks and plan for contingencies. The primary risk management strategy will be to create comprehensive work plans as soon as possible, to ensure that sufficient time and resources are allocated to complete the KEA. Additionally, as part of the project schedule development process, the PMP will work with Consortium States to identify implementation barriers, risks, and possible solutions or mitigation strategies. The key to the success of a project of this complexity will be contingency planning from the outset. Three major levels of risk will be used to categorize and develop mitigation strategies:

- Program-level risk: Any potential issue identified that could jeopardize the overall success of the project. An example of this may be loss of funding to the level anticipated, or exit of several member States from the Consortium. Additionally, systemic risks, associated with a diverse and geographically distributed membership, that could result in delays in decision-making or miscommunications would qualify as program-level risks.
- Component-level risk: Any potential issue identified that could jeopardize the development or implementation of one of the Consortium's core assessment components. Risks at this level that

go without mitigation could potentially have an impact on other aspects of the project, given the high degree of interdependency in the various deliverables. It is especially important for the PMP and the Executive Committee to establish response plans for each risk considered to have a probability and impact on other aspects of the project that might extend beyond the component level.

- Deliverable-level risk: These risks would be managed within the project teams.

Response plans and mitigation strategies will be captured for risks at each of these levels. Additionally, risks may be classified according to the various types of potential impact or domain: financial, schedule, technical, legal, quality, etc.

The Executive Committee, the MSDE grant manager, and the lead staff will work with the Consortium States to capture, identify, and classify the various risks that each of these bodies can anticipate, and will, with support from the PMP, establish appropriate mitigation strategies and response plans. Risks are potential issues; should a risk materialize without adequate containment of its impact, it will become an issue for escalation through processes established in the project management activities of the Consortium.

Monthly project management reports, including stoplight-status reports, will be shared with the MSDE grant manager and the Executive Committee. The stoplight-status reports will provide a high-level progress indicator for each core assessment component—indicating, for each assessment component, whether it is considered "green" (on schedule, with no anticipated risks), "yellow" (on schedule, with medium risk of moving off schedule), or "red" (off schedule, or on schedule with high risk of moving off schedule). Any variances from the anticipated schedule (i.e., yellow or red indicators) will be reported along with strategies for course correction, the estimated likelihood that corrective action will be effective, and possible mitigation strategies if course correction fails. As part of the project master plan development process, WestEd will work with the Executive Committee to identify implementation barriers, risks, and possible solutions or mitigation strategies.

Compliance Monitoring and Communication—MSDE, on behalf of the Consortium, will serve as the lead agency in ensuring compliance with federal statutes and limitations. It will consult regularly with the grant's U.S. Department of Education program officer on the progress of the project and any anticipated changes that require amendments to the scope of work and project budgets.

Governance Support—The primary governing mechanism of the Consortium will be the Executive Committee. The Executive Committee will be composed of one representative from each charter State in the Consortium. In addition to representing a charter State, each Executive Committee member must meet the following criteria:

- must have prior experience in either the design or the implementation of curriculum, standards, and/or assessment systems at the policy or implementation level; and
- must have a willingness to serve as the liaison to the full Consortium membership.

The responsibilities of the Executive Committee will be to:

- determine the broad picture of what the assessment system will look like;
- identify issues to be presented to the charter and/or advisory States;
- oversee the expenditure of funds in collaboration with MSDE;
- operationalize the plan to transition from the proposal governance to implementation governance; and
- evaluate and recommend successful contract proposals for approval by MSDE.

Decision-Making—Consensus will be a goal of all decisions. Major decisions that do not reach consensus must be passed with a 2/3 majority vote. Each charter State will have one vote. The Executive Committee will meet monthly throughout the grant period. Most meetings will be virtual; however, twice each year, the committee will meet in person. For efficiency and cost savings, these face-to-face meetings will be linked, if possible, to other events—e.g., conferences, TAC meetings—that Executive Committee members are likely to attend. The PMP, in consultation with the Executive Committee chair and the MSDE grant manager, will prepare agendas and supporting documents for each meeting, make webinar or

facility/travel arrangements, document all decisions, and prepare and disseminate draft and approved minutes.

(3) The Consortium is fully confident that the submitted budget is adequate for the development and validation of the KEA, as well as for the development of the technology necessary to administer the assessment and report its results. The Consortium also fully believes that the submitted budget will allow for the development of a state-of-the-art set of supports, including professional-development modules designed to assist teachers to prepare students to take the assessment; administer and score the various components; and interpret reports and use information to inform instruction. This confidence is bolstered by WestEd's very recent experience with the development of KEA 1.0 and other, similar assessment development projects at the state and local levels.

The budget associated with each activity leverages the previous work on KEA 1.0, and focuses on project deliverables (e.g., item/task development, score reports, professional development), with management costs linked directly to these activities for the enhancement of KEA 2.0. Most Consortium management and assessment development meetings will be virtual. Because many of the costs related to this work are fixed (i.e., independent of the number of States in the Consortium) and others increase based on the number of States in the Consortium, the Consortium's ability to attract seven States (intermediate level for this grant competition) creates a perfect balance between efficiency and complexity.

(4) Commitment and sustainability planning by member States are essential to the success of the Consortium's efforts. Per the signed MOUs, each State that is a member of the Consortium agrees to do the following:

- adopt and fully implement, statewide, the common KEA no later than December 31, 2017;
- adopt a set of essential skills and knowledge that are based on early learning and development standards, and that are substantially identical across all Consortium States, no later than the 2016–17 school year;
- adhere to the Consortium governance as outlined in the MOU;

- agree to support the decisions of the Consortium;
- agree to follow agreed-upon timelines; and
- be willing to participate in the decision-making process and, if a charter State, final decisions.

While costs will differ, to a degree, from State to State, due to State-specific factors and factors related to agreements with potential implementation vendors, WestEd estimates that the per-pupil cost to administer, score, and report KEA 2.0 is about $4 per student. This estimate is based on current experience administering similar assessments and Maryland's and Ohio's experience in pilot testing KEA 1.0. It also involves a comparison to cost estimates of the much more complex PARCC and Smarter Balanced assessment systems. The KEA estimate is based on the following assumptions:

- The grant will bear the cost of item and task development, and of the administration, data collection, and scoring technology applications;
- Scoring will be performed onsite by the assessment administrator or designee;
- Professional development and training to administer the assessment will be virtual; and
- All reports will be electronic (no printing required).

The cost of technology to administer the assessment is not included in this estimate. WestEd assumes that local education agencies and service providers will be investing in technology as part of their instructional responsibilities and their readiness for PARCC and Smarter Balanced, and that this technology will be available for the KEA. For those agencies and service providers that do not have access to sufficient technology, a paper version of the KEA will be provided, with costs assumed by the agency or service provider. Also not included in this estimate are costs related to hosting the professional-development materials, technology-supported items, and the ORS. These costs will also differ from State to State, depending on the number of students enrolled in kindergarten in the State and other system-readiness issues.

(5) The team proposed to manage this grant is knowledgeable, experienced, and familiar with collaborating on a project of this size and scope. For the past several years, the core team has successfully

built KEA 1.0 and its associated products and services. The Leadership Team currently utilized in EC-CAS 1.0—composed of member representatives from MSDE, the Ohio Department of Education, the Ohio Department of Job and Family Services, the Ohio Governor's Office, JHU CTE, and WestEd; State advisory councils; a 12-member TAC; and ad hoc committees and work groups from each State—will be expanded to include members from charter States in the Consortium, to be named the Executive Committee. Each State will also establish a State advisory council, composed of stakeholders similar to those currently in Maryland and Ohio. This group will continue its work and will include additional talent to meet the specifications for this grant.

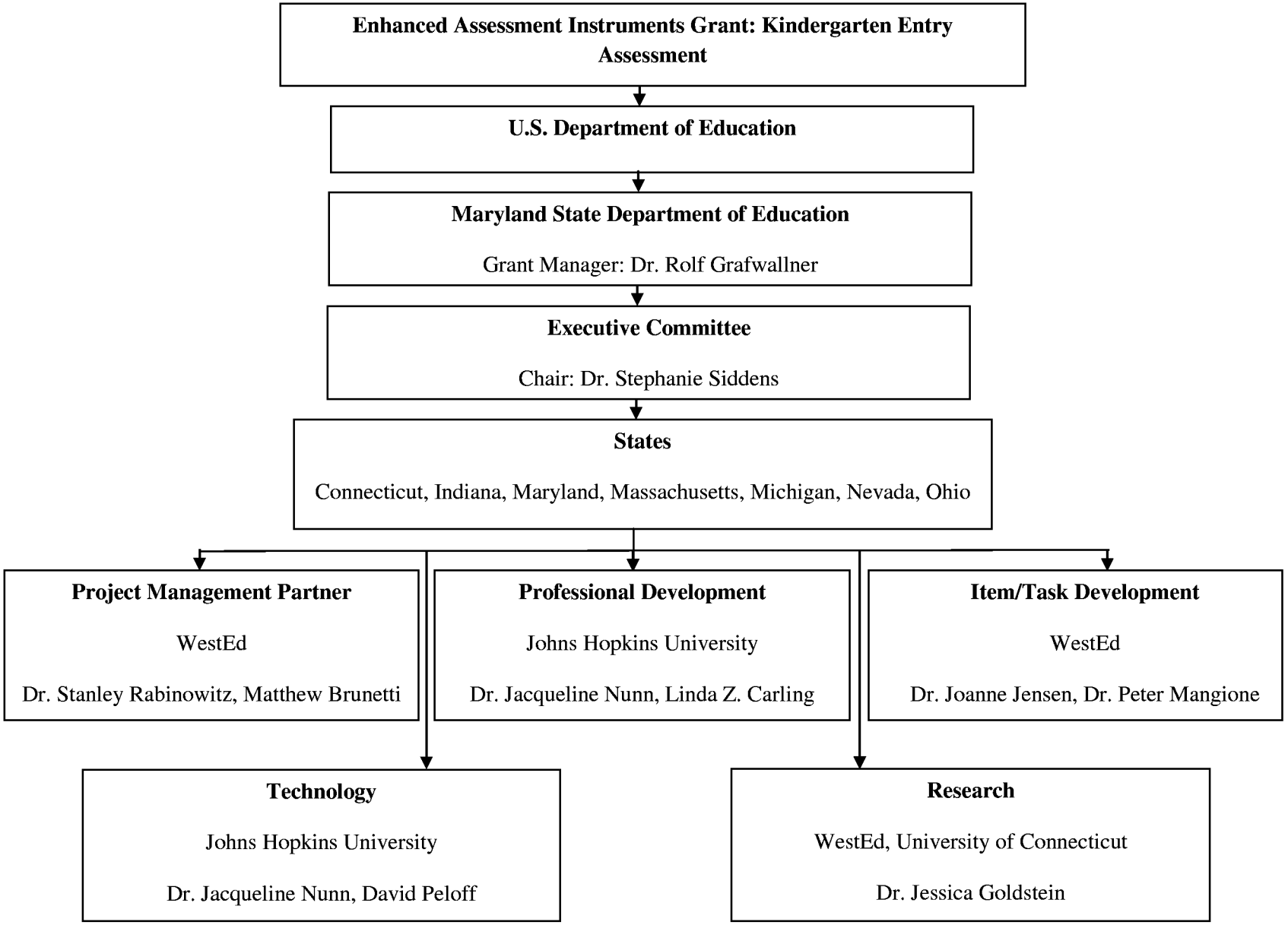
WestEd's current role as a partner in Maryland and Ohio's RTT-ELC assessment development process brings a critical, intimate, and advantageous quality to its proposed role as PMP for the development of EC-CAS 2.0. More broadly, WestEd has demonstrated high-quality management support as the PMP of the more complex Smarter Balanced Assessment Consortium. For EC-CAS 2.0, WestEd will work within the Consortium governance structure to establish protocols that meet baseline expectations; plan for translating project scope into action; describe inputs and outputs; establish standards for performance; apply lessons learned; use information formatively to improve internal processes; and document action items and resolutions on a deliverable-by-deliverable basis.

The Consortium and its partnering organizations understand the importance of alignment and coordination among all system features and are committed to utilizing best practices in project management to meet the objectives of the proposed project across the following principles of project management:

- Time—As PMP, WestEd will assume responsibility for setting and monitoring the sequence of events and duration for each activity; tracking, reviewing, regulating, and monitoring the schedule for each deliverable; planning controls and monitoring deviations from deadlines; and updating and documenting changes to the project schedule and communicating implications of these changes to the Consortium's Executive Committee.

- Cost—The PMP will work with MSDE, the grant manager and fiscal agent, and the Consortium's Executive Committee to estimate costs, create budgets, control costs so that all work stays within budgets, create plans for overseeing accounting systems, and share forecasts.
- Quality—Using its management experience, the PMP will assess and analyze risk; communicate quality assurances to stakeholders; use effective quality-management methodologies; identify, control, and monitor risk and articulate risk responses, strategies for mitigating risk, and contingency plans; keep all stakeholders updated on project status; and conduct cost-benefit analyses.
- Resources—The PMP will work with the Consortium to plan, document, and implement steps that capitalize on existing and emerging strengths and to develop strategies for sustaining the project beyond the grant period.
- Communication—The PMP will foster effective communication within and across levels, ensuring that the most important information is shared using the most appropriate medium or approach; distributing information to appropriate audiences; managing expectations; monitoring the effectiveness of communication and technology-support systems; working with the Consortium to develop guidelines for communicating with internal and external stakeholders; and implementing mechanisms for reporting on performance outcomes.

The organization chart included on page 40 illustrates the proposed management structure for EC-CAS 2.0. Please refer to Part 6 of this grant application to review staff qualifications in the submitted résumés.


Enhanced Assessment Instruments Grant: Kindergarten Entry Assessment
U.S. Department of Education
Maryland State Department of Education
Grant Manager: Dr. Rolf Grafwallner
Executive Committee
Chair: Dr. Stephanie Siddens
States
Connecticut, Indiana, Maryland, Massachusetts, Michigan, Nevada, Ohio
Project Management Partner
WestEd
Dr. Stanley Rabinowitz, Matthew Brunetti
Professional Development
Johns Hopkins University
Dr. Jacqueline Nunn, Linda Z. Carling
Item/Task Development
WestEd
Dr. Joanne Jensen, Dr. Peter Mangione
Technology
Johns Hopkins University
Dr. Jacqueline Nunn, David Peloff
Research
WestEd, University of Connecticut
Dr. Jessica Goldstein

Consortium State Capacity and Commitment—While the proposed KEA and aligned formative assessments will build off of the extensive progress made by Maryland and Ohio on KEA 1.0 in their joint RTT-ELC Grant, all of the States in the Consortium have made significant progress in developing and implementing early-childhood programs, including assessments, that are consistent with the goals and priorities of this grant offering. The most relevant of these accomplishments among the states that did not participate in KEA 1.0 are described in the following sections.

Connecticut—The Kindergarten Entrance Inventory (KEI) was developed in response to Connecticut Public Act 05-245, which required the Commissioner of Education to "develop and implement a statewide developmentally appropriate kindergarten assessment tool that measures a child's level of preparedness for kindergarten" by October 2007. The stated purpose of the KEI is to "provide a statewide snapshot of the skills students demonstrate, based on teachers' observations, at the beginning of the kindergarten year." The content of the KEI was selected to represent the most important skills that students need to demonstrate at the beginning of kindergarten, based on the Connecticut Preschool Curriculum Framework and the State Curriculum Standards for language arts and mathematics that were in use at that time. A group of preschool and kindergarten teachers, representing urban and suburban districts, special education, and English language learners, reviewed the indicators and provided the Connecticut State Department of Education (CSDE) with their recommendations on the appropriateness of the indicators. A revised version of the KEI was introduced in the fall of 2007 and has been used statewide since that time. CSDE partnered with researchers at the University of Connecticut to validate the use of the KEI. Research supporting its use addressed two broad themes: the relationship of the KEI to other measures of academic achievement and the structure of the indicators used to define each domain. In addition to the KEI, the Connecticut Preschool Assessment Framework was developed in 2003, based upon the early learning standards included in the Connecticut Preschool Curriculum Framework.

Indiana—The Indiana Standards Tool for Assessment Reporting—Kindergarten Readiness (ISTAR-KR) was launched in 2009. This assessment tool is currently available to all early-learning programs as an

assessment for children from two months of age through kindergarten entry. Although kindergarten programs are not required to use the ISTAR-KR, many began to implement its use in the 2012–13 school year, with more planned to employ it in 2013–14. This assessment does not provide longitudinal data for participating children, but the potential benefit of those data is recognized. Indiana also understands the advantages of gathering this information to inform instruction in kindergarten and to show student growth from the beginning of the year to the end of the school year; therefore, it desires a tool that can provide valid comparisons across all school districts within the state.

Massachusetts—Under its RTT-ELC Grant, the Massachusetts Department of Early Education and Care (EEC) is required to design and implement a kindergarten entry assessment initiative. The federal requirements for this initiative include measurement, within the first six weeks of the kindergarten year, of kindergarten children's skills and competencies in language/literacy, mathematics, social-emotional development, and physical development. EEC has partnered with the Massachusetts Department of Elementary and Secondary Education (ESE) on this effort. The resulting initiative, known as the Massachusetts Kindergarten Entry Assessment (MKEA), has been designed as a formative assessment initiative in kindergarten. The expectation is that districts implement the Work Sampling System or Teaching Strategies GOLD formative assessment tool. Both assessments will help educators measure the targeted developmental domains in order to guide kindergarten teachers in designing instruction for individual children through the use of data. These two assessments are also being examined for alignment to the Massachusetts standards for English language arts/literacy and mathematics. EEC and ESE jointly developed a four-year roll-out plan for the MKEA that includes the participation of all 306 Massachusetts school districts with a kindergarten enrollment. In addition, the agencies are working together to ensure that the early elementary assessment work of PARCC informs and is informed by the MKEA work in Massachusetts.

Michigan—Michigan is in the beginning stages of implementing a statewide kindergarten entry assessment. It recently selected the Teaching Strategies GOLD online assessment for a 2013 fall pilot,

following a review plan that included stakeholder involvement in showcase demonstrations of existing assessments by other states and vendors, issuance of a Request for Proposals, and a thorough review of each proposal received. The state is currently planning to pilot the assessment in 200–300 schools this fall, during the first 45 days of school. To prepare for the fall pilot study, focus groups around experienced and new users of the KEA are being conducted to inform communications and training. In late July, 30 trainers are being trained; during the last three weeks of August, these trainers will then train the 600–900 teachers participating in the pilot. When the pilot study is complete, the state will use the information gathered to customize the assessment for a 2014 fall field test with a significantly larger group of schools and students. Statewide implementation (optional by school) is planned for fall 2015.

Nevada—The Silver State KIDS project is a statewide effort to build a comprehensive early-childhood education system that supports the ability of all children in Nevada to enter kindergarten ready to learn. The Nevada Early Childhood Advisory Council (NECAC), managed by Nevada's Head Start Collaboration and Early Childhood Systems (HSC&ECS) Office in collaboration with the Nevada Department of Education (NDE), is leading this effort, which has identified two major components of system change as priorities for implementation. Adoption of a common Kindergarten Inventory of Development Statewide (Silver State KIDS), which measures each child's developmental status upon entering kindergarten across five domains of learning, and development of a coordinated data system that aligns pre-kindergarten data to K–12 data (and beyond) will improve understanding about which early-childhood education policies, strategies, services, and supports are the most likely to improve school readiness. This will facilitate expansion and replication of effective and proven early-childhood education practices throughout Nevada.

In the recent legislative session, the Governor's budget included $4 million as a part of the P-16 Council to further support the work of NECAC and work toward a common statewide kindergarten assessment and the development of an early childhood database system. Nevada is currently making some significant investments to help support these efforts. Recently, the Governor and the state legislature have

supported additional investments for full-day kindergarten as well as further support for English language learners, pre-kindergarten, and K–4 education.

***(h)* Kindergarten Entry Assessment Design**

(1) The EC-CAS includes the KEA and formative assessments for children ages 36 months through 72 months. Both the current version of the KEA and the proposed enhanced KEA are being developed based on the CLS, which align to both Maryland and Ohio early learning and development standards extending from birth through kindergarten entry, including the States' kindergarten standards. Each of the CLS is defined by essential skills and knowledge (ESKs), currently common to Maryland and Ohio, which specify the depth and breadth of the standard. The ESKs also form the basis of the learning progressions that provide the foundation for the formative assessments. Each of the 28 (32 including The Arts) standards is aligned to a learning progression. The standards combine to form strands, and the strands combine to form domains.

The KEA and formative assessments will focus on six developmental domains: Social Foundations, Language and Literacy, Mathematics, Motor Development and Physical Well-being, Science, and Social Studies. Presently, Maryland is the only State to be assessing The Arts. KEA 2.0, within the context of each State's existing early childhood comprehensive assessment system, will include a combination of selected-response, performance tasks, and rubric-based observational instruments, reflecting a multiple-measures approach to the assessments. Because of the limited attention span of students at the ages assessed, and in recognition of the need to assess all students within the first eight weeks of the school year, the KEA is focusing on a select number of ESKs for each standard that are seen as particularly critical and readily assessable or observable by teachers early in the school year. In contrast, the formative assessments will reflect the full range of skills and knowledge that define the learning progressions and will be designed for children from 36 months to 72 months. The formative assessments will include selected-response items, performance tasks, and observational instruments tied to each of the learning progressions.

(2) Inherent in the design process is the explicit definition of the content to be assessed. The CLS serve as the key document in the definition process. As such, all item and task development activities will be keyed to the ESKs that define the standards. To ensure consistent interpretation of the ESKs, item specifications have been developed by WestEd staff to provide operational definitions for specific knowledge and behaviors. The item specifications provide an overview of the item structures and formats and the nature of the content that is best assessed by each item type. As the items for KEA 1.0 were developed, the training of item and task development staff focused on the centrality of the ESKs in the development process and the specification of the content to be assessed. The alignment of all items, tasks, and observational rubrics to the ESKs will continue to be emphasized in future training. Throughout the assessment content development and review process, the content editors will evaluate alignment and will introduce edits, as needed, to ensure alignment.

Following the internal review of all assessments by WestEd staff, the assessments will be submitted to the States for their review, in which alignment will be one of the key considerations. The State-level reviews will be combined with the results of formal content reviews, involving representatives from all States in the Consortium. Additional edits will be made as required to meet the alignment expectations of the States. The final, edited assessments will be submitted to the States for their final review and signoff. This iterative review and signoff procedure has proven to be effective in achieving aligned items and tasks throughout WestEd's previous assessment development experience.

(3) Assessment data will be made available and transmitted, on a defined schedule, to State data systems. Data security will be enforced, end to end, during transmission via an industry-standard security method. All data will be keyed with identifiers and other metadata to allow for merging, disaggregation, reporting, and longitudinal analysis. Data will be formatted in a manner that is most agreeable and compliant with States' systems and needs, but conformity to Common Education Data Standards will be encouraged in order to foster interoperability and consistent understanding among systems and stakeholders.

(4) (i) In order to assist teachers in using the assessment data to guide instruction throughout the school year, professional development activities will support teachers in linking assessment and instruction. Four key steps for linking assessment and instruction are: (1) administering the KEA to all children in all domains; (2) interpreting assessment findings and identifying children's needs by identifying (a) which children already have all of the important age-expected skills or indicators, (b) which children might be at risk or missing a component of one or more expected skills or indicators, and (c) which children may not yet have an expected skill or indicator due to missing critical foundational and/or prerequisite behaviors; (3) aligning intentional instruction with identified needs of groups and of individual children; and (4) monitoring progress, at designated intervals, and revising instruction, as needed, to maximize effectiveness (Grisham-Brown & Pretti-Frontczak, 2011). In order to support this process, the JHU CTE Student Compass Tool will be embedded into the ORS; this will allow teachers to easily view their students' assessment results, group students by need areas, review and select interventions and strategies, and continue to monitor students' progress toward defined performance indicators.

(ii) Teacher professional-development and support needs will be identified via several media. Teachers will be trained, practice, and qualify for scoring via an online simulation tool that functions as a validation of a teacher's qualifications to administer and score the assessment with reliability. They will be directed to additional supports as needed, based upon their performance on the interrater reliability feature of the simulation tool. Self-evaluation measures are employed via discussion-board reporting. Throughout training on and implementation of the assessments, teachers will use the online community to identify additional professional-development and support needs. Peer-to-peer feedback and input from community moderators will be provided.

(iii) The ORS will be designed to provide information at the student (for use by both teachers and families), classroom, school, and state levels. At the school level, students can be placed on the learning progressions (if the formative assessments are used), and overall readiness and domain readiness scores

can be reported, based on the KEA. Classroom- and school-level reports can be used to identify persistent, widespread overall problem areas, as well as achievement gaps across student populations. The reporting scale of both the formative assessments and the KEA will allow the progress of individual students to be tracked within and across school years and allow cohorts to be tracked across years.

In order to support school-level teams in making effective educational decisions using the KEA data, a series of online professional learning modules will be made available. This professional-development series will feature TAP-IT, which is a systematic process for data-informed decision making, developed by JHU CTE faculty. TAP-IT was specifically designed to help educational teams use data to improve results for students, including those with special needs. Currently, this process is being effectively used by MSDE to support data-informed decision-making at the state, district, and school levels in order to narrow achievement gaps of students with special needs. In the TAP-IT process, a team analyzes (i.e., taps into) student and teacher data to plan an intervention for a student, implements the intervention, and then tracks its impact.

(iv) States will receive aggregate district and State reports that will allow policymakers to identify areas where students are entering school with high degrees of readiness and areas where students are entering at risk of chronic and persistent failure. Reports by subgroup (e.g., English language learners, students with disabilities) will help determine if there are systematic differences among student populations and/or if there are pockets of risk within otherwise high-performing areas.

(v) JHU CTE's expertise includes the development of data reports that have been carefully designed and piloted (via survey and focus groups) to meet the needs of parents and families. Families will be able to use graphics to determine the degree to which their children are meeting the expectations for school readiness overall and for each assessed domain. The family reports also will include targeted support activities to improve learning. Consistent with State statutes and regulations across the Consortium, reports will be made available in a variety of languages other than English.

(5) The KEA includes three basic item types—three-option selected response, performance tasks, and observational rubrics. The academic domains of Mathematics and Language and Literacy are assessed through selected-response items and performance tasks in which students are asked to demonstrate their knowledge through answering questions or performing tasks that reflect academic and real-world applications. The Science domain includes a combination of selected-response items and observational rubrics, whereas Social Studies is assessed solely through observational rubrics. The domains of Social Foundations and Motor Development and Physical Well-being are also assessed solely through observational rubrics. Suggested structured activities will be provided to teachers, to support them in evaluating student performance if the assessed behaviors have not been observed in the course of student activity. Across the six domains common to all States, a total of 15 selected-response items, 18 performance tasks, and 29 rubric-based observations combine to produce the total score on the KEA. (The methods for assessing The Arts are still under development.)

(6) In KEA 1.0, options exist to administer the assessment via paper and pencil or via computer presentation of the selected-response items and performance tasks. Teachers directly observe student performance on the items and tasks, and record student answers to selected-response items, which are then scored automatically by the ORS. Up to ten items are interactive. For performance tasks, test administrators are required to observe and score student responses and enter the scores within the ORS.

In KEA 2.0, students will be able to interact directly with the assessment platform to indicate and record their responses to selected-response items, and to perform many of the tasks by employing a variety of system capabilities, including, for example, drag-and-drop features. Student responses requiring the evaluation and scoring of a verbal student response will continue to be scored by teachers, as the ability to capture and automatically score students' verbal responses remains an emerging technology to be explored for this project. However, accommodations for English language learners, such as directions given in languages other than English to improve accessibility, will be a feature of KEA 2.0.

(7) In KEA 1.0, teachers are required to record student responses to some selected-response items because only ten of the items are interactive. In KEA 2.0, the ORS will provide for the capture of student responses to all of the selected-response items and will automatically score them in real time. Because of the variety of response modes required for the performance tasks, including verbal responses, KEA 2.0 will still require teachers to score student responses to the performance tasks and to directly enter those scores into the ORS. This scoring will be done in real time as part of the task administration.

For the observational rubrics, teachers will directly enter their observations into the ORS, either in real time or at intervals convenient for the teachers.

(8) It will be critical for the Consortium to develop procedures for standard setting that are collaborative and transparent to all States. WestEd will lead the standard-setting activities, along with Dr. Jessica Goldstein of the University of Connecticut, and will vet all steps in the process with the national TAC. The key activities for standard setting include selection of the standard-setting method (e.g., bookmark, body of work), determination of the number of performance levels, development of the performance level descriptors, approval of the preliminary performance level descriptors by the Consortium, recruitment of participants, preparation of materials for the standard-setting session, training of staff facilitators, implementation of the standard-setting method, finalization of the performance level descriptors, and, finally, approval of the performance level descriptors and the corresponding cut points on the performance continuum. One key decision that Consortium States must make is whether to set standards on the field-test data or to wait until the first live administration. While the latter is typically preferable because of the quality of resultant data, waiting for the live administration will push standard setting beyond the timeframe of this grant.

While all of the aforementioned standard-setting steps are critical to the development of valid, reliable, and fair performance standards for students, the engagement of representatives from each of the States is especially critical for ensuring broad-based, informed decisions about the levels of performance expected of students. Each State must provide representative key stakeholders to the standard-setting

panel. These key stakeholders should, at a minimum, include family members/parents, early-childhood/preschool educators, kindergarten teachers, early-childhood/development experts, and specialists on students with disabilities and English language learners. The recommended steps for the recruitment of panelists include identifying key stakeholder groups and desired panelist groups; determining the qualifications of panelists for each panelist type; asking stakeholder groups to nominate prospective panelists; and selecting from among the qualified nominees to satisfy the desired distribution. Establishing these explicit qualifications and recruitment strategies will produce the intended distribution and qualifications of the standard-setting panelists and enable evaluation of how well these intentions were realized. This will provide valuable evidence of defensibility of the standards that will result from the process (Hambleton, 2001).

(9) The following table summarizes the specific contents of proposed reports for specific audiences, as well as benefits and/or uses of the reports for each audience.

Audience	**Reports**	**Benefits/Uses**
Principals and Administrators	• Summary school-level performance reports by domain • Summary performance reports by students' age and/or birth date • Summary performance reports by gender, race/ethnicity, English language learner and/or disability status, and other demographic characteristics • Quarterly or biannual facility-/school-level formative assessment reports • Quarterly or biannual teacher-/co-	• Informs principals of professional-development needs for teachers and co-teachers • Informs principals of strengths and possible weaknesses in programs • Informs principals of intervention needs for students • Supports routine data analysis of student and teacher performance

Audience	Reports	Benefits/Uses
	teacher-level formative assessment reports • Quarterly or biannual formative assessment reports by domain • Status reports providing pre-kindergarten schools and centers information on the preparedness of their students for entry into kindergarten	
Teachers	• Summary performance reports on current classes • Summary performance reports on current classes by domain • Summary performance reports on individual students • Quarterly formative assessment reports on current classes • Quarterly formative assessment reports on current classes by domain • Quarterly formative assessment reports on individual students • Reports analyzing how close classes are to projected targets, based on the first summative assessment	• Promotes evidence-based instructional decisions for classes and individual students • Generates ongoing performance data for timely refinement and adjustment of instructional strategies • Promotes personalization of instruction • Informs teachers of any gaps in the curriculum • Informs teachers of needed professional development for improving performance

Audience	Reports	Benefits/Uses
Families	• Summary performance reports for children by domain • Quarterly formative assessment reports for children by domain • Quarterly reports analyzing how close children are to reaching end-of-year targets	• Creates transparency between the facility/school and the family • Encourages a collaborative approach to student learning • Supports the personalization of instructional delivery and needed interventions • Informs future supports needed to help students reach targeted goals (e.g., grouping, homework, tutoring)

(10) The States within the Consortium, whether aligned with Smarter Balanced or PARCC, will be implementing assessments for grades 3–8 and high school that provide information about students' ongoing performance against standards for college and career readiness, as measured by assessments aligned to the States' K–12 standards. As an assessment for readiness for kindergarten entry, the KEA now provides one of the "bookends" for entering and exiting K–12 education, tied to the expectations expressed through the States' K–12 standards. Including the KEA within a State's student assessment system will enable identification of students at risk of failure or falling behind as they enter the K–12 educational system (or earlier, for those students who are enrolled in child-care or preschool programs that administer the formative assessments).

***(i)* Kindergarten Entry Assessment Development Plan**

(1)(i) WestEd proposes implementing an Evidence-Centered Design (ECD) approach to the KEA item and task development. Our approach is modeled on the best practices in assessment design introduced by Mislevy, Steinberg, and Almond (2003), and it has been adapted by WestEd, over the past

decade, to support traditional item development practices as well as the design and development of innovative item types implementing technology-enhanced features. ECD reflects an integrated approach to constructing educational assessments in terms of evidentiary arguments that can be used to improve the validity of items and tests.

ECD builds on the vision of Samuel Messick (1994): "the nature of the construct being assessed should guide the selection or construction of relevant tasks, as well as the rational development of construct-based scoring criteria and rubrics." ECD is a systematic approach to the design of assessments that focuses on the evidence (student performance and products) of proficiencies as the basis for constructing assessment tasks. It provides a way to reason about assessment design and a way to reason about learner performance. Collecting the right information from assessments that help to make accurate inferences about students' competencies is critical because these inferences will inform policy and instructional decisions that promote learning.

The use of ECD will also be critical in WestEd's ability to design assessments that support valid and reliable decisions for all students. To strengthen that evidentiary argument, particularly for students with disabilities or students who are English language learners, it is important that the assessment design consider not only the constructs that are targeted for measurement, but also constructs that are not targeted for measurement (e.g., sight, hearing, or certain aspects of the English language) and that could interfere with measurement of the targeted constructs (Hansen & Mislevy, 2008; Mislevy & Haertel, 2006). Assessment designs that are valid across populations will specify accessibility features that minimize or eliminate the impact of these non-targeted constructs through the use of Universal Design principles. ECD provides a framework that makes the underlying evidentiary argument more explicit—thereby supporting sharing and communication among assessment designers, test delivery platform developers, and psychometricians, who can work together to minimize the influences of non-targeted constructs—and supports an examination of the validity of inferences. ECD considers the targeted

constructs, the observations collected, and the context in which those observations occur (Hansen & Mislevy, 2008; Zhang et al., 2009).

At its core, ECD requires assessment developers to perform five important steps in the development of an assessment instrument. As described by Mislevy, Almond, and Lukas (2003), these steps include:

1. Domain analysis: Defining the content and subcontent areas to be included in the assessment.
2. Domain modeling: A high-level description of the components of the assessment that provide evidence to support inferences.
3. Conceptual assessment validity framework: Clear articulation of the construct(s) that are targeted within the domain, articulation of unintended constructs that may cause construct-irrelevant variance, and specifications for tasks that provide a context in which evidence about the targeted knowledge or skill is collected without construct-irrelevant variance.
4. Item and task development: Development of items and tasks that are based on the specifications developed during the third step and that are used to form the assessment instrument(s) used to collect observations that serve as the evidence from which inferences will be made.
5. Evidence collection: Description of the conditions and procedures through which assessment instruments are delivered, and design for reporting results that enables valid inferences about the knowledge, skills, and abilities targeted within the defined domain.

WestEd has recently supported the Smarter Balanced Assessment Consortium as it developed its item specifications through the application of ECD principles, and will draw on this experience as the development of the KEA is expanded.

(ii) The development model enacted by the Consortium places significant value on the involvement of stakeholders and content and development experts. The track record of inclusiveness established by Maryland and Ohio will continue as the work is expanded. The Consortium States will continue to provide significant leadership and guidance, through the Executive Committee, as the assessment system

is developed, to ensure that the developed assessment system meets their needs and will support their educators and families in improving the learning of all children.

The assessment development process will involve state-identified ad hoc and standing committees for content review of the learning progressions and all assessment materials. The content-review committees will combine early-childhood and kindergarten teachers, early-childhood measurement experts, and consultants. In addition, the States will convene a common, cross-state bias and sensitivity review committee that will include both early-childhood experts and educators who work with English language learners and students with disabilities. The States will also actively engage families and representatives from their early-childhood advisory councils, and will establish a State advisory committee to review the assessment development process. These actions will provide a means to engage all key stakeholders in the review process prior to field-test and operational implementation.

As the lead for content development, WestEd recognizes the importance of building bridges among developmental, content, assessment, and psychometric experts. Consequently, WestEd has assembled a team that combines these areas of expertise. WestEd's CCFS program is a leader in promoting high-quality, research-based, early child-care and educational services. Its work informs national, State, and local child and family policies. CCFS staff have developed the learning progressions and continue to serve as early-childhood expert advisors to the project, reflecting the latest research in the field. WestEd's ASDS program leads the assessment development activities. As a research and development organization, WestEd will work collaboratively with the University of Connecticut to design and implement the necessary psychometric analyses and research activities to ensure that the developed assessment system meets criteria for reliability and validity.

JHU CTE complements the team by providing its expertise in emerging technologies and professional development. JHU CTE is recognized for its application development, which capitalizes on emerging technologies to support classroom management, reporting, and data-driven decision-making. Its knowledge of delivery systems will support the goal of developing a user-friendly platform for student

use with the assistive technology needed to meet the needs of English language learners and students with disabilities. The technology infrastructure will also support administration, recording, scoring, and reporting functions and will provide for the importing and exporting of data to State longitudinal and early-learning data systems. JHU CTE is also known for its high-quality professional development, and it will provide both training and support for the use of the assessment system, as well as instructional implications based on student and classroom results.

Finally, CCSSO is facilitating the work of the national TAC, which provides critical review and advice on early childhood learning, assessment, and technology.

(2) A primary goal of the project work is to develop, through the use of ECD and Universal Design principles, assessments that are as universally accessible to students as possible, but there will be students who, due to disabilities, developmental delays, and/or limited English language proficiency, will require accommodations. JHU CTE will lead expert work groups, including practitioners from each Consortium State, convened specifically to address accommodations policies for these students. Using the accommodations policies and assessment design features of PARCC and Smarter Balanced as models, the work groups will ensure that the assessment system includes universal accessibility features that remain true to the purpose and vision of the assessment, and that, from the time of its inception, individualized supports and accommodations for children with special learning needs are considered. Members of the work groups will draft and review policies regarding, but not limited to, participation requirements, the application of accessibility features to assessment administration, and the provision of accommodations. These policies will be grounded in research on best practices for assessing young children, with an emphasis on assessing special populations. The work groups will also assist in designing content for professional development, to disseminate to teachers and other IEP team members in schools. The policies and professional development will be piloted and field tested during the applicable phases of assessment development. Data will be gathered during each phase in order to evaluate appropriateness,

usability, and feasibility. Once the policies and professional development protocols are finalized, the partnering States will adopt them.

(3) Accurate and consistent scoring of the assessment items and ratings of observational behaviors is a necessity for a reliable and valid assessment system. Methods to achieve accurate and consistent scoring will be incorporated into the development of the items and tasks themselves, the rubrics, scored exemplars, and training.

ECD will be instrumental in supporting the development of the items and tasks. The conceptual assessment validity framework, a key component of ECD, involves articulation of the construct(s) to be assessed and specifications for items and tasks that provide a context in which evidence about the targeted knowledge and skill can be collected. By clearly specifying the construct and contexts to be assessed, the development process is purposefully guided to consider appropriate evidence of student performance, including the relative ease of evidence collection and the reliability of observing and rating student performance.

As previously described, the KEA and formative assessments will include selected-response items that have a single correct answer and will be machine scored. The performance tasks will require training of teachers. This training will be available online and will allow individuals to work at their own pace through the materials and repeat sessions, as needed. The performance tasks will have well-defined rubrics that clearly differentiate student performance by score point. The observational rubrics will be further supplemented with anchor papers that exemplify each of the score points. In addition, training sets will provide further support for the application of the rubrics to student work. The training materials will also include student work that does not clearly align to the anchors, to support teachers in scoring the full range of student work. Before teachers are allowed to score operational student work, they must demonstrate their ability to accurately score student work by achieving a level of accuracy (to be determined) in which adjacent, but not discrepant, scores will be allowed. The industry standard is a minimum of 80% exact agreement, but this standard will be vetted with the TAC before implementation.

Observational rubrics will also require teacher training, as they will be based on a 0–2 scale for the KEA and a 0–3 scale for the formative assessments. The decision to move toward a 0–2 scale for the KEA observational instruments was based on results of the KEA 1.0 pilot study, in which teachers were asked to compare the use of the checklists (employing a 0–2 scale) with the use of observational rubrics based on a 0–3 scale. Whereas teachers preferred the ease of use of the checklists, they preferred the rubric language, which defined the student behavior to be observed at each score point, for reasons of consistency of ratings. Given the need to administer the KEA to all students within the initial eight weeks of instruction, WestEd recommends the use of the rubric-based score descriptions with an abbreviated scale, to maximize efficiency and reliability. The formative assessments will continue to use the 0–3 scale in order to allow for finer distinctions in student performance and thus provide more diagnostic information to support instructional decisions.

Training for teachers on the use of the observational rubrics will be delivered online through the use of videos of students. Just as with the scorer training for the performance tasks, anchor, training, and qualifying videos will be available for each rubric. Administrators must achieve the desired level of accuracy in rating of student behavior in order to rate students during the operational administration of the KEA and the formative assessments.

During the field test, a within-school moderation system, in which a fellow teacher or school administrator will observe students' performance and/or behavior to determine interrater reliability for the performance tasks and observational rubrics, will be employed. The results of these analyses will help to identify potential scorer training issues and allow revision to the scoring materials in advance of their operational use. The ongoing process for moderation and monitoring of scorer behavior is a key component of the research agenda.

(4) The underlying goal of the ORS is to provide the relevant stakeholders with reliable, valid information that can be used to inform student-, classroom-, school-, program-, and state-level decisions. Given the stakes associated with these decisions, it is critical that the reliability of the information

provided be appropriate for its use. For example, while individual student scores on the ESKs assessed on the KEA may be seen as valuable, the limits of testing time do not allow for sufficient test items for each assessed ESK to support this level of reporting. However, due to the number of students tested within the classroom, it may be possible to report these data at the classroom level, subject to the data meeting a minimum reliability threshold. Consequently, student-level reports for the KEA will focus on reporting at the domain and total score levels. KEA reporting at the ESK, learning progression, and strand levels will be subject to psychometric review.

However, the project team believes that the formative assessment results must be reported by individual learning progression, because these assessment items and tasks are designed to inform individual instructional decisions for students. Each formative assessment task will provide evidence to support the placement of a student along a learning progression, and as such, the scores for individual students must be made available to classroom teachers. Having the capability to capture a "snapshot" of the status of an individual classroom is also valuable for informing classroom instruction. These data can be reported at the school level, across classrooms. The reporting of the formative data will be limited to the classroom and school levels.

Strategies for developing the reporting system will leverage innovative technology-driven solutions to generate and disseminate customized reports that deliver information to key stakeholders. Report dissemination efforts using information technologies can have greater reach, adoption, implementation, and maintenance, and, therefore, greater public impact; however, these efforts have to be designed with careful consideration of the populations and educational environments involved. The interactive reporting mechanisms will use user-centered designs to address the needs, limitations, and desired system functions of educators, administrators, and families/caregivers. As such, it will be essential to clearly identify the demographics and related system functions of each user group. The Consortium will administer surveys to key stakeholders, which will help to finalize a list of desired and necessary system features for each specific group of users.

Score reports resulting from the KEA will build on the Consortium's experience with delivering meaningful, uniform score reports customized to the needs of the various stakeholders at different levels. All levels of reporting will focus on providing a context for interpreting the assessment results; however, these contexts will differ by key stakeholder needs. To this end, the Consortium will explore how to most effectively develop: (a) reports for families, which present interactive assessment results to help families and caregivers understand the specific strengths and weaknesses of their children's knowledge, skills, and abilities; (b) reports for educators, which provide detailed information that can be interactively displayed according to domain and overall score, question type, and performance level; (c) reports for administrators, which provide aggregate information that helps to build instructional and professional development strategies for early-childhood education; and (d) state-level reports, which can inform policy decisions about the adequacy of educational programs and centers to prepare students for entry into kindergarten.

Central to each of these reporting levels will be users' ability to engage and interact with the assessment data. All key stakeholders will be provided with narrative and graphical components within the reports, which will provide context for interpreting the reports. For example, families/caregivers will be presented with a narrative describing early childhood development, which can help to explain why certain skills are essential for learning and describe key practices that families can implement at home to support their children's learning. Similarly, educators will receive interactive graphical reports at the student and classroom levels, which will enable them to explore specific concepts or learning progressions and examine how both individual students and whole classes are performing.

(5) Given the ambitious nature of the Consortium's goals for the development of the EC-CAS, it is critical to establish processes for quality control throughout the item/task development process. The proposed management structure places both the day-to-day management of the Consortium and the development process with WestEd as PMP and lead item developer. Given WestEd's combined roles of management and development, it will maintain constant and clear communication about the ongoing

status of all development. As outlined in the management plan in section (g), WestEd's success in serving as the PMP for Smarter Balanced has prepared it to work within the unique demands placed on the activities of a consortium committed to the development of an assessment system. WestEd has established processes and procedures to document all phases of the development process and methods to evaluate progress in meeting the goals of each phase on a regular and ongoing basis.

Effective management of processes will be critical in maintaining quality control, but ensuring that the development processes themselves are sound is equally important. WestEd's knowledge of and experience with test development practices, combined with the critical research and evaluation provided by the University of Connecticut, will ensure fidelity to established standards for the development of a fair, reliable, and valid assessment system. Key steps that have been built into the process include cognitive interviews to determine students' strategies for responding to items and tasks, pilot testing of items among representative samples of students from all Consortium States, revision and refinement of items based on the results of cognitive interviews and pilot tests, item and bias review committees composed primarily of early-childhood educators, field testing all items before operational use, implementation of accommodations strategies with purposeful inclusion of students with disabilities or developmental delays and English language learners in the field test, and training of all teachers for the administration and scoring of the assessments. All assessment reports will be evaluated for their potential use, anticipating both intended and unintended consequences. Care will be given to providing documentation to ensure the appropriate interpretation and use of all reports. Quality-control procedures will be established to ensure the accuracy of all reports before distribution.

Finally, WestEd will ensure involvement of Consortium State leads and the TAC in the review of all proposed procedures, to ensure that these procedures reflect the quality and technical standards expected of the States and the research and assessment communities.

Description of Absolute Priorities

Priority 1 (Collaboration)—With the goal of developing a comprehensive assessment system, the Consortium comprises seven States (Connecticut, Indiana, Maryland, Massachusetts, Michigan, Nevada, and Ohio) and three prominent educational research and development organizations: WestEd's Assessment & Standards Development Services and Center for Child & Family Studies, the Johns Hopkins Center for Technology in Education (JHU CTE), and the University of Connecticut's Measurement, Evaluation, and Assessment Program. Additionally, the Council of Chief State School Officers has committed resources and supports for the Technical Advisory Committee. These organizations will assist the Consortium in its efforts to build a reliable, valid, and high-quality assessment system that is based on current research and best practices. WestEd will serve as the Project Management Partner and lead assessment developer. In these roles, WestEd will use its extensive experience and expertise in assessment development and management to ensure that the assessment items and tools reliably measure and align to children's learning and development across the essential domains of school readiness. The Consortium's collaboration with JHU CTE will ensure that the assessment system incorporates technology wherever possible, including support for administration, scoring, and reporting of the assessment instruments. In addition, JHU CTE will provide professional-development support to the Consortium, including face-to-face and online training, technical assistance, coaching, and providing instructional resources through learning communities and collaborations. The University of Connecticut, in conjunction with WestEd, will provide the Consortium with research and evaluation assistance to ensure that evidence-based practices are employed.

Priority 2 (Multiple Measures)—The Consortium's assessment system will measure the full range of early learning and development standards across all essential domains of school readiness. The assessment system will utilize several assessment methods, including selected-response items, performance tasks, and observational rubrics, aligned to learning progressions that encompass children's performance across the spectrum of development. All components of the assessment system will

incorporate the principles of Universal Design that seek to eliminate aspects of items and tasks that increase the presence of construct-irrelevant factors that preclude access for English language learners and children with disabilities or developmental delays.

Priority 3 (Charting Student Progress)—In order to chart student progress over time, the Consortium will utilize technology in the administration of the assessment instruments and the collection and reporting of data. This will allow all stakeholders (e.g., administrators, teachers, families) to track children's progress from preschool through kindergarten, and in subsequent years. The assessment items will be aligned to learning progressions that span the developmental spectrum and that provide teachers, early-learning providers, and families with the capacity to offer individualized instruction and support. Furthermore, the KEA will result in a comprehensive score across the learning progressions for each child, which can then be incorporated into States' longitudinal data systems.

Priority 4 (Comprehensive Academic Assessment Instruments)—The Consortium recognizes the value of a system of summative and formative assessments that are organized around a common set of early learning and development standards that measure the entire range of skills across the essential domains of school readiness. The KEA summative assessment will utilize multiple item types, including, but not limited to, selected-response items, performance tasks, and observational rubrics; technology will be used to deliver and/or enhance the assessment. The learning progressions support aligned formative tools leading up to the KEA and then extending the available information through the end of kindergarten. This range of balanced, aligned instrumentation will identify students' strengths and weaknesses, identify instructional intervention strategies, and track student progress over time and across cohorts.

Priority 5 (KEA)—The Consortium proposes to enhance KEA 1.0, currently in development by Maryland and Ohio, and build KEA 2.0 to adhere to all of the requirements set forth in this grant competition. KEA 2.0 will provide the Consortium States with valid, reliable, and fair information on children's readiness for school across the essential domains of school readiness, including Social Foundations, Language and Literacy, Mathematics, Motor Development and Physical Well-being,

Science, Social Studies, and The Arts. Further, KEA 2.0 will utilize multiple methods of assessment, including selected-response items, performance tasks, and observational rubrics, that are consistent with nationally recognized technical standards, research, and best practices, and will employ the principles of Universal Design in order to assess all children upon entry to kindergarten. The summative results, consisting, at a minimum, of domain-level scores and comprehensive scores, from KEA 2.0 will then provide all stakeholders, including families, with appropriate information to help guide individualized instruction and inform program and policy decisions to help improve student achievement.

KEA 2.0 will be administered by trained teachers and assessors in the first eight weeks of school and will utilize technology in the administration of assessment items and in the collection and reporting of data. The online reporting system will be able to export data for use in a State's assessment or longitudinal data systems, and will be able to create reports for teachers, administrators, early-childhood providers, and families, in order to reflect a child's learning and development against set levels of performance. The KEA will not be used to prevent entry into kindergarten or for any purpose for which it has not been validated.

Description of Competitive Preference Priority

The state education agencies from Connecticut, Massachusetts, Indiana, Michigan, Nevada, and Ohio join the Maryland State Department of Education in its application for this grant. Each of these states has signed a Memorandum of Understanding (MOU) that describes the vision and principles of the Consortium; the roles and responsibilities of the Consortium and its member States; and the governance structure and activities of the States in the Consortium. The MOUs are included within this application.

Appendix A – High-Level Project Plan for EC-CAS 2.0

Budget Year	Activity	Timeline	Responsible Party
Phase I	Consortium Kickoff Meeting	Nov	CS, WE, CTE
(2013–2014)	Development Specifications	Nov – Jan	EC, WE, CTE
	Technical Advisory Committee Meeting	Feb	EC, CCSSO, WE, CTE
	Initial Item and Technology Development	Feb – Mar	WE and CTE
	Human Subjects Committee Protocol	Mar – Apr	WE
	Student Cognitive and Teacher Interviews	Apr	WE and CTE
	Item and Technology Development (cont.)	Apr – Jun	WE and CTE
	Pilot Test Recruitment and Preparation	May – Aug	CS
	Bias/Content Review of Items	Jun	WE
Phase II	Pilot Test Administration	Sep – Oct	CS, WE, CTE
(2014–2015)	Analyze Data from Pilot Test	Nov – Dec	WE, CTE, UConn
	Technical Report (Pilot Summary)	Jan – Feb	WE, CTE, UConn
	Technical Advisory Committee Meeting	Feb	EC, CCSSO, WE, CTE
	Revise Development Specifications	Jan – Mar	WE and CTE
	Item Development for Field Test	Mar – Jun	WE
	Field Test Recruitment	May – Jun	CS
	Bias and Content Review of Items	Jul	WE
	Field Test Preparation	Jul – Aug	WE and CTE
Phase III	Field Test Administration	Sep – Oct	CS, WE, CTE
(2015–2016)	Analyze Data from Field Test	Nov – Dec	WE, CTE, UConn
	Field Test Report (item statistics)	Jan – Feb	WE, CTE, UConn
	Technical Advisory Committee Meeting	Feb	EC, CCSSO, WE, CTE
Post Award	KEA Census Administration	Sep – Oct	CS, WE, CTE
(2016–2017)	Census Report	Nov – Dec	WE, CTE, UConn
Virtual Executive Committee Meetings (Monthly); In-person Meetings two times per year (TBA)			
CS = Consortium States; CTE = JHU Center for Technology in Education; EC = Executive Committee; WE = WestEd			

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** Indirect Cost Rate FY13.pdf

Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

DATE: OCT 0 5 2012

AGREEMENT NO. 2012-135

FILING REFERENCE: This replaces previous Agreement No. 2011-165 dated February 3, 2012

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the U.S. Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV -Approvals

Section I - Rate(s) and Base(s)

Effective Period					Coverage	
TYPE	From	To	Rate	Base	Location	Applicability
Fixed	07-01-11	06-30-12	12.4%	1/	All	Disability 2/
Fixed	07-01-11	06-30-12	12.5%	1/	All	Unrestricted 3/
Fixed	07-01-11	06-30-12	11.3%	1/	All	Restricted 4/
Fixed	07-01-12	06-30-13	11.4%	1/	All	Disability 2/
Fixed	07-01-12	06-30-13	10.9%	1/	All	Unrestricted 3/
Fixed	07-01-12	06-30-13	10.0%	1/	All	Restricted 4/

1/ Total direct cost less: medical payments, alterations, renovations, pass-through funds, and subcontracts with administrative fees. Items of equipment are capitalized if the initial acquisition cost is at least $50 (sensitive items) or $100 (non-sensitive items).

2/ For use on Disability Determination Services programs.

3/ For use on Federal programs which do not require the use of a restricted rate as defined by 34 CFR 75.563 and 34 CFR 76.563.

4/ For use on Federal programs which require use of a restricted rate as defined by 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs. In accordance with Office of Management and Budget Circular A-87, Attachment B, 8.d.(3), payments to separating employees for unused leave are treated as indirect costs.

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Maryland Department of Education and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the State Education Agency were included in indirect cost pools as finally accepted, and that such costs are legal obligations of the State Education Agency and applicable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the State Education Agency, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Section III - Special Remarks

1. **This agreement is effective on the date of approval by the Federal Government.**

2. **Questions regarding this Agreement should be directed to the Negotiator.**

3. **Approval of the rates(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.**

Section IV - Approvals

For the State Education Agency:

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Signature

Stephen A. Brooks
Name

Deputy State Superintendent
Title

/ /
Date

For the Federal Government:

U.S. Department of Education
OCFO/FIPAO/ICG
550 12th Street, SW
Washington, DC 20202-4450

(b)(6)

Signature

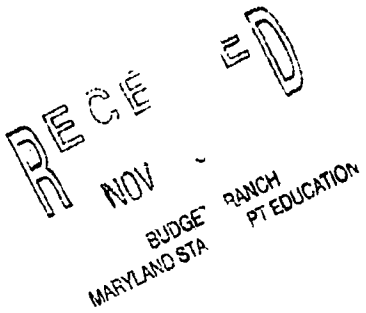
Mary Gougisha
Name

Director, Indirect Cost Group
Title

OCT 0 5 2012
Date

Mary Gougisha
Negotiator

(202) 245-8035
Telephone Number


RECEIVED
NOV
BUDGET BRANCH
MARYLAND STATE DEPT EDUCATION

References

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.

Cronbach, L.J. (1988). Five perspectives on validity argument. In H. Wainer (Ed.), Test validity (pp. 3–17). Hillsdale, NJ: Lawrence Erlbaum.

Darling-Hammond, L, Chung Wei, Andree, A., Richardson, N., Orphanos, S. (2009). Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad. Retrieved from: http://learningforward.org/docs/pdf/nsdcstudy2009.pdf

DuFour, R. (2004). What is a "Professional Learning Community"? Educational Leadership, 61(8), 6–11.

DuFour, R., DuFour, R., Eaker, R. and Many, T. (2006). Learning by doing. Bloomington, IN: Solution Tree.

Grisham-Brown, J. L., & Pretti-Frontczak, K. (Eds.). (2011). *Assessing young children in inclusive settings. The blended practices approach.* Baltimore, MD: Paul Brookes Publishing Company.

Hambleton, R.K. (2001). Setting performance standards on educational assessments and criteria for evaluating the process. In G. J. Cizek (Ed.), *Setting performance standards: Concepts, methods, and perspectives* (pp. 89–116). Mahwah, NJ: Erlbaum.

Hansen, E. G. & Mislevy, R. J. (2008). *Design Patterns for Improving Accessibility for Test Takers With Disabilities.ETS Research Report No.* RR-08-49.

International Coaching Federation (1998). *Core Competencies*. Retrieved from http://coachfederation.org/credential/landing.cfm?ItemNumber=2206&navItemNumber=576

Kane, M. T. (2006). Validation. In R. L. Brennan (Ed.), Educational measurement (4th ed., pp. 17–64). Washington, DC: The National Council on Measurement in Education & the American Council on Education.

Love, N. (2001). *Data literacy for teachers*. Port Chester, NY: National Professional Resources.

Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006). Making sense of data driven decision making in education. Retrieved from http://www. rand.org/pubs/occasional_papers/2006/RAND_OP170.pdf

Means, B., Padilla, C., DeBarger. A., & Bakia, M. (2009). *Implementing data-informed decision making in school—Teachers access, supports and use*. Washington, DC: U.S. Department of Education, Office of Planning, Evaluation, and Policy Development.

Messick, S. (1989). Validity. In R. L. Linn (Ed.), Educational measurement (3rd ed., pp. 13–103). Washington, DC: The American Council on Education & the National Council on Measurement in Education.

Messick, S. (1994). The Interplay of Evidence and Consequences in the Validation of Performance Assessments. *Educational Researcher, 23*(2), 13–23.

Mislevy, R.J., Almond, R., and Lukas, J. (2003). *A Brief Introduction to Evidence-Centered Design.* College Park, MD: University of Maryland, College of Education. Retrieved from http://www.education.umd.edu/EDMS/mislevy/papers/BriefIntroECD.pdf

Mislevy, R.J., and Haertel, G. (2006). Implications for Evidence-Centered Design for Educational Assessment. *Educational Measurement: Issues and Practice, 4*: 6–20.

Mislevy, R.J., Steinberg, L.S., & Almond, R.G. (2003). On the structure of educational assessments. Measurement: Interdisciplinary *Research and Perspectives, 1*(1), 3–62.

National Research Council (2008). Early Childhood Assessment: Why, What, and How. Committee on Development Outcomes and Assessments for Young Children. C.E. Snow and S.B. Van Hemel, Editors. Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington D.C.: The National Academies Press. Available at www.nap.edu/catalog.php?record_id=12446

Peer Review Guidance for Evaluating Evidence of Final Assessments under Title I of the Elementary and Secondary Education Act, November 1999. Retrieved from http://www2.ed.gov/admins/lead/account/saa.html

Shah, S., Horne, A., & Capella, J. (2012). Good data won't guarantee good decisions. *Harvard Business Review*. Retrieved from http://hbr.org/2012/04/good-data-wont-guarantee-good-decisions/ar/1

Shen, J., & Cooley, V. E. (2008). Critical issues in using data for decision-making. *International Journal of Leadership in Education, 11*(3), 319–329.

Snow, K. (2011). *Developing Kindergarten Readiness and Other Large-Scale Assessment Systems: Necessary Considerations in the Assessment of Young Children*. Washington, DC: National Association for the Education of Young Children.

van Barneveld, C. (2008). Using data to improve student achievement (Research Monograph #15). *What Works? Research into Practice*. Retrieved from http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Using_Data.pdf

Wayman, J. C. (2005). Involving teachers in data-driven decision-making: Using computer data systems to support teacher inquiry and reflection. *Journal of Education for Students Placed at Risk, 10*(3), 295–308.

Zhang, T., Haertel, G., Javitz, H., Mislevy, R., Murray, E., & Wasson, J. (2009). *A design pattern for a spelling bee assessment for students with disabilities*. A paper presented at the annual conference of the American Psychological Association, Montreal, Canada.

July 3, 2013

Dr. Lillian Lowery
State Superintendent of Schools
Maryland Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Dr. Lowery:

The Council of Chief State School Officers is pleased to support the chiefs and state departments of education of Connecticut, Maryland, Massachusetts, Michigan, Nevada and Ohio in your partnership to apply for an Enhanced Assessment Grant to develop a new Kindergarten Entry Assessment (KEA) tool. We believe wholeheartedly in the value of states coming together to develop standards, assessment instruments and other resources to support the work of teachers and leaders in schools and early education programs. In our experience, cross-state collaborations yield higher quality and more useful products because they draw on the good ideas, varied perspectives and cumulative experiences of diverse state education leaders.

We also appreciate the significance of this effort to develop a new generation of assessment tools for young children, to complement the forthcoming new assessments for students in 3rd through 12th grade funded by the Race to the Top initiative. Improved KEA tools will enable kindergarten teachers to generate a comprehensive baseline picture of children's capabilities and challenges as they transition from different types of early learning programs into elementary school.

As requested, we are also pleased to agree to support with your proposed project by managing a Technical Advisory Committee (TAC) of experts on early childhood development and early childhood child assessment tools. This effort will build on and extend our current effort to facilitate a TAC for Maryland and Ohio's Early Childhood Comprehensive Assessment System initiative, supported with funding from the Race to the Top Early Learning Challenge.

Sincerely,

Chris Minnich
Executive Director

One Massachusetts Ave, NW • Suite 700 • Washington, DC 20001
Tel: 202.336.7000 • *Fax*: 202.408.8072 • *Web*: www.ccsso.org

JOHNS HOPKINS
UNIVERSITY

School of Education

6740 Alexander Bell Drive / Suite 302
Columbia MD 21046-2100
410-516-9800 / Fax 410-516-9818
http://cte.jhu.edu

Center for Technology in Education

June 28, 2013

Rolf Grafwallner, Ph.D.
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201

Dear Dr. Grafwallner:

The Johns Hopkins University School of Education, through its Center for Technology in Education (CTE) strongly supports the application of the Maryland State Department of Education for Enhanced Assessment Grants Program-EAG Kindergarten Entry Assessment (KEA) competition CFDA 84.368A. Funding of this grant will allow for the expansion of quality early learning and development programs and increased access to high-quality early learning programs for all children, including those with high needs.

To fully achieve a coordinated early care and education service delivery system in the partner states, we will work together with the Maryland State Department of Education along with our technical and professional development partners. CTE has forged a long term successful partnership with MSDE, primarily with the Department of Special Education and Early Intervention Services in helping to achieve our mission of improving the quality of life of children and youth, particularly those with special needs, through teaching, research, and leadership in the use of technology. We look forward to building upon this partnership with MSDE to make a significant and positive impact within Early Childhood programs.

We fully support this application and look forward to furthering our collaboration to advance the school readiness, health, and the well-being of high need children through this exciting grant opportunity.

Sincerely,

(b)(6)

Jacqueline A. Nunn, Ed.D
Director, Center for Technology in Education
Associate Dean, Educational Technology
JHU School of Education

Memorandum of Understanding

Maryland State Department of Education

Enhanced Assessment Instruments Grants Program—Enhanced Assessment Instruments—Kindergarten Entry Assessment Competition

CFDA Number: 84.368

This Memorandum of Understanding ("MOU") is entered as of June 25, **2013**, by and between the **Maryland State Department of Education** (the "Consortium") and the **State of** Maryland, which has elected to participate in the Consortium as (check one)

____ A **Charter** State (description in section e),

OR

_____ An **Advisory** State (description in section e),

pursuant to the Early Learning Collaborative Efforts Among States for the Enhanced Assessment Program for the Kindergarten Entry Assessment Competition Grant Application, henceforth referred to as the "Program," as published in the Federal Register on May 23, 2013 (78 FR 31344-31365).

Background

Beginning in May 2012, Ohio Department of Education (ODE) and Maryland State Department of Education (MSDE) entered into a formal collaboration after each was awarded the Race to the Top Early Learning Challenge Grant (RTT-ELC) in December 2011. In response to the solicitation for proposals regarding the RTT-ELC, ODE and MSDE formally collaborated to develop the Early Childhood- Comprehensive Assessment System (EC-CAS). MSDE and ODE agreed to be accountable for the following activities from May 2012 to December 31, 2015 throughout the term of the RTT-ELC grant:

- Establish the governance and management infrastructure for the EC-CAS project,
- Developing and implementing a management plan which includes the recruitment of staff, fiscal and legal management procedures, and ongoing planning toward the accomplishment of the project goals;
- Develop a Kindergarten Entry Assessment (KEA) and formative assessments (36-72 months) to be fully implemented in both states by 2014-15;
- Develop and implement professional development for the administration and use of the assessment;

- Develop and deploy technology infrastructure for the EC-CAS project; and
- Implement stakeholder communication to measure the impact of the KEA and formative assessment on the efficacy of learning.
- Establishing a Technical Advisory Council with national experts, coordinated by the Council of Chief State School Officers. The 12-member Council will jointly be selected by Ohio and Maryland and will provide technical expert advice to the Collaboration.
- Establishing and engaging state advisory committees, one in Ohio and one in Maryland as subcommittees to the Maryland and Ohio Early Childhood Advisory Councils;
- Disseminating information jointly about the development and implementation of the EC-CAS project to national audiences.

The aforementioned activities, referred to as EC-CAS Version 1.0, will form the basis of the EAG proposal. The proposed plan, submitted by MSDE on behalf of the following states [list of states], describes the enhancement of the existing Version 1.0. Work activities related to EC-CAS Version 1.0, to be completed by December 2015, will be governed only by the two founding states.

Any state that joined ODE and MSDE as a Charter State under the proposed EAG plan, may enter into a separate agreement with ODE and MSDE to implement EC-CAS Version 1.0. The costs of the implementation will be borne by the state.

The purpose of this MOU is to

(a) Describe the Consortium vision and principles,
(b) Detail the responsibilities of States in the Consortium,
(c) Detail the responsibilities of the Consortium,
(d) Describe the management of Consortium funds,
(e) Describe the governance structure and activities of States in the Consortium,
(f) Describe State entrance, exit, and status change, and
(g) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
    (i)(A) Charter State Assurance
    OR
    (i)(B) Advisory State Assurance

(a) Consortium Vision and Principles

The Consortium's priorities for a next generation early childhood Comprehensive Assessment System for preschool and kindergarten programs are rooted in a concern for the valid, reliable, and fair assessment of learning and development across the essential domains of school readiness. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, families, teachers, school administrators, early learning providers, members of the public, and policymakers.

The Consortium intends to build a system of assessment, particularly a Kindergarten Entry Assessment (KEA), based upon the essential domains of school readiness with the intent that a summative assessment of a child's learning and development at kindergarten entry is provided for all students across this Consortium of States. The Consortium recognizes the need for a system of summative and formative assessments that are organized around early learning and development standards that measure the full range of skills across the essential domains of school readiness. These assessments shall support high-quality learning, have the capacity to guide individualized instruction, can be reported to and understood by all stakeholders, and provide information that can be incorporated into a state's early learning data system. The efforts of the Consortium will be organized to accomplish these goals.

The Kindergarten Entry Assessment developed by the Consortium will include the following key elements and principles:

1. The KEA that will be grounded in a set of early learning and development standards.
2. The KEA will measure the full range of the early learning and development standards across all essential domains of school readiness, including a set of levels of performance that encompass what a child knows and is able to do for each level.
3. The KEA will use multiple methods, including selected-response, performance-task, and observational items, to measure performance and development across the essential domains of school readiness, with each making a significant contribution to the overall comprehensive kindergarten readiness score.
4. Technology will be used to collect data and in the process of administering the assessment. Technology applications will be designed to maximize interoperability across user platforms.

5. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for dual language learners and children with disabilities or developmental delays.

(b) Responsibilities of States in the Consortium

Each State that is a member of the Consortium in 2013–2017 agrees to the following:

- Adopt and fully implement statewide the common Kindergarten Entry Assessment no later than December 31, 2017,
- Adopt a set of essential skills and knowledge that are based on early learning and development standards that are substantially identical across all States no later than the 2016–2017 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Charter State, final decision.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2016-17 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types to assess all the essential domains of school readiness with each domain making a significant contribution to the overall comprehensive score.

2. An assessment system that incorporates a required Kindergarten Entry Assessment with optional formative components which provides accurate assessment of all children (as defined in the Federal notice) including children with disabilities or developmental delays and dual language learners.

3. Psychometrically sound scaling and equating procedures based on multiple methods of assessment that provide reliable, valid, and fair scores for children and groups that can be used to evaluate school readiness; guide individualized instruction; and better understand the effectiveness and professional development needs of teachers, principals, and early learning providers.

4. An assessment system that is designed to incorporate technology in the collection of data and process of assessing that is cost-effective to administer, maintain, and enhance.

5. A Kindergarten Entry Assessment that can be a component of a State's student assessment system, include the State's comprehensive early learning assessment system, and provide data that can be incorporated into a State's longitudinal data system.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Maryland, acting in the role of Lead Procurement State/Lead State. Additionally, Maryland is prepared to follow the guidelines for grant management and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements.

(e) Governance Structure and Activities of States in the Consortium

Total State Membership

The Total State Membership of the Consortium includes Charter and Advisory States, with Maryland serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Charter** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium receiving a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Executive Committee,
- Participates in the final decision-making of the following:
    - Changes in Governance and other official documents,
    - Specific Design elements, and
    - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Executive Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the Kindergarten Entry Assessment.

Executive Committee

The Executive Committee is comprised of one representative from each Charter State in the Consortium. Committee members may be a chief or his/her designee. Executive Committee Members must meet the following criteria:

- Be from a Charter State,
- Have prior experience in either the design or implementation of curriculum, standards, and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison to the Total State Membership.

Executive Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,
- Determine the issues to be presented to the Charter and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State (Maryland),
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State (Maryland).

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus must be passed with a 2/3 majority vote. Each Charter State will have one vote.

(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Maryland) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Consortium is assured when:

- The level of membership is declared and signature is secured on the MOU from the Chief State School Officer;
- The signed MOU is submitted to the Consortium;
- The Charter and Advisory States agree to and adhere to the requirements of the governance;
- The Chief State School Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Executive Committee with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Charter State or from a Charter State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Executive Committee with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) CHARTER STATE SIGNATURE BLOCK for the Enhanced Assessment Program
Kindergarten Entry Assessment Grant Application Assurances

(Required from all "Charter States" in the Consortium.)

As a Charter State in the Consortium, I have read and understand the roles and responsibilities of Charter States, and agree to be bound by the statements and assurances made in the application.

State Name:

Maryland State Dept. of Education

Chief State School Officer (Printed Name): (b)(6)

Telephone: 410-767-0462

Signature of the Chief State School Officer:

Date:

(h)(i)(B) ADVISORY STATE SIGNATURE BLOCK for the Enhanced Assessment Program Kindergarten Entry Assessment Grant Application Assurances

(Required from all "Advisory States" in the Consortium.)

As an Advisory State in the Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.
I further certify that as an Advisory State I am fully committed to the application and will support its implementation.

State Name:

Chief State School Officer (Printed Name): Telephone:

Signature of the Chief State School Officer: Date:

Memorandum of Understanding

Maryland State Department of Education

Enhanced Assessment Instruments Grants Program—Enhanced Assessment Instruments—Kindergarten Entry Assessment Competition

CFDA Number: 84.368

This Memorandum of Understanding ("MOU") is entered as of July 3, **2013**, by and between the **Maryland State Department of Education** (the "Consortium") and the **State of** Ohio, which has elected to participate in the Consortium as (check one)

__X__ A **Charter** State (description in section e),

OR

_____ An **Advisory** State (description in section e),

pursuant to the Early Learning Collaborative Efforts Among States for the Enhanced Assessment Program for the Kindergarten Entry Assessment Competition Grant Application, henceforth referred to as the "Program," as published in the Federal Register on May 23, 2013 (78 FR 31344-31365).

Background

Beginning in May 2012, Ohio Department of Education (ODE) and Maryland State Department of Education (MSDE) entered into a formal collaboration after each was awarded the Race to the Top Early Learning Challenge Grant (RTT-ELC) in December 2011. In response to the solicitation for proposals regarding the RTT-ELC, ODE and MSDE formally collaborated to develop the Early Childhood- Comprehensive Assessment System (EC-CAS). MSDE and ODE agreed to be accountable for the following activities from May 2012 to December 31, 2015 throughout the term of the RTT-ELC grant:

- Establish the governance and management infrastructure for the EC-CAS project,
- Developing and implementing a management plan which includes the recruitment of staff, fiscal and legal management procedures, and ongoing planning toward the accomplishment of the project goals;
- Develop a Kindergarten Entry Assessment (KEA) and formative assessments (36-72 months) to be fully implemented in both states by 2014-15;
- Develop and implement professional development for the administration and use of the assessment;

- Develop and deploy technology infrastructure for the EC-CAS project; and
- Implement stakeholder communication to measure the impact of the KEA and formative assessment on the efficacy of learning.
- Establishing a Technical Advisory Council with national experts, coordinated by the Council of Chief State School Officers. The 12-member Council will jointly be selected by Ohio and Maryland and will provide technical expert advice to the Collaboration.
- Establishing and engaging state advisory committees, one in Ohio and one in Maryland as subcommittees to the Maryland and Ohio Early Childhood Advisory Councils;
- Disseminating information jointly about the development and implementation of the EC-CAS project to national audiences.

The aforementioned activities, referred to as EC-CAS Version 1.0, will form the basis of the EAG proposal. The proposed plan, submitted by MSDE on behalf of the following states [list of states], describes the enhancement of the existing Version 1.0. Work activities related to EC-CAS Version 1.0, to be completed by December 2015, will be governed only by the two founding states.

Any state that joined ODE and MSDE as a Charter State under the proposed EAG plan, may enter into a separate agreement with ODE and MSDE to implement EC-CAS Version 1.0. The costs of the implementation will be borne by the state.

The purpose of this MOU is to

(a) Describe the Consortium vision and principles,
(b) Detail the responsibilities of States in the Consortium,
(c) Detail the responsibilities of the Consortium,
(d) Describe the management of Consortium funds,
(e) Describe the governance structure and activities of States in the Consortium,
(f) Describe State entrance, exit, and status change, and
(g) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
    (i)(A) Charter State Assurance
    OR
    (i)(B) Advisory State Assurance

(a) Consortium Vision and Principles

The Consortium's priorities for a next generation early childhood Comprehensive Assessment System for preschool and kindergarten programs are rooted in a concern for the valid, reliable, and fair assessment of learning and development across the essential domains of school readiness. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, families, teachers, school administrators, early learning providers, members of the public, and policymakers.

The Consortium intends to build a system of assessment, particularly a Kindergarten Entry Assessment (KEA), based upon the essential domains of school readiness with the intent that a summative assessment of a child's learning and development at kindergarten entry is provided for all students across this Consortium of States. The Consortium recognizes the need for a system of summative and formative assessments that are organized around early learning and development standards that measure the full range of skills across the essential domains of school readiness. These assessments shall support high-quality learning, have the capacity to guide individualized instruction, can be reported to and understood by all stakeholders, and provide information that can be incorporated into a state's early learning data system. The efforts of the Consortium will be organized to accomplish these goals.

The Kindergarten Entry Assessment developed by the Consortium will include the following key elements and principles:

1. The KEA that will be grounded in a set of early learning and development standards.
2. The KEA will measure the full range of the early learning and development standards across all essential domains of school readiness, including a set of levels of performance that encompass what a child knows and is able to do for each level.
3. The KEA will use multiple methods, including selected-response, performance-task, and observational items, to measure performance and development across the essential domains of school readiness, with each making a significant contribution to the overall comprehensive kindergarten readiness score.
4. Technology will be used to collect data and in the process of administering the assessment. Technology applications will be designed to maximize interoperability across user platforms.

5. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for dual language learners and children with disabilities or developmental delays.

(b) Responsibilities of States in the Consortium

Each State that is a member of the Consortium in 2013–2017 agrees to the following:

- Adopt and fully implement statewide the common Kindergarten Entry Assessment no later than December 31, 2017,
- Adopt a set of essential skills and knowledge that are based on early learning and development standards that are substantially identical across all States no later than the 2016–2017 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Charter State, final decision.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2016-17 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types to assess all the essential domains of school readiness with each domain making a significant contribution to the overall comprehensive score.

2. An assessment system that incorporates a required Kindergarten Entry Assessment with optional formative components which provides accurate assessment of all children (as defined in the Federal notice) including children with disabilities or developmental delays and dual language learners.

3. Psychometrically sound scaling and equating procedures based on multiple methods of assessment that provide reliable, valid, and fair scores for children and groups that can be used to evaluate school readiness; guide individualized instruction; and better understand the effectiveness and professional development needs of teachers, principals, and early learning providers.

4. An assessment system that is designed to incorporate technology in the collection of data and process of assessing that is cost-effective to administer, maintain, and enhance.

5. A Kindergarten Entry Assessment that can be a component of a State's student assessment system, include the State's comprehensive early learning assessment system, and provide data that can be incorporated into a State's longitudinal data system.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Maryland, acting in the role of Lead Procurement State/Lead State. Additionally, Maryland is prepared to follow the guidelines for grant management and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements.

(e) Governance Structure and Activities of States in the Consortium

Total State Membership

The Total State Membership of the Consortium includes Charter and Advisory States, with Maryland serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Charter** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium receiving a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Executive Committee,
- Participates in the final decision-making of the following:
    - Changes in Governance and other official documents,
    - Specific Design elements, and
    - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Executive Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the Kindergarten Entry Assessment.

Executive Committee

The Executive Committee is comprised of one representative from each Charter State in the Consortium. Committee members may be a chief or his/her designee. Executive Committee Members must meet the following criteria:

- Be from a Charter State,
- Have prior experience in either the design or implementation of curriculum, standards, and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison to the Total State Membership.

Executive Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,
- Determine the issues to be presented to the Charter and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State (Maryland),
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State (Maryland).

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus must be passed with a 2/3 majority vote. Each Charter State will have one vote.

(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Maryland) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Consortium is assured when:

- The level of membership is declared and signature is secured on the MOU from the Chief State School Officer;
- The signed MOU is submitted to the Consortium;
- The Charter and Advisory States agree to and adhere to the requirements of the governance;
- The Chief State School Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Executive Committee with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Charter State or from a Charter State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Executive Committee with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) CHARTER STATE SIGNATURE BLOCK for the Enhanced Assessment Program Kindergarten Entry Assessment Grant Application Assurances

(Required from all "Charter States" in the Consortium.)

As a Charter State in the Consortium, I have read and understand the roles and responsibilities of Charter States, and agree to be bound by the statements and assurances made in the application.

State Name:

State of Ohio

Chief State School Officer (Printed Name):

(b)(6)

Telephone:

614-995-3449

Signature of the Chief State School Officer:

Dr. Richard A. Ross

Date:

7/3/13

Memorandum of Understanding

Maryland State Department of Education

Enhanced Assessment Instruments Grants Program—Enhanced Assessment Instruments—Kindergarten Entry Assessment Competition

CFDA Number: 84.368

This Memorandum of Understanding ("MOU") is entered as of **June 26, 2013**, by and between the **Maryland State Department of Education** (the "Consortium") and the **State of Connecticut**, which has elected to participate in the Consortium as (check one)

__X__ A **Charter** State (description in section e),

OR

_____ An **Advisory** State (description in section e),

pursuant to the Early Learning Collaborative Efforts Among States for the Enhanced Assessment Program for the Kindergarten Entry Assessment Competition Grant Application, henceforth referred to as the "Program," as published in the Federal Register on May 23, 2013 (78 FR 31344-31365).

Background

Beginning in May 2012, Ohio Department of Education (ODE) and Maryland State Department of Education (MSDE) entered into a formal collaboration after each was awarded the Race to the Top Early Learning Challenge Grant (RTT-ELC) in December 2011. In response to the solicitation for proposals regarding the RTT-ELC, ODE and MSDE formally collaborated to develop the Early Childhood- Comprehensive Assessment System (EC-CAS). MSDE and ODE agreed to be accountable for the following activities from May 2012 to December 31, 2015 throughout the term of the RTT-ELC grant:

- Establish the governance and management infrastructure for the EC-CAS project,
- Developing and implementing a management plan which includes the recruitment of staff, fiscal and legal management procedures, and ongoing planning toward the accomplishment of the project goals;
- Develop a Kindergarten Entry Assessment (KEA) and formative assessments (36-72 months) to be fully implemented in both states by 2014-15;
- Develop and implement professional development for the administration and use of the assessment;

- Develop and deploy technology infrastructure for the EC-CAS project; and
- Implement stakeholder communication to measure the impact of the KEA and formative assessment on the efficacy of learning.
- Establishing a Technical Advisory Council with national experts, coordinated by the Council of Chief State School Officers. The 12-member Council will jointly be selected by Ohio and Maryland and will provide technical expert advice to the Collaboration.
- Establishing and engaging state advisory committees, one in Ohio and one in Maryland as subcommittees to the Maryland and Ohio Early Childhood Advisory Councils;
- Disseminating information jointly about the development and implementation of the EC-CAS project to national audiences.

The aforementioned activities, referred to as EC-CAS Version 1.0, will form the basis of the EAG proposal. The proposed plan, submitted by MSDE on behalf of the following states [list of states], describes the enhancement of the existing Version 1.0. Work activities related to EC-CAS Version 1.0, to be completed by December 2015, will be governed only by the two founding states.

Any state that joined ODE and MSDE as a Charter State under the proposed EAG plan, may enter into a separate agreement with ODE and MSDE to implement EC-CAS Version 1.0. The costs of the implementation will be borne by the state.

The purpose of this MOU is to

(a) Describe the Consortium vision and principles,
(b) Detail the responsibilities of States in the Consortium,
(c) Detail the responsibilities of the Consortium,
(d) Describe the management of Consortium funds,
(e) Describe the governance structure and activities of States in the Consortium,
(f) Describe State entrance, exit, and status change, and
(g) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
    (i)(A) Charter State Assurance
    OR
    (i)(B) Advisory State Assurance

(a) Consortium Vision and Principles

The Consortium's priorities for a next generation early childhood Comprehensive Assessment System for preschool and kindergarten programs are rooted in a concern for the valid, reliable, and fair assessment of learning and development across the essential domains of school readiness. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, families, teachers, school administrators, early learning providers, members of the public, and policymakers.

The Consortium intends to build a system of assessment, particularly a Kindergarten Entry Assessment (KEA), based upon the essential domains of school readiness with the intent that a summative assessment of a child's learning and development at kindergarten entry is provided for all students across this Consortium of States. The Consortium recognizes the need for a system of summative and formative assessments that are organized around early learning and development standards that measure the full range of skills across the essential domains of school readiness. These assessments shall support high-quality learning, have the capacity to guide individualized instruction, can be reported to and understood by all stakeholders, and provide information that can be incorporated into a state's early learning data system. The efforts of the Consortium will be organized to accomplish these goals.

The Kindergarten Entry Assessment developed by the Consortium will include the following key elements and principles:

1. The KEA that will be grounded in a set of early learning and development standards.
2. The KEA will measure the full range of the early learning and development standards across all essential domains of school readiness, including a set of levels of performance that encompass what a child knows and is able to do for each level.
3. The KEA will use multiple methods, including selected-response, performance-task, and observational items, to measure performance and development across the essential domains of school readiness, with each making a significant contribution to the overall comprehensive kindergarten readiness score.
4. Technology will be used to collect data and in the process of administering the assessment. Technology applications will be designed to maximize interoperability across user platforms.

5. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for dual language learners and children with disabilities or developmental delays.

(b) Responsibilities of States in the Consortium

Each State that is a member of the Consortium in 2013–2017 agrees to the following:

- Adopt and fully implement statewide the common Kindergarten Entry Assessment no later than December 31, 2017,
- Adopt a set of essential skills and knowledge that are based on early learning and development standards that are substantially identical across all States no later than the 2016–2017 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Charter State, final decision.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2016-17 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types to assess all the essential domains of school readiness with each domain making a significant contribution to the overall comprehensive score.

2. An assessment system that incorporates a required Kindergarten Entry Assessment with optional formative components which provides accurate assessment of all children (as defined in the Federal notice) including children with disabilities or developmental delays and dual language learners.

3. Psychometrically sound scaling and equating procedures based on multiple methods of assessment that provide reliable, valid, and fair scores for children and groups that can be used to evaluate school readiness; guide individualized instruction; and better understand the effectiveness and professional development needs of teachers, principals, and early learning providers.

4. An assessment system that is designed to incorporate technology in the collection of data and process of assessing that is cost-effective to administer, maintain, and enhance.

5. A Kindergarten Entry Assessment that can be a component of a State's student assessment system, include the State's comprehensive early learning assessment system, and provide data that can be incorporated into a State's longitudinal data system.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Maryland, acting in the role of Lead Procurement State/Lead State. Additionally, Maryland is prepared to follow the guidelines for grant management and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements.

(e) Governance Structure and Activities of States in the Consortium

Total State Membership

The Total State Membership of the Consortium includes Charter and Advisory States, with Maryland serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Charter** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium receiving a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Executive Committee,
- Participates in the final decision-making of the following:
    - Changes in Governance and other official documents,
    - Specific Design elements, and
    - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Executive Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the Kindergarten Entry Assessment.

Executive Committee

The Executive Committee is comprised of one representative from each Charter State in the Consortium. Committee members may be a chief or his/her designee. Executive Committee Members must meet the following criteria:

- Be from a Charter State,
- Have prior experience in either the design or implementation of curriculum, standards, and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison to the Total State Membership.

Executive Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,
- Determine the issues to be presented to the Charter and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State (Maryland),
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State (Maryland).

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus must be passed with a 2/3 majority vote. Each Charter State will have one vote.

(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Maryland) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Consortium is assured when:

- The level of membership is declared and signature is secured on the MOU from the Chief State School Officer;
- The signed MOU is submitted to the Consortium;
- The Charter and Advisory States agree to and adhere to the requirements of the governance;
- The Chief State School Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Executive Committee with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Charter State or from a Charter State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Executive Committee with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) CHARTER STATE SIGNATURE BLOCK for the Enhanced Assessment Program Kindergarten Entry Assessment Grant Application Assurances

(Required from all "Charter States" in the Consortium.)

As a Charter State in the Consortium, I have read and understand the roles and responsibilities of Charter States, and agree to be bound by the statements and assurances made in the application.

State Name:
Connecticut

Chief State School Officer (Printed Name):
Myra C. Jones-Taylor

Telephone:
860.713.6790

Signature of the Chief State School Officer:
(b)(6)

Date:
June 26, 2013

(h)(i)(B) ADVISORY STATE SIGNATURE BLOCK for the Enhanced Assessment Program Kindergarten Entry Assessment Grant Application Assurances

(Required from all "Advisory States" in the Consortium.)

As an Advisory State in the Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.
I further certify that as an Advisory State I am fully committed to the application and will support its implementation.

State Name:

Chief State School Officer (Printed Name): Telephone:

Signature of the Chief State School Officer: Date:

STATE OF CONNECTICUT 2013 JUN 24 AM 11:30

BY HIS EXCELLENCY

DANNEL P. MALLOY

EXECUTIVE ORDER NO. 35

WHEREAS, the General Assembly, through Public Act 11-181, required the creation of a coordinated system of early care and education ("coordinated system") by July 1, 2013, vested the authority to plan such coordinated system in the planning director within the Office of Policy and Management, and established the coordinated system as of July 1, 2013;

WHEREAS, the General Assembly, through Public Act 11-181, required the planning director to submit reports to the general assembly on details of the plan for the coordinated system;

WHEREAS, the planning director completed and submitted the plan for the coordinated system to the general assembly on March 21, 2013, recommending the consolidation of certain programs and staff into a new agency, the Office of Early Childhood, and recommending that the new agency serve as the lead agency for the coordinated system;

WHEREAS, the General Assembly, through sections 1 and 50 of Public Act 13-247 and sections 1 and 53 of Public Act 13-184, created the Office of Early Childhood, transferring the appropriations for programming and staff from various state agencies to the Office of Early Childhood, as recommended in the plan for the coordinated system;

WHEREAS, the General Assembly, through section 50 of Public Act 13-247 and section 53 of Public Act 13-184 grants certain authorities and transfers certain responsibilities to the executive director of the Office of Early Childhood;

WHEREAS, pursuant to section 4-38d of the Connecticut General Statutes, the Office is the successor agency to the state agencies from which programs were transferred into the Office pursuant to Public Act 13-247 and Public Act 13-184;

NOW, THEREFORE, I, DANNEL P. MALLOY, Governor of the State of Connecticut, by virtue of the power and authority vested in me by the Constitution and by the Statutes of the State of Connecticut do hereby **ORDER AND DIRECT**:

1. The Office of Early Childhood ("Office"), shall be the lead agency for the administration of programs, funding for which was appropriated to the Office in section 1 of Public Act 13-247, and for the coordinated system established in Public Act 11-181, section 2, as codified in section 10-16bb of the Connecticut General Statutes.

2. The Office shall be led by the executive director established in section 50 of Public Act 13-184 and section 53 of Public Act 13-247. Within available appropriations, and as otherwise authorized by law, the executive director shall employ such other staff as necessary for the performance of the functions and duties of the Office.

3. The Office shall:

    a. Administer programs, funding for which was appropriated to the Office in section 1 of Public Act 13-247;

    b. Administer the coordinated system established by section 10-16bb of the Connecticut General Statutes;

    c. Implement a communications strategy for outreach to families, service providers and policymakers;

d. Convene and coordinate with the Departments of Education, Social Services, Developmental Services, Children and Families, Public Health and the Office of Policy and Management to foster the coordinated system developed pursuant to section 10-16cc and established pursuant to Public Act 11-181, section 3, as codified in 10-16bb of the Connecticut General Statutes;

e. Collaborate with relevant stakeholders, including municipalities and local education agencies;

f. As necessary, enter into memoranda of agreement with and accept donations from nonprofit and philanthropic organizations to accomplish the purposes of the Office, in accordance with sections 10-16bb of the Connecticut General Statutes and any other provisions relating to the receipt of gifts, contributions, and other income from private sources by state agencies;

g. Study, within available appropriations or with funding received from private or philanthropic sources, the feasibility of moving the Birth to Three program from the Department of Developmental Services to the Office of Early Childhood by July 1, 2014, and present the results of such study to the Governor and co-chairs of the joint standing committee of the general assembly with cognizance of matters relating to appropriations by January 1, 2014; and

h. Enter into memoranda of agreement with other state agencies, as necessary, to coordinate the transfer of staff and responsibilities related to the administration of programs appropriated to the Office in Public Act 13-247.

4. All Executive Branch agencies shall collaborate and cooperate with the Office and enter into such memoranda of agreement as are necessary for the administration of the coordinated system and for the transition and transfer of staff and responsibilities transferred to the Office of Early Childhood pursuant to PA 13-247, and Public Act 13-184.

5. Nothing in this Order shall be deemed to contradict or supersede any statute or constitutional provision, and this Order is not intended to suspend, modify or revoke any statutory provision enacted by the General Assembly.

This Order shall take effect immediately.

Dated at Hartford, Connecticut this 24th day of June, 2013.

Dannel P. Malloy
Governor

By His Excellency's Order

Denise Merrill
Secretary of the State

Dannel P. Malloy

GOVERNOR
STATE OF CONNECTICUT

June 25, 2013

Myra Jones-Taylor
State Department of Education
Office of Early Childhood Development
165 Capitol Ave #312
Hartford, CT 06106

Dear Dr. Jones-Taylor:

Pursuant to Public Acts 13-184 and 13-247 and Sections 3-1 and 4-1a of the Connecticut General Statutes, it is my pleasure and privilege to appoint you as Executive Director of the Office of Early Childhood, to serve at the pleasure of the Governor, for a term coterminous with my term, or until a successor is appointed and has qualified, whichever is longer.

Sincerely,

Dannel P. Malloy
Governor

cc: Honorable Denise Merrill, Secretary of the State
cc: Honorable Kevin Lembo, Comptroller
cc: Messrs. John Geragosian and Robert Ward, Auditors of Public Accounts
cc: Christine Graesser, Legislative Library
cc: Commissioner Stefan Pryor, Department of Education
cc: Commissioner Don DeFronzo, Department of Administrative Services

OFFICE OF THE GOVERNOR • STATE CAPITOL
210 CAPITOL AVENUE, HARTFORD, CONNECTICUT 06106
TEL (860)566-4840 • FAX (860)524-7396 • www.governor.ct.gov
Governor.Malloy@ct.gov

Memorandum of Understanding

Maryland State Department of Education

Enhanced Assessment Instruments Grants Program—Enhanced Assessment Instruments—Kindergarten Entry Assessment Competition

CFDA Number: 84.368

This Memorandum of Understanding ("MOU") is entered as of July 3, **2013**, by and between the **Maryland State Department of Education** (the "Consortium") and the **State of** Indiana, which has elected to participate in the Consortium as (check one)

_____ A **Charter** State (description in section e),

OR

_X_ An **Advisory** State (description in section e),

pursuant to the Early Learning Collaborative Efforts Among States for the Enhanced Assessment Program for the Kindergarten Entry Assessment Competition Grant Application, henceforth referred to as the "Program," as published in the Federal Register on May 23, 2013 (78 FR 31344-31365).

Background

Beginning in May 2012, Ohio Department of Education (ODE) and Maryland State Department of Education (MSDE) entered into a formal collaboration after each was awarded the Race to the Top Early Learning Challenge Grant (RTT-ELC) in December 2011. In response to the solicitation for proposals regarding the RTT-ELC, ODE and MSDE formally collaborated to develop the Early Childhood- Comprehensive Assessment System (EC-CAS). MSDE and ODE agreed to be accountable for the following activities from May 2012 to December 31, 2015 throughout the term of the RTT-ELC grant:

- Establish the governance and management infrastructure for the EC-CAS project,
- Developing and implementing a management plan which includes the recruitment of staff, fiscal and legal management procedures, and ongoing planning toward the accomplishment of the project goals;
- Develop a Kindergarten Entry Assessment (KEA) and formative assessments (36-72 months) to be fully implemented in both states by 2014-15;
- Develop and implement professional development for the administration and use of the assessment;

- Develop and deploy technology infrastructure for the EC-CAS project; and
- Implement stakeholder communication to measure the impact of the KEA and formative assessment on the efficacy of learning.
- Establishing a Technical Advisory Council with national experts, coordinated by the Council of Chief State School Officers. The 12-member Council will jointly be selected by Ohio and Maryland and will provide technical expert advice to the Collaboration.
- Establishing and engaging state advisory committees, one in Ohio and one in Maryland as subcommittees to the Maryland and Ohio Early Childhood Advisory Councils;
- Disseminating information jointly about the development and implementation of the EC-CAS project to national audiences.

The aforementioned activities, referred to as EC-CAS Version 1.0, will form the basis of the EAG proposal. The proposed plan, submitted by MSDE on behalf of the following states [list of states], describes the enhancement of the existing Version 1.0. Work activities related to EC-CAS Version 1.0, to be completed by December 2015, will be governed only by the two founding states.

Any state that joined ODE and MSDE as a Charter State under the proposed EAG plan, may enter into a separate agreement with ODE and MSDE to implement EC-CAS Version 1.0. The costs of the implementation will be borne by the state.

The purpose of this MOU is to

(a) Describe the Consortium vision and principles,
(b) Detail the responsibilities of States in the Consortium,
(c) Detail the responsibilities of the Consortium,
(d) Describe the management of Consortium funds,
(e) Describe the governance structure and activities of States in the Consortium,
(f) Describe State entrance, exit, and status change, and
(g) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
    (i)(A) Charter State Assurance
    OR
    (i)(B) Advisory State Assurance

(a) Consortium Vision and Principles

The Consortium's priorities for a next generation early childhood Comprehensive Assessment System for preschool and kindergarten programs are rooted in a concern for the valid, reliable, and fair assessment of learning and development across the essential domains of school readiness. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, families, teachers, school administrators, early learning providers, members of the public, and policymakers.

The Consortium intends to build a system of assessment, particularly a Kindergarten Entry Assessment (KEA), based upon the essential domains of school readiness with the intent that a summative assessment of a child's learning and development at kindergarten entry is provided for all students across this Consortium of States. The Consortium recognizes the need for a system of summative and formative assessments that are organized around early learning and development standards that measure the full range of skills across the essential domains of school readiness. These assessments shall support high-quality learning, have the capacity to guide individualized instruction, can be reported to and understood by all stakeholders, and provide information that can be incorporated into a state's early learning data system. The efforts of the Consortium will be organized to accomplish these goals.

The Kindergarten Entry Assessment developed by the Consortium will include the following key elements and principles:

1. The KEA that will be grounded in a set of early learning and development standards.
2. The KEA will measure the full range of the early learning and development standards across all essential domains of school readiness, including a set of levels of performance that encompass what a child knows and is able to do for each level.
3. The KEA will use multiple methods, including selected-response, performance-task, and observational items, to measure performance and development across the essential domains of school readiness, with each making a significant contribution to the overall comprehensive kindergarten readiness score.
4. Technology will be used to collect data and in the process of administering the assessment. Technology applications will be designed to maximize interoperability across user platforms.

5. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for dual language learners and children with disabilities or developmental delays.

(b) Responsibilities of States in the Consortium

Each State that is a member of the Consortium in 2013–2017 agrees to the following:

- Adopt and fully implement statewide the common Kindergarten Entry Assessment no later than December 31, 2017,
- Adopt a set of essential skills and knowledge that are based on early learning and development standards that are substantially identical across all States no later than the 2016–2017 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Charter State, final decision.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2016-17 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types to assess all the essential domains of school readiness with each domain making a significant contribution to the overall comprehensive score.

2. An assessment system that incorporates a required Kindergarten Entry Assessment with optional formative components which provides accurate assessment of all children (as defined in the Federal notice) including children with disabilities or developmental delays and dual language learners.

3. Psychometrically sound scaling and equating procedures based on multiple methods of assessment that provide reliable, valid, and fair scores for children and groups that can be used to evaluate school readiness; guide individualized instruction; and better understand the effectiveness and professional development needs of teachers, principals, and early learning providers.

4. An assessment system that is designed to incorporate technology in the collection of data and process of assessing that is cost-effective to administer, maintain, and enhance.

5. A Kindergarten Entry Assessment that can be a component of a State's student assessment system, include the State's comprehensive early learning assessment system, and provide data that can be incorporated into a State's longitudinal data system.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Maryland, acting in the role of Lead Procurement State/Lead State. Additionally, Maryland is prepared to follow the guidelines for grant management and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements.

(e) Governance Structure and Activities of States in the Consortium

Total State Membership

The Total State Membership of the Consortium includes Charter and Advisory States, with Maryland serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Charter** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium receiving a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Executive Committee,
- Participates in the final decision-making of the following:
    - Changes in Governance and other official documents,
    - Specific Design elements, and
    - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Executive Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the Kindergarten Entry Assessment.

Executive Committee

The Executive Committee is comprised of one representative from each Charter State in the Consortium. Committee members may be a chief or his/her designee. Executive Committee Members must meet the following criteria:

- Be from a Charter State,
- Have prior experience in either the design or implementation of curriculum, standards, and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison to the Total State Membership.

Executive Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,
- Determine the issues to be presented to the Charter and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State (Maryland),
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State (Maryland).

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus must be passed with a 2/3 majority vote. Each Charter State will have one vote.

(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Maryland) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Consortium is assured when:

- The level of membership is declared and signature is secured on the MOU from the Chief State School Officer;
- The signed MOU is submitted to the Consortium;
- The Charter and Advisory States agree to and adhere to the requirements of the governance;
- The Chief State School Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Executive Committee with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Charter State or from a Charter State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Executive Committee with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) CHARTER STATE SIGNATURE BLOCK for the Enhanced Assessment Program Kindergarten Entry Assessment Grant Application Assurances *(Required from all "Charter States" in the Consortium.)* As a Charter State in the Consortium, I have read and understand the roles and responsibilities of Charter States, and agree to be bound by the statements and assurances made in the application.	
State Name:	
Chief State School Officer (Printed Name):	Telephone:
Signature of the Chief State School Officer:	Date:

(h)(i)(B) ADVISORY STATE SIGNATURE BLOCK for the Enhanced Assessment Program Kindergarten Entry Assessment Grant Application Assurances

(Required from all "Advisory States" in the Consortium.)

As an Advisory State in the Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.
I further certify that as an Advisory State I am fully committed to the application and will support its implementation.

State Name: State of Indiana, Indiana Department of Education	
Chief State School Officer (Printed Name): Hon. Glenda Ritz	Telephone: (317) 232-6612
Signature of the Chief State School Officer: (b)(6)	Date: July 3, 2013

Memorandum of Understanding

Maryland State Department of Education

Enhanced Assessment Instruments Grants Program—Enhanced Assessment Instruments—Kindergarten Entry Assessment Competition

CFDA Number: 84.368

This Memorandum of Understanding ("MOU") is entered as of July 2, **2013**, by and between the **Maryland State Department of Education** (the "Consortium") and the **State of** Massachusetts which has elected to participate in the Consortium as (check one)

_____ A **Charter** State (description in section e),

OR

X An **Advisory** State (description in section e),

pursuant to the Early Learning Collaborative Efforts Among States for the Enhanced Assessment Program for the Kindergarten Entry Assessment Competition Grant Application, henceforth referred to as the "Program," as published in the Federal Register on May 23, 2013 (78 FR 31344-31365).

Background

Beginning in May 2012, Ohio Department of Education (ODE) and Maryland State Department of Education (MSDE) entered into a formal collaboration after each was awarded the Race to the Top Early Learning Challenge Grant (RTT-ELC) in December 2011. In response to the solicitation for proposals regarding the RTT-ELC, ODE and MSDE formally collaborated to develop the Early Childhood- Comprehensive Assessment System (EC-CAS). MSDE and ODE agreed to be accountable for the following activities from May 2012 to December 31, 2015 throughout the term of the RTT-ELC grant:

- Establish the governance and management infrastructure for the EC-CAS project,
- Developing and implementing a management plan which includes the recruitment of staff, fiscal and legal management procedures, and ongoing planning toward the accomplishment of the project goals;
- Develop a Kindergarten Entry Assessment (KEA) and formative assessments (36-72 months) to be fully implemented in both states by 2014-15;
- Develop and implement professional development for the administration and use of the assessment;

- Develop and deploy technology infrastructure for the EC-CAS project; and
- Implement stakeholder communication to measure the impact of the KEA and formative assessment on the efficacy of learning.
- Establishing a Technical Advisory Council with national experts, coordinated by the Council of Chief State School Officers. The 12-member Council will jointly be selected by Ohio and Maryland and will provide technical expert advice to the Collaboration.
- Establishing and engaging state advisory committees, one in Ohio and one in Maryland as subcommittees to the Maryland and Ohio Early Childhood Advisory Councils;
- Disseminating information jointly about the development and implementation of the EC-CAS project to national audiences.

The aforementioned activities, referred to as EC-CAS Version 1.0, will form the basis of the EAG proposal. The proposed plan, submitted by MSDE on behalf of the following states [list of states], describes the enhancement of the existing Version 1.0. Work activities related to EC-CAS Version 1.0, to be completed by December 2015, will be governed only by the two founding states.

Any state that joined ODE and MSDE as a Charter State under the proposed EAG plan, may enter into a separate agreement with ODE and MSDE to implement EC-CAS Version 1.0. The costs of the implementation will be borne by the state.

The purpose of this MOU is to

(a) Describe the Consortium vision and principles,
(b) Detail the responsibilities of States in the Consortium,
(c) Detail the responsibilities of the Consortium,
(d) Describe the management of Consortium funds,
(e) Describe the governance structure and activities of States in the Consortium,
(f) Describe State entrance, exit, and status change, and
(g) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
    (i)(A) Charter State Assurance
    OR
    (i)(B) Advisory State Assurance

(a) Consortium Vision and Principles

The Consortium's priorities for a next generation early childhood Comprehensive Assessment System for preschool and kindergarten programs are rooted in a concern for the valid, reliable, and fair assessment of learning and development across the essential domains of school readiness. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, families, teachers, school administrators, early learning providers, members of the public, and policymakers.

The Consortium intends to build a system of assessment, particularly a Kindergarten Entry Assessment (KEA), based upon the essential domains of school readiness with the intent that a summative assessment of a child's learning and development at kindergarten entry is provided for all students across this Consortium of States. The Consortium recognizes the need for a system of summative and formative assessments that are organized around early learning and development standards that measure the full range of skills across the essential domains of school readiness. These assessments shall support high-quality learning, have the capacity to guide individualized instruction, can be reported to and understood by all stakeholders, and provide information that can be incorporated into a state's early learning data system. The efforts of the Consortium will be organized to accomplish these goals.

The Kindergarten Entry Assessment developed by the Consortium will include the following key elements and principles:

1. The KEA that will be grounded in a set of early learning and development standards.
2. The KEA will measure the full range of the early learning and development standards across all essential domains of school readiness, including a set of levels of performance that encompass what a child knows and is able to do for each level.
3. The KEA will use multiple methods, including selected-response, performance-task, and observational items, to measure performance and development across the essential domains of school readiness, with each making a significant contribution to the overall comprehensive kindergarten readiness score.
4. Technology will be used to collect data and in the process of administering the assessment. Technology applications will be designed to maximize interoperability across user platforms.

5. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for dual language learners and children with disabilities or developmental delays.

(b) Responsibilities of States in the Consortium

Each State that is a member of the Consortium in 2013–2017 agrees to the following:

- Adopt and fully implement statewide the common Kindergarten Entry Assessment no later than December 31, 2017,
- Adopt a set of essential skills and knowledge that are based on early learning and development standards that are substantially identical across all States no later than the 2016–2017 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Charter State, final decision.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2016-17 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types to assess all the essential domains of school readiness with each domain making a significant contribution to the overall comprehensive score.

2. An assessment system that incorporates a required Kindergarten Entry Assessment with optional formative components which provides accurate assessment of all children (as defined in the Federal notice) including children with disabilities or developmental delays and dual language learners.

3. Psychometrically sound scaling and equating procedures based on multiple methods of assessment that provide reliable, valid, and fair scores for children and groups that can be used to evaluate school readiness; guide individualized instruction; and better understand the effectiveness and professional development needs of teachers, principals, and early learning providers.

4. An assessment system that is designed to incorporate technology in the collection of data and process of assessing that is cost-effective to administer, maintain, and enhance.

5. A Kindergarten Entry Assessment that can be a component of a State's student assessment system, include the State's comprehensive early learning assessment system, and provide data that can be incorporated into a State's longitudinal data system.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Maryland, acting in the role of Lead Procurement State/Lead State. Additionally, Maryland is prepared to follow the guidelines for grant management and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements.

(e) Governance Structure and Activities of States in the Consortium

Total State Membership

The Total State Membership of the Consortium includes Charter and Advisory States, with Maryland serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Charter** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium receiving a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Executive Committee,
- Participates in the final decision-making of the following:
    - Changes in Governance and other official documents,
    - Specific Design elements, and
    - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Executive Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the Kindergarten Entry Assessment.

Executive Committee

The Executive Committee is comprised of one representative from each Charter State in the Consortium. Committee members may be a chief or his/her designee. Executive Committee Members must meet the following criteria:

- Be from a Charter State,
- Have prior experience in either the design or implementation of curriculum, standards, and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison to the Total State Membership.

Executive Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,
- Determine the issues to be presented to the Charter and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State (Maryland),
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State (Maryland).

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus must be passed with a 2/3 majority vote. Each Charter State will have one vote.

(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Maryland) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Consortium is assured when:

- The level of membership is declared and signature is secured on the MOU from the Chief State School Officer;
- The signed MOU is submitted to the Consortium;
- The Charter and Advisory States agree to and adhere to the requirements of the governance;
- The Chief State School Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Executive Committee with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Charter State or from a Charter State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Executive Committee with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) CHARTER STATE SIGNATURE BLOCK for the Enhanced Assessment Program Kindergarten Entry Assessment Grant Application Assurances *(Required from all "Charter States" in the Consortium.)* As a Charter State in the Consortium, I have read and understand the roles and responsibilities of Charter States, and agree to be bound by the statements and assurances made in the application.	
State Name:	
Chief State School Officer (Printed Name):	Telephone:
Signature of the Chief State School Officer:	Date:

(h)(i)(B) ADVISORY STATE SIGNATURE BLOCK for the Enhanced Assessment Program Kindergarten Entry Assessment Grant Application Assurances

(Required from all "Advisory States" in the Consortium.)

As an Advisory State in the Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.
I further certify that as an Advisory State I am fully committed to the application and will support its implementation. *

State Name:
Commonwealth of Massachusetts

Chief State School Officer (Printed Name):
Mitchell D. Chester, Ed.D.

Telephone:
(781) 338-3100

Signature of the Chief State School Officer:
(b)(6)

Date:
7-2-13

*See attached Addendum

Addendum

Massachusetts seeks to participate as an Advisory State in the Enhanced Assessment Grants Program as described on page 5 of this MOU:

- Has not fully committed to any Consortium but supports the work of this Consortium.
- Participates in all Consortium activities but does not have a vote unless the Executive Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue.
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the Kindergarten Entry Assessment.

Massachusetts also commits to the following member state responsibilities, as contained in part (b) on page 4 of this MOU:

- Adhere to the governance as outlined in this document.
- Agree to support the decisions of the Consortium.
- Agree to follow agreed-upon timelines.
- Be willing to participate in the decision-making process and, if a Charter State, final decision.

Participating as an Advisory State will enable Massachusetts to consider the possibility of changing roles in the Consortium (as outlined on page 7 of this MOU). In the event that Massachusetts requests a status change in the Consortium and seeks to become a Charter State, Massachusetts will commit to the following additional responsibilities contained in part (b) on page 4 of this MOU:

- Adopting and fully implementing statewide the common Kindergarten Entry Assessment no later than December 31, 2017, and
- Adopting a set of essential skills and knowledge that are based on early learning and development standards that are substantially identical across all States no later than the 2016–2017 school year.

As a Advisory state in this Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application including the attached addendum.

State Name: Commonwealth of Massachusetts

Chief State School Officer (Printed Name): Mitchell D. Chester, Ed.D. Telephone (781) 338-3100

Signature of the Chief State School Officer: (b)(6) Date: 7-2-13

Memorandum of Understanding

Maryland State Department of Education

Enhanced Assessment Instruments Grants Program—Enhanced Assessment Instruments—Kindergarten Entry Assessment Competition

CFDA Number: 84.368

This Memorandum of Understanding ("MOU") is entered as of **July 3, 2013**, by and between the **Maryland State Department of Education** (the "Consortium") and the **State of Michigan**, which has elected to participate in the Consortium as (check one)

_____ A **Charter** State (description in section e),

OR

__X__ An **Advisory** State (description in section e),

pursuant to the Early Learning Collaborative Efforts Among States for the Enhanced Assessment Program for the Kindergarten Entry Assessment Competition Grant Application, henceforth referred to as the "Program," as published in the Federal Register on May 23, 2013 (78 FR 31344-31365).

Background

Beginning in May 2012, Ohio Department of Education (ODE) and Maryland State Department of Education (MSDE) entered into a formal collaboration after each was awarded the Race to the Top Early Learning Challenge Grant (RTT-ELC) in December 2011. In response to the solicitation for proposals regarding the RTT-ELC, ODE and MSDE formally collaborated to develop the Early Childhood- Comprehensive Assessment System (EC-CAS). MSDE and ODE agreed to be accountable for the following activities from May 2012 to December 31, 2015 throughout the term of the RTT-ELC grant:

- Establish the governance and management infrastructure for the EC-CAS project,
- Developing and implementing a management plan which includes the recruitment of staff, fiscal and legal management procedures, and ongoing planning toward the accomplishment of the project goals;
- Develop a Kindergarten Entry Assessment (KEA) and formative assessments (36-72 months) to be fully implemented in both states by 2014-15;
- Develop and implement professional development for the administration and use of the assessment;

- Develop and deploy technology infrastructure for the EC-CAS project; and
- Implement stakeholder communication to measure the impact of the KEA and formative assessment on the efficacy of learning.
- Establishing a Technical Advisory Council with national experts, coordinated by the Council of Chief State School Officers. The 12-member Council will jointly be selected by Ohio and Maryland and will provide technical expert advice to the Collaboration.
- Establishing and engaging state advisory committees, one in Ohio and one in Maryland as subcommittees to the Maryland and Ohio Early Childhood Advisory Councils;
- Disseminating information jointly about the development and implementation of the EC-CAS project to national audiences.

The aforementioned activities, referred to as EC-CAS Version 1.0, will form the basis of the EAG proposal. The proposed plan, submitted by MSDE on behalf of the following states [list of states], describes the enhancement of the existing Version 1.0. Work activities related to EC-CAS Version 1.0, to be completed by December 2015, will be governed only by the two founding states.

Any state that joined ODE and MSDE as a Charter State under the proposed EAG plan, may enter into a separate agreement with ODE and MSDE to implement EC-CAS Version 1.0. The costs of the implementation will be borne by the state.

The purpose of this MOU is to

(a) Describe the Consortium vision and principles,
(b) Detail the responsibilities of States in the Consortium,
(c) Detail the responsibilities of the Consortium,
(d) Describe the management of Consortium funds,
(e) Describe the governance structure and activities of States in the Consortium,
(f) Describe State entrance, exit, and status change, and
(g) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
    (i)(A) Charter State Assurance
    OR
    (i)(B) Advisory State Assurance

(a) Consortium Vision and Principles

The Consortium's priorities for a next generation early childhood Comprehensive Assessment System for preschool and kindergarten programs are rooted in a concern for the valid, reliable, and fair assessment of learning and development across the essential domains of school readiness. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, families, teachers, school administrators, early learning providers, members of the public, and policymakers.

The Consortium intends to build a system of assessment, particularly a Kindergarten Entry Assessment (KEA), based upon the essential domains of school readiness with the intent that a summative assessment of a child's learning and development at kindergarten entry is provided for all students across this Consortium of States. The Consortium recognizes the need for a system of summative and formative assessments that are organized around early learning and development standards that measure the full range of skills across the essential domains of school readiness. These assessments shall support high-quality learning, have the capacity to guide individualized instruction, can be reported to and understood by all stakeholders, and provide information that can be incorporated into a state's early learning data system. The efforts of the Consortium will be organized to accomplish these goals.

The Kindergarten Entry Assessment developed by the Consortium will include the following key elements and principles:

1. The KEA that will be grounded in a set of early learning and development standards.
2. The KEA will measure the full range of the early learning and development standards across all essential domains of school readiness, including a set of levels of performance that encompass what a child knows and is able to do for each level.
3. The KEA will use multiple methods, including selected-response, performance-task, and observational items, to measure performance and development across the essential domains of school readiness, with each making a significant contribution to the overall comprehensive kindergarten readiness score.
4. Technology will be used to collect data and in the process of administering the assessment. Technology applications will be designed to maximize interoperability across user platforms.

5. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for dual language learners and children with disabilities or developmental delays.

(b) Responsibilities of States in the Consortium

Each State that is a member of the Consortium in 2013–2017 agrees to the following:

- Adopt and fully implement statewide the common Kindergarten Entry Assessment no later than December 31, 2017,
- Adopt a set of essential skills and knowledge that are based on early learning and development standards that are substantially identical across all States no later than the 2016–2017 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Charter State, final decision.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2016-17 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types to assess all the essential domains of school readiness with each domain making a significant contribution to the overall comprehensive score.

2. An assessment system that incorporates a required Kindergarten Entry Assessment with optional formative components which provides accurate assessment of all children (as defined in the Federal notice) including children with disabilities or developmental delays and dual language learners.

3. Psychometrically sound scaling and equating procedures based on multiple methods of assessment that provide reliable, valid, and fair scores for children and groups that can be used to evaluate school readiness; guide individualized instruction; and better understand the effectiveness and professional development needs of teachers, principals, and early learning providers.

4. An assessment system that is designed to incorporate technology in the collection of data and process of assessing that is cost-effective to administer, maintain, and enhance.

5. A Kindergarten Entry Assessment that can be a component of a State's student assessment system, include the State's comprehensive early learning assessment system, and provide data that can be incorporated into a State's longitudinal data system.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Maryland, acting in the role of Lead Procurement State/Lead State. Additionally, Maryland is prepared to follow the guidelines for grant management and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements.

(e) Governance Structure and Activities of States in the Consortium

Total State Membership

The Total State Membership of the Consortium includes Charter and Advisory States, with Maryland serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Charter** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium receiving a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Executive Committee,
- Participates in the final decision-making of the following:
    - Changes in Governance and other official documents,
    - Specific Design elements, and
    - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Executive Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the Kindergarten Entry Assessment.

Executive Committee

The Executive Committee is comprised of one representative from each Charter State in the Consortium. Committee members may be a chief or his/her designee. Executive Committee Members must meet the following criteria:

- Be from a Charter State,
- Have prior experience in either the design or implementation of curriculum, standards, and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison to the Total State Membership.

Executive Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,
- Determine the issues to be presented to the Charter and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State (Maryland),
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State (Maryland).

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus must be passed with a 2/3 majority vote. Each Charter State will have one vote.

(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Maryland) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Consortium is assured when:

- The level of membership is declared and signature is secured on the MOU from the Chief State School Officer;
- The signed MOU is submitted to the Consortium;
- The Charter and Advisory States agree to and adhere to the requirements of the governance;
- The Chief State School Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Executive Committee with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Charter State or from a Charter State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Executive Committee with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) CHARTER STATE SIGNATURE BLOCK for the Enhanced Assessment Program Kindergarten Entry Assessment Grant Application Assurances *(Required from all "Charter States" in the Consortium.)* As a Charter State in the Consortium, I have read and understand the roles and responsibilities of Charter States, and agree to be bound by the statements and assurances made in the application.	
State Name:	
Chief State School Officer (Printed Name):	Telephone:
Signature of the Chief State School Officer:	Date:

(h)(i)(B) ADVISORY STATE SIGNATURE BLOCK for the Enhanced Assessment Program Kindergarten Entry Assessment Grant Application Assurances

(Required from all "Advisory States" in the Consortium.)

As an Advisory State in the Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.
I further certify that as an Advisory State I am fully committed to the application and will support its implementation.

State Name: Michigan	
Chief State School Officer (Printed Name): Michael P. Flanagan	Telephone: 517.241.0494
Signature of the Chief State School Officer: (b)(6)	Date: 1-3-13

Memorandum of Understanding

Maryland State Department of Education

Enhanced Assessment Instruments Grants Program—Enhanced Assessment Instruments—Kindergarten Entry Assessment Competition

CFDA Number: 84.368

This Memorandum of Understanding ("MOU") is entered as of **June 28, 2013**, by and between the **Maryland State Department of Education** (the "Consortium") and the **State of Nevada**, which has elected to participate in the Consortium as (check one)

__X___ A **Charter** State (description in section e),

OR

_____ An **Advisory** State (description in section e),

pursuant to the Early Learning Collaborative Efforts Among States for the Enhanced Assessment Program for the Kindergarten Entry Assessment Competition Grant Application, henceforth referred to as the "Program," as published in the Federal Register on May 23, 2013 (78 FR 31344-31365).

Background

Beginning in May 2012, Ohio Department of Education (ODE) and Maryland State Department of Education (MSDE) entered into a formal collaboration after each was awarded the Race to the Top Early Learning Challenge Grant (RTT-ELC) in December 2011. In response to the solicitation for proposals regarding the RTT-ELC, ODE and MSDE formally collaborated to develop the Early Childhood- Comprehensive Assessment System (EC-CAS). MSDE and ODE agreed to be accountable for the following activities from May 2012 to December 31, 2015 throughout the term of the RTT-ELC grant:

- Establish the governance and management infrastructure for the EC-CAS project,
- Developing and implementing a management plan which includes the recruitment of staff, fiscal and legal management procedures, and ongoing planning toward the accomplishment of the project goals;
- Develop a Kindergarten Entry Assessment (KEA) and formative assessments (36-72 months) to be fully implemented in both states by 2014-15;
- Develop and implement professional development for the administration and use of the assessment;

- Develop and deploy technology infrastructure for the EC-CAS project; and
- Implement stakeholder communication to measure the impact of the KEA and formative assessment on the efficacy of learning.
- Establishing a Technical Advisory Council with national experts, coordinated by the Council of Chief State School Officers. The 12-member Council will jointly be selected by Ohio and Maryland and will provide technical expert advice to the Collaboration.
- Establishing and engaging state advisory committees, one in Ohio and one in Maryland as subcommittees to the Maryland and Ohio Early Childhood Advisory Councils;
- Disseminating information jointly about the development and implementation of the EC-CAS project to national audiences.

The aforementioned activities, referred to as EC-CAS Version 1.0, will form the basis of the EAG proposal. The proposed plan, submitted by MSDE on behalf of the following states [list of states], describes the enhancement of the existing Version 1.0. Work activities related to EC-CAS Version 1.0, to be completed by December 2015, will be governed only by the two founding states.

Any state that joined ODE and MSDE as a Charter State under the proposed EAG plan, may enter into a separate agreement with ODE and MSDE to implement EC-CAS Version 1.0. The costs of the implementation will be borne by the state.

The purpose of this MOU is to

(a) Describe the Consortium vision and principles,
(b) Detail the responsibilities of States in the Consortium,
(c) Detail the responsibilities of the Consortium,
(d) Describe the management of Consortium funds,
(e) Describe the governance structure and activities of States in the Consortium,
(f) Describe State entrance, exit, and status change, and
(g) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
    (i)(A) Charter State Assurance
    OR
    (i)(B) Advisory State Assurance

(a) Consortium Vision and Principles

The Consortium's priorities for a next generation early childhood Comprehensive Assessment System for preschool and kindergarten programs are rooted in a concern for the valid, reliable, and fair assessment of learning and development across the essential domains of school readiness. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, families, teachers, school administrators, early learning providers, members of the public, and policymakers.

The Consortium intends to build a system of assessment, particularly a Kindergarten Entry Assessment (KEA), based upon the essential domains of school readiness with the intent that a summative assessment of a child's learning and development at kindergarten entry is provided for all students across this Consortium of States. The Consortium recognizes the need for a system of summative and formative assessments that are organized around early learning and development standards that measure the full range of skills across the essential domains of school readiness. These assessments shall support high-quality learning, have the capacity to guide individualized instruction, can be reported to and understood by all stakeholders, and provide information that can be incorporated into a state's early learning data system. The efforts of the Consortium will be organized to accomplish these goals.

The Kindergarten Entry Assessment developed by the Consortium will include the following key elements and principles:

1. The KEA that will be grounded in a set of early learning and development standards.
2. The KEA will measure the full range of the early learning and development standards across all essential domains of school readiness, including a set of levels of performance that encompass what a child knows and is able to do for each level.
3. The KEA will use multiple methods, including selected-response, performance-task, and observational items, to measure performance and development across the essential domains of school readiness, with each making a significant contribution to the overall comprehensive kindergarten readiness score.
4. Technology will be used to collect data and in the process of administering the assessment. Technology applications will be designed to maximize interoperability across user platforms.

5. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for dual language learners and children with disabilities or developmental delays.

(b) Responsibilities of States in the Consortium

Each State that is a member of the Consortium in 2013–2017 agrees to the following:

- Adopt and fully implement statewide the common Kindergarten Entry Assessment no later than December 31, 2017,
- Adopt a set of essential skills and knowledge that are based on early learning and development standards that are substantially identical across all States no later than the 2016–2017 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Charter State, final decision.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2016-17 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types to assess all the essential domains of school readiness with each domain making a significant contribution to the overall comprehensive score.

2. An assessment system that incorporates a required Kindergarten Entry Assessment with optional formative components which provides accurate assessment of all children (as defined in the Federal notice) including children with disabilities or developmental delays and dual language learners.

3. Psychometrically sound scaling and equating procedures based on multiple methods of assessment that provide reliable, valid, and fair scores for children and groups that can be used to evaluate school readiness; guide individualized instruction; and better understand the effectiveness and professional development needs of teachers, principals, and early learning providers.

4. An assessment system that is designed to incorporate technology in the collection of data and process of assessing that is cost-effective to administer, maintain, and enhance.

5. A Kindergarten Entry Assessment that can be a component of a State's student assessment system, include the State's comprehensive early learning assessment system, and provide data that can be incorporated into a State's longitudinal data system.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Maryland, acting in the role of Lead Procurement State/Lead State. Additionally, Maryland is prepared to follow the guidelines for grant management and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements.

(e) Governance Structure and Activities of States in the Consortium

Total State Membership

The Total State Membership of the Consortium includes Charter and Advisory States, with Maryland serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Charter** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium receiving a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Executive Committee,
- Participates in the final decision-making of the following:
    - Changes in Governance and other official documents,
    - Specific Design elements, and
    - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Executive Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the Kindergarten Entry Assessment.

Executive Committee

The Executive Committee is comprised of one representative from each Charter State in the Consortium. Committee members may be a chief or his/her designee. Executive Committee Members must meet the following criteria:

- Be from a Charter State,
- Have prior experience in either the design or implementation of curriculum, standards, and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison to the Total State Membership.

Executive Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,
- Determine the issues to be presented to the Charter and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State (Maryland),
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State (Maryland).

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus must be passed with a 2/3 majority vote. Each Charter State will have one vote.

(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Maryland) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Consortium is assured when:

- The level of membership is declared and signature is secured on the MOU from the Chief State School Officer;
- The signed MOU is submitted to the Consortium;
- The Charter and Advisory States agree to and adhere to the requirements of the governance;
- The Chief State School Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Executive Committee with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Charter State or from a Charter State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Executive Committee with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) CHARTER STATE SIGNATURE BLOCK for the Enhanced Assessment Program Kindergarten Entry Assessment Grant Application Assurances *(Required from all "Charter States" in the Consortium.)* As a Charter State in the Consortium, I have read and understand the roles and responsibilities of Charter States, and agree to be bound by the statements and assurances made in the application.	
State Name: NEVADA	
Chief State School Officer (Printed Name): Rorie Fitzpatrick, Interim State Superintendent	Telephone:
Signature of the Chief State School Officer: (b)(6) for / Rorie Fitzpatrick	Date: 6/28/13

(h)(i)(B) ADVISORY STATE SIGNATURE BLOCK for the Enhanced Assessment Program Kindergarten Entry Assessment Grant Application Assurances *(Required from all "Advisory States" in the Consortium.)* As an Advisory State in the Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application. I further certify that as an Advisory State I am fully committed to the application and will support its implementation.	
State Name:	
Chief State School Officer (Printed Name):	Telephone:
Signature of the Chief State School Officer:	Date:

Rolf H. Grafwallner, Ph.D.
Maryland State Department of Education
Division of Early Childhood Development
200 West Baltimore St.
Baltimore, MD. 21201
410-767-0335 (voice)
rgrafwal@msde.state.md.us

Education and Professional Preparation

May 1982	Magister Artium, Ludwig Maximilian University Munich, Munich, Germany Major: Political Science, Sociology Minor: Theoretical Linguistics
May 1986	Master in Education, Millersville University, Millersville, PA Elementary and Early Childhood Education
May 1994	Doctor of Philosophy, University of Maryland-College Park, College Park, MD Education Policy and Administration (EDPA)
May 1986	Professional Teaching Certificate – Elementary, Commonwealth of Pennsylvania
July 2004	Administrator I/II Professional Certificate, State of Maryland

Professional Experience

July 2005 - Present
Assistant State Superintendent
Division of Early Childhood Development
Maryland State Department of Education, Baltimore, MD
Responsible for leadership and overall coordination of all early childhood programs and initiatives in Maryland.

1995 - 2005
Coordinator, Early Learning Programs
Division of Instruction
Maryland State Department of Education, Baltimore, MD
Responsible for leadership and coordination of the state's early learning framework and curricular support to local school systems.

1994-1995
Program Specialist for Early Intervention Services
Division of Instruction
Maryland State Department of Education, Baltimore, MD
Development and implementation of the Early Intervention and Prevention Services Initiative.

1987-1994
Program Director

Bryant Early Learning Center
UCM, Inc. Alexandria, VA
Responsible for the design, development, and maintenance of a comprehensive early learning program for children, birth to 5.

Committees and Professional Associations:

2012	Early Learning Fellow, National Association of State Legislators
2006-07	Co-chair, Maryland Task Force on Universal Preschool Education
2002–06	State Team Leader, Mid-Atlantic Early Childhood Education Network, Council of Chief State School Officers
2003-04	Member, Maryland Partnership for Teaching and Learning K-16
2000-02	Member, Leadership in Action Program, Annie E. Casey Foundation and Center for Excellence in Government
2000	Chair, Annual International Conference and Exhibition, Association for Childhood Education International, Baltimore, MD
1999	Member, International Symposium on Early Childhood Education and Care for the 21st Century, Ruschlikon, Switzerland
1997	Chair, ACEI International Seminar, Munich, Germany
1996-98	President, Metro Washington Governing Board, Association for Childhood Education International

Selected Papers and Publications:

Swick, K.; Grafwallner, R.; Cockey, M.; Roach, J.; Davidson, S.; Mayor, M. & Gardner, N. (1997). On board early: Building string family-school relations. *Early Childhood Education Journal*. 24, 4. 269-273.

Swick, K.; Grafwallner, R.; Cockey, M. & Barton, P. (1998). Parents as leaders in nurturing family-school involvement. *Contemporary Education*,70, 1. 47-50.

Swick, K.; Grafwallner, R.; Talbert, C. (1998). Enriching children and parents through school-community partnerships. *Community Education Journal*. 25, 3. 5-12.

Fontaine, N., Grafwallner, R.; Torre, D. L. (2006). Effects of quality early care on school readiness skills of children at risk. *Early Child Development and Care*. 176, 1. 99-109.

Fontaine, N.; Grafwallner, R.; Torre, D. L. (2006). Increasing quality in care and learning environments. *Early Child Development and Care*. 176, 2. 157-169.

Grafwallner, R. (2008). Report on the symposium on preschool – the first step in education. *Childhood Education*. 84, 4. 222.

Grafwallner, R. (2009). Anwendung eines Qualitaetstandard-Systems im Bereich der Fruehpaedagogik und Kinderbetreuung – Fallstudie eines US-Staates. In Karin Altgeld und Sybille Stoebe-Blossey (eds.) *Qualitaetsmanagement in der fruehkindlichen Bildung, Erziehung, und Betreuung*. Duesburg: VS Verlag fuer Sozialwissenschaften.

Grafwallner, R.& Raymond, D. (2004). *Creating career paths for early childhood professionals in Maryland: A retrospective*. Unpublished paper for The Education Trust.

Grafwallner, R. (2006). *The Maryland model for school readiness (MMSR) kindergarten assessment: A large-scale early childhood assessment project to establish a statewide instructional accountability system.* Unpublished paper for the National Early Childhood Accountability Task Force.

Grafwallner, R. *Maryland Cooperative Agreement to merge data files to research the effect of subsidy program on school readiness*. (2008). Principal Investigator.

Stephanie K. Siddens

Office of Early Learning and School Readiness
Ohio Department of Education
25 S. Front Street, Mail Stop #208
Columbus, OH 43215
Email: stephanie.siddens@education.ohio.gov
Phone: (614) 995-3449

Education

Ph.D., 1999, The University of Iowa, Educational Psychology
Dissertation Title: "A Case Study of the Contribution of Situated Cognition to Evaluation Activities Designed to Promote Evaluation Utilization."

B.A., 1994, Coe College, Psychology, *magna cum laude*, Phi Beta Kappa

Professional Experience

Director, *2011–Present*
Office of Early Learning and School Readiness
Ohio Department of Education, Ohio
Directs and manages the operations, programs, and initiatives in the Office of Early Learning and School Readiness, to ensure that all children enter kindergarten ready to be successful academically, socially, emotionally, and physically. Administers and monitors state- and federally funded public preschool programs, including public preschool for children from low-income families and preschool special education for children with disabilities. Directs the licensure of public district and chartered non-public-school preschool and school-age child-care programs for safety and health compliance. Directs the implementation of Ohio's Race to the Top Early Learning Challenge Grant. Manages and directs $131 million budget. Oversees and supervises 17 internal staff. Coordinates and participates in interagency workgroups and committees.

Assistant Director, *2006–2011*
Office of Early Learning and School Readiness
Ohio Department of Education, Ohio
Directed, coordinated, and planned assessment, evaluation, and research for state-funded early childhood education programs targeting children in poverty and children with disabilities. Designed and implemented early childhood education accountability system. Selected and implemented statewide program quality measures and child and family outcome measures for early childhood education programs. Designed and oversaw data collection systems. Produced written and oral reports of assessment, evaluation, and research results for internal and external decision-makers and stakeholders. Participated in interagency workgroups and committees. Supervised office personnel and external contractors.

Assessment and Evaluation Specialist, *2005–2006*
The College of Wooster, Ohio
Researched, designed, and implemented assessment and evaluation procedures to study special higher education programs and projects. Provided quantitative and qualitative data collection and analyses. Consulted with and provided technical assistance to faculty regarding assessment and evaluation activities.

Supervisor/Coordinator of Program Evaluation, *2003–2005*
Office of Program Evaluation, Department of Planning and Assessment
Prince William County Public Schools, Virginia
Supervised and coordinated Office of Program Evaluation personnel and consultants. Planned and managed office budget. Designed, conducted, and prioritized program evaluations of K–12 school improvement programs. Produced written and oral reports of evaluation results for various audiences internal and external to the school system. Conducted workshops on evaluation design and use of data for strategic planning. Designed and

conducted systemwide surveys and other data collection measures for assessment of strategic plan goals. Reviewed and facilitated associate superintendents' and principals' use of local school accountability model. Provided technical advice as member of school system Strategic Planning Committee that implements performance excellence criteria established in the Malcolm Baldrige National Quality Program. Reviewed all external requests to conduct research within the school district.

Program Evaluation Specialist, *1999–2003*
Office of Program Evaluation, Department of Educational Accountability
Fairfax County Public Schools, Virginia
Lead evaluator for multiyear evaluations of elementary and secondary instructional programs. Designed and conducted program evaluations, including instrument development, data collection, qualitative and quantitative data analysis, use of SPSS, report writing, and presentation of evaluation findings to audiences internal and external to the school system. Developed and maintained evaluation budget. Hired, monitored, and trained consultants contracted to assist with program evaluations. Promoted school staff members' utilization of evaluation results via school-level reports and evaluation-data interpretation workshops. Facilitated community meetings on various topics, including school boundaries and modified school calendar. Provided technical support as member of a division strategic target committee. Provided technical assistance in the development of a divisionwide system for program accountability.

Research Assistant, *1994–1999*
Center for Evaluation and Assessment, College of Education
The University of Iowa
Oversaw all aspects of educational program evaluation, including project management; evaluation design; survey and interview protocol development; data collection, including conducting phone interviews, focus-group interviews, survey administration, and onsite observations; coding of observational, videotape, interview, and survey data; data preparation and entry; data analysis using SAS; behavioral transcript analysis; and evaluation report writing.

Specialized Skills and Experience

Data Analysis: Qualitative and quantitative data. Proficient use of SPSS.
Data Presentation: Use of PowerPoint, Word, and other tools to present research and evaluation results.
Data Utilization: Training of state and school-based staff to use data for strategic planning and decision-making.
Accountability System Design and Implementation: Program accountability systems for decision-makers at various organizational levels, from administrators to teachers.
Data Collection System Design and Implementation: Creating business requirements for development of integrated web-based data collection system for collection of program, classroom, teacher, and student-level data.
Group Facilitation: Focus-group and nominal-group techniques.
Survey Design: Use of SurveyMonkey, Zoomerang, and Vovici.

Honors and Awards

Rising Star Award, *December 2009*
Ohio Department of Education

Star Achievement Award, *June 2009*
Ohio Department of Education

Above and Beyond the Call of Duty Award, *March 2003*
Fairfax County Public Schools
Awarded by the Leadership Team for extraordinary contributions and outstanding service in support of the mission of the school **Outstanding Performance Award**, *November 2002*
Fairfax County Public Schools

T. Anne Cleary Psychological Research Scholarship, *May 1999*
College of Education, The University of Iowa
Awarded annually to an outstanding doctoral student in the area of educational psychology, educational measurement and statistics, school psychology, counseling psychology, or instructional design and technology.

Professional Organizations and Service

Member, National Association of Early Childhood Specialists in State Departments of Education

Member, Early Childhood Education Assessment, State Collaborative on Assessment and Student Standards, Council of Chief State School Officers

Presentations and Publications

Kagan, S. L., Siddens, S. K., & Leatherman, A. (2012, April). *On eggs and hens: Keeping our eyes on what matters.* Presentation at the 2012 Ohio Early Care and Education Conference, Columbus, OH.

Siddens, S. K., & Leatherman, A. (2012, April). *Ohio's Race to the Top Early Learning Challenge grant.* Presentation at the 2012 Ohio Early Care and Education Conference, Columbus, OH.

Zajano, N. C., & Siddens, S. K. (2010, May). *Using evaluation results in a statewide preschool initiative.* Presentation at the Ohio Program Evaluators Group Meeting, Columbus, OH.

Marable, J., Baker, L., & Siddens, S. K. (2010, April). *Early childhood education program and comprehensive continuous improvement planning.* Presentation at the 2010 Ohio Early Care and Education Conference, Columbus, OH.

Siddens, S. K., Baker, L., & Sanders, T. (2009, May). *An introduction to the Early Language and Literacy Classroom Observation Tool (ELLCO).* Presentation at the 2009 Ohio Early Care and Education Conference, Columbus, OH.

Siddens, S. K. (2008, April). *Taking preschool seriously: Ohio's early learning data.* Presentation at the 2008 Ohio Early Care and Education Conference, Columbus, OH.

Siddens, S. K., & Tang, M. (2007, April). *Early learning programs: What does our data show?* Presentation at the 2007 Ohio Early Care and Education Conference, Columbus, OH.

Siddens, S. K., & Rudisill, J. P. (2005, November). *Fusing perspectives and seeing more: A philosopher and an evaluator think together about social justice and public education.* Roundtable presented at the Annual Meeting of the Evaluation Association, Toronto, Canada.

Coyne Cassata, J., & Siddens, S. K. (2004, November). *Can you please them all? Prioritizing the evaluation needs of educational program stakeholders.* Paper presented at the Annual Meeting of the American Evaluation Association, Atlanta, GA.

Siddens, S. K. (2004, November). *Evaluating middle school reading and mathematics remediation programs.* Roundtable session presented at the Annual Conference of the Virginia Association of Test Directors, Richmond, VA.

Coyne Cassata, J., & Siddens, S. K. (2003, November). *What do we do now that the evaluation is over? Methods for transitioning program staff from program evaluation to program monitoring.* Paper presented at the Annual Meeting of the American Evaluation Association, Reno, NV (ERIC Document Reproduction Service No. ED481655).

Siddens, S. K., Zhang, Z., & Sutherland, S. (2003, November). *The art of program evaluation: Approaches and Techniques.* Panel session presented at the Annual Joint Conference of the Virginia Association of Test Directors and the Virginia Educational Research Association, Richmond, VA.

Presentations and Publications (cont'd)

Siddens, S. K., Zhang, Z., & Sutherland, S. (2003, November). *Fostering programs from the inside: Using evaluation to build capacity.* Panel session presented at the Annual Joint Conference of the Virginia Association of Test Directors and the Virginia Educational Research Association, Richmond, VA.

Coyne Cassata, J., & Siddens, S. K. (2002, November). *Influencing the system from within: Challenges for the internal evaluator.* Presidential Strand roundtable session presented at the Annual Meeting of the American Evaluation Association, Washington, DC.

Siddens, S. K., & Zhang, Z. (2002, November). *Strategies for promoting use of evaluation results by school administrators and teachers involved in a large multi-site program evaluation.* Presidential Strand demonstration session presented at the Annual Meeting of the American Evaluation Association, Washington, DC.

Sutherland, S., Siddens, S. K., Zhang, Z., & Allen, A. (2002, November). *Program evaluation: How do we use the results?* Panel session presented at the Annual Joint Conference of the Virginia Association of Test Directors and the Virginia Educational Research Association, Richmond, VA.

Siddens, S. K. (2001, November). *Utilization of evaluation results as learning: Learning about programs and learning to value evaluation.* Paper presented at the Annual Meeting of the American Evaluation Association, St. Louis, MO.

Wade, R., Vanden Berk, E., & Siddens, S. (2000). Issues involved in faculty implementation of community service-learning in teacher education. *National Society for Experimental Education Quarterly, 26*(2), 8–15.

Siddens, S. K. (1999, November). *The contribution of situated cognition to evaluation utilization.* Paper presented at the Annual Meeting of the American Evaluation Association, Orlando, FL.

Vanden Berk, E., Coyne Cassata, J., Moye, M. J., Yarbrough, D. B., & Siddens, S. K. (1999, November). *Teaching and learning: Highlighting the parallels between education and participatory evaluation.* Paper presented at the Annual Meeting of the American Evaluation Association, Orlando, FL (ERIC Document Reproduction Service No. ED 435684).

Moye, M. J., Vanden Berk, E., Siddens, S. K., Ban, J., & Yarbrough, D. B. (1999, April). *Results of a teacher-centered approach for technology training in the classroom.* Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Yarbrough, D. B., Siddens, S. K., Ban, J., Arce, A., & Kearney, J. M. (1998, April). *Evaluation results of a nine-site program to recruit pre-college minority students for teaching careers.* Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Siddens, S. K., Kearney, J. M., & Yarbrough, D. B. (1997, March). *Qualitative evaluation results of a national program to recruit precollege minority students for teaching careers.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL (ERIC Document Reproduction Service No. ED410278).

Evaluation Reports

Siddens, S. K. (2005, February). *Middle School Remediation Program evaluation report, 2003–2004.* Manassas, VA: Office of Program Evaluation, Department of Planning and Assessment, Prince William County Public Schools.

Siddens, S. K. (2003, March). *International Baccalaureate Middle Years Program interim evaluation report year 3, 2001–2002.* Falls Church, VA: Office of Program Evaluation, Department of Educational Accountability, Fairfax County Public Schools.

Siddens, S. K. (2003, February). *Success by Eight final report phase I schools 1998–2002.* Falls Church, VA: Office of Program Evaluation, Department of Educational Accountability, Fairfax County Public Schools.

Siddens, S. K. (2003, February). *Success by Eight interim report phase II schools 2001–2002.* Falls Church, VA: Office of Program Evaluation, Department of Educational Accountability, Fairfax County Public Schools.

Siddens, S. K. (2002, March). *International Baccalaureate Middle Years Program interim evaluation report years 1–2, 1999–2000 and 2000–2001.* Falls Church, VA: Office of Program Evaluation, Department of Educational Accountability, Fairfax County Public Schools.

Siddens, S. K. (2002, March). *Success by Eight interim report phase I and phase II schools 2000–2001.* Falls Church, VA: Office of Program Evaluation, Department of Educational Accountability, Fairfax County Public Schools.

Siddens, S. K., & Sockwell, R. V. (2001, April). *Success by Eight interim report phase I and phase II schools 1999–2000.* Falls Church, VA: Office of Program Evaluation, Department of Educational Accountability, Fairfax County Public Schools.

Yarbrough, D. B., Siddens, S. K., Coyne Cassata, J., Vanden Berk, E., & Moye, M. J. (1999, October). *First year evaluation report: Lila Wallace–Reader's Digest Fund Iowa Network Project.* Iowa City, IA: Center for Evaluation and Assessment, The University of Iowa.

Siddens, S. K., Hoeksema, T., Huizinga, S., Saladino, J., & Wolf, S. (1999, May). *Year 1 evaluation report: Business Career Academy—Academy West.* Iowa City, IA, and Davenport, IA: Center for Evaluation and Assessment, The University of Iowa, and West High School, Davenport Community School District.

Yarbrough, D. B., Ban, J., Bennett, M., Kearney, J. M., Siddens, S. K., & Vanden Berk, E. (1998, March). *Evaluation report: Davenport Community School District Classrooms for the Future.* Iowa City, IA: Center for Evaluation and Assessment, The University of Iowa.

Yarbrough, D. B., Siddens, S. K., Ban, J., Arce, A., & Kearney, J. M. (1997, April). *Final evaluation report 1993–1996: Consortium for Minorities in Teaching Careers Teacher Recruitment Projects.* Iowa City, IA: Center for Evaluation and Assessment, The University of Iowa.

References available upon request.

West

Headquarters: 730 Harrison Street, San Francisco, CA 94107-1242
Tel: 415-565-3000 Fax: 415-565-3012

STANLEY N. RABINOWITZ

SUMMARY OF RELATED EXPERIENCE

Dr. Stanley Rabinowitz is Senior Program Director of WestEd's Assessment & Standards Development Services (ASDS) program and Director of the Center on Standards and Assessment Implementation (CSAI) and the Smarter Balanced Assessment Consortium Project Management Partner (PMP). In these roles, Dr. Rabinowitz consults extensively on the design and implementation of new standards, assessment, and school/educator accountability systems with policymakers and assessment staff at national, regional, and state levels. Dr. Rabinowitz currently oversees the design and development of comprehensive assessment frameworks for the Arizona English Language Learner Assessment's kindergarten placement test and is the director of WestEd's assessment development work for the Early Childhood Comprehensive Assessment System that is being developed by the Maryland State Department of Education and the Ohio Department of Education, in conjunction with the Johns Hopkins University Center for Technology in Education. He has directed early childhood assessment alignment studies in the State of Louisiana, and he served as a member of the Common Core State Standards national validation committee. Prior to joining WestEd, Dr. Rabinowitz served as state assessment director for the New Jersey Department of Education.

EDUCATION

1990 Ph.D., Educational Psychology and Statistics, State University of New York at Albany, Albany, NY

1977 M.S., Educational Psychology and Statistics, State University of New York at Albany, Albany, NY

1975 B.A. (magna cum laude), Psychology (minor: English), Brooklyn College, Brooklyn, NY

PROFESSIONAL EXPERIENCE

1991–Present *Senior Program Director*, Assessment & Standards Development Services (ASDS); WestEd, San Francisco, CA

Director, Center on Standards and Assessment Implementation (CSAI) and Smarter Balanced Assessment Consortium Project Management Partner (PMP)

Director, Assessment and Accountability Comprehensive Center (2005-2012).

1988–1990 *Director of Statewide Assessment*, Bureau of Cognitive Skills
New Jersey Department of Education, Trenton, NJ

1983–1988 *Evaluation and Testing Specialist*
New Jersey Department of Education, Trenton, NJ

SELECTED PUBLICATIONS AND PRESENTATIONS

Rabinowitz, S. (2013). Forward Thinking: A Comprehensive View of Standards Implementation. Presentation at the Arizona Summit IV: Designing Comprehensive Evaluation Systems, Phoenix, AZ.

Rabinowitz, S. (2012). Issues of technical adequacy in measuring student growth for educator effectiveness. Presentation at the Arizona Summit III: Designing Comprehensive Evaluation Systems, Litchfield Park, AZ.

Rabinowitz, S. (2012). Next generation balanced assessment systems aligned to the Common Core State Standards. Presentation at the WestEd Board Policy Forum, San Francisco, CA.

Rabinowitz, S. (2012). Technical and policy issues in weighting multiple measures in educator effectiveness systems. Presentation at the Southwest Collaborative on Educator Effectiveness, Scottsdale, AZ.

Rabinowitz, S. (2011). Assessment for educator effectiveness: Central but not sufficient. *NCME Newsletter, 19*(2), 16–17.

Rabinowitz, S., Sato, E., & Berkes, E. (2011). *Choosing assessments for measuring student growth.* Paper prepared for the Student Growth Measure Task Force Office of the District of Columbia Public Schools (DCPS) State Superintendent.

Rabinowitz, S., Orland, M., & Berkes, E. (2010, March). *Next generation assessment systems: Comparison of the four assessment systems.* Presentation at the National Conference on Next Generation K–12 Assessment Systems, hosted by the Education Commission of the States (ECS) and the Council of the Great City Schools (CGCS), Washington, DC.

Rabinowitz, S. (2010, February 24). Next-generation assessment systems. *Education Week.*

Rabinowitz, S. (2007). *Assessment of English language learners under Title I and Title III: How one testing program can inform the other.* Paper developed for the U.S. Department of Education LEP Partnership.

Rabinowitz, S., & Sato, E. (2006). *The technical adequacy of assessment for alternate student populations: Guidelines for consumers and developers.* San Francisco, CA: WestEd.

Rabinowitz, S., Roeber, E., Schroeder, C., & Sheinker, J. (2006). *Creating aligned standards and assessment systems.* Paper developed for the CCSSO SCASS Comprehensive Assessment Systems for ESEA Title I (CAS). Washington, DC: Council of Chief State School Officers.

Rabinowitz, S. (2006, August). *Technical expectations of ELL student assessments and accommodations*. Presentation at the U.S. Department of Education LEP Partnership Meeting, Washington, DC.

Rabinowitz, S. (2005). *Challenges of value-added accountability models from multiple perspectives.* Paper presented at the CCSSO Annual Conference on Large-Scale Assessment, San Antonio, TX.

Rabinowitz, S. (2005). *Leading edge U.S. computer-based assessment developments and issues.* Presentation at the TASA Institute: Innovation in Testing Technology for Canadian Schools, Victoria, BC.

Rabinowitz, S., & Sato, E. (2005). *A technical review of high-stakes assessments for English-language learners.* San Francisco, CA: WestEd.

Rabinowitz, S., Ananda, S., & Bell, A. (2005). Strategies to assess the core academic knowledge of English language learners. *Journal of Applied Testing Technology, 7*(1), 1–12.

Rabinowitz, S. (2005, December). *Ideal statewide assessment system: Within and beyond NCLB*. Presentation to the New Jersey Department of Education Assessment Advisory Group.

Rabinowitz, S. (2004). Supplemental state and local accountability systems: Within and beyond NCLB. *NCME Newsletter, 12*(1).

Rabinowitz, S. (2004). The integration of secondary and postsecondary assessment systems: cautionary concerns. In W. Camara (Ed.), *Choosing students: Higher education admission tools for the 21st century*, Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Rabinowitz, S. (2003). *AYP for special populations: NCLB assessment and accountability provisions.* Presentation at the ECS State Leader Forum on Educational Accountability, Denver, CO.

Rabinowitz, S. (2003). *Pseudo-vertical scales: Can we have a little cake (and eat it too)?* Paper presented at the CCSSO Annual Conference on Large-Scale Assessment, San Antonio, TX.

Rabinowitz, S. (2003, October). *Design considerations for building out NCLB state assessment systems*. Presentation at the 2003 Edward F. Reidy, Jr., Interactive Lecture Series, Nashua, NH.

Rabinowitz, S. (2003, October). *Understanding standards: CTE standards past, present, and future.* Presentation at the CTE Technical Education Standards and Framework Advisory Group, Sacramento, CA.

Rabinowitz, S., & Ananda, S. (2002). *Assessment and accountability provisions for the No Child Left Behind Act: Key decision points for states*. Paper developed for the National Assessment and Accountability Work Group.

Rabinowitz, S., Wong, J., & Filby, N. (2002). *The role of effective assessment in supporting young readers.* San Francisco, CA: WestEd.

Rabinowitz, S., Marion, S., White, C., Carlson, D., Erpenbach, W. J., & Sheinker, J. (2002). *Making valid and reliable decisions in determining adequate yearly progress*. Washington, DC: Council of Chief State School Officers.

Rabinowitz, S. (2001). Meeting the needs for all students: The case for local assessment programs. *The School Administrator.*

Rabinowitz, S., & Ananda, S. (2001). *Building a workable accountability system: Key decision points for policymakers and educators*. San Francisco, CA: WestEd.

Rabinowitz, S., & Ananda, S. (2001). *Innovation as a casualty of reform: The negative correlation between high-stakes assessment and innovation*. Paper presented at the CCSSO Annual Conference on Large-Scale Assessment, Houston, TX.

Rabinowitz, S., & Brandt, T. (2001). *Computer-based assessment: Can it make good on its promise?* San Francisco, CA: WestEd.

Rabinowitz, S., Koehler, P., & Miyasaka, J. (2001). *AIMS as a high school graduation requirement: A report for the Arizona State Board of Education.* San Francisco, CA: WestEd.

Rabinowitz, S., Zimmerman, J., & Sherman, K. (2001). *Does high-stakes assessment affect student dropout rates?: Myth vs. reality*. San Francisco, CA: WestEd.

Rabinowitz, S., & Ananda, S. (2000). *A model statewide student assessment system to support school accountability*. Paper presented at the CCSSO Annual Conference on Large Scale Assessment, Snowbird Village, UT.

Rabinowitz, S., & Ananda, S. (2000). *Balancing local assessment with statewide testing: Building a program that meets student needs*. San Francisco; CA: WestEd.

Rabinowitz, S., & Ananda, S. (1999). *The high stakes of high-stakes testing*. San Francisco, CA: WestEd.

Rabinowitz, S., Rule, D., & Pruzek, R. M. (1998). Some new regression methods for predictive and construct validation. *Social Indicators Research*, *45*(1/3), 201–231.

Rabinowitz, S. (1997). *A comprehensive performance-based system to address work readiness.* In H. O'Neil (Ed.), *Workforce readiness: Competencies and assessment* (pp. 327–352). Mahwah, NJ: Lawrence Erlbaum Associates.

Rabinowitz, S. (1996). *Workplace readiness written communication assessment manual.* Washington, DC: Council of Chief State School Officers Workplace Readiness Assessment Consortium.

Rabinowitz, S. (1995). Beyond testing: A vision for an ideal school-to-work assessment system. *Vocational Education Journal, 70*(3), 27–29.

Rabinowitz, S., & Ananda, S. (1995). *Developing a comprehensive industry skills certification system.* Paper commissioned by the United States Department of Labor.

Rabinowitz, S., Ananda, S., & Carlos, L. (1995). *National skill standards: An essential component of workforce preparation and educational reform* (Far West Laboratory Policy Brief No. 22). San Francisco, CA: Far West Laboratory.

Rabinowitz, S. (1994). Building schoolwide capacity to use alternative assessment. *Assessment Matters, 3*(4), 3–4.

Rabinowitz, S., & Ananda, S. (1994). *Student assessment and youth apprenticeship: A series on school-to-work implementation.* Washington, DC: Council of Chief State School Officers.

Rabinowitz, S. (1991). *Security issues in large-scale assessment programs.* Paper presented at the AERA annual meeting, Chicago, IL.

Rabinowitz, S. (1990). *On the current challenge of authentic testing.* Paper presented at the Eric F. Gardner Conference annual meeting, Canandaigua, NY.

Rabinowitz, S. (1988). *Preparing to enter the twenty-first century: Revising New Jersey's statewide testing program.* New Jersey State Department of Education.

Rabinowitz, S. (1986). Some thoughts on critical thinking. *Teaching Thinking and Problem Solving,* 8, 5–10.

Rabinowitz, S., & Pruzek, R. M. (1981). A class of simple methods for exploratory structural analysis. *American Educational Research Journal,* 18, 173–189.

PROFESSIONAL AFFILIATIONS

- American Educational Research Association
- National Council on Measurement in Education

Jacqueline A. Nunn, Ed.D.

Professional Preparation (Education and Training)

Institution Attended	Degree	Graduation
Florida State University	B.S. in Social Welfare	1970
Virginia Commonwealth University	M.Ed. in Special Education	1971
Johns Hopkins University	Ed.D. in Human Communication and Its Disorders	1988

Appointments (Research and Professional Experience)

Position	Organization	Employment Dates
Director, Center for Technology in Education (CTE)	School of Education, Johns Hopkins University	1990 - Present
Professor and Associate Dean for Educational Technology	School of Education, Johns Hopkins University	2007- Present
Chair, Department of Technology in Education	School of Education, Johns Hopkins University	1997-2001
District Director, Preschool Special Education Program	Fairfax County Public Schools, VA	1975-1986
Teacher	Florida and Virginia School Districts	1970-1975

Publications

- Nunn, J.A., (2012). A Conceptual Design Document: The early childhood comprehensive assessment system development, implementation and evaluation report.
- Nunn, J.A., Mainzer, K.L. & Bautz, Annette M. (2009). Planning for a longitudinal data system: A needs assessment with PreK-16 stakeholders. *Educational Research Service,* 27, (1), 7-22.
- Mainzer, K.L., Castellani, J., Lowry, A.E., & Nunn, J.A. (2006). GLOBE Tech: Using technology to maximize classroom performance with team-based instruction. *Technology in Action,* 2 (1), 1-12.
- Nunn, J. A., Kadel, R. S., & Karpyn, A. E. (2002). A digital divide in Maryland. *The Electronic Journal of Communication/La Revue Electronique de Communication, 12* (2).
- Nunn, J. A. (2001). The teacher as advocate: Preparing teachers to uphold and embrace equal access legislation. *Virginia Society for Technology in Education Journal, 15* (2), 14-16.
- Nunn, J. A., Lowry, A. E., Peloff, D., & Pierrel, E. (2005). Communities and portfolios: Infusing Web-based tools into teacher preparation programs. In S. R. Rhine & M. Bailey (Eds.), *Transforming Learning through Technology* (pp. 79-92). Eugene, OR: ISTE.

Presentations

- Nunn, J.A., (February 2013). Tracking the Achievement of Children Receiving Part C Early Intervention Service into (Birth-3) Third Grade. *26th Annual Management Information Systems (MIS) Conference*, U.S. Department of Education/Institute of Education Services, National Center for Education Statistics, Washington, DC.

- Nunn, J.A. (May 2012). Gaming, Simulation and Technology for Learning. *Technology, Cognition, and Learning Summit*, JHU SOE Neuro-Education and Center for Technology in Education, Glass Pavilion, Homewood Campus.
- Nunn, J.A., (April 2012). Keeping Potential Dropouts in School: Lessons for Using Early Alert Data. CEC 2012 Convention & Expo, Council for Exceptional Children, Denver, CO.
- Otto, T., Nunn, J., (November 2011). *The Maryland Longitudinal Data System. Evaluation 2011: Values and Valuing in Education*, American Evaluation Association, Anaheim, CA
- Carran, D., Otto, T., Nunn, J., (July 2011). *Uses of Statewide Longitudinal Data Systems to Evaluate and Inform Programs, Policies, and Resource Allocations*. National Center for Educational Statistics Data Conference, US Department of Education, Institute for Education Sciences, Bethesda, MD.
- Nunn, J., Mawdsley, H., Otto, T., Carran, D., Heath-Baglin, (June 2011). *The Utility of a State-level Longitudinal Data System in Early Childhood Special Education: Linking Early Intervention Part C Services to School Readiness in Maryland.* NAEYC, Providence, RI.

Monographs and Policy Briefs

- Nunn, J.A., Carran, D.A., & Otto, T. (2010). The impact of early intervention on kindergarten readiness [Policy Brief]. Supported through grant awarded to MSDE by the U.S. Department of Education National Institute of Education Sciences Statewide Longitudinal Data Systems Program.
- Carran, D.A., Nunn, J.A., & Otto, T. (2010). Is performance on the Maryland Model for School Readiness assessment (MMSR) predictive of Grade 3 high stakes testing (Reading MSA and Math MSA? [Policy Brief]. Supported through grant awarded to MSDE by the U.S. Department of Education National Institute of Education Sciences Statewide Longitudinal Data Systems Program.
- Nunn, J.A., & Mainzer, K.L. (2007). Maryland longitudinal data system: Needs assessment of Maryland's external stakeholders. [Report] *Maryland State Department of Education* funded by the U.S. Department of Education National Institute of Education Sciences (IES) Statewide Longitudinal Data System Program.
- Nunn, J. A., & Warger, C. L. (Eds.) (2005). Considering the need for assistive technology within the Individualized Education Program [Monograph]. *Technology for educators series.* Baltimore, MD: Johns Hopkins University Center for Technology in Education & Technology and Media Division Monograph Series. Arlington, VA: Council for Exceptional Children.

Inventions

- Electronic Learning Community (ELC): A collaborative, Web-based tool designed for communication and knowledge management for education professionals. Approved for external licensing by JHU Office of Technology Transfer. Reference number Nunn1605, February 2002.
- Electronic Portfolio (EP): A template-driven, standards-based application, designed primarily for the education community, which facilitates the development of content-rich professional portfolios. Approved for external licensing by JHU Office of Technology Transfer. Reference number Nunn1752, July 2002.

- Student Compass: A Web-based application for monitoring student performance in areas such as: state content standards and curriculum, state assessments, Individual Education Plan goals; instructional strategies use, and behavior. Approved for external licensing by JHU Office of Technology Transfer. Reference number Nunn1750, July 2002.
- Teacher Compass: A Web-based application for administrators to use when observing and evaluating teachers. Approved for external licensing by JHU Office of Technology Transfer. Reference number Nunn 1751, July 2002.
- The Seahawk Virtual Learning Environment (VLE): A customizable Virtual Learning Environment that allows teachers to create compelling learning experiences using 3D video game and simulation technologies. Approved for external licensing by JHU Office of Technology Transfer. Reference number Nunn 10874, September 2009.

Selected Grants

- Co-Principal Investigator, (2012-2017). *MSDE State Personnel Development Grant* (SPDG). Funded by the U.S. Department of Education Office of Special Education Programs through the Maryland State Department of Education.
- Principal Investigator, (2012-2017) for the JHU/CTE sub-contract of the Maryland and Ohio *Race to the Top –Early Learning Challenge Grants: Early Childhood Comprehensive Assessment System Project.* Funded by the U.S. Department of Education and U.S. Department of Health and Human Services. Grants awarded to the Maryland State Department of Education and the Ohio Department of Education.
- Principal Investigator, (1993-Present). *MSDE core partnership grant: Ensuring access to educational opportunity, transforming instruction to create more inclusive classrooms, and fostering leadership in educators through the uses of assistive, instructional, and leadership technologies.* Funded by the US Department of Education Office of Special Education Programs through the Maryland State Department of Education.
- Principal Investigator, (2003-Present). *Maryland special education/early intervention accountability and decision-support system (MSEADSS).* Funded by the US Department of Education Office of Special Education Programs through the Maryland State Department of Education.
- Principal Investigator, (2006-Present). *Maryland state improvement grant (MSIG) III evaluation.* Funded by the US Department of Education Office of Special Education Programs State Professional Development Improvement Grant (SPDIG).
- Principal Investigator, (2009-Present). *Maryland EXCELS: Electronic data collection and decision-support tools for the Quality Rating and Improvement System (QRIS) for early childhood programs.* Funded by the Maryland State Department of Education.
- Principal Investigator, (2009-Present). *Electronic data collection and decision-support tools for the Maryland Early Childhood Extended C Option.* Funded by the American Recovery and Reinvestment Act (ARRA) through the Maryland State Department of Education.
- Principal Investigator, (2010-Present). *Laureate Early Childhood Research Initiative.* Funded by Laureate Education, Inc.
- Co-principal Investigator, (2005-2010). *Maryland longitudinal data system.* Awarded to the Maryland State Department of Education and Funded by the U.S. Department of Education National Institute of Education Sciences (IES) Statewide Longitudinal Data Systems Program.

- Co-principal Investigator, (2005-2010). *Learning games to go.* Funded by the U.S. Department of Education Office of Innovation and Improvement Star Schools Program with Maryland Public Television.
- Co-Principal Investigator, (2004-2006). *Develop and implement a statewide accountability system for measuring outcomes for infants, toddlers, and preschoolers with disabilities and their families.* Funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services General Supervision Enhancement Grant Program.
- Co-Principal Investigator, (2000-2006). *Maryland digital schools.* Funded by the U.S. Department of Education, Office of Innovation and Improvement Star Schools Program, in partnership with Maryland Public Television.
- Co-Principal Investigator, (2000-2005) *Boundless learning: A school-wide instructional model to improve performance of diverse learners*. Funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services Model Demonstration Program.
- Principal Investigator, (1996-2003). *Online evaluation and reporting system for the Technology Innovation Challenge Grant Program and the Southeast Cluster technical assistance project.* Funded by the U.S. Department of Education, Office of Educational Research and Improvement Technology Innovation Challenge Grant Program.
- Principal Investigator, (2001-2003). *Student compass: A Web-based data collection tool for monitoring student progress to improve the learning and performance of students with disabilities in general education classes.* Funded by U.S. Office of Special Education and Rehabilitative Services Technology and Media Steppingstones of Technology Innovation for Students with Disabilities Program.
- Principal Investigator, (1999-2003). *Integrating technology into the Johns Hopkins University teacher preparation graduate education programs.* Funded by the U.S. Department of Education, Office of Postsecondary Education Preparing Tomorrow's Teachers to Use Technology Program (PT3).
- Principal Investigator of JHU sub-grant, (1998-2003). *Maryland teaching and learning with technology consortium*. Funded by the U.S. Department of Education, Office of Educational Research and Improvement Technology Innovation Challenge Grant Program, in partnership with the Montgomery, Baltimore, and Prince George's County Public Schools and the Maryland State Department of Education.
- Co-Principal Investigator for JHU sub-grant, (1995-2000). *Integrating schools and work on the information highway: The Baltimore initiative.* Funded by the U.S. Department of Education, Office of Educational Research and Improvement, in partnership with Baltimore City Public Schools and the Johns Hopkins University Institute of Policy Studies, Secretary's Commission on Achieving Necessary Skills (SCANS) office.

JESSICA GOLDSTEIN

Dr. Jessica Goldstein is an Assistant Professor in Residence in the Measurement, Evaluation, and Assessment program at the University of Connecticut. Dr. Goldstein's research interests include the validity of large-scale assessment systems for special populations and the use of alternative measures of student achievement for school accountability. Her primary responsibility at UConn is to provide technical assistance to the Bureau of Student Assessment of the Connecticut State Department of Education on multiple grant-funded projects. In her work with the CSDE, Dr. Goldstein contributed to the development of the Kindergarten Entrance Inventory and conducts ongoing validation research including teacher focus groups, dimensionality studies, and the development of a validity argument for in-state use, as well as comprehensive quantitative analyses of the instrument to establish its association with other measures of kindergarten students' skills, kindergarten retention, and scores on the state's third grade summative assessment. Dr. Goldstein recently served as the co-principal investigator on a federally funded project to develop validity evidence for Connecticut's alternate assessment, the CMT/CAPT Skills Checklist, a project that included multiple qualitative and quantitative research studies on the use of the Skills Checklist by teachers for instruction and assessment. In addition to these projects, she has consulted on psychometric issues related to the CMT/CAPT Modified Assessment System and the state's online formative and benchmark assessment system. Dr. Goldstein has extensive experience in hierarchical linear modeling, and has used multilevel modeling techniques to analyze large national datasets including the Early Childhood Longitudinal Study-Kindergarten Cohort. In addition, she has coauthored journal articles and conducted regional and national presentations on validity issues.

EDUCATION

Ph.D., Measurement, Evaluation and Assessment, University of Connecticut, 2006

M.A. Educational Psychology, University of Connecticut, 2004

B.A. Psychology, Emory University, 1997

PROFESSIONAL EXPERIENCE

Assistant Professor in Residence, August, 2006 – Present
University of Connecticut/Department of Educational Psychology

GRANT PRODUCTIVITY

Co-Principal Investigator. (2013). Early Childhood Assessment Support ($150,000). Award from Connecticut Department of Education, with Peter Behuniak.

Co-Principal Investigator. (2011 - 2014). Educational Psychology Student Assessment Program Research ($750,000). Award from Connecticut Department of Education, with Peter Behuniak, Hariharan Swaminathan, and Jane Rogers.

Co-Principal Investigator. (2010 -2013). Technical Support for the Bureau of Student Assessment ($600,000). Award from Connecticut Department of Education, with Peter Behuniak.

Co-Principal Investigator. (2007 -2011). Priority B General Supervision Enhancement Grant Multi-state Consortia: The Validity Evaluation for Alternate Achievement Standards Assessments ($665,588). Award from Connecticut Department of Education, with Peter Behuniak.

Co-Principal Investigator. (2008 -2011). Educational Psychology Student Assessment Program Research ($750,000). Award from Connecticut Department of Education, with Peter Behuniak.

Investigator. (2006 -2010). Technical Support for the Creation of a Connecticut Formative Assessment System ($450,000). Award from Connecticut Department of Education, with Peter Behuniak.

Principal Investigator. (not funded). Measurement and Assessment for Connecticut's Children ($366,342). Application submitted to the Institute for Education Sciences, with Peter Behuniak and Betsy McCoach.

PUBLICATIONS

Goldstein, J., McCoach, D.B., &. Yu, H. (under revision). Predicting third grade achievement from the start of kindergarten: A quantitative study. *Assessment for Effective Intervention.*

Goldstein, J., Eastwood, M., &. Behuniak, P. (in press). Can teacher ratings of students' skills at kindergarten entry predict kindergarten retention? A quantitative analysis. *Journal of Educational Research.*

Goldstein, J., & Behuniak, P. (2012). Can assessment drive instruction? A multimethod study of one state's alternate assessment. *Research and Practice for Persons with Severe Disabilities, 37*(3), 199-209.

Goldstein, J., & Behuniak, P. (2012). Assessing students with significant cognitive disabilities on academic content: A study of teacher ratings. *Journal of Special Education, 46*, 117-127.

Goldstein, J., & McCoach, D.B. (2011). The starting line: Developing a structure for teacher ratings of students' skills at kindergarten entry. *Early Childhood Research and Practice (13)* 2. Available at: http://ecrp.uiuc.edu/v13n2/goldstein.html

Goldstein, J., & Behuniak, P. (2011). Assumptions in alternate assessment: An argument-based approach to validation. *Assessment for Effective Intervention, 36*, 179-191.

McCoach, D. B., Goldstein, J., Behuniak, P., Reis, S., & Rambo. (2010). Examining the unexpected: Outlier analyses of factors affecting student achievement. *Journal of Advanced Academics, 21,* 426-469.

O'Connell, A.A., Goldstein, J., Rogers, H.J., & Peng, C.Y. (2008). Logistic and ordinal multilevel models. In A.A. O'Connell & D.B. Mccoach (Eds.) *Multilevel analysis of educational data.* Information Age Publishing.

Puntambekar, S., & Goldstein, J. (2007). Effect of visual representation of the conceptual structure of the domain on science learning and navigation in a hypertext environment. *Journal of Educational Multimedia and Hypermedia,16* (4), p. 429-459. Chesapeake, VA: AACE.

Puntambekar, S., Stylianou, A., & Goldstein, J. (2007). Comparing Classroom Enactments of an Inquiry Curriculum: Lessons learned from two teachers. *Journal of the Learning Sciences, 16*, p. 81-130.

Goldstein, J., & Behuniak, P. (2005). Growth models in action: Selected case studies. *Practical Assessment, Research, & Evaluation, 10*(11). Available at http://www.pareonline.net/pdf/v10n11.pdf.

Goldstein, J., & Puntambekar, S. (2004). The brink of change: Gender in technology-rich collaborative learning environments. *Journal of Science Education and Technology*, 13, p. 505-522.

SELECTED PRESENTATIONS

Goldstein, J. (2013, March). Evaluating children for the transition to kindergarten. Invited presentation to the West Hartford Early Childhood Partnership, West Hartford, CT.

Goldstein, J., & Behuniak, P. (2012, October). The crystal ball: Linking assessments from the start kindergarten to third grade proficiency. Paper to be presented at the Annual Meeting of the Northeastern Educational Research Association (NERA), Rocky Hill, CT.

Behuniak, P., & Goldstein, J. (2012, August). The evolution of Connecticut's Kindergarten Entrance Inventory. Paper presented at the Connecticut Assessment Forum, Rocky Hill, CT.

Goldstein, J. (2012, May). Development of the Kindergarten Transition Form. Invited presentation for West Hartford Public Schools, West Hartford, CT.

Goldstein, J., & Behuniak, P. (2012, April). Understanding students' skills at kindergarten entry: Findings from Connecticut. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Vancouver, Canada.

Goldstein, J. (2012, March). An update on Connecticut's Kindergarten Entrance Inventory. Invited presentation at the Connecticut Early Assessment Summit, Rocky Hill, CT.

Goldstein, J., Eastwood, M., & Behuniak, P. (2011, October). Calculating risk: A study students skills at kindergarten entry and kindergarten retention. Paper presented at the Annual Meeting of the Northeastern Educational Research Association (NERA), Rocky Hill, CT.

Eastwood, M., Goldstein, J., & Behuniak, P. (2011, October). Equitable access: English Language Learners and test accommodations. Paper presented at the Annual Meeting of the Northeastern Educational Research Association (NERA), Rocky Hill, CT.

Goldstein, J. (2011, August). What have we learned? A summary of CMT/CAPT Skills Checklist validity research studies. Paper presented at the Connecticut State Department of Education's Conference on Educating Students with Significant Cognitive Disabilities, Rocky Hill, CT.

Goldstein, J., & Rambo, K. (2010, October). Assessing young children: An examination of variability in teacher ratings of kindergarten students' skills. Paper presented at the

Annual Meeting of the Northeastern Educational Research Association (NERA), Rocky Hill, CT.

Goldstein, J., & Stuck, J. (2010, October). Examining the impact of alternate assessments on instruction: A multimethod study of test consequences. Paper presented at the Annual Meeting of the Northeastern Educational Research Association (NERA), Rocky Hill, CT.

Addesso, K., & Goldstein, J. (2010, August). The Kindergarten Entrance Inventory: Policy and technical issues. Paper presented at the Connecticut Assessment Forum, Rocky Hill, CT.

Goldstein, J., & Behuniak, P. (2010, April). Alternate assessment in practice: Understanding teacher ratings of student knowledge. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Denver, CO.

Goldstein, J. (2009, October). Exploring an argument-based approach to validation with the CMT/CAPT Skills Checklist. Paper presented at the Annual Meeting of the Northeastern Educational Research Association (NERA), Rocky Hill, CT.

Goldstein, J. (2009, June). Validity evaluation of alternate achievement standards assessments: Emerging findings and building a validity argument. Paper presented at the National Conference on Student Assessment, Los Angeles, CA.

Fincher, M., Forte, E., Goldstein, J., Marion, S (2009, June). Validity evaluation of AA-AAS: Emerging findings and building a validity argument. Paper presented at the National Conference on Student Assessment, Los Angeles, CA.

Goldstein, J., & O'Connell, A.A. (2007, April). An exploration of the relationship between selected models of school effectiveness and school demographics. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago.

Brown, S.W., Gehlbach, H., Liu, X., Goldstein, J., Rickards, C., Behuniak, P., Natale, C. F., & Tomala, G. (2007, January). It takes a village to support a new teacher: TNE induction survey results. Paper presented at the Hawaii International Conference on Education.

O'Connell, A.A., Liu, X., Zhao, J., & Goldstein, J. (2006, April). Residual analyses for proportional and partial proportional odds models. Paper presented at the 36th Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.

Brown, S., Behuniak, P., Goldstein, J., Rickards, C., Natale, C.F., Tomala, G., Stern, D., Liu, X., Gehlbach, H. (2006, February). Teachers for a New Era project at UCONN: Induction survey results. Paper presented at the Eastern Educational Research Assocation (EERA), Hilton Head, South Carolina.

SELECTED TECHNICAL REPORTS

Goldstein, J., & Behuniak, P. (2013). Articulating a vision for a comprehensive early childhood assessment system in Connecticut. Hartford, CT: Connecticut State Department of Education.

Goldstein, J., & Behuniak, P. (2012). Review of Connecticut Preschool Assessment Framework Sample Data. Hartford, CT: Connecticut State Department of Education.

Goldstein, J., Behuniak, P., & Eastwood, M. (2011). Understanding patterns of achievement for young learners in Connecticut. Hartford, CT: Connecticut State Department of Education.

Behuniak, P., & Goldstein, J. (2011). A study of the relationship between Connecticut's Kindergarten Entrance Inventory and the Connecticut Mastery Test. Hartford, CT: Connecticut State Department of Education.

Perie, M., Goldstein, J., & Roach, A. (2011). NAAC GSEG Report on scoring issues in a validity argument. Dover, NH: Center for Assessment.

Goldstein, J., & Behuniak, P. (2011). A validity evaluation for the CMT/CAPT Skills Checklist. Hartford, CT: Connecticut State Department of Education.

Goldstein, J., & Behuniak, P. (2011). A study of zero: Bringing meaning to a zero rating on the CMT/CAPT Skills Checklist. Hartford, CT: Connecticut State Department of Education.

Goldstein, J., & Behuniak, P. (2011). Developing a framework to define students' skills at kindergarten entry: Focus group summary report. Hartford, CT: Connecticut State Department of Education.

Goldstein, J., Eastwood, M., & Behuniak, P., (2011). The Kindergarten Entrance Inventory and students who repeat kindergarten. Hartford, CT: Connecticut State Department of Education.

Goldstein, J., Behuniak, P., & Eastwood, M. (2011). English language learners and test accommodations: What do we know from CMT/CAPT data? Hartford, CT: Connecticut State Department of Education.

Goldstein, J., & Behuniak, P. (2010). Assessing students using the CMT/CAPT Skills Checklist: A study of teachers' tasks. Hartford, CT: Connecticut State Department of Education.

Behuniak, P., Goldstein, J., & Eastwood, M. (2010). Alignment of the Connecticut Modified Assessment System and the Connecticut Curriculum Framework. Hartford, CT: Connecticut State Department of Education.

Goldstein, J., & Behuniak, P. (2010). A study of the structure of the Hartford indicator data. Hartford, CT: Connecticut State Department of Education.

Goldstein, J., & Behuniak, P. (2009). The impact of the CMT/CAPT Skills Checklist: A summary report of teacher, administrator, and parent surveys. Hartford, CT: Connecticut State Department of Education.

Goldstein, J., & Behuniak, P. (2009). A research plan to develop evidence for the CMT/CAPT Skills Checklist. Hartford, CT: Connecticut State Department of Education.

Goldstein, J., & Behuniak, P. (2009). Developing validity evidence for the fall Connecticut kindergarten inventory: A Proposal. Hartford, CT: Connecticut State Department of Education.

Goldstein, J., & Behuniak, P. (2008). The validity argument for the CMT/CAPT Skills Checklist. Hartford, CT: Connecticut State Department of Education.

DAVID CHARLES PELOFF, M.A.

Program Director, Emerging Technologies
Johns Hopkins University Center for Technology in Education

JHU School of Education
6740 Alexander Bell Drive, Suite 302
Columbia, Maryland 21046
Phone: 410-516-9845
E-mail: peloff@jhu.edu

EDUCATION

M.A., 1997, Curriculum and Instruction, University of North Carolina at Chapel Hill.

B.S., 1990, Business, Indiana University, Bloomington.

PROFESSIONAL EXPERIENCE

Program Director for Emerging Technologies, 2000 to present, Center for Technology in Education (CTE), Graduate School of Education, Johns Hopkins University (JHU).

Adjunct Instructor, 1997 to present, JHU Graduate Division of Education, SPSBE.

Program Coordinator for Online Learning and Distance Education, 1997 to 2000, JHU CTE.

Program Director, LEARN North Carolina, 1996 to 1997, University of North Carolina (UNC) at Chapel Hill, a partnership of the School of Education and the Institute for Academic Technology.

Program Manager, Carolina Teaching Fellows Program, 1992 to 1996, UNC at Chapel Hill, School of Education.

Adjunct Instructor, 1995 to 1996, UNC at Chapel Hill, School of Education.

TEACHING

Gaming and Media Design for Learning (893.628): January 2007, January 2008, JHU [developed course].

Telecommunications for Advanced Instructional Strategies (893.542): Winter 2003, Winter 2002, Spring 2001, Winter 2001, Summer 2000, Spring 1999, JHU.

Electronic Coaching and Mentoring on the Internet (893.645): Fall 1999, Summer 1998, Spring 1998, JHU.

Teaching and Learning with Technology (ED45): Spring 1996, Fall 1995, UNC at Chapel Hill.

INVENTIONS

The Seahawk Virtual Learning Environment (VLE): An immersive, customizable simulation environment designed to engage learners in problem based learning activities in the STEM disciplines. Developed in collaboration with the JHU Applied Physics Laboratory, approved for external licensing by JHU Office of Technology Transfer: Reference number Nunn1905 (2010).

Electronic Learning Community (ELC): Web-based tool that supports online learning, communication, knowledge management, and resource sharing for education professionals. Approved for external licensing by JHU Office of Technology Transfer: Reference number Nunn1605 (2002).

Electronic Portfolio (EP): A template-driven, standards-based application, designed primarily for the education community to facilitate development of content-rich professional portfolios. Approved for external licensing by JHU Office of Technology Transfer: Reference number Nunn1752 (2002).

RESEARCH IN PROGRESS

Virtual Learning in Baltimore County Public Schools (2010 to present). Collaborators: Peloff, D., Otto, T., Carran, D., Nunn, J. A study to determine the impact and effectiveness of CTE's virtual learning intervention being deployed in Chesapeake High School in Baltimore County.

GRANTS

Maryland Special Education/Early Intervention Accountability and Decision Support System (MSEADSS). Technology Director. Sponsored by MSDE Division of Special Education/Early Intervention, Maryland State Department of Education. (2009 to present).

Baltimore County Public Schools: The Virtual Learning Environment (VLE). Sponsored by Baltimore County Public Schools to investigate the use of a customizable, immersive learning environment in math and science. (July 1, 2009 to present).

Maryland State Partnership Grant: Strengthening Partnership. Technology Director. Sponsored by Maryland State Department of Education. (2009 to present).

Federal STARS Schools II: Learning Games to Go, a Partnership with Maryland Public Television (MPT). Program Director. Funded by U.S. Department of Education to design, implement, and investigate the use of gaming and simulation technologies to address mathematics and literacy objectives (2005 – 2008).

Federal STARS Schools I: Maryland Digital Schools, a Partnership with Maryland Public Television (MPT). Technical Coordinator. Funded by U.S. Department of Education to build and implement technology-supported tools and practices to help teachers improve instructional delivery, technology use, and communication with parents (2000 – 2005).

Maryland Online IEP Initiative: Technical Coordinator. Funded by MSDE to develop an online IEP system to collect data on children and youth with disabilities for more informed decision making at the state, local, district, and classroom level (2003 to present).

TEACHING

Gaming and Media Design for Learning (893.628): January 2007, January 2008, JHU.

Telecommunications for Advanced Instructional Strategies (893.542): Winter 2003, Winter 2002, Spring 2001, Winter 2001, Summer 2000, Spring 1999, JHU.

Electronic Coaching and Mentoring on the Internet (893.645): Fall 1999, Summer 1998, Spring 1998, JHU.

Teaching and Learning with Technology (ED45): Spring 1996, Fall 1995, UNC at Chapel Hill.

SERVICE

Member, Technology Advisory Board, the Maryland Business Roundtable for Education (2010-2011).

Member, Center for Technology in Education Executive Council, 1999 to present.

Member, School of Education Technology Coordinating Council, 2000 to 2009.

LECTURES AND PROFESSIONAL PRESENTATIONS

Peloff, D., (2010). Using a Virtual learning Environment for HS Science Education, National Science Teachers Association (NSTA) National Conference, Baltimore, MD.

Otto, T., Nunn, J., Peloff, D., (2010). Teaching to the New Brain. Webinar, AACTE Discovery Learning, Webinar.

Peloff, D., (2010). Developing Virtual Learning Environments through Partnerships and Curriculum Connections. Teaching and Learning Conference, National School Board Association, Denver, CO.

Peloff, D. (2008). Simulated Reality and the Learners of Tomorrow. MICCA Conference, Baltimore, Maryland.

Nunn, J. A., Lowry, A. E., Peloff, D., & Pierrel, E. (2005). Communities and portfolios: Infusing Web-based tools into teacher preparation programs. In S. R. Rhine & M. Bailey (Eds.), Transforming Learning through Technology (pp. 79-92). Eugene, OR: ISTE.

Peloff, D., Hansen, R., and Devanney, G. (2003). Developing and Assessing E-Portfolios in Teacher Education: What Role Can E-Portfolios Play in Improving and Ensuring Teacher Quality? National Board for Professional Teaching Standards National Conference, Washington, D.C.

Peloff, D., Hansen, R., and Devanney, G. (2003). The Johns Hopkins Approach To Using Electronic Portfolios In Teacher Preparation. The Association for the Advancement of Computing in Education (AACE) National Conference, Albuquerque, NM.

Peloff, D., Hansen, R., and Devanney, G. (2003). Integrating Feedback and Reflection into the Portfolio Process. AACTE Special Institute on Technology and Organizational Change, Xavier University, New Orleans, LA.

Peloff, D., Hansen, R., and Devanney, G. (2003). Electronic Portfolios in Teacher Preparation: Lessons Learned from Building and Implementing a Dynamic, Web-based EP system. American Association of Colleges for Teacher Education (AACTE) National Conference, New Orleans, LA.

Lowry, B., Peloff, D., and Hansen, R. (2002). Collect, Select, and Reflect: Using Electronic Portfolios in Teacher Education. The Association for the Advancement of Computing in Education (AACE) National Conference, Nashville, TN.

Peloff, D. and Devanney, G. (2002) The Johns Hopkins Electronic Portfolio Process, the National Education Computing Conference (NECC), San Antonio, Texas.

Lowry, B., Peloff, D., and Walsh, P. (2000) Electronic Learning Communities: Engaging Online Learners, TeleCon East Conference & Expo , Washington, D.C.

Lowry, B. and Peloff, D. (1999) The Rise and Fall (and Rise Again) of Electronic Learning Communities, National Education Computing Conference (NECC), Atlantic City, NJ.

Lowry, B. and Peloff, D., (1998) Unlocking the Power of the Web for Collaboration: A Case Study, International Society for Technology in Education (ISTE) Tel-Ed National Conference, New Orleans, LA.

West

Headquarters: 730 Harrison Street, San Francisco, CA 94107-1242
Tel: 415-565-3000 Fax: 415-565-3012

PETER L. MANGIONE

SUMMARY OF RELATED EXPERIENCE

Dr. Peter L. Mangione has worked extensively in the fields of child development, early childhood education, family support services, research and evaluation, and public policy. At WestEd, he provides leadership in the creation of training materials and strategies for infant and toddler caregivers, and the evaluation of early childhood programs and services. His contributions have helped make the Program for Infant/Toddler Care a national model for training early childhood practitioners. He has served as an advisor to the U.S. Department of Education and is currently collaborating in the development of national training and technical assistance for the Early Head Start program.

EDUCATION

1982 Postdoctoral Fellowship, Max-Planck-Institute for Psychiatry, Munich, Germany

1980 Ph.D., Education and Human Development, University of Rochester, NY

1979 M.S., Education and Human Development, University of Rochester, NY

1975 B.A., Psychology, Oakland University, Rochester, NY

PROFESSIONAL EXPERIENCE

1998–Present *Co-Director*, Center for Child and Family Studies
WestEd, San Francisco

With J. Ronald Lally, responsible for directing the Center, which consists of over 87 staff members, provides leadership in the development of comprehensive training resources for infant/toddler and preschool teachers and the evaluation of early childhood programs and services. Leads efforts to create and align California's early learning and development foundations, curriculum frameworks, Desired Results Developmental Profile child assessment system, and Early Childhood Educator Competencies. Major contributor to Ohio's guidelines for infants and toddlers. Collaborates on the updating of print and video resource materials on supporting preschool English learners.

1985–1998 *Senior Research Associate,* Center for Child and Family Studies, WestEd (formerly Far West Laboratory for Educational Research and Development), San Francisco, CA

Responsibilities included leading and collaborating in the development of video and print training materials for early childhood practitioners; directing research and evaluation projects for state education agencies and local school districts; and participating on WestEd's management council and committees.

1984 *Research Consultant*
Far West Laboratory for Educational Research and Development , San Francisco

Managed data collection and conducted data analysis for the longitudinal follow-up study of the Syracuse University Family Development Research Program.

1982– *Research Consultant*
1983 Children's Research Institute of California, Sacramento, CA

Directed the study of public expenditures for children in California and coordinated the analysis of the California findings with a national study organized by the Foundation for Child Development.

1980– *Postdoctoral Fellow*
1982 Max-Planck-Institute for Psychiatry, Munich, Germany

Studied early infant-parent social interaction under the direction of Prof. Hanuš Papoušek.

SELECTED PUBLICATIONS AND PRESENTATIONS

Mangione, P. M., Wiese, A., Kriener-Althen, K., and Miller, S. (2012). *Assessment of Children's Developmental Progress Aligned to California's Early Learning Foundations: The Desired Results Developmental Profile©.* (Presentation 1 in Symposium titled "Desired Results Developmental Profile (DRDP©) Assessment System: Supporting Early Education Programs in California," chaired by Mark Wilson and Peter Mangione). American Educational Research Association (AERA) Annual Meeting. Vancouver, BC.

Mangione, P. M. Virmani, E.A., Kriener-Althen, K., and Zur, O., (2012*). Development of the Desired Results Developmental Profile – School Readiness (DRDP-SR©).* (Presentation 4 in Symposium titled "Desired Results Developmental Profile (DRDP©) Assessment System: Supporting Early Education Programs in California," chaired by Mark Wilson and Peter Mangione). American Educational Research Association (AERA) Annual Meeting. Vancouver, BC.

Mangione, P.L. & Maguire-Fong, M.J. (In Press) Introduction Section in *California Preschool Curriculum Framework, Volume I.* Sacramento, CA: California Department of Education.

Mangione, P. L. & Lally, J. R. (2008) The Program for Infant/Toddler Care, in *Approaches to Early Childhood Education, 5th Edition.* New Jersey: Prentice Hall.

Lally, J. R. & Mangione, P. L. (2008) Policy Recommendations to Support Early Language Experiences in the Home and in Child Care. In *Learning to Read the World: Language and Literacy in the First Three Years.* Washington, DC: ZERO TO THREE

Lally, J. R. & Mangione, P. L. (2006). The Uniqueness of Infancy Demands a Responsive Approach to Care. *Young Children* (61)4.

Lally, J. R., Mangione, P. L. & Greenwald, D. (2006) *Concepts for Care: 20 Essays on Infant/Toddler Development and Learning*. San Francisco: WestEd.

Mangione, P. L. (2002, May). A model system of training: The Program for Infant/Toddler Care. Presentation at New York University, the Forum on Children and Families. New York.

Mangione, P. L. (1999, October). Early brain development, language development, and learning. Presentation at the National Even Start Association's 5th Annual Conference, San Diego, CA.

Mangione, P. L., & Speth, T. (1998). The transition to elementary school: A matter of early childhood continuity and partnership. *Elementary School Journal, 98* (4), 381–397.

Mangione, P. L., Lally, J. R., & Honig, A. S. (1995). *Fostering success and preventing juvenile delinquency: The long-range impact of the Syracuse University Family Development Research Program.* In R. R. Ross, D. H. Antonowicz, & G. K. Dhaliwal (Eds.), *Going straight: Effective delinquency prevention and offender rehabilitation.* University of Ottawa, Ontario, Canada.

Mangione, P. L. (Ed.). (1995). *Infant/toddler caregiving: A guide to cognitive development and learning*. Sacramento, CA: California Department of Education.

Mangione, P. L. (Ed.). (1995). *Infant/toddler caregiving: A guide to culturally sensitive care.* Sacramento, CA: California Department of Education.

Mangione, P. L. (1995, April). Continuity in early childhood: A framework for home, school, and community linkages. Presentation at the 1995 Annual Meeting of the American Educational Research Association, San Francisco.

Mangione, P. L., & Maniates, H. (1994). *Training teachers to implement developmentally appropriate practice.* In S. Reifel (Ed.), *Advances in early education and day care, Vol. 5, Views of developmentally appropriate practice*. Greenwich, CN: JAI Press Inc.

Mangione, P. L. (1990). A comprehensive approach to using video for training infant and toddler caregivers. *Infants and Young Children, 3* (1), 61–68.

Lally, J. R., Mangione, P. L., & Honig, A. S. (1988). *The Syracuse University Family Development Research Program: Long-range impact of an early intervention with low-income children and their families.* In D. Powell (Ed.), *Parent education in early childhood intervention: Emerging directions in theory, research and practice*. Norwood, NJ: Ablex.

SELECTED PROFESSIONAL ACTIVITIES

- Faculty member for the Program for Infant/Toddler Care training institutes for trainers, 1990–Present.
- One of the lead content developers for the Program for Infant/Toddler Care broadcast quality videos and print materials, 1986–Present.
- Editorial consultant for the *Early Childhood Research Quarterly*, 2000–Present and 1990–1993, and reviewer for the journal, 1994–1997.
- Member of Board of Directors, Child Care Law Center, 1996–Present. Board Chair, 2000–2003.
- Member of Pre-Kindergarten Guidelines Panel for California Department of Education, 1998–1999.
- Leader of the collaborative development of the guidebook, *Putting the pieces together: Comprehensive school-linked strategies for children and families*, for the U.S. Department of Education, 1996.

- Director of the evaluation of the Arizona At-Risk Preschool Pilot Project, 1992–1993 and 1996–1997.

PROFESSIONAL AFFILIATIONS

- American Educational Research Association
- National Association for the Education of Young Children
- Society for Research in Child Development

LINDA Z. CARLING, M.S.

OFFICE: 6740 Alexander Bell Drive, Suite 302, Columbia, MD 21046

HOME: 10001 Maidbrook Road, Parkville, MD 21234

EMAIL: carling@jhu.edu

TELEPHONE: 410-516-9842

EDUCATION

ED. D., Anticipated 2014, Teacher Development and Leadership, Johns Hopkins University, Baltimore, Maryland

M.S., 2002, Education/Technology for Educators, Johns Hopkins University, Baltimore, Maryland

B.S., 1999, Elementary Education/Science, University of Maryland, College Park, College Park, Maryland

Additional Coursework:

2004-2005, Graduate Certificate in Teaching the Adult Learner, Johns Hopkins University, Baltimore, Maryland

Scholarly Awards/Fellowships

Aileen and Gilbert Schiffman Fellowship, 2008 – 2009, 2010 -- 2011

Edward Franklin Buchner Fellowship in Education, 2008 – 2009

PROFESSIONAL EXPERIENCE

Program Director for Teaching and Learning Online, 2002-Present**,** School of Education, Center for Technology in Education (CTE), Johns Hopkins University (JHU), Columbia, Maryland

Adviser, **Graduate Certificate in Teaching the Adult Learner** 2007-Present, School of Education, JHU

Adjunct Instructor, 2002-Present, School of Education, JHU

Independent Consultant, 2001-2002**,** CTE JHU

Online Instructor, 2000-2002, eSylvan, Baltimore, Maryland

Math Curriculum Developer, 2000-2001, eSylvan, Baltimore, Maryland

Grade 4 Teacher, 1999-2000, Montgomery County Public Schools, Strathmore Elementary School, Silver Spring, Maryland

PROFESSIONAL ACTIVITIES

Classroom Instruction

Johns Hopkins University

Advanced Seminar in 21st Century Skills (893.701)

Designing and Delivering E-Learning Environments (893.645)

Foundation to Innovation: Adult Learning (610.610)

Graduate Project in Technology (893.830)

Instructional Strategies and Technologies for the Adult Learner (610.630)

Leader as Teacher: Influencing Communities and Individuals (705.710)

Multimedia Tools for Web-based Development & Training (893.646)

Web-Based Mentoring and Online Interactions (893.648)

SERVICE ACTIVITIES

University Service

Graduate Internship Mentor, Technology for Educators, JHU, 2002 to present

Site-Based Mentor, Graduate Certificate in Teaching the Adult Learner, JHU, 2008 to present

Professional Service

Conference Workshop Chairperson, Maryland Society for Educational Technology (formally the Maryland Instructional Computer Coordinators Association), 2008 to present

Institute of Higher Education Liaison, Maryland Society for Educational Technology (formally the Maryland Instructional Computer Coordinators Association), 2006 to present

Community Service

Volunteer, Special Olympics Maryland Athlete Congress, 2007 to present

Volunteer, Adolescent Therapeutic Group Home, Mosaic Community Services, Inc., 2008 to present

PROFESSIONAL ASSOCIATIONS

Association for Supervision and Curriculum Development (2002-2013)

International Society for Technology in Education (2005-2013)

Maryland Society for Educational Technology (formally the Maryland Instructional Computer Coordinators Association) (2001-2013)

The E-Learning Guild (2003-2013)

SELECTED GRANTS

Early Childhood Race to the Top CAS Grant: Early Childhood Grant (MSDE): Director of Professional Development**,** 2012 – 2013; sponsored by the Maryland State Department of Education, MSDE via US Department of Education for: 1.) leading the design of a comprehensive assessment system for children 36 months to Kindergarten to establish developmental trajectories with regard to Kindergarten readiness in Maryland and Ohio; 2.) Building an online gaming system to capture authentic developmental performance in combination with guided observation; and 3.) Scale-up the Maryland EXCELS QRIS and conduct validation study.

Strengthening Partnerships to Strengthen Education: Director of Online Learning Initiatives, 2003 to 2013; funded by the Maryland State Department of Education to research, advocate for, and disseminate effective policies and practices for: 1.) Consideration of assistive technology devices, services, and testing accommodations and promote their use across general and special education; 2.) Evidence-based, technology-supported, instructional strategies that foster collaboration between general and special educators, improve outcomes for all students, and support students with disabilities as they progress in the general education curriculum. 3.) Fostering leadership at the school, district, state, and national levels that is informed by data, supportive of collaboration between general and special education, invested in technology integration, and committed to assuring that all children, including those with disabilities, are able to access and progress in the general education curriculum. Developed and delivered online professional development for targeted audiences including an online Early Intervention Leadership Academy for aspiring leaders in early intervention in Maryland. Developed an Early Childhood Gateway Web site with online modules and resources designed for teachers, providers, administrators, families, and community partners in early childhood to improve services for young children with disabilities and their families. Assist yearly in grant preparation and reporting.

STAR Schools Project: Maryland Digital Schools: Project Manager for Online Learning Initiatives, 2002 to 2006; funded by the U.S. Department of Education through Maryland Public Television to support the Maryland Star Schools Consortium in using digital broadcasting and other technologies to help teachers implement innovative teaching strategies to meet new educational standards that stress higher-level thinking skills and project-based collaborative learning.

School Safety Web-based Curriculum for Six Target Audiences: Project Manager, 2003 to 2004; funded by the U.S. Department of Justice, Office of Justice Programs to identify essential content and components of a strategic and comprehensive Web-based school safety curriculum for teachers, administrators, parents, students, police, school based officers, and concerned citizens. Developed a Web-based, menu driven environment for delivery of training and community building, and online courses for each targeted audience member.

PUBLICATIONS

Carling, L.Z., & Winter, K. (2010). Enhancing the 21st century adult learning experience with web 2.0 tools. In Castellani, J., & Warger, C. (Eds.), Accessibility in action: Universal design for learning in postsecondary settings. Arlington, VA: Technology and Media Division (TAM) of the Council for Exceptional Children.

SELECTED LECTURES AND PROFESSIONAL PRESENTATIONS

Carling, L., Otto, T., (2012, November). *The CAS PD requirements gathering process for the OCCRA PD Network.* OCCRA Professional Development Network, Ohio Childcare Resource and Referral Network, Columbus, OH.

Carling, L., (2012, October). *The early childhood comprehensive assessment system. The professional development framework.* CCSSO Technical Advisory Committee Meeting, The Council of Chief State School Officers, Baltimore, MD.

Carling, L., Alexander, C., (September 2012). *The early childhood comprehensive assessment system needs in Maryland*. Maryland State Advisory Committee, Maryland State Department of Education, Columbia, MD.

Carling, L.Z. & Neimeyer, L.K. (2010, June) *Deeper learning with web 2.0: Increase the power of online courses.* Concurrent session presented at the annual meeting of the International Society for Technology in Education, Denver, CO.

Carling, L.Z., & Winter, K. (2010, March) *High quality adult learning: A model for online instructional design*. Concurrent webinar session presented at the annual International Online Conference for Teaching and Learning, Online.

Winter, K., and **Carling, L.Z.** (2010, March) *Web 2.0: Tested tools, new applications*. Virtual poster session presented at the annual International Online Conference for Teaching and Learning, Online.

Carling, L.Z. & Neimeyer, L.K. (2010, April) *Design on a dime: Graphic design and media production using free web tools.* Workshop presented at the annual meeting of the Maryland Society for Educational Technology, Baltimore, MD.

Lowry, A.E., & **Carling, L.Z.** (2009, June) *Building powerful online courses with deep level web 2.0 applications*. Concurrent session presented at the annual meeting of the International Society for Technology in Education, Washington, DC.

Neimeyer, L.K., & **Carling, L.Z.** (2009, April) *The skilled online facilitator: Effective strategies for teaching adults*. Concurrent session presented at the annual meeting of the Maryland Instructional Computers Coordinators Association, Baltimore, MD.

Carling, L.Z., Parlette, A.S., & Lowry, A.E. (2008, June) *Preparing skilled online instructors: Effective strategies and models*. Poster session presented at the annual meeting of the International Society for Technology in Education, San Antonio, TX.

Catlett, C. **& Carling, L.Z.** (2008, June) *Growing greatness: Using technology to support leadership development*. Concurrent session presented at the annual meeting of the National Association for the Education of Young Children National Institute for Early Childhood Professional Development, New Orleans, LA.

Parlette, A.S. & **Carling, L.Z.** (2008, April) *PD 2.0: Maximize professional development with web 2.0 applications*. Workshop presented at the annual meeting of the Maryland Instructional Computers Coordinators Association, Baltimore, MD.

Carling, L.Z., Carpenter, F. (2007, October) *The early childhood gateway. Session presented at the annual* Maryland Special Education and Early Intervention Leadership Conference, Ocean City, MD.

Lowry, A.E., **Carling, L.Z.**, & Parlette, A.S. (2007, June) *High performance teaming in online professional development*. Concurrent session presented at the annual meeting of the International Society for Technology in Education, Atlanta, GA.

Carling, L.Z., Parlette, A.S. (2007, June) *Supporting instructors for high quality facilitation in online professional development*. Poster session presented at the annual meeting of the International Society for Technology in Education, Atlanta, GA.

Parlette, A.S., **Carling, L.Z.** (2007, April) *Supporting instructors for high quality facilitation in online professional development*. Concurrent session presented at the annual meeting of the Maryland Instructional Computers Coordinators Association, Baltimore, MD.

Carling, L.Z., Carpenter, F. (2007, April) *High performance teaming strategies benefit online professional development*. Concurrent session presented at the annual meeting of the Maryland Instructional Computers Coordinators Association, Baltimore, MD.

Carling, L.Z., and Carpenter, F. (2006, April) *Adult learning theory and online learning*. Concurrent session presented at the annual meeting of the Maryland Instructional Computers Coordinators Association, Baltimore, MD.

Carling, L.Z., and Salinas, K. (2006, April) *Online learning: An emerging trend for professional development*. Concurrent session presented at the annual meeting of the Maryland Instructional Computers Coordinators Association, Baltimore, MD.

Carling, L.Z., and Carpenter, F. (2005, May) *Infusing adult learning theory into online learning*. Poster session presented at the Johns Hopkins University School of Professional Studies in Business and Education Faculty Symposium, Baltimore, MD.

Carling, L.Z., and Carpenter, F. (2005, May) *Linking online learning communities to the maryland teacher professional development standards.* Concurrent session presented at the annual meeting of the Maryland Instructional Computers Coordinators Association, Baltimore, MD.

Carling, L.Z., and May, K. (2005, May) *Thinkport.org online courses get results*. Concurrent session presented at the annual meeting of the Maryland Instructional Computers Coordinators Association, Baltimore, MD.

Carling, L.Z., Carpenter, F., and Chapman, S. (2005, April) *Adult learning theory and online professional development: A formula for success.* Concurrent session presented at the regional meeting for the North American Council for Online Learning, Baltimore, MD.

Lowry, A.E., and **Carling, L.Z**. (2005, April) *Using varied online formats to meet professional development needs of educators*. North American Council for Online Learning, Baltimore, MD.

Carling, L.Z. and Carpenter, F. (2005, March), *Adult learning theory and online and face-to-face instruction*. Concurrent session presented at the annual meeting of the Maryland Association for Adult Community and Continuing Education, Timonium, MD.

Simard, D., **Carling, L.Z.**, and Carpenter, F. (2004) *Fostering higher order thinking within the context of an online learning community*. Concurrent session presented at the annual meeting of the Maryland Instructional Computers Coordinators Association, Baltimore, MD.

Carling, L.Z., and Krcma, K. (2004) *Setting a professional course to include online learning*. Concurrent session presented at the annual meeting of the Maryland Instructional Computers Coordinators Association, Baltimore, MD.

Lowry, A.E., and **Carling, L.Z**. (2003) *Is online learning right for you? Tips and tricks for being an effective online learner*. Concurrent session presented at the annual meeting of the Maryland Instructional Computers Coordinators Association, Baltimore, MD.

West

Headquarters: 730 Harrison Street, San Francisco, CA 94107-1242
Tel: 415-565-3000 Fax: 415-565-3012

JOANNE JENSEN

SUMMARY OF RELATED EXPERIENCE

Joanne Jensen has extensive assessment development and management expertise based on more than 20 years of experience in the assessment industry. She has both developed and directed the development of performance-based student assessment systems and criterion-referenced assessments. As the Director of Assessment Client Relations for WestEd's Assessment & Standards Development Services (ASDS) program, she is responsible for coordinating project management for WestEd's assessment development contracts, to ensure client satisfaction and the successful completion of project scope and deliverables. She has worked on both consortium and individual state contracts. Dr. Jensen supervises assessment development for the Early Childhood Comprehensive Assessment System being developed by the Maryland State Department of Education and the Ohio Department of Education, in conjunction with the Johns Hopkins University Center for Technology in Education. She also currently directs the assessment development for Nevada's Proficiency Examination Program for grades 3 through high school, and she serves as WestEd's senior advisor for the development of Arizona's new English Language Learner Assessment, including a kindergarten entry placement assessment. Previously, she served as Project Director at WestEd for Kentucky's Commonwealth Accountability Testing System (CATS) and as Project Management Partner liaison for the Smarter Balanced Assessment Consortium's Test Design Work Group, and provided senior-level management support for West Virginia's high school WESTEST and Louisiana's End-of-Course assessments in biology and American history. Dr. Jensen also directed the development of the End-of-Semester Assessment Program for the Cincinnati Public Schools for grades 9–12 in the content areas of English, mathematics, science, and social studies, and supervised test development for science and history/social sciences for the Massachusetts Comprehensive Assessment System. Her other areas of expertise include research design, survey research, and program evaluation.

EDUCATION

1994	Ph.D., Educational Psychology, University of California, Berkeley, CA Areas: Research Methods, Educational Measurement, Learning Theory
1984	M.A., Education, University of California, Berkeley, CA
1980	B.A. (summa cum laude), Psychology, California State University, Fresno, CA

PROFESSIONAL EXPERIENCE

2012–Present *Associate Director*, Assessment & Standards Development Services (ASDS)
WestEd, San Francisco, CA

Responsibilities include senior-level, program-wide management of strategic initiatives, innovations, and resource development.

2007–Present *Director of Assessment Client Relations,* Assessment & Standards Development Services (ASDS), WestEd, San Francisco, CA

Responsibilities include senior-level program management support to assessment development contracts across ASDS. Serves as primary liaison to vendor partners.

2000–2007 *Director of Test Development*, ASDS
WestEd, San Francisco, CA

Responsibilities included program management support and coordination of content support for ASDS assessment development contracts.

1991–2000 *Research Associate*, Far West Laboratory for Educational Research and Development
WestEd, San Francisco, CA

Responsibilities included development of standards and assessments for ASDS contracts. Activities included item development and editing, item and bias facilitation, forms construction and review, scoring-related activities, and standard setting.

1986–1990 *Instructor*, "Learning from Text," School of Education
University of California, Berkeley, CA

1986–1990 *Instructor,* "Academic Enhancement Series," Student Learning Center
University of California, Berkeley, CA

SELECTED PUBLICATIONS AND PRESENTATIONS

Jensen, J. (2009). *Alignment: Methods and implications*. Paper presented at the Council of Chief State School Officers National Conference on Student Assessment, Los Angeles, CA.

Jensen, J. (2008). *Assessment at the high school level: Oh the choices we have!* Paper presented at the Council of Chief State School Officers National Conference on Student Assessment, Orlando, FL.

Jensen, J. (2008). *The Webbs we weave.* Paper presented at the Council of Chief State School Officers National Conference on Student Assessment, Orlando, FL.

Jensen, J. (2006). *NAEP as a validity indicator.* Paper presented at the Council of Chief State School Officers Large-Scale Assessment Conference, San Francisco, CA.

Jensen, J. (2006). *UDA versus DOK: From the perspective of a test developer.* Paper presented at the Council of Chief State School Officers Large-Scale Assessment Conference, San Francisco, CA.

Jensen, J. (2005). *Assessment, accountability, and testing.* Invited address for visiting scholars, WestEd, San Francisco, CA.

Jensen, J. (2004). *How can data be used on the road to school improvement?* Keynote address for the Office of Assessment, Program Accountability, and Curriculum Dissemination Conference, Reno, NV.

Jensen, J. (2004). *The item development cycle for the Nevada Proficiency Examination Program.* Invited address at the Office of Assessment, Program Accountability, and Curriculum Dissemination Conference, Reno, NV.

Jensen, J. (2003). *Implications of No Child Left Behind (NCLB) for test development.* Paper presented at the Council of Chief State School Officers Large-Scale Assessment Conference, San Antonio, TX.

Jensen, J. (2002). *The effects of varied stakes on state science assessment content and performance standards.* Paper presented at the Council of Chief State School Officers Large-Scale Assessment Conference, Palm Desert, CA.

Jensen, J. (2001). *Resetting student performance standards for Kentucky's accountability assessment: Comparing information from multiple methods—implications for test development.* Paper presented at the Annual Conference of the American Educational Research Association, Seattle, WA.

Jensen, J., & Rabinowitz, S. (2001). *The clash of norm-referenced and criterion-referenced assessment.* Paper presented at the Council of Chief State School Officers Large-Scale Assessment Conference, Houston, TX.

Jensen, J., Niesen, L., & Marchy, L. (1999). *Effective student assessment.* Invited address to The National Association of Supervisors of Agricultural Education, Louisville, KY.

Jensen, J., & Rims, R. L. (1998). *The development of the Commonwealth Accountability Testing System.* Invited address to the Kentucky Association of Assessment Coordinators, Louisville, KY.

Jensen, J. (1997). *Reflecting on assessment.* Invited address to the faculty of the School of Education, University of the Pacific, Stockton, CA.

Jensen, J. (1995). *Development of the National Health Care Skills Standards.* Paper presented at the Tech-Prep Conference, San Jose, CA.

Jensen, J. (1995). *Educational reform: A national perspective.* Invited address for the Women's Studies Conference, Bowling Green, KY.

Jensen, J., & Constantine, N. (1995). Review of the Murphy-Meisgeier Type Indicator for Children. In J. C. Conoley & J. C. Impara (Eds.), *The mental measurements yearbook.* Lincoln, NE: The University of Nebraska Press.

Nafziger, D. H., & Jensen, J. (1995). Review of Australian Council for Educational Research Tests of Basic Skills. In J. C. Conoley & J. C. Impara (Eds.), *The mental measurements yearbook*. Lincoln, NE: The University of Nebraska Press.

Nafziger, D. H., & Jensen, J. (1995). Review of School Assessment Survey. In J. C. Conoley & J. C. Impara (Eds.), *The mental measurements yearbook.* Lincoln, NE: The University of Nebraska Press.

Jensen, J. (1994). *The effect of survey format on response rate and pattern of responding. Results based on a survey of women graduates from a school of education* (Doctoral dissertation). University of California, Berkeley, CA.

Jensen, J. (1993). *A differentiation of common uses of standards to support educational reform.* Paper presented at the Annual Conference of the California Educational Research Association, Long Beach, CA.

Jensen, J. (1992). *A further examination of the effects of item order on response patterns and an investigation of the implications of item revision.* Paper presented at the Annual Conference of the American Educational Research Association, San Francisco, CA.

Jensen, J. (1992). *A new assessment system to support high school restructuring: The Career-Technical Assessment Project.* Paper presented at the Annual Conference of the California Association of Vocational Administrators, San Diego, CA.

Jensen, J. (1991). *Eenie, meenie, minee, moe—does it matter where they go?: An examination of the effects of item order based on a survey of women graduates from a school of education.* Paper presented at the Annual Conference of the American Educational Research Association, Chicago, IL.

Busk, P. L., & Jensen, J. (1991). *Women's graduate school experiences, professional career expectations, and their relationship.* Paper presented at the Annual Conference of the American Educational Research Association, Chicago, IL.

Jensen, J. (1990). *The integration of qualitative and quantitative information: Results for a survey of a graduate school of education.* Paper presented at the Annual Conference of the American Educational Research Association, Boston, MA.

Jensen, J. (1987). *Course-specific variations in study time allocation.* Paper presented at the Annual Conference of the American Educational Research Association, Washington, D.C.

Jensen, J., Delucchi, J., Rohwer, W. D., Jr., & Thomas, J. W. (1987). Study time allocations as a function of grade level and course characteristics. *Contemporary Educational Psychology, 12*, 365–380.

Jensen, J. (1986). *An examination of the Study Activity Survey: A new instrument to assess study strategies.* Paper presented at the Annual Conference of the American Educational Research Association, San Francisco, CA.

Thomas, J. W., & Jensen, J. (1986). *Study methods, personality factors, and academic achievement.* Paper presented at the Annual Conference of the American Educational Research Association, San Francisco, CA.

Jensen, J. (1985). *Autonomous learning: Study practices across adolescence.* Paper presented at the Annual Conference of the American Educational Research Association, Chicago, IL.

Jensen, J. (1983). *Measures of functional proficiency in relation to standardized test scores.* Presented at the Symposium on Bilingual Education, Annual Conference of the American Educational Research Association, Montreal, Canada.

SELECTED PROFESSIONAL ACTIVITIES

- Referee, American Educational Research Association Division H: School Evaluation and Program Development
- Referee, *Curriculum and Instruction*
- Referee, *Educational Researcher*

PROFESSIONAL AFFILIATIONS

- American Educational Research Association
- Association for Supervision and Curriculum Development
- National Council on Measurement in Education

West

Headquarters: 730 Harrison Street, San Francisco, CA 94107-1242
Tel: 415-565-3000 Fax: 415-565-3012

MATTHEW A. BRUNETTI

SUMMARY OF RELATED EXPERIENCE

Matthew A. Brunetti is a Project Manager in the Assessment & Standards Development Services (ASDS) program at WestEd. He is currently managing WestEd's assessment development contributions to the Early Childhood Comprehensive Assessment System that is being developed by the Maryland State Department of Education and the Ohio Department of Education, in conjunction with the Johns Hopkins University Center for Technology in Education. He has also managed and coordinated several assessment development projects at ASDS; has previous experience with the implementation of education technology in local and state school systems; and has taught middle and high school mathematics and digital media.

EDUCATION

2008 Graduate Study, Education—Curriculum & Instruction, University of Colorado–Boulder, Boulder, CO

2004 M.A., Mathematics Education, Western New England University, Springfield, MA

2001 B.S., Health and Science Studies—Physical Therapy, Quinnipiac University, Hamden, CT

PROFESSIONAL EXPERIENCE

2012–Present *Project Manager,* Assessment & Standards Development Services (ASDS) WestEd, San Francisco, CA

Provides project management for assessment development and research projects, with a focus on optimizing resources and providing high-quality products and services to meet clients' needs and deadlines. Contributes to proposal and budget development and maintains project documentation and reports. Monitors progress and informs program and project directors in a timely and consistent manner. Assists senior-level management to address complex implementation challenges, while ensuring high customer satisfaction. Supervises, mentors, and develops junior and mid-level staff, guiding them through the resolution of complex situations while providing constructive evaluations and feedback.

2011–2012 *Project Coordinator III,* Assessment & Standards Development Services (ASDS) WestEd, San Francisco, CA

Provided project coordination/management for large-scale, high-stakes state-level test development projects and assessment research projects. Supervised staff members and provided training, mentoring, coaching, and ongoing performance management. Contributed to project and product design and implementation and ensured consistency across the program. Arranged for appropriate staffing and contributed to

project planning meetings. Interfaced with internal staff, as well as clients and partners, on a regular basis to build effective relationships and respond appropriately to client needs and circumstances. Monitored progress and informed leadership on an ongoing basis while escalating issues and risks in a timely manner.

2009–2010 *Mathematics and Digital Media Teacher,* City Arts & Technology High School
Envision Schools, San Francisco, CA

Utilized best practices and effective strategies for teaching and learning, while emphasizing 21st-century leadership skills, to provide students with the capacity to achieve academic and personal growth. Instructed courses in Algebra II and Digital Media Arts, with a focus on differentiated, student-centered, and inquiry-based instruction. Served as a lead mathematics teacher for the organization: refined course maps, developed curriculum and common assessments, facilitated professional development activities, and served as a liaison for other mathematics teachers. As an advisor, advocated for and mentored students in order to develop their academic and social development, monitored progress, and communicated with family and other school-community members.

2006–2011 *Educational Project Specialist*
GlobalScholar, Bellevue, WA, and San Francisco, CA

Managed the implementation of web-based software and oversaw completion of project schedule and milestones. Facilitated the deployment of web-based gradebook, curriculum, and assessment management systems for Hawaii Department of Education, Linn-Benton-Lincoln (OR) Education Service District, Roseville (CA) City School District, Peoria (AZ) Unified School District, Bellarmine College Preparatory School (San Jose, CA), and Mona Shores (MI) School District. Coordinated communication among internal team members and clients to ensure successful delivery of product expectations that fulfilled clients' requirements. Mentored internal team members and assisted in staff development. Conducted trainings and educated customers on the strategic use of products, both onsite and via web applications. Monitored, tracked, escalated, and/or resolved action items throughout implementation projects. Received and analyzed end-user feedback and contributed educational perspective to product management and development teams to enhance future design and functionality of the products. Aligned curricula and assessments to standards, performed item analysis, and managed item banks.

2001–2006 *Mathematics Teacher,* Chicopee High School
Chicopee Public Schools, Chicopee, MA

Instructed courses in all levels of high school mathematics (from Algebra I through AP Calculus). Developed curriculum and course sequencing to better prepare students for AP Calculus and realigned curriculum to state learning standards. Designed, coordinated, and delivered professional development that supported reform efforts focused on Smaller Learning Communities and student advisory program. Served as National Honor Society adviser, class adviser, and assistant ice hockey coach.

PROFESSIONAL AFFILIATIONS

- California Single Subject Teaching Credential, Mathematics
- Colorado Professional Teacher License, Mathematics, Grades 6–12
- Massachusetts Educator License, Mathematics, Grades 8–12
- National Council of Teachers of Mathematics (member)

Sophia Hubbell

(b)(6)

EDUCATION

***Doctoral Candidate,* Special Education**	Kent State University	Present
Master of Arts in Teaching, Child Development	Tufts University, Medford, MA	August 2004
Bachelor of Arts, Geography	Mount Holyoke College, South Hadley, MA	May 2000

WORK EXPERIENCE

RttT ELCG Assessment Coordinator February 2013 to Present

Hamilton County Educational Service Center Contractor for the Ohio Department of Education, Columbus, OH

- Coordinate the Ohio portion of research and development of two early childhood assessments in collaboration with partner state (Maryland) and vendors.
- Analyze Ohio school and childcare population data to determine research sample, recruitment needs, and procedures.
- Manage recruitment and participation of research subjects.
- Design and conduct research to guide the development of a new childhood classroom quality environment measure.

Itinerant Special Education Teacher, preschool August 2012 to Present

Summit County Preschool, Summit County Educational Service Center, Cuyahoga Falls, OH

- Provided indirect services to preschool children with disabilities through consultation and collaboration with classroom teachers, parents, childcare professionals, and related service providers.
- Provided direct instruction to preschool children with disabilities.
- Conducted assessments for eligibility determination and write associated reports.
- Developed IEPs and coordinate IEP meetings.

Graduate Assistant June 2009 to May 2012

Kent State University, Kent, OH

- Composed federal grant reports for a multi-year OSEP Personnel Preparation Grant including participation in annual web-based trainings, data collection, analysis, and online data submission.
- Planed and conducted research studies including collecting classroom-based data online survey data, managing online survey site, analyzing data, creating presentations, and co-authoring related materials.
- Managed program website.
- Supervised practicum students for the Early Childhood Intervention Specialist Program.
- Served as Teaching Assistant for two courses: *Early Childhood Intervention Practicum* & *Child Development.*

Adjunct Instructor August 2010 to July 2011

Kent State University, Kent, OH

- Taught two online master's-level courses for the Early Childhood Intervention Specialist Program: *Curriculum and Intervention in Early Childhood Services* & *Practical Applications: Birth to Five*.
- Taught one master's-level course for the Early Childhood Education Program: *Teaching Inclusive Early Childhood Education*.

Special Education Teacher, preschool August 2007 to June 2009

Upson Elementary School, Euclid City Schools, Euclid, OH

- Taught two half-day classes of self-contained special education preschool.
- Served on the multifactored evaluation team. Developed IEPs and coordinated IEP meetings.

Special Education Teacher (LTS), preschool August 2006 to June 2007

Grant Elementary School, Lakewood City Schools, Lakewood, OH

- Taught two half-day classes of self-contained special education preschool in collaboration with related service providers and assistants.
- Developed IEPs, coordinated IEP meetings, and conducted home visits.
- Co-led a parent education group for parents of young children with and without special needs.

Teacher, first grade August 2005 to June 2006
William E. Miller Elementary School, Newark City Schools, Newark, OH
- Collaborated with first grade teachers, principal, and district director of gifted services to implement an experimental gifted cluster group in my classroom for half of the literacy block.
- Completed district mentoring program including extensive literacy collaborative training and Praxis III.

Demonstration Teacher, combined grades two and three August to November 2004
Seeds University Elementary School, University of California, Los Angeles
- Co-taught a multiage class of 7-9 year-old students in a laboratory school setting.
- Primary responsibilities included developing and teaching Math and Writing curricula.

Lead Teacher, inclusive, combined kindergarten and first grade December 2001 to June 2002
Natural Learning Montessori Academy, Shawnee Hills, OH
- Successfully merged a traditional Montessori curriculum with state curriculum standards, emergent curricula, and project-based curricula in collaboration with two assistant teachers and students.
- Provided school leadership as the Vice President of the School Improvement Team.

ACTIVITIES

- Council for Exceptional Children, *Member* since 2009; Division for Early Childhood, *Intern*, 2011-2012
- Kent State University Dean's Graduate Student Council, *Special Education Representative*, 2010-2012
- Ohio Subdivision of the Division for Early Childhood, *President*, 2012-Present, *President-Elect*, 2010-2012, *Communications Chair*, 2009-2010, *Member* since 2009
- Kent State University College of Education, Health, and Human Services Doctoral Student Forum, *Peer Mentor for new doctoral students*, Spring 2010-Fall 2011
- Ohio's Infant and Toddler Guidelines Writing Team *Member*, 2005-2006

SELECT PRESENTATIONS

Hubbell, S. P., & Lyons, A. (April, 2012). Five things everyone should know about supporting children with disabilities. Session presented at the Ohio Early Care and Education Conference, Columbus, OH.

Brown, T., **Hubbell, S. P.,** & Winchell, B. (April, 2011). *Understanding the evidence behind commonly used assessments in early childhood.* Poster presented at the Council for Exceptional Children Annual Conference, National Harbor, MD.

Robbins, S. H., & **Hubbell, S. P**. (November, 2010). *Designing effective assessment and instruction for young English language learners.* Session presented at the National Association for the Education of Young Children Annual Conference, Anaheim, CA.

Harjosula-Webb, S., & **Hubbell, S. P.** (October, 2010). *A peer-mediated, interactive social story intervention for preschoolers with autism spectrum disorders.* Poster presentation at the Division for Early Childhood Annual Conference, Kansas City, MO.

PUBLICATIONS

Harjusola-Webb, S., **Hubbell, S.,** & Bedesem, P. (2012). Increasing prosocial behaviors of young children with disabilities in inclusive classrooms using a combination of peer-mediated intervention and social narratives. *Beyond Behavior*, 21(2), 29-36.

Bagnato, S.J., Neisworth, J., & Pretti-Frontczak, K. (with **Hubbell, S.** & McKeating, E.). (2010) Professional Standards and the Link Social Validity Study. In Bagnato, S.J., Neisworth, J., & Pretti-Frontczak, K., *Linking assessment and early childhood intervention*. Baltimore, MD: Paul H. Brookes Publishing.

Grisham-Brown, J., Pretti-Frontczak, K. & **Hubbell, S.** (2010) Recommended practices in identifying children for special services. In J. Grisham-Brown and K. Pretti-Frontczak (Eds.), *Assessing young children in inclusive settings: The blended practices approach*. Baltimore, MD: Paul H. Brookes Publishing.

CURRENT TEACHING LICENSES

- Professional Ohio Early Childhood (preK-3) and Early Childhood Intervention Specialist (preK-3)

WestEd

excellence in research, development, and service

June 25, 2013

Rolf H. Grafwallner, Ph.D.
Maryland State Department of Education
Nancy S. Grasmick State Education Building
200 West Baltimore Street
Baltimore, MD 21201 - 2595

Re: Enhanced Assessment Grants (EAG) Program – Kindergarten Entry Assessment

Dear Dr. Grafwallner,

WestEd is pleased to collaborate with the Maryland State Department of Education in support of the proposed project, Enhanced Assessment Grants (EAG) Program – Kindergarten Entry Assessment, CFDA 84.368A, which you are proposing to the U.S. Department of Education, Office of Elementary and Secondary Education (OESE).

WestEd, a preeminent not-for-profit educational research, development, and service organization with over 600 employees in 15 offices nationwide. WestEd is broadly committed to working with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd is a leader in moving research into practice by conducting research and development (R&D) programs, projects, and evaluations; by providing training and technical assistance; and by working with policymakers and practitioners at state and local levels to carry out large-scale school improvement and innovative change efforts. We have a long-standing commitment to the field of education at all levels and have a combined experience base of over 45 years of educational leadership.

For this EAG Project, WestEd will build upon the current skills and services that are being provided to the State of Maryland under the Race to the Top Early Learning Challenge Grant, CFDA 84.412. We will continue to provide technical assistance in the form of item and assessment development and project management assistance for consortium operations.

If you have technical questions regarding the proposed work please contact Dr. Stanley Rabinowitz at 415.615.3154 or via email at srabino@wested.org. The authorized contract representative for WestEd is Michael Neuenfeldt, Director of Finance & Contracts. For contractual questions, please contact the Contracts Management Department at 415.615.3136 or via email at contracts@wested.org.

WestEd is pleased to provide this letter of support and commitment. We look forward to working with the Maryland State Department of Education and OESE on this project.

Kind Regards,

(b)(6)

Michael Neuenfeldt
Director of Finance & Contracts
MJN/ms

cc: Stanley Rabinowitz, Director, Assessment & Standards Development Services, WestEd
Q-00035463

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** Budget Narrative.pdf

Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

MARYLAND STATE DEPARTMENT OF EDUCATION
BUDGET JUSTIFICATION

PERSONNEL

Dr. Rolf Grafwallner will serve as Project Director for the MSDE who serves as the lead applicant and the fiscal and procurement agent. Dr. Grafwallner will devote 20% time to the project and will be responsible for project oversight, including research design and activities. Although Dr. Grafwallner will devote 20% time to the project, his salary will be funded through Maryland State to support the proposed project plan.

There will be a start up delay of grant funds for salary positions. We are assuming we will higher positions after 6 months of the grant start date. The budget reflects this delay.

The **Assessment Specialist** will serve as a Project Coordinator and devote 50% time to the project. The salary is computed based on Maryland's State pay scale and adjusted to reflect a 2% cost of living increase for years 2, 3, and 4 of the proposed project. The Assessment Specialist will work closely with our collaborators to determine program needs, and recommend plans for advancing project and state consortium objectives. The specialist will be involved in research and evaluation efforts as needed and also serve as a liaison between MSDE and other public interest groups in carrying out MSDE's project objectives, including representing MSDE in outreach activities.

The **Fiscal Specialist** will reconcile agency accounting systems to fiscal control systems and develop automated spreadsheets and reports. This position is a full performance level of work. The salary computed for the Fiscal Specialist reflects 50% time (6 months) during the first project year, and 100% time position for project years 2 through 4. The salary is computed based on Maryland's State pay scale and adjusted to reflect a 2% cost of living increase for years 2, 3, and 4 of the proposed project.

FRINGE BENEFITS

Fringe benefits for all personnel are calculated based on the federal guidelines and includes 7.65% FICA and .28% Unemployment. The total for fringe benefits across 4 years of the proposed project is $11,265.35.

TRAVEL

Travel was calculated for meetings between the Department, and other consortium and advisory states. All travel expenses were calculated to include possible expenditures for economy or coach class airfare, lodging, per diem, and ground transportation or mileage for personal vehicle usage. Only actual trip expenses will be charged to the project.

All travel expense reimbursements are based on federal policy rates and includes coach airfare estimates, average lodging rates, and state per diem meal reimbursement rates of the following: 9.00---breakfast; 12.00---lunch; 24.00---dinner. The total travel per year is estimated at $28,000, which consists of a total travel rate of $2000 for a two person/trip twice annually for each of 7 states involved. The total for years 1 through 4 is $112,000.00.

EQUIPMENT

Equipment for daily use by project staff was charged during the first year of project and totals $19.264.66. The total consists of $7451 each for 2 staff with a total of $14,902.00 for office furniture, and $2181.00 each for 2 staff for a total of $4362.66 for laptops and docking stations.

SUPPLIES
Office supplies are budgeted for key personnel based on MSDE typical project activities and usage at $522 per year per FTE for a total of $783 per year and $3132 across the four years of the proposed project. The office supplies will be used to support all MSDE efforts in relation to the proposed project.

OTHER
Other standard employee costs were calculated for office space, phone, postage, web page reserve, general printing, and insurance coverage. The total of other costs is $4,361.83for the first project year and $8,723.65 for each of project years 2 through 4 for a total of $30,532.79.

CONTRACTUAL
Contractors will consist of WestEd, John's Hopkins University, and CCSSO. The following represents a breakdown of estimated costs for each contractor for each project year:

WestEd	706,659.00	698,053.00	478,864.00	266,525.00	2,150,101.00
JHU	904,657.48	712,666.04	383,312.09	44,649.68	2,045,285.30
CCSSO			100,624.41	99,334.14	199,958.55
Total Contractual	1,611,316.48	1,410,719.04	962,800.51	410,508.82	4,395,344.85

WestEd's Assessment and Standards Development Services (ASDS) Program will serve as the PMP for the Consortium, and will provide overall project management on behalf of the sponsoring Consortium. The PMP will be responsible for the drafting of the scope of work, the detailed planning of activities and tasks with specified milestones and deliverables, and will work closely with MSDE as the fiscal agent to ensure that the project implementation stays within budget.

John's Hopkins University (JHU) will work closely with the PMP. Johns Hopkins University – Center for Technology in Education (JHU_CTE) is recognized as a national leader in the areas of computer-based assessment, application of touch-screen technology for young children, and online professional development.

Council of Chief State School Officers (CCSSO) is a national association with a vested interest in the project. The CCSSO will facilitate annual meetings of the Technical Advisory Council (TAC) consisting of 12 national experts in child development and assessment. For the KEA version 2.0 project, the TAC will continue its work from the KEA version 1.0 project.

TOTAL DIRECT COSTS :
Year 1: $1,717,758.01
Year 2: $1,556,289.76
Year 3: $1,110,532.51
Year 4: $ 560,445.33
Total: $4,945,025.62

INDIRECT COSTS

The Maryland State Budget Office charges an approved federal indirect restricted rate cost of 10% effective 2013, in administrative indirect costs. This amounts to $10,644.15 for year 1, $14,557.07 for year 2, $14,773.20 for year 3, and $14,993.65 for year 4, for a total of $54,968.08 across four project years.

TOTAL GRANT FUNDS REQUESTED

Year 1: $1,728,402.16
Year 2: $1,570,846.83
Year 3: $1,125,305.71
Year 4: $575,438.98
Total: $4,999,993.69 ($5,000,000.00)

(b)(4)

(b)(4)

(b)(4)

(b)(4)

(b)(4)

(b)(4)

Council of Chief State School Officers (CCSSO)
Kindergarten Entry Assessment Enhanced Assessment Grant Project

Budget Narrative

Year 1
January 2016 - December 2016

Staffing – We are requesting$20,009 to support 6% time from the Project Director, a Program Assistant and a Meeting Planner. The Project Director will recruit the members of the Technical Advisory Committee (TAC); work with the Project Leadership Team from the Maryland Department of Education and other member states to plan the agenda for the TAC meeting, communicate with TAC members and oversee the work of a consultant to prepare minutes of the TAC meeting. The Project Director will also share progress updates on the project with other state department of education early childhood and assessment managers, at meetings of the Early Childhood Education State Collaborative on Assessment and Student Standards (SCASS) and other CCSSO meetings. The Program Assistant will prepare the agenda and materials for the TAC meeting, prepare consultant agreements for TAC members and the consultant who will prepare minutes of the TAC meeting, track project expenditures against the budget, draft progress reports and document communications with TAC members and the Project Leadership Team. The Meeting Planner will be responsible for arranging for hotel accommodations and travel for TAC members, a meeting room for the TAC meeting, and reimbursement of travel expenses.

Fringe Benefits – Fringe benefits request for Year 1 is 6,003. CCSSO's fringe benefit rate of 30% covers all employee benefits.

Consultants – We are requesting $36,800 to provide consultant services including fees of $1300 per day for a 12-member TAC to attend one 2-day TAC meeting, an additional two days of time for the TAC Chair for meeting planning and debriefing, as well as for a consultant to prepare minutes of the TAC meeting at a cost of $3000, at a consultant rate of $600/day for 5 days.

Travel and Meetings – We are requesting $16,912 to cover the travel costs for one TAC meeting, at an estimate cost per trip of $1208 for 12 TAC members and 2 CCSSO staff members.

Office Rent – We are requesting $1499 for rent based on the pro-rated time of the staff assigned to this project at a rate of $52.34 per square foot.

Communications – We are requesting $600 for telephone, WebEx and fax services @ $50 per month.

Printing & Duplicating – We are requesting $600 for printing and duplicated @ $50 per month.

Indirect Costs – We are requesting $17, 601. Our approved Federal Indirect Cost rate is 21.2%, to apply to the total Direct Costs of $83,023

Year 2
January 2017 – December 2017

Staffing – We are requested $19,614 to support 6% time from the Project Director, and 5% time for a Program Assistant and a Meeting Planner. The Project Director will recruit the members of the Technical Advisory Committee (TAC); work with the Project Leadership Team from the Maryland Department of Education and other member states to plan the agenda for the TAC meeting, communicate with TAC members and oversee the work of a consultant to prepare minutes of the TAC meeting. The Project Director will also share progress updates on the project with other state department of education early childhood and assessment managers, at meetings of the Early Childhood Education SCASS and other CCSSO meetings. The Program Assistant will prepare the agenda and materials for the TAC meeting, prepare consultant agreements for TAC members and the consultant who will prepare minutes of the TAC meeting, track project expenditures against the budget, draft progress reports and document communications with TAC members and the Project Leadership Team. The Meeting Planner will be responsible for arranging for hotel accommodations and travel for TAC members, a meeting room for the TAC meeting, and reimbursement of travel expenses.

Fringe Benefits – Fringe benefits request for Year 1 is 5,884. CCSSO's fringe benefit rate of 30% covers all employee benefits.

Consultants – We are requesting $36,800 to provide consultant services including fees of $1300 per day for a 12-member TAC to attend one 2-day TAC meeting, an additional two days of time for the TAC Chair for meeting planning and debriefing, as well as for a consultant to prepare minutes of the TAC meeting at a cost of $3000, at a consultant rate of $600/day for 5 days.

Travel and Meetings – We are requesting $16,492 to cover the travel costs for one TAC meeting, at an estimate cost per trip of $1178 for 12 TAC members and 2 CCSSO staff members.

Office Rent – We are requesting $1369 for rent based on the pro-rated time of the staff assigned to this project at a rate of $52.34 per square foot.

Communications – We are requesting $600 for telephone, WebEx and fax services @ $50 per month.

Printing & Duplicating – We are requesting $600 for printing and duplicated @ $50 per month.

Indirect Costs – We are requesting $17,375. Our approved Federal Indirect Cost rate is 212.2%, to apply to the total Direct Costs of $81,959.

Object Code	MSDE Budget Detail	year 1	year 2	year 3	year 4	Total
					FTE	1.5
220	Salary - 2% increase year 3 and 4					
	Assessment Specialist FTE .5 (year 1 @ 50%)	19,950.00	39,900.00	40,698.00	41,511.96	142,059.96
	Fiscal Specialist FTE 1 (year 1 @ 50%)	32,500.00	65,000.00	66,300.00	67,626.00	231,426.00
	total salary	52,450.00	104,900.00	106,998.00	109,137.96	373,485.96
	Fringe benefit					
213	Social Security Contributions	1,526.18	3,052.35	3,113.40	3,175.66	10,867.59
214	Unemployment Compensation	55.86	111.72	113.95	116.23	397.77
	Total fringe benefits	1,582.04	3,164.07	3,227.35	3,291.90	11,265.35
	Travel					
401	Travel in-state					-
402	Travel ($2000 per trips for 2 staff twice annual for each state (7)	28,000.00	28,000.00	28,000.00	28,000.00	112,000.00
	Total Travel	**28,000.00**	**28,000.00**	**28,000.00**	**28,000.00**	**112,000.00**
	Equipment					
1115	Office Furniture @7,451 per 2 staff	14,902.00				14,902.00
1132	Laptop/dock station @ 2181 per 2 staff	4,362.66				4,362.66
		19,264.66	-	-	-	19,264.66
902	office supplies $522 per FTE	783.00	783.00	783.00	783.00	3,132.00
	Contractual					
	WestEd	706,659.00	698,053.00	478,864.00	266,525.00	2,150,101.00
	JHU	904,657.48	712,666.04	383,312.09	44,649.68	2,045,285.30
	CCSSO			100,624.41	99,334.14	199,958.55
	Total Contractual	1,611,316.48	1,410,719.04	962,800.51	410,508.82	4,395,344.85
	Other					
	Other - Standard employee cost 1st year is at 50% of annual cost					
1301	Office Space - downtown balt.	2,904.58	5,809.15	5,809.15	5,809.15	20,332.04
322	phone	381.75	763.50	763.50	763.50	2,672.25
311	postage	490.50	981.00	981.00	981.00	3,433.50
897	Web page reserve	87.00	174.00	174.00	174.00	609.00
833	general printing	463.50	927.00	927.00	927.00	3,244.50
1302	Insurance Coverage	34.50	69.00	69.00	69.00	241.50
	Other Sub-Total	4,361.83	8,723.65	8,723.65	8,723.65	30,532.79
	Sub-Total	1,717,758.01	1,556,289.76	1,110,532.51	560,445.33	4,945,025.62
	Indirect (current rate 10%)	10,644.15	14,557.07	14,773.20	14,993.65	54,968.08
	Total	1,728,402.16	1,570,846.83	1,125,305.71	575,438.98	4,999,993.69

	OMB Control Number: 1894- Expiration Date:

BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
WEST ED	

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$338,306	$343,511	$245,691	$128,110		$1,055,618
2. Fringe Benefits	$123,149	$125,044	$89,435	$46,634		$384,262
3. Travel	$31,080	$31,080	$7,770	$7,770		$77,700
4. Equipment	$0	$0	$0	$0		$0
5. Supplies	$908	$902	$640	$324		$2,774
6. Contractual	$40,000	$25,000	$15,000	$20,000		$100,000
7. Construction	$0	$0	$0	$0		$0
8. Other	$94,187	$92,756	$65,613	$33,234		$285,790
9. Total Direct Costs (lines 1-8)	$627,630	$618,293	$424,149	$236,072		$1,906,144
10. Indirect Costs*	$79,029	$79,760	$54,715	$30,453		$243,957
11. Training Stipends	$0	$0	$0	$0		$0
12. Total Costs (lines 9-11)	$706,659	$698,053	$478,864	$266,525	$0	$2,150,101

***Indirect Cost Information** ***(To Be Completed by Your Business Office)**:

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? _X_ Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 12/1/2012 To: 11/30/2013 (mm/dd/yyyy)

Approving Federal agency: _X_ ED ____ Other (please specify): _____ The Indirect Cost Rate is 12.9 %

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

___ Is included in your approved Indirect Cost Rate Agreement? or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %

Johns Hopkins University, School of Education, Center for Technology in Education (CTE)
Enhanced Assessment Grant Budget

		10/1/13-9/30/14		10/14 - 9/15		10/15 - 9/16		10/16 - 9/17		Total
		Effort	Amount	Effort	Amount	Effort	Amount	Effort	Amount	Amount
1. Personnel	Johns Hopkins - CTE									
	Dr. Jacqueline Nunn	5%	7,222	5%	7,438	5%	7,661	5%	7,891	30,213
	David Peloff	10%	8,852	10%	9,117	5%	4,695	5%	4,836	27,500
	Linda Carling	10%	8,157	10%	8,402	5%	4,327	5%	4,457	25,343
	PD Content Manager	100%	70,525	100%	72,641	50%	37,410	5%	3,853	184,429
	Technical Manager	50%	35,263	50%	36,320	25%	18,705	5%	3,853	94,141
	Total		**130,018**		**133,918**		**72,799**		**24,891**	**361,626**
2. Fringe benefits: 34.5%			**44,856**		**46,202**		**25,116**		**8,587**	**124,761**
3. Travel (Domestic)			**20,000**		**20,000**		**15,000**		**5,000**	**60,000**
4. Equipment			-		-		-		-	-
5. Supplies			**5,000**		**5,000**		**1,000**		**1,000**	**12,000**
6. Contractual										
	CAS System and PD Development 2.0		400,000		200,000		50,000		-	650,000
	Professional Development Content 2.0		100,000		100,000		25,000		-	225,000
	Hosting/Scaling /Maintenance/User Support		100,000		125,000		150,000		-	375,000
Sub-total			**600,000**		**425,000**		**225,000**		-	**1,250,000**
7. Construction			-		-		-		-	-
8. Other Direct Costs			0		0		0		0	-
9. Total Direct Costs			799,874		630,120		338,914		39,478	1,808,387
10. Indirect Costs: 13.1%			104,783		82,546		44,398		5,172	236,899
11. Stipends					-		-			-
12. Total Direct & Indirect Costs			**904,657**		**712,666**		**383,312**		**44,650**	**2,045,285**

Council of Chief State School Officers

Budget Summary Form

MD/OH Comprehensive Assessment Project

	Fed grant year Total	3 Year 1	4 Year 2
Staffing	39,623	20,009	19,614
Fringe Benefits	11,887	6,003	5,884
Consultants	73,600	36,800	36,800
Subcontractors	-	-	-
Travel and Meetings	33,404	16,912	16,492
Product Development	-	-	-
Other Program Costs	-	-	-
Office Rent	2,868	1,499	1,369
Supplies	1,200	600	600
Teleconference	-	-	-
Communications	1,200	600	600
Printing & Duplicating	1,200	600	600
Total Direct Costs	164,982	83,023	81,959

(b)(4)

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Maryland State Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	52,450.00	104,900.00	106,998.00	109,138.00		373,486.00
2. Fringe Benefits	1,582.00	3,164.00	3,227.00	3,292.00		11,265.00
3. Travel	28,000.00	28,000.00	28,000.00	28,000.00		112,000.00
4. Equipment	19,265.00	0.00	0.00	0.00		19,265.00
5. Supplies	783.00	783.00	783.00	783.00		3,132.00
6. Contractual	1,611,316.00	1,410,719.00	962,801.00	410,509.00		4,395,345.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	4,362.00	8,724.00	8,724.00	8,724.00		30,534.00
9. Total Direct Costs (lines 1-8)	1,717,758.00	1,556,290.00	1,110,533.00	560,446.00		4,945,027.00
10. Indirect Costs*	10,644.00	14,557.00	14,773.00	14,994.00		54,968.00
11. Training Stipends						
12. Total Costs (lines 9-11)	1,728,402.00	1,570,847.00	1,125,306.00	575,440.00		4,999,995.00

Indirect Cost Information *(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 10.00 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 10.00 %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Maryland State Department of Education		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

OMB Number: 1894-0007
Expiration Date: 07/31/2014

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Rolf		Grafwallner	

Address:

Street1: 200 W. Baltimore Street
Street2:
City: Baltimore
County:
State: MD: Maryland
Zip Code: 21201-2595
Country: USA: UNITED STATES

Phone Number (give area code): 410-767-0335
Fax Number (give area code):

Email Address: rgrafwal@msde.state.md.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.