APPLICATION FOR GRANTS UNDER THE

2015 Enhanced Assessment Grant (EAG)

CFDA # 84.368A

PR/Award # S368A1500015

Grants.gov Tracking#: GRANT11950802

OMB No., Expiration Date:

Closing Date: Jun 29, 2015
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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.).
Application for Federal Assistance SF-424

* 1. Type of Submission:  
   - Preapplication  
   - Application  
   - Changed/Corrected Application

* 2. Type of Application:  
   - New  
   - Continuation  
   - Revision

* 3. Date Received: 06/22/2015

4. Applicant Identifier:

5a. Federal Entity Identifier: A1-6007162

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:
   * a. Legal Name: Minnesota Department of Education
   * b. Employer/Taxpayer Identification Number (EIN/TIN): A1-6007162
   * c. Organizational DUNS: 9335613180000

d. Address:
   * Street1: 1500 Highway 36 West
   * Street2:
   * City: Roseville
   * County/Parish:
   * State: MN: Minnesota
   * Province:
   * Country: USA: UNITED STATES
   * Zip / Postal Code: 55113-4266

e. Organizational Unit:
   - Department Name: Statewide Testing
   - Division Name: Student Testing and Assessment

f. Name and contact information of person to be contacted on matters involving this application:
   * Prefix:  
   * First Name: Cheryl
   * Middle Name:
   * Last Name: Alcaya
   * Suffix:  
   * Title: Assessment Supervisor
   * Organizational Affiliation: Minnesota Department of Education
   * Telephone Number: (651) 562-8419
   * Fax Number: (651) 562-8874
   * Email: Cheryl.Alcaya@state.mn.us

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Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:
   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-042815-002
    * Title:
    Office of Elementary and Secondary Education (OESE): Enhanced Assessment Instruments Grants
    Program: Enhanced Assessment Instruments CFDA Number 84.368A,

13. Competition Identification Number:
    84-368A2015-1
    Title:

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

15. Descriptive Title of Applicant's Project:
    Data Informed Accessibility - Making Optimal Needs-based Decisions (DIAMOND)

Attach supporting documents as specified in agency instructions.

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Application for Federal Assistance SF-424

16. Congressional Districts Of:
  * a. Applicant: MN/all
  * b. Program/Project: MN/all

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

Add Attachment  Delete Attachment  View Attachment

17. Proposed Project:
  * a. Start Date: 10/01/2015
  * b. End Date: 09/30/2018

18. Estimated Funding ($):
  * a. Federal
  * b. Applicant
  * c. State
  * d. Local
  * e. Other
  * f. Program Income
  * g. TOTAL: 3,053,762.00

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 06/28/2015.
  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

Add Attachment  Delete Attachment  View Attachment

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)

cko "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:                      * First Name: Kevin
Middle Name:                
* Last Name: McHenry
Suffix:                      

* Title: Assistant Commissioner

* Telephone Number: (651) 562-8250  Fax Number: 

* Email: Kevin.McHenry@state.mn.us

* Signature of Authorized Representative: Jim Wood  * Date Signed: 06/28/2015

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ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes 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. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

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 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 1685-1688), 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 handicap; (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. §§295 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VII 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.

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).


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

Jim Wood

TITLE

Assistant Commissioner

APPLICANT ORGANIZATION

Minnesota Department of Education

DATE SUBMITTED

06/29/2015

Standard Form 424B (Rev. 7-97) Back
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
   - [ ] b. grant
   - [ ] c. cooperative agreement
   - [ ] d. loan
   - [ ] e. loan guarantee
   - [ ] f. loan insurance

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

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

4. Name and Address of Reporting Entity:
   - [ ] Prime
   - [ ] SubAwardee
   - * Name: Minnesota Department of Education
   - * Street 1: 11900 Highway 36 West
   - * Street 2: 
   - * City: Roseville
   - * State: MN
   - * Zip: 55113-4266
   - Congressional District, if known: 

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

   

6. * Federal Department/Agency:
   - U.S. Department of Education

7. * Federal Program Name/Description:
   - Grants for Enhanced Assessment Instruments
   - CFDA Number, if applicable: 41.358

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: 
   - * Name: 
     - Prefix: 
     - * First Name: Cheryl
     - Middle Name: 
     - * Last Name: alaya
     - Suffix: 
   - Title: Assessment Supervisor
   - Telephone No.: (651) 582-8419
   - Date: 06/29/2015

Federal Use Only:

PR/Award # S388A150015

Tracking Number:GRANT11950802
Funding Opportunity Number:ED-GRANTS-042815-002 Received Date:Jun 29, 2015 03:49:00 PM EDT
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 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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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.

DIAMOND Part 7 GEPA.pdf
Add Attachment Delete Attachment View Attachment

PR/Award # S388A150015
Page 69
General Education Provisions Act (GEPA) Requirements

DIAMOND Project

The DIAMOND project is committed to ensuring equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs. Because the managing partner for this project is the National Center on Educational Outcomes (NCEO), and it will be responsible for carrying out all project activities and hiring, the General Education Provisions Act (GEPA) requirements reflect the commitment of NCEO to equitable access and participation.

Barriers to Project Employment

NCEO, and its affiliated University of Minnesota department – Institute on Community Integration (ICI), have maintained a consistent record of hiring persons with disabilities, as well as people with a variety of national origins, races, age groups, and gender identifications. At least 10% of the current ICI staff have some type of documented disability. A broad range of disabilities is represented, including developmental disabilities such as cerebral palsy and epilepsy, as well as sensory disabilities and mental health disabilities. ICI is an organization committed by its very nature to engaging people with disabilities in participation through employment and through various advisory boards. For example, more than one-half of the Institute’s current Community Advisory Council is people with disabilities or people who are parents of children with disabilities. In addition, the Institute has employed people from a variety of nations, including Czech Republic, China, Japan, Somalia, South Korea, Taiwan, Turkey, and Ukraine. NCEO has employed individuals with disabilities, including individuals with Down syndrome, blindness, cerebral palsy, and mental health disabilities. Current employees at NCEO include staff from Taiwan and Ukraine. The proposed project is committed to continuing the employment of individuals from a variety of backgrounds, particularly individuals with disabilities. To do so, a three-pronged approach will be implemented.
First, NCEO will provide the training needed by graduate students with disabilities to attain the qualifications that ready them for positions in higher education or other positions that require a Ph.D. The Center creates a strong avenue for ensuring the employment and advancement of individuals with disabilities. This is a strategy used in the past with individuals such as James Shriner, an individual with cerebral palsy, who is now a University professor, training new teachers. The strategy was also used with Sarah Barrow, an individual who is legally blind. While working at NCEO, Sarah completed her school psychology internship in a local school district as part of her School Psychology Specialist degree. She continued on to employment in a school setting.

Second, NCEO will undertake an active recruitment policy for hiring individuals with disabilities. This recruitment policy will involve advertising positions in publications with readerships comprised of many individuals with disabilities, including newsletters of The Association for Individuals with Severe Handicaps, The Council of Learning Disabilities, and various similar associations. Furthermore, individuals currently employed within the Institute on Community Integration, especially those with disabilities themselves, will be asked to actively and personally inform and recruit individuals with disabilities for positions.

NCEO and ICI management remain committed to the goal of increasing the number of individuals with disabilities who work in the Center and the Institute, to assist those individuals with disabilities currently employed to advance, and to train advanced students in educational fields so that their employment opportunities are increased beyond what they would have been without the assistance. These are important steps in the critical push to improve the employment of persons with disabilities.

Barriers to Participation in Project Activities

The DIAMOND project contains several components where there may be barriers to full participation for individuals with disabilities. To the best of our knowledge, our participants (e.g., expert panelists, teachers), all of whom are adults, will be fluent English speakers so there should be no participation barriers related to participants with limited English language proficiency.
First, the national expert panelists and state partners will participate in meetings and reviews via email, webinars, and teleconferences. If any of our national experts or state partners requires large print or audio presentation, computers should allow for easy adaptation to fit the needs of individual participants. Sign interpreters will be hired when needed. A Telecommunication Device for the Deaf (TDD) service is available if we are communicating with any participants with hearing impairments via telephone. In-person meetings will be conducted in hotels or other public conference facilities that are fully accessible to individuals with physical disabilities.

School practitioners (e.g., teachers, special education service providers, English language development teachers) also will participate in classroom observations and face-to-face interviews during the project. As needed, data collectors for these activities will hire sign language interpreters, and provide copies of written materials in large print or braille. Interviews will be conducted in school buildings that are fully accessible to individuals with physical disabilities.

All materials disseminated from the project will be made available on a web page for the project. These materials will be provided in both html and PDF formats so that they are fully accessible to individuals who require screen readers.
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 $10,000 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 subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Minnesota Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:    * First Name: Kevin    Middle Name:  
* Last Name: McHenry       Suffix:  
* Title: Assistant Commissioner

* SIGNATURE: Jim Wood    * DATE: 06/29/2015
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.]

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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: [DIAMOND Grant Abstract, Final, Minnesota.pdf] [Add Attachment] [Delete Attachment] [View Attachment]
Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND)

The DIAMOND project is a collaboration of the State of Minnesota and seven additional states and the National Center on Educational Outcomes. The project’s goal is to improve the validity of assessment results and interpretations for students with documented needs by developing guidelines for making informed decisions about accessibility features and accommodations. It will promote a decision-making process that moves beyond the use of a checklist approach (which often results in the identifying tools and accommodations that do not provide access to the student), to an approach that relies on the use of classroom progress data and other measures charted over time to evaluate individual student needs.

This project includes the following activities:

1. Conducting focus groups with educators to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations.

2. Conducting classroom observations to highlight appropriate practices in implementing accessibility features and accommodations.

3. Conducting assessment data analysis related to accessibility features and accommodations in an example state to showcase the process of making data informed decisions.

4. Holding a forum with national experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs.

5. Producing a training module and supplemental materials to summarize and exemplify the guidelines.

6. Piloting the professional development materials and revising them based upon pilot test results.

The DIAMOND project addresses all four absolute priorities:

(1) Collaboration – the project is a collaboration effort of states, project national expert panelists and consultants, and NCEO;

(2) Use of Multiple Measures of Student Academic Achievement – project activities will be informed by instruction, assessment, considerations of individual student characteristics, and other variables determining student academic achievement;
(3) Charting Student Progress Over Time – the goal of the project is to develop optimal decision-making approaches grounded in longitudinal data reflecting student progress over a period of time rather than attempting snapshot-based decisions; and

(4) Comprehensive Academic Assessment Instruments – the project will culminate in the development of a training module and related assessment instruments to summarize guidelines for making optimal, consistent, and comprehensive accessibility and accommodations decisions.

The project addresses both competitive preference priorities:

(1) Implementing Internationally Benchmarked College- and Career-Ready Standards and Assessments – our work will significantly enhance accessibility and accommodations decision-making processes and result in developing and implementing strategies and tools that are based on standards and information from assessments to inform classroom practices that meet the needs of all students on their paths to college and career readiness; and

(2) Leveraging Technology to Support Instructional Practice and Professional Development – the DIAMOND project will culminate in a training module and supplemental tools that will assist general education teachers, special education teachers, English as a second language/bilingual education teachers, and other educators, with making optimal accessibility and accommodations decisions for their students and support their personalized learning.

All students who require accessibility and accommodations supports (general education students with documented accessibility needs, students with disabilities, English language learners (ELLs), ELLs with disabilities will be served by this project. Project sites will be located in the eight participating states: Minnesota (lead), Alabama, Maryland, Michigan, Ohio, West Virginia, Wisconsin, Virgin Islands.
Mandatory Project Narrative File Filename: DIAMOND Narrative, FINAL, Minnesota.pdf

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

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Data Informed Accessibility – Making Optimal Needs-based Decisions (The DIAMOND Project)

Project Narrative

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Data Informed Accessibility – Making Optimal Needs-based Decisions (The DIAMOND Project)

Cheryl Alcaya, Principal Investigator  Martha Thurlow, Subcontract Principal Investigator

Collaborating States: Minnesota (lead), Alabama, Maryland, Michigan, Ohio, West Virginia, Wisconsin, Virgin Islands

The State of Minnesota is applying for funding under Title VI, Part A, Subpart I, Section 6112: Enhanced Assessment Instruments “to enhance the quality of assessment instruments and systems used by States for measuring student achievement.” Minnesota is the lead state for the Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND) state collaborative, which also includes Alabama, Maryland, Michigan, Ohio, Wisconsin, West Virginia, and the Virgin Islands. The goal of the DIAMOND project is to improve the validity of assessment results and interpretations for students with documented needs by developing guidelines for making informed decisions about accessibility features and accommodations. DIAMOND collaborative states are committed to enhancing accessibility and accommodations decisions related to technology-delivered large scale assessments to allow all students equitable access to assessment content based on their individual needs and preferences.

Absolute Priorities. The DIAMOND project addresses all four absolute priorities:

(1) Collaboration – the DIAMOND project is a collaboration effort of states, project national expert panelists and consultants, and the National Center on Educational Outcomes; all partners will work collaboratively to enhance decision-making processes and tools related to accessibility and accommodations;

(2) Use of Multiple Measures of Student Academic Achievement – project activities will be informed by instruction, assessment, considerations of individual student characteristics, and other variables determining student academic achievement;

(3) Charting Student Progress Over Time – the goal of the project is to develop optimal decision-making approaches grounded in longitudinal data reflecting student progress over a period of time rather than attempting snapshot-based decisions; the project will also operate under the assumption that based on
these longitudinal data as well as subsequent progress monitoring and evaluation of outcomes, accessibility and accommodations decisions can be revised and improved to best respond to students’ needs; and

(4) Comprehensive Academic Assessment Instruments – the DIAMOND project will culminate in the development of a training module and related assessment instruments to summarize guidelines for making optimal, consistent, and comprehensive accessibility and accommodations decisions.

**Competitive Preference Priorities.** The DIAMOND project addresses both competitive preference priorities:

(1) Implementing Internationally Benchmarked College- and Career-Ready Standards and Assessments – our work will significantly enhance accessibility and accommodations decision-making processes and result in developing and implementing strategies and tools that are based on standards and information from assessments to inform classroom practices that meet the needs of all students on their paths to college and career readiness; and

(2) Leveraging Technology to Support Instructional Practice and Professional Development – the DIAMOND project will culminate in a training module and supplemental tools that will assist general education teachers, special education teachers, ESL/bilingual education teachers, and other educators, with making optimal accessibility and accommodations decisions for their students and support their personalized learning.

(a) **Need for the Project**

In the context of new technology-based assessments, various accessibility and accommodations options are available for students to meet their individualized needs and preferences. These new individualized approaches to accessibility place a much greater burden on educator teams and individuals who make decisions about which students need and should receive specific features among a variety of accessibility choices. Currently, both general education and special education teachers receive a multitude of information on accessibility and accommodations for students with documented needs from various
sources. That information may not always be effective when it comes to empowering students with equitable supports so that they can show what they know and can do (Altman, Lazarus, Quenemoen, Kearns, Quenemoen, & Thurlow, 2010; Langley & Olsen, 2003).

Due to significant technological advancements, states and assessment consortia are redefining their approaches to test accessibility and implementing several tiers of supports to better meet individualized access needs of their students. Universally available features (e.g., highlighter) are one such tier and they require no decision-making efforts on behalf of educators since they can be used by all students participating in assessments. This project focuses on two other tiers of supports that involve some decision making by individual educators or groups of educators – accessibility features for students with documented needs and accommodations. Accessibility features for students with documented needs (also known as “accessibility features identified in advance” in Partnership for Assessment of Readiness for College and Careers states and “designated supports” in Smarter Balanced Assessment Consortium states) are features that are available for use by any student (general education, special education, ESL/bilingual education, etc.) for whom the need has been identified by an educator or a team of educators in advance (see PARCC Accessibility Features and Accommodations Manual and Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines). One example of such feature is color contrast. Accommodations are procedures and materials that increase equitable access during instruction and assessments for students (primarily students with disabilities) and generate valid assessment results that show what ELLs with disabilities know and can do (Shyyan, Christensen, Touchette, Lighborne, Gholson, & Burton, 2013). Translating assessment content into American Sign Language is an example of an accommodation. Current research suggests that use of pre-identified accessibility features and accommodations needs to be based on individual student needs and preferences to be most effective (Christensen, Shyyan, Rogers, & Kincaid, 2014; Shyyan, Christensen, Rogers, & Kincaid, 2014). Also, in order to provide optimal results, accessibility features and accommodations must be similar or identical to the accessibility features and accommodations used in the
classroom. The process of making accessibility decisions must be done with integrity so that these tools produce valid results reflective of what students know and can do (Elliott, Kratochwill, & Schulte, 1998).

The new system of accessibility features and accommodations poses very real challenges for specialists in measurement, curriculum, special education, ESL/bilingual education, and general education, who are now tasked with making informed decisions on how larger numbers of their students participate in assessments. Simply providing definitions of the new features and accommodations is not enough. Targeted training, including specific approaches to using data to inform decisions, needs to be implemented so that optimal decisions can be made. These methodologies are desperately needed by educators who have not had to make these decisions before (for instance, general education teachers), yet are also needed by members of Individualized Education Program (IEP) teams to ensure that their decisions are informed by data.

Although instructional and assessment accessibility features and accommodations are provided to students, there is evidence that they do not always lead to valid results for students. Overaccommodating and underaccommodating of students may lead to ineffective use of the tools provided and an impact on students’ test performance. This project creates a collaborative of states to address the improvement of accessibility and accommodations decision making for all students who need these decisions made for them on any type of assessment – general, alternate, or English language proficiency. By working together in this collaborative, states will be able to build on the lessons learned in one state for the benefit of all.

States will collaborate with each other, with the project expert panel and consultants, and with the National Center on Educational Outcomes to investigate teacher instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations. This project seeks to understand how teachers use data from their classrooms to evaluate the use of accessibility features and accommodations for students and to enhance their decisions made about accessibility and accommodations on large-scale assessments.
Goal. This proposed project is a collaboration of states and the National Center on Educational Outcomes. Its goal is to improve the validity of assessment results and interpretations for students with documented needs by developing guidelines for making informed decisions about accessibility features and accommodations. It will promote a decision-making process that moves beyond the use of a checklist approach (which often results in the identifying tools and accommodations that do not provide access to the student), to an approach that relies on the use of classroom progress data and other measures charted over time to evaluate individual student needs. The approach developed by the project members representing PARCC, Smarter Balanced, and states with no consortium affiliation (Minnesota, Alabama, Maryland, Michigan, Ohio, West Virginia, Wisconsin, and the Virgin Islands) and will be replicable so that it can be employed in other states and entities to implement data informed accessibility and accommodations decision making.

All the collaborating partners have joined the DIAMOND project with an understanding that educator perceptions and practices related to using classroom data to inform and improve accessibility and accommodations decisions, as well as data analysis practices in an example state, can capitalize on successes and address challenges in each state to ensure making optimal accessibility and accommodations decisions for all students who need to be supported, which will ultimately bring about more valid assessment outcomes for these students on their paths to college and career readiness. To realize this goal, we identified six objectives highlighted in Table 1.

Table 1. Summary of Project Objectives

<table>
<thead>
<tr>
<th>#</th>
<th>Objective</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations</td>
<td>Online focus groups with teachers</td>
</tr>
<tr>
<td>2.</td>
<td>To highlight appropriate practices in implementing accessibility features and accommodations</td>
<td>Classroom observations</td>
</tr>
<tr>
<td>#</td>
<td>Objective</td>
<td>Activity</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>3.</td>
<td>To showcase the process of making data informed decisions</td>
<td>Assessment data analysis related to accessibility features and accommodations in an example state</td>
</tr>
<tr>
<td>4.</td>
<td>To generate consensus on a set of guidelines and related comprehensive assessment instruments for making data informed decisions about accessibility features and accommodations for students with documented needs</td>
<td>A forum with national experts</td>
</tr>
<tr>
<td>5.</td>
<td>To summarize and exemplify the guidelines and instruments</td>
<td>Professional development materials</td>
</tr>
<tr>
<td>6.</td>
<td>To pilot the professional development materials and revise them based upon pilot test results</td>
<td>A pilot test</td>
</tr>
</tbody>
</table>

All materials created during this project will be reviewed by an expert panel made up of state representatives in the areas of assessment, technology, general education, special education, and English language acquisition. Driven by the principles of innovation, flexibility, and inclusivity, this project aims at developing materials that can be used by any state regardless of its membership in a consortium and regardless of the type of assessment (general, alternate, English language proficiency). Project deliverables will be shared first among project participants and then disseminated nationally.

(i) Magnitude and Severity of the Problem

As technology-based large-scale assessments are being improved and enhanced with customizable accessibility features and accommodations, millions of general education, special education, and ESL/bilingual education students, as well as other categories of students such as English language learners (ELLs) with disabilities, now can take advantage of these supports to access assessment and
instruction content meaningfully. Those general education students who can benefit from using such features as color contrast, magnification, or a calculator, can have those features activated in their assessment platform as long as an informed educator or group of educators make those decisions.

Students with disabilities account for about 12% of all students enrolled in K-12 schools. The primary disability of almost half of these students is a learning disability, another 19% have speech or language impairments. Students receiving special education services have Individualized Educational Programs (IEPs) that address their needs related to any of 13 disability categories that are diverse in nature: autism, deafness, blindness, developmental delay, emotional disturbance, hearing impairments, mental retardation, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech and language impairments, traumatic brain injury, and visual impairments. The customizable accessibility features and accommodations available for these students allow for better ways of leveling the playing field in response to their unique disability demands. It is of paramount importance that IEP team members make appropriate accessibility and accommodations decisions for these students and that these decisions are informed by students’ classroom data.

ELLs represent another rapidly growing population in the country. According to the National Center for Education Statistics (2014), “The percentage of public school students in the United States who were English language learners (ELL) was higher in school year 2011-12 (9.1 percent) than in 2002-03 (8.7 percent).” The appropriate use of such language-related accessibility features as glossaries and thesauri enables those students to demonstrate their knowledge while they are learning the English language.

ELLs with disabilities are a growing portion of the students with disabilities subgroup in nearly every state (National Clearinghouse for English Language Acquisition, n.d.). Although they do not represent a large percentage of the student population, they are part of the population of “all students” and are to be included in state assessments. Title I and Title III legislation require that ELLs, including those with disabilities, be taught the same challenging content standards as their fluent-English speaking peers; however, state-level content assessments show that ELLs with disabilities are among the lowest achieving
students (Liu, Barrera, Thurlow, Guven, & Shyyan, 2005). For this group of students, both English
language-related needs and disability-related needs may require specific accessibility and
accommodations decisions from their IEP teams who, according to the recent guidance from the
Department of Education, must include an expert in language acquisition.

Accessibility features and accommodations play a key role in enabling many students to
participate meaningfully in instruction and assessment. Since until recently, most accessibility features
were deemed to be accommodations, previous research uses the accommodation term for this redefined
tier of features. According to Hodgson, Lazarus, and Thurlow (2011), several factors can explain
teachers’ difficulty in making appropriate accommodations decisions. First, teachers may use either too
few or inappropriate sources of information for accommodations decision making (Fuchs & Fuchs, 2001;
Ketterlin-Geller, Alonzo, Braun-Monegan, & Tindal, 2007). Some teachers use informal student
observation, without consideration of other data sources for making recommendations (Ketterlin-Geller,
Alonzo, Braun-Monegan, & Tindal, 2007). Sometimes teachers may consider the feasibility of providing
the accommodation, rather than individual student needs (DeStefano, Shriner, & Lloyd, 2001; Lazarus,
Thompson, & Thurlow, 2006). Some teachers may tend to select accommodations that can be
administered to a group of students in a resource or special education classroom setting. And, some
teachers may use student placement (e.g., reading instructional level) or demographic characteristics (e.g.,
etnicity, socioeconomic status) to make accommodations decisions (Fuchs & Fuchs, 2001).

The number of students using accommodations on state tests for accountability varies across U.S.
states and has for some time (Altman, Thurlow, & Vang, 2010; Thurlow, Moen, & Altman, 2006). For
example, more than half of the states report that 50%–74% of elementary school students with disabilities
use accommodations in math, and an additional six states report that more than 75% of elementary school
students with disabilities use accommodations in math. However, in two states, fewer than 25% of
elementary school students with disabilities use the read aloud accommodation in math.

Accessibility features and accommodations meet students’ individual needs, and there generally
should be consistency used across instruction, other non-summative tests, and state large-scale
assessments – though some accessibility features and accommodations used for instruction or formative assessments may not be appropriate during large-scale testing. In the latter case, students should be practicing participation in assessments without these supports. Data gathered from the use of instructional accessibility should provide a foundation for making assessment accessibility decisions (Elliott & Thurlow, 2006).

To date, research on instructional accommodations has predominantly focused on examining inconsistencies in accommodations documented in students’ IEPs, and accommodations used for standardized tests. Some evidence suggests that accommodations may be introduced on test day, rather than implemented consistently across instruction and assessment (Maccini & Gagnon, 2006; Ysseldyke, Thurlow, Bielinski, House, Moody, & Haigh, 2001). Other evidence suggests that some accommodations (e.g., setting accommodations) are more likely to be provided during assessment than instruction, while other accommodations (e.g., extended time, read aloud) are more likely to be provided during instruction than assessment (Bottsford-Miller, 2009). In addition, accommodations may be implemented more consistently across instruction and assessment at the elementary versus secondary levels (Maccini & Gagnon, 2006; Bottsford-Miller, 2009). The diverse and sometimes polarized nature of these findings points to the need of developing a rigorous decision-making approach to inform the use of accessibility features and accommodations.

Researchers report a substantial and growing need for accessibility and accommodations training, and often complexity of the delivery of the training presents significant challenges (Hodgson, Lazarus, & Thurlow, 2011). Teachers report that they need additional training to learn how to confidently make and implement accommodations decisions (Thompson, Lazarus, Thurlow, & Clapper, 2005). However, teachers face many competing demands upon their time and there is limited time available for professional development. General, special, and ESL/bilingual education teachers often need to learn how to develop professional learning communities that work together to help ensure the learning of all students, including students with disabilities (Dede, Ketelhut, Whitehouse, Breit, & McCloskey, 2009).
Systemic change is needed to accommodate the needs and preferences of diverse learners and create schools where staff members feel confident that they have the skills needed to use data, and then successfully instruct and assess all learners. Data can provide key information that can be used to improve decision making. Appropriately and consistently used accessibility features and accommodations should be present in all activities, including instruction, formative and high-stakes assessments, and beyond (DeStefano, Shriner, & Lloyd, 2001; Thurlow, Lazarus, & Christensen, 2008).

(ii) Magnitude of the Need for the Services to Be Provided or the Activities to Be Carried out by the Proposed Project

Both state and local educational agencies strive to include all students in large-scale assessments (Albus & Thurlow, 2007; Altman, Lazarus, Quenemoen, Kearns, Quenemoen, & Thurlow, 2010), but teachers, administrators, and other educators still struggle with making appropriate and consistent decisions when it comes to providing accessibility features and accommodations in instruction and on assessments. These challenges have implications for the validity of the assessment results and the meaningful support of all students on their paths to college and career readiness.

With new changes in assessments have come changes in the terminology of accessibility. In the past the focus was almost entirely on accommodations. Now, consortia and states are referring to levels of accessibility. Most common is a three-level framework. In general assessment and ELP assessment consortia, for example, one level includes features available to all students. Another level includes features that must be designated by an educator prior to the assessment. These features are available to any student for whom the features are designated in advance, including, students with disabilities, English language learners (ELLs), and students who do not have disabilities and are not ELLs. The third level typically is accommodations that are limited to students with disabilities, or in some cases, also to ELLs. Alternate assessment consortia also offer three levels of supports for participating students, and these levels often correlate with the types of intensity of needs that they meet. Table 2 summarizes the accessibility and accommodations frameworks of the general assessment, English language proficiency assessment, and alternate assessment consortia (NCEO Brief 11). The accessibility and accommodations
frameworks vary both in terminology and in the student needs they address, and they present expansive and novel information which often requires meaningful decisions on behalf of teachers and test administrators.

**Table 2. Accessibility and Accommodations Frameworks of the Assessment Consortia**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Accessibility Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Assessment</strong>&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>PARCC</td>
<td>Features for All Students</td>
</tr>
<tr>
<td></td>
<td>Accessibility Features Identified in Advance</td>
</tr>
<tr>
<td>Smarter Balanced</td>
<td>Universal Tools</td>
</tr>
<tr>
<td></td>
<td>Designated Supports</td>
</tr>
<tr>
<td></td>
<td>Accommodations</td>
</tr>
<tr>
<td><strong>ELP Assessment</strong>&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>ELPA21</td>
<td>Universal Features</td>
</tr>
<tr>
<td></td>
<td>Designated Features</td>
</tr>
<tr>
<td>WIDA-ASSETS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accommodations</td>
</tr>
<tr>
<td><strong>Alternate Assessment</strong>&lt;sup&gt;c&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>DLM</td>
<td>Supports Provided Within DLM via PNP</td>
</tr>
<tr>
<td></td>
<td>Supports Requiring Additional Tools/ Materials</td>
</tr>
<tr>
<td></td>
<td>Supports Provided Outside the DLM System</td>
</tr>
<tr>
<td>NCSC</td>
<td>Optimal Testing Conditions</td>
</tr>
<tr>
<td></td>
<td>Accessibility Features</td>
</tr>
<tr>
<td></td>
<td>Test Accommodations</td>
</tr>
</tbody>
</table>

<sup>a</sup> General Assessment Consortia: PARCC – Partnership for Assessment of Readiness for College and Careers; Smarter Balanced – Smarter Balanced Assessment Consortium.

<sup>b</sup> English Language Proficiency Assessment Consortia: ELPA21 – English Language Proficiency for the 21<sup>st</sup> Century; WIDA-ASSETS – World Class Instruction – Assessment Services Supporting ELs through Technology Systems.
Alternate Assessment based on Alternate Achievement Standards Consortia: DLM – Dynamic Learning Maps; NCSC – National Center and State Collaborative.

Educators should know each applicable consortium’s accessibility framework and the tools available within it to be able to identify what accessibility features and accommodations are most beneficial for their students. Accessibility features and accommodations often vary in availability and specifications across various assessments as the latter are designed to measure different aspects of students’ knowledge and skills. Educators are now asked to use technology-based tools, such as a Personal Needs Profile (PNP), an Individual Student Assessment Accessibility Profile (ISAAP), or other tools to determine in advance which features will be part of an assessment platform when the student accesses the assessment. Most educators are in states that belong to more than one consortium, or in which different assessments have different accessibility frameworks and accommodation policies. The need for optimal and consistent decision-making approaches that would transcend consortium membership and assessment types is palpable in the context of these policy changes.

Since learners’ educational needs and preferences are as unique as their fingerprints, and modern technology and other approaches make it possible to customize how learners are taught and assessed, educators’ responsibility to make comprehensive accessibility and accommodations decisions is much more prominent given the availability of many of these supports to all students. Moreover, collecting data on what accessibility features and accommodations students actually use and the extent to which they use them would also contribute to optimizing accessibility and accommodations decisions for all students and contribute to a longitudinal body of knowledge about this aspect of students’ education.

(iii) Nature and Magnitude of Gaps and Weaknesses

Presently, educators are asked to indicate what assessment accessibility features and accommodations should be provided for students with documented needs. A challenge for educators is making appropriate decisions about assigning these newly available accessibility tools to a large number of students, while at the same time balancing the need for individualized decision making and efficiency.
The lack of guidance and related professional development for educators often results in an attempt to make blanket decisions for multiple students or provide as many accessibility features as possible with the hope that those needed ones will be effective. Recent research, however, indicates that providing too many features as part of the platform may lead to ineffective use of these features or an impact on students’ test performance (Higgins, Fedorchak, & Katz, 2012). Furthermore, having to turn these features on and off during the test might distract some students (PARCC Accessibility Features and Accommodations Manual, Third Edition). Thus, the decision-making process regarding selecting these features and accommodations appropriately in advance has strong implications for valid assessment results.

Accessibility features and accommodations are now available not only to students with disabilities, but to other categories of students. Given this shift, teachers employed in general education, special education, ESL/bilingual education, and other areas need to be empowered with data informed strategies and communication approaches to make optimal decisions for their students, preferably also based on communication with their students and other stakeholders.

(b) Significance

The dramatic shift in the approaches toward accessibility and accommodations is bound to bring about systemic change, which is often difficult. For this type of sustainable long-term change to occur, educators need to knowledgeably and confidently collaborate to ensure that all students are able to meaningfully access the curriculum and assessments (Bolt & Roach, 2008; Thompson, Lazarus, Clapper, & Thurlow, 2006). Given the increased demands for accommodating the needs of diverse learners, systemic change is needed to create schools where school staff feels confident that they have the skills needed to successfully instruct and assess all learners.

(i) Significance of the Problem or Issue to Be Addressed by the Proposed Project

Recent reforms in educational testing have created increased opportunities for improved accessibility in technology-based environments. With the significant increase in the number of students
who can now benefit from these opportunities, larger numbers of educators become responsible for making appropriate accessibility and accommodations decisions – often around technology-based supports – for these students. The DIAMOND project has a deliberate and extensive technological component to both collect accessibility and accommodations information via online focus groups with teachers and to provide professional development opportunities summarized in an online module and satellite tools. Expected outcomes are that educators who participate in the online focus groups and trainings will better use data to make and implement accessibility and accommodations decisions for instruction and assessment. Educators will be able to make better decisions about the use of accessibility features and accommodations for instruction and assessment than similar teachers who do not participate. They will provide leadership that will encourage systemic school change creating schools that have high expectations and support the learning of all students.

While participating in online focus groups, educators will be able to generate and maintain instructional and assessment strategies that apply to the local (e.g., classrooms, schools) as well as the larger socio-political context. Thus, the knowledge and skills educators will gain are tightly linked to the settings in which they teach. Focus groups will be composed of novice and expert teachers who share experiences and work toward building a common discourse (Cochran-Smith & Lytle, 1999). Through their participation in focus groups, teachers may discover new styles or practices to which they otherwise would not have been exposed (Supovitz, 2002).

Teacher communication and professional development in the virtual environment help maintain and improve teacher quality, and are also enjoyable for teachers (Wineberg & Grossman, 1998). This process may have an indirect benefit for students. Through online exchanges, teachers model life-long learning skills that students may begin to imitate (Wineberg & Grossman, 1998).

(ii) Potential Contribution of the Proposed Project to the Development and Advancement of Theory, Knowledge, and Practices in the Field of Study

The results of this research-based project have the potential to advance theory, increase knowledge about how accessibility and accommodations decisions are made, and improve practices in the
field. Past research studies of accessibility and accommodations suggest that it is difficult for educators to make appropriate instructional and assessment accessibility and accommodations decisions and that the decisions are often not data-based. The results of the teacher focus groups, classroom observations, a state case study, and state expert consensus building will extend theory regarding how teacher make accessibility and accommodations decisions for instruction, classroom assessments, and large-scale assessments. Data informed decision making has the possibility to “supplement and enhance” teacher judgment (Fuchs & Fuchs, 2001). Also, as described above, the current body of literature on instructional accessibility features and accommodations is quite limited and fails to address the effect of instructional accessibility and accommodations on student outcomes. The proposed project will use rigorous research methodologies and the results will provide additional knowledge about how data can be used for accessibility and accommodations decision making.

(iii) Potential for Generalizing From the Findings or Results of the Proposed Project

The project employs several research methods to ensure effective generalizability of its outcomes—data informed guidelines for optimal accessibility and accommodations decisions. First, through online focus groups with teachers, the project will generate instructional and assessment strategies used to inform the decision making around accessibility features and accommodations. Next, classroom observations will be conducted to highlight appropriate practices in implementing accessibility features and accommodations. An assessment data analysis related to accessibility features and accommodations will also be conducted in one state to showcase the process of making data informed decisions. Finally, the generated guidelines will be vetted through the Multi-Attribute Consensus Building process with national experts to validate the findings on the national level. These steps will all contribute to highly generalizable accessibility and accommodations guidelines summarized in a professional development module and other related tools.

(iv) The Project Involves the Development of Promising New Strategies That Build on, or Are Alternatives to, Existing Strategies
The effectiveness of any attempt to improve the accuracy of assessment accessibility and accommodations decision making for students relies on educators making optimal, data informed decisions. Based on the conceptual framework described in the next section, we also believe that by developing the competencies of educators there will be valid assessment results, which will lead to improved student outcomes reinforcing the teachers’ changed practices.

(v) Likely Utility of the Products That Will Result From the Proposed Project, Including the Potential for Their Being Used Effectively in a Variety of Other Settings

Online environments have been shown to increase knowledge of instructional strategies for teachers of all experiences and backgrounds (Fitzgerald et al., 2009). They also have been found to influence teacher behavior. For example, Landry, Anthony, Swank, and Monseque-Bailey (2009) found that teachers used research-based practices with more frequency after completing online training. According to Hauge and Norenes (2009), teachers analyzed and reflected on their teaching practices during group conversations.

The training module highlighting project findings on accessibility and accommodations guidelines is expected to meet decision-making needs of general education, ESL/bilingual education, and special education teachers, assessment administrators, and other educators involved in making decisions in this area. The fact that the module content will be applicable to various assessments (general, alternate, ELP), will have implications for both instruction and assessments, and will not be contextualized for any particular state or entity will only increase its usability among stakeholders nationwide.

(c) Quality of the Project Design

The DIAMOND project is designed to meet several goals targeting accessibility and accommodations decision making and is grounded in a conceptual framework reflecting the core variables this decision-making process entails. The project design is based on what we have learned empirically while researching accessibility and accommodations issues around the country as well as on the body of literature focusing on this topic.
(i) Goals, Objectives, and Outcomes to Be Achieved by the Proposed Project Are Clearly Specified and Measurable

The project goals and objectives are shown in Table 1. They were developed to support the achievement of the desired project outcome – improvement of accessibility and accommodations decision-making practices summarized in a training module. Through identifying effective guidelines based on teacher input, classroom observations, state data analysis, and expert reviews, the validity of assessment results for all students is expected to optimize the ways in which students access assessment and instructional content. Each project goal is achievable through an identified activity, and the quality, measurability, and evaluation of all activity deliverables are an inherent part of the planning and administration of the project.

(ii) Conceptual Framework Underlying the Proposed Research or Demonstration Activities and the Quality of That Framework

The conceptual framework underlying the DIAMOND proposal is based on the work on many researchers but relies primarily on Christensen, Carver, VanDeZande, and Lazarus (2011), Helwig and Tindal (2003), and Shyyan, Christensen, Lightborne, Gholson, and Burton (2013). The basis of this proposal is that appropriate data informed accessibility and accommodations for those students who need them are an important way to provide meaningful access to assessment content and obtain valid assessment results. However, for maximum support to the student, appropriate accessibility features and accommodations should be used during instruction as well on assessments (Christensen, Carver, VanDeZande, & Lazarus, 2011). Instructional accessibility features and accommodations are responsive to students’ needs and preferences and provide students with greater access to the state academic standards, content curriculum, and more reliable ways for students to demonstrate what they do or do not comprehend from daily instruction. Instructional accessibility features and accommodations also provide students with practice using accessibility features and accommodations that might be used on large-scale assessments so that students are familiar with the way the accessibility features and accommodations work. Using their knowledge of state or consortium accessibility and accommodations policies, educators
make optimal decisions for all students (general education students, students with disabilities, ELLs, ELLs with disabilities) and ensure that they practice sufficiently, particularly if certain features and accommodations function differently or are not allowed on large-scale assessments.

Figure 1. Four Cornerstones of Valid Assessment Results (adapted from Christensen, Carver, VanDeZande, and Lazarus, 2011; Helwig and Tindal, 2003; Shyyan, Christensen, Lightborne, Gholson, & Burton, 2013)

Student Needs and Preferences

Data

Instruction and Assessment

Valid Large-Scale Assessment Results

Accessibility and Accommodations Policies

Data Informed Accessibility and Accommodations

Figure 1 presents the DIAMOND conceptual framework highlighting the four cornerstones of valid large-scale assessment results. The base cornerstone of the figure is labeled “Data Informed Accessibility and Accommodations” indicates that appropriate and consistent data informed accessibility and accommodations decisions provide the basis to students’ meaningful participation in large-scale assessments and valid test scores as a result of this participation. This cornerstone highlights the need for
additional data to be collected (e.g., student scores when they use and do not use an accessibility feature or accommodation, classroom observations) showing how accessibility features and accommodations do, or do not, support students’ learning or test-taking needs. Such data help educators to determine whether the accessibility feature or accommodation is appropriate for the student. Research has shown that teachers, particularly if they do not collect any additional data on accommodations functioning, tend to assign appropriate accommodations to students only about half of the time and may not be easily able to tell which assessment accommodations give appropriate support with altering tested constructs (Fuchs & Fuchs, 2001; Helwig & Tindal, 2003; Ketterlin-Geller, Alonzo, Braun-Monegan, & Tindal, 2007).

Receiving inappropriate accommodations may actually lessen students’ ability to access instructional or assessment content (Braden & Joyce, 2008; Fuchs & Fuchs, 2001).

The cornerstone on the left is titled “Instruction and Assessment Data” indicating the importance of consistency between instruction and assessment accessibility and accommodation decision making. For students participating in a standards-based curriculum, accessibility features and accommodations provided during classroom instruction, classroom assessments, and state or district assessments are interrelated and mutually supportive. In the classroom, students cannot demonstrate knowledge of a curriculum they have not been able to learn because their accessibility needs precluded them from fully taking part in instruction. Similarly, the student’s teacher uses the results of classroom tests to plan changes in instruction, and ideally to support differentiation of the curriculum so that all students achieve the intended outcomes (Elliott & Thurlow, 2006). Getting a complete and accurate picture of what students can and cannot do after being instructed in the content is key to planning appropriate adjustments or adaptations to the curriculum. On state assessments, some students need accessibility features and accommodations to demonstrate the content knowledge and skills they do have, but this ability to demonstrate their skills rests on having had the opportunity to use these accessibility features and accommodations during instruction. Clearly, if we want to increase accessibility, and thus the validity of our statewide assessments, the place to begin looking at appropriate accessibility features and accommodations use is in the classroom.
The top cornerstone of Figure 1, labeled “Student Needs and Preferences Data,” indicates the importance of making accessibility and accommodations decisions for students based on individual student needs and preferences. These characteristics include learning strengths and weaknesses in a particular content area, students’ willingness to use a certain feature or accommodation, grades, formative test scores, and their past history of accessibility features and accommodations use (Christensen, Carver, VanDeZande, & Lazarus, 2011). Decisions about accessibility and accommodations should not be based solely on a student’s primary category, such as a disability or ELL status, because students who receive services for the same primary category may have very different learning strengths and challenges (Fuchs & Fuchs, 2001). Likewise, even though it may be easier for some teachers to incorporate instructional accessibility features and accommodations that are beneficial to a large group, accessibility features and accommodations provide greater access to the content when they are designed to support students’ specific learning challenges (Scott, Vitale, & Masten, 1998). Data on individual student needs and preferences should be collected and reviewed to make optimal accessibility and accommodations decisions.

The cornerstone on the right, “Accessibility and Accommodations Policies,” represents the importance of educators’ up-to-date knowledge of accessibility and accommodations guidelines in their state or consortium. In order to make appropriate decisions before the test on what accessibility features and accommodations should be available to students as they access large-scale assessment, educators must be familiar with what accessibility features and accommodations are actually allowable on each assessment (Shyman, Christensen, Lightborne, Gholson, & Burton, 2013). If certain accessibility features or accommodations are not available on certain assessments, students should practice sufficiently to be able to access test content meaningfully without these supports.

(iii) The Proposed Activities Constitute a Coherent, Sustained Program of Research and Development in the Field, Including a Substantial Addition to an Ongoing Line of Inquiry

The proposed project includes six activities outlined in Table 1 and detailed in the section that follows. The project activities build on each other to generate research findings and inform the outcome
of the project – a process for optimizing data informed accessibility and accommodations decisions.
Through online focus groups with teachers and classroom observations, accessibility and accommodation decision-making strategies will be generated. A statistical analysis of one state’s assessment data will be performed to identify trends in accessibility features and accommodations use and explore their consistency with the teacher focus group and classroom observation data. All the qualitative and quantitative findings will be used to identify accessibility and accommodations guidelines which will subsequently undergo a consensus building prioritizing process at an expert forum. Finally, the guidelines will be summarized in a training module, which will be piloted before it is released on the national level. The project is expected to improve substantially data informed accessibility and accommodations decision making for all students who can benefit from these decisions.

(iv) The Proposed Project Is Based Upon a Specific Research Design, and the Quality and Appropriateness of That Design

The collaborative of DIAMOND states, working through the National Center on Educational Outcomes, propose to increase the accessibility and validity of state large-scale assessments by addressing six objectives and carrying out six corresponding activities.

Objective 1: To generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations.

Objective 1 contains one activity: online focus groups with teachers.

Activity 1: Online focus groups with teachers. Online focus groups with teachers in participating states will be conducted to identify instructional and assessment strategies employed to make decisions related to students’ accessibility and accommodations. The following topics will be addressed in focus group discussions: (1) Teachers’ involvement in and understanding of accessibility and accommodations decision-making processes; (2) Teachers’ comfort and familiarity with implementing individualized instructional accessibility features and accommodations during instruction and formative assessments; (3) The types of data teachers gather to determine the appropriateness and effectiveness of classroom accessibility features and accommodations; (4) How teachers make accessibility and accommodations
recommendations for large-scale assessments; and (5) Teacher confidence in making accessibility and accommodations decisions for their students. Discussion questions related to these topics will be asked gradually, and a moderator at NCEO will facilitate conversations within each focus group. In addition to answering the moderator’s questions, teachers will be encouraged to comment on one another’s responses and ask questions of their own.

In these online asynchronous text-based focus group discussions, teachers will read and post on a discussion board forum, but will not be required to do so at the same time. Studies report that such focus groups are effective venues for qualitative researchers with several added benefits not possible in face-to-face methods (Adler & Zarchin, 2001; Atkinson, Lohs, Kuhagen, Kaufman, & Bhaidani, 2006; Burton & Goldsmith, 2002; Gothberg, Applegate, Reeves, Kohler, Thurstorn, & Peterson, 2013; Turney & Pocknee, 2005). First, subjects can participate with more flexibility of time. Second, participants can maintain their anonymity. Third, cost-effective (even free) software solutions exist. Fourth, the same moderator can be used for all focus groups. Last, and perhaps most important, transcription of the discussion is not needed because everything is recorded in an online database, downloaded to local computers, and placed into a desktop word processing software program for analysis (Kenny, 2004; Stancanelli, 2010; Watson, Peacock, & Jones, 2006).

In each participating state, a focus group will include nine teachers (three teachers at the elementary, middle, and high school levels). We will ensure that each group includes general education, special education, and ESL/bilingual education teachers. Although participation in focus groups will be anonymous, each teacher will be invited during the registration process to complete an online profile which will address their areas of expertise, years of professional experience, and other demographic characteristics. Each teacher will also be asked if they would like to participate in the pilot test of a training module (see Activity 6).

**Objective 2: To highlight appropriate practices in implementing accessibility features and accommodations.**

Objective 2 has one activity: classroom observations.
**Activity 2: Classroom observations.** This activity includes classroom observations (Frank, 1999) to explore the ways in which accessibility features and accommodations are implemented in instruction and formative assessments. Research staff at NCEO will work with State Education Agencies to email research participation invitations to school districts and principals in the participating states.

Teams of two researchers will conduct a total of eighteen 30-minute observations (six observations per each school level) in rural, suburban, and urban schools in each participating state. We have deliberately broadened our participation criteria to allow for the greatest possible participation by diverse students, because we believe that teachers will have more complex accessibility and accommodations decisions to make for students with various needs and preferences. The observational protocol will be developed to collect information on classroom demographics; types, methods, and frequency of use of teacher-designated accessibility features and accommodations; possible effect of accessibility features and accommodations on classroom performance; characteristics of students using accessibility features and accommodations; and other instructional and assessment information related to student accessibility.

After each classroom observation, a brief follow-up semi-structured interview will be conducted with each teacher to elicit additional information related to the observation. Teacher demographic information will be collected to further contextualize the accessibility and accommodations findings.

**Objective 3: To showcase the process of making data informed decisions.**

For Activity 3, we will analyze assessment data related to accessibility features and accommodations in one participating state.

**Activity 3: Assessment data analysis related to accessibility features and accommodations in an example state.** To explore the impact of accessibility features and accommodations on the state level, we will collect and analyze assessment data in one state. This activity involves examining student characteristics, identifying what accessibility features and accommodations they used, and merging characteristics data with school information and performance data for each student. NCEO will work with state staff to learn exactly what data are available and the characteristics of those data. The formatting,
variables for which data are collected, number of years the data are available will depend on the data provided by the state. Ideally, longitudinal data sets will be created using individual student records to help track and describe performance across years. Student characteristics such as ethnicity, ELL status, disability, and other demographic characteristics will be addressed. Other data sets might include student program information (e.g., time in content classrooms, mobility, socio-economic status, ELL programming) and accessibility features and accommodations use. Student performance will also be analyzed for a better understanding of the relation among characteristics, programs, and proficiency. Often after data analysis is completed, additional questions arise. NCEO staff, with the input of state personnel, will 1) work to ensure all statewide data are instructive about student results and characteristics, and 2) review results to identify inconsistencies and additional questions. NCEO will use its knowledge of diverse students, large-scale assessment, and accountability systems to summarize the results of the data analyses in a way that provides detailed information for the panel of experts.

Data analysis plans involve gathering state-level data for grades 3-12, from one or more datasets. We expect to have two or more datasets for each grade and content area in each year. Datasets will be cleaned, checked for consistency, and merged. Cleaning will ensure that there are no duplicated cases and that each student number is unique in each dataset for every year. Data also will be checked for consistency of the data format, making sure the format of each variable is consistent across years and datasets.

After initial analysis, NCEO staff members will communicate with the state to verify, discuss findings, and develop plans for additional analyses if desired. NCEO will create figures and tables to improve opportunities for communication about state results.

Objective 4: To generate consensus on a set of guidelines and related comprehensive assessment instruments for making data informed decisions about accessibility features and accommodations for students with documented needs.

Objective 4 contains one activity – a forum with state experts.
Activity 4: A forum with national experts. Once all the findings from Activities 1-3 are analyzed and synthesized into a set of accessibility and accommodations decision-making guidelines, a forum with the panel of national experts will be convened to review these research findings and prioritize their importance. The forum with the panel of national experts will also include state representatives to ensure that all project stakeholders are involved in the process of prioritizing accessibility and accommodations guidelines.

A Multi-Attribute Consensus Building (MACB) process will be used to generate consensus around the collected findings (Shyyan, Christensen, Thurlow, & Lazarus, 2013). During this quantitative approach for determining a group’s opinion about the importance of each accessibility and accommodations guideline on the list (Vanderwood & Erickson, 1994), state experts will be asked to weight the importance of each guideline on a scale from 1 (very unimportant) to 100 (very important), with at least one guideline receiving a score of 100. Once the weightings are complete, they will be entered into an MACB spreadsheet projected onto a screen so that participants are able to see one another’s weightings as well as importance averages and proportional weights for each guideline. The guidelines (particularly those with a range of weightings) will be discussed, and participants will be allowed to change their weightings at any time, if desired.

The goal of this activity is not to generate absolute consensus on each accessibility and accommodations guideline. Rather, we will seek to capture the reasons for the ways the guidelines are prioritized, and to identify those that are considered to be important and will subsequently be included in the training module.

Objective 5: To summarize and exemplify the guidelines and instruments.

Objective 5 has one activity – a training module.

Activity 5: Professional development materials. Once the guidelines are prioritized, they will be included in a training module and supporting tools for educators. In addition to the NCEO staff members involved in this activity, a consultant/consulting firm will be hired to assist with the development process.
The interactive module will include an overview and introductions, key messages on data informed accessibility and accommodations terminology, sets of guidelines applicable to a variety of assessments, instructional and assessments tools that can be used for optimal decision making, and any other materials that will be collected during the study and deemed as instrumental for this professional development product. The module will be segmented into meaningful sections, and each section will end with a quiz that participants can take to identify how well they have internalized the presented principles and guidelines. The module will also cover enclosed tools such as checklists, forms, scenarios, etc. that can be used by educators when making accessibility and accommodations decisions for their students.

**Objective 6: To pilot the professional development materials and revise them based upon pilot test results.**

Objective 6 includes one activity: a pilot test.

**Activity 6. A pilot test.** To try out the module and its applicability to the “real world,” a pilot test will be conducted with 30 educators over a period of two weeks. Most, educators are expected to be identified through Activity 1 – after participating in online focus groups they will be asked if they would be willing to also participate in the module pilot test. Additional educators will be identified by project state representatives. Teachers will be asked to participate fully in the module-based online training and complete an exit survey which will focus on various components of the module and accompanying tools, as well as on feasibility, applicability, and usefulness of the professional development suite. In addition to multiple choice response options, the exit survey will contain open-ended questions to collect evaluative information on the product of this project. Qualitative analysis using procedures from grounded theory (cf. Strauss & Corbin, 1994) will be used to determine salient themes in teachers’ interpretations and use of classroom data and the decision-making process for state assessment accommodations. Survey results will be summarized in a pilot test report and inform possible revisions of the module.

(v) Proposed Development Efforts Include Adequate Quality Controls and, as Appropriate, Repeated Testing of Products
While completing each project activity, NCEO will adhere to rigorous practices of collecting, analyzing, and summarizing research data using our long-term expertise stemming from working on comparable projects. We will also ensure that each research step is accompanied by total quality control checks to maintain the high quality of collected research. The pilot test that is built into the project serves the purpose of addressing possible adjustments that might need to be made in response to participating educators’ feedback.

(vi) Design of the Proposed Project Reflects Up-to-date Knowledge From Research and Effective Practice

The design of the DIAMOND project is based on extensive research that has identified the nature of the challenges related to decision making on accessibility and accommodations (see Need for the Project section). It is based on years of study of both ineffective and effective practices, as well as research on successful avenues for improving practices. It is meeting the current need in the field for decision making around new accessibility frameworks.

(vii) Quality of the Methodology to Be Employed in the Proposed Project

The project employs both qualitative and quantitative research methods which are grounded in current research literature and which we have previously used and continue to use for data collection for other like projects. The data collected during teacher online focus groups, classroom observations, and assessment data analysis have the potential to generate a comprehensive picture of what effective accessibility and accommodations decision-making guidelines would be most helpful for educators in the current system applications.

(viii) Potential and Planning for the Incorporation of Project Purposes, Activities, or Benefits Into the Ongoing Work of the Applicant Beyond the End of the Grant

Minnesota, and the other states included in this proposal, will be able to incorporate the products of this project into their ongoing accessibility and accommodations training. The idea for DIAMOND came directly from questions from practitioners, who repeatedly alluded to the need for comprehensive decision-making guidelines for their students.
NCEO will also be able to use the products of the grant. One of NCEO’s core missions is delivering technical assistance (TA) in the area of accessibility and accommodations. If executed as planned, the DIAMOND project will be a crown jewel in our TA content, and a useful free resource to which we would be able to refer educators who often contact us with such inquiries. Moreover, we hope that this project will serve as a platform for a momentum of the exciting accessibility and accommodations advancements that are currently happening in the field.

(d) Quality of Project Services

The DIAMOND project is designed to deliver high quality professional development services to educators using evidence-based strategies and stemming from key research on training approaches. Project activities entail various strategies (e.g., sharing information and exchanging experiences via online focus groups, reflecting on classroom instruction and assessments during follow-up interviews, modeling optimal data approaches to other states and entities by showcasing one state’s optimal practices), as well as tailored approaches (e.g., online, face-to-face, synchronous, asynchronous) to bolster the ongoing learning of both project participants and others in the field for whom the project deliverables are intended. Sustainability and capacity building are inherent characteristics of project deliverables, as the accessibility and accommodations decision-making professional development materials are intended to improve teacher practices and maintain this improvement through ongoing evaluation and attention to classroom data. All DIAMOND findings will be summarized in project reports and widely disseminated.

One of the core values underlying this project is equal access and treatment for project participants and others interested in benefitting from project results who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. Also, the goal of the project is to improve accessibility and accommodations decisions and ensure equitable access to large-scale assessment content of all students. Such populations as students with disabilities, ELLs, and ELLs with disabilities are often addressed in state and consortium accessibility frameworks and, therefore, will be often considered as the project activities get implemented.
(i) Training or Professional Development Services Are of Sufficient Quality, Intensity, and Duration to Lead to Improvements in Practice Among the Recipients of Those Services

The project will generate authentic and timely findings — through online focus groups, classroom observations and teacher follow-up interviews, state data analysis, and experts’ consensus building — which will be summarized in reports, professional development materials, and other project deliverables and shared with the field. To ensure the high quality, appropriate intensity, and sufficient duration of project services, all project components will be evaluated, and evaluation findings will inform further strategies of the DIAMOND implementation.

The professional development materials developed as a result of this project (the training module and other supplemental tools) will be piloted in member states and entities to ensure that they serve intended purposes and provide desired professional development services. The diversity of pilot test participants will contribute to the replicability factor of project services, as this project is intended to serve various educators who work with students characterized by diverse and individualized needs, may be located in states and entities with different or no consortium membership, and are able to apply project findings to various types of assessments.

(ii) Services to Be Provided by the Proposed Project Will Lead to Improvements in the Achievement of Students as Measured Against Rigorous Academic Standards

The central point of the DIAMOND conceptual framework is obtaining valid large-scale assessment results for all students contingent on optimal accessibility and accommodations decision making. If students receive the appropriate accessibility features and accommodations they need to meaningfully access content assessment, their results will be reflective of what they know and can do. These results will inform instruction and formative assessments and support these students on the way to post-graduate success.
(e) Quality of Project Personnel

Highly qualified staff, in the Minnesota Department of Education, at NCEO, in the participating states and entities, and identified project consultants, will work on the DIAMOND project. The project qualifications and project responsibilities of the Principal Investigator (Cheryl Alcaya), Project Director (Eric Kloos), and Project Manager (Joan Breslin Larson) at the Minnesota Department of Education, the NCEO Principal Investigator (Martha Thurlow) and Co-Investigators (Vitaliy Shyyan and Laurene Christensen), other NCEO staff, the external evaluation consultant (Kimberly Hartsell), and the national expert panelists are included in this section. Curriculum Vitae are in Part 6: Other Attachments.

The State of Minnesota and its project management partner (NCEO) are committed to the employment of personnel from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. This commitment is reflected in NCEO’s current employment of individuals with disabilities and individuals of different races, and from a variety of national origins. NCEO has strong procedures in place for seeking applications from individuals with disabilities and other historically underrepresented groups (see GEPA statement in Part 7: Assurances and Certifications).

(i) Qualifications, Including Relevant Training and Experience, of the Project Director or Principal Investigator – Key Personnel

Cheryl Alcaya (.10 FTE) will serve as Principal Investigator on the DIAMOND project. Ms. Alcaya is the Assessment Supervisor at the Minnesota Department of Education supervising test development efforts of group creating statewide science assessments, English language proficiency assessments, and alternate assessments for students with disabilities. Ms. Alcaya supports implementation of online delivery of statewide assessments and serves as the Chair the Test Policies and Procedures Committee, convened to ensure test security and data integrity in Minnesota assessments. She also works with project management groups to develop online trainings and to organize face-to-face trainings related to online, ELP, alternate, and science assessments. Ms. Alcaya has served as Project Director and Principal Investigator on federal grants, including the “Accessible Portable Item Profile” project and the
“Improving the Validity of Assessment Results for ELLs with Disabilities” project. She has served as Minnesota representative in federal grant projects and consortia, including Enhanced Assessment Grants “Guidelines for Accessible Assessment Project” and “Student Accessibility Assessment System.”

Eric Kloos (10 FTE) will serve as Project Director on DIAMOND. Mr. Kloos is the Special Education Supervisor at the Minnesota Department of Education. He supervises the development, implementation, and evaluation of statewide initiatives on Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered Systems of Support (MTSS), Prevention and Early Intervening Services, and the use of Implementation frameworks to support effective practices. Mr. Kloos budgets and oversees annual funding to address statewide needs in special education, including staff development, continuous improvement activities and development of training resources. He also manages a staff of special education content experts and regional PBIS projects throughout Minnesota.

Joan Breslin Larson (10 FTE) will serve as Project Manager on DIAMOND. Ms. Breslin Larson is the Supervisor in the Division of Special Education at the Minnesota Department of Education. She has worked in assistive technology for over 20 years as an independent consultant, in a school setting and at the state education agency. Her work at MDE focuses on improving outcomes for students with low incidence disabilities, English language learners with disabilities, disproportionate representation in special education and supporting a special education teacher sustainable workforce.

Martha Thurlow, Ph.D., (30 FTE) is the lead NCEO’s Principal Investigator for the NCEO subcontract for the DIAMOND project. Dr. Thurlow’s Director of NCEO. She addresses the implications of contemporary U.S. policy and practice for students with disabilities and ELLs with disabilities. With a career that has spanned 40 years, Dr. Thurlow has a broad range of experience and expertise on policy and practice issues that affect students with disabilities and those who are English learners. Much of this work has focused on accommodations, including the development of policies, the provision of appropriate manuals and professional development approaches, and the generation of research to examine the effects of accommodations. During the past five years, Dr. Thurlow has been an active participant in the
generation of new approaches to accessibility for the consortia of states development assessments of college and career readiness, including serving as a member of the Accessibility, Accommodations, and Fairness Technical Work Group of the Partnership for Assessment of Readiness for College and Careers and a member of the Technical Advisory Committee for the Smarter Balanced Assessment Consortium. Dr. Thurlow has been the principal investigator on more than 20 federal or state projects focused on students with special needs in state and national policies and in large-scale accountability assessments during the past decade. Many of these projects focused on accessibility and accommodations.

(ii) The qualifications, including relevant training and experience, of other project personnel.

State Personnel. Each participating state and entity has designated at least one person to be the state or entity coordinator for the project. These individuals are described briefly here. Alabama will be represented on the project by Nannette Pence, Education Specialist in the Office of Student Assessment. In Maryland, Trinell Bowman, Program Manager for Division of Curriculum, Assessment and Accountability, will support the project. In Michigan, Jennifer Paul, EL and Accessibility Assessment Consultant, will coordinate project efforts. For Ohio, Wendy Stoica, Assistant Director for Diverse Learners (including Gifted Children), will coordinate her state’s efforts. In West Virginia, Melissa Gholson, Coordinator in the Office of Assessment and Research, will support this project. Wisconsin will be represented on the project by Audrey Lesondak, EL Education Consultant, and Kristen Burton, Special Populations Consultant. For the U.S. Virgin Islands, Alexandria Baltimore-Hookfin, State Assessment Director, will support the project efforts.

NCEO Personnel. Two Co-Investigators will lead the work of the DIAMOND project in collaboration with NCEO’s Principal Investigator Martha Thurlow. Vitaliy Shyyan, Ph.D., (.40 FTE) will serve as Co-Investigator for the NCEO Subcontract. Dr. Shyyan is a Research Associate at NCEO. He works with state departments of education to improve outcomes for diverse students, including
students with disabilities, ELLs, and ELLs with disabilities. Dr. Shyyan’s research and technical assistance priorities entail overseeing the Center’s leadership and coordination efforts; conducting research and evaluation that inform the improvement of accountability assessments for states and consortia; and designing and delivering technical assistance to states and assessment consortia. Dr. Shyyan has served as co-investigator on other NCEO projects. He has assisted states with developing accommodations manuals for ELLs and ELLs with disabilities and has been involved in work on accessibility and accommodations manuals for the Smarter Balanced Assessment Consortium and the English Language Proficiency for the 21st Century (ELPA21) consortium. Dr. Shyyan has also served as a co-lead on ELPA21’s Administration, Accessibility, and Accommodations Task Management Team.

Laurene Christensen, Ph.D., (.40 FTE) will serve as Co-Investigator for the NCEO Subcontract. Dr. Christensen brings expertise regarding accessibility and accommodations to the project. Most recently, she has collaborated with CCSSO and state partners to develop new accommodations manuals for students with disabilities, ELLs, and ELLs with disabilities. Dr. Christensen has consulted with both Smarter Balanced and PARRC consortia on accommodations policies. Dr. Christensen has served as Co-Investigator on other projects, including a federally-funded grant related to ELLs with disabilities, and an evaluation of a project that developed embedded access tools in an assessment. Dr. Christensen has also served as a co-lead on the Administration, Accessibility, and Accommodations Task Management Team for ELPA21. Sheryl Lazarus, Ph.D., (.40 FTE) is a Senior Research Associate at NCEO. Dr. Lazarus conducts research and provides technical assistance on the inclusion of all students, including students with disabilities, ELLs, and ELLs with disabilities, in assessments and assessment systems. Her areas of focus include accessibility and accommodations, alternate assessments, and graduation. Dr. Lazarus publishes and presents regularly on these and related topics. She also led the effort at NCEO to develop five interactive multi-media professional development modules on how to select, administer, and evaluate the use of accommodations. Christopher Rogers (.40 FTE) is a Research Fellow involved with several projects at NCEO. He curates the Accommodations Bibliography and the Alternate Assessments based on Alternate Achievement Standards (AA-AAS) online databases, tracking new research and trends.
regarding accommodations and regarding the AA-AAS as administered to students with significant
cognitive disabilities. He develops reports and other informational materials about these topics. Prior to
joining NCEO, Chris worked in the Regional Resource and Federal Centers Network providing
information and technical assistance to state departments of special education. Chris currently focuses his
work on accessible science assessments and assisting states in utilizing research evidence supporting
accommodations use for students with disabilities and ELLs. **Debra Albus (.40 FTE)** is a Research
Fellow at NCEO. Deb conducts research and policy analyses on the inclusion of ELLs with disabilities in
educational accountability systems, including the areas of large-scale general assessments,
accommodations, alternate assessments and assessments of English language proficiency. Some of her
recent work includes studies and publications for the Improving the Validity of Assessment Results for
ELLs with Disabilities project and policy analyses for NCEO on alternate assessments based on alternate
achievement standards for students with significant cognitive disabilities. **Linda Goldstone (.60 FTE)**
will serve as Research Fellow for the project. Linda’s research work has been on projects related to large-
scale assessments and academic standards for preK-12 students with disabilities, ELLs, and ELLs with
disabilities. Linda’s has over 15 years of special education experience that includes conducting
screenings, evaluations, assessments, and interventions as a speech-language pathologist with pre-K
learners to adult population with a spectrum of disabilities in various settings. She is currently a Doctoral
Candidate in the Second Language Education Program in the Department of Curriculum and Instruction
at the University of Minnesota. **Yi-Chen Wu, Ph.D., (.30 FTE)** will serve as a Research Associate on the
project. She has been working with large-scale assessment data since 2000. She has had experience in
analyzing state-wide assessment datasets, formative assessment at the classroom level, and various types
of datasets. She conducts analyses of the relationship between proficiency rate and accommodation
policies in all 50 states. She also has experience analyzing statewide data to examine accessibility features
and accommodations on science assessments. She has more than 25 years of experience of using statistics
software programs, such as SPSS and SAS, to run various types of analyses. **Kristin Liu, Ph.D., (.40
FTE)** will serve as a Research Associate on the project. Kristi has a variety of experiences working on
state and federally funded projects relating to large-scale assessment and instruction for ELLs and ELLs with disabilities. She also provides assessment and accountability-related technical assistance to state departments of education. Her areas of expertise include: academic English proficiency development, accessible assessments, alternate assessment policies and practices for ELLs with disabilities, assessment and classroom accommodations, assessment reporting, and standards-based instruction. James Hatten, Ph.D., (.50 FTE) will serve as a Research Fellow on the project. Jim is primarily responsible for many of the center’s instructional design projects. He has designed, developed, and moderated over forty online research environments (focus group discussions, Delphi environments, surveys, and usability studies). Additionally, he designed nearly twenty web sites and modules for NCEO. Jim’s doctoral work in Education, Curriculum and Instruction at the University of Minnesota focused on designing online research tools and learning environments. Michael Moore (.20 FTE) will serve as Principal Editor/Writer on the project. Michael coordinates and manages NCEO’s internal and external communications, which includes writing, editing, and producing publications and other products for broad audiences to both print and electronic media; managing NCEO’s website, coordinating NCEO staff to provide and update print and electronic media content; and overseeing publicity and press coverage of NCEO activities. His work has also included helping develop online training modules, specifically an online staff development learning curriculum. This online course was made available to teachers to help them make better accommodations decisions. Debbie Hansen (.50 FTE) will serve as Executive Office and Administrative Specialist on the project. At NCEO, Debbie provides office support, including purchasing, accounts payable, processing employee travel reimbursements, preparing contracts for independent consultants, communicating with consultants and nonemployee travelers regarding invoicing and expense reimbursement, ordering supplies, and performing other related tasks.

(iii) The qualifications, including relevant training and experience, of project consultants or subcontractors.

This project will be supported by two consultants – an external evaluation consultant and a web design consultant.
External Evaluation Consultant. Kim Hartsell will serve as the external evaluator for the DIAMOND project. Ms. Hartsell has worked to improve educational and functional outcomes for students with disabilities for over 30 years. Currently, she is an external evaluator for the Georgia State Personnel Development Grant (SPDG). She is responsible for all data collection, analysis, and reporting requirements associated with the SPDG. Ms. Hartsell previously worked as a Senior Analyst with the Southeast Regional Resource Center, one of six OSEP-funded centers in the Regional Resource Center Program (RRCP). In this capacity, she worked with states to analyze and update their state systems, to align their systems with general education initiatives, and to support state and local educational agencies in the implementation of evidenced-based practices. Earlier in her career, Ms. Hartsell served as the Director of the Division for Special Education Supports in a State Education Agency (SEA). She coordinated all IDEA discretionary projects and was responsible for developing and managing budgets, recruiting and supervising personnel, and coordinating services for each of the projects. Prior to becoming the state director, she served as a program manager in a SEA for three years managing statewide assistive technology and accessible instructional materials’ projects. In each of these positions at the SEA, Ms. Hartsell worked with key personnel from a variety of offices including finance, curriculum, and school improvement to develop, coordinate, and manage programs and to provide technical support to local educational agencies. Ms. Hartsell received her B.S. degree from Auburn University and her Ed.S. from the University of Georgia.

Project Consultant. A consulting firm will be hired to support the development of a training module related to the guidelines developed for the project. The consulting firm will work closely with Dr. Shyyan and Dr. Hatten to develop the training module, including developing graphic design layouts, hiring and coordinating actors for videos for the module. The consulting firm will be hired to work in Years 2 and 3 for a total of $200,000 for the work across both years.

National Panel of Experts. Seven national scholars with a range of expertise in accessibility and accommodations for students, educators’ professional development, and education technology will support the DIAMOND project.
Anne Chartrand, Ed.D., earned a Bachelor of Science from Florida State University in Elementary Education. She received an Advanced Studies in Education degree, and a Masters of Education from the University of Alabama at Birmingham in the area of Elementary Education with an emphasis in Reading. Her Doctorate of Education is from the University of Alabama in Elementary Education with an emphasis in student assessment. Dr. Chartrand began her career as a classroom teacher in Pensacola, Florida and Birmingham, Alabama. In 1975 she joined the Alabama Department of Education where she began as a reading and language arts specialist assisting school systems with curriculum, standards and training issues. Dr. Chartrand then became the Director of Assessment for the department and was responsible for the development, administration, and interpretation of all criterion and norm-referenced testing in the state and all associated issues. This included the provisions and inclusion of special education students, accommodation and modification details, and training of special educators in assessment issues regarding the special education populations. She served on numerous national committees to advise on these issues. Her experiences include all aspects of standards development, alignment of curriculum, item and assessment development, interpretation, psychometrics, standards setting, accommodations, and alternate assessments. She was very involved in the development, scoring, and professional development of performance assessments and effective classroom assessment. She served as the representative for Regional Resource Centers on ASES SCASS and as the Chair of the Inclusive Assessment Community of Practice. She served on the national advisory boards for NCEO, National Alternate Assessment Center (NAAC), and National Accessible Reading Assessment Projects (NARAP), participated on the panels of several EAGs and national projects.

Leanne Ketterlin Geller, Ph.D., is a Professor in Education Policy and Leadership at Southern Methodist University and the director of the Research in Mathematics Education unit. She has served as Principal Investigator for numerous funded projects investigating test accommodations and test development procedures to support students with disabilities. Her interests focus on the development of effective assessment procedures in mathematics and valid decision-making systems for students with diverse needs through the integration of accommodations and principles of universal design. Her work is
centered on using technology to provide flexible assessment systems for supporting students’ needs with embedded accommodations. She works closely with teachers and administrators to understand the application of measurement and assessment principles for making decisions in school settings. She has published articles and book chapters in the areas of testing accommodations, universal design for assessment, and using data from large-scale and classroom-based assessment for making decisions. She has presented original research findings at local, national, and international conferences. In addition, Dr. Ketterlin Geller taught high school science and is a trained K-12 administrator.

Judy Kraft has worked as a classroom teacher, high school administrator, WA state department alternate assessment specialist and a staff development trainer. In mid-2011, she left her position at the Office of Superintendent of Public Instruction in Washington State to join the National Center and State Collaborative (NCSC) Professional Development Team as a Technical Assistant Specialist. In that role, she has many responsibilities but has been primarily assigned to support partner states’ teachers of student with significant cognitive disabilities in their journey toward teaching and assessing their students with the Common Core State Standards.

Caroline MaGee is a Senior Research Assistant and Technical Assistance Provider for the National Technical Assistance Center on Transition (NTACT) and the National Post-School Outcomes Center (NPSO) at the University of Oregon. Caroline provides technical assistance to state and local education and vocational rehabilitation agencies to implement evidence-based and promising practices that ensure students and young adults with disabilities, including those with significant disabilities, stay in school, progress in school, and graduate with the knowledge, skills, and supports needed to succeed in postsecondary education and employment.

Michael Russell, Ph.D., has a doctorate in Educational Research, Measurement, and Evaluation and M.Ed. in Secondary Education. He is currently a Full Professor at the Lynch School of Education at Boston College where he teaches courses on assessment, test construction, technology enhanced assessment, and Universal Design for Assessment. He has conducted dozens of small- and large-scale research studies that focus on accessibility, comparability, test validity, and educational technology that
resulted in more than 50 publications. Michael has also authored or co-authored five books on assessment, co-developed the Accessible Portable Item Protocol (APIP) Standard, and co-developed NimbleTools, an award-winning Universally Designed test delivery system that exceeds federal requirements for accessibility. Michael has also served as President of Nimble Assessment Systems, Senior Vice President at Measured Progress, and a Senior Associate at the National Center for the Improvement of Educational Assessment. In terms of his accessibility and accommodations work, Dr. Russell also co-developed the AIM Explorer, a tool designed to inform decisions about accessibility supports for individual students; directed multiple federally funded research projects that focused on improving accessibility during assessment through applications of technology; led research on improving accessibility during assessment via embedded ASL support, refreshable braille devices, and Touch Graphics technologies; and directed development of Smarter Balanced accessibility guidelines and initial accessibility policies.

**Alan Sheinker, Ph.D.**, is an educational consultant for Sheinker Educational Services, Inc. specializing in state and local assessment, curriculum development, and accessibility. He has worked with several states on all of these topics and their application to both general and special populations. Dr. Sheinker has served as Vice President State Solution Consultant, Senior Director of Product Development and Senior Director of Product Management, Associate Director of the University of Kansas CETE Dynamic Learning Maps Alternate Assessment project, and Wyoming Assistant State Superintendent of Schools. Dr. Sheinker recently led a team that achieved Accessible Portable Item Protocol certification to maximize accessibility for students with disabilities to access and accommodate on-line assessments. Dr. Sheinker served as a technical assistance provider for the United States Department of Education on aligned assessment systems and programs. In his forty years in public and higher education, Dr. Sheinker has taught, supervised and evaluated both regular education and special education classrooms and programs, taught graduate courses in assessment, authored instructional and professional development materials, and facilitated the development of district standards and district, state and consortium
assessments. He has done numerous presentations and authored papers on a variety of curriculum and
assessment topics.

**Cathy Newman Thomas, Ph.D.,** is an Assistant Professor in the Department of Special
Education at the University of Missouri. Dr. Thomas’ research interests focus on technology in preservice
teacher education, inservice professional development, and for students with and at risk for disabilities.
She is interested in using learning theory to support the development and identification of technology
enhanced evidence-based practices. Her work is focused on how technology can be used to develop
teacher knowledge and skills that improve academic and behavioral outcomes for students with and at
risk for disabilities and the affordances of technology that provide access to the general curriculum for
students with and at risk for disabilities. Dr. Thomas is the recipient of the 2014 Lee Henson Access
Award. She is principal investigator on the *Secondary Science Tiered Technology-Enhanced Methods
(*$^2$TEM) for Learning* project which employs universal design for learning to study science learning of
students with and at risk for disabilities in a school which has adopted a 1:1 iPad initiative, and she is a
co-investigator on the *QuEST: Quality Elementary Science* project, with her contributions centered
around on professional development, universal design for learning, and providing access to the general
curriculum for diverse learners. Further, Dr. Thomas has experience in developing and testing online
professional development materials including an anchored instruction website teaching evidence based
practices to preservice teachers as project director for Project MAINTSTEP, and in her ongoing role in the
development of Content Area Podcasting. Dr. Thomas teaches coursework in the undergraduate teacher
preparation program. Her primary teaching responsibilities have been to prepare undergraduate preservice
general education teachers to implement inclusive practices, covering special education law and
procedures, characteristics of disability, evidence-based interventions for students with disabilities, and
behavior management. In Fall 2013 and Fall 2015, Dr. Thomas teaches a doctoral course on special
education technology.
(f) Adequacy of Resources

NCEO as the DIAMOND management partner has excellent facilities, equipment, supplies and other resources to support this project. Housed at the University of Minnesota, one of the nation’s top institutions of higher education, NCEO has rich resources for ensuring adequate support for successful completion of all project activities.

(i) The Adequacy of Support, Including Facilities, Equipment, Supplies, and Other Resources, From the Applicant Organization or the Lead Applicant Organization

NCEO is a nationally-acclaimed center within the College of Education and Human Development’s (CEHD) Institute on Community Integration (ICI) which has an active research staff of more than 100 individuals managing more than 60 research, evaluation, and technical assistance and training projects concurrently with an annual operating budget of approximately $24M. ICI has a core team of administrative support professionals who provide budget management and fiscal reporting; technology design and development; data management; communications and marketing; and print and graphic design services.

(ii) The Relevance and Demonstrated Commitment of Each Partner in the Proposed Project to the Implementation and Success of the Project

The DIAMOND collaborative brings established organizational resources together. The states and entities bring to this project their individual and collective commitments to developing assessment systems that ensure that assessment outcomes for all students, including students with disabilities, ELLs, ELLs with disabilities, and those students who are not ELLs or do not have a disability status, are valid, through building capacity of educators to use classroom data to evaluate the effectiveness of instructional accessibility features and accommodations and apply that knowledge to optimal accessibility and accommodations decision making on large-scale assessments. States’ interest in partnering to ensure the highest possible outcomes for their students, and their willingness to advance the research and practice field while they do so, is the most powerful resource this project has.
The other organizations also offer strength and resources. NCEO has over 25 years of experience in providing OSEP-funded technical assistance to all states and national leadership in inclusive assessments and accountability systems that appropriately monitor educational results for all students. NCEO is uniquely qualified to assist this state collaborative because it is widely considered to be the national expert on assessment and accountability information for students with disabilities, ELLs, ELLs with disabilities, and other students with documented accessibility needs. It has conducted research and has been a leader in providing technical assistance to state departments of education for over 20 years. NCEO tracks what is happening in each state and has a deep understanding of the policy context as well as technical requirements of assessments. Over the past decade, NCEO has collaborated with states, school districts, and teachers to study standards-based instruction and outcomes for diverse students in addition to conducting regular analyses of state assessment policies and practices. Because of this work NCEO is uniquely positioned to assist states in moving forward supporting the capacity-building of educators to improve accessibility and accommodations decision making, thereby leading to more valid assessment results.

(iii) The Budget Is Adequate to Support the Proposed Project

The budget of the DIAMOND project (included in Part 4: Budget Narrative with the detailed requisite forms) reflects a sufficient but reasonable allocation of funds in relation to the purpose, activities, design, and potential significance of the proposed project. The overall Minnesota budget includes all expenses for their investigation, as well as subcontracts for the activities conducted by NCEO, and the project consultants. NCEO will manage all Objectives for the project, with the input and assistance from states. NCEO will host the national expert panel stipends and expenses.

(iv) Costs Are Reasonable in Relation to the Objectives, Design, and Potential Significance of the Proposed Project

All project costs contained in the budget (see Part 4: Budget Narrative) have been analyzed by multiple NCEO staff members and other University of Minnesota employees to ensure that they are both sufficient and reasonable for meeting the project goals, implementing the activities, and generating
project deliverables of high significance. These costs are based on NCEO's prior extensive experience of budgeting for similar projects as well as current educational and economic trends shaping the field.

(g) Quality of the Management Plan

The DIAMOND project is a state collaborative supported by NCEO, the National Expert Panel, and the project consultants. NCEO will organize and carry out project activities under the direction of Principal Investigator (Cheryl Alcaya), Project Director (Eric Kloos), and Project Manager (Joan Breslin Larson). Minnesota's Principal Investigator, Project Director, and Project Manager and NCEO Principal Investigator and Co-Investigators will form the project leadership team. This team will meet by WebEx conference bimonthly throughout the project to review project work related to projected timelines, troubleshoot and problem-solve, and plan activities. NCEO will write quarterly activity summaries to be sent to state coordinators from each state.

(i) The Adequacy of the Management Plan to Achieve the Objectives of the Proposed Project on Time and Within Budget, Including Clearly Defined Responsibilities, Timelines, and Milestones for Accomplishing Project Tasks

The project management planning process included thorough considerations of project timelines, budgeting, staff roles and responsibilities, and project milestones. This section highlights project staff responsibilities, timelines, and deliverables resulting from project activities.

Minnesota Department of Education. The Minnesota Department of Education, as the lead agency, will provide overall leadership and oversight of all project requirements. It will manage subcontracts, ensuring that subcontractors perform in accordance with the subcontract terms, conditions, and specifications. In addition to the evaluation activities (completed by the external evaluator), the Minnesota Department of Education will check that requirements are being met during monthly calls with the subcontractors and state coordinators. This work will be carried out by Cheryl Alcaya, Principal Investigator, Eric Kloos, Project Director, and Joan Breslin Larson, Project Manager, or designees within the Minnesota Department of Education.
NCEO Subcontract. Minnesota will establish a subcontract with NCEO to carry out the
activities in each of the stated objectives. NCEO’s Principal Investigator (Martha Thurlow) and Co-
Investigators (Vitaliy Shyyan and Laurene Christensen) will ensure that each activity is carried out in a
way that is consistent with the project objectives and state agreed-upon activities in this proposal, and will
ensure that the Minnesota Department of Education is continually aware of its progress on all activities.
Progress updates will occur formally through bimonthly calls and staff meetings, and informally through
frequent email, phone, and Basecamp communications among the NCEO leads, as well as other NCEO
staff members.

Specific NCEO responsibilities include: (1) Communicating with all states and entities by
facilitating bimonthly calls and summarizing those calls; (2) Conducting online focus groups with
educators to generate instructional and assessment strategies that inform the decision-making processes
for accessibility features and accommodations; (3) Conducting classroom observations and follow-up
interviews in teachers to identify appropriate practices in implementing accessibility features and
accommodations; (4) Conducting one state’s data analysis to showcase the process of making data
informed decisions; (5) Holding a forum with national experts to generate consensus on a set of
guidelines and related comprehensive assessment instruments for making data informed decisions about
accessibility features and accommodations for students with documented needs; (6) Developing
professional development materials, including a training module, to summarize and exemplify the
guidelines and instruments; (7) Piloting the professional development materials to test them in the field;
(8) Collaborating with the external evaluator throughout the project to obtain and apply objective and
effective evaluation results; and (9) Disseminating information related to grant efforts.

Martha Thurlow, Ph.D., (.30 FTE) will serve as NCEO’s Principal Investigator on the project.
She will oversee all aspects of the DIAMOND project. She will be responsible for the hiring and
supervision of all staff on the project. She will work closely with project Co-Investigators, Dr. Shyyan
and Dr. Christensen, to manage contracts, budgets, and timelines for this work. Dr. Thurlow will read all
reports prior to their publication and dissemination. She will attend project meetings and participate in dissemination efforts as needed.

**Vitaliy Shyyan, Ph.D., (.40 FTE)** will serve as NCEO’s Co-Investigator for the project. He will work closely with Dr. Thurlow and Dr. Christensen to manage contracts, budgets, and timelines and to provide strategic leadership for the project. Dr. Shyyan will lead the development of the guidelines, the training module and other professional development materials related to the guidelines, the expert forum, and the pilot testing of the professional development materials. Dr. Shyyan will contribute to writing and reading all reports prior to their publication and dissemination. Dr. Shyyan will work closely with the external evaluator to ensure that all evaluation activities are completed in a timely and efficient manner and that formative evaluation results are used for project improvement. Dr. Shyyan will attend project meetings, and will participate in dissemination efforts for the project.

**Laurene Christensen, Ph.D., (.40 FTE)** will serve as Co-Investigator on the project. Dr. Christensen will provide strategic leadership on the project. Dr. Christensen will supervise the data collection efforts for the project, and she will be directly involved with data collection and contribute to writing reports for the project. Dr. Christensen will read all reports prior to publication and dissemination. Dr. Christensen will attend project meetings, and will participate in dissemination efforts for the project.

**Sheryl Lazarus, Ph.D., (.40 FTE)** will serve as Senior Research Associate on the project. She will oversee the development of publications on the project. She will manage publication timelines and provide input and editing expertise on reports and other publications generated by the project. Dr. Lazarus will contribute to the writing of reports for the project and participate in dissemination activities. She will also participate in the forum with states and national expert panelists.

**Christopher Rogers (.40 FTE)** will serve as Research Fellow on the project. He will work closely with Dr. Shyyan on the development of the training module for the project. He will assist with writing the guidelines for the project and with writing content for the module and other professional development materials.
Deb Albus (.40 FTE) will serve as Research Fellow for the project. She will gather information on current guidelines in participating states. She will help support the organization of the forum with state participants and national experts, including taking meeting notes. She will contribute to writing the training module content as needed.

Linda Goldstone (.60 FTE) will serve as Research Fellow on the project. She will develop focus group questions, facilitate the focus groups, collaborate with other project staff on the analysis of focus group data, and assist with writing the report based on the focus groups. She will also assist with dissemination efforts for the project.

Yi-Chen Wu, Ph.D., (.30 FTE) will serve as Research Associate for the project. Dr. Wu will work closely with Dr. Shyyan and the state leads to develop a sample data analysis for the forum. This analysis will also be included in the training module.

Kristin Liu, Ph.D., (.40 FTE) will serve as Research Associate on the project. She will work closely with Dr. Christensen to develop observation and interview protocols. She will assist writing reports based on the classroom observation activity. Dr. Liu will also work with Dr. Wu on the development of sample data analyses for the forum and training module.

Jim Hatten, Ph.D., (.50 FTE) will serve as Research Fellow on the project. He will work on the web design of the professional development materials, including the training module and related tools. Dr. Hatten will also assist with developing a platform for the online focus groups.

Michael Moore (.20 FTE) will serve as Principal Editor/Writer on the project. He will work closely with Dr. Thurlow, Dr. Shyyan, and Dr. Christensen to ensure that project publications are developed for production in print and on the web in a timely manner.

Debbie Hansen (.50 FTE) will serve as Executive Office and Administrative Specialist on the project. Ms. Hansen will coordinate all travel logistics for non-employees, including state representatives and national expert panelists. She will help with additional meeting logistics including hotel contracts and food orders, meeting materials, and other arrangements as needed.
Graduate Research Assistant 1 (.50 FTE) (to be named) will be hired to support the data
collection efforts of the project including the classroom observations and the focus groups. This GRA will
develop Institutional Review Board applications, communicate with data collection sites, recruit focus
group participants, and manage logistics for data collection and storage. This GRA will assist with data
collection and also with writing reports based on the data.

Graduate Research Assistant 2 (.50 FTE) (to be named) will be hired to support the
development of the training module for the project. This GRA will help with writing content for the
module and other professional development materials as well as assist with various other aspects of
module production such as programming, captioning, and other components as needed.

Timeline. The DIAMOND project activities are planned to be completed within a three-year
timeframe, with each activity designated for completion during certain months of the project and
representing project milestones (see Table 3).
<table>
<thead>
<tr>
<th>Activities for Each Objective</th>
<th>Year 1 (Months)</th>
<th>Year 2 (Months)</th>
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<tbody>
<tr>
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<td>O</td>
<td>N</td>
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<tr>
<td><strong>Obj. 1, Act. 1: Online Focus Groups With Teachers</strong></td>
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<tr>
<td>1a. Develop focus group questions and build online platform</td>
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<td>1b. Obtain IRB approval</td>
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<tr>
<td>1c. Hold a kickoff meeting with project partners</td>
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<td>1d. Recruit participants</td>
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<td>1e. Conduct online focus groups</td>
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<tr>
<td>1f. Analyze data</td>
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<tr>
<td>1g. Write a report of focus group findings</td>
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<tr>
<td>1h. Share findings with SCASS groups for feedback</td>
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<tr>
<td><strong>Obj. 2, Act. 2: Classroom Observations and Follow-up</strong></td>
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<tr>
<td><strong>Interviews</strong></td>
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<td>2a. Develop observation and interview protocols</td>
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<tr>
<td>2b. Obtain IRB approval</td>
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<tr>
<td>2c. Recruit participants</td>
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<tr>
<td>2d. Conduct observations and interviews</td>
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<tr>
<td>Activities for Each Objective</td>
<td>Year 2 (Months)</td>
<td>Year 3 (Months)</td>
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<tr>
<td><strong>2e. Analyze data</strong></td>
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<tr>
<td><strong>Obj. 3, Act. 3: State Data Analysis</strong></td>
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<tr>
<td>3a. Obtain data from the state</td>
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<tr>
<td>3b. Clean and verify data</td>
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<tr>
<td>3c. Analyze data</td>
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<tr>
<td>3d. Write a report</td>
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<tr>
<td><strong>Obj. 2, Act. 2: Classroom Observations and Follow-up</strong></td>
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<tr>
<td>Interviews (continued)</td>
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<tr>
<td>2f. Write a report of findings</td>
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<tr>
<td>2g. Share findings with SCASS groups for feedback</td>
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<tr>
<td><strong>Obj. 3, Act. 3: State Data Analysis (continued)</strong></td>
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<tr>
<td>3d. Write a report of findings</td>
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<tr>
<td>3e. Share findings with SCASS groups for feedback</td>
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<tr>
<td><strong>Obj. 4, Act. 4: Forum With Experts</strong></td>
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<tr>
<td>4a. Plan the expert forum</td>
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<td>4b. Summarize guidelines for the forum</td>
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</tbody>
</table>
4c. Conduct the forum

4d. Write a summary report

**Obj. 5, Act. 5: Develop the Training Module**

5a. Develop the content for the module and other tools

5b. Conduct a review of the content

5c. Develop the digital version of the module and tools

5d. Conduct a usability testing of the digital version of PD materials

**Obj. 6, Act. 6: Pilot Test**

6a. Determine sites for the pilot

6b. Pilot PD materials

6c. Revise PD materials based on the pilot test results

6d. Share information with SCASS groups

6e. Hold a final meeting with project partners

6f. Present at conferences

6g. Publish reports and articles
(ii) The Adequacy of Procedures for Ensuring Feedback and Continuous Improvement in the Operation of the Proposed Project

The collaborative nature of the project provides for continuous reliance on feedback from state experts – both from the participating states and entities and from Assessing Special Education Students (ASES) and English Language Learner (ELL) State Collaboratives on Assessment and Student Standards (SCASS) members. Both groups will receive frequent updates on project developments and will have the opportunity to offer suggestions for furthering effectively the project goals. Our work will also rely on input from the national panel of experts who represent important project areas and will be instrumental in enhancing project outcomes.

One of the concluding project activities entails the pilot test of professional development materials developed through this initiative. This activity was included in the project plan to authentically test out the project deliverables and improve them further if based on field test results.

(iii) Adequacy of Mechanisms for Ensuring High-quality Products and Services From the Proposed Project

The high-quality control approach to all the project activities will be ensured through the external evaluation mechanism as well as steadfast collaboration of all the project partners. All external evaluation activities and measures will be used to inform the project development process in a timely and efficient manner. All project partners (member states and entities, NCEO, project consultants and experts) will be involved in the process of monitoring the project quality through regular updates, project reports, and ongoing collaboration efforts.

Within the DIAMOND project, Minnesota will serve as the fiscal agent. Other states in the project will be partner states. NCEO will serve as the project management partner for the project. Project decisions will be made by majority rule. States may decide to leave the project at any time; should a state decide to leave the project, it must inform the project management partner six weeks prior to leaving. If a state requests to join the project, it may do so by submitting a written request to the project management partner. Additions to the project will be determined through a majority vote of all partner states. States
joining the project after the official start will work with the project management partner to determine which project activities the state can be involved in, and to what extent. The project management partner and the Minnesota Department of Education will manage the project funds for the project. States participating in the project will sign a letter of commitment, demonstrating their agreement to participate in project activities and to use materials produced by the project.

(iv) Time Commitments of the Project Director and Principal Investigator and Other Key Project Personnel Are Appropriate and Adequate to Meet the Objectives of the Proposed Project

The proposed allocation of effort by project personnel (in terms of days) is projected across Objectives for the three-year grant period (see Table 4). Careful consideration has been given to the amount of effort needed to achieve project objectives, and it has been determined that the time commitments of the principal investigators and other personnel are adequate to meet the objectives. States and entities have also committed time to ensure the success of the project (see Part 6 for Letters of Support from states and entities).
Table 4. Person Loading Chart (Days per Task for Three Years)

<table>
<thead>
<tr>
<th>Activity</th>
<th>CA</th>
<th>EK</th>
<th>JBL</th>
<th>SEAs</th>
<th>MT</th>
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</table>

Activities: 1 – online focus groups, 2 – classroom observations and interviews, 3 – state data analysis, 4 – forum with national experts, 5 – professional development materials, 6 – pilot test, 7 – project management.

(h) Quality of the Project Evaluation

Throughout the DIAMOND project a continuous, outcome-oriented evaluation process will be implemented to provide formative evaluation feedback during the sequential implementation of activities, and summative evaluation of the overall goal of increasing the validity of results from existing state assessments (Weiss, 1972). This approach is consistent with the theory-driven approach recommended by Chen (2005) who identifies four aspects of this approach: (a) briefing stakeholders about purposes, strategies, and procedures of evaluation; (b) clarifying the plan and action model of the project, (c) using a combination of quantitative and qualitative methods of data collection, and (d) addressing additional questions that are generated during the evaluation.

(i) Methods of Evaluation Are Thorough, Feasible, and Appropriate to the Goals, Objectives, and Outcomes of the Project

In preparation for the evaluation, to ensure that it meets project needs and is grounded in a strong plan, the external evaluator will meet with the DIAMOND leadership team in the first month of the project. During this meeting, plans for both formative and summative aspects of the project will be reviewed, with attention to ensuring that all processes, outcome measures, and instruments will help shape the development of the project from the beginning, and also document outcomes. In addition, the Principal Investigator and NCEO Principal Investigators will ensure that the evaluator understands the assessment context, both in general, and within each of the states. The NCEO internal evaluation team will be able to use the expertise of ongoing NCEO evaluation efforts to assist with the development of the project evaluation plan. Based on the evaluation plan, an evaluation schedule will be developed to summarize all evaluation activities, instruments/procedures, and dates of completion.

An evaluation logic model for the DIAMOND project is shown in Figure 2. This model details project inputs, activities, outputs, and outcomes. Evaluation methods employed for this project will include surveys and interviews. These will be designed to provide project staff with important formative and summative feedback regarding project activities and deliverables. The activities are designed to gain
valuable information from state partners through unobtrusive means. Each evaluation activity will be tied to its corresponding project objective.
**Figure 2. DIAMOND Logic Model**

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Partnerships</strong></td>
<td><strong>Online Focus Groups</strong></td>
<td><strong>Project Reports</strong></td>
<td><strong>Short Term Outcomes</strong></td>
</tr>
<tr>
<td>• Collaborating states and entities</td>
<td>• Conduct focus groups</td>
<td>• Online focus groups</td>
<td>• Collaborating states and entities participate in project activities</td>
</tr>
<tr>
<td>• NCEO</td>
<td>• Analyze and summarize data</td>
<td>• Classroom observations</td>
<td>• Optimal accessibility and accommodations decision-making guidelines are generated through project findings</td>
</tr>
<tr>
<td>• National Expert Panelists</td>
<td><strong>Classroom Observations</strong></td>
<td>• State data analysis</td>
<td>• Professional development materials are developed and disseminated among the collaborating states and entities</td>
</tr>
<tr>
<td><strong>Critical Knowledge Base</strong></td>
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<td>• MACB with the National Panel of Experts</td>
<td><strong>Intermediate Outcomes</strong></td>
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<tr>
<td>• ESEA</td>
<td><strong>State Data Analysis</strong></td>
<td><strong>Professional Development Materials</strong></td>
<td></td>
</tr>
<tr>
<td>• Accessibility and accommodations frameworks</td>
<td>• Conduct classroom observations and follow-up interviews</td>
<td>• Training module</td>
<td></td>
</tr>
<tr>
<td>• Challenges to implementation</td>
<td>• Analyze and summarize data</td>
<td>• Supporting professional development tools</td>
<td></td>
</tr>
<tr>
<td>• Effective practices</td>
<td><strong>Dissemination</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Outcomes measurement</td>
<td>• Obtain data from the state</td>
<td>• A project webpage on the NCEO website</td>
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</tr>
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</table>
**Established Relationships**
- Learning communities
- Consortia, states, and agencies

**U.S. Department of Education**
- OESE

**Forum With National Experts**
- Synthesize project findings to develop accessibility and accommodations guidelines
- Conduct an MACB process with the National Panel of Experts

**PD Materials**
- Develop a training module

**Journal articles and other publications**
- Teleconferences
- Conference presentations

**Collaborating states and entities implement DIAMOND professional development materials**
- DIAMOND professional development materials are disseminated nationwide

**Long Term Outcomes**
- Data informed decisions are of higher quality than non-data informed decisions
- Student test performance improves
- Develop an app to monitor accessibility and accommodations decision making
- Develop other supporting PD tools

**Pilot Test**
- Pilot all PD materials
- Make changes to the project deliverables based on the pilot test results
(ii) Methods of Evaluation Provide for Examining the Effectiveness of Project

Implementation Strategies

For the formative part of the evaluation, the external evaluator will document through running records, the processes and deliverables that potentially contribute to the final outcomes of the project. To further ensure that the formative evaluation is productive, NCEO will provide to the external evaluator documentation of the implementation strategies and procedures used to accomplish the project’s objectives (e.g., administering online focus groups, conducting classroom observations, analyzing one state’s data, administering the national expert panel forum, and developing professional development materials).

The external evaluator will conduct surveys and follow-up interviews of state clients regarding all major project reports and other deliverables to gather information on quality, relevance, and usefulness of each DIAMOND activity or product. Survey data will be analyzed descriptively, and qualitative data from the surveys will be analyzed thematically.

The summative phase of the evaluation will ask the question “How has the implementation of each objective contributed to the overall goal of improving accessibility and accommodations decision making on large-scale assessments?” The summative evaluation will incorporate secondary analysis of findings from the formative phase as well as qualitative data from interviews with state stakeholders, observations of selected events, user surveys for the training module, and expert reviews of final publications and products.

(iii) Methods of Evaluation Include the Use of Objective Performance Measures

The DIAMOND evaluation plan will incorporate objective performance measures to generate quantitative and qualitative data for evaluation purposes. The performance measures will focus both on the nature of each implementation strategy and the extent to which the measure was completed. Table 5 summarizes DIAMOND evaluation performance measures.

Table 5. DIAMOND Performance Measures
**Activity 1. Online Focus Groups**

Performance Measure 1a: Online focus groups with teachers are conducted in participating states and entities.

Performance Measure 1b: An activity report is published and disseminated.

Performance Measure 1c: 80% of survey participants are satisfied or highly satisfied with the quality, relevance, and usefulness of activity report results.

**Activity 2. Classroom Observations**

Performance Measure 2a: Classroom observations and follow-up interviews are conducted in collaborating states and entities.

Performance Measure 2b: An activity report is published and disseminated.

Performance Measure 2c: 80% of survey participants are satisfied or highly satisfied with the quality, relevance, and usefulness of activity report results.

**Activity 3. State Data Analysis**

Performance Measure 3a: Accessibility and accommodations analysis of data in one state is carried out.

Performance Measure 3b: An activity report is published and disseminated.

Performance Measure 3c: 80% of survey participants are satisfied or highly satisfied with the quality, relevance, and usefulness of activity report results.

**Activity 4. Forum With the National Panel of Experts**

Performance Measure 4a: Project findings are synthesized to develop data informed accessibility and accommodations decision-making guidelines.

Performance Measure 4b: A Multi-Attribute Consensus Building process is conducted with the National Panel of Experts.

Performance Measure 4c: Forum evaluations indicate that 80% of participants were satisfied or highly satisfied with the forum.

Performance Measure 4d: An activity report is published and disseminated.
Activity 5. Professional Development Materials

Performance Measure 5a: A training module summarizing and exemplifying accessibility and accommodations guidelines is developed.

Performance Measure 5b: Other supporting professional development tools (e.g., forms, checklists) are developed.

Performance Measure 5c: Experts review the professional development materials developed as a result of Activity 5.

Activity 6. Pilot Test

Performance Measure 5a: Collaborating states and entities pilot professional development materials.

Performance Measure 5b: 80% of evaluation exit survey participants are satisfied or highly satisfied with professional development materials.

Performance Measure 5c: If necessary, changes are made to the project deliverables based on the pilot test results.

Performance Measure 5d: Professional development materials are disseminated nationwide.

Performance Measure 5e: Student outcomes improve as a result of professional development activities.

(iv) Methods of Evaluation Will Provide Performance Feedback and Permit Periodic Assessment of Progress Toward Achieving Intended Outcomes

The external evaluator will provide written reports of each evaluation activity to NCEO project staff. The reports will include a brief summary, a description of the evaluation activity and data collection methods, evaluation findings, recommendations and conclusions based on these findings, and possible appendices (data collection instruments, complete open-ended responses from clients, etc.). These reports will address project objectives and outcomes and inform further project implementation strategies. The reports will also serve as additional progress monitoring records.

(v) Evaluation Will Provide Guidance About Effective Strategies Suitable for Replication or Testing in Other Settings

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The evaluation process mirrors many of the internal and external evaluation efforts that NCEO has been effectively integrating in its past and current work. The collaboration between the external evaluator and NCEO internal evaluation team will strengthen the replicability aspect of this evaluation. The DIAMOND project evaluation plan is designed to provide specific information that will guide others in conducting similar activities in the future. A key evaluation activity will be to document through running records, the project’s processes, events, and findings. This documentation will facilitate future replication efforts. In addition, data regarding the process measures will provide information on lessons learned that can guide future similar studies.

(i) **Strategy to Scale**

The DIAMOND project is scalable in nature and is designed to be adjusted in accordance with the field’s needs and produce effective professional development resources that will have long-term implications for educators’ optimal accessibility and accommodations decision making. The project strategies and activities will generate extensive findings that will first inform educator professional development efforts in the participating states and entities and then will be scaled up on the national level.

(i) **Capacity to Further Develop and Bring to Scale the Proposed Process, Product, Strategy, or Practice**

Multifaceted collaboration is planned for every stage of the project to ensure that multiple stakeholders are involved in amplifying the effect of the project outcomes in the country. The state and entity representatives, even based on their initial messages of support for the project, are significantly invested in generating effective project deliverables and sharing them with educators nationwide. NCEO, the subcontract agency, has a solid history of conducting timely and usable research enhancing educational practices and sharing research findings through well-established channels of communications with SEAs and other educational stakeholders. Other project collaborators – national expert panelists, consultants, SCASS members – will also support DIAMOND scalability efforts.

(ii) **Mechanisms the Applicant Will Use to Broadly Disseminate Information on Its Project**
The DIAMOND project will employ a number of dissemination efforts to support educator professional development efforts that optimize accessibility and accommodations decision making for all students. These include conference presentations, journal articles, print reports, sharing information at State Collaborative on Assessment and Student Standards meetings, a project webpage, and state dissemination through listservs and other communication tools.

**Conferences.** Results of the DIAMOND project investigations, in particular the results of the online focus groups, classroom observations and interviews, as well as the guidelines prioritization, will be shared at conferences that have an emphasis on assessment, students with disabilities, and ELLs, and other students. Both national and state-level conferences will be targeted so that states may share information with local education agencies. NCEO will take the lead in disseminating materials at national conferences. State agency personnel will be invited and encouraged to participate in conference presentations at both the national and state level. Results of the DIAMOND project research studies will be highlighted at national conferences targeted at student assessment, English language development, and students with disabilities. Potential conferences will include the American Educational Research Association, National Conference on Student Assessment, Teaching English to Speakers of Other Languages, and the Council for Exceptional Children.

**SCASS Meetings.** Regular updates on the project activities will be provided at SCASS meetings, including the Assessing Special Education Students (ASES) and English Language Learner (ELL) SCASS meetings. Project findings will be shared in order to gain valuable feedback from a broad range of states.

**Publications.** Publications will include DIAMOND project reports and journal publications. Key DIAMOND publications will include reports about online focus group results, the classroom observation and teacher interview findings, the prioritized guidelines, and the professional development materials. Reports written for grant activities will be placed on the NCEO Web site and available for download at no charge. They also will be disseminated widely, to all participating state agency personnel, with additional copies of materials going to other states as needed. NCEO will disseminate materials to all assessment,
special education, and Title III directors nationwide. Additional reports will be disseminated to other stakeholders through SCASS meetings. All print publications will be made available at no charge.

Journal articles also will be developed based on DIAMOND activities. These will target peer-reviewed journals that reach a variety of relevant audiences, such as Assessment for Effective Intervention, Educational Policy, Journal of Special Education Leadership, Teaching Exceptional Children, and TESOL Quarterly. NCEO and participating states will write these articles, with NCEO taking the lead.

**Website.** NCEO will develop a webpage on the existing NCEO website for the DIAMOND project. Links to key project information, including participating states and entities, project activities and reports, conference presentations, and project deliverables, will be included on this webpage. In a one-year period, from March 2014-March 2015, the NCEO website received 200,834 page views and 86,880 unique visitors. The NCEO website is well-positioned as a home for online dissemination of project information.

**State Dissemination.** Information from the project will be widely distributed within participating states and entities, including via state newsletters (print and electronic), through regularly scheduled training forums, regional and state conference presentations, and other state mechanisms for information sharing.

(iii) Unmet Demand for the Process, Product, Strategy, or Practice That Will Enable the Applicant to Reach the Level of Scale That Is Proposed in the Application

Given the shift in accessibility and accommodations approaches on large-scale assessments, new and timely decision-making guidelines are needed to ensure that the new accessibility and accommodations options are maximally beneficial for all students who need them. Educators need extensive professional development support, and the field is in urgent need of the deliverables proposed in the DIAMOND project. States and entities partnering in the effort described in this proposal are committed to developing effective accessibility and accommodations guidelines and summarizing them in professional development materials.
Other Attachment File(s)

* Mandatory Other Attachment Filename: Part 6 MN DIAMOND Final.pdf

Add Mandatory Other Attachment  Delete Mandatory Other Attachment  View Mandatory Other Attachment

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

Add Optional Other Attachment  Delete Optional Other Attachment  View Optional Other Attachment
DIAMOND Part 6 – Other Attachments

This section contains the following documentation:

1. References from the DIAMOND Narrative
2. Curriculum vitae from project personnel
3. Letters of support from experts
4. Letters of commitment from states
5. Indirect cost agreement
References from the DIAMOND Narrative
DIAMOND References


National Clearinghouse for English Language Acquisition, n.d.


Curriculum vitae from project personnel
Relevant Experience

Supervisor, July 2006 to present
Minnesota Department of Education, Roseville, MN

- Supervise test development efforts of group creating statewide science assessments, English language proficiency (ELP) assessments and alternate assessments for students with disabilities.
  - Support development of schedules and processes for test development and quality control.
  - Support content specialists to ensure timely completion of tasks.
  - Create documentation in support of assessments for multiple audiences, including district assessment coordinators, teachers, and federal peer reviewers.
  - Organize and facilitate advisory group meetings and ad hoc panels convened to support and document assessment practices.
- Support implementation of online delivery of statewide assessments.
  - Facilitate lines of communication between district technology coordinators and testing contractor.
  - Chair the Statewide Assessment Technology Work Group.
  - Document technology requirements and assist districts with troubleshooting technology issues.
- Chair the Test Policies and Procedures Committee, convened to ensure test security and data integrity in Minnesota assessments.
- Work with Project Management group to develop online training and to organize face-to-face trainings related to online, ELP, alternate and science assessments.
- Serve as Project Director and/or Principal Investigator on federal grants. Past grants include the “Accessible Portable Item Profile” project and the “Improving the Validity of Assessment Results for ELLs with Disabilities” project.
- Serve as Minnesota representative in federal grant projects and consortia. Past grants include Enhanced Assessment Grants “Guidelines for Accessible Assessment Project” and “Student Accessibility Assessment System”; General Supervision Enhancement Grants H373X070028 and H373X070010.

Assessment and Technology Specialist, April 2003 to June 2006
Minnesota Department of Education, Roseville, MN

- Create and/or evaluate content for standardized assessments for K-12 English language learners (ELL).
- Work with teacher committees in various phases of test development.
- Serve as primary contact for content development and online test delivery vendors.
- Analyze test data.
- Report test development activities at conferences.
- Write RFPs and contracts for ELP test development, test specifications, detailed blueprints, reports.
- Serve on ESL, Bilingual Education, and Migrant Education Program conference organizing committee.
Coordinator, Assessment Team, June 1995-April 2003
Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN
- Supervise and participate in the development, pilot testing, and analysis of second-language proficiency tests for large-scale administration in an ongoing project to improve articulation of language programs across all levels of education.
- Author content and software for computer-delivered tests in reading, writing, and listening in French, German, and Spanish, and a training package for raters of writing and speaking tests.
- Create web-based assessment resources for language teachers (“Virtual Assessment Center”).
- Assist University of Minnesota foreign language departments with assessment development and policy related to graduation requirements.
- Serve on the University’s Committee for Second Language Education.
- Lead workshops for language teachers.

Assistant Coordinator of French Language Program, September 1988-June 1995
Department of French and Italian, University of Minnesota.
- Assisted the Director of Language Instruction and was responsible for writing syllabi and assessments for first and second-year language courses, administering placement exams and special exams for credit, advising students with questions regarding placement, proficiency test requirements, or dissatisfaction with their instructors.
- Participated in the selection of course content and materials. Assisted instructors (TAs) with questions about teaching and administration of language program.
- Taught two courses per year.

Education
B.A., French, 1978, College of Liberal Arts, University of Minnesota
B.S., Second Languages and Cultures Education, 1982, College of Education, University of Minnesota
M.A., French (Spanish minor), 1988, College of Liberal Arts, University of Minnesota
Completed coursework for Ph.D. in Curriculum and Instruction in the College of Education and Human Development, University of Minnesota

Languages
- French, fluent
- Spanish, intermediate-level language skills

Selected Publications & Presentations


PROFESSIONAL OBJECTIVE:

To assure equity in education and success for all children, including those with disabilities, that result in effective and measurable outcomes:

- through all-education partnerships
- by empowering and integrating existing organizational and community skills, talent and resources
- using collaborative and open source approaches that support education reform
- by understanding the complexity of systems change and how to address adaptive challenges
- investing in evidence-based practices identified in research
- establishing the conditions to support implementation with fidelity

WORK EXPERIENCE:

Minnesota Department of Education, Special Education Policy Division
Supervisor of Research, Practice and Implementation, 2011-present.
Supervisor of Assessment and Accountability, 2006-2011.

- Supervised the development, implementation and evaluation of statewide initiatives on Positive Behavior Interventions and Supports (PBIS), Response to Intervention (RTI) and Early Intervening Services.
- Collaborated with the National Center for State Implementation and Scaling Up Evidence-Based Practices (SISEP), including roles in state and local leadership and implementation teams.
- Successfully performed key roles in the writing or implementation of the following federal grants:
  - Enhanced Assessment Grant (2008-2010)
  - State Dropout Prevention Grant (2005-2009)
  - State Improvement Grant (2000-2005)

- Budgeted and oversaw annual funding to address statewide needs in special education, including staff development, continuous improvement activities and development of training resources.
- Managed a staff of special education content experts and regional projects throughout Minnesota.
- Oversaw development and implementation of statewide rules, statutes and policies in special education impacting over 120,000 Minnesota children annually.
- Oversaw major statewide initiatives in areas of workforce, supply and demand of educators, teacher mentoring, equalization of geographical differences, and parent training.
- Participated in numerous interdepartmental workgroups and initiatives, including common principles of effective practice, statewide assessment, No Child Left Behind, dropout prevention, academic standards, college and career readiness, and teacher licensure.
- Participated in multiple statewide task forces, work groups and advisory councils.
- Collaborated on multiple interagency leadership teams, including extensive work with the Department of Human Services, Department of Trade and Economic Development, and the Department of Health.
- Collaborated with multiple non-profit agencies serving children with disabilities and their families.
- Extensive writing projects, including grant writing, report writing and technical writing.
- Presented at numerous national, regional and statewide conferences, and teacher networks.

**University of Minnesota, College of Education**  
Adjunct Faculty Member, 2002, 2004, 2007

- Taught special education graduate courses for teacher licensure in Developmental Disabilities.

Senior Advisor, 2008-2013.  
Project Director, 1997-2008.  

Project Coordinator for a five-year study of older persons with developmental disabilities.

**FIELD EXPERIENCES:**

**Project SALUTE: Successful Adaptations for Learning to Use Touch Effectively**, Advisory Member, California State University at Northridge, 2000-2003.


**The International CHARGE Syndrome Conference, Boston, Massachusetts, Children’s Activities and Volunteer Co-coordinator**, July 1997.

**TECHNICAL ASSISTANCE AND CONSULTATION:**

- The Council of Chief State School Officers (CCSSO) – State Collaborative on Assessment and Student Standards/Assessing Special Education Students- member 2007-present.

**SELECTED EXPERIENCES:**

- 1st Scaling Up and Implementation Institute, Chapel Hill, NC- March, 2009.
- Special Education Leadership Fellowship (SELF)- Spring, 2002
  Leadership training experience with state, regional and local leadership personnel in special education.
  Served two terms, appointed by the Governor.

**ADDITIONAL SKILLS:**

- Skilled in American Sign Language (ASL), including tactile signing.
EDUCATION:

Boston College  9/96 – 7/97  Chestnut Hill, Massachusetts 02167  
M.Ed. Education

St. Olaf College  9/86 – 5/90  Northfield, Minnesota 55057  
B.A. Psychology
JOAN BRESLIN LARSON

PROFESSIONAL EXPERIENCE

A. SUPERVISOR: SPECIAL EDUCATION POLICY
Minnesota Department of Education

- Supervise programs related to special education for students with low incidence disabilities in Minnesota schools.
- Supervise, support and mentor professional staff
- Monitor annual budget exceeding $4,000,000
- Oversee and evaluate regional low incidence projects
- Facilitate collaboration among institutes of higher education preparing special educators
- Project manager for state DeafBlind grant
- Oversee projects related to assistive technology, universal design for learning, literacy for students with a range of abilities, and special education workforce recruitment and retention

B. ASSISTIVE TECHNOLOGY SPECIALIST
Minnesota Department of Education

- Developed and implemented strategies to increase skills and knowledge related to assistive technology and universal design for learning
- Oversaw annual budget of $250,000
- Managed annual conference, with growth in attendance from 75 individuals to 500+ attendees over 8 years
- Developed and disseminated series of five DVDs focusing on a range of strategies in assistive technology and assessment

C. Independent Consultant in Assistive Technology
People Achieving Change Through Technology (PACTT)

- Founded and managed a non-profit consulting service in assistive technology
- Provided consulting and referral services to clients across 11 counties, 44 school districts
- Provided consulting to State Rehabilitation Service

EDUCATION

M.Ed. Adult Education, University of Minnesota
B.A. Music Education, Mundelein College, Chicago

Continued...
AWARDS:
Governor’s Award for Excellence in Assistive Technology 1997
Government Partner Award, The Arc of Minnesota 2009
Assistive Technology Lifetime Achievement Award 2009

MEMBERSHIPS:
Quality Indicators in Assistive Technology Leadership Team
Advisory Board- Family Center on Technology and Disability
School board member- Minnesota State Academies
The Arc of Minnesota
Minnesota Quad Agencies for Support for Minnesotans who are Deaf/Hard of Hearing
Steering Committee- Minnesota Collaborative Plan for Deaf/Hard of Hearing

Conference Presentations:
Regular presenter at Closing the Gap, ATIA, Charting the Cs, OCALI and other state and national conferences on topics related to quality services in assistive technology and systems of improvement in special education

Authored:
Minnesota Manual for Consideration of Assistive Technology, 1999 and 2003 editions
VITA
Martha L. Thurlow

SUMMARY OF RELATED EXPERIENCE

Dr. Thurlow has spent nearly 25 years conducting research and technical assistance on the inclusion of all students, including students with disabilities and English learners, in appropriate instruction and assessments, and in policies that support successful progress through school for college and career readiness. Her areas of focus have been participation criteria, accommodations policies and practices, universal design of assessments, graduation requirements, and alternative approaches to assessment.

PRESENT POSITION

Director, National Center on Educational Outcomes (1999-present)
Senior Research Associate, Department of Educational Psychology (1999-present)
Senior Research Associate, Institute on Community Integration (1999-present)

EDUCATION

Ph.D., University of Minnesota, Minneapolis, MN; Educational Psychology; Special Education. Dissertation: A longitudinal study of instructional ecology and student responding for students with and without learning disabilities, 1993.
M.A., University of Minnesota, Minneapolis, MN; Educational Psychology; Special Education (Mental Retardation), 1971.
B.A., University of Minnesota, Minneapolis, MN; Psychology, 1968.

SELECTED PUBLICATIONS/PRESENTATIONS

Thurlow is an author of 17 books, one test bank, 2 instructor's manuals, and more than 50 book chapters. Among her recent books and chapters are:


**Thurlow has been an author of more than 175 articles in refereed journals and numerous articles in other outlets. Among these are:**


**Thurlow has been an author of more than 175 reports from federally funded projects and other sources. Some of these reports are:**


Thurlow has made presentations at more than 200 international, national, regional, state, and local conferences. Some of these reports are:


**SELECTED PROFESSIONAL ACTIVITIES**

**Editorial Activities – Selected Examples**
Assessment for Intervention, 2010-
Journal of Disability Policy Studies, 2008-
Journal of Special Education, 1999-
Technical Advisory Committees – Selected Examples
SMARTER Balanced Assessment Consortium Technical Advisory Committee, 2010-CCSSO-NGA Common Core Standards Validation Committee, 2009-2010
Technical Advisory Panel on Uniform National Rules for NAEP Testing of Students with Disabilities, 2009
National Center for Learning Disabilities Growth Model Task Force, 2009
NAEP Full Population Estimates Workgroup, 2007

Professional Affiliations – Selected Examples
American Educational Research Association
Council for Exceptional Children (2009-2012 Chair of Honors Committee)
National Council on Measurement in Education (2014 Chair of Diversity and Testing Committee)

Funded Projects – Selected Examples
Accessible Reading Assessments (2004-2009, extension to 2010)
Universally Designed Assessments (2005-2006, completed for Thompson)
Technology Assisted Reading Assessments Subcontract (2006-2011)
Minnesota Accommodations Training (2007-2008)
Multi-State GSEG (2007-2010, extension to 2011)
Alabama GSEG (2008-2010)
Accommodations Monitoring (2008-2009)
Minnesota Accommodations Evaluation (2009-2010)
GSEG to Support Alabama (2010-2011)
Improving the Validity of Assessment Results for ELLs with Disabilities (2011-2013)
Disability Advisory Panel for SMARTER Balanced Assessment Consortium (2011-2012)
Smarter Balanced Assessment Consortium (2013-2014)
EDUCATION

University of Minnesota, Minneapolis, MN, U.S.A.
Ph.D., September 2008
Specialization: Educational Policy and Administration
Major: Comparative and International Development Education
Minor: Program Evaluation
Advisor: R. Michael Paige, Ph.D.

University of Minnesota, Minneapolis, MN, U.S.A.
M.A., May 2002
Specialization: Educational Policy and Administration
Major: Comparative and International Development Education
Advisor: John J. Cogan, Ph.D.

Precarpathian University, Ivano-Frankivsk, IF, Ukraine
M.A., June 1999
Specialization: Foreign Languages
Major: English Language and Literature
Advisor: Viktor O. Kravchenko, Ph.D.

PROFESSIONAL EXPERIENCE

Research Associate, National Center on Educational Outcomes, University of Minnesota, Minneapolis, U.S.A. July 2013-present

Consultant, National Center on Educational Outcomes, University of Minnesota, Minneapolis, U.S.A. November 2010-March 2013

Assistant Director for Communications, Canadian Institute of Ukrainian Studies, University of Alberta, Edmonton, Canada September 2012-March 2013

Sessional Lecturer, Department of Secondary Education, Faculty of Education, University of Alberta, Edmonton, Canada January 2012-May 2013

Senior Educational Specialist, Acting Coordinator, Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, Edmonton, Canada January 2012-September 2012

Postdoctoral Fellow, Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, Edmonton, Canada November 2009-December 2011

Intercultural Education Facilitator, Intercultural Education Program, Catholic Social Services, Edmonton, Canada March 2011-December 2011

Language Proficiency Assessor, Edmonton Public Schools, Edmonton, Canada March 2012-
Interpret\textit{er}, Canada Ukraine Business Forum, Canada Ukraine Chamber of Commerce, Edmonton, Canada \hfill April 2010

Teaching Specialist, Institute on Community Integration, University of Minnesota, Minneapolis, U.S.A. \hfill July 2009-August 2009

Research Coordinator, National Center on Educational Outcomes, University of Minnesota, Minneapolis, U.S.A. \hfill September 2008-June 2009

Workshop Instructor, College of Education and Human Development, University of Minnesota, Minneapolis, U.S.A. \hfill June 2006-May 2009

Course Co-instructor, Department of Educational Policy and Administration, University of Minnesota, Minneapolis, U.S.A. \hfill January 2008-May 2009.

Online Teaching Specialist, Preparation to Practice Group, College of Education and Human Development, University of Minnesota, U.S.A. \hfill August 2008-February 2009.

Research Assistant, National Center on Educational Outcomes, University of Minnesota, Minneapolis, U.S.A. \hfill January 2002-August 2008

\textbf{PUBLISHED WORK (recent 5 years)}


CONFERENCES (recent 5 years)


Carolina TESOL, Wilmington, NC, November 6, 2014. Presented with Christensen, L.: Accommodations for English Language Learners with Disabilities on English Language Proficiency Assessments.


Council for Exceptional Children. San Antonio, TX, April 3-6, 2013. Presented with Christensen, L.: Making decisions about instructional and assessment accommodations for ELLs and students with disabilities: Tools you can use.

Hawai‘i International Conference on Education. Honolulu, HI, January 5-9, 2013. Presented with Christensen, L., Johnstone, M., and Williams L.: The English language placement test: Are we identifying the right students?


Hawai‘i International Conference on Education. Honolulu, HI, January 5-8, 2012. Presented: The Ukrainian Language Entrance Examination as a benchmark for Canada’s Ukrainian bilingual programs.

Hawai‘i International Conference on Education. Honolulu, HI, January 5-8, 2012. Presented with Dunn, W.: Developing intercultural understanding in teacher education within the context of language and literacy across the curriculum.


LAURENE L. CHRISTENSEN

Education
2010 Ph.D. University of Minnesota, Educational Policy and Administration
   Major: Comparative and International Development Education
   Concentration: Research and Evaluation
   Degree granted January 29, 2010
2002 M.A.-TESOL Portland State University, Applied Linguistics
2000 M.A. Portland State University, English
1993 B.A. University of North Dakota, English

Experience
National Center on Educational Outcomes
   Research Associate (February 2010-present)
   Research Fellow (Fall 2006-February 2010)
Metropolitan State University
   Community Faculty, EDU 310/610: Special Education for General Educators
   (Fall 2011, Summer 2012, Fall 2012)
University of Minnesota
   Course Assistant, Postsecondary Teaching and Learning (Fall 2011)
   Graduate Instructor, Commanding English program (Fall 2002- Fall 2006)
Portland State University
   Adjunct Instructor, Extended Studies (Summer 2004)
   Writing Center Consultant, Department of English (Summer 2004)
   Adjunct Instructor, Applied Linguistics (Spring 2001)

Grants and Sponsored Research
University of Wisconsin, to NCEO, to support the development of a suite of formative assessment tools for young Dual Language Learners, (February 2015).
Arizona Department of Education, to NCEO, to conduct a follow up study on the consequential validity of the kindergarten English language proficiency placement assessment (December 2014).
Council of Chief State School Officers, to NCEO, to develop accessibility guidelines for the ELPA21 project, with Dr. Martha Thurlow, (May 2013).
SmarterBalanced Assessment Consortium, to NCEO, to develop accessibility guidelines, an implementation guide, and an FAQ (April 2014).
Measured Progress, to NCEO, to conduct cognitive labs and evaluate the Guidelines for Accessible Assessments Project (January 2013)
Arizona Department of Education, to NCEO, to study the consequential validity of the
kindergarten English language proficiency placement assessment (August 2012). 
Council of Chief State School Officers, to NCEO, to develop professional development materials on accommodations for students with disabilities, with Dr. Martha Thurlow. (February 2012)

Minnesota Department of Education, to NCEO, to Improve the Validity of Assessment Results for English language learners with Disabilities (IVARED) (October 2010)

Nimble Tools/Measured Progress, to NCEO, to evaluate the Student Accessibility Assessment System (SAAS) (October 2010)

Council of Chief State School Officers, to NCEO, to develop materials to help states monitor accommodations, with Dr. Martha Thurlow. (December 2007)

U.S. Department of Education, to Minnesota, to develop materials on accommodations decision-making, with Dr. Martha Thurlow and Deb Albus. (May 2007)

Publications

Selected Refereed Journal Articles


Selected Book and Monograph Chapters


Selected Technical Reports and Other Publications


Selected Conference Presentations (Past 2 Years Only)
Embracing the Growing Diversity in the Carolinas. Keynote presented with Shyyan, V. Carolina TESOL. Wilmington, NC, November 7, 2014.
Accommodations for English Language Learners with Disabilities on English Language Proficiency Assessments. Presented with Shyyan, V. Carolina TESOL. Wilmington, NC, November 6, 2014.
Intercultural Competence in the Diverse Language Classroom. Presented with Shyyan, V. Carolina TESOL. Wilmington, NC, November 5, 2014.


Standardizing the presentation of American Sign Language and text-to-speech for the next generation of assessments. Presented with Shyyan, V. Hawai‘i International Conference on Education. Honolulu, HI, January 5-8, 2014.


Improving the validity of assessment results for English language learners with disabilities. Presented with L. Goldstone. Teaching English as a Second or Other Language (TESOL) Annual Meeting: Dallas, TX, March 2013.

Improving the Validity of Assessment Results for English Language Learners with Disabilities. Presented with V. Shyyan at the ICCS SCASS, Atlanta, GA February 2013.

Short Curriculum Vitae

Sheryl Lazarus
National Center on Educational Outcomes (NCEO) • University of Minnesota

Summary of Related Experience

Sheryl Lazarus is a senior research associate at the National Center on Educational Outcomes (NCEO). Dr. Lazarus conducts research and provides technical assistance on the inclusion of all students, including students with disabilities, English language learners (ELLs), and ELLs with disabilities, in assessments and assessment systems. Her areas of focus include accessibility and accommodations, alternate assessments, and graduation. Dr. Lazarus publishes and presents regularly on these and related topics. She also led the effort at NCEO to develop interactive multi-media professional development modules on how to select, administer, and evaluate the use of accommodations.

Education

University of Minnesota, Minneapolis MN
Ph.D.: Educational Policy and Administration, 2004
(Minor in Agricultural and Applied Economics)
Licensure: Minnesota K-12 Principal

Pennsylvania State University, University Park PA
M.S.: Agricultural Economics, 1978

Susquehanna University, Selinsgrove PA

Professional Experience

2007 – Present
Senior Research Associate (2011– present); Research Associate (2007 – 2011), National Center on Educational Outcomes, University of Minnesota, Minneapolis MN

2007 – 2009
Lecturer, Department of Educational Policy and Administration, University of Minnesota, Minneapolis MN

Co-taught (with Lincoln Kallsen) Cost and Economic Analysis in Educational Evaluation (EdPA 5521/OLDP 5521)

2005 – 2007
Research Scientist, Standards and Review Office, Institute of Education Sciences (IES), US Department of Education, Washington, DC

Spring 2005
Economics Instructor (Temporary, part-time position), Minneapolis Community and Technical College, Minneapolis MN

Taught Principles of Macroeconomics (Econ 2000) and Principles of Microeconomics (Econ 2200)

Summer 2000. **Site Administrator (Principal/Administrative Intern)**, Turtle Lake Elementary Summer School, Mounds View School District (District 621), St. Paul MN

1982 - 1985 **Research Support Specialist**, Department of Agricultural Economics, Cornell University, Ithaca NY.

1979 - 1981 **Assistant Agricultural Economist**, Department of Agricultural Economics, University of Illinois, Urbana IL

**Funded Grant and Contract Proposals — Selected Examples**

*Funded projects/contracts where Lazarus was PI or Co-PI*

- National Assessment Center (2011–present)
- Rhode Island Department of Education Comprehensive Assessment Study (2015)
- Achieve Comprehensive Assessment Resource Tool Development (2015)
- Smarter Balanced Assessment Consortium Research (2013, 2014)
- Smarter Balanced 2 (SBAC-2) (2013)
- General Supervision Enhancement Grant Project on Behalf of the Alabama Department of Education. (2010-2013).
- Technical Assistance Center on Assessment Supplement. (2010-2012)
- Alabama GSEG Subcontract. (2008-2010)
- Multi-State GSEG Consortium Toward a Defensible Alternate Assessment Based on Modified Achievement Standards (AA-MAS). (2007-2014)

**Publications**

**Refereed Journals**


**Book Chapters**


Reports


Presentations


Christopher Rogers

EDUCATION

2015* Ph.D., Educational Policy and Administration, University of Minnesota, Minneapolis Comparative and International Development Education
Minor coursework in Evaluation Studies
Certificate, Disability Policy and Services

1993 Master of Arts, Counseling, University of North Dakota, Grand Forks
Thesis: Relation of Religiosity to Expectations about Counseling

1991 Bachelor of Arts, Psychology
Minor in Sociology – Community Services

*Projected

PROFESSIONAL EXPERIENCE

Research

National Center on Educational Outcomes, Institute on Community Integration, University of Minnesota
Research Fellow January 2008-present
-- overseeing curation of Accommodations Bibliography online database
-- overseeing curation of AA-AAS Bibliography online database
-- developing products for dissemination to states to improve policy and practices
-- leading Annual Performance Report team addressing Part B assessment indicator #3
-- member of science team addressing state assessment initiatives in science.
-- providing research support and technical assistance to states
-- related to special education and IDEA as well as general education and ESEA

North Central Regional Resource Center, Institute on Community Integration, University of Minnesota
Information Specialist February 2006-January 2008
-- coordinating information collection and dissemination
-- assisting in provision of technical assistance to state educational entities
-- related to special education and IDEA 2004
-- Coordinator of a General Supervisory Enhancement Grant October 2007-January 2008

North Central Regional Resource Center, Institute on Community Integration, University of Minnesota
Graduate Research Assistant February 2005-January 2006
-- performing information collection and dissemination tasks
-- related to special education and IDEA 2004

May, 2015
Research Institute on Progress Monitoring, Institute on Community Integration, University of Minnesota

-- administering and scoring reading test

**Teaching / Training**

*Creating an Interculturally Competent School.* Kellogg Middle School. Rochester, Minnesota.
As an independent intercultural trainer, I co-presented a training session to current teachers on the Intercultural Development Inventory group profile, and next steps for intercultural competence development. March 2009.

*Understanding Intercultural Frameworks: An Overview of the Developmental Model of Intercultural Sensitivity.* Kellogg Middle School. Rochester, Minnesota. As an independent intercultural trainer, I co-presented a training session orienting current teachers to the DMIS and administering the Intercultural Development Inventory. February 2009.

*Orientation to Education in an Urban Setting.* Augsburg College, Minneapolis, Minnesota. As a Preparing Future Faculty mentee, prepared and presented a series of lectures and facilitated class sessions for pre-service teachers regarding intercultural and disability issues in teaching. October-December 2006.

STAR Power. Intercultural Trainer/ Facilitator to University of Minnesota, Humphrey Fellows program for international faculty, January 2006.

**STAR Power.** Co-facilitator along with Barbara Kappler to University of Minnesota, Educational Policy and Administration class “Cross-Cultural Leadership.” July 2004.

**Summer Orientation Leader for Junior Faculty Development Program,** International Students and Scholars Services, University of Minnesota, August 2003 & August 2004


**Special Issues of Immigrant Children in Therapy.** Guest lecture given to Morrison Center Outpatient Department staff. Spring 2001.

**Cross-cultural Communication in Therapy.** Guest lecture given to Morrison Center Outpatient Department staff. Fall 2000.

**Group Therapy Interventions.** Guest lecture given to Morrison Center Behavioral Intervention Center and Supported Classroom Project staff. Fall 2000.

**Conference Presentations**


from AA-MAS Through Data Drill-Down and Analysis. Council for Exceptional Children annual convention and expo. Seattle, WA.


Publications


Deb Albus, Curriculum Vitae

Education


Research Positions

2000 to present       National Center on Educational Outcomes (NCEO), University of Minnesota. Research Fellow.
1999-00       Community Program Assistant, National Center on Educational Outcomes
1996-98       Research Assistant, National Center on Educational Outcomes

Publications

Book Chapters


Journal articles


**Reports**


for students with disabilities and ELLs with disabilities (Technical Report 59).
Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

NCEO. (2011, April). Developing common accommodations policies: Discussion points for consortia (NCEO Brief #2). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.


Presentations


LINDA GOLDSTONE

PRESENT POSTION

Research Fellow, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

PROFESSIONAL EXPERIENCE

- **Research Fellow**, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN 06/11-Present
- **Speech-language Pathologist** 09/95-Present

CERTIFICATION

Speech-Language Pathology Certificate of Clinical Competence (CCC), ASHA #01117433 1996-Present

CURRENT LICENSES

- Speech-Language Pathology, Minnesota Dept. of Education #440280 2008-Present

EDUCATION

- **Doctoral Candidate**, University of Minnesota, Minneapolis, MN: Second Language Education Program, Dept. of Curriculum & Instruction; present
- **M.S.**, University of North Dakota, Grand Forks, ND: Communication Sciences & Disorders
- **B.S.**, George Washington University, Washington, DC: Biology

CURRENT PROFESSIONAL AFFILIATIONS

- American Educational Research Association (AERA) 2013-Present
  - Division H – Research, Evaluation and Assessment in Schools/
    - SIG #96 Inclusion and Accommodation in Educational Assessment
  - Division D – Measurement & Research Methodology/
    - SIG #82 Qualitative Research
- American Speech Language Hearing Association (ASHA) 1993-Present
  - SIG #1 Language Learning and Education
  - SIG #14 Cultural and Linguistic Diversity
- Council for Exceptional Children (CEC) 2015-Present
  - Division for Communication Disabilities and Deafness
  - Division for Cultural and Linguistic Exceptional Learners
Linda Goldstone  
June 2015

- Division for Early Childhood

**PUBLICATIONS**


**PRESENTATIONS**


Christensen, L. & Goldstone, L. (2013, March). *Improving the validity of assessment results for English language learners with disabilities.* Teachers of English to Speakers of Other Languages (TESOL), Dallas, TX.

Linda Goldstone
June 2015


**AWARDS**
Educational Policy Fellowship Program, Minnesota, 2014-2015

**RECENT COMMUNITY SERVICE**
E-mentor volunteer, Saint Paul, MN students with disabilities SUMIT transition program, Institute on Community Integration, 2013-present
CV

YI-CHEN WU

EDUCATIONAL EXPERIENCE
Ph.D. University of Minnesota
  Major: Educational Psychology
  Advisor: Dr. S. Jay Samuels
  Minneapolis, MN 2000-2004
Ph.D. Candidate, National Taiwan Normal University
  Major: Measurement
  1998-2000
M.A., National Tainan Teachers College
  Major: Elementary Education
  Advisor: Dr. Hsiu-Shuang Huang
  Taiwan 1997
B.A., National Taichung Teachers College
  Major: Mathematical and Science Education
  Taiwan 1992

EMPLOYMENT HISTORY
7/2008-present  Research Associate, National Center of Educational Outcomes,
University of Minnesota
2/2005-9/2007  Assistant Professor, National Sun Yat-sen University, Taiwan
9/2006-1/2007  Director of Counseling Division, Office of Student Affairs, National
Sun Yat-Sen University, Taiwan
of Education
5/2004-11/2004  Research Associate, Office of Educational Accountability, College of
Education and Human Development, University of Minnesota
1/2004-5/2004  Research Specialist, Office of Educational Accountability, College of
Education and Human Development, University of Minnesota

SELECTED PUBLICATION
Thurlove, M. L., Wu, Y. C., Ysseldyke, J. E., Lazarus, S. S. (Accepted). Non-Special
Education Achievement Gap in Math: Effects of Reporting Methods, Analytical
Techniques, and Reclassification. Exceptionality.
NCEO. (2014, July). Exploring alternate ELP assessments for ELLs with significant
cognitive disabilities (NCEO Brief #10). Minneapolis, MN: University of
Minnesota, National Center on Educational Outcomes.
NCEO. (2014, June). State assessment decision-making processes for ELLs with
disabilities (NCEO Brief #9). Minneapolis, MN: University of Minnesota, National
Center on Educational Outcomes.
NCEO. (2014, May). Participation of ELLs with disabilities in ELP assessments (NCEO
Brief #8). Minneapolis, MN: University of Minnesota, National Center on
Educational Outcomes.
& Ayodele, A. (2013). Number of Courses, Content of Coursework, and Prior
Achievement as Related to Ethnic Achievement Gaps in Mathematics. Journal of


SELECTED PRESENTATIONS


SELECTED TECHNICAL REPORTS


Kristin Kline Liu


Bachelor of Science: 1989, University of Minnesota, Minneapolis, Minnesota (Major: Elementary Education).

July 2014 - present
Research Associate, National Center on Educational Outcomes
Institute on Community Integration
College of Education and Human Development
University of Minnesota, Minneapolis, Minnesota
- Provide technical assistance on the assessment of ELLs with significant cognitive disabilities to the National Center and State Collaborative (NCSC) alternate assessment project
- Collect and analyze data for various projects.
- Provide short-term technical assistance to state departments of education on ELLs and ELLs with disabilities.
- Disseminate project findings via conference presentations, journal articles, and center reports.
- Develop, write, and submit federal state grants
- Network and build research and technical assistance partnerships

June 2007-July 2014
Senior Research Fellow, National Center on Educational Outcomes
Institute on Community Integration
College of Education and Human Development
University of Minnesota, Minneapolis, Minnesota
- Participate in five state Multi-State General Supervision Enhancement Grant (GSEG) project to investigate characteristics of students qualifying for alternate assessments based on modified achievement standards
- Oversee online focus group data collection on assessment of ELLs with disabilities with 232 K-21 teachers/practitioners
- Oversee online Delphi procedure to develop a set of expert-recommended principles & guidelines for assessing ELLs with disabilities
- Provide technical assistance to the U.S. Virgin Islands Department of Education on accommodations policies and practices for ELLs and students with disabilities.
- Manage grant and contract-funded research projects designed to develop state’s inclusion of English language learners (ELLs) and English language learners (ELLs) with disabilities in accountability systems.
- Disseminate project findings via conference presentations, journal articles, and center reports.
- Provide short-term technical assistance to state departments of education on ELLs and ELLs with disabilities.
Develop, write, and submit federal state grants.

January-May 2010

**Adjunct Faculty, Department of Curriculum and Instruction**
College of Education and Human Development
University of Minnesota, Minneapolis, Minnesota
- Teach hybrid (online/in person) methodology course in teaching second language speaking and listening skills to Master's degree students.
- Supervise student research projects.

September 1996-June 2007

**Research Fellow, National Center on Educational Outcomes**
Institute on Community Integration
College of Education and Human Development
University of Minnesota, Minneapolis, Minnesota
- Coordinate grant and contract-funded research projects relating to ELLs and ELLs with disabilities in accountability systems.
- Assist with other NCEO-related projects.
- Provide technical assistance to state departments of education.

1992-1997

**ESL Teacher**
University of Minnesota – Minnesota English Center, Commanding English Program, and Teaching Assistant English Program
- Teach English to high school (PSEO), undergraduate, graduate and professional students.
- Administer standardized language proficiency assessments
- Tutor international teaching assistants in accent reduction and American-style teaching

1990-1993

**Adult Basic Education ESL Teacher**
South Hennepin Adult Programs in Education
Bloomington, Minnesota
- Assess incoming students for placement
- Teach English to beginning-level immigrant and refugee adults
- Effective accountability efforts that include ELLs and ELLs with disabilities
- Assessment and instruction policies and practices for ELLs and ELLs with disabilities
- Accessible assessments
- Academic English proficiency in K-12 ELLs and ELLs with disabilities

**Areas of Research & Technical Skills**

**Presentations**
Delivered presentations at regional, national, and international conferences and national webinars (sample from the last five years)


Authoring books, refereed journals and reports (sample from the last five years)


Editorial Board Member
Assessment for Effective Intervention (2013-present)
Journal of Immersion and Content-Based Language Instruction (2014-present)


Advisory Panel Member, Novation Education Opportunities (NEO), Minneapolis, MN (2010-2011). Review applications for new charter schools with attention to plans for school accountability, assessment, and inclusion of ELLs and ELLs with disabilities.

Co-Editor, MinneWITESOL Journal 2002-2006
Curriculum Vitae

EDUCATION
Ph.D., Curriculum and Instruction, Concentration in Learning Technologies 2014
University of Minnesota, Minneapolis, MN
Dissertation: Optimal Size For Online Asynchronous Text-Based Focus Group Discussions
- Framed around a comprehensive evaluation of a series of PK-12 professional development workshops, this mixed methods dissertation study advances the field of online qualitative research toward a clearer understanding of the online asynchronous focus group methodology.
Degree conferred: November 28, 2014
Co-chairs: Aaron H. Doering, Ph.D. and Charles D. Miller, Ph.D.
Committee members: Cassandra M. Scharber, Ph.D.; Richard A. Krueger, Ph.D.; Martha Thurlow, Ph.D.

M.Ed., Curriculum and Instruction, Concentration in Learning Technologies 2009
Technology Enhanced Learning Certificate, K-12 Technology Integration
University of Minnesota, Minneapolis, MN

B.S., English and Mass Communications (double-major); minor in Secondary Education 1997
St. Cloud State University, St. Cloud, MN

RESEARCH EXPERIENCE
Research Associate, Institute on Community Integration, Minneapolis, MN January 2015-present

Research and Training Center on Community Living (RTC)
Roles: Developer 2/UX web and instructional designer
Supervisor: Kristin Dean
- Created an instantaneous online ranking, polling, graphing, and voting system for face-to-face focus groups that gather data on transitional center staff and managers across Minnesota.
- Developed HTML, CSS, PHP, XML, and JavaScript interactions for a series of Direct Course professional development online lessons and modules, including online quizzes, interactive sliders, fill-in-the-blank, and matching systems.
- Created menu and static systems for several websites in a Symfony content management system.
- Presented at American Educational Research Association national conference in Chicago, Ill.

Research Fellow, National Center on Educational Outcomes, Minneapolis, MN 2011-2015

NCEO National Assessment Center 2011-2015
Roles: Researcher fellow; web and instructional designer
Principal Investigator (PI): Martha Thurlow, Ph.D.
Funding: Cooperative Agreement with the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education (H325G110002)
- Gathered data, wrote journal articles, disseminated data, worked on the website re-design team, and acted as staff Learning Technologist. Presented to key groups affiliated with NCEO, including state departments of education, U.S. Department of Education staff, educators, and various consortia regarding assessments, alternate assessments, accommodations, and graduation standards. This project provides knowledge development, technical assistance, dissemination, leadership, and coordination to improve the educational results for students with disabilities.
Improving the Validity of Assessment Results for English Language Learners with Disabilities  2011-2014
Role: Researcher; Instructional Designer
Supervisors/PIs: Laurene Christensen, Ph.D., Kristin Kline Liu, Ph.D.
Funding: Enhanced Assessment Grant (S368A100011) from the U.S. Department of Education
- Conducted qualitative data gathering and analysis; designed and developed various project web sites and online training modules; created online qualitative data-gathering environments (Delphi and Focus Groups), presented at international and national conferences; disseminated information with various grant stakeholders; collaborated with U.S. and state departments of education staff; wrote reports; submitted journal articles and other written deliverables. IVARED was a collaborative project with a consortium of states to address the validity of assessment results of ELLs with Disabilities in statewide accountability assessments. The consortium was led by the Minnesota Department of Education and NCEO NAC and involved Maine, Michigan, Minnesota, Arizona, and Washington state departments of education.

Evaluation and Research of St. Paul Public Schools 1-to-1 Laptop Pilot
Role: Field researcher (observations, field notes, one-on-one interviews with teachers)
Supervisors/PIs: Cassandra Scharber, Ph.D.; Aaron Doering, Ph.D.
Funding: St. Paul Public Schools and Minnesota Department of Education
- Gathered qualitative data through observations, notes, photos, videos, and interviews in St. Paul Public Schools’ evaluation of a 1-to-1 laptop initiative pilot program in senior high school English classes.

TEACHING EXPERIENCE
University of Minnesota: Curriculum and Instruction  2010-2013
Student feedback: 87% would recommend the instructor to others.
Instructor for CI1303w CI4133w Intro to Technology & Ethics in Society/Technology & Ethics in Society
Online class, undergraduate students. Ethics and philosophical approaches to technology in society. Course explored philosophical and ethical issues surrounding technical issues of Internet, healthcare, transportation, military/weaponry, mass media, privacy, wireless technologies, manufacturing, and art. Ethical issues were couched in elements of society: political, economic, education, social, religious, and artistic constructs.
- Spring 2011 (20 students, 3 credits)
- Fall 2010 (12 students, 3 credits)

Instructor for CI5362: Foundations of Interactive Design for Web-Based Learning
Face-to-face/blended class; graduate students. Foundations of interactive design for web-based learning is a class that covers Internet development for educators, business/marketing, and non-profits. Students learn by creating projects they can employ in a variety of real-life settings. Included are design principles, design theory, basic programming for the Internet, graphic design and graphic elements, video shooting-editing-optimization. Software used include Adobe Dreamweaver, Adobe Photoshop, Adobe Premiere Elements, iMovie, and others.
- Spring 2011 (17 students, 3 credits)
- Fall 2010 (12 students, 3 credits)

Instructor for CI5303: Data Analysis and Information Design for Business and Education
Face-to-face; undergraduates and graduate students. Students learned data analysis using spreadsheets and databases and programming using Visual Basic for Applications (VBA) language. Information visualization of data were taught through a variety of scenarios and datasets. Student projects were research-based and utilized both original and extant data sets.
- Spring 2010 (21 students, 3 credits)
University of Minnesota: Education and Human Development 2010
Student feedback: 90% would recommend the instructor to others.

Instructor for EDHD 5007: Technology for Teaching and Learning
Post-bachelor’s/initial licensure cohort students. Students took this class in concert with a field observations and just prior to student teaching. Course covered a variety of technology integration lesson approaches and uses.
- Fall 2010, (22 students, 1.5 credits).

Edina High School, Edina, MN: English/Language Arts & Journalism teacher 2007-2008
- English 10, 8 sections, 240 students
- Journalism, 1 section, 28 students
- Broadcast Journalism, 1 section, 28 students

Tartan Senior High School, Oakdale, MN: English/Language Arts teacher 2006-2007
- English 10, 6 sections, 208 students
- Communications, 1 section, 38 students

Champlin Park High School, Champlin, MN: English/Language Arts & Journalism teacher 2003-2006
- English 9, 7 sections, 238 students
- English 10, 2 sections, 63 students
- Introduction to Print Journalism, 5 sections 249 students
- Broadcast Television, 2 sections, 56 students
- Sophomore Baseball Coach

St. Francis Senior High School, St. Francis, MN: English/Language Arts & Journalism teacher 1997-2003
- English 11, 6 sections, 222 students
- English 10, 8 sections, 304 students
- English 9, 6 sections, 220 students
- Broadcast Television Production, 16 sections, 426 students
- Junior Varsity Boys Hockey Coach
- Co-Head Debate Coach and Assistant Speech Coach

NEWSPAPER JOURNALISM EXPERIENCE

PUBLICATIONS & REPORTS


CONFERENCE PRESENTATIONS & POSTERS
Hatten, J. (2015, April). Utilization of Online Asynchronous Text-Based Focus Group Discussions to Improve Efficacy of Staff Development for Educators. In Annual Conference of the American Educational Research


CONFERENCE SYMPOSIA & WORKSHOPS

PROFESSIONAL HONORS & AWARDS
Nominee: Minnesota State Teacher of the Year, Education Minnesota 2001
- Nominated by students and staff at St. Francis Senior High School.
Department of Mass Communications E. Scott Bryce Mass Communications Scholarship 1996
- Awarded Bryce Scholarship by faculty of St. Cloud State Mass Communications Department and Society of Professional Journalists (SPJ).

PROFESSIONAL DEVELOPMENT/OUTREACH
Hatten, J. (2010, January 22). Technology tools for you. Presentation at Duluth City Speaker Series, Duluth City Hall, Duluth, MN.
Minnesota Department of Education, Roseville, MN
- Planned and facilitated a one-day, eight-hour professional development workshop with 28 teachers and administrators. The workshop focused on pedagogical uses of technology for teachers to use in working toward a blended curriculum. Participants were awarded 8 CEUs by the Minnesota Department of Education via ELA Content Specialist 2 Charon Tierney.
- Workshops delivered June 28, 2008; August 17, 2007; June 28, 2007.

PROFESSIONAL AFFILIATIONS
Member, American Educational Research Association (AERA) 2010–present
Member, Association for the Advancement of Computing in Education (AACE) 2010–present
Member, American Evaluation Association (AEA) 2012–2013
Member, National Council of Teachers of English (NCTE) 1995–2013
Member, Minnesota State Coaches Association (MSCA) 1995–2008
Member, Minnesota Council of Teachers of English (MCTE) 1995–2008
Contributor, Gannett News Service 1989–1994

CONTACT INFORMATION
Jim Hatten
2415 Zircon Lane N
Plymouth, MN, 55447
jameshatten@umn.edu
jhatten99@gmail.com
(763) 350-0478.
CURRICULUM VITAE

MICHAEL L. MOORE

EDUCATION

MFA  Hamline University, 1999
     Emphasis: Creative Writing
     Advisors: Mary Rockcastle and Deborah Keenan

BA  Towson State University, Magna Cum Laude, 1982
     Emphasis: English with Concentration in Writing
     Advisor: Dr. George Friedman

AWARDS

Excellence and Community Building Award, Institute on Community Integration, 2014
Gold Award, “Writing, short feature,” University of Minnesota Communicators Forum, 2014
Nomination for 2013 Pushcart Prize in Poetry, 2012
Honorable Mention, The Talking Stick (20), 2011
Maroon Award, “Writing, short-feature”, University of Minnesota Communicators Forum, 2010
Artist-in-Residence, Kalani Retreat Center, HI, 2006
Loft Mentor Series winner, 2004-05
Outstanding Thesis Award, Hamline University, 1999
Student Service Award, Hamline University, 1998
Minnesota State Arts Board Artist Fellowship, 1998
Outstanding Civil Service Award, University of Minnesota, 1996
Loft Inroads Mentorship Award, 1996
Better Newspaper Contest, “Best Arts and Entertainment,” 1992

PROFESSIONAL EXPERIENCE

Communications Director, National Center on Educational Outcomes (NCEO), University of Minnesota, 1996–present
This position involves coordinating and managing NCEO’s internal and external communications, which includes writing, editing, and producing publications and other products for broad audiences to both print and electronic media; managing NCEO’s website, coordinating NCEO staff to provide and update print and electronic media content; and overseeing publicity and press coverage (internal and external) of NCEO activities and research findings to a variety of publics: business and general press, potential funding sources, advocacy groups, teachers, legislators, and professional associates.

Responsibilities include:
Develop and maintain an overall communications strategy incorporating NCEO Internet presence and Web resources, including developing and implementing print and electronic media marketing strategies to targeted audiences.

- Provide strategic editorial advice for staff in the planning, preparation, and publication of manuscripts and reports.
- Serve as consultant to staff and write and edit content for publication in print or electronic mediums.
- Plan, develop, and design significant new editorial or publishing projects.
- Work with NCEO staff to devise and implement dissemination strategies for their research findings, ensuring print and electronic media content for accuracy and user needs.
- Oversee production of all NCEO publications from copy editing and desktop publishing (including developing graphics) to conversion into electronic media.
- Establish and communicate editorial procedures to NCEO staff for content development and processes for production of publications for print and electronic media.
- Maintain high standards of quality for all NCEO communications. Review NCEO print and electronic media projects to ensure quality standards and adherence to Federal, University, College, and ICI policies.
- Execute post-implementation audits, including report on usability of websites.
- Work with NCEO’s affiliate projects in developing publications, websites, new media, and assist in developing and implementing dissemination strategies.
- Serve as informed source to news media personnel in NCEO work, providing story ideas and set up interviews, monitoring education and general press for topical ideas and trends through which NCEO research and service can be translated to its audiences.
- Provide counsel and guidance to faculty and staff in the development of brochures, newsletters, bulletins, fund raisers, literature, electronic media, etc. in the areas of design, layout, production, editing, writing, and photography.
- Prepare ideas and coordinate materials for quality presentations, including multimedia presentations for major NCEO events and conferences.
- Direct and manage production and vendor activities.
- Review documents for legal concerns such as libel, invasion of privacy, or infringement of copyright. Ensure that photo releases and similar documentation are on file when appropriate.
- Direct the activities of student and freelance workers to produce communication, marketing, and public relations materials for print and electronic media.
- Keep current with field research on user-centered design, especially with latest developments in ensuring electronic media are accessible to users with disabilities.
- Collaborate and assist ICI and other NCEO-related organizations as needed for the purpose of sharing information, and to be a good university citizen.

Recent Achievements:

- The NCEO website continues to show high user traffic. From January 1, 2013 to January 31, 2014 the NCEO website had 210,944 page views (with an average of 17,578 page views per month). Web visitors made 3,058 downloads.
- I continued publishing new publication series, NCEO’s “Briefs” written for the Race to the Top (RTTT) Assessment Consortia.
• I have been a key player (collaborator and consultant) on the NCEO team that developed an online staff development learning curriculum as part of the Multi-state GSEG project. This online course is being made available to teachers to help them make better accommodations decisions. The online curriculum officially launched this past year. Presented the training at the 2013 CEHD Research Day. I assist in publicity to spread the word nationally about the new online training.
• I have provided technical and Web support to the National Center and State Collaborative (NCSC) on an as needed basis.
• I have provided assistance to the Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED) project as needed, producing their latest reports.
• I serve as the project manager for NCEO’s interactive data project – the Data Viewer - that leverages advances in information technology and Internet accessibility by providing new online report formats to enhance our current paper/pdf/html reports. The Data Viewer was launched April, 2007. See http://data.nceo.info/. This interactive site includes multiple views of report data and provide user-defined reports. Two major databases are available: State Policies on Assessment Participation and Accommodations for Students with Disabilities and Annual Performance Reports.
• Working with NCEO staff I have been keeping the NCEO website up to date, both with changing content as well as supervising all our monthly updated state policy pages.
• I have helped keep NCEO’s publications on track, from copy editing and formatting, to print and Web publication. Our publication cycle also included reports from the the Multi-state GSEG and IVARED projects. I also make available reports by the National Center for Learning Disabilities (NCLD) and the National Alternate Assessment Center on the NCEO website.
• I have helped NCEO staff build capacity host Webinars, present Web-based presentations, and hold Web meetings.

Editor, Institute on Community Integration (ICI), University of Minnesota, 1993–96
• Developed Web pages for ICI’s website (see http://ici.umn.edu).
• Wrote, edited and designed monthly and quarterly newsletters, brochures, fliers, reports, catalogs, and other written materials.
• Maintained mailing list, inventory, and dissemination databases.
• Marketed publications to potential audiences.
• Helped manage the department’s budget.
• Supervised student employees.
PUBLICATIONS (partial list)


PRESENTATIONS (partial list)


RESUME  
DEBBIE HANSEN

EDUCATION

Concordia College, Moorhead, Minnesota; Bachelor of Arts cum laude in Music Education;  
Minor in German

WORK HISTORY

1995–present  National Center on Educational Outcomes, Institute on Community Integration;  
University of Minnesota, Minneapolis  
Executive Office and Administrative Specialist

1997–present  Naturally Wild, Native Minnesota Wildflower Nursery, Minneapolis  
Owner/Sole Proprietor

1985–present  Beaumont's Quality Tools, Minneapolis  
Bookkeeping and Sales

1986–1995  Adia Personnel Services (now Adecco), Minneapolis  
Temporary Office Worker

1980–1992  Private instructor of individual woodwind music lessons; self-employed

SKILLS AND EXPERIENCE

• Extensive computer experience with Macintosh, some with PC. Experience with Microsoft  
  Word, Filemaker Pro, Excel, Powerpoint, University Enterprise Financial System

• Electronic processing of University financial forms, including purchase orders, invoices,  
  employee travel reimbursements, transfer of funds between departments and other financial  
  forms; design and maintain Filemaker Pro databases; also help fellow employees with minor  
  computer problems

• Experience in a wide variety of office settings; responsibilities have included word  
  processing, proofreading and formatting documents, designing and maintaining databases,  
  supervising student employees, data entry, reception, phones/switchboard, bookkeeping, 10-  
  key, inventory, scheduling department meetings, credit reference and collection calls, mail,  
  ordering supplies

• Communicate with consultants and nonemployee travelers regarding invoicing and expense  
  reimbursement

• Able to work independently and also enjoy working with others

• Learn new skills quickly and easily; enjoy learning new skills, taking classes and seeking  
  information

• Member of my University Department’s former Clean and Green Committee, in the Institute  
  on Community Integration. In collaboration with University Recycling Services, we initiated  
  a pilot composting program in our building, collecting all food waste and other compostable
materials for conversion into usable compost. I personally initiated an "Energy Blitz" by the "Power Police" in the University's It All Adds Up program, which consisted of an evaluation of each individual's workstation and recommendations of how each person can minimize their power use at their workstation and other situations at work.

- I have initiative and the ability to work independently and productively. I have successfully launched a business growing, selling and marketing native Minnesota wildflowers to the public. The time I spend working on my own, planning strategies and preparing plants for sale, is valuable to me. I enjoy selling the plants, and am motivated and enthusiastic in teaching customers the value of gardening organically and sustainably and to support wildlife.

- Sales experience includes selling native plants; different varieties of hand tools; selling fabric, patterns and advising sewing customers; cashiering at retail stores

- Privately taught school-aged woodwind students; sought to instill good playing and practice habits while making music enjoyable

**COMMUNITY ENGAGEMENT**

- Charter member of Hopkins Westwind Concert Band, a community concert band that performs regularly at the Hopkins Center for the Arts, Twin Cities area parks and festivals, assisted living centers, etc.

- Member of Wild Ones, a national organization to educate and share information with the community, promoting biodiversity and environmentally sound practices by creating landscapes with native plants

- Member of Fulton neighborhood (Minneapolis) Environment Committee

- Member of Linden Hills Co-op (Minneapolis) Climate Action Team
Vitae

Kimberly G. Hartsell

EDUCATION:

Educational Specialist Degree: Communication Disorders
August 1988
University of Georgia
Athens, Georgia

Masters of Speech Communication: Speech-Language Pathology
Auburn University
August 1982
Auburn, Alabama

Bachelor of Science in Education: Speech-Language Pathology
Auburn University
June 1981
Auburn, Alabama

PROFESSIONAL EXPERIENCE:

December 2014 – Present
External Project Evaluator
Georgia State Personnel Development Grant
Atlanta, GA

Responsibilities: Served as the external evaluator for the Georgia State Personnel Development Grant (SPDG). Developed formative and summative evaluation measures using qualitative and quantitative data aligned with OSEP SPDG program and project objectives. Designed and evaluation managed evaluation tools using a variety of technology solutions. Coordinated focus groups for collection of qualitative data. Collected and analyzed data for reporting to SPDG leadership and stakeholders, and worked with agency leadership to align SPDG evaluation measures with the State Systemic Improvement Plan evaluation plan. Assisted in completion of the OSEP Continuation Report.

August 2010 – December 2014
Senior Analyst
Southeast Regional Resource Center (SERRC)
Montgomery, Alabama

Responsibilities: Provided technical assistance to State Education Agencies (SEAs) to support them in their implementation of the general supervision requirements of the Individuals with Disabilities Education Act. Designed, implemented and evaluated technical assistance and professional development activities for SEA personnel.

Represented the Regional Resource Center Program on the Accessible Instructional Materials (AIM) Center Advisory Board. Assisted the AIM Center in developing an evaluation plan for the center.

Served on the Implementation Core Team (ICT), a team of six technical assistance providers from the RRCP trained in implementation science. Provided technical assistance to SERRC
states on the integration of implementation science principles and frameworks into improvement initiatives.

Served on the Office of Special Education Programs’ (OSEP) State Systemic Improvement Plan (SSIP) Design Team. Provided feedback to OSEP on the development of procedures and processes for the SSIP including the development of a multi-year evaluation plan.

Coordinated evaluation of OSEP Continuous Improvement Visits. Developed formative and summative evaluation measures and created data reports for OSEP staff.

**June, 2007 – August, 2010**

**Director**
Division for Special Education Supports
Georgia Department of Education, Atlanta, Georgia

Responsibilities: Managed, planned, and directed the activities of the division including statewide program development, operations, and budget management. Provided leadership to all division staff. Articulated policies and plans to local school systems, state schools, educational associations, the State Board of Education, and the public. Provided leadership and technical assistance to programs in the following areas: assistive technology, accessible instructional materials, positive behavior supports, and professional learning.

**August 1990 – June 2007**

**Program Manager**
Division for Exceptional Students
Georgia Department of Education, Atlanta, Georgia

Responsibilities: Coordinated a statewide support network in the area of assistive technology. Provided professional learning and technical support services to local school system personnel in the area of assistive technology. Served as the National Instructional Materials Accessibility Standard (NIMAS) contact for Georgia.

Also managed the Georgia Instructional Materials Center, a statewide program that produced, obtained, and disseminated accessible, alternate format instructional materials for students with print disabilities in local school systems.

**August, 1985 - August, 1990**

**Speech-Language Pathologist**
Clayton County Schools, Jonesboro, Georgia

Responsibilities: Developed and implemented speech-language intervention programs for students with severe disabilities. Conducted multidisciplinary augmentative communication assessments. Provided in-service training to teachers and related service providers. Developed resource materials for teachers.

**August, 1982 - August, 1985**

**Speech-Language Pathologist**
Heard County Schools, Franklin, Georgia

Responsibilities: Conducted speech-language assessments for students in kindergarten through twelfth grades. Implemented intervention programs for students with mild to severe speech-language disorders.
NATIONAL COMMITTEES:


Accessible Instructional Materials Advisory Board, Center for Special Education Technology and Office of Special Education Programs, United States Department of Education, Washington, D.C., 2012 – Present.

Quality Indicators in Assistive Technology Leadership Team, 2000-2010.


National Assistive Technology Research Institute, University of Kentucky, 2002-2004.

PUBLICATIONS:


SELECTED PRESENTATIONS:


Implementing Effective Improvement Activities to Achieve Improved Results for Children and Youth with Disabilities. Office of Special Education Programs Leadership Conference, Washington, D.C., August 1, 2012.


Implementing Collaborative Partnerships to Develop a Special Education Teacher Induction Program, Association for Childhood Education International Annual International Conference, Phoenix, Arizona, April 28, 2010.

Providing Highly Capable Teachers for All Classrooms: Implementation Strategies, National Association of State Directors of Special Education Annual Meeting, Kiawah, South Carolina, October 18, 2008.

Meeting the Provision of Highly Qualified Teachers at the Secondary Level: Strategies for Success, Office of Special Education Programs Leadership Conference, Baltimore, Maryland, August 27, 2008.


Supporting Struggling Readers through Assistive Technology, State Reading First Conference, Atlanta, Georgia, September 7, 2006.


Pathways to Success: Using the Quality Indicators to Guide Assistive Technology Services, Region IV Education Service Center, Houston, Texas, April 5, 2005.

Planning for Successful Assistive Technology Implementation, Texas Department of Education at the Region IV Educational Service Center, Houston, Texas, January 11, 2005.

Quality Indicators in Assistive Technology Services Delivery, Closing the Gap Conference, Minneapolis, Minnesota, October 16, 2003.


Tune into Technology through Distance Learning. Closing the Gap Assistive Technology Conference, Minneapolis, Minnesota, October 21, 1994.


REFERENCES
Available Upon Request
Anne M. Chartrand, Ed. D.

Education
University of Alabama, Ed. D., Elementary Education
University of Alabama, A.A., Elementary Education, Reading
University of Alabama, M.A., Elementary Education, Reading
Florida State University, B.S., Elementary Education

Professional Experience:

Retired – Consultant:
Facilitator, NCEO Inclusive Assessment CoP and consultant
ASES SCASS (CCSSO)
Alabama Department of Education, Florida Department of Ed.

Southeast Regional Resource Center (Auburn University at Montgomery)
Associate Director (December 2005-August 2014) – In addition to responsibilities of Program Manager below:

- Assist Director in management and coordination of SERRC staff and activities

- Provide technical assistance as well as serve as a link between State Departments of Education, Lead Agencies and appropriate technical assistance providers to assist in achieving systemic change and improving results for children with disabilities and their families. Assist in development of SPP/APR and SSIP plans.

- Specifically deals with technical assistance regarding assessment, alternate assessments, achievement standards, access to the general curriculum, and reading and language arts issues.

- Provide a variety of administrative and management responsibilities for the Southeast Regional Resource Center.

- Represent the RRCP on Assessing Special Education
Students (SCASS-CCSSO)
- Chairs/facilitates Inclusive Assessment Community of Practice for NCEO
- Serves as technical advisor on Enhanced Assessment Grants and General Supervision Education Grants

Program Manager (May 2004-December 2005)-SERRC is a federally-funded center that provides technical assistance to ten states and territories in the southeastern United States in the area of special education.
- Primary responsibilities are to provide technical assistance in the area of assessment, access to the general curriculum, alternate assessment and reading initiatives. Other responsibilities are in the area of Annual Performance Reports for states, liaison to state departments of education and serving on committees that provide technical assistance across the United States.

Pearson Educational Measurement (formerly NCS and NCS Pearson)
- Liaison with State Departments of Education and serving on national committees regarding assessment and curriculum issues
- Consulted with State Assessment Directors regarding standards and curriculum, state testing programs
- Provided presentations regarding curriculum issues, assessment issues/differences between large-scale and classroom assessment
- Dealt with issues such as item development, performance assessment scoring, range finding, selected-response, constructed response items, setting performance levels, etc.
- Provided technical assistance in Reading/Language Arts
- Developed customized staff development programs for performance assessment in states
- Developed a standard staff development product in the area of performance assessment in writing to be distributed nationwide
- Assisted in coordination of other products and services for education/assessment community

• Responsible for Content Mastery Examinations for Educators (CMEE) distributed by NCS.
• Consultant service on legal and developmental issues of teacher assessments, as well as state student testing programs
• Consulted with State Assessment Directors regarding statewide student testing programs
• Participant on advisory committees regarding testing issues such as NAEP, EIA, and national testing

Alabama State Department of Education
State Director of Testing (1984-1989)

Responsible for all testing programs developed and conducted by the State Department of Education; specifically the Basic Competency Tests, the Alabama High School Graduation Examination, and norm-referenced instruments

• Worked with curriculum committees to identify objectives and standards
• Conducted item development workshops, bias and content reviews for items and other committee activities needed for the development of assessments
• Organized all administrative activities for the administration of all assessments
• Conducted statewide staff development regarding testing issues such as test interpretation, preparation, administration, validation, etc.
• Conducted statewide staff development regarding instructional implications of assessment
• Represented Alabama on numerous national committees dealing with assessment issues
• Served by request of several national agencies on advisory panels

Coordinator, Basic Competency Education Program (1983-1984)
Responsible for development, implementation, and administration of the Alabama High School Graduation Examination and the Basic Competency Tests in grades 3, 6, and 9

• Conducted all activities for the development of all forms for all tests, i.e. identifying standards, item development workshops, bias and content reviews for items and other committee activities needed for the development of assessments
• Worked with curriculum committees to identify objectives and standards
- Organized all administrative activities for the administration of all assessments
- Conducted statewide staff development regarding testing issues such as test interpretation, preparation, administration, validation, etc.
- Conducted statewide staff development regarding instructional implications of assessment
- Represented Alabama on numerous national committees dealing with assessment issues
- Served by request of several national agencies on advisory panels

**Education/Assessment Specialist (1977-1983)**
Led the development of the Basic Competency Tests and Alabama High School Graduation Exam in the area language arts – performed activities listed above for the area of language arts

**Education Specialist (1975 – 1977)**
Language Arts curriculum – provided staff development/technical assistance to all school systems in the state regarding specific programs, development and strategies. Conducted workshops throughout the state regarding reading and language arts.

**University of Alabama**
Research primarily in the area of reading instruction

**Birmingham Board of Education**
**Elementary School Teacher (1973 – 1974)**

**Escambia County Board of Education**

For publications and presentations please contact Dr. Chartrand
LEANNE KETTERLIN GELLER, PH.D.
Professor, Education Policy and Leadership
Southern Methodist University

CONTACT

CURRENT POSITIONS
Professor, Applied Measurement and Assessment, SMU 2015-present
Director, K-12 STEM Initiatives, Caruth Institute for Engineering Education, SMU 2014-present
Director, Research in Mathematics Education, SMU 2011-present

EDUCATIONAL BACKGROUND
Education
Ph.D., Educational Leadership, University of Oregon 2003
B.A., Biology, University of California, Santa Cruz 1994

Certificates
Initial Administrative Licensure Program, University of Oregon 2003
California Professional Clear Single Subject Teaching Credential 1995
California Polytechnic State University, San Luis Obispo, California

PROFESSIONAL EXPERIENCE
Higher Education Teaching Experience
Professor, Applied Measurement and Assessment 2015-present
Education Policy and Leadership, Southern Methodist University
Associate Professor, Applied Measurement and Assessment 2009-2015
Education Policy and Leadership, Southern Methodist University.
Assistant Professor, Applied Measurement 2005-2009
Educational Methodology, Policy, and Leadership, University of Oregon

Research and Development Experience
Director, K-12 STEM Initiatives, Caruth Institute for Engineering Education 2014-present
Lyle School of Engineering, Southern Methodist University
Primary responsibilities include: (a) strategic planning for STEM research and outreach, (b) coordinating and evaluating STEM initiatives, and (c) implementing targeted STEM research activities.

Director, Research in Mathematics Education, Southern Methodist University 2011-present
Simmons School of Education and Human Development, Southern Methodist University
Primary responsibilities include: (a) strategic planning for mathematics education research and outreach, (b) implementing and managing research projects, (c) recruiting and supervising personnel and graduate students, and (d) managing resources.

Public Education Teaching Experience
Physical Science Teacher, Sheltered Physical Science Coordinator 1999-2000
Westmont High School, Campbell, CA
Life Science Teacher, Sheltered Life Science Coordinator 1998-1999
Live Oak High School, Morgan Hill, CA
Paso Robles High School, Paso Robles, CA

SELECTED EXTERNAL FUNDING
National and Internationally Funded Grants
Partnering with Parents to Foster Academic Success
Inter-American Development Bank
Budget from 2015-17: $500,000
Description: **Principal Investigator** responsible for developing, implementing, and evaluating a parent intervention in Jamaica to support young children’s development of early mathematics concepts.

Project PAR: Promoting Algebra Readiness
U.S. Department of Education, Institute for Education Sciences, Goal 2
Budget from 2012-15: $351,168 (Subaward)
Description: **Co-Principal Investigator** responsible for developing and assessing the feasibility of a strategic mathematics intervention on rational number concepts for grade 6 students struggling in mathematics.

Project DIVIDE: Dynamic Instruction Via Individually Designed Environments in Mathematics
U.S. Department of Education, Office of Special Education Programs, Steppingstones
Budget from 2006-09: $399,278
Description: **Principal Investigator** responsible for developing a universally designed computer-based instructional system to diagnose student skills and knowledge in mathematics. Project components include developing diagnostic assessments as well as instructional units to remediate deficits.

Project INFORM: Instantiating Frameworks of Organized Responsive Measurement
U.S. Department of Education, Technology and Standards-based Reform
Budget from 2006-09: $896,971
Description: **Co-Principal Investigator** responsible for developing and implementing standards-based reform practices for students with disabilities. Project components include aligning curriculum with instruction and assessment, developing appropriate measurement systems, and incorporating web-based training modules for interpreting data and making decisions to support the needs of students with disabilities.

Early Learning in Mathematics: A Prevention Approach
U.S. Department of Education, Institute for Education Sciences
Annual budget from 2004-08: $371,283
Description: Assumed **Principal Investigator** responsibilities for Dr. David Chard to disseminate findings from empirical studies designed to investigate the effects of Kindergarten mathematics curriculum on student achievement.

**State Funded Grants**

Disseminating the Dyslexia Handbook for Texas
Educational Services Center, Region X
Budget from 2015: $110,000
Description: **Principal Investigator** responsible for developing and deploying mobile applications and websites for disseminating information about the Dyslexia Handbook for Texas.

Response to Intervention: Guidance Documentation
Educational Services Center, Region XIII; Texas Initiatives
Budget from 2014-15: $850,000
Description: **Principal Investigator** responsible for developing, disseminating, and providing professional development training on implementing Response to Intervention guidance documentation.

Middle School Students in Texas Algebra Ready (MSTAR) Universal Screener Alignment
Educational Services Center, Region XIII; Texas Initiatives
Budget from 2014-15: $350,000
Description: **Principal Investigator** responsible for aligning the existing MSTAR universal screening system with the new Texas Essential Knowledge and Skills for grades 5-8.

Elementary School Students in Texas Algebra Ready (ESTAR) Diagnostic Assessment System
Educational Services Center, Region XIII; Texas Initiatives
Budget from 2013-14: $1,100,000
Description: **Principal Investigator** responsible for developing algebra-readiness diagnostic assessment systems for students in grades 2-4 using learning progressions.

**Texas Algebra Ready (TX-AR) Professional Development**
Educational Services Center, Region XIII; Texas Initiatives
Budget from 2013: $206,000
Description: **Principal Investigator** responsible for developing professional development materials to support teachers’ and administrators’ use of data from the algebra-readiness diagnostic assessment systems for instructional decisions making.

**Elementary School Students in Texas Algebra Ready (ESTAR) Universal Screener Assessment System**
Educational Services Center, Region XIII; Texas Initiatives
Budget from 2012-13: $1,000,000
Description: **Principal Investigator** responsible for developing algebra-readiness universal screener assessment systems for grades 2-4.

**Middle School Students in Texas Algebra Ready (MSTAR) Diagnostic Assessment System**
Educational Services Center, Region XIII; Texas Initiatives
Budget from 2011-13: $1,200,000
Description: **Principal Investigator** responsible for developing diagnostic assessment systems for students in grades 5-8 using learning progressions and professional development opportunities for teachers.

**SELECTED PUBLICATIONS**

**Referred Publications**
Basaraba, D., Ketterlin-Geller, L.R., & Yovanoff, P. (in preparation). How does varying the level of cognitive engagement impact item difficulty?
Ketterlin-Geller, L.R., & Schielack, J. (under review). The design and implementation of a universal screening system for algebraic readiness, grades 5-8.

Chapters

SELECTED PRESENTATIONS
International and National Presentations


**SELECTED SERVICE / CONSULTING / OTHER**

**International and National Service**

- Steering Committee Member, CIES SIG Global Mathematics Education  
  2015-present
- Chairperson, AERA SIG Inclusion and Accommodation in Educational Assessment  
  2013-2014
- Assessment Expert, Early Grade Mathematics Assessment, RTI International  
  2011-present
- Technical Review Committee Member, National Center for Students with Disabilities Who Require Intensive Interventions, American Institutes for Research, funded by Offices of Special Education Programs, U.S. Department of Education  
  2011-present
- Expert in Universal Design for Assessment, National Assessment Center, National Center on Educational Outcomes, funded by Offices of Special Education Programs, U.S. Department of Education  
  2011-present
- Expert in Mathematics Instruction and Assessment, Middle School Matters Initiative, Bush Presidential Institute  
  2011-present
Home Office:
4009 64th Avenue East
Fife, WA 98424
206.948.2573
glee4009@comcast.net

Expertise
Inclusion education, accommodations, alternate assessment, large-scale assessment, professional
development, team and project leadership, Common Core State Standards, report writing and
professional editing, workshop development and presentations, research and development

Education
M.S. Educational School Administration, University of Mary, Bismarck, ND
B.S. Bachelor’s Degree, English, University of Mary, Bismarck, ND

Professional Experience
World-class Instructional Design and Assessment Consortium (WIDA), School of Education,
Wisconsin Center for Education Research. University of Wisconsin, Madison.

Alternate Assessment Specialist for English Language Learners

National Center and State Collaborative (NCSC) GSEG Consortia. US Department of Education,
Office of Special Education Programs.

Technical Support Specialist

Improving the Validity of Assessment Results for English Language Learners (IVARED), GSEG
Consortia.

External Evaluator


Alternate Assessment Specialist

School Districts in the State of Washington.

HS Principal and Assistant Principal

Professional Development and Curriculum/Assessment Specialist


Assistant Director of Professional Development and Teacher Education Program

Approval

School Districts in the State of North Dakota

HS English, debate, journalism teacher
Professional Experiences and Accomplishments

ELL Alternate Assessment Specialist, WIDA
- Mapped out a work scope and project plan for the research and development of Alternate ACCESS Model Performance Indicators (AMPIs) aligned to the Common Core State Standards (CCSS) and to be used to develop assessment tasks for a new Alternate Assessment for English Language Learners with significant cognitive disabilities.
  - Researched and wrote a theoretical framework for the new AMPIs.
  - Developed ELA and Mathematics AMPIs aligned to the CCSS, and to WIDA’s English Language Proficiency Standards.
  - Supervised and guided a University of Wisconsin Research Assistant through the AMPI development process and worked with a Washington State teacher whose classroom was a pilot site for gathering data on the draft AMPIs.
- Examined current Alternate ACCESS Assessment data and developed research questions to guide project plan for a new assessment.
- Researched and wrote new Alternate ACCESS Assessment participation criteria for member consortia states.
- Researched and wrote proposed changes to the current Alternate ACCESS Assessment performance definitions.
- Wrote assessment resource documents for in person workshops and webinar trainings and for posting on WIDA’s web page:
  - Interpretive guide for the Alternate ACCESS Score Reports
    - Intended use: District and state assessment personnel
  - Quick Start Guide for the Alternate ACCESS Score Reports
    - Intended use: Building level administrators, teachers, parents
  - Alternate ACCESS Score Report training webinar
  - Alternate ACCESS Score Report Parent Letter in multiple translations
  - Alternate ACCESS Assessment Administration training webinar
  - FAQs for the Alternate ACCESS Assessment and Score Reports
- Facilitated Alternate ACCESS Score Report and Test Administration webinars and full day in person workshops.
- Researched accommodations’ trends by comparing WIDAs current accommodations to accommodations from PARRC, SB, DLM, NCSC, and ASES/SCASS.
  - Presented recommendations to WIDA’s management team.
  - Met with the assessment team to discuss next steps.
  - Edited documents as recommendations were implemented.

Technical Support Specialist, NCSC GSEG Consortia.
- Established a Community of Practice (CoP) in each assigned state.
  - Developed topics and agendas for professional development training for state groups and conferences.
  - Facilitated monthly WebEx teacher workshops for states.
  - Developed the power points and other training materials for webinars and multi-day, face-to-face workshops for special education teachers on instructional materials based on the Common Core State Standards and communication strategies for students with significant cognitive disabilities.
  - Trained states’ teachers on NCSC mathematics, English Language Arts, and other resources.
Communicated regularly with teachers from states and collected all teacher-assigned materials.
Collaborated and supported the state’s alternate assessment specialists in the development of five year action plans for the implementation of the new alternate assessment.
- Edited professional materials for the NCSC Technical Assistance Team.
- Participated in sub committees: UDL unit development, ELLs with significant cognitive disabilities research, online teacher resources, ELA curriculum.
- Worked collaboratively with all team members, state leads, teachers, and other professionals in reaching the goals and objectives of the grant and the individual states.

External Evaluator for the Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED) GSEG
- Wrote the evaluation plan and documented the grant’s three years of progress on the goals and objectives.
- Used criteria established in the evaluation plan to document the following:
  o The types of data collected
  o The data collection methods
  o The data analysis
  o The grant’s timeline and deliverables
  o The monitoring of progress
  o The communicating of accountability information
- Fulfilled the IVARED evaluation plan’s objectives.
  o Communicated regularly with NCEO principle investigators and state partners (Minnesota, Michigan, Maine, Arizona, and Washington.
  o Interviewed and surveyed NCEO IVARED staff principle investigators.
  o Developed and delivered state surveys on the project deliverables.
  o Disaggregated the data from state surveys and individual conversations with states, and embedded those results in the final evaluation report.
  o Participated in conferences and meetings to collect data from partner states about their individual deliverables, to participate in grant-related sessions, to work with principle investigators, and to collect data from IVARED conference session participants.
  o Developed and disaggregated two Delphi expert surveys for the grant.
  o Led the Delphi experts in a discussion about their Delphi Study electronic process and their findings.
- Reviewed all documents, processes, procedures, and findings.
- Wrote to each of the goal areas in the evaluation report including the principles and guidelines, teacher decision making focus groups, performance and accommodations data, dissemination of products, teacher training modules, technology, and evaluator recommendations.
- Submitted the final external evaluation report in August 2013.

NCSC/IVARED Committee
- Worked with and organized meetings of a subgroup of experts (Martha Thurlow, Laurene Christensen, and Jacqui Kearns) to collect information from practitioners about the IEPs, classroom environments, supports, and more for ELLs with significant cognitive disabilities.
  o Surveys teachers as well as collected and summarized the data.
  o Wrote an annotated outline for the white paper.
**State of WA: Alternate Assessment Specialist**

- Washington’s Accommodations Policy, Procedures, Documents, and Data Collection
  - Researched, examined, and revised the state’s 10 year old accommodations guidelines for students with disabilities and English Language Learners.
  - Established accommodations advisory committees.
  - Established process and procedures for yearly accommodations’ review and exceptional accommodations’ requests.
  - Presented guidelines at conferences and workshops.
  - Developed and delivered a train-the-trainer professional delivery model for the state’s 300 school districts.
  - Collaborated with the state’s assessment as well as student information and testing administration departments for the collection of accommodations data on all state assessments.

- Washington’s Alternate Assessment Policy, Procedures, Documents, and Data Collection
  - Researched, planned and implemented a new alternate assessment.
  - Moved the state’s alternate assessment from performance goals based on functional skills to standards-based goals.
  - Brought teams of content specialists and special education teachers together to extend the state’s grade level standards in reading, writing, math, and science.
  - Created teacher training resources for each content area’s extended standards.
  - Developed the manual, procedures, and accompanying forms for the aligned alternate assessment.
  - Planned the state wide professional development model and training, and led the monthly, three day trainer-of-trainers retreats.
  - Developed and revised the alternate assessment RFP and the new vendor contract.
  - Developed and delivered scoring procedures, rules, and workshops for yearly scoring institutes.
  - Developed the parent appeals process for the alternate assessment.
  - Presented the program changes, procedures, and policies at institutes and conferences.
  - Worked with individual and small groups of district teachers in developing their alternate assessment evidence.
  - Planned and implemented state-wide teacher training at five or more venues yearly to review alternate assessment procedures and to work on student evidence with up to 300+ teachers per year.

- Communication
  - Wrote data-driven district and state reports as well as newsletters, action plans, grants, and other documents.
  - Wrote formal memorandums for statewide distribution, manuals and related documents, PowerPoint presentations, and other materials for web posting.
  - Worked with web master on the development of an alternate assessment web page that was easily accessed by the public.
  - Established community-based and statewide partnerships.
  - Developed relationships with key community decision makers.
  - Communicated standardized tests’ results and other technical information to staff and parents.
  - Planned, developed, and participated in professional development workshops.
  - Focused training sessions on the needs of the adult learner as well as peer coaching for maximum support of teachers in the field.
  - Effectively managed group process with flexibility and measurable outcomes.
o Effectively used technology.

In-Person Presentations and Workshops

NCSC Technical Assistant 2011- August 31, 2013
Communities of Practice (CoP): Introduction, Goals and Expectations
Indiana, North and South Dakota Educators, September/October 2011

Common Core State Standards and English Language Arts
South Dakota Educators, Sioux Falls, SD, September 2012

An Overview of NCSC Grant
Alaska Alternate Assessment Mentors, Anchorage, AK, November 2012
South Dakota CEC Conference, Aberdeen, SD, March 2013

NCSC Mathematics Curriculum and Instructional Resources
Indiana Special Educators, Indianapolis, IN, November 2012
South Dakota Educators, Rapid City, Pierre, Aberdeen, and Sioux Falls, SD, January 2013
North Dakota Educators, Fargo, ND, January 2013
Alaska Educators, Anchorage, AK, February 2013

NCSC Mathematics Curriculum and Instructional Resources: Unpacking a General Education Mathematics Lesson and Incorporating UDL
Indiana Educators, Indianapolis, IN, February 2013

NCSC Mathematics Curriculum and Instructional Resources: Ensuring access to the General Education Curriculum and Presuming Competence
Indiana Educators, Indianapolis, IN, July 2013

WebEx Presentations and Workshops: NCSC Technical Assistant 2011-August 31, 2013
Common Core State Standards, Mathematics, Parts 1 and 2
Alaska, Indiana, North and South Dakota Educators, September 2011 – March 2012

Communication Competency, Parts 1 and 2
Alaska, Indiana, North and South Dakota Educators, September 2011 – March 2012

Communities of Practice: Review of CoP Purpose and Expectations
Indiana, North and South Dakota Educators, September 2012

NCSC Mathematics Curriculum and Instructional Resources: An Introduction
Indiana, North and South Dakota Educators, October 2012

NCSC Mathematics Schema
South Dakota Educators, October 2012

Common Core State Standards and English Language Arts
Indiana, North and South Dakota Educators, October 2012

Understanding the MASSIs (Mathematics Activity with Scripted Systematic Instruction) Components and Use
South Dakota, November 2012 - May 2013

Curriculum and Instructional Resources: Using the six-step process to adapt a general education lesson for students with significant cognitive disabilities
Indiana Special Education Teachers, March and May 2013
Caroline Augusté MaGee, M.Ed.
Senior Research Assistant I/Technical Assistance Provider
National Technical Assistance Center on Transition
National Post-School Outcomes Center

UNIVERSITY RANK: Senior Research Assistant I
Secondary Special Education and Transition
College of Education, University of Oregon

EDUCATION
IAL University of Oregon
Initial Administrator License 2012

M.Ed. University of Oregon
Master of Education 1999

University of Oregon
Middle/Secondary Teacher Licensure Program
Language Arts Endorsement 1999

BA State University of New York, College at Purchase
English 1989

CONTINUING EDUCATION

Professional Development at University of Oregon
Project Management Course 2010-2011
Personal Services Contracts & Contracting 101 2009
Grant Proposal Writing Course 2008

PROFESSIONAL EXPERIENCE

1/2015 – present  Project Coordinator/Senior Research Assistant I/Technical Assistance Provider,
 National Technical Assistance Center on Transition, University of Oregon, Eugene.
 Responsibilities: Coordinate technical assistance and project activities for the
 National Technical Assistance Center on Transition and the National Post-School
 Outcomes Center. Provide technical assistance to State Education Agencies,
 Local Education Agencies, State VR agencies, and VR service providers in
 implementing evidence-based and promising practices ensuring students with
 disabilities, including those with significant disabilities, graduate prepared for
 success in postsecondary education and employment. NTACT Membership:
 NCEO Community of Practice on Inclusive Assessment; Content
 Advisory/Resource Experts Liaison – Academic Rigor & Standards.
Senior Research Assistant /Technical Assistance Provider, National Post-School Outcomes Center, University of Oregon, Eugene.

Responsibilities: Provide technical assistance to state education agencies to establish practical and rigorous data collection systems that measure and profile the post-school experiences of youth with disabilities. Serve as primary liaison to intensive states: Delaware, Missouri, South Dakota, Utah, Vermont, Wisconsin.

Technical Assistance Project Manager, Technical Assistance and Consulting Services/Western Regional Resource Center, University of Oregon, Eugene.

Responsibilities: Provide states and Pacific entities technical assistance that affords access to current special education policy, technology, and best practices research. Serve as primary liaison to the Northern Mariana Islands; the Republic of Palau; the Federated States of Micronesia; and Nevada, Office of Special Education, Elementary and Secondary Education, and School Improvement Programs, and IDEA Part C, Aging & Disability Services Division. Membership: RRCP Technology Cadre; Part B State Accountability Systems Priority Area Advisory Group. Communities of Practice: Inclusive Assessment; Pacific General Supervision.

Language Arts Teacher; Social Studies Teacher; Reading Teacher & Media Specialist; Journalism Teacher and Advisor for school newspaper; Colin Kelly Middle School, School District 4J, Eugene, Oregon.

Responsibilities/Achievements: (Program nominated for National School Change Award for significant improvement in state reading test scores and low incidence of behavior referrals due to implementation of school-wide Effective Behavior Support system.) Reading Teacher & Media Specialist: course development, design, and implementation of reading curriculum for struggling readers for grade levels 7 and 8; responsible for selection and acquisition of new library texts. Language Arts/Social Studies Teacher: designed, developed, implemented, and assessed language arts and social studies curriculum. Eugene School District 4J Language Arts Textbook Adoption Committee; Member, Site Council.


Responsibilities/Achievements: Designed, developed, implemented, and assessed curriculum for upper and lower division Language Arts courses. Developed ninth grade Entry English and tenth grade Intermediate English courses with emphasis in the Humanities, aligning curriculum with all statewide benchmark assessment and portfolio requirements. Member, Site Council; Technology Committee; Post-High School Development Committee; and Arts & Humanities Certificate of Advanced Mastery (CAM) Committee.

SELECTED CONSULTANCIES AND OTHER PROFESSIONAL ACTIVITIES

2015

Trainer, State Toolkit for Examining Post-School Success (STEPSS), NPSO. State Departments of Special Education. Train state and local personnel in utilizing the continuous improvement/data-based decision making models to improve post-school outcomes for youth with disabilities.


2014  Presenter, *Federal Updates: Revised SPP/APR & the State Systemic Improvement Plan (SSIP) and Workforce Innovation & Opportunity Act (WIOA)*, NPSO. Midyear Check & Connect Cadre Meeting. Cleveland, Ohio.


2014  Facilitator, Capacity Building Institute (National Post-School Outcomes Center; National Dropout Prevention Center; IDEA Partnership; National Secondary Transition Technical Assistance Center). Led strategic planning sessions with an interdisciplinary state team using a continuous improvement process to build the state’s capacity to improve transition services, high school completion rates, and post-school outcomes of students with disabilities.


2013  Co-Presenter, *Jump Start your State Systemic Improvement Plan (SSIP) – Using NPSO Tools for Planning and Developing the SSIP*, NPSO. Western Regional Resource Center Fall Forum. Eugene, OR.
Facilitator, *State Toolkit for Examining Post-School Success Professional Development*, STEPSS PD. Research and Design Team Focus Groups with AZ, OR, KY, MD. Baltimore, MD.


Co-Presenter, *Results-Driven Accountability across General Education and Special Education – Opportunities for Collaboration in OSEP’s State Systemic Improvement Plan*, Regional Resource Center Program. Pacific Educational Conference. Saipan, CNMI.

Trainer, *Thinking through Collaboration: A Guide for Educator Effectiveness*, Regional Resource Center Program. With colleagues from the North Central Regional Resource Center, provided a 5-day intensive training program to Pacific region teams of general educators and special educators to build their knowledge and skills for collaborating and using a data-based decision-making process to ensure educational success for all students. Mangilao, Guam.

Member, Student Performance & Achievement Priority Team, *Standards, Assessment, and Accountability Resources* training modules. Developed eighteen online professional development modules on standards, assessment, and accountability, including requirements within the IDEA and ESEA.

State Liaison to Nevada Department of Special Education, Parts B and C. NCCAT-D Initiative. Assisted Title I, School Improvement, and Special Education DOE staff in the development and implementation of a curriculum audit tool to assess district practices in the areas of curriculum and instruction, assessment and accountability, and leadership. Advisory Board member for Nevada's Statewide RtI Implementation Plan.

Facilitator, Capacity Building Institute (National Post-School Outcomes Center; National Dropout Prevention Center; IDEA Partnership; National Secondary Transition Technical Assistance Center). Led strategic planning sessions for state transition teams to complete an Implementation Assessment and Needs Assessment, and develop an action plan for improving transition education, services, and outcomes for students with disabilities.


Trainer, *Thinking through Improvement: Tools and Strategies to Guide Improvement Efforts*, Regional Resource Center Program. Provided training and assistance to state and local agencies in planning for improvement in response to the accountability provisions of IDEA 2004, specifically the *State Performance Plan*. 
2008-2009  Co-Facilitator, *Western Region RtI Community of Practice*. In partnership with the National Center on Response to Intervention, co-facilitated a CoP to address emerging and continuing issues related to the development and implementation of Response to Intervention initiatives in the western region.

2008  Presenter, 24th Annual PacRim Conference: *Pacific Basin AA-AAS Development Informs Curriculum, Instruction, and Assessment for Students with Significant Cognitive Disabilities*. Presentation with University of Guam CEDDERS and University of Kentucky’s ILSSA highlighting progress of the Pacific Assessment Consortium toward full implementation of an alternate assessment based on alternate achievement standards (AA-AAS) in the six Pacific entities.

2007-2008  Trainer and Facilitator, in partnership with University of Guam CEDDERS, *Implementing the 4-Step Process: Using Targeted Skills for Collecting SY 2006-2007 Alternate Assessment Data*. Provided training to special and general education teachers, consulting resource teachers, school principals, special education program specialists, and Leadership Assessment Team in four Pacific entities using the 4-Step Process as an alternate assessment for students with significant cognitive disabilities.

2007  Facilitator, *National Summit on Response to Intervention*. Facilitated RtI action planning sessions with state cross-departmental team of representatives from Title I, Title III, Chiefs and Deputy Chiefs, Reading First, Curriculum and Instruction, School Improvement, national organizations/networks (NEA & AFT) and state-level parent organizations.

2006  Facilitator, New Hampshire Enhanced Assessment Initiative/National Alternate Assessment Center - *Seminars on Inclusive Assessment: Evaluating and Improving Technical Quality of Alternate Assessments*. Facilitated work sessions with state level representatives using tools designed to document the technical quality of alternate assessments based on alternate achievement standards for systems improvement.

PROFESSIONAL AFFILIATIONS & HONORS

2015  Vice President, Board, Oregon Association for Vocational and Special Needs Personnel (OAVSNP).

2013-2014  Advisory Board, IRIS Center, Vanderbilt University.

1999  Commencement Speaker, College of Education, University of Oregon.

EDUCATION:

6/93-5/99  BOSTON COLLEGE  Chestnut Hill, MA

9/85-5/89  BROWN UNIVERSITY  Providence, RI
Bachelor of Arts degree in History. Senior thesis distinguished with Honors.

RELEVANT EMPLOYMENT HISTORY:

7/14 – Present  Professor, Boston College, Lynch School of Education
12/13 – 7/14  Senior Associate, National Center for the Improvement of Educational Assessment
12/11 – 11/13  Senior Vice President of Strategic Development, Measured Progress
9/10-12/11  Vice President of Innovation, Measured Progress / Nimble Innovation Lab
9/05 – 9/10  President, Nimble Assessment Systems, Inc.
3/05 – 8/10  Associate Professor, Boston College, Lynch School of Education
3/02 – 3/05  Assistant Professor, Boston College, Lynch School of Education
7/99 – Present  Senior Research Associate, Boston College, Center for the Study of Testing, Evaluation, and Educational Policy (currently on leave)
9/94 – 7/99  Research Associate, Boston College, Center for the Study of Testing, Evaluation, and Educational Policy

RESEARCH & DEVELOPMENT EXPERIENCE:

'13-'14  NATIONAL CENTER FOR THE IMPROVEMENT OF EDUCATIONAL ASSESSMENT
Senior Associate

Partnership for Assessment of Readiness for College and Careers
Provided technical assistance on the development of an open-source test development platform, the application of industry interoperability standards, test and item development, and the design of field and research studies regarding the validity and accessibility of PARCC assessment instruments.

National Center and State Collaborative
Provided technical assistance on the development of an open-source test development platform, the application of industry interoperability standards, and the implementation of field testing.

'10-'13  MEASURED PROGRESS / NIMBLE INNOVATION LAB
Vice President of Innovation

Accessible Portable Item Profile (APIP) Standard Project
Co-directed development of the APIP Standard, an assessment content interoperability technical standard designed to support exchange of assessment content among content development and test delivery systems.

Student Access Assessment System (SAAS)
Directed development of the SAAS, an online assessment system designed to assist educators in making informed decisions about the access needs of students during assessment.

SBIR NimblePad Phase II
Co-directed development of the NimblePad, a peripheral device that allows examinees to enter open-response items by hand into a computer-based test.

Providing Accessibility Via Refreshable Braille Displays
Co-directed development of the assessment platform that provides access to students who read Braille via a refreshable Braille display.

'05-'10  NIMBLE ASSESSMENT SYSTEMS, INC.
President and Director of Research
SBIR NimbleTools Fast Track
Directed development of NimbleTools, a universally designed test delivery system. Oversaw design of software and several research studies that focus on the usability and efficacy of NimbleTools.

SBIR NimblePad Phase I
Directed development of NimblePad, a peripheral device that allows examinees to enter open-response items by hand into a computer-based test. Oversaw design of device and research that focused on usability of the device.

New Hampshire Enhanced Assessment Grant
Directed research studies that focused on the feasibility and effect of using NimbleTools to deliver an operational state test.

9/93-8/10

CENTER FOR THE STUDY OF TESTING, EVALUATION, AND EDUCATIONAL POLICY
Chestnut Hill, MA

Senior Research Associate (7/99 – present)
Director, Technology and Assessment Study Collaborative (inTASC).
Oversee studies conducted by a team of 10-18 researchers and graduate students that focus on assessment and technology. Studies range from examining impacts of instructional uses of technology to applications of computer-based technologies to the technology of testing. (2/01 – Present)

Project Director, e-Learning for Educators
Direct a 5 year effort to examine the effectiveness of on-line professional development programs developed by 9 partner states. This work is supported by a $4.5 million, five year sub-contract from Alabama Public Television which is supported by a US Department of Education Ready to Teach grant. (9/05-Present)

Principal Investigator, Computer-based Testing and Gap Students Study
Developing an a new approach to computer-based testing that probes student performance within a Grade Level Expectation by presenting items that focus on discrete aspects of complex tasks. This work is supported by a $200,000 sub-contract from the New England Compact. (6/05-Present)

Project Director and Co-Principal Investigator, Developing Diagnostic Algebra Tests
Direct a 3 year effort to develop adaptive diagnostic algebra tests to be used to inform classroom assessment and to advance the current state of the art of state testing programs. This work is supported by a $1 million, three grant from the Institute of Education Sciences. (9/04-Present)

Principal Investigator, Optimizing On-Line Professional Development Study.
Collaborate with EDC to direct research activities conducted by inTASC for a 3-year, $1.8 million study funded by NSF to conduct a series of randomized experiments designed to optimize the effect of on-line professional development on teacher knowledge and practices. (6/03-Present)

Principal Investigator, Computer-based Test Delivery and Accommodation Studies.
Direct an 18-month, $400,000 series of studies conducted for the New England Compact to examine mode of administration effects and validity of accommodations provided via computer-based tests for state testing programs. (5/03-9/04)

Principal Investigator, Use, Support, and Effect of Instructional Technology (USEIT) Study.
Direct a three year $1.7 million US DoE funded study conducted across twenty-four districts to examine the relationships among district support of technology, classroom use of technology and impacts on student learning. (2/01 – 3/04)

Principal Investigator, Journal of Technology, Learning and Assessment.
Established and edit a peer-reviewed scholarly on-line journal. (1/02 – Present)

Principal Investigator, Talking Tactile Tablet Test Accommodation Studies.
Direct research activities for a two-year study of the use of the TTT as an instructional and test accommodation tool for blind and visually impaired students. (10/02-Present)

Research Fellow, National Board on Educational Testing and Public Policy
Participated in a study that focused on effects of state-testing programs on teacher and school practices. The study included a nationally representative survey of 12,000 teachers and case studies
in four states. (6/00-3/03)

Principal Investigator, Surgical Simulation Validation Studies.
Directed a two-year investigation into the validity of surgical simulators and uses of data collected while working with surgical simulators. (10/01 – 6/03)

Principal Investigator, Rhode Island Department of Education Standards-Based Reform. Conducted an impact evaluation that focused on changes in teachers’ practices as a result of statewide standards-based reform efforts. (9/98-9/01)

Principal Investigator, Co-NECT Longitudinal Outcomes Study
Collected and analyzed educational outcome data to examine the impact the Co-NECT School Design model had on student learning and attitudes toward school. (7/99- 9/00)

Research Associate (9/94 – 6/99)
Co-Principal Investigator, Drawing on Education: Studied the feasibility of and technical issues related to using student drawings to illuminate classroom practices. (6/98-12/01)

Research Fellow, National Board of Educational Testing and Public Policy: Participated in a study focusing on the role of tests and testing programs in college admissions in light of changes in affirmative action policies. (9/98-6/01)

Project Director, Vanguard for Learning: Designed and oversaw data collection and analysis for the Vanguard Project, a project funded by the National Science Foundation to study strategies for initiating and supporting systemic change across school systems. Performed a study involving six classrooms in two schools located in Aviano, Italy examining the effects classroom standards have on student achievement. (7/96-9/98)

Research Associate, Clark Middle Schools Standards Project: Provided technical assistance to six urban school districts implementing standards based reform. Worked with two schools in Minneapolis, MN to use exploratory data analysis techniques and case studies to develop strategies to improve student performance. (9/95-9/98)

Books:


Select Peer-Reviewed Articles:


Available from http://www.jtla.org

Select Monographs and Chapters:

SCHOLARLY CONTRIBUTIONS, SERVICE, AND AWARDS:

Da Vinci Award for Accessibility and Universal Design, National Multiple Sclerosis Society, Michigan Chapter
Recognized for exceeding federal accessibility requirements for the development of NimbleTools. (2008)

Journal of Technology, Learning and Assessment
Chief Editor. An on-line journal published by the Technology and Assessment Studies Collaborative (iTASC) and the Center for the Study of Testing, Evaluation and Educational Policy (CSTEPP) at Boston College. (01/02 – Present)
Alan Sheinker

Education
Ed.D., Special Education
University of Northern Colorado, Greeley, CO
M.A., Learning Disabilities
University of Northern Colorado, Greeley, CO
B.S., Physical Education and Science
Colorado State, Fort Collins, CO
Education Administration Courses
University of Wyoming and University of Utah

Current Position
Educational Consultant
Sheinker Educational Consulting, Inc.
A Wyoming Corporation with offices at
P.O. Box 24045
Overland Park, KS 66209

Previous Experience
Vice President, State Solution Consultant
(April 2014–October 2014)
Senior Director of Product Development
Questar Assessment, Inc.
Apple Valley, MN/Leawood, KS
(February 2013–April 2014)Worked with assessment development and
technology staff to incorporate API and 508 requirements in their on-line
assessment system. Involved with Enhanced Assessment System in the areas
of Accommodations, Accessibility, and general design working on features,
functionality, roll-out, and testing. Led the team that obtained IMS Global
API certification.
Associate Director
Center for Educational Testing and Evaluation, University of Kansas
Lawrence, KS
(October 2010–February 2013)
Senior Product Manager/State Solutions
(2010)
Senior Director of Product Management
(2008–2009)
National Assessment Consultant/State Solutions Manager
(2001–2008)
CTB/McGraw-Hill
Overland Park, KS
Previous Experience, continued

Senior Product Manager for Special Products
CTB/McGraw-Hill
Monterey, CA
(1999–2001)

Assistant State Superintendent
Wyoming Department of Education
Cheyenne, WY

Co-Director and Curriculum/Assessment Consultant
Center for School Improvement BOCES
Jackson, WY

Assistant Superintendent/Academic Dean
(1990–1991)

Director of Research and Staff Development
(1983–1990)

Educational Diagnostician
(1981–1983)
Sweetwater School District Number One
Rock Springs, WY

Resource Specialist
Region V Board of Cooperative Services
Jackson, WY
(1979–1980)

Assistant Professor
East Carolina University
Greenville, NC

Lecturer, Learning Disabilities
University of Northern Colorado
Greeley, CO
(1978)

Learning Disabilities Teacher
Greenville City Schools
Greenville, NC
(1974)

Learning Disabilities Teacher
Danville City Schools
Danville, VA
(1973–1974)
Publications, Presentations, and Papers


Sheinker, A., (2012, June). *Dynamic learning maps consortia work with the common core standards for students with significant cognitive disabilities.* Presentation at Vision 2020, Oklahoma City, OK.


Sheinker, A., (2005, January). The vendors perspective of challenges and opportunities when working with SEAs. Presentation at CCSSO MEGA-SCASS meeting in Orlando, FL.


Breckenridge, CO.


Sheinker, A., (1999). Disaggregation of assessment results when the numbers are small: A small states dilemma. Presentation at The Sixth Annual Regional Conference on Improving America’s Schools, Salt Lake City, UT.


(A list of earlier publications and recommendations are available upon request)
EDUCATIONAL EXPERIENCE
Ph.D. Special Education Learning Disabilities/Behavior Disorders
The University of Texas at Austin Austin, TX 2008
M.A. Communication Sciences and Disorders Learning Disabilities
Montclair State University Montclair, NJ 2001
B.A. Liberal Studies, Education San Diego State University
San Diego, CA 1980

PROFESSIONAL EXPERIENCE
Assistant Professor Department of Special Education 09/2009-present
College of Education University of Missouri Columbia, MO
Research Associate/Instructor Department of Special Education 5/2008-8/2009
College of Education The University of Texas at Austin Austin, TX
Graduate Research Assistant Department of Special Education 8/2002-5/2008
College of Education The University of Texas at Austin Austin, TX
Graduate Assistant Department of Communication Sciences and Disorders 2000-2001
Montclair State University Montclair, NJ
Educational Consultant Private Practice 1997-2002
River Vale, NJ
Resource Teacher Woodcliff Lake Public Schools 1995-1997
Woodcliff Lake, NJ
Substitute Teacher River Vale Public Schools 1993-1995
River Vale, NJ
Special Education Teacher Bergen County Special Services 1992-1993
Phoenix Academy Rockleigh, NJ
Disabilities Teacher  Santee, CA
Self-Contained Non-Severely  Cajon Valley Unified School District  1987-1989
Handicapped Special Education  El Cajon, CA
Teacher

PUBLICATIONS
Peer Refereed Journal Articles


Under Review
van Garderen, D., Hanuscin, D., Stormont, M., Newman Thomas, C. N., & Lee, E. J. (revise and resubmit). I need to know science?! Resources and supports for self-directed learning for special educators to teacher science to elementary students with disabilities. Intervention School and Clinic

preservice teachers’ knowledge and application of functional behavioral assessments using multimedia. *Behavior Disorders.*

Carlisle, A. A., **Thomas, C. N.**, & McCathren, R. (under review). The Effectiveness of Using a Content Acquisition Podcast to Teach Phonological Awareness, Phonemic Awareness, and Phonics to Preservice Special Education Teachers. *Computers & Education.*


**Other Publications**


http://ceedar.education.ufl.edu/tools/innovation-configurations/

**GRANTS, Funded**


**Thomas, C. N.** (principal investigator) (2011). *Big 12 Faculty Fellowship Program.* University of Missouri. ($1890). Invited by Sean J. Smith, University of Kansas.


**Submitted, Not Funded**

Lazarus, S. (principal investigator), Thurlow, M., & **Thomas, C. N.** (co-investigators) (2014). *Using Accommodations to Improve Instruction and Assessment of Students with Disabilities: Online Professional Development Modules.* Professional Development for Teachers and Related Service Providers, Institute of Education Sciences ($1,500,000, subcontract to University of Missouri $392,412). .32 FTE Years 1-2, .40 FTE Year 3, .15 FTE Year 4.


McCathren, R. B. (project director), Marra, R. M., & **Thomas, C. N.** (2014). *Behavior Language, and Literacy Online (BELL-O).* Preparation of Special Education, Related Services, and Early Intervention, U. S. Department of Education, Office of Special Education and Rehabilitative Research. ($1,250,000). .5 summer months Year 1, .20 FTE Years 1-2, .15 FTE Years 3-4, .10 FTE Year 5.

Fitzgerald, G. (principal investigator), Mitchem K., & Thomas, C. N. (co-investigators) (2012). *Case-based professional development in an RTI model to prepare inservice teachers to use evidence-based practices with students with high incidence disabilities.* Professional Development for Teachers and Related Service Providers, Institute for Education Sciences ($1,499,999). 0.20 FTE Years 1-3.

**CONFERENCE PRESENTATIONS**

**National and International (peer reviewed)**


Thieman, E., & Thomas, C. N. (November, 2014). Preservice Agriculture Education Teacher Stress for Teaching Students with Disabilities (accepted). Presentation at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Indianapolis, IN.

Thomas, C. N., & Wilcox, L. (November, 2014). A Snapshot of the continuous improvement process in reforming coursework on inclusion. Presentation at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Indianapolis, IN.


HONORS AND AWARDS
Lee Henson Access Mizzou Award (2014).


UNIVERSITY TEACHING EXPERIENCE

Graduate Courses Taught at the University of Missouri
SPC_ED 8085 Advanced Seminar on Technology for Students with Disabilities Fall 2013, 2015

Undergraduate Courses Taught at the University of Missouri
SPC_ED 4020/7020 Inquiry into Learning II Fall 2009-present

PROFESSIONAL ACTIVITIES

Editing
Associate Editor, Intervention in School and Clinic, Tech Trends Column 5/2015

Reviewing
Editorial Review Board, Research in Middle Level Education Online 9/2010-present
Reviewer, Teaching Exceptional Children 12/2005-2014

Professional Organization Boards
Teacher Education Division of the Council for Exceptional Children, Representative Assembly, Research Committee, Political Action Liaison 2014
Higher Education Consortium for Special Education, Representative 2012-present
Council for Learning Disabilities, Board of Trustees, Conference Co-Chair 2008-present

University Committee Membership
Member, Website Taskforce Fall 2012
Member, Advisory Group to The Office of Disability Services and Division of IT’s Computing Technology Center Spring 2011-present

College of Education Committee Membership
Member, Advisory Board for Inclusive Design for Learning, MU-CIRTL Fall 2012-present
Member, Teacher Education Council Spring 2012-2014
Co-Chair, Dispositions Committee of the Teacher Education Council Fall 2012-2013
Member, Workforce on Research in Preservice Teacher Education Fall 2010
Member, Associate Dean’s Task Force on Initial Teacher Certification 11/2009-2/2010

PROFESSIONAL AFFILIATIONS
American Educational Research Association
Council for Exceptional Children
Council for Learning Disabilities
National Middle School Association
Letters of Support From Experts
June 16, 2015

Martha Thurlow, Ph.D.
Director, National Center on Educational Outcomes
Institute on Community Integration
University of Minnesota
207 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455

Dear Dr. Thurlow:

I am pleased to offer support for the proposal of a collaborative of states and the National Center on Educational Outcomes (NCEO) through the Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND) project. The DIAMOND project will certainly fill an important knowledge and emerging practice gap in the field.

I accept your invitation to serve as a member of the DIAMOND National Expert Panel, and I look forward to working with you. I agree to the roles and responsibilities of membership in the expert panel in ways that establish guidelines and related materials for making data informed decisions about accessibility features and accommodations for students with documented needs. I look forward to sharing my skills in the assessment of students with and without disabilities with the project partners. I believe that my background as an assessment director, a technical assistant provider for OSEP’s Regional Resource Center Program, and an advisor to various other panels and grants regarding the assessment of students with disabilities will enhance the panel and the final outcomes of the grant. As the facilitator for NCEO’s Inclusive Assessment Community of Practice, I believe this will be a significant resource of national technical assistant providers that will be most interested in this effort. My involvement with ASES SCASS will also provide insight from many state perspectives and their activities in this area.

The specific roles may include:
- Reviewing and commenting on reports, reviews of literature, and other written materials in my area of expertise;
- Reviewing accessibility and accommodations guidelines;
- Participating in in-person meetings as needed;
- Advising on the prioritization of guidelines the training module; and
- Providing feedback on professional development materials

I know how important it will be to ensure optimal accessibility and accommodations approaches for all students with documented needs and I share NCEO and the member states’ commitment to developing these guidelines. Best wishes to you in this important endeavor.

Anne Chartrand, Ed. D.
June 15, 2015

Martha Thurlow, Ph.D.
Director, National Center on Educational Outcomes
Institute on Community Integration
University of Minnesota
207 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455

Dear Dr. Thurlow:

I am pleased to offer support for the proposal of a collaborative of states and the National Center on Educational Outcomes (NCEO) through the Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND) project. The DIAMOND project is filling a key knowledge and practice gap in the field.

I accept your invitation to serve as a member of the DIAMOND National Expert Panel, and I look forward to working with you. I agree to the roles and responsibilities of membership in the expert panel in ways that establish guidelines and related materials for making data informed decisions about accessibility features and accommodations for students with documented needs. I look forward to sharing my skills in test accommodations with the project partners. I have extensive experience researching and supporting practitioners in implementing test accommodations, as well as designing accessible educational assessments. These experiences should support the goals of your project.

The specific roles may include:
- Reviewing and commenting on reports, reviews of literature, and other written materials in my area of expertise;
- Reviewing accessibility and accommodations guidelines;
- Participating in in-person meetings as needed;
- Advising on the prioritization of guidelines the training module; and
- Providing feedback on professional development materials

This project is particularly exciting to me because I know how important it will be to ensure optimal accessibility and accommodations approaches for all students with documented needs. I share NCEO and the member states’ commitment to developing these guidelines, and I am confident that our collective experience and areas of expertise make this a strong partnership in leading this effort.

Respectfully,

[Signature]

Leanne Ketterlin Geller
Professor
June 11, 2015

Martha Thurlow, Ph.D.
Director, National Center on Educational Outcomes
Institute on Community Integration
University of Minnesota
207 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455

Dear Dr. Thurlow:

I am pleased to offer my support for the proposal of a collaborative of states and the National Center on Educational Outcomes (NCEO) through the Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND) project. The DIAMOND project is filling a key knowledge and practice gap in the field.

I accept your invitation to serve as a member of the DIAMOND National Expert Panel, and I look forward to working with you. I agree to the roles and responsibilities of membership in the expert panel in ways that establish guidelines and related materials for making data informed decisions about accessibility features and accommodations for students with documented needs. I look forward to sharing my skills in my continued work for students with disabilities in working with the project partners. I have spent the past decade focused on accessibility issues and accommodations for all students with a particular focus on students with significant cognitive disabilities including ELLs.

The specific roles may include:
- Reviewing and commenting on reports, reviews of literature, and other written materials in my area of expertise;
- Reviewing accessibility and accommodations guidelines;
- Participating in in-person meetings as needed;
- Advising on the prioritization of guidelines for the training module; and
- Providing feedback on professional development materials.

This project is particularly exciting to me because I know how important it will be to ensure optimal accessibility and accommodations approaches for all students with documented needs. I share NCEO and the member states’ commitments to developing these guidelines, and I am confident that our collective experience and areas of expertise make this a strong partnership in leading this effort.

Best wishes to you in this important endeavor.

Sincerely,

[Signature]
June 15, 2015

Martha Thurlow, Ph.D.
Director, National Center on Educational Outcomes
Institute on Community Integration
University of Minnesota
207 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455

Dear Dr. Thurlow:

I am pleased to offer support for the proposal of a collaborative of states and the National Center on Educational Outcomes (NCEO) through the Data Informed Accessibility - Making Optimal Needs-based Decisions (DIAMOND) project. The DIAMOND project is filling a key knowledge and practice gap in the field.

I accept your invitation to serve as a member of the DIAMOND National Expert Panel, and I look forward to working with you. I agree to the roles and responsibilities of membership in the expert panel in ways that establish guidelines and related materials for making data informed decisions about accessibility features and accommodations for students with documented needs. I look forward to sharing my knowledge in data-based decision making related to accessibility and accommodations with the project partners. My background as a technical assistance provider to state departments of special education developing and delivering professional development related to assessment, accountability, and access, and my experience as a general educator in inclusive settings would help enhance the project and support its intended outcomes.

The specific roles may include:
- Reviewing and commenting on reports, reviews of literature, and other written materials in my area of expertise;
- Reviewing accessibility and accommodations guidelines;
- Participating in in-person meetings as needed;
- Advising on the prioritization of guidelines the training module; and
- Providing feedback on professional development materials
This project is particularly exciting to me because I know how important it will be to ensure optimal accessibility and accommodations approaches for all students with documented needs. I share NCEO and the member states’ commitment to developing these guidelines, and I am confident that our collective experience and areas of expertise make this a strong partnership in leading this effort.

Best wishes to you in this important endeavor.

Sincerely,

Caroline A. MaGee, M.Ed.
Senior Research Assistant
Secondary Special Education and Transition, University of Oregon
June 15, 2015

Martha Thurlow, Ph.D.
Director, National Center on Educational Outcomes
Institute on Community Integration
University of Minnesota
207 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455

Dear Dr. Thurlow:

I am writing to express my support for the proposed Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND) project. Should this project be funded, I also agree to serve as a member of the DIAMOND National Expert Panel. I understand that the expert panel will provide input during meetings and by reviewing documents during the course of the project to help the project establish guidelines and related materials for making data informed decisions about accessibility features and accommodations for students with documented needs. As you know, I have been actively engaged in issues of accessible assessments, personal need profiles, tailored test administration, and the APIP standard. I look forward to sharing suggestions and insights based on this prior work.

I understand that the various tasks I may be asked to perform as an advisor include:
- Reviewing and commenting on reports, reviews of literature, and other written materials in my area of expertise;
- Reviewing accessibility and accommodations guidelines;
- Participating in in-person meetings as needed;
- Advising on the prioritization of guidelines the training module; and
- Providing feedback on professional development materials

This project is particularly exciting to me because I know how important it will be to ensure optimal accessibility and accommodations approaches for all students with documented needs. I share NCEO and the member states’ commitment to developing
these guidelines, and I am confident that our collective experience and areas of expertise make this a strong partnership in leading this effort.

Best wishes to you in this important endeavor.

Sincerely,

(b)(6)

Michael Russell
June 15, 2015

Martha Thurlow, Ph.D.
Director, National Center on Educational Outcomes
Institute on Community Integration
University of Minnesota
207 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455

Dear Dr. Thurlow:

I am pleased to represent Sheinker Educational Services, Inc. in support of the proposal of a collaborative of states and the National Center on Educational Outcomes (NCEO) through the Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND) project. The DIAMOND project is filling a key knowledge and practice gap in the field.

I accept your invitation to serve as a member of the DIAMOND National Expert Panel, and I look forward to working with you. I agree to the roles and responsibilities of membership in the expert panel in ways that establish guidelines and related materials for making data informed decisions about accessibility features and accommodations for students with documented needs. I look forward to sharing my skills in accommodations and accessibility with the project partners. I have spent the last four decades working to enhance accessibility to local, state, and national assessments for students with disabilities and all students. I have recently led a team that achieved Accessible Portable Item Protocol certification to maximize accessibility for students with disabilities to access and accommodate on-line assessments. I was also Associate Director of the University of Kansas CETE Dynamic Learning Maps Alternate Assessment project. In that role, I worked collaboratively with the National Collaborative and State Consortium to develop participation guidelines for students with significant cognitive disabilities. I also worked with a team to develop a Personal Needs and Preferences Profile to determine individual student accessibility needs. These experience will be valuable in reviewing the materials that this project intends to produce.

This project addresses needs I have been committed to addressing throughout my career. The project is particularly exciting to me because it seeks to ensure optimal accessibility and accommodations approaches for all students with documented needs. I share NCEO and the member states’ commitment to developing these guidelines, and I am confident that our collective experience and areas of expertise make this a strong partnership in leading this effort.

Best wishes to you in this important endeavor.

Sincerely,

[Signature]

Alan Sheinker, Ed.D.
Educational Consultant, Sheinker Educational Services, Inc.
June 11, 2015

Martha Thurlow, Ph.D.
Director, National Center on Educational Outcomes
Institute on Community Integration
University of Minnesota
207 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455

Dear Dr. Thurlow:

I am very pleased to offer support for the proposal of a collaborative of states and the National Center on Educational Outcomes (NCEO) through the Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND) project. The DIAMOND project is filling a key knowledge and practice gap in the field.

I accept your invitation to serve as a member of the DIAMOND National Expert Panel, and I look forward to working with you. I agree to the roles and responsibilities of membership in the expert panel in ways that establish guidelines and related materials for making data informed decisions about accessibility features and accommodations for students with documented needs. I look forward to sharing my knowledge and skills in technology-based professional development and accessibility for students with disabilities with the project partners. I have experience developing content and designing navigational interfaces for online professional development through my work as project director on Project MAINSTEP and through my ongoing work with Content Area Podcasting. Further, I have experience in investigating assistive technology, accessible instructional materials, and universal design for learning to promote access to the general curriculum for students with disabilities. I believe my knowledge and skills are a good fit for the DIAMOND project, and I am excited to have this opportunity to participate.

The specific roles may include:

- Reviewing and commenting on reports, reviews of literature, and other written materials in my area of expertise;
- Reviewing accessibility and accommodations guidelines;
- Participating in in-person meetings as needed;
- Advising on the prioritization of guidelines the training module; and
- Providing feedback on professional development materials
This project is particularly exciting to me because I know how important it will be to ensure optimal accessibility and accommodations approaches for all students with documented needs. I share NCEO and the member states’ commitment to developing these guidelines, and I am confident that our collective experience and areas of expertise make this a strong partnership in leading this effort.

Best wishes to you in this important endeavor.

Sincerely,

Cathy Newman Thomas, PhD
Assistant Professor
Department of Special Education
University of Missouri
303 Townsend Hall
Columbia, MO 65211
thomascat@missouri.edu
573-864-8166
Letters of Commitment From States
June 23, 2015

Dear Dr. Thurlow,

As the Coordinator of Student Assessment in the Alabama State Department of Education, I am pleased to offer our state’s commitment to the proposed project: Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND). As part of this collaboration with other states and NCEO, I look forward to gaining the important knowledge from this project’s proposed activities in order to establish guidelines and related materials for making data-informed decisions about accessibility features and accommodations for students with documented needs.

Our state will have the following responsibilities to the project: (1) to support the efforts of the National Center on Educational Outcomes to recruit educators for participation in focus groups to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations; (2) to support NCEO’s recruitment of educators for participation in classroom observations to highlight appropriate practices in implementing accessibility features and accommodations; (3) to participate in a forum with state experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs; (4) to support the process of developing and field-testing a training module summarizing and exemplifying the guidelines and instruments; and (5) to provide feedback through an expert panel on other products developed through the project as we desire.

Our state’s participation on this project is encouraged by the value we see in the collaborative nature of the project as well as the project deliverables. I believe that from our work together, the collaboration among states and NCEO will yield these proposed deliverables, which will improve outcomes for students with documented accessibility and accommodations needs in our state as well as be a great benefit to the field as a whole.

Sincerely,

Rebecca Mims
Coordinator of Student Assessment
Alabama State Department of Education
June 9, 2015

Mary Thurlow, Ph.D.
National Center on Educational Outcomes/University of Minnesota
207 Pattee Hall
150 Pillsbury Dr. SE
Minneapolis, MN 55455

Melissa Gholson
West Virginia Department of Education
Building 6, Room 825, 1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330

Dear Dr. Thurlow and Ms. Gholson,

As the Program Manager at the Maryland State Department of Education, I am pleased to offer our state’s commitment to the proposed project: Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND). As part of this collaboration with other states and NCEO, I look forward to gaining the important knowledge from this project’s proposed activities in order to establish guidelines and related materials for making data-informed decisions about accessibility features and accommodations for students with documented needs.

Our state will have the following responsibilities to the project: (1) to support the efforts of the National Center on Educational Outcomes to recruit educators for participation in focus groups to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations; (2) to support NCEO’s recruitment of educators for participation in classroom observations to highlight appropriate practices in implementing accessibility features and accommodations; (3) to participate in a forum with state experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs; (4) to support the process of developing and field-testing a training module summarizing and exemplifying the guidelines and instruments; and (5) to provide feedback through an expert panel on other products developed through the project as we desire.

Our state’s participation on this project is encouraged by the value we see in the collaborative nature of the project as well as the project deliverables. This past spring, our state learned first-hand the importance of making sound decisions for students who require accessibility features and accommodations. This project will greatly benefit Maryland educators, parents, and students. It is critical that educators are provided with the necessary support and tools to make better informed decisions on student’s needs based on their learner characteristics and needs. I believe that from our work together, this collaboration among states and NCEO will yield these proposed deliverables, which will improve outcomes for students with documented accessibility and accommodations needs in our state as well as be a great benefit to the field as a whole.

Sincerely,

Trinell Bowman
May 29, 2015

Dear Ms. Gholson and Dr. Thurlow,

As a State Assessment Director at the Michigan Department of Education I am pleased to offer our state’s commitment to the proposed project: Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND). As part of this collaboration with other states and NCEO, I look forward to gaining the important knowledge from this project’s proposed activities in order to establish guidelines and related materials for making data-informed decisions about accessibility features and accommodations for students with documented needs.

Our state will have the following responsibilities to the project: (1) to support the efforts of the National Center on Educational Outcomes to recruit educators for participation in focus groups to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations; (2) to support NCEO’s recruitment of educators for participation in classroom observations to highlight appropriate practices in implementing accessibility features and accommodations; (3) to participate in a forum with state experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs; (4) to support the process of developing and field-testing a training module summarizing and exemplifying the guidelines and instruments; and (5) to provide feedback through an expert panel on other products developed through the project as we desire.

Our state’s participation on this project is encouraged by the value we see in the collaborative nature of the project as well as the project deliverables. As the field looks to expand and increase accessibility options for students, the skills necessary for educators to make good decisions also increases. The deliverables proposed will strengthen this skills building that Michigan has already begun. I believe that from our work together, this collaboration among states and NCEO will yield these proposed deliverables, which will improve outcomes for students with documented accessibility and accommodations needs in our state as well as be a great benefit to the field as a whole.

Sincerely,

Andrew Middlestead, Director
Office of Standards and Assessment
Michigan Department of Education
MiddlesteadA@Michigan.gov
June 26, 2015

Dr. Martha Thurlow, Director
National Center on Educational Outcomes
University of Minnesota
207 Pattee Hall
Minneapolis, MN 55455

Dear Dr. Thurlow,

I am pleased to offer Minnesota’s commitment to the proposed project: Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND). As part of this collaboration with other states and NCEO, I look forward to gaining important knowledge from this project’s proposed activities in order to establish guidelines and related materials for making data-informed decisions about accessibility features and accommodations for students with documented needs.

Our state will have the following responsibilities to the project: (1) to support the efforts of the National Center on Educational Outcomes to recruit educators for participation in focus groups to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations; (2) to support NCEO’s recruitment of educators for participation in classroom observations to highlight appropriate practices in implementing accessibility features and accommodations; (3) to participate in a forum with state experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs; (4) to support the process of developing and field-testing a training module summarizing and exemplifying the guidelines and instruments; and (5) to provide feedback through an expert panel on other products developed through the project.

Our state’s participation on this project is encouraged by the value we see in the collaborative nature of the project as well as the project deliverables. I believe that from our work together, this collaboration among states and NCEO will yield these proposed deliverables, which will improve outcomes for students with documented accessibility and accommodations needs in our state as well as be a great benefit to the field as a whole.

Sincerely,

Cheryl Alcaya
Supervisor, Test Development
Dear Ms. Gholson and Dr. Thurlow:

As director at the Ohio Department of Education, Office for Exceptional Children I am pleased to offer our state's commitment to the proposed project: Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND). As part of this collaboration with other states and NCEO, I look forward to gaining the important knowledge from this project's proposed activities in order to establish guidelines and related materials for making data-informed decisions about accessibility features and accommodations for students with documented needs.

Our state will have the following responsibilities to the project: (1) to support the efforts of the National Center on Educational Outcomes to recruit educators for participation in focus groups to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations; (2) to support NCEO's recruitment of educators for participation in classroom observations to highlight appropriate practices in implementing accessibility features and accommodations; (3) to participate in a forum with state experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs; (4) to support the process of developing and field-testing a training module summarizing and exemplifying the guidelines and instruments; and (5) to provide feedback through an expert panel on other products developed through the project as we desire.

Our state's participation on this project is encouraged by the value we see in the collaborative nature of the project as well as the project deliverables. Ohio has an identified need for a research-based, decision-making process that can be applied across state assessments and guidelines that will benefit school districts teams responsible for assessment decisions that impact all students. I believe that from our work together, this collaboration among states and NCEO will yield these proposed deliverables, which will improve outcomes for students with documented accessibility and accommodations needs in our state as well as be a great benefit to the field as a whole.

Sincerely,

Sue Zake, Ph.D.,
Director
Office for Exceptional Children
June 25, 2015

Dear Dr. Thurlow,

As the State Assessment Director in the U.S. Virgin Islands Department of Education, I am pleased to offer our state's commitment to the proposed project: Data Informed Accessibility - Making Optimal Needs-based Decisions (DIAMOND). As part of this collaboration with other states and NCEO, I look forward to gaining the important knowledge from this project's proposed activities in order to establish guidelines and related materials for making data-informed decisions about accessibility features and accommodations for students with documented needs.

Our state will have the following responsibilities to the project: (1) to support the efforts of the National Center on Educational Outcomes to recruit educators for participation in focus groups to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations; (2) to support NCEO's recruitment of educators for participation in classroom observations to highlight appropriate practices in implementing accessibility features and accommodations; (3) to participate in a forum with state experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs; (4) to support the process of developing and field-testing a training module summarizing and exemplifying the guidelines and instruments; and (5) to provide feedback through an expert panel on other products developed through the project as we desire.

Our state's participation on this project is encouraged by the value we see in the collaborative nature of the project as well as the project deliverables. I believe that from our work together, the collaboration among states and NCEO will yield these proposed deliverables, which will improve outcomes for students with documented accessibility and accommodations needs in our state as well as be a great benefit to the field as a whole.

Sincerely,

[Signature]

Alexandria Baltimore-Hookfin
State Assessment Director
U.S. Virgin Islands Department of Education
(340)773-1095 Ext. 7084
abaltimore-hookfin@stx.k12.vi
June 23, 2015

Dr. Martha Thurlow, Senior Research Associate
National Center on Educational Outcomes
University of Minnesota
207 Pattee Hall
150 Pillsbury Dr. SE
Minneapolis, MN 55455

Dear Dr. Thurlow:

As a Superintendent at the West Virginia Department of Education I am pleased to offer our state’s commitment to the proposed project: Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND). As part of this collaboration with other states and NCEO, I look forward to gaining the important knowledge from this project’s proposed activities in order to establish guidelines and related materials for making data-informed decisions about accessibility features and accommodations for students with documented needs. If the enhanced assessment grant is awarded to NCEO, West Virginia would participate only in agreement with our data and security policies.

Our state will have the following responsibilities to the project if awarded: (1) to support the efforts of the National Center on Educational Outcomes to recruit educators for participation in focus groups to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations; (2) to support NCEO’s recruitment of educators for participation in classroom observations to highlight appropriate practices in implementing accessibility features and accommodations; (3) to participate in a forum with state experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs; (4) to support the process of developing and field-testing a training module (an app to monitor accessibility and accommodations) summarizing and exemplifying the guidelines and instruments; and (5) pilot the materials and revise them based upon results; and (6) to provide feedback through an expert panel on other products developed through the project as we desire.

Our state’s participation on this project is encouraged by the value we see in the collaborative nature of the project as well as the project deliverables. West Virginia is excited about this opportunity to improve accessibility for our state assessments. I believe that from our work together, this collaboration among states and NCEO will yield these proposed deliverables, which will improve outcomes for students with documented accessibility and accommodations needs in our state as well as be a great benefit to the field as a whole.

Sincerely,

Pending Dr. Martirano’s Signature

Michael J. Martirano, Ed.D.
State Superintendent of Schools

MJM/MM:mm
June 5, 2015

Ms. Gholson and Dr. Thurlow:

As the Director of the Office of Student Assessment, I am pleased to offer our state’s commitment to the proposed project: Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND). As part of this collaboration with other states and National Center on Educational Outcomes (NCEO), our department looks forward to gaining the critical knowledge from this project’s proposed activities in order to establish guidelines and to develop related resources for making data-informed decisions about accessibility features and accommodations for students with documented needs.

Our state will have the following responsibilities to the project: (1) to support the efforts of the National Center on Educational Outcomes to recruit educators for participation in focus groups to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations; (2) to support NCEO's recruitment of educators for participation in classroom observations to highlight appropriate practices in implementing accessibility features and accommodations; (3) to participate in a forum with state experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs; (4) to support the process of developing and field-testing a training module summarizing and exemplifying the guidelines and instruments; and (5) to provide feedback through an expert panel on other products developed through the project as we desire.

This is wonderful example for how in partnerships with other states and NCEO, we can create much needed resources that will support our constituents to make better data-derived decisions about accommodations and linguistic supports for students with identified need. Through this joint effort, we will be able to successfully produce resources that will both directly positively impact student outcomes within our state and contribute to the field as a whole.

Sincerely,

[b][/b]

Troy Couillard, Director
Office of Student Assessment
Indirect cost agreement
INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization
Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113-4266

Date: JAN 31 2014
Agreement No: 2013-029

Filing Reference: Replaces previous Agreement No. 2012-040(A)
Dated: 1/31/2014

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

**Section I - Rates and Bases**

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<tr>
<th>Type</th>
<th>From</th>
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<th>Rate</th>
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<td>MTDC</td>
<td>APwR</td>
</tr>
</tbody>
</table>

Distribution Base:

**MTDC**

Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above $25,000 (each award; each year).

**Applicable To:**

APwR

The rates herein are applicable to All Programs including those that require a restricted rate per 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. Pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), unused leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

**Capitalization Policy:** Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than $5,000.
Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) 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 Organization, 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 been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that 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 to a subsequent rate calculation to compensate for the difference between the costs 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.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.
Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.

Section IV - Approvals

For the State Education Agency: For the Federal Government:

Minnesota Department of Education U.S. Department of Education
1500 Highway 36 West OCFO / FIO / ICG
Roseville, MN 55113-4266 550 12th Street, SW
Washington, DC 20202-4450

(3)(6)

Signature

André Prahl

Name

Agency Finance Director

Title

12/3/15

Date

Frances Outland

Name

Director, Indirect Cost Group

Title

JAN 31 2014

Date

Negotiator: Nelda Barnes
Telephone Number: (202) 245-8005

ORGANIZATION: Minnesota Department of Education
Budget Narrative File(s)

* Mandatory Budget Narrative Filename: Information for Form 524 - DIAMOND Budget Narrative

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

Add Mandatory Budget Narrative  Delete Mandatory Budget Narrative  View Mandatory Budget Narrative

Add Optional Budget Narrative  Delete Optional Budget Narrative  View Optional Budget Narrative
## SECTION A - BUDGET SUMMARY
### U.S. DEPARTMENT OF EDUCATION FUNDS

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1</th>
<th>Project Year 2</th>
<th>Project Year 3</th>
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<tbody>
<tr>
<td>1. Personnel</td>
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<tr>
<td>2. Fringe Benefits</td>
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<td>3. Travel</td>
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<tr>
<td>4. Equipment</td>
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<tr>
<td>5. Supplies</td>
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</tr>
<tr>
<td>6. Contractual(^1)</td>
<td>931,834</td>
<td>1,081,554</td>
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<td>7. Construction</td>
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<tr>
<td>8. Other</td>
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<td></td>
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<tr>
<td>9. Total Direct Costs</td>
<td>931,834</td>
<td>1,081,554</td>
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<tr>
<td>10. Indirect Costs</td>
<td>5,200</td>
<td>5,200</td>
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<tr>
<td>11. Training Stipends</td>
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<tr>
<td>12. Total Costs (lines 9-11)</td>
<td>937,034</td>
<td>1,086,754</td>
<td>1,029,974</td>
</tr>
</tbody>
</table>

\(^1\) Contractual budget detail provided in a separate document.
Section B – Budget Summary

Non-federal Funds

The salary and benefits of the Minnesota State Department of Education staff members who are contributing “in kind” work hours to this grant should be listed below—the staff salaries are not paid for by EAG federal funds.

**Cheryl Alcaya** (Principal Investigator on DIAMOND), **Eric Kloos** (Project Director on DIAMOND), and **Joan Breslin Larson** (Project Manager on DIAMOND)

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1</th>
<th>Project Year 2</th>
<th>Project Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personnel</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(Donated “in kind”)</td>
<td>(Donated “in kind”)</td>
<td>(Donated “in kind”)</td>
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<tr>
<td>2. Fringe Benefits</td>
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<td>3. Travel</td>
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<tr>
<td>4. Equipment</td>
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<tr>
<td>5. Supplies</td>
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<td></td>
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<tr>
<td>6. Contractual</td>
<td>931,834</td>
<td>1,081,554</td>
<td>1,024,774</td>
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<tr>
<td>7. Construction</td>
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<td>8. Other</td>
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<tr>
<td>9. Total Direct Costs</td>
<td>931,834</td>
<td>1,081,554</td>
<td>1,024,774</td>
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<tr>
<td>10. Indirect Costs</td>
<td>5,200</td>
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<tr>
<td>11. Training Stipends</td>
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<td></td>
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<tr>
<td>12. Total Costs (lines 9-11)</td>
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<td>1,029,974</td>
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<tr>
<td>Primary Contractor Budget Categories</td>
<td>Project Year 1</td>
<td>Project Year 2</td>
<td>Project Year 3</td>
</tr>
<tr>
<td>-------------------------------------</td>
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<td>11. Training Stipends</td>
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<td>0</td>
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<td>931,834</td>
<td>1,081,554</td>
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</tr>
</tbody>
</table>

**Primary Contractor Budget Narrative**

The DIAMOND project requires a team with expertise in a variety of areas. All project activities will be directed by Cheryl Alcaya, Assessment Supervisor for the Minnesota Department of Education, Eric Kloos, Special Education Supervisor, and Joan Breslin Larson, Special Education Supervisor. The guidelines and professional development module will be developed by a working group with expertise in the field of accessibility and accommodations as well as online learning. The National Center on Educational Outcomes will serve as the project...
management partner and facilitate all development and research activities. To reduce the burden on the Minnesota State Department of Education for managing contracts and payments, NCEO will be established as the primary contractor and will sub-contracts with consultants, experts, and the external evaluator on the project. For this reason, the budget narrative details direct expenses to the Minnesota State Department of Education and all expenses incurred through the primary sub-contract with NCEO.

**Project Expenditures for Project Year 1**

**Personnel**

**Cheryl Alcaya**, Principal Investigator, **Eric Kloos**, Project Director, and **Joan Breslin Larson**, Project Manager, will be responsible for all project activities. Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson will communicate on a monthly basis with the primary contractor to ensure that all project activities are proceeding in a timely manner, to identify any challenges to project success, and to develop strategies to overcome those challenges. Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson will be responsible for submitting all project reports and for disseminating project products and findings through conference presentations. The project evaluator will also communicate with Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson on a regular basis. Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson will each provide an in-kind donation of 0.10 FTE on the project. Their salaries are not included in the budget for this project.

**Travel**

All travel associated with the project is incorporated into the Travel budget for the primary contractor.

**Contracts**

The National Center on Educational Outcomes (NCEO) will be contracted as the primary contractor. As such, NCEO will facilitate all development and research activities. NCEO will also manage contracting and payment of all contractors and consultants who work on the project.
As described in the Project Narrative, the project includes seven activities that overlap in their duration.

**Martha Thurlow, Ph.D.,** will serve as Principal Investigator for the NCEO subcontract on the project. She will oversee all aspects of the DIAMOND project. She will be responsible for the hiring and supervision of all staff on the project. She will work closely with project Co-Investigators, Dr. Shyyan and Dr. Christensen, to manage contracts, budgets, and timelines for this work. Dr. Thurlow will read all reports prior to their publication and dissemination. She will attend project meetings and participate in dissemination efforts as needed. She will work 30% on DIAMOND.

**Vitaliy Shyyan, Ph.D.,** will serve as Co-Investigator for the NCEO subcontract on the project. He will work closely with Dr. Thurlow and Dr. Christensen to manage contracts, budgets, and timelines and to provide strategic leadership for the project. In Year 1, Dr. Shyyan will work closely with Dr. Wu to develop a model data analysis. Dr. Shyyan will work closely with the external evaluator to ensure that all evaluation activities are completed in a timely and efficient manner and that formative evaluation results are used for project improvement. Dr. Shyyan will attend project meetings, and will participate in dissemination efforts for the project. He will work 40% on DIAMOND.

**Laurene Christensen, Ph.D.,** will serve as Co-Investigator for the NCEO subcontract on the project. Dr. Christensen will provide strategic leadership on the project. In Year 1, Dr. Christensen will supervise the data collection efforts for the focus groups, and she will be directly involved with developing data protocols for the classroom observation and interview study. Dr. Christensen will attend project meetings, and will participate in dissemination efforts for the project. She will work 40% on DIAMOND.

**Sheryl Lazarus, Ph.D.,** will serve as Senior Research Associate on the project. She will oversee the development of publications on the project. She will manage publication timelines.
and provide input and editing expertise on reports and other publications generated by the project. She will work 40% on the project.

Christopher Rogers will serve as Research Fellow on the project. He will work closely with Dr. Shyyan on the development of the training module for the project. He will assist with writing the guidelines for the project and with writing content for the module and other professional development materials. He will work 40% on the project.

Deb Albus will serve as Research Fellow for the project. She will gather information on current guidelines in participating states. She will help support the organization of the forum with state participants and national experts, including taking meeting notes. She will contribute to writing the training module content as needed. She will work 40% on the project.

Linda Goldstone will serve as Research Fellow on the project. In Year 1, she will develop focus group questions and facilitate the focus groups. She will work 60% on DIAMOND.

Yi-Chen Wu, Ph.D., will serve as Research Associate for the project. Dr. Wu will work closely with Dr. Shyyan and the state leads to develop a sample data analysis for the forum. This analysis will also be included in the training module. She will work 30% on the project.

Kristin Liu, Ph.D., will serve as Research Associate on the project. She will work closely with Dr. Christensen to develop observation and interview protocols. She will assist writing reports based on the classroom observation activity. Dr. Liu will also work with Dr. Wu on the development of sample data analyses for the forum and training module. She will work 40% on DIAMOND.

Jim Hatten, Ph.D., will serve as Research Fellow on the project. In Year 1, Dr. Hatten will develop a platform for the online focus groups. He will work 50% on the project.

Michael Moore will serve as Principal Editor/Writer on the project. He will work closely with Dr. Thurlow, Dr. Shyyan, and Dr. Christensen to ensure that project publications are developed for production in print and on the web in a timely manner. He will work 20% on the project.
Debbie Hansen will serve as Executive Office and Administrative Specialist on the project. Ms. Hansen will coordinate all travel logistics for non-employees, including state representatives and national expert panelists. She will help with additional meeting logistics including hotel contracts and food orders, meeting materials, and other arrangements as needed. She will work 50% on DIAMOND.

Graduate Research Assistant 1 (to be named) will be hired to support the data collection efforts of the project including the classroom observations and the focus groups. This GRA will develop Institutional Review Board applications, communicate with data collection sites, recruit focus group participants, and manage logistics for data collection and storage. This GRA will assist with data collection and also with writing reports based on the data. This GRA will work 50% on the project.

Graduate Research Assistant 2 (to be named) will be hired to support the development of the training module for the project. This GRA will help with writing content for the module and other professional development materials as well as assist with various other aspects of module production such as programming, captioning, and other components as needed. This GRA will work 50% on the project.

Fringe Benefits

All salaries except for Graduate Research Assistants have a fringe rate of 34%. Graduate Research Assistants have a fringe rate of 115%.

Travel

In Year 1, travel for the co-PIs, staff from NCEO, experts, and up to two state representatives is budgeted for a kickoff meeting to finalize project outcomes and align the project vision. In Year 1, travel is budgeted for the classroom observation and interview activity.

Contractual (within primary contractor’s budget)
Seven experts will be contracted as expert panelists at a rate of $1,500 per day. In Year 1, the expert panelists will attend a one-day in-person meeting. They will provide two additional days of service to review and provide feedback on products developed for the project.

Kimberly Hartsell will be contracted to lead the evaluation efforts for the project. She will conduct surveys and interviews with key stakeholders, attend project meetings, and write evaluation reports. She will be paid $500/day for up to 240 days across the three year term of the project.

**Supplies**

Basecamp will be used to communicate electronically with project stakeholders across the project periods. Basecamp costs $3,000 for a one-year subscription.

**Other Year 1 Expenses**

$500 is budgeted for long distance telephone.

$500 is budgeted for courier/mailing services/postage.

$5,000 is budgeted for publications.

$500 is budgeted for photocopies.

$2,200 is budgeted for subject payments for interviews in Year 1. This activity continues into Year 2.

$1,000 is budgeted for food for interviews. This activity continues into Year 2.

$7,200 is budgeted for subject payments for online focus groups that will be conducted in Project Year 1.

**Indirect**

The University of Minnesota’s indirect rate of is the federally negotiated rate of 33% on other sponsored activities. This applies to all direct expenses on the project.

**Indirect**

The Minnesota State Department of Education federally approved indirect rate is 20.8%. Minnesota is claiming only those indirect costs related to the first $25,000 of sub-contracts.
Project Expenditures for Project Year 2

Personnel

Cheryl Alcaya, Principal Investigator, Eric Kloos, Project Director, and Joan Breslin Larson, Project Manager, will be responsible for all project activities. Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson will communicate on a monthly basis with the primary contractor to ensure that all project activities are proceeding in a timely manner, to identify any challenges to project success, and to develop strategies to overcome those challenges. Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson will be responsible for submitting all project reports and for disseminating project products and findings through conference presentations. The project evaluator will also communicate with Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson on a regular basis. Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson will each provide an in-kind donation of 0.10 FTE on the project. Their salaries are not included in the budget for this project.

Travel

All travel associated with the project is incorporated into the Travel budget for the primary contractor.

Contracts

The National Center on Educational Outcomes (NCEO) will be contracted as the primary contractor. As such, NCEO will facilitate all development and research activities. NCEO will also manage contracting and payment of all contractors and consultants who work on the project.

As described in the Project Narrative, the project includes seven activities that overlap in their duration.

Martha Thurlow, Ph.D., will serve as Principal Investigator for the NCEO subcontract on the project. She will oversee all aspects of the DIAMOND project. She will be responsible for the hiring and supervision of all staff on the project. She will work closely with project Co-Investigators, Dr. Shyyan and Dr. Christensen, to manage contracts, budgets, and timelines for this work. Dr. Thurlow will read all reports prior to their publication and dissemination. She will
attend project meetings and participate in dissemination efforts as needed. She will work 30% on DIAMOND.

**Vitaliy Shyyan, Ph.D.,** will serve as Co-Investigator for the NCEO subcontract on the project. He will work closely with Dr. Thurlow and Dr. Christensen to manage contracts, budgets, and timelines and to provide strategic leadership for the project. In Year 2, Dr. Shyyan will lead the development of the guidelines and the expert forum. Dr. Shyyan will attend project meetings, and will participate in dissemination efforts for the project. He will work 40% on DIAMOND.

**Laurene Christensen, Ph.D.,** will serve as Co-Investigator on the project. Dr. Christensen will provide strategic leadership on the project. In Year 2, Dr. Christensen will supervise the data collection efforts for the classroom observations and interviews, and she will lead the analysis of the focus group data that was collected in Year 1. Dr. Christensen will attend project meetings, and will participate in dissemination efforts for the project. She will work 40% on DIAMOND.

**Sheryl Lazarus, Ph.D.,** will serve as Senior Research Associate on the project. She will oversee the development of publications on the project. In Year 2, she will also participate in the forum with states and national expert panelists. She will work 40% on the project.

**Christopher Rogers** will serve as Research Fellow on the project. He will work closely with Dr. Shyyan on the development of the training module for the project. He will assist with writing the guidelines for the project and with writing content for the module and other professional development materials. He will work 40% on the project.

**Deb Albus** will serve as Research Fellow for the project. She will gather information on current guidelines in participating states. In Year 2, she will help support the organization of the forum with state participants and national experts, including taking meeting notes. She will contribute to writing the training module content as needed. She will work 40% on the project.

**Linda Goldstone** will serve as Research Fellow on the project. She will develop focus group questions, facilitate the focus groups, collaborate with other project staff on the analysis of
focus group data, and assist with writing the report based on the focus groups. She will also assist with dissemination efforts for the project. She will work 60% on DIAMOND.

**Yi-Chen Wu, Ph.D.**, will serve as Research Associate for the project. Dr. Wu will work closely with Dr. Shyyan and the state leads to develop a sample data analysis for the forum. In Year 2, she will present this analysis to the experts and state representatives at the in-person meeting. She will work 30% on the project.

**Kristin Liu, Ph.D.**, will serve as Research Associate on the project. She will work closely with Dr. Christensen to develop observation and interview protocols. She will assist writing reports based on the classroom observation activity. Dr. Liu will also work with Dr. Wu on the development of sample data analyses for the forum and training module. She will work 40% on DIAMOND.

**Jim Hatten, Ph.D.**, will serve as Research Fellow on the project. In Year 2, he will work on the web design of the professional development materials, including the training module and related tools. He will work 50% on the project.

**Michael Moore** will serve as Principal Editor/Writer on the project. He will work closely with Dr. Thurlow, Dr. Shyyan, and Dr. Christensen to ensure that project publications are developed for production in print and on the web in a timely manner. He will work 20% on the project.

**Debbie Hansen** will serve as Executive Office and Administrative Specialist on the project. Ms. Hansen will coordinate all travel logistics for non-employees, including state representatives and national expert panelists. She will help with additional meeting logistics including hotel contracts and food orders, meeting materials, and other arrangements as needed. She will work 50% on DIAMOND.

**Graduate Research Assistant 1** (to be named) will be hired to support the data collection efforts of the project including the classroom observations and the focus groups. This GRA will develop Institutional Review Board applications, communicate with data collection
sites, recruit focus group participants, and manage logistics for data collection and storage. This GRA will assist with data collection and also with writing reports based on the data. This GRA will work 50% on the project.

**Graduate Research Assistant 2** (to be named) will be hired to support the development of the training module for the project. This GRA will help with writing content for the module and other professional development materials as well as assist with various other aspects of module production such as programming, captioning, and other components as needed. This GRA will work 50% on the project.

**Fringe Benefits**

All salaries except for Graduate Research Assistants have a fringe rate of 34%. Graduate Research Assistants have a fringe rate of 115%.

**Travel**

Travel for Project Year 2 will involve travel for co-PIs, NCEO staff, experts, and state representatives to attend the consensus building activity related to the guidelines. Additional travel is budgeted for data collection for the classroom observations and interviews. Travel for dissemination at conferences and SCASS meetings is included in the travel budget for Project Year 2.

**Contractual (within primary contractor’s budget)**

Seven experts will be contracted as expert panelists at a rate of $1500 per day. In Year 2, the expert panelists will attend an two-day in-person meeting. They will provide 1 additional day of service to review and provide feedback on products developed for the project.

A module consultant will be hired to support the development of the training module for the project. A total of $100,000 will be budgeted for work on the module in Project Year 2.

Kimberly Hartsell will be contracted to lead the evaluation efforts for the project. She will conduct surveys and interviews with key stakeholders, attend project meetings, and write evaluation reports. She will be paid $500/day for up to 240 days across the three year term of the
 Supplies

Basecamp will be used to communicate electronically with project stakeholders across the project periods. Basecamp costs $3000 for a one-year subscription.

 Other Year 2 Expenses

$500 is budgeted for long distance telephone.

$500 is budgeted for courier/mailing services/postage.

$5,000 is budgeted for publications.

$500 is budgeted for photocopies.

$5,000 is budgeted for subject payments for interviews in Year 2.

$4,040 is budgeted for food for interviews in Year 2.

 Indirect

The University of Minnesota’s indirect rate of is the federally negotiated rate of 33% on other sponsored activities. This applies to all direct expenses on the project.

 Indirect

The Minnesota State Department of Education federally approved indirect rate is 20.8%. Minnesota is claiming only those indirect costs related to the first $25,000 of sub-contracts.

 Project Expenditures for Project Year 3

 Personnel

Cheryl Alcaya, Principal Investigator, Eric Kloos, Project Director, and Joan Breslin Larson, Project Manager, will be responsible for all project activities. Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson will communicate on a monthly basis with the primary contractor to ensure that all project activities are proceeding in a timely manner, to identify any challenges to project success, and to develop strategies to overcome those challenges. Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson will be responsible for submitting all project reports and for
disseminating project products and findings through conference presentations. The project evaluator will also communicate with Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson on a regular basis. Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson will each provide an in-kind donation of 0.10 FTE on the project. Their salaries are not included in the budget for this project.

**Travel**

All travel associated with the project is incorporated into the Travel budget for the primary contractor.

**Contracts**

The National Center on Educational Outcomes (NCEO) will be contracted as the primary contractor. As such, NCEO will facilitate all development and research activities. NCEO will also manage contracting and payment of all contractors and consultants who work on the project.

As described in the Project Narrative, the project includes seven activities that overlap in their duration.

**Martha Thurlow, Ph.D.,** will serve as Principal Investigator for the NCEO subcontract on the project. She will oversee all aspects of the DIAMOND project. She will be responsible for the hiring and supervision of all staff on the project. She will work closely with project Co-Investigators, Dr. Shyyan and Dr. Christensen, to manage contracts, budgets, and timelines for this work. Dr. Thurlow will read all reports prior to their publication and dissemination. She will attend project meetings and participate in dissemination efforts as needed. She will work 30% on DIAMOND.

**Vitaliy Shyyan, Ph.D.,** will serve as Co-Investigator for the NCEO subcontract on the project. He will work closely with Dr. Thurlow and Dr. Christensen to manage contracts, budgets, and timelines and to provide strategic leadership for the project. In Year 3, Dr. Shyyan will oversee the development of the training module and the piloting of the module. Dr. Shyyan will work closely with the external evaluator to ensure that all evaluation activities are completed in a timely and efficient manner and that formative evaluation results are used for project
improvement. Dr. Shyyan will attend project meetings, and will participate in dissemination efforts for the project. He will work 40% on DIAMOND.

Laurene Christensen, Ph.D., will serve as Co-Investigator on the project. Dr. Christensen will provide strategic leadership on the project. In Year 3, Dr. Christensen will supervise the finalization of reports based on data collection activities. She will disseminate project findings. Dr. Christensen will attend project meetings, and will participate in dissemination efforts for the project. She will work 40% on DIAMOND.

Sheryl Lazarus, Ph.D., will serve as Senior Research Associate on the project. She will oversee the development of publications on the project. She will manage publication timelines and provide input and editing expertise on reports and other publications generated by the project. In Year 3, Dr. Lazarus will contribute to the writing of reports for the project and participate in dissemination activities. She will work 40% on the project.

Christopher Rogers will serve as Research Fellow on the project. He will work closely with Dr. Shyyan on the development of the training module for the project. He will assist with writing the guidelines for the project and with writing content for the module and other professional development materials. He will work 40% on the project.

Deb Albus will serve as Research Fellow for the project. In Year 3, she will support the project by helping to finalize project reports. She will work 40% on the project.

Linda Goldstone will serve as Research Fellow on the project. In Year 3, she will help finalize reports related to the project. She will also assist with dissemination efforts for the project. She will work 60% on DIAMOND.

Yi-Chen Wu, Ph.D., will serve as Research Associate for the project. In Year 3, she will assist with the finalization of the professional development materials. She will work 30% on the project.

Kristin Liu, Ph.D., will serve as Research Associate on the project. She will assist writing reports based on the classroom observation activity. Dr. Liu will also work with Dr. Wu.
on the development of sample data analyses for the forum and training module. She will work 40% on DIAMOND.

Jim Hatten, Ph.D., will serve as Research Fellow on the project. In Year 3, he will help with piloting the training module. He will work 50% on the project.

Michael Moore will serve as Principal Editor/Writer on the project. He will work closely with Dr. Thurlow, Dr. Shyyan, and Dr. Christensen to ensure that project publications are developed for production in print and on the web in a timely manner. He will work 20% on the project.

Debbie Hansen will serve as Executive Office and Administrative Specialist on the project. Ms. Hansen will coordinate all travel logistics for non-employees, including state representatives and national expert panelists. She will help with additional meeting logistics including hotel contracts and food orders, meeting materials, and other arrangements as needed. She will work 50% on DIAMOND.

Graduate Research Assistant 1 (to be named) will be hired to support the data collection efforts of the project including the classroom observations and the focus groups. This GRA will develop Institutional Review Board applications, communicate with data collection sites, recruit focus group participants, and manage logistics for data collection and storage. This GRA will assist with data collection and also with writing reports based on the data. This GRA will work 50% on the project.

Graduate Research Assistant 2 (to be named) will be hired to support the development of the training module for the project. This GRA will help with writing content for the module and other professional development materials as well as assist with various other aspects of module production such as programming, captioning, and other components as needed. This GRA will work 50% on the project.

Fringe Benefits
All salaries except for Graduate Research Assistants have a fringe rate of 34%. Graduate Research Assistants have a fringe rate of 115%.

**Travel**

Travel for Project Year 3 will involve travel for co-PIs, NCEO staff, experts, and state representatives to attend the final project meeting to review goals and share strategies to scale up the project. Additional travel is budgeted for dissemination at SCASS meetings and conferences for Year 3.

**Contractual (within primary contractor’s budget)**

Seven experts will be contracted as expert panelists at a rate of $1,500 per day. In Year 3, the expert panelists will attend a one-day in-person meeting. They will provide 2 additional days of service to review and provide feedback on products developed for the project.

A module consultant will be hired to support the development of the training module for the project. A total of $100,000 will be budgeted for work on the module in Project Year 3.

Kimberly Hartsell will be contracted to lead the evaluation efforts for the project. She will conduct surveys and interviews with key stakeholders, attend project meetings, and write evaluation reports. She will be paid $500/day for up to 240 days across the three year term of the project.

**Supplies**

Basecamp will be used to communicate electronically with project stakeholders across the project periods. Basecamp costs $3,000 for a one-year subscription.

**Other Year 3 Expenses**

$500 is budgeted for long distance telephone.

$500 is budgeted for courier/mailing services/postage.

$5,000 is budgeted for publications.

$500 is budgeted for photocopies.

**Indirect**
The University of Minnesota’s indirect rate of is the federally negotiated rate of 33% on other sponsored activities. This applies to all direct expenses on the project.

**Indirect**

The Minnesota State Department of Education federally approved indirect rate is 20.8%. Minnesota is claiming only those indirect costs related to the first $25,000 of sub-contracts.
June 29, 2015

Ms. Cheryl Alcaya  
Minnesota Department of Education  
1500 Highway 36 West  
Roseville MN 55113  

Title: DIAMOND Project

Dear Ms. Alcaya,

The University of Minnesota is pleased to endorse a proposal for the above referenced sponsored project in the amount of $3,038,162 for the period 10/01/2015 - 09/30/2018. This proposal is submitted on behalf of Dr. Martha Thurlow at the University of Minnesota and has been administratively reviewed and approved on behalf of the Regents of the University of Minnesota. The University of Minnesota reserves the right to negotiate the terms and conditions of an awarded agreement.

Questions concerning programmatic aspects of the project should be directed to the Principal Investigator. Those having to do with contract and budgetary matters should be directed to Nicolas J Allyn, Sponsored Projects Administration at (612) 625-7054 or by email at allyn0007@umn.edu.

Congressional District: MN-005  
EIN: 416007513  
DUNS Number: 555917996

Sincerely,

[Signature]

Kevin McKoskey  
Senior Associate Director  
Sponsored Projects Administration

Enclosure
# University of Minnesota
## Standard Proposal for External Funding

### PROPOSAL TITLE: DIAMOND Project

### SUBMITTED TO: Minnesota Department of Education

#### RFA/RFP or ANNOUNCEMENT (if applicable)
- Number: 84.368A
- Title: EAG Program

### APPLICANT ORGANIZATION
- Name: Regents of the University of Minnesota
- Address: Sponsored Projects Administration
  
  McNamara Alumni Center
  
  200 Oak Street SE, Suite 450
  
  Minneapolis, Minnesota 55455-2070

- DUNS #: 55-591-7996

### TYPE OF ORGANIZATION
- State Educational Institution
- State ID: 8029894
- Federal Tax ID: 41-6007513
- Congressional District

### PRINCIPAL INVESTIGATOR/PROGRAM DIRECTOR
- Name (Last, First, Middle): Thurlow, Martha, L.
- Degree(s): B.A., M.A., Ph.D.
- Position/Title: Senior Research Associate
- Department: Community Integration, Inst on
  
  EDUCATION & HUMAN DEVEL,

- Telephone: (612)624-4826
- Fax: (612)624-0879
- E-Mail Address: thurl001@tc.umn.edu

### HUMAN SUBJECTS:

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- Assurance #: FWA00000312

### ANIMAL SUBJECTS:

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- Assurance #

### INITIAL BUDGET PERIOD
- From: 10/01/2015
- Through: 09/30/2016
- Initial Budget Period Cost ($): 931,834

### TOTAL PROJECT PERIOD
- From: 10/01/2015
- Through: 09/30/2016
- Total Project Cost ($): 3,038,162

### ADMINISTRATIVE CONTACT
- Name: K.McKoskey/J.Krzyzek/D.Hagen/A.Coon
- Title: Sr.Assoc.Dir/Assoc.Dir./Asst.Dir
- Address: Sponsored Projects Administration
  
  200 Oak Street SE, Suite 450
  
  Minneapolis, Minnesota 55455-2070

- Phone: (612) 624-5599
- Fax: (612) 624-4843
- E-mail Address: awards@umn.edu

### OFFICIAL FOR AUTHORIZED SIGNATURE
- Name: K.McKoskey/J.Krzyzek/D.Hagen/A.Coon
- Title: Sr.Assoc.Dir/Assoc.Dir./Asst.Dir
- Address: Sponsored Projects Administration
  
  200 Oak Street SE, Suite 450
  
  Minneapolis, Minnesota 55455-2070

- Phone: (612) 624-5599
- Fax: (612) 624-4843
- E-mail Address: awards@umn.edu

### SIGNATURE OF PI/PD NAMED (In ink.)

(“Per” signature not acceptable.)

### SIGNATURE OF OFFICIAL NAMED (In ink.)

(“Per” signature not acceptable.)
# SUMMARY BUDGET FOR ENTIRE PROPOSED PERIOD OF SUPPORT

## DETAILED BUDGET FOR PERIOD 1

<table>
<thead>
<tr>
<th>Name</th>
<th>Role on Project</th>
<th>% Effort on Proj</th>
<th>Salary Requested</th>
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<th>Total Cost</th>
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**SUBTOTALS** ————————————————————>  | 331,760 | 142,688 | 474,448 |

## CONSULTANT COSTS

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<td>External Evaluator</td>
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*the inflation rate for this item is 0%
*the inflation rate for this item is 0%  

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**Subtotals**

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<td>Staff travel to meetings</td>
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<tr>
<td>Travel for Project Dissemination</td>
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**Subtotals**

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SUBTOTALS

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DETAILED BUDGET FOR PERIOD 2

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CONSULTANT COSTS

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<tr>
<td>Publications</td>
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</tr>
<tr>
<td>*the inflation rate for this item is 0%</td>
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</table>
Photocopies
*the inflation rate for this item is 0%

Subject Payments for Interviews
*the inflation rate for this item is 0%

Food for Interviews
*the inflation rate for this item is 0%

Subject Payments for Online Focus Groups
*the inflation rate for this item is 0%

| SUBTOTALS | 15,540 |

SUBTOTAL COSTS FOR PERIOD 2

| DIRECT COSTS | 824,470 |
| INDIRECT COSTS | 257,084 |
| TOTAL COSTS | 1,081,554 |

DETAILED BUDGET FOR PERIOD 3

<p>| PERSONNEL | From | Through |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Role on Project</th>
<th>% Effort on Proj</th>
<th>Salary Requested</th>
<th>Fringe Benefits</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurlow, Martha L</td>
<td>Principal Investigator</td>
<td>.30</td>
<td>45,598</td>
<td>15,366</td>
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<td>Shyvan, Vitaliy V</td>
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<td>40</td>
<td>26,307</td>
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<td>35,172</td>
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<td>Christensen, Laurene L</td>
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<tr>
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<tr>
<td>Expert Panelists</td>
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<td>Non-employee travel to meetings</td>
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<td>Travel for Project Dissemination</td>
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</tr>
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<td>Long Distance Telephone</td>
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<tr>
<td>Photocopies</td>
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<tr>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td>Food for Interviews</td>
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<td></td>
<td></td>
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<tr>
<td>*the inflation rate for this item is 0%</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Subject Payments for Online Focus Groups</td>
<td>0</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*the inflation rate for this item is 0%</td>
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**SUBTOTALS**

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**SUBTOTAL COSTS FOR PERIOD 3**

<table>
<thead>
<tr>
<th>Component</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECT COSTS</td>
<td>781,830</td>
</tr>
<tr>
<td>INDIRECT COSTS</td>
<td>242,944</td>
</tr>
<tr>
<td>TOTAL COSTS</td>
<td>1,024,774</td>
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</tbody>
</table>

**TOTAL COSTS FOR ENTIRE PROJECT**

<table>
<thead>
<tr>
<th>Component</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECT COSTS</td>
<td>2,318,148</td>
</tr>
<tr>
<td>INDIRECT COSTS</td>
<td>720,014</td>
</tr>
<tr>
<td>TOTAL COSTS</td>
<td>3,038,162</td>
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</table>
### SUMMARY BUDGET FOR ENTIRE PROPOSED PERIOD OF SUPPORT

**PERIOD 1**  From: 10/01/2015  To: 09/30/2016

<table>
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<tr>
<th>Category</th>
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<tbody>
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<tr>
<td>SUPPLIES</td>
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</tr>
<tr>
<td>TRAVEL</td>
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<td>OTHER EXPENSES</td>
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<td><strong>SUBTOTAL</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>711,848</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
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<td>711,848</td>
</tr>
<tr>
<td>INDIRECT COSTS</td>
<td>219,986</td>
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**PERIOD 2**  From: 10/01/2016  To: 09/30/2017

<table>
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<td>SUPPLIES</td>
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<th>Amount</th>
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</thead>
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<tr>
<td><strong>TOTALS</strong></td>
<td><strong>824,470</strong></td>
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</tbody>
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<table>
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<th>Category</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>DIRECT COSTS</td>
<td>824,470</td>
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<tr>
<td>INDIRECT COSTS</td>
<td>257,084</td>
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<tr>
<td><strong>TOTAL COSTS</strong></td>
<td><strong>1,081,554</strong></td>
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**PERIOD 3**  From: 10/01/2017  To: 09/30/2018

<table>
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</thead>
<tbody>
<tr>
<td>PERSONNEL</td>
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</tr>
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<td>CONSULTANT</td>
<td>167,000</td>
</tr>
<tr>
<td>SUPPLIES</td>
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</tr>
<tr>
<td>TRAVEL</td>
<td>104,327</td>
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<tr>
<td>OTHER EXPENSES</td>
<td>6,500</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>781,830</strong></td>
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<table>
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<th>Category</th>
<th>Amount</th>
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<tbody>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>781,830</strong></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECT COSTS</td>
<td>781,830</td>
</tr>
<tr>
<td>INDIRECT COSTS</td>
<td>242,944</td>
</tr>
<tr>
<td><strong>TOTAL COSTS</strong></td>
<td><strong>1,024,774</strong></td>
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### TOTAL COST FOR ENTIRE PERIOD OF SUPPORT
<table>
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<tr>
<th>Costs Type</th>
<th>Amount</th>
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<tbody>
<tr>
<td>DIRECT COSTS</td>
<td>2,318,148</td>
</tr>
<tr>
<td>INDIRECT COSTS</td>
<td>720,014</td>
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<tr>
<td>TOTAL COSTS</td>
<td>3,038,162</td>
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</tbody>
</table>
BUDGET JUSTIFICATIONS

<table>
<thead>
<tr>
<th></th>
<th>Direct Costs</th>
<th>Backout Costs</th>
<th>F&amp;A Costs</th>
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<td>-</td>
<td>666,626</td>
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<tr>
<td>Period 2:</td>
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<td>-</td>
<td>779,044</td>
</tr>
<tr>
<td>Period 3:</td>
<td>781,830</td>
<td>-</td>
<td>736,194</td>
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</table>

Total To Apply F&A Rate = 2,181,864

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<th>Total Direct Costs</th>
<th>Total Backed Out Costs</th>
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<tbody>
<tr>
<td>2,181,864</td>
<td>2,318,148</td>
<td>- 136,284</td>
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<th>F&amp;A Rate</th>
<th>F&amp;A Cost</th>
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<td>x 33%</td>
</tr>
<tr>
<td>Period 2:</td>
<td>779,044</td>
<td>x 33%</td>
</tr>
<tr>
<td>Period 3:</td>
<td>736,194</td>
<td>x 33%</td>
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</table>

Total F&A Costs = 720,144

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<th>Total Direct Costs</th>
<th>Total F&amp;A Costs</th>
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<tbody>
<tr>
<td>3,038,162</td>
<td>2,318,148</td>
<td>+ 720,144</td>
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</table>

<table>
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<th>FISCAL YEAR</th>
<th>ACADEMIC</th>
<th>CIVIL SERVICE</th>
<th>TRADES/TEMP</th>
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<td>36.80%</td>
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<tr>
<td>2015</td>
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<tr>
<td>2016</td>
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<td>27.40%</td>
<td>7.90%</td>
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<table>
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<th>FISCAL YEAR</th>
<th>POST DOCS</th>
<th>GRAD ASSIST</th>
<th>UNDERGRADS</th>
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<td>N/A</td>
<td>N/A</td>
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<tr>
<td>2015</td>
<td>21.40%</td>
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<tr>
<td>2016</td>
<td>22.40%</td>
<td>17.60%</td>
<td>0.0%</td>
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GRADUATE/PROFESSIONAL TRAINING STUDENTS FRINGE RATES:
The tuition remission component of fringe varies by individual based on the number of credits.

For more information about fringe rates, check the SPA webpage at www.ospa.edu.

Base salaries listed are for the current University appointment. Calculation of the amount of salary requested in each budget period includes inflation effective July 1 of each fiscal year, prorated to the budget period, and adjusted if appointment is less than 100%. If this award is reduced, effort obligations and proposed cost sharing (matching or in-kind) will be reduced proportionately.

*************** BUDGET SETUP JUSTIFICATION(S) ***************
Future years recurring costs have been calculated using a 3% inflation rate, unless noted otherwise in the item justification.

*************** BUDGET PERSONNEL JUSTIFICATION(S) ***************
Thurlow, Martha L., Principal Investigator
- Martha Thurlow, Ph.D., will serve as Principal Investigator on the project. She will oversee all aspects of the DIAMOND project. She will be responsible for the hiring and supervision of all staff on the project. She will work closely with project Co-Investigators, Dr. Shyyan and Dr. Christensen, to manage contracts, budgets, and timelines for this work. Dr. Thurlow will read all reports prior to their publication and dissemination. She will attend project meetings and participate in dissemination efforts as needed.

Shyyan, Vitaliy V, Co-Investigator
- Vitaliy Shyyan, Ph.D., will serve as Co-Investigator for the project. He will work closely with Dr. Thurlow and Dr. Christensen to manage contracts, budgets, and timelines and to provide strategic leadership for the project. Dr. Shyyan will lead the development of the guidelines, the training module and other professional development materials related to the guidelines, the expert forum, and the pilot testing of the professional development materials. Dr. Shyyan will contribute to writing and reading all reports prior to their publication and dissemination. Dr. Shyyan will work closely with the external evaluator to ensure that all evaluation activities are completed in a timely and efficient manner and that formative evaluation results are used for project improvement. Dr. Shyyan will attend project meetings, and will participate in dissemination efforts for the project.

Christensen, Laurene L, Co-Investigator
- Laurene Christensen, Ph.D., will serve as Co-Investigator on the project. Dr. Christensen will provide strategic leadership on the project. Dr. Christensen will supervise the data collection efforts for the project, and she will be directly involved with data collection and contribute to writing reports for the project. Dr. Christensen will read all reports prior to publication and dissemination. Dr. Christensen will attend project meetings, and will participate in dissemination efforts for the project.

Lazarus, Sheryl , Senior Research Associate
- Sheryl Lazarus, Ph.D., will serve as Senior Research Associate on the project. She will oversee the development of publications on the project. She will manage publication timelines and provide input and editing expertise on reports and other publications generated by the project. Dr. Lazarus will contribute to the writing of reports for the project and participate in dissemination activities. She will also participate in the work of the forum with state and national expert panelists.

Rogers, Christopher , Research Fellow
- Christopher Rogers will serve as Research Fellow on the project. He will work closely with Dr. Shyyan on the development of the training module for the project. He will assist with writing the guidelines for the project and with writing content for the module and other professional development materials.

Albus, Deb, Research Fellow
- Deb Albus will serve as Research Fellow for the project. She will gather information on current guidelines in participating states. She will help support the organization of the forum with state participants and national experts, including taking meeting notes. She will contribute to writing the training module content as needed.

Goldstone, Linda S., Research Fellow
- Linda Goldstone will serve as Research Fellow on the project. She will develop focus group questions, facilitate the focus groups, collaborate with other project staff on the analysis of focus group data, and assist with writing the report based on the focus groups. She will also assist with dissemination efforts for the project.

Wu, Yi-Chen , Research Associate
- Yi-Chen Wu, Ph.D., will serve as Research Associate for the project. Dr. Wu will work closely with Dr. Shyyan and the state leads to develop a sample data analysis for the forum. This analysis will also be included in the training module.

Liu, Kristin Kline, Research Associate
- Kristin Liu, Ph.D., will serve as Research Associate on the project. She will work closely with Dr. Christensen to develop observation and interview protocols. She will assist writing reports based on the classroom observation activity. Dr. Liu will also work with Dr. Wu on the development of sample data
analyses for the forum and training module.

Hatten, Jim, Research Fellow

- James Hatten, Ph.D., will serve as Research Associate on the project. He will work on the web design of the professional development materials, including the training module and related tools. Dr. Hatten will also assist with developing a platform for the online focus groups.

Moore, Michael L, Principal Editor/Writer

- Michael Moore will serve as Principal Editor/Writer on the project. He will work closely with Dr. Thurlow, Dr. Shyyan, and Dr. Christensen to ensure that project publications are developed for production in print and on the web in a timely manner.

Hansen, Debbie, Executive Office and Administrative Specialist

- Debbie Hansen will serve as Executive Office and Administrative Specialist for the project. She will prepare contracts with external consultants. She will support the meeting logistics for in-person meetings. She will coordinate the travel arrangements for state representatives and experts for all in-person meetings on the project. These services are integral to the project’s activities because in-person meetings and their associated travel and logistics are critical components of this work. We are therefore requesting agency approval for a 50% Executive Office and Administrative Specialist as an administrative cost allowed under 2 CFR 200.413.

TO BE NAMED, Graduate Research Assistant

- Graduate Research Assistant 1 will be hired to support the data collection efforts of the project including the classroom observations and the focus groups. This GRA will develop Institutional Review Board applications, communicate with data collection sites, recruit focus group participants, and manage logistics for data collection and storage. This GRA will assist with data collection and also with writing reports based on the data.

TO BE NAMED, Graduate Research Assistant

- Graduate Research Assistant 2 will be hired to support the development of the training module for the project. This GRA will help with writing content for the module and other professional development materials as well as assist with various other aspects of module production such as programming, captioning, and other components as needed.

************************ CONSULTANT COSTS JUSTIFICATION(S) ************************

Expert Panelists

- Up to 6 expert panelists will be used to provide feedback on various aspects of the project, including data collection tools, the guidelines, and the training module. Expert panelists will be paid $1500/day for up to 3 days per year for each year of the project.

Module Consultant

- A consulting firm will be hired to support the development of a training module related to the guidelines developed for the project. The consulting firm will be hired to work in years 2 and 3 for a total of $200,000 for the work across both years.

External Evaluator

- Kim Hartsell will serve as the external evaluator for the project. She will work closely with Dr. Shyyan, and Dr. Thurlow to evaluate the project components to gauge continuous improvement opportunities and to objectively measure performance. She will conduct surveys and interviews with key stakeholders, attend project meetings, and write evaluation reports. She will be paid $500/day for up to 240 days across the three year term of the project.

************************ SUPPLIES JUSTIFICATION(S) ************************

Basecamp One Year Subscription-Software

- Basecamp will be used to manage the project electronically. This software will allow project partners to
communicate internally to help the project run more efficiently. This software will be particularly helpful as project partners are located across the United States; Basecamp will make it possible to be more productive in between in-person project meetings. Basecamp is $3000/year and will be used for the duration of the project.

************* TRAVEL COSTS JUSTIFICATION(S) *************

Non-employee travel to meetings
- Travel for state representatives: Travel for 2 state representatives from each of the 8 participating states to attend up to 3 in person meetings for the project. A total of 16 state representatives will attend each of the in person meetings. $2500/trip ($1000 for airfare, $750 for 3 nights hotel, and $750 for per diem and ground transportation). State representatives will need to attend in-person meetings in order to learn about important updates on project activities and to provide feedback to project deliverables.

Staff travel to meetings
- Travel for staff to attend one project meeting for each of the project years. Up to 7 staff members will attend in-person project meetings. Each trip is estimated at $2500 for a total of $17,500 per year for 3 years for a total of $52,500. ($1000 for airfare, $750 for 3 nights hotel, and $750 for per diem and ground transportation). Project staff will have a variety of responsibilities at in-person meetings including coordinating meeting logistics such as registration and note-taking, providing updates on project activities, facilitating project discussions, and gathering feedback from state participants and experts.

Travel for Project Dissemination
- Travel for staff to present at conferences such as AERA, NCEM, NCSA, and CEC. Up to four presentations for three staff will be included each year, with travel at $2500 per trip. ($1000 for airfare, $750 for 3 nights hotel, and $750 for per diem and ground transportation). Dissemination at conferences will benefit the project by helping project staff gather feedback to improve products and also to promote scaling up of the project.

Expert panel travel to meetings
- Up to 5 expert panelists will attend in-person project meetings each year of the project. Their travel is estimated at $2500 per year ($1000 for airfare, $750 for 3 nights hotel, and $750 for per diem and ground transportation). Expert panelists will be needed for in-person meetings in order to provide input on project goals and objectives as well as project deliverables.

Travel for Data Collection
- A team of 2 staff will travel to each of the 8 states to gather data in classrooms. Each state may be visited up to twice, and each trip may be a week in duration. Trips will be budgeted at $3000/person ($1000 airfare/$1000 hotel/$500 per diem/$500 rental car and ground transportation.) A total of 32 trips may be taken, for a total of $96,000. The data collected from this project activity will be used to develop project reports as well as to inform the development of the training module.

**************** OTHER EXPENSES JUSTIFICATION(S) ***************

Long Distance Telephone
- Long distance telephone services will be used to communicate with project partners in different geographic regions during the duration of the project. Long distance phone services will allow for teleconferences among project participants, phone calls to data collection sites, and phone conferencing among NCEO staff and the state lead's team.

Courier/Mailing Services/Postage
- Courier/mailing services will be used to mail project reports and other materials to state representatives, expert panelists, and other stakeholders in the project. Mailing services will also be used to mail materials related to data collection, meetings, and conference presentations.

Publications
- Publications from the project, including reports of the online focus group and teacher interviews and
observations, as well as other materials related to the training module, will be printed for project dissemination. Having print materials will ensure that products from the project are accessible to a wide audience. Furthermore, print publications will assist with the scalability of the project.

Photocopies
- Photocopies are needed for draft documents and other materials for project meetings.

Subject Payments for Interviews
- Teachers will be interviewed as part of data collection for the project. Up to 144 teachers will be interviewed (6 educators from rural schools, 6 educators from suburban schools, and 6 educators in urban schools for a total of 18 educators per state). Teachers will be paid $50 for their time for the interviews. Data gathered from teacher interviews will be used to inform the development of the training module and other training materials.

Food for Interviews
- We will be purchasing food for the meetings we have with the teachers as this will be happening during their lunch time or after school hours. Providing food for these meetings will help us gain their participation in this work, and it will also put them at ease to provide us with the necessary feedback we need to accomplish our goals of this project. We estimate have 21 teachers in 8 states for a total of 168 teachers. Roughly $30 will be spent on food for each interview for a total of $5040.

Subject Payments for Online Focus Groups
- Online focus groups will be conducted with educators in each of the participating states. Online focus groups are needed to gather information from educators across the participating states in a timely and efficient manner. The information from the focus groups will be used to inform the development of consensus building activity as well as the module and other training materials. Up to 9 teachers in each of the 8 participating states will be included in the focus groups, for a total of 72 teachers. Teachers will be paid $100 for their participation, for a total of $7200.
DIAMOND Project

NCEO Workscope—Subcontract to the Minnesota Department of Education

PI: Martha Thurlow, Ph.D.

Budget Period: 10/1/2015-9/30/2018

Total Amount Requested: $3,038,162

Goal: to improve the validity of assessment results and interpretations for students with documented needs by developing guidelines for making informed decisions about accessibility features and accommodations. The DIAMOND project will promote a decision-making process that moves beyond the use of a checklist approach to an approach that relies on the use of classroom progress data and other measures charted over time to evaluate individual student needs.

Proposed Activities:

NCEO, in collaboration with the Minnesota Department of Education and other collaborating states and entities will complete the following activities:

This project will include the following activities:

1. Conducting focus groups with educators to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations.
2. Conducting classroom observations to highlight appropriate practices in implementing accessibility features and accommodations.
3. Conducting assessment data analysis related to accessibility features and accommodations in an example state to showcase the process of making data-informed decisions.
4. Holding a forum with national experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs.
5. Producing a training module and supplemental materials, which summarize and exemplify the guidelines.
6. Piloting the professional development materials and revising them based upon pilot test results.
**SECTION A - BUDGET SUMMARY**

**U.S. DEPARTMENT OF EDUCATION FUNDS**

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1 (a)</th>
<th>Project Year 2 (b)</th>
<th>Project Year 3 (c)</th>
<th>Project Year 4 (d)</th>
<th>Project Year 5 (e)</th>
<th>Total (f)</th>
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*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: 07/01/2014  To: 06/30/2015 (mm/dd/yyyy)
   - Approving Federal agency:  
     - [X] ED  [ ] Other (please specify):
   - The Indirect Cost Rate is 20.89%.

3. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
   - [X] Is included in your approved Indirect Cost Rate Agreement? or,  
   - [ ] Complies with 34 CFR 76.564(c)(2)?  
   - The Restricted Indirect Cost Rate is  
     - [ ] %.
Name of Institution/Organization: Minnesota 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 B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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<tr>
<th>Budget Categories</th>
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SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524
U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:
Prefix: 
First Name: Cheryl 
Middle Name: 
Last Name: Alcaya 
Suffix: 

Address:
Street1: 1500 Highway 36 West 
Street2: 
City: Roseville 
County: 
State: MN: Minnesota 
Zip Code: 55113-4266 
Country: USA: UNITED STATES 

Phone Number (give area code) 
(651)582-8419 
Fax Number (give area code) 

Email Address: Cheryl.Alcaya@state.mn.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.

DIAMOND Human Subjects Statement.pdf 

[Add Attachment] [Delete Attachment] [View Attachment]
Exempt Research Narrative
DIAMOND Project

The human subjects research of the DIAMOND project is considered to be exempt human subjects research. Applications for human subjects approval for the activities requiring data collection from teachers will be completed prior to any data collection efforts.

Exempt Research – Activity 1: Online focus groups with adults.

Researchers at the University of Minnesota propose one study in which human subjects will be participants. An online focus group will be developed for teachers to provide general information about decision-making processes about accessibility features and accommodations for instruction and assessment. This research is considered exempt because the focus group procedures will not require individually identifiable information about the students or the teachers.

**Outcome:** Professional development module for educators

**Method to Evaluate:** The protocols will be evaluated by the Expert Panel.

Exempt Research – Activity 2: Observing normal educational practices.

Researchers at the University of Minnesota propose one study in which human subjects will be participants. Teacher self-assessment and classroom observation tools will be developed for use in classrooms. Researchers will observe normal educational practices within classrooms using the developed observational tool. Researchers will follow up with a brief interview with the observed teacher. This research is considered exempt because the subjects of the observation tool are teachers engaged in regular classroom practice. These data collection procedures will not require individually identifiable information about the student or teachers.

**Outcome:** Professional development module for educators

**Method to Evaluate:** The protocols will be evaluated by the Expert Panel.

Exempt Research – Activity 3: Assessment Data Analysis

Researchers at the University of Minnesota develop a model data analysis to use in the professional development module. Longitudinal data sets will be created using individual student records to help track and describe performance across years. Student characteristics such as ethnicity, ELL status, disability, and other demographic characteristics will be addressed. Other data sets might include student program information (e.g., time in content classrooms, mobility, socio-economic status, etc.) and accessibility features and accommodations use. Student performance will also be analyzed for a better understanding of the relation among characteristics, programs, and proficiency. This activity is considered exempt because the data collected involves normal educational practices and the data will be de-identified prior to being shared with the research team.

**Outcome:** Professional development module for educators

**Method to Evaluate:** The protocols will be evaluated by the Expert Panel.