

**U.S. Department of Education**

**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS  
UNDER THE**

**EAG-ELP**

**CFDA # 84.368A**

**PR/Award # S368A120002**

**Grants.gov Tracking#: GRANT11160763**

OMB No. , Expiration Date:

Closing Date: Jun 15, 2012

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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

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/14/2012

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

**State Use Only:**

6. Date Received by State:

7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

Oregon Department of Education

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

93-6001954

\* c. Organizational DUNS:

8097902640000

**d. Address:**

\* Street1:

255 Capitol St NE

Street2:

\* City:

Salem

County/Parish:

\* State:

OR: Oregon

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

97310-1300

**e. Organizational Unit:**

Department Name:

Office of Assessment

Division Name:

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

Prefix:

\* First Name:

Doug

Middle Name:

\* Last Name:

Kosty

Suffix:

Title:

Assistant Superintendent, Office of Assessment

Organizational Affiliation:

\* Telephone Number:

(503) 947-5825

Fax Number:

\* Email:

doug.kosty@state.or.us

**Application for Federal Assistance SF-424**

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.368

CFDA Title:

Grants for Enhanced Assessment Instruments

**\* 12. Funding Opportunity Number:**

ED-GRANTS-043012-001

\* Title:

Office of Elementary and Secondary Education (OESE): Enhanced Assessment Instruments Grants Program: Enhanced Assessment Instruments (English Language Proficiency (ELP Competition) CFDA Number 84.368A-1

**13. Competition Identification Number:**

84-368A2012-1

Title:

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

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

English Language Proficiency Assessment for the 21st Century (ELPA21)

Attach supporting documents as specified in agency instructions.

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="6,993,319.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="6,993,319.00"/>

**\* 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

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

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

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## 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 merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Holly Carter</p>	<p>* TITLE</p> <p>Assistant Superintendent, Office of Assessment</p>
<p>* APPLICANT ORGANIZATION</p> <p>Oregon Department of Education</p>	<p>* DATE SUBMITTED</p> <p>06/14/2012</p>

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: Oregon Department of Education

\* Street 1: 255 Capitol St NE    Street 2: \_\_\_\_\_

\* City: Salem    State: OR: Oregon    Zip: 97310-1300

Congressional District, if known: OR-005

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

<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Grants for Enhanced Assessment Instruments CFDA Number, if applicable: 84.368
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<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
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**10. a. Name and Address of Lobbying Registrant:**

Prefix: \_\_\_\_\_ \* First Name: N/A    Middle Name: \_\_\_\_\_

\* Last Name: N/A    Suffix: \_\_\_\_\_

\* Street 1: N/A    Street 2: \_\_\_\_\_

\* City: N/A    State: OR: Oregon    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: N/A    Street 2: \_\_\_\_\_

\* City: N/A    State: OR: Oregon    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: Holly Carter

\* Name: Prefix: \_\_\_\_\_ \* First Name: Doug    Middle Name: \_\_\_\_\_  
 \* Last Name: Kosty    Suffix: \_\_\_\_\_

Title: Assistant Superintendent, Office of Assessment    Telephone No.: \_\_\_\_\_    Date: 06/14/2012

### NOTICE TO ALL APPLICANTS

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

#### To Whom Does This Provision Apply?

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

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

#### What Does This Provision Require?

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

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

#### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

**Optional - You may attach 1 file to this page.**

GEPA section 427 (2).pdf		Delete Attachment	View Attachment
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**Oregon Department of Education**

**English Language Proficiency Assessment  
for the 21<sup>st</sup> Century State Consortium (ELPA21)**

**General Education Provisions Act (GEPA)**

This provision is Section 427 of the U. S. Department of Education's General Education Provisions Act (GEPA), enacted as part of improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

The English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21) will be a collaborative effort led by Oregon, as the lead state and fiscal agent, in coordination with the Council of Chief State School Officers (CCSSO), 11 member states, and nationally-recognized experts and organizations. The ELPA21 consortium will develop a new set of English language assessments to better serve Limited English Proficient (LEP) students. The project is designed to enhance English language proficiency (ELP) practices and adopt a common set of English proficiency standard aligned to the Common Core State Standards. This will enhance the usage of assessment results to improve teaching of and performance of LEP students in English language acquisition and, ultimately, in core content areas. The ELPLA21 assessments will be designed to conform to industry standards and the professional Standards for Educational and Psychological Testing (AERA, APA, and NCME, 1999). These Standards provide technical guidance for ensuring fairness in testing. For example, the ELPA21 will use practices to ensure assessments will be unbiased toward any subgroup (e.g., disability, gender, and native language) and designed to be administered so LEP students with disabilities are included in the assessment. The ELPA21 proposal provides for accommodations for LEP students with disabilities and addresses the need to develop strategies to assess those LEP students with the most severe cognitive disabilities who are eligible to participate in alternate assessments based on alternate academic achievement standards. Oregon will require an assurance from the CCSSO and any testing vendors, to be identified during the course of the grant, to meet the compliance requirements of GEPA.

Oregon assures equitable access and participation in all grant opportunities or activities, regardless of any barriers, including:

- Gender
- Race

- National origin
- Language
- Color
- Disability
- Age

Oregon Department of Education does not discriminate on the basis of sex, race/ethnicity, religion, national origin, age, or disability in its services and activities. It provides reasonable and appropriate accommodations for all activities affiliated with this project to meet the needs of a diverse group of participants.

---

## 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**

Oregon Department of Education

**\* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

---

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Doug		Kosty	

Address:

* Street1:	255 Capitol St NE
Street2:	
* City:	Salem
County:	
* State:	OR: Oregon
* Zip Code:	97310-1300
* Country:	USA: UNITED STATES

\* Phone Number (give area code) Fax Number (give area code)

(503) 947-5825	
----------------	--

Email Address:

--

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

N/A
-----

**Please attach an explanation Narrative:**

Human Subjects Narrative.pdf		Delete Attachment	View Attachment
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## **B. Nonexempt Research Narrative.**

If you marked “No” for item 3 a. you must provide the “nonexempt research” narrative. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

(1) **Human Subjects Involvement and Characteristics:** Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable

*Human subjects will participate in the development of this assessment system. Because the assessments to be developed are for students in grades K-12 who are English language learners, it is essential that these instruments be piloted with this population. These assessments will not be able to be validated, otherwise. Students involved in this research will likely be between the ages of 5 and 19 years of age. They will be drawn from a population of students who speak another language other than English in the home. Some of these students will be immigrants to the U.S. Others will be American-born sons and daughters of immigrants to the U.S. The exact number of students who will participate in pilot testing is unknown at this time. They are likely to be drawn from the populations of several states including Arkansas, Connecticut, Florida, Iowa, Kansas, Louisiana, Michigan, Nebraska, New York, Ohio, Oregon, South Carolina, Tennessee, Washington, and West Virginia.*

(2) **Sources of Materials:** Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

*Several sources of research material will be obtained from individually identifiable living human subjects. The first source of research material consists of data from home language surveys that the parents/guardians of students in grades K-12 complete prior to their entry into a school system. If the home language survey indicates that a language(s) other than English is spoken in the home, this data will be recorded. The data from the home language survey will not be collected specifically for research purposes. This is data that school districts must collect in order to assist them in properly placing students who may be in need of English learner services. Secondly, the tests that are taken by the human subjects will be collected and data will be recorded for purposes of validation of the assessment. The test data to be collected will be collected solely for research purposes.*

(3) **Recruitment and Informed Consent:** Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent. *Subjects will be recruited from a sample of districts from across the consortium states. State representatives from the Department of Education will reach out to districts with known ELL populations and ask for their assistance in identifying a pool of students to take the assessments. Districts will then send letters to the parents of all identified students describing the research and asking for their consent. All students who*

meet the criteria (i.e. are in grades K-12 and who speak a language(s) other than English in the home) and return signed consent letters will be included in the research activities.

4) **Potential Risks:** Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

*There are no real or perceived risks associated with students' participation in this research. Their participation will entail taking one or more English language proficiency assessments. They will be made aware of the fact that the scores from these assessments will not be used in making any educational or programmatic decisions. Nor will anyone other than the researchers and test developers have access to the results. The data will strictly be used to determine the reliability and validity of the assessments in terms of measuring English language proficiency. Therefore, no physical, psychological, social, or legal harm will come to subjects as a result of their participation in this research.*

(5) **Protection Against Risk:** Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

*As mentioned above, the risks to human subjects involved in this research is near zero. Nevertheless, precautions will be taken to prevent the disclosure of individual students' test scores to individuals who are not a part of the research or test development team. In particular, all data (whether collected in paper or electronically) will be treated with the utmost sensitivity. If paper, it will be kept in a locked file cabinet in a secure location until such data can be entered into a spreadsheet, statistical software program, or online database. If electronic, the data will be stored on a secure server that is password protected and to which only a few key individuals on the research team have access. No one from students' school districts will have access to the test data. Such precautions are likely to be highly effective in preventing the misuse of the data. In terms of monitoring the data that is collected, test proctors will be trained to ensure that recorded responses are not shared with other students, nor with individuals who are not a part of the research or test development team.*

(6) **Importance of the Knowledge to be Gained:** Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

*There is much to be gained from the development of a valid and reliable assessment of English language proficiency for English language learners. While English language proficiency tests have been used for years in determining appropriate placement and progress of English language learners, they have not been closely aligned with content area standards (e.g., English language arts standards, math standards, etc.) to which all students are held accountable. The adoption of the new Common Core State Standards in English language arts and mathematics and the Next Generation Science Standards by a majority of the 50 states make the development of a new English language proficiency assessment imperative. The results of such an assessment system will provide states, districts, and schools with critical information on the degree to which students are receiving language-related instruction that is appropriate to the academic content they are learning. The new Common Core State Standards and the Next Generation Science Standards place an unprecedented emphasis on the important role that language plays in meeting*

*content standards. The development of this new English language proficiency assessment will be the yardstick to help us determine how well we are preparing students to meet the linguistic challenges associated with the new standards.*

**(7) Collaborating Site(s):** If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

*Research involving human subjects will likely take place in all of the states that are a part of the assessment consortium. They are: Arkansas, Connecticut, Florida, Iowa, Kansas, Louisiana, Michigan, Nebraska, New York, Ohio, Oregon, South Carolina, Tennessee, Washington, and West Virginia. The selection of school districts from each state which will participate in the piloting of the assessments has not yet been made. The districts will play a major role in helping us to collect the data as they will be responsible for helping us to identify subjects for the study and they will also be responsible for helping us identify potential scorers for the open-ended response sections of the assessment.*

*Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from the Grants Policy and Oversight Staff, Office of the Chief Financial Officer, U.S. Department of Education, Washington, DC 20202-4250, telephone: (202) 245-6120, and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site:*

*<http://www.ed.gov/about/offices/list/ocfo/humansub.html>*

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## 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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\* Attachment:

## **English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21) Grant Proposal Abstract**

The English Language Proficiency Assessment for the 21<sup>st</sup> Century consortium (ELPA21), led by Oregon as the governing state in partnership with twelve other states, Stanford University, and CCSSO, has formed to develop an English Language Proficiency Assessment that is aligned to the Common Core State Standards (CCSS). ELPA21's proposed assessment design is intended to ensure the valid, reliable, and fair assessment of the critical elements associated with English language acquisition and mastery of the linguistic skills linked to success in mainstream classroom environments. In addition, ELPA21's proposed assessment will support ongoing improvements in instruction and learning that are useful for all members of the educational enterprise, including students, parents, teachers, school administrators, members of the public, and policymakers. This assessment will incorporate principles of Universal Design and will comply with Accessible Portable Item Profile (APIP) standards. ELPA21 development will be based upon the prior successes of member states (for example, the Kansas writing tool, the Michigan diagnostic screener, test items from Iowa and Louisiana, and online test delivery specifications from Oregon).

The deliverables for the diagnostic screener and summative components of ELPA21 will include open-source: performance level descriptors, item banks for practice and for operational delivery, psychometric scale, performance levels (cut scores), test design and delivery specifications, test specifications and blueprints, professional development resources, and administration and security protocols.

With participating states who are currently part of PARCC, Smarter, NCSC, and DLM, ELPA21 will strive to work with these consortia to maximize compatibility and interoperability across user platforms. These resources as well as model Request for Proposal language will be available to states for use (individually or in multi-state partnerships) to contract with vendors for operational assessment in the 2016-2017 school year.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

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

Add Optional Project Narrative File

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## **APPLICATION NARRATIVE**

The purpose of this proposal is to enhance the quality of assessment instruments and systems used by states for measuring the development of students' English language proficiency (ELP). It is our belief that no ELP assessment currently exists which corresponds in deep and meaningful ways to the Common Core State Standards (CCSS) in mathematics and English language arts/literacy.

Our proposed project, the English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21), will use multiple measures of students' English language proficiency—among them a diagnostic/screener test, elective interim benchmark assessments, and an annual summative assessment. Not to be undervalued is information that is gleaned from individual teachers' formative assessment practices. The assessment design ensures that instruments for measuring students' ELP are comprehensive and include assessment items that are performance-based as well as technology-delivered.

The ELPA21 is valid, reliable, and fair for its intended purposes; will be used by multiple states who have agreed to a common definition of English Learner, including common criteria for entry, placement, and exit; and will correspond to a set of English proficiency assessment standards which in turn correspond to college- and career-ready standards in English language arts (ELA) and mathematics.

## **ABSTRACT**

The English Language Proficiency Assessment for the 21<sup>st</sup> Century consortium (ELPA21), led by Oregon as the governing state in partnership with twelve other states, Stanford University, and CCSSO, has formed to develop an English Language Proficiency Assessment that is aligned to the Common Core State Standards (CCSS). ELPA21's proposed assessment design is intended to ensure the valid, reliable, and fair assessment of the critical elements associated with English language acquisition and mastery of the linguistic skills linked to success in mainstream classroom environments. In addition, ELPA21's proposed assessment will support ongoing improvements in instruction and learning that are useful for all members of the educational enterprise, including students, parents, teachers, school administrators, members of the public, and policymakers. This assessment will incorporate principles of Universal Design and will comply with Accessible Portable Item Profile (APIP) standards. ELPA21 development

will be based upon the prior successes of member states (for example, the Kansas writing tool, the Michigan diagnostic screener, test items from Iowa and Louisiana, and online test delivery specifications from Oregon).

The deliverables for the diagnostic screener and summative components of ELPA21 will include open-source: performance level descriptors, item banks for diagnostic/screener, for practice and for operational delivery, psychometric scale, performance levels (cut scores), test design and delivery specifications, test specifications and blueprints, professional development resources, and administration and security protocols.

With participating states who are currently part of PARCC, Smarter, National Center and State Collaborative, and Dynamic Learning Maps, ELPA21 will strive to work with these consortia to maximize compatibility and interoperability across user platforms. These resources as well as model Request for Proposal language will be available to states for use (individually or in multi-state partnerships) to contract with vendors for operational assessment in the 2016-2017 school year.

## **RESPONSE TO SELECTION CRITERIA AND SUB-CRITERIA**

### **a. Theory of Action**

The proposed assessment system is based on the tenet that in order for resulting data to be used in meaningful ways, strong alignment must exist between college- and career-ready standards, English language proficiency (ELP) standards, language instruction, and multiple measures of English language proficiency. As a way of anchoring this alignment, a framework developed by the Council of Chief State School Officers (CCSSO), and the ELP/D Framework Committee, titled Framework for English Language Proficiency/Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards, hereinafter referred to as the “Framework,” will be used to guide the development of common ELP assessment standards that will be adopted for use by all of the consortium states. The Framework authors, experts in the field of ELA, mathematics, science, English language acquisition, and English language learner (ELL) education, will ensure that the ELP assessment standards correspond to the Common Core State Standards (CCSS) in English language arts and

mathematics (and additionally science in anticipation of the next generation science standards). These ELP assessment standards will in turn align with the ELP assessment system described in this proposal.

Furthermore, data produced by the ELP21 will inform language instruction in the classroom on an ongoing basis as students progress toward college- and career-readiness. Specifically, the assessment system will (for multiple grade bands: k, 1, 2-3, 4-5, 6-8, 9-12) include a screener/diagnostic test, an item bank from which interim benchmark assessments may be locally constructed, a summative assessment, recommendations to teachers with respect to formative assessment practices that can be integrated into classroom instruction, and a secure consortium student outcome data cooperative for reporting and research. The work supported by this grant will first develop the screener diagnostics and summative assessments to be used by this multi-state consortium. The development of interim benchmark assessments, supporting professional development, recommendations on formative assessment practices, and the cooperative data reporting will begin, but will not be completed during this grant period. Additional grant money will be sought from other sources to complete the development of these components of the assessment system. The assessment system to be developed has been designed to ensure that it is logical, coherent, credible, and capable of resulting in improved student outcomes. The following section provides a description of how the proposal meets these qualifications.

### **1. How will the assessment results be used?**

The assessment results will be used to make determinations of school, local educational agency (LEA), and state effectiveness for the purposes of accountability under Title I and Title III of the Elementary and Secondary Education Act (ESEA). More specifically, state departments of education will use summative assessment data to determine which districts are meeting annual measurable achievement objectives (AMAO) targets, and identify school districts in need of assistance. At the LEA level, summative assessment data will help determine which schools are effectively moving students at various levels of English proficiency forward. Schools that are not moving students to proficiency should be carefully reviewed and corrective action taken. LEAs can also use summative assessments over time to

determine program effectiveness for various subgroups of students and adjust educational programming as needed.

The practices of successful instruction can then be observed, analyzed, and shared with others. At the classroom level, teachers will use formative assessment data as a part of their instructional practice to give students immediate feedback and determine whether instruction results in positive outcomes and whether grouping strategies result in success (Heritage, 2001). At the student level, data from interim benchmark assessments will be used to set goals and monitor progress during the school year. Students will become familiar with assessment rubrics written in student-friendly language in advance of testing so that when they receive their scores they will understand what the scores mean.

## **2. How will the assessment and assessment results be incorporated?**

All ELPA21 assessments will be aligned to common ELP assessment standards which in turn correspond to college- and career-ready standards. All tests across the 13 states in the consortium will therefore measure progress on the same constructs. ELPA21 consortium states will adopt common cut scores and performance levels on screener and summative assessments for purposes of determining program entry, ELP level, and program exit. This facilitates a cohesive assessment system across states which will be particularly valuable in responding to high student mobility. An ELL who is a level 2 in one state who moves to another district or even to another state within the consortium will have his/her ELP data available within the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA). The student will be more properly placed in his/her new school, thereby enabling the student to continue benefiting from appropriate standards-based instruction.

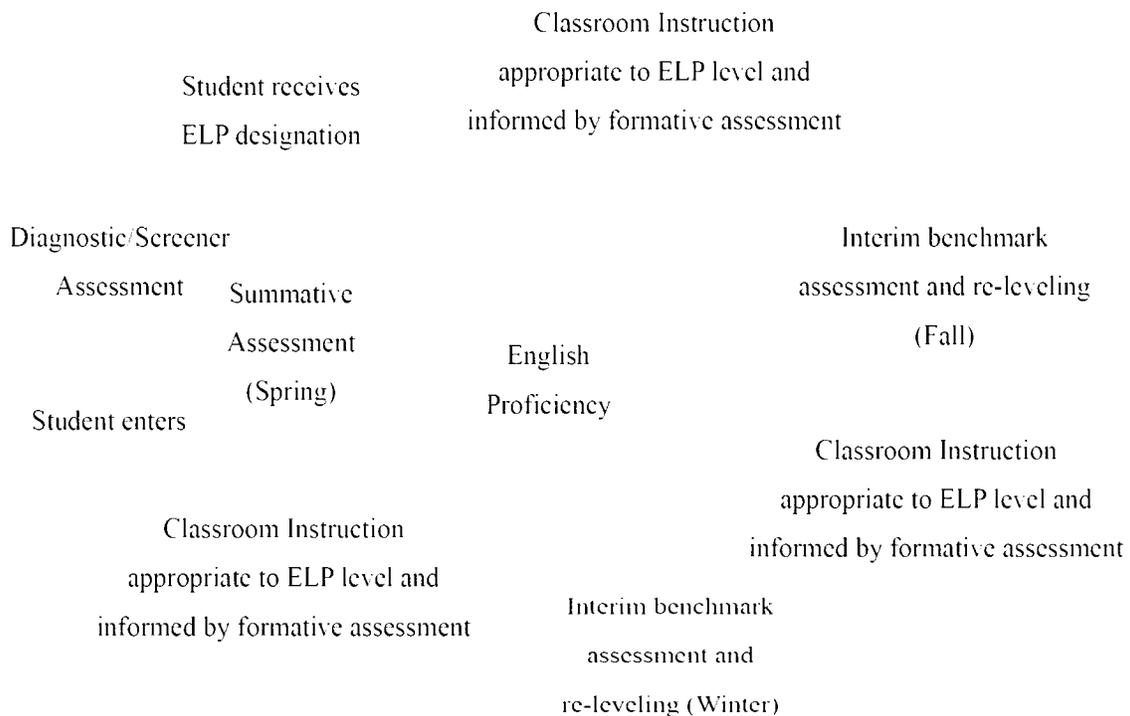
## **3. How will these educational systems as a whole improve student achievement?**

Each assessment component plays a critical role with one building on another and each contributing to the overall efficacy of the assessment system and then ultimately to student achievement. For example:

- Accurate screening facilitates the proper identification and placement of students, which results in appropriate instruction;

- Interim benchmark assessments, state or locally drawn from the ELPA21 secure assessment item bank, provide teachers with timely data as to the effectiveness of instruction throughout the academic year and allow them to re-group students to receive better targeted instruction; and
- Formative assessment practices allow teachers, on a day-to-day basis, to determine which students need additional assistance in meeting specific standards.

The assessment system, therefore, establishes a continuous feedback loop to districts, schools, and teachers who are better able to adapt instruction, improve teacher training, restructure programs, and/or adopt better materials to respond to students’ developing needs. The following is the sequence of ELPA21 assessments administered throughout the academic year.



**b. Assessment Design**

The purpose of this project is to develop an English language proficiency assessment system that provides reliable and valid measures of students’ level of English proficiency in the four domains of reading, writing, speaking, and listening. The ELPA21 resources will be available for all ELL students K-

12 in the consortium states for use individually or in multi-state partnerships to contract with vendors for operational assessments in the fall of the 2016-2017 school year for diagnostic and summative purposes.

### **1. Number and Types of Assessments**

The proposed assessment system includes one diagnostic screener and 2 forms of a summative assessment of English language proficiency for each of six grade bands. The assessments will include selected-response and performance items delivered via advanced technology as much as feasible.

### **2. Measuring Student Knowledge and Skills**

At every point feasible and valid in structuring the assessment design, the ELPA21 consortium will make use of consortium states' already existing materials, artifacts, assessment items, procedures, and protocols after engaging in a valid and rigorous vetting process. The consortium will leverage the good ELP assessment work already implemented in consortium states in order to conserve precious development costs, build on successful and proven ELP assessment tools and practices for the required screener and summative assessments, and provide additional, no-cost supporting components of a complete ELP assessment, such as formative instruction guidelines and administration training for ELL teachers.

The ELPA21 consortium states have had individual, well-established, and operationally defined ELP standards for many years. Our preliminary review of the ELP standards from the participating states as well as the national Teachers of English to Speakers of Other Languages (TESOL) ELP standards shows a substantial commonality among state ELP standards. As no national or widely held ELP standards exist, the participating states and organizations working on this project are currently establishing a common set of ELP assessment standards as the basis of the work of this grant.

Appropriate attention will be paid to the need to develop proficiency in the discipline-specific language students will encounter in their academic content classrooms. In the context of assessments, language proficiency tests could vary in the degree to which they measure such discipline-specific language. Therefore, it is essential that ELP tests correspond to the college- and career- ready standards and measure the type of language proficiency needed to be successful in the academic content classrooms.

The term “correspond” indicates that ELP assessment items should include the language that facilitates content and learning, not to be aligned with the technical academic content. Thus, the ELP assessments should not be a measure of students’ content knowledge (e.g., math and science), but rather a measure of English proficiency that facilitates content learning.

The ELPA21 test blueprint will correspond to college- and career-ready standards as defined by the CCSS in mathematics and ELA, literacy in history/social studies, science, and technical subjects. Decisions about item types will be directly related to the ELPA assessment standards to be assessed and the best options that technology allows to provide the most authentic form of assessment. We will incorporate the use of technology-enhanced assessment items and performance tasks where necessary for valid assessment of particular standards. The blueprints will detail the standards appropriate to assess, as well as the number and types of assessment items that will be used to measure them.

ELL students arrive with wide ranges of English and academic proficiency, so it will be important that each grade band assessment assesses a wide range of ability. A vertical psychometric scale of ELP will allow ELPA21 to capture the progress students make between annual administrations of the summative assessment. With the subsequent addition of interim assessments, the vertical scale will allow progress to be monitored within school years.

### **3. How the assessments will produce the required student performance data**

Student performance data produced by ELPA21 will include raw scores, scale scores, and performance levels. Data will be reported for each of the four domains, as well as a composite ELP score that will place students on a vertical ELP scale that goes from K-12 and tracks student progress over time. Performance levels will be defined through the bookmark standard setting process to establish cut scores separately for each grade level that create ELP performance levels such as Pre- Emergent, Basic, Intermediate, and Proficient (National Research Council, 2011). The standard setting team will include a diverse and representative group of teachers, administrators, and other key stakeholders from ELPA21 states who have expertise in areas such as language acquisition and serving LEP students with disabilities. The cut scores obtained through the standard setting process will be validated using external criteria such

as students' scores on states' current ELP and reading language arts assessments and teacher evaluations of students' ELP levels.

Decisions about including any additional subscores is unlikely, but will be considered and will be based on the relevance of the subscore for making educational decisions and the number of assessment items that would be available to support a reliable and meaningful score.

#### **4. How and when during the academic year different types of data will be available**

The diagnostic screener will be scored primarily by computer though some parts of the writing and speaking assessments will be scored by local educators who have been trained to do so. Results of the diagnostic screener will be available quickly and used for initial identification and placement into programs. The outcomes of this assessment will also be made available to teachers to inform instruction and curriculum planning.

The ELPA21 summative assessment will be administered near the end of the academic year depending on each member state's controlling state assessment schedule. Results of this assessment will be used as a measure of student learning which can provide data for accountability systems. The summative assessment results will be used to measure ELL students' progress toward acquiring ELP (AMAO1) as well as their attainment of ELP (AMAO2). At the student level, the annual summative assessment will inform decisions about student reclassification for the subsequent school year, and will provide critical information about students' ELP levels to the following year's teachers. Because all summative ELP assessments will occur in the same window, and because the summative tests will be moderately longer than the screener, some more complex item formats may be used, and external scoring will be utilized to manage the turn-around time which will be marginally longer than for the diagnostic screener.

#### **5. The types of data that will be produced by the assessments**

The assessment system will produce data that meet all of the criteria specified in Absolute Priority #5, and will take into consideration, to the extent possible, the varying contexts, conditions,

practices, and policies of the individual states. The consortium will develop materials and protocols to guide the standardized administration of the assessments.

The data will include student attainment of English proficiency as well as student progress, and can be disaggregated. Data will be collected in each of the four domains, as well as a comprehensive score based on all domains. Each domain will contribute significantly to scores at each proficiency level. Decisions about how the domains will contribute to a comprehensive score (e.g., weighting) will be finalized once field test data are available. One consideration is the dimensionality of the data. If the data support a unidimensional trait of English proficiency, a compensatory model based on a composite of all four domains will be meaningful. However, if the domain scores are not unidimensional, then a conjunctive model based on both domain scores and total scores will be considered.

Research has shown that in a compensatory model, ELL students may reach proficiency by being proficient in some, but not all, of the ELP domains of reading, writing, speaking, and listening. For example, ELL students who are above proficient in listening and speaking but below proficient in reading and writing may be deemed proficient in English because their high scores in listening and speaking compensate for their low scores in reading and writing (Abedi, 2008a). ELPA21 will study methodologies for creating composite scores and adopt a policy based on the results of that study to ensure the validity of reporting ELP assessment results.

Students can be classified by English proficiency status, and data will be collected on the effectiveness of schools, LEAs, and states. Data may be aggregated at the school, LEA, or state level for use in accountability systems. Furthermore, data tagging will allow information to be aggregated for all students of a particular teacher or principal.

The data-tagging capacity noted will apply the agreed-upon English proficiency standards to report at what level students are considered English learners and whether they qualify for particular interventions; how much their English proficiency has progressed; and what their current proficiency level is relative to the performance standards for their grade level. The tagging system will allow users to drill down to various ELL subgroups including the number of years in a language instruction educational

program, interruption in formal education, etc. Options will also exist to allow individual states to specify some disaggregation categories that are meaningful to their specific populations.

## **6. The uses of the data**

i. Determining student achievement and progress: Data from the ELPA21 will serve multiple purposes. At the individual student level, data will include the student's scale score on the k-12 vertical scale of overall English language proficiency, the amount of growth the student made from the previous annual administration, the student's performance level in relation to grade-level ELP performance standards, and more detailed information for each domain. The aggregation of data is a useful measure for identifying professional development needs, and for informing a teacher about the instructional needs of his/her students.

ii. Informing teaching, learning, and program improvement: The ELPA21 information reporting templates on the performance of individual students will allow teachers and parents to monitor the student's progress, make placement/reclassification decisions, and adjust instructional strategies as needed. The project intends to specify results formats to inform families in ways that will help them understand their children's progress. Where possible, that means that student results would be translated into the language that makes them most accessible to families. Focus groups will be conducted with parents to explore the best format for presenting the assessment results.

Aggregate data at the teacher and principal levels can help educators to know what is working and what needs to be improved. The data can help teachers develop more effective instruction for ELL students, and it can help school officials know the types of professional development and/or support that will help teachers to better address the needs of their students.

The ELPA21 will draw on existing materials, artifacts, and protocols from consortium states to provide professional development modules for all teachers (including academic content teachers) on how to best use the ELPA21 assessment results, including how to discuss them with families and students. As appropriate, data regarding student progress on acquiring ELP may also be used as one of multiple measures to contribute to a state's own developed educator effectiveness system. At the consortium level,

a wealth of data will be available allowing for research to be conducted across states with substantially larger pools of students than is typically available when states operate their assessment systems independently.

## **7. Frequency and timing of assessment administration and rationale**

The ELPA21 includes two assessments: (1) a diagnostic screening assessment will provide information for identification and placement, and (2) the summative assessment will be used to monitor student progress, accountability, reclassification, and instructional improvement.

The ELPA21 diagnostic screener will be administered at the time a student enters the school system, k-12, and may be re-administered as needed. The primary purpose is to determine whether, and at what level, the student requires services to develop his/her English proficiency. The diagnostic screener is a more brief assessment than the summative assessment, but it does assess the four domains. Both the diagnostic screener and the summative assessment will be administered by computer, using primarily selected-response assessment items for reading and listening. The writing and speaking portions of the diagnostic screener and the summative assessment will require students to produce output that is more validly captured using constructed responses.

The summative assessment will be administered annually near the end of the school year consistent with each state's test schedule. We believe that a comprehensive assessment system for ELLs should include formative assessment at the time of instruction and interim assessments to monitor progress throughout the school year. While these components are beyond the fiscal scope of this proposal, we hope to subsequently develop them through leveraging existing, contributed resources from consortium states and refine them with funding from other sources.

Once a student is identified as an ELL and therefore eligible for placement in an English learner program, he or she will be assessed annually using the annual summative assessment. Two forms of the annual summative assessment will be available for each of the six grade bands. The computer-based summative assessment will more fully assess the same four domains as the diagnostic screener. The item

types, however, will be more varied on the summative assessment, taking full advantage of the opportunities presented by technology to offer more extensive and richer performance tasks.

The rationale for the proposed ELPA21 has many advantages over the existing ELP assessments developed based on ESEA Title III guidelines. The proposed ELPA21 will produce assessments that serve multiple purposes and whose outcomes can be used to improve curriculum planning and instruction. The use of vertically articulated grade band assessments will provide additional information to teachers and administrators. Results from vertically articulated summative ELP assessments can inform teachers about students' areas of strength and weakness and can also be used by teachers to plan instruction based on individual students' knowledge and understanding of English. The outcomes of ELP assessments that are used diagnostically can help identify areas in which ELL students need assistance in order to succeed in core academic subjects and the corresponding assessments.

#### **8. The number and types of assessment items**

The question of how to measure that content (e.g., how many assessment items of what types) will follow through the collaborative development of a test blueprint which will serve as the basis for item development. For each of the four domains, content advisory panels of seven subject-matter experts will be convened from ELPA21 consortium states. They will be charged with describing the mix of assessment items, by item type and cognitive demand, which will best assess the ELP assessment standards of the domain.

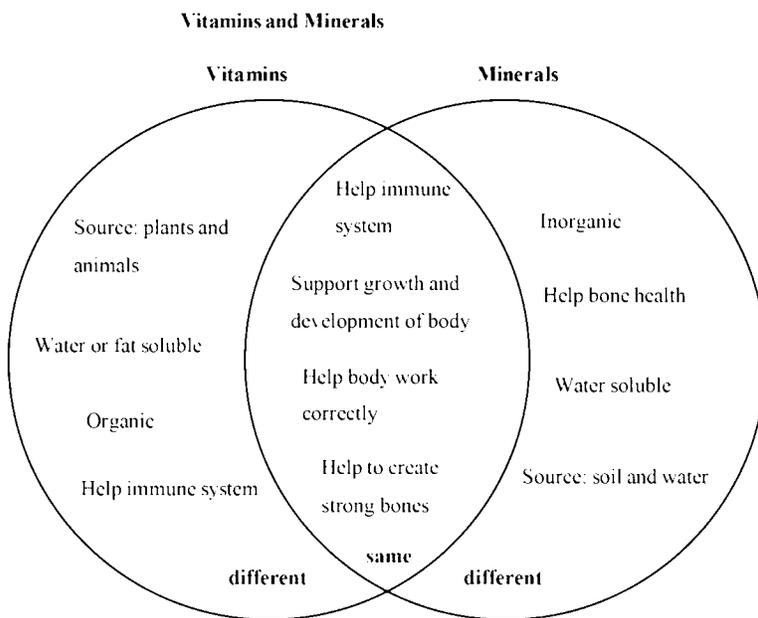
Since the exact test blueprint will be developed under this project, specifics will evolve from those discussions. We do expect, however, that different ELP domains will require different item types to fully assess the constructs they represent. To the extent practicable, constructed-response or performance-based assessment items will be included in the assessment of all four domains.

Abedi (2010) suggests that performance-based assessment items may provide more opportunity for ELL students to present what they know and are able to do. These types of assessment items encourage more participation and reduce guessing. Generally speaking, given the make-up of validated assessment items contributed to the item bank by ELPA21 consortium states, we anticipate a listening test which is 25%

constructed-response following technologically delivered prompts; a speaking test which is 80% rubric-controlled rating from student constructed response; a reading test which is 20% rubric-controlled reader rating from student constructed response; and a writing test which is 80% rubric-controlled scoring of an extended writing sample and 20% rubric-controlled scoring of short-answer written responses.

Following are two sample assessment items, one selected-response and one performance-based. Both are based on the CCSSO-commissioned Framework.

**Sample Item: Selected-Response.** The CRSS response item that follows is a speaking task intended for middle grades.



Using the information provided in the Venn diagram, please answer the following questions. Use scratch to prepare your answer before recording, if necessary.

1. Compare vitamins and minerals, and briefly tell what they do for your body.
2. Name 2 differences between vitamins and minerals.

Record your response when ready:



Once the test blueprint is finalized, the project will harvest appropriate secure items from ELPA21 consortium states for possible screener or summative assessment use and non-secure items for inclusion in the interim benchmark test bank. After assessment items have been harvested and a gap analysis conducted, the project will enter into the item development process to complete the requisite assessment item pool.

### **9. *The assessments' administration mode***

The ELPA21 will employ computer-based delivery. While the assessments could be presented in a paper-pencil format if required, the computer-based mode is preferable because it will enhance standardized administration of the assessments across multiple states while providing unique opportunities to present accommodations recommended in the Individualized Education Program (IEP) and Section 504 plans of LEP students with disabilities. These accommodations, consistent with the planned common core test administration of the future state assessment systems (e.g., PARCC and Smarter-Balanced), would be difficult to apply through paper-pencil delivery. Rater training can be facilitated quickly and economically through computer-based practice and feedback. Innovative items and ELP assessment standards difficult to assess using paper-pencil would be available through computer delivery.

We are mindful of issues raised by researchers about the reality of the “digital divide.” Students’ and families’ socio-economic background and students’ access to computers at home are worthy of consideration (Goode, 2007; U.S. Department of Education, 2007). As access to technology continues to widen across all schools through the impacts of the other assessment development consortia, especially Smarter-Balanced and PARCC, we believe these issues will have less impact by the time the ELPA21 test is ready for administration in the 2016-17 school year. The ELPA21 project team will ensure that it is possible to take the ELPA21 using a paper-pencil version of the test and will verify the comparability between the computer version and the paper-pencil version.

### **10. *Methods for scoring student performance, turnaround times, and rationale***

The computer-based mode will allow for selected-response assessment items and some constructed-response assessment items to be scored in real time. Other assessment item types will be scored according to rubrics developed in conjunction with the development of those assessment items. For the diagnostic-screener, quick turn-around time is critical. Students entering school need to be appropriately placed and receiving the services they need as soon as possible. Assessment items that necessarily require human scorers, predominantly in the areas of speaking and writing, will be scored by

trained local educators. As soon as educator ratings are entered into the computer, reports will be available summarizing scores for each domain and an overall English language proficiency level.

For the annual summative assessment the premium is on information with the highest technical quality possible. Where constructed response, even extended response, assessment items can do a better job of assessing the desired construct, we will make every effort to incorporate those assessment items into the testing blueprint. We understand that such assessment items require extended time and resources for scoring. States may choose to use an external vendor for scoring the annual summative assessment, or they may have groups of educators trained to work online, over weekends, or possibly in the early summer. Because ELPA21 is providing the materials and protocols for the assessments, their administration, scoring, and reporting, the conduct of those activities continues to rest with the individual state to be best managed as their assessment programs have identified through their years of experience.

To ensure scalable, accurate, and consistent scoring of assessment items, any person scoring the ELPA21 (including teachers) must have completed the ELPA21 scoring certification course. The course will be developed after rubrics are finalized and exemplar responses for each item type are determined. The course will include a calibration component requiring participants to obtain a minimal percent perfect agreement and not exceed a pre-set maximum score bias in either direction (scores on a reference set of responses will be set by a group of expert raters).

#### **11. Reports on the assessments will include key data, its use, target audience, and presentation**

Materials and protocols for a web-based reporting system will be architected for access from an interactive platform for different audiences to access a variety of indicators at multiple levels of aggregation from existing practices and tools in the ELPA21 states. Other consortium members will be able to access/adapt as their own existing state systems by leveraging the data structures and process flow described in the ELPA21 tool.

Individual Student Reports will provide the overall composite ELP score on the k-12 vertical scale, scores for each of the four domains, a composite score, the student's performance level in relation to grade level expectations, a representation of the student's growth over time, and suggested

interventions for a typical student scoring at the student's level. As is required by FERPA, information about students will be carefully protected through a tiered system of secure passwords and permissions. Roster reports will provide lists of students and their associated scores (as described for the student report). Groups of students for roster reports can be defined based on many different criteria (e.g., students of a particular teacher, students that have exited the English language instruction program, students with a particular first language). Roster reports containing student names are again closely protected through security protocols.

Summary Reports will provide aggregate data only for groups of students. Performance can be aggregated as average proficiency scores, average growth from the previous annual summative assessment, and percentages by proficiency levels. Summary reports for groups such school, district, or state will be useful for accountability purposes.

In order to ensure that reports are providing useful and understandable information, and that the system provides user-friendly access, a series of focus groups will be held separately with families, teachers, and administrators to gather feedback to guide revisions to the system. To the extent practicable, student reports will be printable and translated into the language that is most accessible to the student and his/her parent(s).

### **c. Assessment development plan**

Validity is the main concern in assessment development, and the current unified theory of validity will be used. Item development and validation is the most important activity in this section because items are the building blocks of any test. Technical reports, validity studies, and external, third-party evaluation provide a basis for evaluating the quality of this assessment system and ensure that valid interpretations and uses of these scores will be attained.

As often stated in this proposal, the assessment system produces test scores for summative evaluation that may qualify an ELL for exit from the ELL program, if other data (multiple-measures) also provide satisfactory evidence of English proficiency. Consortium states will decide how and what combination of multiple measures will be used, and recommendations will be made as to how this is best

done. Additionally, the assessment system will produce data for other purposes, and the design of the system will address the validity of these different uses.

Important influences on the development of this assessment system are: The Standards for Educational and Psychological Testing (AERA, APA, & NCME, 1999); the unified approach to validity (Kane, 2006a, 2006b; Messick, 1989) which addresses the accuracy of test score interpretations and uses; and, the Handbook of Test Development (Downing and Haladyna, 2006).

**1.i. The approaches for developing assessment items:** The current technology for item and test specifications appropriately considers complexities of the ELP assessment standards. The item and test specifications document will direct the item development phase of this project and enable test design.

For each of the four language domains, content advisory panels of seven subject-matter experts will convene from member states. Each member will be highly qualified by experience and education. One of the first tasks is to develop test specifications that identify the content categories by which tests are designed and the appropriate cognitive demands. A simple taxonomy for cognitive demand will be used that has three categories: recall, comprehension, and application. The test specifications will provide a basis for filling the item bank with appropriate numbers for both the summative and screening tests. The ELP assessment standards will emphasize application, which entails the use of knowledge and skills in complex ways to perform tasks that have a decidedly higher cognitive demand. For instance, reading will involve testlets that are content oriented; writing will have a specific task objective or purpose.

Item formats include selected-response (multiple-choice) (SR), constructed-response with objective scoring (CROS), and constructed-response with subjective scoring (CRSS). SR item formats are numerous and very effective for measuring knowledge and many cognitive skills; this format will be used where appropriate. The CROS format is similar to the SR format, but generally requires higher cognitive engagement. The CRSS format is appropriate for content with a high cognitive demand, such as that involved with performance testing, but requires human scoring. Speaking and most writing items will use the CRSS formats.

The final step is the development of a plan for satisfying the item and test specifications leading up to a calculation of the number of items needed for the summative and screener item banks. The most valuable property in any assessment system is the bank of test items. According to Haladyna and Rodriguez (2012), the cost of a professionally developed item ranges between \$800 and \$2,200 each. The value of an item bank for this project will exceed six million dollars. Fortunately, economies and strategies will enable the production of these many validated items at a much lower cost by harvesting from states' existing assessment item banks those items which have sufficiently high psychometric properties, and then engaging new and targeted item writing activities following thorough gap analyses. This project intends to develop a validated item bank of considerable size that will be useful for screener and summative evaluation. In fact, this aspect of the assessment system is a primary activity. For instance, if a grade band summative test contains 50 items and two forms are needed for each of the six grade bands, the bank needs to minimally have 600 validated items arrayed to match the controlling test blueprint. For writing, the item bank concept will be different as most items will be in a CRSS format supplemented with some CROS formatted items. For the listening and reading domains, SR and CROS items will be used. CCSSO has successfully used a three-point CROS format for its speaking test, but new technologies using speech recognition promise superior results.

## **ii. Types of personnel involved in each development phase and process**

Consortium states' ELP assessment specialists and psychometricians will contribute existing items and statistics. The Item Development Task Management Team in conjunction with the Lead State's dedicated staff and contracted vendors will align the existing items to the ELP assessment standards, identify gaps, and develop any necessary additional items.

## **2. Approach and strategy for accommodations**

Accommodations will be provided in instances where student performance is affected by construct-irrelevant factors that diminish performance under regular administration practices. Such guidance on accommodations will be provided in consultation with experts via NCEO. Key questions about Accessible Test Item Characteristics for English Learners include:

Does the item:

- a) Meet general criteria for measuring what it is intended to measure?
- b) Have an overall appearance that is clean and organized?
- c) Have clear format for the text?
- d) Have clear pictures and graphics (when essential to item)?
- e) Allow changes to its format (and manipulatives, if used) without changing its meaning or difficulty (including visual or memory load)?
- f) Have flexible, easy-to-navigate presentation and response formats (for computer-based testing)?

### **3. Approach and strategy for ensuring scalable, accurate, and consistent scoring of assessment items**

Vertical scales will be constructed for screener tests for each of the four language domains. Thus, any ELL can have progress accurately measured as they move upward through benchmarks. The screener tests will also measure each domain but will be grade-level appropriate and have diagnostic capabilities. Vertical scales will be constructed for the composite total score for many purposes including evaluating the progress of groups of students, evaluating programs, for research, and for evaluating staff performance. This composite score will be weighted as determined by an expert panel defined by a task management team (please see proposal section on Competitive Preference Priority 1 for further information) and informed by performance data. The vertical scaling will have test forms that are grade-band-appropriate, but also have some overlapping items so that continuous scales can be formed. Our member states have extensive experience in building vertical scales that will provide valid interpretations of measured growth from grade to grade.

Benchmark progress points will be set for each screener test using contrasting groups (grade appropriate) and expert judgment using the Bookmark method. This combination provides an empirical and judgmental basis for cut scores that identify levels of progress in ELP. The use of two methods provides a convergent validation of any cut score recommended by the expert committee for the

respective domain being measured. Cizek (in Downing & Haladyna, 2006) provides useful information about the desirability of both methods for standard setting. It is our intention to use both methods as a means of cross-checking and validating any decision made about student assignment to the regular classroom instruction.

This team will determine the weighting for the combination of language domain scores that comprise the total score. The team will also recommend the cut score for determining English proficiency. Determining cut scores follows standards in the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 1999). Finally, the team will recommend how a combination of measures will be used to arrive at the final determination of English proficiency.

For SR items, scoring is automated. The degree of random error is very small. But it is important to note instances in which a student omits or fails to respond to items. ELL students have a higher frequency of non-response, as reported in National Assessment of Educational Progress (NAEP) studies. When non-response occurs, a test score can be invalidated or scored on the basis of items tried. CROS items may be used for the speaking and writing domains. CCSSO has found that its listening test for ELLs is highly reliable, but newer technologies may be superior. Thus, the CROS item may be used for the efficient measuring of speaking ability using speech-recognition software.

The CRSS format will be used for speaking and writing. Range finding methodology will help mitigate any risk to validity, and we intend to respond with e-rating technology wherever feasible and practical.

#### **4. The approach and strategy for developing the reporting system**

Score reports will be developed that are responsive to the specific purposes of this assessment system and in consultation with the users of these score reports. ELPA21 will develop a straightforward reporting system by which student data may be securely accessed and reports, aggregated by user role (e.g., teachers may aggregate for their own classroom) may be downloaded. However, we anticipate that nearly all consortium states will prefer to download the student data directly into their own state

assessment reporting platforms. Therefore, significant attention will be paid to defining data structures to enable this.

## **5. Overall approach to quality control**

The most effective means for quality control is multi-fold. First, a well-developed project management plan should identify tasks, timelines, and personnel responsible for outcomes. Second, validity evidence will be collected during the project. Third, a Technical Advisory Council (see proposal section on Competitive Preference Priority 1) will be convened three times during each project year by the third party evaluation contractor to evaluate the assessment program. Finally, the Standards (AERA, APA, & NCME, 1999) address the need for documentation. We will produce summaries, minutes, and reports that are dated and titled for the activities of this project. Not only does this body of information contribute to the annual technical report, it also constitutes validity evidence supporting the development of the test. Our third-party evaluator needs this information to complete their work.

### **d. Research and evaluation**

#### **1. Plan for identifying and employing psychometric techniques**

The national Center for Research on Evaluation, Standards, and Student Testing (CRESST) will serve as the independent evaluator for the proposed Consortium EAG effort. Under the direction of CRESST co-director, Dr. Li Cai, CRESST's effort will focus on validation of the comprehensive assessment system and particularly the two components targeted for development, a diagnostic screener, for initial identification and placement of new English languages learners, and summative assessment to measure the ELP performance of all students, including students with disabilities.

Validity is the overarching concept that defines quality in educational measurement. In essence, validity concerns the extent to which a variety of evidence demonstrates that an assessment measures what it is intended to measure, provides sound evidence for its intended decision-making purpose(s), and well serves that purpose(s). Tests themselves are neither valid nor invalid. Rather, it is specific interpretations and uses of test scores as evidence that are subject to validation. From the CRESST

perspective, validity is built into a test from its initial design and development and validation is an ongoing process throughout the test development and use cycle.

Validation involves first defining the interpretive argument that justifies the use of a measure for a specific purpose and then gathering evidence to evaluate the argument (Kane, 2004, 2006). The interpretative argument is comprised of a series of propositions that link scores from an assessment to specific interpretations of the meaning of the scores and to specific conclusions or decisions and uses to be made on the basis of test performance. For example, backward chaining from the ultimate use of ELP summative assessment results to measure school effectiveness in promoting individual student growth, relevant propositions at the most general level might be:

- Assessment instruments are designed to accurately and fairly measure ELP that students are expected to develop;
- Scores from individual instruments accurately and fairly represent students' ELP performance;
- Scores accurately and fairly reflect the ELP that students have developed over the course of the school year, or from one school year to the next; and
- Student growth based on the assessments can be accurately and fairly attributed to the contributions of schools.

Claims underlying each proposition provide fundamental criteria for substantiating each proposition. For example, claims for proposition #1 may include that the assessment items are aligned with ELP assessment standards and college readiness standards, the instruments reflect the depth and breadth of intended standards, they are designed to be developmentally appropriate, they are designed to be accessible for students with disabilities, they are free from design flaws that could introduce construct irrelevant variance, etc.; while claims for proposition #2 involve those related to the psychometric characteristics of the scores and their instructional sensitive. Appropriate designs, samples, and measures and/or evidence sources that can be used to evaluate each claim then are identified and implemented throughout the test development and validation process.

The interpretive argument thus is the measurement version of the consortium's theory of action and a tool for guiding and providing feedback for the Consortium's development efforts and for informing the design of on-going validity studies that can be used to strengthen the effort. CRESST's first task will be to work with ELPA21's Consortium Council and Executive Board (please see proposal section on Competitive Preference Priority 1 for further information) to specify the interpretative argument justifying each of the ELP assessments (diagnostic screener and summative).

## **2. Plan for determining whether assessments are implemented as designed and theory of action**

The CRESST team will be a critical friend to the ELPA21's Council and Executive Board during the first two years of the project to help the Consortium support and substantiate claims that the assessment instruments are appropriately designed to meet their intended purposes. Substantiating these claims, in general, involves systematic expert review with established protocols and quantitative analysis of review results. We would expect that there would be systematic reviews of alignment, accessibility, fairness, and the technical soundness of item design, and that such feedback would be used to improve test items and instruments. As part of initial reviews, we also would recommend that intended score reports be reviewed for usability and utility by intended users. Attending early to score reporting requirements helps to ensure that utility is built into the instrument design and that the assessment can deliver technically sound scores at the desired grain size – or that realistic expectations are established early on.

During years 2 and 3, we will collaborate with the Council on planning for appropriate pilot and/or field test designs to evaluate both the psychometric and other technical qualities of ELP scores and scales and construct evidence supporting intended score interpretations and use. Feedback about item and instrument design and reporting also will be solicited from participating teachers. We anticipate representative field test samples of at least 20 schools with high proportions of English learners and, where possible, diverse language and SES groups, from each state, for each level of each assessment.

CRESST would act as advisors in design, sampling, and data collection and would provide oversight and independent analysis of technical findings. Among these would be psychometric analyses

including the range and distribution of scores, means, standard deviations, and standard errors of measurement. We will report item difficulties (P-values) and interrater reliability for constructed-response items scored by teachers and/or project staff, and we will compute IRT and generalizability statistics to evaluate item characteristics and score reliability. Appropriate dichotomous or polytomous IRT models will be applied to the item response data, and model fit will be examined to ensure that the items are contributing to the measurement of the construct. Misfitting items will be amended or dropped. Location parameters within the polytomous items will be examined to ensure that the items and the scoring rubrics are successfully distinguishing among different levels of ELP performance. As a measure of convergent validity, we will test the difference between the scores of students who are rated by their teachers as exhibiting high levels of English proficiency and with those of students who are judged to be low science achievers. Analysis of variance or independent t tests will be used to test these differences. Cognitive labs in which a sample of students think aloud as they respond to items will also be considered for new item formats.

During years 3-4, CRESST will advise on standard setting studies and implement additional field studies to evaluate the psychometric quality, validity, utility, and use of the assessments by intended stakeholders (e.g., district and school administrators, teachers) and will supervise review and feedback for professional development materials for teachers, specialists, and other stakeholders. Drawing on performance level descriptors, student test performance data, and predictive relationships with school success, CRESST will support appropriate standard setting and level setting in each of the four specified language domains, as well as identifying mastery of linguistics.

In addition to student responses, teachers also would be asked for data on students' opportunity to learn relative to ELP performance standards, and to provide collateral indicators of individual student language proficiency and progress so that issues of instructional sensitivity and convergent validity could be further studied. Studies of utility and use would involve interviews and surveys of intended users. Protocols will be specially developed to evaluate and provide feedback on professional development protocols and surveys designed to elicit feedback from users.

#### **e. Professional capacity and outreach**

Ensuring stakeholders are informed and invested is key to the success of any education transition – particularly when that transition involves assessment policy and practice. The ELPA21 will affect not only students in their classrooms, but teachers, administrators, parents, communities, districts, legislators, and state education agency staff.

Two key resources will be utilized in outreach and communications with teachers and administrators for implementation of the assessments and improving and informing instructional practice, and with the public and key stakeholders: the consortium states' education communication and assessment directors, and an expert-led task management team specific to communications and outreach made up of 2-4 SEA staff from the consortium states.

##### **1. Plan for supporting teachers and administrators**

The phases of support for teachers and administrators will follow the development and implementation of the assessments. Engagement with district-level staff will begin early using the experience and expertise of the ELPA21 communications and outreach task management team (please see proposal section on Competitive Preference Priority 1 for further information). Information disseminated through various media such as email, school meetings, online networks, web-based information sessions, and newsletter articles will focus on explaining the project timeline and the adjustments to the assessments and its resulting data. Identifying and training teacher and administrator advocates for ELPA21 is another key element in the plan. These advocates can support the assessments for their peers and can share their instructional practices and successes with the broader LEA, SEA, and consortium states.

##### **2. Strategy and plan for informing the public and key stakeholders in the consortium states**

Similar to the outreach plan for teachers and administrators, the outreach to the public and key stakeholders must begin early in the assessment system development process and must be phased. The strategy will highlight the benefits of the system to students, teachers, and ultimately the community and state. Leveraged resources, higher standards, college- and career-readiness, and multiple measures of

student achievement are all topics the public and key stakeholders will understand to be the resulting benefits of ELPA21.

Existing ELP programmatic and test-related communications from consortium states will be collected and gaps will be identified. New messaging materials will be developed or existing materials will be refined to address identified gaps in message or means of delivery. A comprehensive media package will be developed to communicate to the public and key stakeholders the essential features (including changes), benefits, and values of ELPA21. This package will include materials across multiple media to guide SEAs and LEAs in informing their various constituencies about the progress, implementation, and outcomes of the new assessment system. Various messages, built around these central themes, will be developed for dissemination within states specific to their state context and needs.

#### **f. Technology approach**

Technology will be used to provide quality, accessible, cost-effective, and efficient means of assessing ELLs. To the maximum extent feasible, the ELPA21 consortium will make extensive use of technology in test development and test administration, as well as for scoring and reporting, always with an eye to compatibility with other large-scale assessment consortia efforts.

##### **1. Description and rationale for the ways technology will be used**

The two primary technology-based issues that will be addressed as part of the development effort are interoperability and test item bank management. ELPA21 products include test items and blueprints for validated, calibrated test forms, not a software platform from which the tests may be delivered. There are already several significant delivery platforms on which the ELPA21 assessments may be delivered. The ELPA21 consortium will communicate regularly with PARCC and Smarter-Balanced consortia to understand the emerging plans for delivery; this will help ensure that the ELPA21 assessments can be administered using these platforms with the minimum of adaptation.

To maximize the likelihood of interoperability, it is important to develop and encode test items using a common standard. The APIP standard has become the industry standard for formatting and

encoding test items, and it focuses on item presentation accessibility, providing specifications for how to encode accommodations for special populations (e.g., Braille and tools). Item development will be facilitated through a digital banking and management system. The assessments will be designed to be computer-delivered, computer adaptive, and conform to UDL standards and APIP specifications with paper-pencil alternatives available. However, this grant's limited resources will provide only two fixed from assessments per grade band.

Recognizing that some schools may not have the technology to deliver the new ELP assessments, we will develop a paper-pencil alternative for any items that require the use of technology. Items developed for this effort that do not specifically require technology will already be XML-encoded to the APIP standard, allowing production of paper-pencil tests. This approach is consistent with the approach currently being considered by both the PARCC and Smarter-Balanced consortia.

Technology will play a significant role in the scoring and reporting process. Both individual student results and summary reports at the student, class, school and district level will be provided with a basic ELPA21 reporting software module. Students, with appropriate permission and following the security protocol will be able to obtain their results online via a secure website. Similarly, teachers and school or district administrators will obtain summary reports (rosters and summary data) online. Teachers or administrators, with appropriate permission and a secure log-in will follow security protocol to obtain these summary reports online via a secure website. The data structures in the ELPA21 reporting package will be freely shared with consortium member states so that those who wish may import the ELPA21 student performance information into their own report packages for display and dissemination.

## **2. How technology-related barriers will be addressed**

To provide accessibility to all students, the ELPA21 consortium will employ the principles of Universal Design (UDL). In short, UDL in this context means the design of a computer interface that is usable to all students. More importantly, this usability will be provided without the need for special adaptations for individuals or subgroups; the accessibility accommodations will be built into the design of the item. The focus on UDL is to help ensure that each item is accessible to all students and that items

include tools and adaptations within to avoid the need for separate interfaces or platforms for students with special needs.

#### **g. Project management**

Project management expertise and oversight will be provided by CCSSO, which has developed resource management plans, budgets, and timelines with both phased and incremental development philosophies, oversight constructs, and numerous project checkpoints to bring the proposed ELPA21 system to fruition. The project will be managed by a PMI-Certified Project Manager using a variety of widely accepted and successful methodologies (PMI, 2008; Office of General Commerce, 2009), as appropriate at each stage of the project lifecycle.

#### **1. Project workplan and timeline, including each key deliverable**

The ELPA21 project will be managed as a series of sub-projects, each one phased and managed toward a single critical deliverable – the output(s) of each of the expert-led Task Management Teams (TMTs). These deliverables include:

- Multi-state English Language Proficiency Assessment Standards – Spring 2013
- Item Bank platform – Fall 2013
- Field Test Forms – Spring 2014
- Final Summative and Diagnostic Test Forms – Fall 2015
- Performance (Benchmark) Standards, Weighting, Cut Scores – Summer 2015
- Report Templates – Winter 2014
- Data Protocols – Spring 2013
- Professional Dev. Field Tests, including ELPA21 Scoring Certification Course – Spring 2014
- Final Professional Development Materials – Fall 2015
- Media Package – Summer 2015

Each of these critical deliverables will be managed on its own timeline with its own sub-deliverables and discrete tasks. This timeline allows SEAS and LEAs within the consortium to do either a pilot or a wholesale adoption in the second half of year four of the assessments, scoring components, assessment item bank, reports, and professional development program developed by the consortium as a result of this project. This also allows project leadership to serve in an advisory role through the year four, to facilitate ease of implementation. A more detailed timeline follows on the next two pages.

<b>English Language Proficiency Assessment System</b>																
<b>Timetable of Major Deliverables</b>																
<b>MAJOR DELIVERABLE</b>	<b>SY 2012-13</b>				<b>SY 2013-14</b>				<b>SY 2014-15</b>				<b>SY 2015-16</b>			
	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3
<b>Proficiency Assessment Standards (TMT)</b>																
Amass EL Proficiency standards																
Compile proposed multi-state list																
Submit for public comment																
Finalize list of multi-state standards																
Consortium states adopt standards																
<b>Item Acquisition and Development (TMT)</b>																
Establish item-sharing agreements																
Convene content advisory panels																
Specify item requirements																
Inventory submitted items; gap analysis																
Develop necessary new items																
Finalize and hand off item bank																
<b>Technology Utilization (TMT)</b>																





development cycles and foresee any derailments. This foresight allows the project manager to shift resources and apply contingency plans when necessary to maintain the timeline.

The ELPA21 consortium has consciously refrained from naming vendors for key functions until such time as a thoughtful, competitive RFP process can be put in place, following notice of grant award. The use of vendors for key tasks, such as Item Acquisition and Development and Field Testing, will be critical to project success. The most demanding day-to-day responsibilities in the project rest on these contracts. Vendors bring the necessary technical and professional competence to bear and are accustomed to managing projects, reporting to constituents, documenting specifications, and communicating to all stakeholders. They are effective custodians of the timeline – and their financial compensations is tied to on-time, budget-or-better delivery. This places responsibility for the timeline (as well as for meeting specification and budget) in the hands of those entities most experienced in managing it.

Risks also exist around **resources**. Resources can be human—the often overtaxed and in high-demand SEA leadership that will make up the Consortium Council and Executive Board. Budget and space are also resources. The best way to manage resources is constant monitoring. Budgetary resources can be monitored by monthly invoice reconciling, forecasting, and cash flow management. Human resources are best managed through communication, accountability, and creativity. Planning the review of major deliverables to coincide with in-person meetings is one effective technique—travel costs are conserved and the members’ availability is maximized. Triggers will be defined in advance, so that, when a resource meets a certain level of constraint, a contingency plan goes into effect.

A third area of risk concern is **quality**. Any project on an accelerated timeline or restricted budget runs the risk of quality impairment. Constraints in timeline can lead to poor specification gathering or problematic execution. Constraints of budget can create a lack of viable vendor options, leaving a project to choose among second-rate or inexperienced vendors. A well-managed project, even one on a restricted budget, can still be managed in such a way as to maintain multiple, viable vendor choices. Work can be re-bundled, budgets can be shifted to higher priority targets while reducing scope in less critical components, and timelines can be extended to allow for higher quality to prevail.

### **3. Extent to which the budget is adequate to support the development of assessments**

ELPA21 has carefully designed its work tasks to provide maximum output to consortium states at a minimum cost in project dollars. Grant funds will be used to develop screener and summative ELP assessment forms sufficient for states to operate their Title III assessment programs for two years following the conclusion of the grant. To do this successfully and within funds available, consortium states will need to harvest and contribute to the ELPA21 project validated ELP assessment items complete with UDL and APIP meta-tags as well as requisite psychometric data. These harvested items will be mapped against the ELP assessment standards and test blueprints, and where gaps exist, new items will be commissioned. Consortium states will likewise leverage materials and protocols already existing and previously vetted to construct the necessary professional development modules around test administration and classroom formative assessment strategies and techniques.

ELPA21 states will continue to advertise and competitively secure test delivery contracts, paying for those as they always have from state/local funding. Thus, the project's costs are lessened (by comparison with the large assessment consortia (Smarter-Balanced and PARCC) with states continuing to pay test delivery costs. Consortium states costs are also lessened (by comparison with normal state test program operations) when ELPA21 absorbs the assessment development costs. We will ensure funding is sufficient to reach our consortium targets for providing screeners, an interim test item bank, a summative test, and materials and protocols to support professional development sessions locally delivered by SEA and/or LEA personnel. Additionally, ELPA21 will work with the Assessment Solutions Group (ASG) for their services to develop cost models for current state ELP assessment programs, ELPA21 state ELP assessment programs, and to help the consortium complete final negotiations with vendors for project deliverables at the lowest cost possible.

### **4. Estimated costs for each consortium state and how it will be sustained over time**

The ELPA21 delivery model consolidates and leverages development costs while leaving delivery costs to the member states. During the ELPA21 development years, member states will continue to deliver their current ELP assessments. When the ELPA 21 products are completed and validated,

member states—individually or in groups or even as an intact consortium—will be able to engage the vendor community in competitive RFP processes to select the best option for their needs. Thus, states maintain responsibility for and control of their own assessment programs.

ELPA21 is taking focused, proactive steps to arm states with empirical data about ELP assessment cost projections. ASG will gather current fiscal data on states' ELP assessment costs and then use their highly accurate proprietary software to analyze current practice and generate future cost models. The consortium members all want robust discussion and wise decisions about the future of the ELPA21 work beyond USED funding. There are key issues to be resolved around the benefits of maintaining the consortium structure, and if so, governance, maintenance, and funding in the longer term. Future governance policy options will be formulated by the Executive Board and then vetted and passed on to the member states by the Consortium Council in democratic debate. With this key information, states will be well positioned to make the best individual and group decisions about future governance structures, working relationships, and assessment maintenance.

## **5. Quality and commitment of personnel**

**Project Director - Doug Kosty** - Mr. Kosty is Assistant Superintendent in the Oregon Department of Education (ODE) responsible for assessment, accountability, and data functions. Prior to joining ODE he was an operations systems consultant with Deloitte. He brings significant large scale project development and implementation experience, including guiding the launch of the country's first online adaptive state assessment program.

**Principal Investigator - Kenji Hakuta** - Dr. Hakuta is Director of the Understanding Language Initiative housed at Stanford University. He is an internationally recognized expert in language acquisition and one of the lead contributors to the CCSSO commissioned document, Framework for the Creation and Evaluation of ELP Standards Corresponding to the CCSS and Next Generation Science Standards.

**Project Management Partner - Council of Chief State School Officers** - ODE has identified the Council of Chief State School Officers (CCSSO) as their intended General Project management partner.

Founded in 1927, CCSSO is a nonpartisan, nationwide, nonprofit organization of the public officials who head departments of elementary and secondary education throughout the U.S. and beyond. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. CCSSO seeks its members' consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public. Through its structure of standing and special committees, CCSSO responds to a broad range of concerns about education and provides leadership and technical assistance on major educational issues.

CCSSO is qualified to assume the role of Project Management Partner for ELPA21. CCSSO has a proven track record of managing Enhanced Assessment Grant (EAG) projects, serving as the primary management partner for six EAGs. CCSSO along with member states has successfully developed and managed an operational English Language Acquisition assessment through its English Language Development Assessment (ELDA) EAG. ELDA is a battery of tests designed to allow schools to measure annual progress of non-native English speaking students in grades 3-12 in acquiring ELP skills.

CCSSO has a long-standing history of supporting and facilitating collaborative work that empowers state education leaders to come together to address common challenges, share resources, and produce work that ultimately supports all states as they strive to improve the educational outcomes of all children. A majority of CCSSO consortia/collaboratives bring states, thought leaders, and funders together in long-term, multi-year work. These state consortia encompass content-specific, subgroup, and technically relevant interests in areas such as accountability systems, assessment for LEP students, teacher and leadership standards development, comprehensive assessment system for ESEA Title I, and extended learning opportunities.

The ELPA21 scope of work will connect with the Council's established on-going state collaborative efforts to include the college- and career- ready standards, Implementing the Common Core Standards (ICCS), the State Collaborative on Assessment and Student Standards (SCASS) system, and access to all member chief state school officers. These established connections create a ready mechanism for

conducting and disseminating the work; providing administrative, meeting, and logistical support; and ultimately helping to inform a larger transformational agenda in education policy and practice.

- **CCSSO SCASS Director - Robert M. (Bob) Olsen** - Mr. Olsen directs the State Collaboratives on Assessment and Student Standards (SCASS) system at CCSSO, of which the ELL SCASS is one group. Prior to joining CCSSO he served in three different LEAs as director of testing and evaluation and was an associate research professor in the Oregon University System.
- **CCSSO SCASS Budget Manager - Adam Petermann** - Mr. Petermann oversees the fiscal aspects of CCSSO's involvement in cooperative projects operating as the liaison between ELPA21, CCSSO, and ODE's fiscal interactions. He will assist and coordinate contractual negotiations with project subcontractors.
- **ELP-EAG Project Manager: Cathryn (Cat) Still** -- Ms. Still is a PMI-trained project manager with over 15 years of experience shepherding education and assessment initiatives to fruition. Prior to joining CCSSO, Ms. Still managed multi-year contracts with SEAs and LEAs for an assessment development and testing platform vendor.

**TMT Advisor/Leads:** TMTs are lead by contracted experts in each area. TMTs are not work teams. Their role in the project success is oversight of the competitively selected vendor who will undertake and complete the work assignments necessary to deliver the products and/or protocols. For example, the Field Testing TMT, working with the Assessment Design TMT will develop the criteria for the field test, arrange the release of the RFP by the Executive Board, vet proposals and recommend the most effective and cost efficient vendor, and then oversee and monitor that vendor's work to successful completion, resulting in sufficient data collected from a valid sample, in secure, consistently administered settings, finally producing full spectrum item statistics sufficient to support item selection for screener and summative test construction.

The project has identified ten (10) work components for TMT action. Those TMTs are shown in the table following. A short description of the key deliverable products/protocols for each is noted along

with the consultant arranged to advise/lead the group. Advisor/leader resumes are included in this proposal.

<b>Task Management Team</b>	<b>Key Deliverable Products/Protocols</b>	<b>Advisor/Lead</b>
ELP Assessment Standards Development/ Implementation	Implementation of ELP Assessment Standards corresponding with college and career-ready common core standards	Dr. Kenji Hakuta Stanford University
Item Acquisition and Development	Tagged bank of items [a] acquired from member states' existing assessment collections and [b] newly written.	Steve Marban Latin American Educational Services
Assessment Design	The specifications for assessment items including meta-data tags, test blueprints, administration delivery and timing, validation procedures and thresholds, reporting criteria, security and release.	Dr. Tom Haladyna Professor Emeritus, Arizona State University
Accommodations and Accessibility	ELPA21 assessments accessible by all students; UDL and APIP tags ensure accommodated delivery to special needs students.	Dr. Martha Thurlow National Center on Educational Outcomes
ELP Performance Standard Setting	Multi-state benchmark proficiency standards definitions and values.	Dr. Bill Auty, Ed. Measurement Consulting
Field Testing	Validly and reliably gathered and analyzed, full spectrum item statistics sufficient to support item selection for screener and summative test construction.	Dr. Scott Elliot SEG Measurement
Technology	ELPA21 test delivery and reporting which is fully	Dr. Scott Elliot

Integration/Utilization	integrable with and leverages the technology specifications of Smarter and PARCC.	SEG Measurement
Data System and Reporting	A secure, state-accessible, bank of ELPA21 screener and summative test forms with meta-tags for online delivery, central repository of student performance data with data architecture specifications.	Dr. Jay Pfeiffer Consultant Former Deputy Chief Florida Dept. of Education
Professional Development Support	Materials and protocols to support member states' professional development activities to ensure valid and reliable assessment administration.	Dr. Charlene Rivera George Washington University
Communications and Outreach	A communications plan to inform various stakeholder audiences about the impacts of ELPA21.	Kara Schlosser Consultant Former Communications Director, CCSSO

**DESCRIPTION OF HOW PROPOSED PROJECT ADDRESSES THE ABSOLUTE PRIORITIES**

Absolute Priority 1: Collaborations. Collaborating with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of state academic assessments beyond the requirements for such assessments described in section 1111(b)(3) of the ESEA.

The consortium’s leadership assets include national experts from high ranking institutions of higher education and nationally known research organizations in English language acquisition, in assessment and accommodations of LEP students along with experts from the ELPA21 states. These organizations include Stanford University's Understanding Language Initiative; CCSSO; the National Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA; the National Center on

Educational Outcomes (NCEO); and thirteen states. This expert leadership directly addresses issues concerning the content and psychometric quality of the assessment system.

Absolute Priority 2: Use of Multiple Measures of Student Academic Achievement. Measuring student academic achievement using multiple measure of student academic achievement from multiple sources.

The assessment system that we are proposing entails use of multiple measures, in the four language domains, of students' English language proficiency—collected at various times and with different instruments, among them a diagnostic/screener test, individual teachers' formative assessments, interim benchmark assessments, and an annual summative assessment. These multiple measures provide information and data that can be used to identify students as ELLs, impact decisions about whether a student should exit from ELL instructional programs, and inform determinations of school, LEA, and SEA effectiveness for the purposes of accountability. And at the consortium level, the results of multiple-measures will be collected allowing for research to be conducted across states with substantially larger pools of students than are typically available when states operate their assessment systems independently.

Absolute Priority 3: Charting Student Progress Over Time.

The psychometric scale and performance standards will be a strong basis for charting students' longitudinal progress. The data from this grant will be available for states' and researchers' use.

Absolute Priority 4: Comprehensive Academic Assessment Instruments. Evaluating student academic achievement through the development of comprehensive academic assessment instruments such as performance and technology-based academic assessments.

ELP standards and assessments have always had alignment to the academic content standards. This has been a requirement of ESEA for ELP assessments. However, with the adoption of the common core state standards, the ground has shifted considerably with respect to the content-specific language demands featured in the new standards. As analysis by the Understanding Language Initiative of the language underlying the common core state standards in English language arts and mathematics, as well as the Next Generation Science Standards makes amply clear, the new standards give pronounced attention to the language demands contained therein. A similar conclusion was reached by the team of experts who

developed the Framework for the Creation and Evaluation of English Language Proficiency Standards. This analysis explicitly delineates the language demands separately for each of the academic content areas.

The result of these efforts to establish correspondence between the content standards and ELP standards reveals the multiple ways in which language is part of academic content, and therefore an ELP assessment that is based on standards that correspond to academic assessments will necessarily evaluate student academic assessment. Naturally, there are aspects of academic content that are not covered by language; however, the new standards place an unprecedented emphasis on language as it is used in the context of the content. We will not be generating an academic achievement score per se. Rather we will be generating a language proficiency score which is likely to be predictive of (or at least correlate with) students' linguistic readiness to achieve the standards.

Absolute Priority 5: Developing an English language proficiency assessment system.

#### **a. Design Principles**

1. ELPA21 which will be developed under this project will be based on states' current products and protocols, and designed in collaboration with and for implementation in 13 states.
2. A common definition of English learner will be defined, clarified, and adopted by all consortium states. Among the initial tasks will be the adoption of common performance level descriptors for classifying students as English learners for purposes of eligibility for targeted services. These descriptors will subsequently be utilized in the process of setting performance standards for levels of proficiency. The ELP Performance Standards TMT will ensure this is completed successfully.
3. ELPA21 will include a diagnostic screener and a summative assessment. A strong, comprehensive assessment system, will also include formative and interim components. However, due to resource limitations, we are proposing to develop only the diagnostic screener and summative assessment through the funding for this grant. Consortium member states will

contribute, without cost, existing materials, artifacts, and protocols and so add to the components and functioning of a complete assessment system. Additionally, the ELPA21 consortium will pursue grant money from other sources to support and supplement specific refinements and enhancements to the “donated” resources to complete development of a comprehensive assessment system.

4. The system will measure students’ English performance against common ELP assessment standards. CCSSO has developed a Framework to support states as they strive for correspondence between ELP assessment standards and standards for college- and career-readiness, as defined in the CCSS. This Framework will serve as a guide as the participating states work to establish an agreed-upon set of ELP standards and common ELP assessment standards that will guide test development.
5. The assessment will measure students against ELP standards that correspond to a common set of college- and career-ready standards.
6. The assessment will cover the full range of ELP standards across the four domains of reading, writing, speaking, and listening. The CCSSO Framework will guide development of the full range of ELP standards.
7. The assessment will consider the students’ control over the linguistic components of language.
8. The assessment will produce results that indicate whether individual students are ready for instruction in English and whether they are meeting college-career readiness standards. These benchmark decisions will be pivotal in the process employed to set standards for English proficiency levels.
9. The system will provide an annual measure of English proficiency as well as progress in English proficiency for each English learner in grades k-12 in each of the four domains based on vertical scaling techniques.
10. The system will accommodate participation of all English learners, including those with disabilities and those with a limited formal education. We understand that the students with the

most significant cognitive disabilities may be placed in an alternate assessment based on alternate achievement standards.

11. The system will be accessible to all English learners by taking full advantage of the accommodations that are available through a computer-based assessment delivery model.

**b. Technical quality:**

The assessment system will measure English proficiency in ways that:

1. Are consistent with nationally recognized professional and technical standards. Three of the sources we will rely on are Standards for Educational and Psychological Testing (AERA, APA, & NCME, 1999); the unified approach to validity (Cronbach & Meehl, 1955; Kane, 2006a, 2006b; Messick, 1989); and The Handbook of Test Development (Downing and Haladyna, 2006).
2. Elicit complex student demonstrations of comprehension and production of academic English through the use of a variety of item types, including constructed response designed to elicit complex student responses.

**c. Data**

1. The assessment system will produce data that includes student attainment of English proficiency and student progress in learning English and that can be disaggregated by subgroup.
2. The system will provide a valid and reliable measure of students' abilities in each of the four language domains and a comprehensive English proficiency score based on all four.
3. The data can be used for (i) identification of students as ELLs, (ii) decisions about whether a student is ready to exit the English language instruction program, and (iii) determinations of schools, LEA, and state effectiveness for accountability purposes.
4. Data can be provided to consortium states for use as one of multiple measures included in the state's own system of educator effectiveness to inform (i) evaluation of individual principals and teachers to determine effectiveness, (ii) to determine professional development and

support needs, and (iii) to improve teaching, learning, and language instruction education programs.

#### **d. Compatibility**

The assessment system will use compatible approaches to technology, assessment administration, scoring, reporting, and other factors that facilitate the coherent inclusion of the assessments within states' assessment systems.

Rather than developing a completely different set of applications and resources to support ELPA21, this grant will leverage the work of the assessment consortia to the extent practicable. The Consortium has established within its system architecture a multi-Tenancy approach such that additional assessments beyond mathematics and ELA may be supported. For example, ELPA21 will leverage the Smarter item bank/authoring tool, test administration platform, and reporting systems necessary to deliver an ELP assessment. In addition to saving scarce development dollars, collaboration like this will provide states with the option of using a single set of tools for delivering the federally required summative assessments. This grant will be used to conduct a gap analysis and to make enhancements such as to the applications user guides as necessary to support the additional uses required by the ELP Assessment. In addition, monies will be allocated for hosting and help-desk support that are required to complete the field tests necessary for the design of ELPA21.

#### **e. Students with the most significant cognitive disabilities**

ELPA21 consortium states will be critical for ensuring that accessibility features and accommodations policies are an aspect of every phase of the development and implementation process.

Accessibility for all students who take the ELPA21 is a cornerstone of ensuring that the assessment is valid, reliable, and supports appropriate inferences. Accessibility has been defined in a variety of ways. In the initial notion of universally designed assessments, the kernel of the concept emerged in the definition that the assessment was designed and developed from the beginning to allow participation of the widest range of students, and that would result in valid inferences about student performance (Thompson & Thurlow, 2002; Thompson, Thurlow, & Malouf, 2004). The definitions and early work of

researchers nearly always mentioned all students, including English learners, yet invariably focused on students with disabilities.

Accommodations are changes in the materials and procedures of an assessment that provide the student with a way to show knowledge and skills rather than the effects of their limited English. In 2007, Albus and Thurlow examined state accommodation policies for English learners with disabilities taking ELP assessments. They found that states varied considerably in their policies, and that the accommodation allowed by most states was the “repeat, reread, and clarify directions” accommodation.

With the development of common assessments, there is a need for states to weigh in on the development of the policies for the new ELP assessment (see NCEO, 2011a). It will be helpful to develop a set of principles to guide the development of accommodations policies and practice, similar to what has been created by the National Center on Educational Outcomes (Thurlow et al., 2008) and by the National Accessible Reading Assessment Projects (Thurlow et al., 2009).

Implications for ELPA21. States working through Task Management Teams will be critical for ensuring that ELPA21 accessibility features and accommodations policies are an aspect of every phase of the development and implementation process. The Accessibility and Accommodations TMT, with NCEO observing, monitoring, and supporting its work, will be at the table as a critical friend during all aspects of the project. NCEO will synthesize and report to the TAC on observations and recommendation for accessibility and accommodations.

## **DESCRIPTION OF HOW PROPOSED PROJECT ADDRESSES**

### **COMPETITIVE PREFERENCE PRIORITY 1**

Sixteen state education agencies have expressed active commitment to joining with their colleagues to form the ELPA21 consortium.

Of these states, MOUs have been enacted and received from AR, CA, FL, IA, KS, NE, SC, WA, and WV. Lacking sufficient time to yet fully enact MOUs through their state’s required processes, six

additional states have submitted indicated interest and support. These states include: CT, LA, MI, NY, OH, and TN.

These states have participated in the development of the governance model. They have identified a project management partner and collaborated with that partner in developing this proposal.

Because it is both evidence of collaborative commitment and of a strong and efficient management structure, we devote significant text to the consortium's structure and operation including methods and processes for decision-making, protocols, and the process and timeline by which the consortium will operate including the consortium's plan for managing grant funds received.

Each participating state (please see the memorandum of understanding included in this submission) agrees to adopt the recommendations of the consortium at the conclusion of the project. ELPA21 states will adhere to the governance structure of the consortium, participate in the development and decision-making processes surrounding the development of the item bank and assessments, and will agree to follow established timelines. These states will adopt the common set of English Language Proficiency assessment standards, which will be CCSS aligned, that are identified as the foundation of the new English Language Proficiency assessments. Consortium states will effect a statewide implementation of the consortium summative assessment in grades k-12 at the conclusion of the assessment development grant with the first full year of Consortium-wide implementation planned for the 2016-17 school year.

The consortium will create and deliver a complete and inclusive system of diagnostic/screener and summative assessments, consisting of a variety of item types strategically aligned with the mission of this grant around English Language Proficiency. These assessments will have a scope sufficient to assess the full range of foundational CCSS around the four language domains of English Language Proficiency (reading, writing, speaking and listening) and to identify mastery in linguistics. The finished outputs of the consortium will be as follows:

- A diagnostic screener at each grade band for initial identification and placement of new ELLs.
- Two linear forms of a summative assessment at each grade band that provides accurate performance information as described above for all ELLs, including students with disabilities.

- ELP performance standards and performance level descriptors benchmarked across the consortium.
- Field test scoring for individual students and groups that is fair, reliable, and statistically valid. This scoring will be the basis for future evaluation of growth at the student level and aggregate growth at the classroom, school, and district level.
- Secure item banks underpinned by psychometrically sound scaling and equating procedures to provide comparable scoring across consortium states.
- A data reporting architecture that will articulate benchmarks and goals to audiences consisting of students, families, teachers, principals, LEAs, and SEAs and develop and increase understanding of student progress toward ELP.
- Professional development protocols and materials focused on the examination and scoring of students' work in alignment with the assessment system, to guide and positively impact curriculum and lesson development.
- A phased communication plan and supporting materials across multiple media, to guide SEAs and LEAs in informing their various constituencies about the progress, implementation, and outcomes of the new assessment system.
- A timeline and resources for adoption and implementation at the state and district level, including boilerplate contracts and Request for Proposals (RFP)s to assist states in the selecting of and contracting with necessary vendors and consultants to launch and execute the operational ELPA21 in 2016-2017.

The consortium will be structured as to allow for the identification, collection, codification, and dissemination of best practices from member states; it will also provide a platform to incorporate input from state administrators, policymakers, school practitioners, and technical advisors to ensure an optimal balance of assessment quality, efficiency of development and implementation, and

maximum possible conservation of costs and time. The organizational structure of the consortium includes the following and is discussed in depth below:

- Governance – Executive Board
- Consortium Council
- Task Management Teams (TMTs)
- Project Management Partner
- Technical Advisory Council (TAC)
- Third-party Evaluation Partner

### **Governance – Executive Board: Thought and Policy Leadership**

Governance of the ELPA21 consortia will be vested in a seven-member Executive Board comprised of a Chairperson, the Project Director from the Lead State (Oregon), the Deputy Superintendent of Public Instruction lead of the 2011 EAG Lead State (California), and four at-large representatives from state membership. The five non-lead state members, in addition to the state leads (2011 (CA) and 2012 (OR)) will be selected by vote of the Consortium Council members; the Chairperson will be one of these seven delegates, elected by vote of the Executive Board members. The 2012 lead state (OR) will facilitate the Executive Board nominations so that the Board includes states with small and large EL populations, and active membership in all consortia (PARCC, Smarter, DLM and NCSC). Additional, ex-officio Executive Board members will include the Principal Investigator, up to three principles designated from the Project Management Partner, the Third-Party Evaluator, and the Technical Advisory Committee, as deemed necessary by the Executive Board. The Executive Board will coordinate policy formulation with the four current CCSS assessment consortia: PARCC, Smarter-Balanced, and the two 1% Consortia, National Center and State Collaborative (NCSC) and Dynamic Learning Maps (DLM).

The Executive Board will meet twice monthly for the duration of the project. Responsibilities specific to the Executive Board include oversight of the English Language Proficiency assessment program's development, the project's expenditure of funds, and the Project Management Partner, as well

as other ex-officio members. Using a collaborative approach and a consensus voting process, the Executive Board will develop project plans and agendas and act on reports and recommendations from project support members, such as the USED, CRESST, TAC and consortium states. The Executive Board will also serve as the final voice and decision-making entity on all issues and decisions resulting from the Consortium Council.

The Executive Board will benefit from extensive interaction with and input from the Understanding Language Initiative, at Stanford University's School of Education, the mission of which is to "heighten awareness of the language and literacy issues embedded within the new Standards." Dr. Kenji Hakuta, co-chair, is one of the nation's leading authorities on bilingual education and English language acquisition by immigrant students; he has constructed the Theory of Action that will underpin all of the consortium's efforts and outputs.

### **Consortium Council**

One member from each consortium state will make up the Consortium Council. These may be the SEA's chief state school officer or a designee. Members must have prior experience in one of the following areas: curriculum or instructional supports to ELLs, assessment system policies, or assessment implementation. Consortium Council members will meet twice monthly and will serve as the liaison between the TMTs and the overall consortium activities.

The Consortium Council will bear the responsibility for determining the general scope of the proposed assessment system and the review of the recommendations from the TMTs prior to submission for approval to the Executive Board and Lead State (Oregon). The Council will receive regular reports from the TMTs, Project Management Partner and various advisors throughout the project. In collaboration with the Lead State, the Consortium Council will also be the initial point of contact for the expenditure of funds within the project.

Decision making within the Executive Board and Consortium Council will be conducted with a goal of consensus on all decisions. Each Consortium Council member will have one vote. Any vote of the Consortium Council members that is split by three votes or fewer (voting outcomes of six-to-nine or

seven-to-eight) will be referred back to the Consortium Council for further discussion and elaboration. The Executive Board may, in these cases, prepare and provide additional information to the Consortium Council to aid in these decisions.

### **Task Management Teams**

In order to provide a mechanism for the creation and dissemination of the best ideas and practices of the consortium states around the development of the comprehensive ELPA21, a Task Management Team (TMT) structure will form the foundation of the project. Each TMT will consist of 2-4 State Education Agency (SEA) members from the ELPA21 consortium states. These TMTs will be led by an Advisor-Expert with industry-leading experience in the specific area of responsibility charged to each TMT. The Project Management Partner, CCSSO, has identified an Advisor-Expert to lead each TMT and direct their outputs; they are listed, in the table beginning on page 41.

State representatives to the TMTs may also serve as members of the Consortium Council or the Executive Board, or may be other SEA employees with expertise and skills in the target area. All consortium states are expected to commit support toward one or more of the TMTs, based on the skills, expertise, and interest within the state, in order to maximize contributions and distribute expertise and responsibilities effectively. TMT membership will be appointed by the Consortium Council, taking into account the recommendation of the Project Managing Partner and each TMT's Advisor-Expert. To the extent practicable the scope of RFPs will encompass the tasks of two or more TMTs. Each TMT (or joint TMT) will create specifications around its responsibility area and will competitively select, through an RFP process, contractor(s) to complete the TMT's identified tasks. Each TMT will manage and hold accountable its respective contractors, and will be responsible for all communication around its mission-specific progress and outputs. State participation in a TMT will require a minimal amount of engagement to review task progress and materials developed to support project outcomes. ELPA21 has identified the following list of task areas around which TMTs will be built:

- Proficiency Assessment Standards Development
- Item Acquisition and Development

- Technology Utilization
- Data Systems and Reporting
- Assessment Design
- Field Testing
- Accommodations and Accessibility
- Standards Setting
- Professional Development Support
- Communications and Outreach

The TMT for **ELP Assessment Standards Development and Implementation** is charged with recommending a comprehensive set of multi-state standards that will inform the development of the ELPA21 assessment across the four domains of reading, writing, listening and speaking. In cooperation with a pre-existing team of language acquisition experts who are consortium states and leading institutes of higher learning, this TMT will conduct a series of meetings both to identify those multi-state standards critical to building English Language Proficiency and to specify processes and sub-tasks for the amassing and refining of a final compiled list of multi-state assessment standards.

These standards will be submitted for public comment, which the working group will review and weigh, refining toward a complete list of proposed multi-state standards, which will be submitted to the Executive Board for approval. The TMT will then move forward with the approved set of standards for adoption by the consortium states and hand off to the TMTs for Item Acquisition and Development, Assessment Design, and Accommodations and Accessibility for development of an item bank and assessments. The team will ultimately identify and adopt a set of standards for English language proficiency development assessment that correspond to the CCSS in English language arts and mathematics. The standards will be adopted in sufficient time as to inform the development of the assessment.

The soon-to-be-released Framework for the Creation and Evaluation of English Language Proficiency Standards Corresponding to the Common Core Standards and the Next Generation Science Standards from CCSSO will be used to identify and determine the standards. The Framework contains a specific protocol to determine correspondence that will be followed. The standards will be drawn from the products of the following set of activities: (1) a multi-state analysis of how the English Language Proficiency standards in 16 states (including most of the states in ELPA21 consortium) correspond to the CCSS work conducted by the Assessment and Accountability Comprehensive Center and the MidAtlantic Comprehensive Center on behalf of the ELL SCASS at CCSSO; (2) the California State Department of Education revision of its English Language Development Standards, which has made significant progress on the development of standards that correspond to the Common Core and is scheduled for completion in October, 2012; (3) a revision of the WIDA Standards that utilizes the CCSSO Framework to determine the correspondence of the WIDA Standards to the College and Career-Ready Standards; and (4) any efforts that may be separately funded to develop a set of ELP assessment standards that build upon the Framework.

Kenji Hakuta and Martha Castellon of Stanford University will advise this TMT. Several individual ex-officio expert consultants may be invited, Edynn Sato (WestEd), Gary Cook and Marianna Castro (UW-Madison/WIDA), and Charlene Rivera (GWU-CEEE). The TMT will consider all of the possible components of ELP standards made available from the above sources, and will gain consensus among member states on standards.

The TMT for **Item Acquisition and Development** is charged with the identification and refinement of the assessment items that will be used to build the screeners and summative assessments, and populate the assessment item bank which users will access to construct such benchmark assessments as they chose to employ.

This TMT will kick-off with the identification of a working team of language acquisition experts and SEA representatives who, over the course of a series of meetings, will develop ELPA21 item requirements and characteristics and communicate those descriptors, as well as identified multi-state

proficiency assessment standards, to consortium states. Item acquisition and development will originate with both the execution of cooperative agreements with consortium states, which will agree to share their existing item banks, and the specification and competitive selection of an item development contractor.

The Item Development contractor will harvest assessment items and their performance statistics from state item banks. Under the guidance of the TMT, the contractor will secure reviewers and writers and establish item review teams who will evaluate assessment items based on criteria including, but not limited to, linguistic complexity, content demand, cognitive demand, and accessibility. These review teams will also conduct bias and fairness reviews and a gap analysis to identify any standards or skill areas that require additional assessment items. The contractor will hire and train and manage item writers, and will work with the Technology Utilization and the Accommodations and Accessibility TMTs to ensure that harvested and newly written items are UDL and AIP meta-data compliant, and are developed to be accessible to students requiring accommodations.

The Item Development contractor(s) shall also identify CCSS alignments of each item, and will provide mapping back to corresponding state standards. The expertise of the TMT will guide and inform the entirety of the item identification and development processes. The process of reviewing and refinement of the item bank will recur until the TMT has collected a sufficient number of items to comprise a multi-state item bank in support of the new assessments. The final deliverable of the Item Acquisition and Development TMT will be an item bank, complete with metatags, which will be handed off to the Assessment Development TMT for construction into field test forms for screeners and summative assessments, and ultimately, final test forms.

The TMT for Item Development and Acquisition will be helmed by Steve Marban, Steve Marban, the advisor for this TMT brings large-scale, multi-year item and assessment develop expertise to ELPA21 through his project working with the Mexican ministry of education on the two essential skills of the Twenty-first Century: English and Computing. Management. His project there is assessing the progress in English-language proficiency among 64,000 public school students and 630 teachers using custom instruments developed for the project.

Final forms and remaining items will be made accessible on a secure item and assessment hosting platform, which will be a major output of the **Technology Utilization TMT**. This team will kick off by soliciting and compiling specifications on Consortium states' data management systems and reporting platforms. These compiled specifications will serve two purposes: to inform ease of use and access in the design of the item and assessment platform, and to ensure compatibility of outbound data, meta tags and other test statistics into the reporting platforms of the consortium SEAs and LEAs. Recommendations of the TMTs for Accommodation and Accessibility, Field Testing, and Data and Reporting will also contribute to the specification and development of this platform.

The Technology Utilization TMT will also oversee the collection of the incoming data itself – items and their associated statistics. As the final list of multi-state standards evolves, the Technology Utilization TMT will ensure that all items are UDL- and AIP-compliant and properly tagged. In this capacity, the Technology Utilization TMT will act as a quality control partner to the TMT for Item Acquisition and Development.

Lastly, this TMT will collaborate with ELPA21 consortium SEA data system teams to ensure seamless inbound and outbound integration, transparent access and ease of coordination with their existing Student Information Systems and assessment reporting platforms. Data structure components will be informed by the data systems evolving from the work of the four CCSS-focused Consortia: PARCC, Smarter Balanced, the National Center and State Collaborative Partnership (NCSC) and the Dynamic Learning Maps Alternate Assessment System Consortium (DLM).

Dr. Scott Elliot will serve as Technology advisor to this TMT. Dr. Elliot has considerable experience with educational assessment technology dating to the first installation of a computer-based state assessment program in the US. He is currently working with vendors developing the SBAC and PARCC assessments, and will provide a vital and robust linkage to their related work.

The reporting, data management and security specifications amassed by the Technology Utilization TMT will be shared with the **Data and Reporting TMT**, whose efforts will inform assessment data reports to serve the data needs of assorted audiences. The TMT for Data and Reporting will retain and

manage a contractor or consultant with expertise in assessment data management to survey policy experts, SEAs, LEAs, teachers, parents, and students from ELPA21 states to determine both universal reporting requirements and those specific to just one or a handful of key audiences.

This TMT will then oversee the specification and development of report templates that will compile and display the data elements required by each audience in user-friendly formats. A final output of this TMT will be a set of turn-key RFPS that SEAs and LEAs can use to solicit contractors to build or augment reporting platforms at the district and state level. Jay Pfeiffer, former Deputy Commissioner in the Florida Department of Education and lead architect of that state's seminal data system, will advise this TMT.

**Assessment Design** will be managed by a TMT consisting of consortium state members with appropriate expertise to act as an assessment design and construction review panel. In collaboration with the TMTs for Item Acquisition and Development, Accommodations and Accessibility, Field Testing, and Technology Utilization, the TMT for Assessment Design will oversee the development of blueprints for each assessment instrument that address domains and grade band. Using the secure item bank developed by the Item Acquisition and Development TMT, the Assessment Design TMT will construct assessment forms for field testing. Upon conclusion of field testing, the Assessment Design Contractor(s) will conduct item analyses to identify and cull poorly performing items while vertically scaling items that performed as expected. This final set of assessment items will be deployed into one (1) screener and two (2) summative test forms per domain and grade band, and will incorporate placeholders for future field test assessment items. All test forms and meta-data will be loaded into the secure item bank, as will any identified interim assessment items.

Tom Haladyna, Professor Emeritus, Arizona State University, will advise the Assessment Design TMT. Tom is the author of multiple books on item and test design, lead developer for state assessments, as well as a frequent consultant to complex performance test based licensing examinations such as the American Board for Facio-Plastic and Reconstructive Surgery.

Field test parameters will be defined by the **Field Testing** TMT, which will also be responsible for the collection and management of field test data. This TMT will identify and contract with vendor(s) with the expertise to conduct field testing, and will establish LEA field test sites in the consortium states. This TMT and its supporting workgroups will facilitate field testing with states' existing virtual testing platforms and make available paper and pencil test forms where necessary. Dr Scott Elliott will also lead this TMT, to ensure consistency in item data throughout the development, field test and final deployment stages of the project.

The development of each item and the composed assessments will also be informed and guided by the **Accommodations and Accessibility** TMT, operating in a "critical friend" role as a kind of internal audit to ensure assessment items are accessible for all, including students with special needs. This TMT will observe all phases of the project and provide guidance to ensure that established, standard practices around accommodation and accessibility figure prominently in all appropriate aspects of design, development, and deployment. This TMT will also participate in each meeting of the TAC to share observations and make recommendations.

Martha Thurlow, Executive Director for the National Center on Educational Objectives (NCEO) will advise this TMT, lending her expertise of 35 years research and advocacy for equal access to the education enterprise, including valid assessments. Dr. Thurlow has published extensively on all of these topics, authoring numerous books and book chapters, and publishing more than 200 articles and reports. In 2003, she completed her 8-year term as co-Editor of *Exceptional Children*, the research journal of the Council for Exceptional Children.

As item statistics and other field test data are collected, they will be transmitted to the TMT for **Standard Setting**. Working with a user-based standard-setting committee, this TMT will oversee the determination of cut scores to identifying progress and English language proficiency. The TMT for Standard Setting will follow processes for setting benchmark standards, selecting required experts, and overseeing their workflow and outputs. Process requirements will include combining contrasting groups

and applying expert judgment using the Bookmark method to identify benchmark standards, and the determination of weighting for domain (reading, writing, listening and speaking) scores to form a total composite score. This TMT will also review and apply all relevant processes cited in the AERA/APA Joint Standards for Educational Psychological Testing to the data review, benchmarking and score weighting processes.

Dr. Bill Auty, former Assessment and Research Director in the Oregon Department of Education will advise the Field Test TMT. Bill's 35 years experience in all levels of student assessment, program evaluation and data analysis, his leadership building Oregon's state assessment program during its transition to computer-based delivery and his participation with the NAEP standard-setting ideally position him to lead this group.

**Professional Development Support** will be managed by a TMT that will identify a contractor or contractors to develop and distribute Professional Development materials, curricula, scoring rubrics, protocols, and supporting tools, such as training manuals, communication plans and online videos. Working closely with the Assessment Development TMT and its experts, the Professional Development Support TMT will survey and document the testing process at the LEA and SEA level, including adherence to AERA/APA Joint Standards requirements. This TMT will be responsible for the production of a Professional Development curriculum, which will include the ELPA21 Scoring Certification Course, which will assist in developing continuity across states in the scoring of open-response items.

The proposed Professional Development curriculum will be field tested in six sites, in collaboration with the Field Test TMT. These field test sites will involve, at minimum, four (4) teachers and/or test administrators at each site who agree to pilot the training materials, videos and protocols developed by this TMT. For purposes of fidelity, 25% of the trained participants must administer at least three assessments each.

The Field Test TMT will collect post-training and post-testing participant data from the field test, as well as student performance data. The Professional Development Support TMT will compile participant and observer input to identify areas for improvement in materials, protocols or supporting tools. Based on

these dual analyses, PD materials will be refined, and the final outputs will be produced and packaged in preparation for distribution.

Dr. Scott Elliot will advise the TMT for field test work. Scott's expertise and experience with sampling structures to ensure valid and reliable field test results, his in-depth experience building web-accessible item banks, and his psychometric expertise are all assets to this TMT. Additionally Scott's experience as chief operations officer in an educational testing company will be invaluable to the team's monitoring responsibilities.

The identification of best practices and the creation of new recommendations around messaging will be overseen by the TMT for **Communications and Outreach**. This TMT will direct the solicitation and collection of existing ELP programmatic and test-related communications from ELPA21 states and conduct a gap analysis to identify missing components. In consultation with the Executive Board, this group will manage the identification of key messaging that will be disseminated proactively to essential program participants, partners, and consumers. New messaging materials will be developed or existing materials will be refined to address identified gaps in message or means of delivery. This group will also manage the compilation of a media package, consisting of compiled and newly created materials, which will be used to communicate to SEAs, LEAs, teachers, parents and policy makers about the essential features, uses and values of the English Language Proficiency Assessment Program. Messaging and the final media package will be submitted to the Executive Board for approval prior to dissemination. Third, the TMT for Communications and Outreach will, upon commencement, work with the Technology Utilization TMT to identify and retain a web developer to build a public-facing, informational website to serve as a communications scaffold for project vision, tactical information, findings, and key decisions as they develop. This will help ease the transition and adoption of the new standards set by member-states and will help build consensus and buy-in as the project unfolds. This website would also house a restricted-access component through which consortium members can store and access internal documentation, discussions, and decisions related to the execution of the project.

Kara Schlosser will lead this TMT. She has over 15 years of professional communications experience and previously served as the communications director for CCSSO. A former teacher, she also holds a master's degree in education and is currently consulting with national nonprofits in communications strategy and planning.

### **Project Management Partner**

Project Management expertise will be provided by CCSSO, the Council for Chief State School Officers, whose mission is to “lead and facilitate collective state action to transform our public education system.” CCSSO has established a leadership position in the areas of education legislation and advocacy, workforce, information systems, research, next generation learners, standards, assessment and accountability, all of which dovetail into the mission of ELPA21. Furthermore, CCSSO's role in the CCSS initiative showcases the organizations' depth of familiarity with the details and climate around adoption and implementation of the standards.

The project will be managed using standard, widely accepted and historically successful project management methodology, as described by the Project Management Institute, a worldwide standard-setting and credential-granting organization. CCSSO will not only leverage experience in management of large scale projects, but will also draw upon a wealth of resources and tactics developed while leading similar, SEA-based projects under their State Collaboratives on Assessment and Student Standards (SCASS) initiatives.

The Project Management Partner will sit in oversight on the Planning Phase, which will rely on pre-scheduled and frequent check-ins to assess progress, constant communication to manage scope change and requirement creep, and daily plan management to monitor timelines and control slippage. Stopgaps and flexibility have been built into the timeline, as solid project management acknowledges inevitable realities such as communication delays and member schedule conflicts at start-up.

At the point of vendor selection, each sub-project will move to its own timeline, as described in the Timetable on pages 33-34. Sub-projects will primarily be developed and managed with a Waterfall methodology, which allows one complete phase of development to cascade into the next. So a

deliverables such as the development of field test forms, cannot commence until an earlier deliverable — the creation and approval of assessment blueprints — ends. Some of the sub-task timelines are aggressive, waterfall project development will keep the TMT focused on one specific task area at a time, which tends to facilitate consistent forward motion.

The presentation of critical deliverables for most of the TMTs is timed to occur in October, February or June, which are when CCSSO's ELPA21 consortium holds its meetings. Since the majority of the members of ELPA21 will be involved in the ELP Assessment System Consortium, this plan minimizes time constraints on members by leveraging their presence at these thrice-yearly meetings; this also reduces travel costs. There is sufficient flexibility built into the TMTs timelines and the overall project plan to allow for adjustment while still meeting major deadlines, should a critical deliverable fall behind. There are, however, numerous checkpoints and communication intervals built into the sub-project plans so as to avoid “surprises” and minimize slippage.

### **Technical Advisory Committee (TAC)**

ELPA21 will also establish a TAC. This TAC will operate in the conventional sense, as advisor around assessment psychometrics. Convened by the third party evaluation contractor, CRESST, the TAC will also be charged with a broader mission: to act as a pervasive quality control partner. The Technical Advisory Council will act in an advisory capacity to all of the entities in the project, and will make itself available to inform and guide any of the decisions and processes developed and executed by the TMTs — not only around questions of assessment design, psychometrics and test validity, but also in the arenas of hardware and software requirements and applications as they affect the design and development of the ELP assessment system.

To maintain the organizational linkages in this project, the TAC membership will be recommended by CRESST to the Executive Board who will review, select, and appoint the members.

### **Third-Party Research and Validation**

Third-party research and evaluation will be performed by CRESST, the Center for Research, Evaluation, Standards, and Student Testing at The University of California, Los Angeles. CRESST has led efforts around the improvement of learning and education in the US for over forty years, and is a widely respected authority in scientifically based evaluation and testing techniques.

CRESST will act as a trusted but critical friend to the Consortium, scrutinizing all aspects of the Consortium's decisions about students' assessment data and the conclusions drawn from these data. Specifically, CRESST will review the project's resulting formative and summative reports, and all related processes and outputs, through the lenses of technical quality, wisdom of process, utility, and impact. CRESST will also conduct independent external validation of field test assessment data, for purposes of replicating and corroborating the Consortium's findings and recommendations.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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

**Memorandum of Understanding  
English Language Proficiency Assessment  
for the 21<sup>st</sup> Century State Consortium (ELPA21)**

**Enhanced Assessment Instruments Grant Program  
– English Language Proficiency (ELP) Competition  
CFDA number 84.368A-1**

This Memorandum of Understanding (MOU) is entered into as of **06/07/2012**, by and between the English Language Proficiency Assessment for the 21<sup>st</sup> Century State Consortium, hereafter referred to as the "Consortium", and the State of Arkansas, which has elected to participate in the Consortium pursuant to the requirements of the Enhanced Assessment Grant (EAG; CFDA 84.368A-1) competition for 2012, proposals due June 14, 2012.

The purpose of this MOU is to:

- A. Describe the Consortium vision and principles,
- B. Detail the responsibilities of States in the Consortium,
- C. Detail the responsibilities of the Consortium,
- D. Describe the management of Consortium funds,
- E. Describe the governance structure and activities of States in the Consortium,
- F. Describe State entrance, exit, and status change, and
- G. Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:

## **A. Consortium Vision and Principles**

The Consortium's priorities for a new generation English language proficiency assessment system are rooted in a concern for the valid, reliable, and fair assessment of the critical elements associated with English language acquisition and mastery of the linguistic skills linked to success in mainstream classroom environments. These priorities are also rooted in a belief assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon a common set of English language proficiency assessment standards aligned with the Common Core State Standards (CCSS).

The Consortium acknowledges the need for a system comprised of a summative assessment and diagnostic screener, using the common English language proficiency assessment standards as the basis. Additionally, the Consortium acknowledges the value of formative and interim assessment tools for use in the classroom that can assist educators monitoring student progress toward English language proficiency. These assessment tools must support high-quality learning, demands of accountability, and balance desires for innovative assessment tools against the need for a fiscally sustainable system. The efforts of the Consortium will strive to accomplish these goals with priority placed on the summative assessment and screener.

The assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction, and teacher development that

will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the common English language proficiency assessment standards adopted by the Consortium. The system will emphasize the critical elements of English language acquisition and the skills required to master the linguistic demands of the English language.
3. The assessment system will employ technology wherever possible and feasible to optimize the testing experience for the student and response time on reporting results. The Consortium will explore the extent to which computer-based delivery systems provide the appropriate levels of student engagement with the assessment and support the enhancement of English language proficiency measures. Technology applications will be designed to maximize interoperability across user platforms, including platforms emerging from the Smarter Balanced and Partnership for Assessment of Readiness for College and Career (PARCC) consortia, and will utilize open-source development to the greatest extent possible.
4. A sophisticated design will yield scores to support evaluations of student language proficiency growth, as well as efficiently provide input to states' educator effectiveness systems.
5. On-demand and curriculum-embedded assessments will be explored to support teachers in determining where students are on the continuum of English language acquisition and progress toward proficiency.
6. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for students with other specific learning needs.

## **B. Responsibilities of States in the Consortium**

While a continuing member of the Consortium, each State agrees to the following elements of the Consortium's proposed assessment system:

1. Adopt a common set of English language proficiency assessment standards that are aligned to the Common Core State Standards and selected as the foundation for the development of the new English language proficiency assessment,
2. Fully implement statewide the Consortium's summative assessment in grades K-12 during the first school year following the conclusion of the assessment development grant (projected to be the 2016–2017 school year),
3. Adhere to the Consortium's governance structure as outlined in this document,
4. Participate in the decision-making process and uphold the decisions of the Consortium,
5. Agree to follow agreed-upon timelines, and

6. Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system.

### **C. Responsibilities of the Consortium**

At the conclusion of the project grant period, the Consortium will provide the following:

1. A comprehensively designed system of assessments including a strategic variety of item types and performance assessments of modest scope to assess the full range of the common English language proficiency assessment standards in the four domains – reading, writing, listening, and speaking, as well as identifying mastery of linguistics.
2. A system of assessments which includes a diagnostic screener, for initial identification and placement of new English languages learners, and a required summative assessment which provides accurate assessment of student achievement, including for students with disabilities. The summative and screener assessments will be computer-administered to the extent practically feasible.
3. Reliable, valid, and fair scores, for students and groups, which can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title III; and improve understanding of the effectiveness and professional development needs of teachers and principals.
4. Achievement standards and achievement level descriptors benchmarked across the widest feasible and practical array of recognized standards.
5. Access for the State or its authorized delegate to secure item and task banks, which include psychometrically sound scaling and equating procedures to provide comparable scoring across member States.
6. Professional development materials and protocols focused on scoring and examination of student work to impact curriculum and lesson development.
7. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance structure will be responsible for implementing plans that are consistent with this Memo of Understanding (MOU), but may make changes as necessary through a formal adoption process.
8. Documentation from a Project Management Partner (PMP) which will assist with management, organization, logistics, and planning on behalf of the Consortium, and who will monitor the progress of deliverables under the proposal for the U.S. Department of Education.
9. A financial analysis, approved by member States, which details the efficacy, efficiency, and sustainability of the assessment system. The analysis will propose options to member States to ensure effective administration of an operational assessment during

the school year following conclusion of the grant period (projected to be the 2016-2017 school year).

- 10.A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward English language proficiency.

## **D. Management of Consortium Funds**

The laws and rules of the State of Oregon, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36, will govern all financial activities. Additionally, the State of Oregon will be legally responsible for the use of grant funds and for ensuring the Consortium in accordance with Federal requirements carries out the project.

## **E. Governance Structure and Activities of States in Consortium**

As described in the Consortium governance structure, all member States share in the efforts and rewards of a collaborative team environment, where decisions on matters of policy, finance, or design are determined in a consensus manner.

To be considered a continuing member of the Consortium, each State, by signing this MOU, agrees it:

1. Is committed to the goals and objectives of the Consortium and met the qualifications specified in this document,
2. Will be active in policy decision-making for the Consortium,
3. Will provide a representative to serve on the Consortium Council,
4. Will assist, through representation on Task Management Teams, with the tasks associated in developing and implementing the project,
5. Will approve, via a voting process, the election of the Executive Board.
6. Will participate in final decision-making of the following:
  - a. Changes in governance and other official documents,
  - b. Specific design elements
  - c. Financial adjustments from original budget in excess of \$25,000, and
  - d. Other issues, deemed pertinent by the leadership body, for the total membership to approve.

## **Organizational Structure**

### **Consortium Council**

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

- Have prior experience in either the design or implementation of curriculum, instructional supports to English language learners and/or assessment systems at the policy or implementation level.
- Must have a willingness to serve as the liaison between the total State membership and any established working groups.
- The Consortium Council shall meet bi-weekly on such schedule as its members shall determine.

### **Consortium Council Responsibilities**

- Determine the broad picture of what the assessment system will look like,
- Receive regular reports from the Project Management Partner, the Task Management Teams, and/or other assigned advisory positions or groups,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- As necessary, review Task Management Team recommendations of successful contract proposals for approval by the Executive Board and the Lead Procurement State/Lead State.

### **Executive Board**

- The Executive Board is made up of a Chairperson, a representative from the Lead Procurement State/Lead State, and three at-large representatives from the state membership, for a total of five members.
- All positions to the Executive Board, with the exception of the Lead Procurement State/Lead State position, will be selected via voting process of the member states; the Executive Board Chairperson will be elected by vote of the Executive Board members and may not be the Lead Procurement State/Lead State representative.
- Ex-officio members will include representatives from the Project Management Partner (PMP), and other technical advisors as either the Consortium Council or the Executive Board deem critical to guiding the work of the project.
- In the initial selection of membership, a rotation plan will be established, allowing the four selected representatives to serve for alternating spans of time to provide opportunity for broad state-member participation. The representatives with the two highest vote counts will serve for two years, while the remaining representatives will serve for one year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.
- The Executive Board will meet at least bi-weekly on such schedule as its members shall determine.

### **Executive Board Responsibilities**

- Oversee development of English language proficiency assessment system,
- Provide oversight of the Project Management Partner, and other ex-officio members,
- Provide oversight of the Lead Procurement State/Lead State,
- Work to develop project plans and agendas, and to resolve identified issues,
- Provide final determination on all issues/decisions brought forward from the Consortium Council,

- **Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State and Project Management Partner, and**
- **Receive and act on special and regular reports from various project support members (e.g., the Project Management Partner, the Technical Advisory Committee (TAC)), the USED, and member State SEAs.**

### **Decision-making**

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Executive Board will determine what issues will originate from the Consortium Council. Each Consortium Council member will have one vote; if any decision has a difference of three or fewer votes, the issue in question will be re-examined at the next regularly, or specially, scheduled meeting. The Executive Board may prepare additional information as to the pros and cons of the issue to inform members of the Consortium Council in reaching consensus and a final decision. The Executive Board will specify decision-making responsibilities assigned to the Consortium Council and to the Executive Board.

### **Task Management Teams**

Task Management Teams (TMT) are comprised of an advisor/expert contracted consultant skilled in the particular task area. Two to four state education agency (SEA) members from ELPA21 Consortium States will complete each TMT. Each TMT will specify, guide, review, and hold accountable contractors competitively selected to complete tasks within the TMT's responsibility area. State representatives may be members of the Consortium Council, or the Executive Board, or may other SEA employees with applicable experience and skills in the target area. State participation in a TMT will require a minimal amount of engagement to review task progress and materials developed to support project outcomes. Interested individuals will submit inquiries in writing to the Project Management Partner indicating a preferred group. The Consortium Council upon the collaborative recommendation of the PMP and each advisor/expert will appoint TMT members. All Member States are expected to commit support toward one or more of the Task Management Teams based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. ELPA21 has established the following working list of Task Management Teams, which may be adjusted as project needs dictate:

- **Proficiency Standards Development TMT**
- **Item Acquisition and Development TMT**
- **Assessment Design TMT**
- **Accommodations and Accessibility TMT**
- **Standard Setting TMT**
- **Field Testing TMT**
- **Technology Utilization TMT**
- **Data System and Reporting TMT**
- **Professional Development Support TMT**
- **Communications and Outreach TMT**

The Consortium will also establish a Technical Advisory Committee (TAC) and as deemed necessary, other appropriate ex-officio members and/or groups as needed to advise the Executive Board and/or the Consortium Council.

## **F. State Entrance, Exit, and Status Change**

This MOU shall become effective as of the date first written above upon signature by both the Lead State designee and the Consortium state member applicant and remain in force until the conclusion of the Program, unless terminated earlier in writing as set forth below.

### **Entrance into Consortium**

Initial entrance into the Consortium as part of the EAG applicant group is assured when:

- A signature is secured on the MOU from the State's chief, or appropriate designee;
- The signed MOU is submitted to the Consortium's identified Project Management Partner;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system;
- The State agrees to support all Consortium decisions made prior to the State joining the Consortium.

After receipt of the grant award, the Executive Board must approve any request for entrance into the Consortium. Upon approval, the Project Management Partner will then submit a change of membership to the USED. A State may begin participating in the decision-making process after acceptance of their MOU.

### **Exit from Consortium**

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

- A State requesting an exit from the Consortium must submit to the Project Management Partner a written request and reasons for the exit request;
- The written explanation must include the statutory or policy reasons for the exit;
- The written request must be submitted to the Project Management Partner with a signature from a person at the same or higher level of authority as originally signed for entering the Consortium;
- The Executive Board will act upon the request within one week of the request; and
- The Project Management Partner will then submit a change of membership to the USED.

(Rest of page left blank intentionally.)

**G. Bind each State in the Consortium to every statement and assurance made in the application through the following signature block.**

<p><b>MEMBER STATE Enhanced Assessment Instruments Grant Program – English Language Proficiency(ELP) Competition</b></p>	
<p>As a Member State in the English Language Proficiency Assessment for the 21<sup>st</sup> Century State Consortium (ELPA21), I have read and understand the roles and responsibilities of Member States and agree to be bound by the statements and assurances made in the application.</p>	
<p>I further certify in the continuing capacity of a Member State I am fully committed to the goals and objectives of the grant application and will support its implementation.</p>	
<p>State Name: <b>ARKANSAS</b></p>	
<p>Chief State School Officer/Designee: (Printed Name): Dr. Tom W. Kimbrell Commissioner of Education</p>	<p>Telephone: <input style="width: 100px; height: 20px;" type="text" value="(b)(6)"/></p>
<p>Chief State School Officer/Designee: (Signature) <input style="width: 200px; height: 40px;" type="text" value="(b)(6)"/></p>	<p>Date: <u>6 1 13 1 2012</u></p>

# FLORIDA DEPARTMENT OF EDUCATION



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Commissioner of Education



June 8, 2012

Mr. Robert M. Olsen, Program Director  
SCASS Systems  
Council of Chief State School Officers  
One Massachusetts Avenue, NW, Suite 700  
Washington, DC 20001-1431

Dear Mr. Olsen:

The Florida Department of Education is pleased to confirm interest in partnering with the Council of State School Officers, State Collaborative on Assessment and Student Standards (SCASS), and the Understanding Language Initiative at Stanford University in the development of a Common System of English Language Proficiency Assessments (CSELPA) initiative. As you know, the closing date for the 2012 Educational Assessment Grant (EAG) for English Language Proficiency (ELP) from the United States Department of Education (USDE) is June 14, 2012, and it is my understanding that CSSO is establishing CSELPA, a consortium of 15 state departments of education, to jointly apply for the grant.

CSELPA's goals and objectives correlate with our state's ongoing initiative of establishing English Language Proficiency (ELP) standards that will align with the common core standards. Currently, a committee of teachers, administrators and practitioners from around the state are working on developing Florida's ELP standards. This state effort would subsequently require assessments that are aligned to the ELP standards. The expectation is that CSELPA's focus on developing a system of assessments that correspond to a common set of college and career-ready standards for English Language would be the logical follow up to the ELP standards.

Please contact Mary Jane Tappen, Deputy Chancellor for Curriculum, Instruction, and Student Services, at (850) 245-0509 or [Mary.Tappen@fldoe.org](mailto:Mary.Tappen@fldoe.org) for related information and updates on the CSELPA initiative.

Sincerely,

(b)(6)

(b)(6)

Gerard Robinson

GR/af

# FLORIDA DEPARTMENT OF EDUCATION



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Commissioner of Education



June 12, 2012

Honorable Susan Castillo  
State Superintendent of Public Instruction  
Oregon Department of Education  
255 Capitol Street NE  
Salem, OR 97310-0203

Subject: State of Oregon Submission for 2012 USDOE Enhanced Assessment Instruments Grant Program – English Language Proficiency (ELP Competition)

Dear Superintendent Castillo:

The state of Florida is pleased to collaborate with the Oregon Department of Education's leadership, the Council of Chief State School Officers (CCSSO), and other participating states in the proposal you are submitting to the U.S. Department of Education for an Enhanced Assessment Grant, "English Language Proficiency Assessment for the 21st Century State Consortium (ELPA21)." The project has the potential to advance knowledge about, and the practice of, assessment to benefit the learning of all students. Florida has a long-term interest in Limited English Proficient (LEP) assessments, and we strongly support the goals and objectives of this innovative and groundbreaking proposal.

Florida's contribution will be for participation in the decision-making process, development, and implementation of an English language proficiency assessment system based on a set of common English language proficiency standards that are aligned to the Common Core State Standards.

We look forward to working with you on this very important project. Best wishes for the success of your proposal.

Sincerely,

(b)(6)

(b)(6)

Gerard Robinson

GR/mp

**Memorandum of Understanding  
English Language Proficiency Assessment  
for the 21<sup>st</sup> Century State Consortium (ELPA21)**

**Enhanced Assessment Instruments Grant Program  
– English Language Proficiency (ELP) Competition  
CFDA number 84.368A-1**

This Memorandum of Understanding (MOU) is entered into as of 6/1/2012, by and between the English Language Proficiency Assessment for the 21<sup>st</sup> Century State Consortium, hereafter referred to as the "Consortium", and the State of Florida, which has elected to participate in the Consortium pursuant to the requirements of the Enhanced Assessment Grant (EAG; CFDA 84.368A-1) competition for 2012, proposals due June 14, 2012.

The purpose of this MOU is to:

- A. Describe the Consortium vision and principles,
- B. Detail the responsibilities of States in the Consortium,
- C. Detail the responsibilities of the Consortium,
- D. Describe the management of Consortium funds,
- E. Describe the governance structure and activities of States in the Consortium,
- F. Describe State entrance, exit, and status change, and
- G. Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:

## **A. Consortium Vision and Principles**

The Consortium's priorities for a new generation English language proficiency assessment system are rooted in a concern for the valid, reliable, and fair assessment of the critical elements associated with English language acquisition and mastery of the linguistic skills linked to success in mainstream classroom environments. These priorities are also rooted in a belief assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon a common set of English language proficiency assessment standards aligned with the Common Core State Standards (CCSS).

The Consortium acknowledges the need for a system comprised of a summative assessment and diagnostic screener, using the common English language proficiency assessment standards as the basis. Additionally, the Consortium acknowledges the value of formative and interim assessment tools for use in the classroom that can assist educators monitoring student progress toward English language proficiency. These assessment tools must support high-quality learning, demands of accountability, and balance desires for innovative assessment tools against the need for a fiscally sustainable system. The efforts of the Consortium will strive to accomplish these goals with priority placed on the summative assessment and screener.

The assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction, and teacher development that

will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the common English language proficiency assessment standards adopted by the Consortium. The system will emphasize the critical elements of English language acquisition and the skills required to master the linguistic demands of the English language.
3. The assessment system will employ technology wherever possible and feasible to optimize the testing experience for the student and response time on reporting results. The Consortium will explore the extent to which computer-based delivery systems provide the appropriate levels of student engagement with the assessment and support the enhancement of English language proficiency measures. Technology applications will be designed to maximize interoperability across user platforms, including platforms emerging from the Smarter Balanced and Partnership for Assessment of Readiness for College and Career (PARCC) consortia, and will utilize open-source development to the greatest extent possible.
4. A sophisticated design will yield scores to support evaluations of student language proficiency growth, as well as efficiently provide input to states' educator effectiveness systems.
5. On-demand and curriculum-embedded assessments will be explored to support teachers in determining where students are on the continuum of English language acquisition and progress toward proficiency.
6. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for students with other specific learning needs.

## **B. Responsibilities of States in the Consortium**

While a continuing member of the Consortium, each State agrees to the following elements of the Consortium's proposed assessment system:

1. Adopt a common set of English language proficiency assessment standards that are aligned to the Common Core State Standards and selected as the foundation for the development of the new English language proficiency assessment,
2. Fully implement statewide the Consortium's summative assessment in grades K-12 during the first school year following the conclusion of the assessment development grant (projected to be the 2016–2017 school year),
3. Adhere to the Consortium's governance structure as outlined in this document,
4. Participate in the decision-making process and uphold the decisions of the Consortium,
5. Agree to follow agreed-upon timelines, and

6. Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system.

### **C. Responsibilities of the Consortium**

At the conclusion of the project grant period, the Consortium will provide the following:

1. A comprehensively designed system of assessments including a strategic variety of item types and performance assessments of modest scope to assess the full range of the common English language proficiency assessment standards in the four domains – reading, writing, listening, and speaking, as well as identifying mastery of linguistics.
2. A system of assessments which includes a diagnostic screener, for initial identification and placement of new English languages learners, and a required summative assessment which provides accurate assessment of student achievement, including for students with disabilities. The summative and screener assessments will be computer-administered to the extent practically feasible.
3. Reliable, valid, and fair scores, for students and groups, which can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title III ESEA; and improve understanding of the effectiveness and professional development needs of teachers and principals.
4. Achievement standards and achievement level descriptors benchmarked across the widest feasible and practical array of recognized standards.
5. Access for the State or its authorized delegate to secure item and task banks, which include psychometrically sound scaling and equating procedures to provide comparable scoring across member States.
6. Professional development materials and protocols focused on scoring and examination of student work to impact curriculum and lesson development.
7. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance structure will be responsible for implementing plans that are consistent with this Memo of Understanding (MOU), but may make changes as necessary through a formal adoption process.
8. Documentation from a Project Management Partner (PMP) which will assist with management, organization, logistics, and planning on behalf of the Consortium, and who will monitor the progress of deliverables under the proposal for the U.S. Department of Education.
9. A financial analysis, approved by member States, which details the efficacy, efficiency, and sustainability of the assessment system. The analysis will propose options to member States to ensure effective administration of an operational assessment during

the school year following conclusion of the grant period (projected to be the 2016-2017 school year).

10. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward English language proficiency.

## **D. Management of Consortium Funds**

The laws and rules of the State of Oregon, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36, will govern all financial activities. Additionally, the State of Oregon will be legally responsible for the use of grant funds and for ensuring the Consortium in accordance with Federal requirements carries out the project.

## **E. Governance Structure and Activities of States in Consortium**

As described in the Consortium governance structure, all member States share in the efforts and rewards of a collaborative team environment, where decisions on matters of policy, finance, or design are determined in a consensus manner.

To be considered a continuing member of the Consortium, each State, by signing this MOU, agrees it:

1. Is committed to the goals and objectives of the Consortium and met the qualifications specified in this document,
2. Will be active in policy decision-making for the Consortium,
3. Will provide a representative to serve on the Consortium Council,
4. Will assist, through representation on Task Management Teams, with the tasks associated in developing and implementing the project,
5. Will approve, via a voting process, the election of the Executive Board.
6. Will participate in final decision-making of the following:
  - a. Changes in governance and other official documents,
  - b. Specific design elements
  - c. Financial adjustments from original budget in excess of \$25,000, and
  - d. Other issues, deemed pertinent by the leadership body, for the total membership to approve.

## **Organizational Structure**

### **Consortium Council**

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

- Have prior experience in either the design or implementation of curriculum, instructional supports to English language learners and/or assessment systems at the policy or implementation level.
- Must have a willingness to serve as the liaison between the total State membership and any established working groups.
- The Consortium Council shall meet bi-weekly on such schedule as its members shall determine.

### **Consortium Council Responsibilities**

- Determine the broad picture of what the assessment system will look like,
- Receive regular reports from the Project Management Partner, the Task Management Teams, and/or other assigned advisory positions or groups,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- As necessary, review Task Management Team recommendations of successful contract proposals for approval by the Executive Board and the Lead Procurement State/Lead State.

### **Executive Board**

- The Executive Board is made up of a Chairperson, a representative from the Lead Procurement State/Lead State, and three at-large representatives from the state membership, for a total of five members.
- All positions to the Executive Board, with the exception of the Lead Procurement State/Lead State position, will be selected via voting process of the member states; the Executive Board Chairperson will be elected by vote of the Executive Board members and may not be the Lead Procurement State/Lead State representative.
- Ex-officio members will include representatives from the Project Management Partner (PMP), and other technical advisors as either the Consortium Council or the Executive Board deem critical to guiding the work of the project.
- In the initial selection of membership, a rotation plan will be established, allowing the four selected representatives to serve for alternating spans of time to provide opportunity for broad state-member participation. The representatives with the two highest vote counts will serve for two years, while the remaining representatives will serve for one year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.
- The Executive Board will meet at least bi-weekly on such schedule as its members shall determine.

### **Executive Board Responsibilities**

- Oversee development of English language proficiency assessment system,
- Provide oversight of the Project Management Partner, and other ex-officio members,
- Provide oversight of the Lead Procurement State/Lead State,
- Work to develop project plans and agendas, and to resolve identified issues,
- Provide final determination on all issues/decisions brought forward from the Consortium Council,

- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State and Project Management Partner, and
- Receive and act on special and regular reports from various project support members (e.g., the Project Management Partner, the Technical Advisory Committee (TAC)), the USED, and member State SEAs.

### **Decision-making**

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Executive Board will determine what issues will originate from the Consortium Council. Each Consortium Council member will have one vote; if any decision has a difference of three or fewer votes, the issue in question will be re-examined at the next regularly, or specially, scheduled meeting. The Executive Board may prepare additional information as to the pros and cons of the issue to inform members of the Consortium Council in reaching consensus and a final decision. The Executive Board will specify decision-making responsibilities assigned to the Consortium Council and to the Executive Board.

### **Task Management Teams**

Task Management Teams (TMT) are comprised of an advisor/expert contracted consultant skilled in the particular task area. Two to four state education agency (SEA) members from ELPA21 Consortium States will complete each TMT. Each TMT will specify, guide, review, and hold accountable contractors competitively selected to complete tasks within the TMT's responsibility area. State representatives may be members of the Consortium Council, or the Executive Board, or may other SEA employees with applicable experience and skills in the target area. State participation in a TMT will require a minimal amount of engagement to review task progress and materials developed to support project outcomes. Interested individuals will submit inquiries in writing to the Project Management Partner indicating a preferred group. The Consortium Council upon the collaborative recommendation of the PMP and each advisor/expert will appoint TMT members. All Member States are expected to commit support toward one or more of the Task Management Teams based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. ELPA21 has established the following working list of Task Management Teams, which may be adjusted as project needs dictate:

- Proficiency Standards Development TMT
- Item Acquisition and Development TMT
- Assessment Design TMT
- Accommodations and Accessibility TMT
- Standard Setting TMT
- Field Testing TMT
- Technology Utilization TMT
- Data System and Reporting TMT
- Professional Development Support TMT
- Communications and Outreach TMT

The Consortium will also establish a Technical Advisory Committee (TAC) and as deemed necessary, other appropriate ex-officio members and/or groups as needed to advise the Executive Board and/or the Consortium Council.

## **F. State Entrance, Exit, and Status Change**

This MOU shall become effective as of the date first written above upon signature by both the Lead State designee and the Consortium state member applicant and remain in force until the conclusion of the Program, unless terminated earlier in writing as set forth below.

### **Entrance into Consortium**

Initial entrance into the Consortium as part of the EAG applicant group is assured when:

- A signature is secured on the MOU from the State's chief, or appropriate designee;
- The signed MOU is submitted to the Consortium's identified Project Management Partner;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system;
- The State agrees to support all Consortium decisions made prior to the State joining the Consortium.

After receipt of the grant award, the Executive Board must approve any request for entrance into the Consortium. Upon approval, the Project Management Partner will then submit a change of membership to the USED. A State may begin participating in the decision-making process after acceptance of their MOU.

### **Exit from Consortium**

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

- A State requesting an exit from the Consortium must submit to the Project Management Partner a written notice;
- The written notice must include the statutory or policy reasons for the exit;
- The written request must be submitted to the Project Management Partner with a signature from a person at the same or higher level of authority as originally signed for entering the Consortium; and
- The Project Management Partner will then submit a change of membership to the USED.

(Rest of page left blank intentionally.)

G. Bind each State in the Consortium to every statement and assurance made in the application through the following signature block.

<b>MEMBER STATE</b> Enhanced Assessment Instruments Grant Program – English Language Proficiency(ELP) Competition	
As a Member State in the English Language Proficiency Assessment for the 21 <sup>st</sup> Century State Consortium (ELPA21), I have read and understand the roles and responsibilities of Member States, and agree to be bound by the statements and assurances made in the application.	
I further certify in the continuing capacity of a Member State I am fully committed to the goals and objectives of the grant application and will support its implementation.	
State Name: Florida	
Chief State School Officer/Designee: (Printed Name): Gerard Robinson Commissioner of Education <i>Gerard Robinson</i>	Telephone: (b)(6)
Chief State School Officer/Designee: (Signature) (b)(6)	Date: 6 / 12 / 2012

**Memorandum of Understanding  
English Language Proficiency Assessment  
for the 21<sup>st</sup> Century State Consortium (ELPA21)**

**Enhanced Assessment Instruments Grant Program  
– English Language Proficiency (ELP) Competition  
CFDA number 84.368A-1**

This Memorandum of Understanding (MOU) is entered into as of June 6, 2012, by and between the English Language Proficiency Assessment for the 21<sup>st</sup> Century State Consortium, hereafter referred to as the "Consortium", and the State of Iowa, which has elected to participate in the Consortium pursuant to the requirements of the Enhanced Assessment Grant (EAG; CFDA 84.368A-1) competition for 2012, proposals due June 14, 2012.

The purpose of this MOU is to:

- A. Describe the Consortium vision and principles,
- B. Detail the responsibilities of States in the Consortium,
- C. Detail the responsibilities of the Consortium,
- D. Describe the management of Consortium funds,
- E. Describe the governance structure and activities of States in the Consortium,
- F. Describe State entrance, exit, and status change, and
- G. Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:

## **A. Consortium Vision and Principles**

The Consortium's priorities for a new generation English language proficiency assessment system are rooted in a concern for the valid, reliable, and fair assessment of the critical elements associated with English language acquisition and mastery of the linguistic skills linked to success in mainstream classroom environments. These priorities are also rooted in a belief assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon a common set of English language proficiency assessment standards aligned with the Common Core State Standards (CCSS).

The Consortium acknowledges the need for a system comprised of a summative assessment and diagnostic screener, using the common English language proficiency assessment standards as the basis. Additionally, the Consortium acknowledges the value of formative and interim assessment tools for use in the classroom that can assist educators monitoring student progress toward English language proficiency. These assessment tools must support high-quality learning, demands of accountability, and balance desires for innovative assessment tools against the need for a fiscally sustainable system. The efforts of the Consortium will strive to accomplish these goals with priority placed on the summative assessment and screener.

The assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction, and teacher development that

will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the common English language proficiency assessment standards adopted by the Consortium. The system will emphasize the critical elements of English language acquisition and the skills required to master the linguistic demands of the English language.
3. The assessment system will employ technology wherever possible and feasible to optimize the testing experience for the student and response time on reporting results. The Consortium will explore the extent to which computer-based delivery systems provide the appropriate levels of student engagement with the assessment and support the enhancement of English language proficiency measures. Technology applications will be designed to maximize interoperability across user platforms, including platforms emerging from the Smarter Balanced and Partnership for Assessment of Readiness for College and Career (PARCC) consortia, and will utilize open-source development to the greatest extent possible.
4. A sophisticated design will yield scores to support evaluations of student language proficiency growth, as well as efficiently provide input to states' educator effectiveness systems.
5. On-demand and curriculum-embedded assessments will be explored to support teachers in determining where students are on the continuum of English language acquisition and progress toward proficiency.
6. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for students with other specific learning needs.

## **B. Responsibilities of States in the Consortium**

While a continuing member of the Consortium, each State agrees to the following elements of the Consortium's proposed assessment system:

1. Adopt a common set of English language proficiency assessment standards that are aligned to the Common Core State Standards and selected as the foundation for the development of the new English language proficiency assessment,
2. Fully implement statewide the Consortium's summative assessment in grades K-12 during the first school year following the conclusion of the assessment development grant (projected to be the 2016–2017 school year),
3. Adhere to the Consortium's governance structure as outlined in this document,
4. Participate in the decision-making process and uphold the decisions of the Consortium,
5. Agree to follow agreed-upon timelines, and

6. Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system.

### **C. Responsibilities of the Consortium**

At the conclusion of the project grant period, the Consortium will provide the following:

1. A comprehensively designed system of assessments including a strategic variety of item types and performance assessments of modest scope to assess the full range of the common English language proficiency assessment standards in the four domains – reading, writing, listening, and speaking, as well as identifying mastery of linguistics.
2. A system of assessments which includes a diagnostic screener, for initial identification and placement of new English languages learners, and a required summative assessment which provides accurate assessment of student achievement, including for students with disabilities. The summative and screener assessments will be computer-administered to the extent practically feasible.
3. Reliable, valid, and fair scores, for students and groups, which can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title III ESEA; and improve understanding of the effectiveness and professional development needs of teachers and principals.
4. Achievement standards and achievement level descriptors benchmarked across the widest feasible and practical array of recognized standards.
5. Access for the State or its authorized delegate to secure item and task banks, which include psychometrically sound scaling and equating procedures to provide comparable scoring across member States.
6. Professional development materials and protocols focused on scoring and examination of student work to impact curriculum and lesson development.
7. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance structure will be responsible for implementing plans that are consistent with this Memo of Understanding (MOU), but may make changes as necessary through a formal adoption process.
8. Documentation from a Project Management Partner (PMP) which will assist with management, organization, logistics, and planning on behalf of the Consortium, and who will monitor the progress of deliverables under the proposal for the U.S. Department of Education.
9. A financial analysis, approved by member States, which details the efficacy, efficiency, and sustainability of the assessment system. The analysis will propose options to member States to ensure effective administration of an operational assessment during

the school year following conclusion of the grant period (projected to be the 2016-2017 school year).

10. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward English language proficiency.

## **D. Management of Consortium Funds**

The laws and rules of the State of Oregon, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36, will govern all financial activities. Additionally, the State of Oregon will be legally responsible for the use of grant funds and for ensuring the Consortium in accordance with Federal requirements carries out the project.

## **E. Governance Structure and Activities of States in Consortium**

As described in the Consortium governance structure, all member States share in the efforts and rewards of a collaborative team environment, where decisions on matters of policy, finance, or design are determined in a consensus manner.

To be considered a continuing member of the Consortium, each State, by signing this MOU, agrees it:

1. Is committed to the goals and objectives of the Consortium and met the qualifications specified in this document,
2. Will be active in policy decision-making for the Consortium,
3. Will provide a representative to serve on the Consortium Council,
4. Will assist, through representation on Task Management Teams, with the tasks associated in developing and implementing the project,
5. Will approve, via a voting process, the election of the Executive Board.
6. Will participate in final decision-making of the following:
  - a. Changes in governance and other official documents,
  - b. Specific design elements
  - c. Financial adjustments from original budget in excess of \$25,000, and
  - d. Other issues, deemed pertinent by the leadership body, for the total membership to approve.

## **Organizational Structure**

### **Consortium Council**

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

- Have prior experience in either the design or implementation of curriculum, instructional supports to English language learners and/or assessment systems at the policy or implementation level.
- Must have a willingness to serve as the liaison between the total State membership and any established working groups.
- The Consortium Council shall meet bi-weekly on such schedule as its members shall determine.

### **Consortium Council Responsibilities**

- Determine the broad picture of what the assessment system will look like,
- Receive regular reports from the Project Management Partner, the Task Management Teams, and/or other assigned advisory positions or groups,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- As necessary, review Task Management Team recommendations of successful contract proposals for approval by the Executive Board and the Lead Procurement State/Lead State.

### **Executive Board**

- The Executive Board is made up of a Chairperson, a representative from the Lead Procurement State/Lead State, and three at-large representatives from the state membership, for a total of five members.
- All positions to the Executive Board, with the exception of the Lead Procurement State/Lead State position, will be selected via voting process of the member states; the Executive Board Chairperson will be elected by vote of the Executive Board members and may not be the Lead Procurement State/Lead State representative.
- Ex-officio members will include representatives from the Project Management Partner (PMP), and other technical advisors as either the Consortium Council or the Executive Board deem critical to guiding the work of the project.
- In the initial selection of membership, a rotation plan will be established, allowing the four selected representatives to serve for alternating spans of time to provide opportunity for broad state-member participation. The representatives with the two highest vote counts will serve for two years, while the remaining representatives will serve for one year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.
- The Executive Board will meet at least bi-weekly on such schedule as its members shall determine.

### **Executive Board Responsibilities**

- Oversee development of English language proficiency assessment system,
- Provide oversight of the Project Management Partner, and other ex-officio members,
- Provide oversight of the Lead Procurement State/Lead State,
- Work to develop project plans and agendas, and to resolve identified issues,
- Provide final determination on all issues/decisions brought forward from the Consortium Council,

- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State and Project Management Partner, and
- Receive and act on special and regular reports from various project support members (e.g., the Project Management Partner, the Technical Advisory Committee (TAC)), the USED, and member State SEAs.

### **Decision-making**

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Executive Board will determine what issues will originate from the Consortium Council. Each Consortium Council member will have one vote; if any decision has a difference of three or fewer votes, the issue in question will be re-examined at the next regularly, or specially, scheduled meeting. The Executive Board may prepare additional information as to the pros and cons of the issue to inform members of the Consortium Council in reaching consensus and a final decision. The Executive Board will specify decision-making responsibilities assigned to the Consortium Council and to the Executive Board.

### **Task Management Teams**

Task Management Teams (TMT) are comprised of an advisor/expert contracted consultant skilled in the particular task area. Two to four state education agency (SEA) members from ELPA21 Consortium States will complete each TMT. Each TMT will specify, guide, review, and hold accountable contractors competitively selected to complete tasks within the TMT's responsibility area. State representatives may be members of the Consortium Council, or the Executive Board, or may other SEA employees with applicable experience and skills in the target area. State participation in a TMT will require a minimal amount of engagement to review task progress and materials developed to support project outcomes. Interested individuals will submit inquiries in writing to the Project Management Partner indicating a preferred group. The Consortium Council upon the collaborative recommendation of the PMP and each advisor/expert will appoint TMT members. All Member States are expected to commit support toward one or more of the Task Management Teams based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. ELPA21 has established the following working list of Task Management Teams, which may be adjusted as project needs dictate:

- Proficiency Standards Development TMT
- Item Acquisition and Development TMT
- Assessment Design TMT
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- Professional Development Support TMT
- Communications and Outreach TMT

The Consortium will also establish a Technical Advisory Committee (TAC) and as deemed necessary, other appropriate ex-officio members and/or groups as needed to advise the Executive Board and/or the Consortium Council.

## **F. State Entrance, Exit, and Status Change**

This MOU shall become effective as of the date first written above upon signature by both the Lead State designee and the Consortium state member applicant and remain in force until the conclusion of the Program, unless terminated earlier in writing as set forth below.

### **Entrance into Consortium**

Initial entrance into the Consortium as part of the EAG applicant group is assured when:

- A signature is secured on the MOU from the State's chief, or appropriate designee;
- The signed MOU is submitted to the Consortium's identified Project Management Partner;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system;
- The State agrees to support all Consortium decisions made prior to the State joining the Consortium.

After receipt of the grant award, the Executive Board must approve any request for entrance into the Consortium. Upon approval, the Project Management Partner will then submit a change of membership to the USED. A State may begin participating in the decision-making process after acceptance of their MOU.

### **Exit from Consortium**

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

- A State requesting an exit from the Consortium must submit to the Project Management Partner a written request and reasons for the exit request;
- The written explanation must include the statutory or policy reasons for the exit;
- The written request must be submitted to the Project Management Partner with a signature from a person at the same or higher level of authority as originally signed for entering the Consortium;
- The Executive Board will act upon the request within one week of the request; and
- The Project Management Partner will then submit a change of membership to the USED.

(Rest of page left blank intentionally.)

**G. Bind each State in the Consortium to every statement and assurance made in the application through the following signature block.**

**MEMBER STATE Enhanced Assessment Instruments Grant Program – English Language Proficiency(ELP) Competition**

As a Member State in the English Language Proficiency Assessment for the 21<sup>st</sup> Century State Consortium (ELPA21), I have read and understand the roles and responsibilities of Member States, and agree to be bound by the statements and assurances made in the application.

I further certify in the continuing capacity of a Member State I am fully committed to the goals and objectives of the grant application and will support its implementation.

State Name: Iowa

Chief State School Officer/Designee:  
(Printed Name):  
Jason E. Glass

Telephone:

(b)(6)

Chief State School Officer/Designee:  
(Signature)

(b)(6)

(b)(6)

Date:

June 6, 2012

The Consortium acknowledges the need for a system comprised of a summative assessment and diagnostic screener, using the common English language proficiency assessment standards as the basis. Additionally, the Consortium acknowledges the value of formative and interim assessment tools for use in the classroom that can assist educators monitoring student progress toward English language proficiency. These assessment tools must support high-quality learning, demands of accountability, and balance desires for innovative assessment tools against the need for a fiscally sustainable system. The efforts of the Consortium will strive to accomplish these goals with priority placed on the summative assessment and screener. The assessment system developed by the Consortium will include the following key elements and principles:

The Consortium intends to build a flexible system of assessment based upon a common set of English language proficiency assessment standards aligned with the Common Core State Standards (CCSS).

The Consortium's priorities for a new generation English language proficiency assessment system are rooted in a concern for the valid, reliable, and fair assessment of the critical elements associated with English language acquisition and mastery of the linguistic skills linked to success in mainstream classroom environments. These priorities are also rooted in a belief assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

### A. Consortium Vision and Principles

The purpose of this MOU is to:

- A. Describe the Consortium vision and principles,
- B. Detail the responsibilities of States in the Consortium,
- C. Detail the responsibilities of the Consortium,
- D. Describe the management of Consortium funds,
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- F. Describe State entrance, exit, and status change, and
- G. Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:

This Memorandum of Understanding (MOU) is entered into as of 6/11/2012, by and between the English Language Proficiency Assessment for the 21<sup>st</sup> Century State Consortium, hereafter referred to as the "Consortium", and the Kansas State Department of Education, hereafter referred to as (State), which has elected to participate in the Consortium pursuant to the requirements of the Enhanced Assessment Grant (EAG; CFDA 84.368A-1) competition for 2012, proposals due June 14, 2012.

**Memorandum of Understanding**  
**English Language Proficiency Assessment**  
**for the 21<sup>st</sup> Century State Consortium (ELPA21)**  
**Enhanced Assessment Instruments Grant Program**  
**- English Language Proficiency (ELP) Competition**  
 CFDA number 84.368A-1

5. Agree to follow agreed-upon timelines, and
4. Participate in the decision-making process and uphold the decisions of the Consortium,
3. Adhere to the Consortium's governance structure as outlined in this document,
2. Fully implement statewide the Consortium's summative assessment in grades K-12 during the first school year following the conclusion of the assessment development grant (projected to be the 2016-2017 school year),
1. Adopt a common set of English language proficiency assessment standards that are aligned to the Common Core State Standards and selected as the foundation for the development of the new English language proficiency assessment.

While a continuing member of the Consortium, each State agrees to the following elements of the Consortium's proposed assessment system:

### B. Responsibilities of States in the Consortium

6. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for students with other specific learning needs.
5. On-demand and curriculum-embedded assessments will be explored to support teachers in determining where students are on the continuum of English language acquisition and progress toward proficiency.
4. A sophisticated design will yield scores to support evaluations of student language proficiency growth, as well as efficiently provide input to states' educator effectiveness systems.
3. The assessment system will employ technology wherever possible and feasible to optimize the testing experience for the student and response time on reporting results. The Consortium will explore the extent to which computer-based delivery systems provide the appropriate levels of student engagement with the assessment and support the enhancement of English language proficiency measures. Technology applications will be designed to maximize interoperability across user platforms, including platforms emerging from the Smarter Balanced and Partnership for Assessment of Readiness for College and Career (PARCC) consortia, and will utilize open-source development to the greatest extent possible.
2. The assessment system will measure the full range of the common English language proficiency assessment standards adopted by the Consortium. The system will emphasize the critical elements of English language acquisition and the skills required to master the linguistic demands of the English language.
1. A Comprehensive Assessment System # provided in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction, and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.

6. Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system.

### C. Responsibilities of the Consortium

At the conclusion of the project grant period, the Consortium will provide the following:

1. A comprehensively designed system of assessments including a strategic variety of item types and performance assessments of modest scope to assess the full range of the common English language proficiency assessment standards in the four domains – reading, writing, listening, and speaking, as well as identifying mastery of linguistics.
2. A system of assessments which includes a diagnostic screener, for initial identification and placement of new English language learners, and a required summative assessment which provides accurate assessment of student achievement, including for students with disabilities. The summative and screener assessments will be computer-administered to the extent practically feasible.
3. Reliable, valid, and fair scores, for students and groups, which can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and improve understanding of the effectiveness and professional development needs of teachers and principals.
4. Achievement standards and achievement level descriptors benchmarked across the widest feasible and practical array of recognized standards.
5. Access for the State or its authorized delegate to secure item and task banks, which include psychometrically sound scaling and equating procedures to provide comparable scoring across member States.
6. Professional development materials and protocols focused on scoring and examination of student work to impact curriculum and lesson development.
7. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance structure will be responsible for implementing plans that are consistent with this Memo of Understanding (MOU), but may make changes as necessary through a formal adoption process.
8. Documentation from a Project Management Partner (PMP) which will assist with management, organization, logistics, and planning on behalf of the Consortium, and who will monitor the progress of deliverables under the proposal for the U.S. Department of Education.
9. A financial analysis, approved by member States, which details the efficacy, efficiency, and sustainability of the assessment system. The analysis will propose options to member States to ensure effective administration of an operational assessment during

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

**Consortium Council**

**Organizational Structure**

- 1. Is committed to the goals and objectives of the Consortium and met the qualifications specified in this document;
  - 2. Will be active in policy decision-making for the Consortium;
  - 3. Will provide a representative to serve on the Consortium Council;
  - 4. Will assist, through representation on Task Management Teams, with the tasks associated in developing and implementing the project;
  - 5. Will approve, via a voting process, the election of the Executive Board.
  - 6. Will participate in final decision-making of the following:
    - a. Changes in governance and other official documents;
    - b. Specific design elements
    - c. Financial adjustments from original budget in excess of \$25,000, and
    - d. Other issues, deemed pertinent by the leadership body, for the total membership to approve.
- To be considered a continuing member of the Consortium, each State, by signing this MOU, agrees it:

As described in the Consortium governance structure, all member States share in the efforts and rewards of a collaborative team environment, where decisions on matters of policy, finance, or design are determined in a consensus manner.

**E. Governance Structure and Activities of States in Consortium**

The laws and rules of the State of Oregon, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36, will govern all financial activities. Additionally, the State of Oregon will be legally responsible for the use of grant funds and for ensuring the Consortium in accordance with Federal requirements carries out the project.

**D. Management of Consortium Funds**

- 10. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward English language proficiency.

the school year following completion of the grant period (projected to be the 2016-2017 school year).

- Oversee development of English language proficiency assessment system,
- Provide oversight of the Project Management Partner, and other ex-officio members,
- Provide oversight of the Lead Procurement State/Lead State,
- Work to develop project plans and agendas, and to resolve identified issues,
- Provide final determination on all issues/decisions brought forward from the Consortium Council,

### Executive Board Responsibilities

- The Executive Board is made up of a Chairperson, a representative from the Lead Procurement State/Lead State, and three at-large representatives from the state membership, for a total of five members.
- All positions to the Executive Board, with the exception of the Lead Procurement State/Lead State position, will be selected via voting process of the member states; the Executive Board Chairperson will be elected by vote of the Executive Board members and may not be the Lead Procurement State/Lead State representative.
- Ex-officio members will include representatives from the Project Management Partner (PMP), and other technical advisors as either the Consortium Council or the Executive Board deem critical to guiding the work of the project.
- In the initial selection of membership, a rotation plan will be established, allowing the four selected representatives to serve for alternating spans of time to provide opportunity for broad state-member participation. The representatives with the two highest vote counts will serve for two years, while the remaining representatives will serve for one year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.
- The Executive Board will meet at least bi-weekly on such schedule as its members shall determine.

### Executive Board

- Determine the broad picture of what the assessment system will look like,
- Receive regular reports from the Project Management Partner, the Task Management Teams, and/or other assigned advisory positions or groups,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- As necessary, review Task Management Team recommendations of successful contract proposals for approval by the Executive Board and the Lead Procurement State/Lead State.

### Consortium Council Responsibilities

- Have prior experience in either the design or implementation of curriculum, instructional supports to English language learners and/or assessment systems at the policy or implementation level.
- Must have a willingness to serve as the liaison between the total State membership and any established working groups.
- The Consortium Council shall meet bi-weekly on such schedule as its members shall determine.

The Consortium will also establish a Technical Advisory Committee (TAC) and as deemed necessary, other appropriate ex-officio members and/or groups as needed to advise the Executive Board and/or the Consortium Council.

- Proficiency Standards Development TMT
- Item Acquisition and Development TMT
- Assessment Design TMT
- Accommodations and Accessibility TMT
- Standard Setting TMT
- Field Testing TMT
- Technology Utilization TMT
- Data System and Reporting TMT
- Professional Development Support TMT
- Communications and Outreach TMT

Task Management Teams (TMT) are comprised of an advisor/expert contracted consultant skilled in the particular task area. Two to four state education agency (SEA) members from ELP21 Consortium States will complete each TMT. Each TMT will specify, guide, review, and hold accountable contractors competitively selected to complete tasks within the TMT's responsibility area. State representatives may be members of the Consortium Council, or the Executive Board, or may other SEA employees with applicable experience and skills in the target area. State participation in a TMT will require a minimal amount of engagement to review task progress and materials developed to support project outcomes. Interested individuals will submit inquiries in writing to the Project Management Partner indicating a preferred group. The Consortium Council upon the collaborative recommendation of the PMP and each advisor/expert will appoint TMT members. All Member States are expected to commit support toward one or more of the Task Management Teams based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. ELP21 has established the following working list of Task Management Teams, which may be adjusted as project needs dictate:

### Task Management Teams

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Executive Board will determine what issues will originate from the Consortium Council. Each Consortium Council member will have one vote; if any decision has a difference of three or fewer votes, the issue in question will be re-examined at the next regularly, or specially, scheduled meeting. The Executive Board may prepare additional information as to the pros and cons of the issue to inform members of the Consortium Council in reaching consensus and a final decision. The Executive Board will specify decision-making responsibilities assigned to the Consortium Council and to the Executive Board.

### Decision-making

- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State and Project Management Partner, and
- Receive and act on special and regular reports from various project support members (e.g., the Project Management Partner, the Technical Advisory Committee (TAC)), the USED, and member State SEAs.

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- A State requesting an exit from the Consortium must submit to the Project Management Partner a written request and reasons for the exit request;
- The written explanation must include the statutory or policy reasons for the exit;
- The written request must be submitted to the Project Management Partner with a signature from a person at the same or higher level of authority as originally signed for entering the Consortium;
- The Executive Board will act upon the request within one week of the request; and
- The Project Management Partner will then submit a change of membership to the USED.

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

### Exit from Consortium

After receipt of the grant award, the Executive Board must approve any request for entrance into the Consortium. Upon approval, the Project Management Partner will then submit a change of membership to the USED. A State may begin participating in the decision-making process after acceptance of their MOU.

- A signature is secured on the MOU from the State's chief, or appropriate designee;
- The signed MOU is submitted to the Consortium's identified Project Management Partner;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system;
- The State agrees to support all Consortium decisions made prior to the State joining the Consortium.

Initial entrance into the Consortium as part of the EAG applicant group is assured when:

### Entrance into Consortium

This MOU shall become effective as of the date first written above upon signature by both the Lead State designee and the Consortium state member applicant and remain in force until the conclusion of the Program, unless terminated earlier in writing as set forth below.

## F. State Entrance, Exit, and Status Change

MEMBER STATE Enhanced Assessment Instruments Grant Program - English Language Proficiency(ELP) Competition	
As a Member State in the English Language Proficiency Assessment for the 21 <sup>st</sup> Century State Consortium (ELPA21), I have read and understand the roles and responsibilities of Member States, and agree to be bound by the statements and assurances made in the application. I further certify in the continuing capacity of a Member State I am fully committed to the goals and objectives of the grant application and will support its implementation.	
State Name:	Kansas
Chief State School Officer/Designee:	(Printed Name): Diane M. DeBaker
Chief State School Officer/Designee:	(Signature) 
Telephone:	(6)(b)
Date:	6 / 11 / 2012

G. Bind each State in the Consortium to every statement and assurance made in the application through the following signature block.

**Memorandum of Understanding  
English Language Proficiency Assessment  
for the 21<sup>st</sup> Century State Consortium (ELPA21)**

**Enhanced Assessment Instruments Grant Program  
– English Language Proficiency (ELP) Competition  
CFDA number 84.368A-1**

This Memorandum of Understanding (MOU) is entered into as of 6 /12 /2012, by and between the Oregon Department of Education as the Lead State for the English Language Proficiency Assessment for the 21<sup>st</sup> Century State Consortium, hereafter referred to as the "Consortium", and the State of Nebraska, which has elected to participate in the Consortium pursuant to the requirements of the Enhanced Assessment Grant (EAG; CFDA 84.368A-1) competition for 2012, proposals due June 14, 2012.

The purpose of this MOU is to:

- A. Describe the Consortium vision and principles,
- B. Detail the responsibilities of States in the Consortium,
- C. Detail the responsibilities of the Consortium,
- D. Describe the management of Consortium funds,
- E. Describe the governance structure and activities of States in the Consortium,
- F. Describe State entrance, exit, and status change, and
- G. Signature Block

## **A. Consortium Vision and Principles**

The Consortium's priorities for a new generation English language proficiency assessment system are rooted in a concern for the valid, reliable, and fair assessment of the critical elements associated with English language acquisition and mastery of the linguistic skills linked to success in mainstream classroom environments. These priorities are also rooted in a belief assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon a common set of English language proficiency assessment standards aligned with the Common Core State Standards (CCSS).

The Consortium acknowledges the need for a system comprised of a summative assessment and diagnostic screener, using the common English language proficiency assessment standards as the basis. Additionally, the Consortium acknowledges the value of formative and interim assessment tools for use in the classroom that can assist educators monitoring student progress toward English language proficiency. These assessment tools must support high-quality learning, demands of accountability, and balance desires for innovative assessment tools against the need for a fiscally sustainable system. The efforts of the Consortium will strive to accomplish these goals with priority placed on the summative assessment and screener.

The assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction, and teacher development that

will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the common English language proficiency assessment standards adopted by the Consortium. The system will emphasize the critical elements of English language acquisition and the skills required to master the linguistic demands of the English language.
3. The assessment system will employ technology wherever possible and feasible to optimize the testing experience for the student and response time on reporting results. The Consortium will explore the extent to which computer-based delivery systems provide the appropriate levels of student engagement with the assessment and support the enhancement of English language proficiency measures. Technology applications will be designed to maximize interoperability across user platforms, including platforms emerging from the Smarter Balanced and Partnership for Assessment of Readiness for College and Career (PARCC) consortia, and will utilize open-source development to the greatest extent possible.
4. A sophisticated design will yield scores to support evaluations of student language proficiency growth, as well as efficiently provide input to states' educator effectiveness systems.
5. On-demand and curriculum-embedded assessments will be explored to support teachers in determining where students are on the continuum of English language acquisition and progress toward proficiency.
6. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for students with other specific learning needs.

## **B. Responsibilities of States in the Consortium**

While a continuing member of the Consortium, each State agrees to the following elements of the Consortium's proposed assessment system:

1. Adopt a common set of English language proficiency assessment guidelines that are aligned to the Common Core State Standards and selected as the foundation for the development of the new English language proficiency assessment,
2. Fully implement statewide the Consortium's summative assessment in grades K-12 not later than the first school year following the conclusion of the assessment development grant with approval with the Nebraska State Board of Education,
3. Adhere to the Consortium's governance structure as outlined in this document,
4. Participate in the decision-making process,
5. Agree to follow agreed-upon timelines, and

6. Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system.

### **C. Responsibilities of the Consortium**

At the conclusion of the project grant period, the Consortium will provide the following:

1. A comprehensively designed system of assessments including a strategic variety of item types and performance assessments of modest scope to assess the full range of the common English language proficiency assessment standards in the four domains – reading, writing, listening, and speaking, as well as identifying mastery of linguistics.
2. A system of assessments which includes a diagnostic screener, for initial identification and placement of new English languages learners, and a required summative assessment which provides accurate assessment of student achievement, including for students with disabilities. The summative and screener assessments will be computer-administered to the extent practically feasible.
3. Reliable, valid, and fair scores, for students and groups, which can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title III ESEA; and improve understanding of the effectiveness and professional development needs of teachers and principals.
4. Achievement standards and achievement level descriptors benchmarked across the widest feasible and practical array of recognized standards.
5. Access for the State or its authorized delegate to secure item and task banks, which include psychometrically sound scaling and equating procedures to provide comparable scoring across member States.
6. Professional development materials and protocols focused on scoring and examination of student work to impact curriculum and lesson development.
7. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance structure will be responsible for implementing plans that are consistent with this Memo of Understanding (MOU), but may make changes as necessary through a formal adoption process.
8. Documentation from a Project Management Partner (PMP) which will assist with management, organization, logistics, and planning on behalf of the Consortium, and who will monitor the progress of deliverables under the proposal for the U.S. Department of Education.
9. A financial analysis, approved by member States, which details the efficacy, efficiency, and sustainability of the assessment system. The analysis will propose options to member States to ensure effective administration of an operational assessment during

the school year following conclusion of the grant period (projected to be the 2016-2017 school year).

10. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward English language proficiency.

## **D. Management of Consortium Funds**

The State of Oregon, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36, will manage all financial activities. Additionally, the State of Oregon will be legally responsible for the use of grant funds and for ensuring the Consortium in accordance with Federal requirements carries out the project.

## **E. Governance Structure and Activities of States in Consortium**

As described in the Consortium governance structure, all member States share in the efforts and rewards of a collaborative team environment, where decisions on matters of policy, finance, or design are determined in a consensus manner.

To be considered a continuing member of the Consortium, each State, by signing this MOU, agrees it:

1. Is committed to the goals and objectives of the Consortium and met the qualifications specified in this document,
2. Will be active in policy decision-making for the Consortium,
3. Will provide a representative to serve on the Consortium Council,
4. Will assist, through representation on Task Management Teams, with the tasks associated in developing and implementing the project,
5. Will approve, via a voting process, the election of the Executive Board.
6. Will participate in final decision-making of the following:
  - a. Changes in governance and other official documents,
  - b. Specific design elements
  - c. Financial adjustments from original budget in excess of \$25,000, and
  - d. Other issues, deemed pertinent by the leadership body, for the total membership to approve.

## **Organizational Structure**

### **Consortium Council**

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

- Have prior experience in either the design or implementation of curriculum, instructional supports to English language learners and/or assessment systems at the policy or implementation level.
- Must have a willingness to serve as the liaison between the total State membership and any established working groups.
- The Consortium Council shall meet bi-weekly on such schedule as its members shall determine.

### **Consortium Council Responsibilities**

- Determine the broad picture of what the assessment system will look like,
- Receive regular reports from the Project Management Partner, the Task Management Teams, and/or other assigned advisory positions or groups,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- As necessary, review Task Management Team recommendations of successful contract proposals for approval by the Executive Board and the Lead Procurement State/Lead State.

### **Executive Board**

- The Executive Board is made up of a Chairperson, a representative from the Lead Procurement State/Lead State, and three at-large representatives from the state membership, for a total of five members.
- All positions to the Executive Board, with the exception of the Lead Procurement State/Lead State position, will be selected via voting process of the member states; the Executive Board Chairperson will be elected by vote of the Executive Board members and may not be the Lead Procurement State/Lead State representative.
- Ex-officio members will include representatives from the Project Management Partner (PMP), and other technical advisors as either the Consortium Council or the Executive Board deem critical to guiding the work of the project.
- In the initial selection of membership, a rotation plan will be established, allowing the four selected representatives to serve for alternating spans of time to provide opportunity for broad state-member participation. The representatives with the two highest vote counts will serve for two years, while the remaining representatives will serve for one year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.
- The Executive Board will meet at least bi-weekly on such schedule as its members shall determine.

### **Executive Board Responsibilities**

- Oversee development of English language proficiency assessment system,
- Provide oversight of the Project Management Partner, and other ex-officio members,
- Provide oversight of the Lead Procurement State/Lead State,
- Work to develop project plans and agendas, and to resolve identified issues,
- Provide final determination on all issues/decisions brought forward from the Consortium Council,

- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State and Project Management Partner, and
- Receive and act on special and regular reports from various project support members (e.g., the Project Management Partner, the Technical Advisory Committee (TAC)), the USED, and member State SEAs.

### **Decision-making**

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Executive Board will determine what issues will originate from the Consortium Council. Each Consortium Council member will have one vote; if any decision has a difference of three or fewer votes, the issue in question will be re-examined at the next regularly, or specially, scheduled meeting. The Executive Board may prepare additional information as to the pros and cons of the issue to inform members of the Consortium Council in reaching consensus and a final decision. The Executive Board will specify decision-making responsibilities assigned to the Consortium Council and to the Executive Board.

### **Task Management Teams**

Task Management Teams (TMT) are comprised of an advisor/expert contracted consultant skilled in the particular task area. Two to four state education agency (SEA) members from ELPA21 Consortium States will complete each TMT. Each TMT will specify, guide, review, and hold accountable contractors competitively selected to complete tasks within the TMT's responsibility area. State representatives may be members of the Consortium Council, or the Executive Board, or may other SEA employees with applicable experience and skills in the target area. State participation in a TMT will require a minimal amount of engagement to review task progress and materials developed to support project outcomes. Interested individuals will submit inquiries in writing to the Project Management Partner indicating a preferred group. The Consortium Council upon the collaborative recommendation of the PMP and each advisor/expert will appoint TMT members. All Member States are expected to commit support toward one or more of the Task Management Teams based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. ELPA21 has established the following working list of Task Management Teams, which may be adjusted as project needs dictate:

- Proficiency Standards Development TMT
- Item Acquisition and Development TMT
- Assessment Design TMT
- Accommodations and Accessibility TMT
- Standard Setting TMT
- Field Testing TMT
- Technology Utilization TMT
- Data System and Reporting TMT
- Professional Development Support TMT
- Communications and Outreach TMT

The Consortium will also establish a Technical Advisory Committee (TAC) and as deemed necessary, other appropriate ex-officio members and/or groups as needed to advise the Executive Board and/or the Consortium Council.

## **F. State Entrance, Exit, and Status Change**

This MOU shall become effective as of the date first written above upon signature by both the Lead State designee and the Consortium state member applicant and remain in force until the conclusion of the Program, unless terminated earlier in writing as set forth below.

### **Entrance into Consortium**

Initial entrance into the Consortium as part of the EAG applicant group is assured when:

- A signature is secured on the MOU from the State's chief, or appropriate designee;
- The signed MOU is submitted to the Consortium's identified Project Management Partner;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system;

After receipt of the grant award, the Executive Board must approve any request for entrance into the Consortium. Upon approval, the Project Management Partner will then submit a change of membership to the USED. A State may begin participating in the decision-making process after acceptance of their MOU.

### **Exit from Consortium**

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

- A State exiting from the Consortium must submit a written notice to the Project Management Partner;
- The written notice must be submitted to the Project Management Partner with a signature from a person at the same or higher level of authority as originally signed for entering the Consortium; and
- The Project Management Partner will then submit a change of membership notice to the USED.

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**G. Signature Block**

<b>MEMBER STATE</b> Enhanced Assessment Instruments Grant Program – English Language Proficiency(ELP) Competition	
As a Member State in the English Language Proficiency Assessment for the 21 <sup>st</sup> Century State Consortium (ELPA21), I have read and understand the roles and responsibilities of Member States.	
State Name: Nebraska	
Chief State School Officer/Designee: (Printed Name): Dr. Scott Swisher	Telephone: (b)(6)
Chief State School Officer/Designee: (Signature) (b)(6)	Date: 6/13/2012

**Memorandum of Understanding  
English Language Proficiency Assessment  
for the 21<sup>st</sup> Century State Consortium (ELPA21)**

**Enhanced Assessment Instruments Grant Program  
– English Language Proficiency (ELP) Competition  
CFDA number 84.368A-1**

This Memorandum of Understanding (MOU) is entered into as of **June 12, 2012**, by and between the English Language Proficiency Assessment for the 21<sup>st</sup> Century State Consortium, hereafter referred to as the “Consortium”, and the State of **OREGON** which has elected to participate in the Consortium pursuant to the requirements of the Enhanced Assessment Grant (EAG; CFDA 84.368A-1) competition for 2012, proposals due June 14, 2012.

The purpose of this MOU is to:

- A. Describe the Consortium vision and principles,
- B. Detail the responsibilities of States in the Consortium,
- C. Detail the responsibilities of the Consortium,
- D. Describe the management of Consortium funds,
- E. Describe the governance structure and activities of States in the Consortium,
- F. Describe State entrance, exit, and status change, and
- G. Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:

## **A. Consortium Vision and Principles**

The Consortium’s priorities for a new generation English language proficiency assessment system are rooted in a concern for the valid, reliable, and fair assessment of the critical elements associated with English language acquisition and mastery of the linguistic skills linked to success in mainstream classroom environments. These priorities are also rooted in a belief assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon a common set of English language proficiency standards aligned with the Common Core State Standards (CCSS).

The Consortium acknowledges the need for a system comprised of a summative assessment and diagnostic screener, using the common English language proficiency standards as the basis. Additionally, the Consortium acknowledges the value of formative and interim assessment tools for use in the classroom that can assist educators monitoring student progress toward English language proficiency. These assessment tools must support high-quality learning, demands of accountability, and balance desires for innovative assessment tools against the need for a fiscally sustainable system. The efforts of the Consortium will strive to accomplish these goals with priority placed on the summative assessment and screener.

The assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction, and teacher development that

will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the common English language proficiency standards adopted by the Consortium. The system will emphasize the critical elements of English language acquisition and the skills required to master the linguistic demands of the English language.
3. The assessment system will employ technology wherever possible and feasible to optimize the testing experience for the student and response time on reporting results. The Consortium will explore the extent to which computer-based delivery systems provide the appropriate levels of student engagement with the assessment and support the enhancement of English language proficiency measures. Technology applications will be designed to maximize interoperability across user platforms, including platforms emerging from the Smarter Balanced and Partnership for Assessment of Readiness for College and Career (PARCC) consortia, and will utilize open-source development to the greatest extent possible.
4. A sophisticated design will yield scores to support evaluations of student language proficiency growth, as well as efficiently provide input to states' educator effectiveness systems.
5. On-demand and curriculum-embedded assessments will be explored to support teachers in determining where students are on the continuum of English language acquisition and progress toward proficiency.
6. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for students with other specific learning needs.

## **B. Responsibilities of States in the Consortium**

While a continuing member of the Consortium, each State agrees to the following elements of the Consortium's proposed assessment system:

1. Adopt a common set of English language proficiency standards that are aligned to the Common Core State Standards and selected as the foundation for the development of the new English language proficiency assessment,
2. Fully implement statewide the Consortium's summative assessment in grades K-12 during the first school year following the conclusion of the assessment development grant (projected to be the 2016–2017 school year),
3. Adhere to the Consortium's governance structure as outlined in this document,
4. Participate in the decision-making process and uphold the decisions of the Consortium,
5. Agree to follow agreed-upon timelines, and

6. Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system.

### **C. Responsibilities of the Consortium**

At the conclusion of the project grant period, the Consortium will provide the following:

1. A comprehensively designed system of assessments including a strategic variety of item types and performance assessments of modest scope to assess the full range of the common English language proficiency standards in the four domains – reading, writing, listening, and speaking, as well as identifying mastery of linguistics.
2. A system of assessments which includes a diagnostic screener, for initial identification and placement of new English languages learners, and a required summative assessment which provides accurate assessment of student achievement, including for students with disabilities. The summative and screener assessments will be computer-administered to the extent practically feasible.
3. Reliable, valid, and fair scores, for students and groups, which can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title III ESEA; and improve understanding of the effectiveness and professional development needs of teachers and principals.
4. Achievement standards and achievement level descriptors benchmarked across the widest feasible and practical array of recognized standards.
5. Access for the State or its authorized delegate to secure item and task banks, which include psychometrically sound scaling and equating procedures to provide comparable scoring across member States.
6. Professional development materials and protocols focused on scoring and examination of student work to impact curriculum and lesson development.
7. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance structure will be responsible for implementing plans that are consistent with this Memo of Understanding (MOU), but may make changes as necessary through a formal adoption process.
8. Documentation from a Project Management Partner (PMP) which will assist with management, organization, logistics, and planning on behalf of the Consortium, and who will monitor the progress of deliverables under the proposal for the U.S. Department of Education.
9. A financial analysis, approved by member States, which details the efficacy, efficiency, and sustainability of the assessment system. The analysis will propose options to member States to ensure effective administration of an operational assessment during

the school year following conclusion of the grant period (projected to be the 2016-2017 school year).

10. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward English language proficiency.

## **D. Management of Consortium Funds**

The laws and rules of the State of Oregon, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36, will govern all financial activities. Additionally, the State of Oregon will be legally responsible for the use of grant funds and for ensuring the Consortium in accordance with Federal requirements carries out the project.

## **E. Governance Structure and Activities of States in Consortium**

As described in the Consortium governance structure, all member States share in the efforts and rewards of a collaborative team environment, where decisions on matters of policy, finance, or design are determined in a consensus manner.

To be considered a continuing member of the Consortium, each State, by signing this MOU, agrees it:

1. Is committed to the goals and objectives of the Consortium and met the qualifications specified in this document,
2. Will be active in policy decision-making for the Consortium,
3. Will provide a representative to serve on the Consortium Council,
4. Will assist, through representation on Task Management Teams, with the tasks associated in developing and implementing the project,
5. Will approve, via a voting process, the election of the Executive Board.
6. Will participate in final decision-making of the following:
  - a. Changes in governance and other official documents,
  - b. Specific design elements
  - c. Financial adjustments from original budget in excess of \$25,000, and
  - d. Other issues, deemed pertinent by the leadership body, for the total membership to approve.

## **Organizational Structure**

### **Consortium Council**

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

- Have prior experience in either the design or implementation of curriculum, instructional supports to English language learners and/or assessment systems at the policy or implementation level.
- Must have a willingness to serve as the liaison between the total State membership and any established working groups.
- The Consortium Council shall meet bi-weekly on such schedule as its members shall determine.

### **Consortium Council Responsibilities**

- Determine the broad picture of what the assessment system will look like,
- Receive regular reports from the Project Management Partner, the Task Management Teams, and/or other assigned advisory positions or groups,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- As necessary, review Task Management Team recommendations of successful contract proposals for approval by the Executive Board and the Lead Procurement State/Lead State.

### **Executive Board**

- The Executive Board is made up of a Chairperson, a representative from the Lead Procurement State/Lead State, and three at-large representatives from the state membership, for a total of five members.
- All positions to the Executive Board, with the exception of the Lead Procurement State/Lead State position, will be selected via voting process of the member states; the Executive Board Chairperson will be elected by vote of the Executive Board members and may not be the Lead Procurement State/Lead State representative.
- Ex-officio members will include representatives from the Project Management Partner (PMP), and other technical advisors as either the Consortium Council or the Executive Board deem critical to guiding the work of the project.
- In the initial selection of membership, a rotation plan will be established, allowing the four selected representatives to serve for alternating spans of time to provide opportunity for broad state-member participation. The representatives with the two highest vote counts will serve for two years, while the remaining representatives will serve for one year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.
- The Executive Board will meet at least bi-weekly on such schedule as its members shall determine.

### **Executive Board Responsibilities**

- Oversee development of English language proficiency assessment system,
- Provide oversight of the Project Management Partner, and other ex-officio members,
- Provide oversight of the Lead Procurement State/Lead State,
- Work to develop project plans and agendas, and to resolve identified issues,
- Provide final determination on all issues/decisions brought forward from the Consortium Council,

- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State and Project Management Partner, and
- Receive and act on special and regular reports from various project support members (e.g., the Project Management Partner, the Technical Advisory Committee (TAC)), the USED, and member State SEAs.

## **Decision-making**

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Executive Board will determine what issues will originate from the Consortium Council. Each Consortium Council member will have one vote; if any decision has a difference of three or fewer votes, the issue in question will be re-examined at the next regularly, or specially, scheduled meeting. The Executive Board may prepare additional information as to the pros and cons of the issue to inform members of the Consortium Council in reaching consensus and a final decision. The Executive Board will specify decision-making responsibilities assigned to the Consortium Council and to the Executive Board.

## **Task Management Teams**

Task Management Teams (TMT) are comprised of an advisor/expert contracted consultant skilled in the particular task area. Two to four state education agency (SEA) members from ELPA21 Consortium States will complete each TMT. Each TMT will specify, guide, review, and hold accountable contractors competitively selected to complete tasks within the TMT's responsibility area. State representatives may be members of the Consortium Council, or the Executive Board, or may other SEA employees with applicable experience and skills in the target area. State participation in a TMT will require a minimal amount of engagement to review task progress and materials developed to support project outcomes. Interested individuals will submit inquiries in writing to the Project Management Partner indicating a preferred group. The Consortium Council upon the collaborative recommendation of the PMP and each advisor/expert will appoint TMT members. All Member States are expected to commit support toward one or more of the Task Management Teams based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. ELPA21 has established the following working list of Task Management Teams, which may be adjusted as project needs dictate:

- Proficiency Standards Development TMT
- Item Acquisition and Development TMT
- Assessment Design TMT
- Accommodations and Accessibility TMT
- Standard Setting TMT
- Field Testing TMT
- Technology Utilization TMT
- Data System and Reporting TMT
- Professional Development Support TMT
- Communications and Outreach TMT

The Consortium will also establish a Technical Advisory Committee (TAC) and as deemed necessary, other appropriate ex-officio members and/or groups as needed to advise the Executive Board and/or the Consortium Council.

## **F. State Entrance, Exit, and Status Change**

This MOU shall become effective as of the date first written above upon signature by both the Lead State designee and the Consortium state member applicant and remain in force until the conclusion of the Program, unless terminated earlier in writing as set forth below.

### **Entrance into Consortium**

Initial entrance into the Consortium as part of the EAG applicant group is assured when:

- A signature is secured on the MOU from the State's chief, or appropriate designee;
- The signed MOU is submitted to the Consortium's identified Project Management Partner;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system;
- The State agrees to support all Consortium decisions made prior to the State joining the Consortium.

After receipt of the grant award, the Executive Board must approve any request for entrance into the Consortium. Upon approval, the Project Management Partner will then submit a change of membership to the USED. A State may begin participating in the decision-making process after acceptance of their MOU.

### **Exit from Consortium**

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

- A State requesting an exit from the Consortium must submit to the Project Management Partner a written request and reasons for the exit request;
- The written explanation must include the statutory or policy reasons for the exit;
- The written request must be submitted to the Project Management Partner with a signature from a person at the same or higher level of authority as originally signed for entering the Consortium;
- The Executive Board will act upon the request within one week of the request; and
- The Project Management Partner will then submit a change of membership to the USED.

(Rest of page left blank intentionally.)

G. Bind each State in the Consortium to every statement and assurance made in the application through the following signature block.

**MEMBER STATE** Enhanced Assessment Instruments Grant Program – English Language Proficiency(ELP) Competition

As a Member State in the English Language Proficiency Assessment for the 21<sup>st</sup> Century State Consortium (ELPA21), I have read and understand the roles and responsibilities of Member States, and agree to be bound by the statements and assurances made in the application.

I further certify in the continuing capacity of a Member State I am fully committed to the goals and objectives of the grant application and will support its implementation.

State Name:

**Oregon**

(b)(6)

Designated Procurement Officer:

(Printed Name): **Lillie Gray**

Telephone:

(b)(6)

Designated Procurement Officer:

Date:

June 12, 2012

(b)(6)



STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION

Mick Zais  
Superintendent

1429 Senate Street  
Columbia, South Carolina 29201

June 11, 2012

The Honorable Susan Castillo  
Superintendent of Public Instruction  
255 Capitol Street NE  
Salem, Oregon 97310

Subject: State of Oregon Submission for 2012 USED Enhanced Assessment Instruments Grant  
Program—English Language Proficiency (ELP Competition)

Dear Superintendent Castillo:

South Carolina is pleased to collaborate with the Oregon Department of Education's leadership, the Council of Chief State School Officers (CCSSO), and other participating states in the proposal you are submitting to the U.S. Department of Education for an Enhanced Assessment Grant, "English Language Proficiency Assessment for the 21st Century State Consortium (ELPA21)." South Carolina has a long-term interest in LEP assessments, and we strongly support the goals and objectives of this innovative and groundbreaking proposal.

South Carolina's contribution will be for participation in the decision-making process, development, and implementation of an English language proficiency assessment system based on a set of common English language proficiency standards that are aligned to the Common Core State Standards.

We look forward to working with you on this very important project. Best wishes for the success of your proposal.

Sincerely,

(b)(6)

Mick Zais, Ph.D.  
State Superintendent of Education

MZ/cn

cc: Nancy W. Busbee, Ph.D., Deputy Superintendent for Accountability  
Elizabeth Jones, Director, Office of Assessment  
Jennifer Clytus, Title III/ESOL Coordinator

**Memorandum of Understanding  
English Language Proficiency Assessment  
for the 21<sup>st</sup> Century State Consortium (ELPA21)**

**Enhanced Assessment Instruments Grant Program  
– English Language Proficiency (ELP) Competition  
CFDA number 84.368A-1**

This Memorandum of Understanding (MOU) is entered into as of June / 12 /2012, by and between the English Language Proficiency Assessment for the 21<sup>st</sup> Century State Consortium, hereafter referred to as the "Consortium", and the State of South Carolina, which has elected to participate in the Consortium pursuant to the requirements of the Enhanced Assessment Grant (EAG; CFDA 84.368A-1) competition for 2012, proposals due June 14, 2012.

The purpose of this MOU is to:

- A. Describe the Consortium vision and principles,
- B. Detail the responsibilities of States in the Consortium,
- C. Detail the responsibilities of the Consortium,
- D. Describe the management of Consortium funds,
- E. Describe the governance structure and activities of States in the Consortium,
- F. Describe State entrance, exit, and status change, and
- G. Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:

## **A. Consortium Vision and Principles**

The Consortium's priorities for a new generation English language proficiency assessment system are rooted in a concern for the valid, reliable, and fair assessment of the critical elements associated with English language acquisition and mastery of the linguistic skills linked to success in mainstream classroom environments. These priorities are also rooted in a belief assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon a common set of English language proficiency assessment standards aligned with the Common Core State Standards (CCSS).

The Consortium acknowledges the need for a system comprised of a summative assessment and diagnostic screener, using the common English language proficiency assessment standards as the basis. Additionally, the Consortium acknowledges the value of formative and interim assessment tools for use in the classroom that can assist educators monitoring student progress toward English language proficiency. These assessment tools must support high-quality learning, demands of accountability, and balance desires for innovative assessment tools against the need for a fiscally sustainable system. The efforts of the Consortium will strive to accomplish these goals with priority placed on the summative assessment and screener.

The assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction, and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.
2. The assessment system will measure the full range of the common English language proficiency assessment standards adopted by the Consortium. The system will emphasize the critical elements of English language acquisition and the skills required to master the linguistic demands of the English language.
3. The assessment system will employ technology wherever possible and feasible to optimize the testing experience for the student and response time on reporting results. The Consortium will explore the extent to which computer-based delivery systems provide the appropriate levels of student engagement with the assessment and support the enhancement of English language proficiency measures. Technology applications will be designed to maximize interoperability across user platforms, including platforms emerging from the Smarter Balanced and Partnership for Assessment of Readiness for College and Career (PARCC) consortia, and will utilize open-source development to the greatest extent possible.
4. A sophisticated design will yield scores to support evaluations of student language proficiency growth, as well as efficiently provide input to states' educator effectiveness systems.
5. On-demand and curriculum-embedded assessments will be explored to support teachers in determining where students are on the continuum of English language acquisition and progress toward proficiency.
6. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for students with other specific learning needs.

## **B. Responsibilities of States in the Consortium**

While a continuing member of the Consortium, each State agrees to the following elements of the Consortium's proposed assessment system:

1. Adopt a common set of English language proficiency assessment standards that are aligned to the Common Core State Standards and selected as the foundation for the development of the new English language proficiency assessment,
2. Fully implement statewide the Consortium's summative assessment in grades K-12 during the first school year following the conclusion of the assessment development grant (projected to be the 2016–2017 school year),
3. Adhere to the Consortium's governance structure as outlined in this document,
4. Participate in the decision-making process and uphold the decisions of the Consortium,

5. Agree to follow agreed-upon timelines, and Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system.

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At the conclusion of the project grant period, the Consortium will provide the following:

1. A comprehensively designed system of assessments including a strategic variety of item types and performance assessments of modest scope to assess the full range of the common English language proficiency assessment standards in the four domains – reading, writing, listening, and speaking, as well as identifying mastery of linguistics.
2. A system of assessments which includes a diagnostic screener, for initial identification and placement of new English languages learners, and a required summative assessment which provides accurate assessment of student achievement, including for students with disabilities. The summative and screener assessments will be computer-administered to the extent practically feasible.
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4. Achievement standards and achievement level descriptors benchmarked across the widest feasible and practical array of recognized standards.
5. Access for the State or its authorized delegate to secure item and task banks, which include psychometrically sound scaling and equating procedures to provide comparable scoring across member States.
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7. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance structure will be responsible for implementing plans that are consistent with this Memo of Understanding (MOU), but may make changes as necessary through a formal adoption process.
8. Documentation from a Project Management Partner (PMP) which will assist with management, organization, logistics, and planning on behalf of the Consortium, and who will monitor the progress of deliverables under the proposal for the U.S. Department of Education.
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the school year following conclusion of the grant period (projected to be the 2016-2017 school year).

10. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward English language proficiency.

## **D. Management of Consortium Funds**

The laws and rules of the State of Oregon, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36, will govern all financial activities. Additionally, the State of Oregon will be legally responsible for the use of grant funds and for ensuring the Consortium in accordance with Federal requirements carries out the project.

## **E. Governance Structure and Activities of States in Consortium**

As described in the Consortium governance structure, all member States share in the efforts and rewards of a collaborative team environment, where decisions on matters of policy, finance, or design are determined in a consensus manner.

To be considered a continuing member of the Consortium, each State, by signing this MOU, agrees it:

1. Is committed to the goals and objectives of the Consortium and met the qualifications specified in this document,
2. Will be active in policy decision-making for the Consortium,
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5. Will approve, via a voting process, the election of the Executive Board.
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  - a. Changes in governance and other official documents,
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## **Organizational Structure**

### **Consortium Council**

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

- Have prior experience in either the design or implementation of curriculum,
- instructional supports to English language learners and/or assessment systems at the policy or implementation level.
- Must have a willingness to serve as the liaison between the total State membership and any established working groups.
- The Consortium Council shall meet bi-weekly on such schedule as its members shall determine.

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- All positions to the Executive Board, with the exception of the Lead Procurement State/Lead State position, will be selected via voting process of the member states; the Executive Board Chairperson will be elected by vote of the Executive Board members and may not be the Lead Procurement State/Lead State representative.
- Ex-officio members will include representatives from the Project Management Partner (PMP), and other technical advisors as either the Consortium Council or the Executive Board deem critical to guiding the work of the project.
- In the initial selection of membership, a rotation plan will be established, allowing the four selected representatives to serve for alternating spans of time to provide opportunity for broad state-member participation. The representatives with the two highest vote counts will serve for two years, while the remaining representatives will serve for one year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.
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## **Decision-making**

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Executive Board will determine what issues will originate from the Consortium Council. Each Consortium Council member will have one vote; if any decision has a difference of three or fewer votes, the issue in question will be re-examined at the next regularly, or specially, scheduled meeting. The Executive Board may prepare additional information as to the pros and cons of the issue to inform members of the Consortium Council in reaching consensus and a final decision. The Executive Board will specify decision-making responsibilities assigned to the Consortium Council and to the Executive Board.

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Task Management Teams (TMT) are comprised of an advisor/expert contracted consultant skilled in the particular task area. Two to four state education agency (SEA) members from ELPA21 Consortium States will complete each TMT. Each TMT will specify, guide, review, and hold accountable contractors competitively selected to complete tasks within the TMT's responsibility area. State representatives may be members of the Consortium Council, or the Executive Board, or may other SEA employees with applicable experience and skills in the target area. State participation in a TMT will require a minimal amount of engagement to review task progress and materials developed to support project outcomes. Interested individuals will submit inquiries in writing to the Project Management Partner indicating a preferred group. The Consortium Council upon the collaborative recommendation of the PMP and each advisor/expert will appoint TMT members. All Member States are expected to commit support toward one or more of the Task Management Teams based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. ELPA21 has established the following working list of Task Management Teams, which may be adjusted as project needs dictate:

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- Assessment Design TMT
- Accommodations and Accessibility TMT
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- Data System and Reporting TMT
- Professional Development Support TMT
- Communications and Outreach TMT

The Consortium will also establish a Technical Advisory Committee (TAC) and as deemed necessary, other appropriate ex-officio members and/or groups as needed to advise the Executive Board and/or the Consortium Council.

## **F. State Entrance, Exit, and Status Change**

This MOU shall become effective as of the date first written above upon signature by both the Lead State designee and the Consortium state member applicant and remain in force until the conclusion of the Program, unless terminated earlier in writing as set forth below.

### **Entrance into Consortium**

Initial entrance into the Consortium as part of the EAG applicant group is assured when:

- A signature is secured on the MOU from the State's chief, or appropriate designee;
- The signed MOU is submitted to the Consortium's identified Project Management Partner;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system;
- The State agrees to support all Consortium decisions made prior to the State joining the Consortium.

After receipt of the grant award, the Executive Board must approve any request for entrance into the Consortium. Upon approval, the Project Management Partner will then submit a change of membership to the USED. A State may begin participating in the decision-making process after acceptance of their MOU.

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

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- The written request must be submitted to the Project Management Partner with a signature from a person at the same or higher level of authority as originally signed for entering the Consortium;
- The Executive Board will act upon the request within one week of the request; and
- The Project Management Partner will then submit a change of membership to the USED.

(Rest of page left blank intentionally.)

**G. Bind each State in the Consortium to every statement and assurance made in the application through the following signature block.**

<p><b>MEMBER STATE</b> Enhanced Assessment Instruments Grant Program – English Language Proficiency(ELP) Competition</p> <p>As a Member State in the English Language Proficiency Assessment for the 21<sup>st</sup> Century State Consortium (ELPA21), I have read and understand the roles and responsibilities of Member States, and agree to be bound by the statements and assurances made in the application.</p> <p>I further certify in the continuing capacity of a Member State I am fully committed to the goals and objectives of the grant application and will support its implementation.</p>	
<p>State Name: South Carolina</p>	
<p>Chief State School Officer/Designee: Mick Zais, Ph.D.</p>	<p>Telephone: (b)(6)</p>
<p>Chief State School Officer/Designee: (Signature) (b)(6)</p>	<p>Date: 6 / 11 / 2012</p>

**Memorandum of Understanding  
English Language Proficiency Assessment  
for the 21<sup>st</sup> Century State Consortium (ELPA21)**

**Enhanced Assessment Instruments Grant Program  
– English Language Proficiency (ELP) Competition  
CFDA number 84.368A-1**

This Memorandum of Understanding (MOU) is entered into as of **June 7, 2012**, by and between the English Language Proficiency Assessment for the 21<sup>st</sup> Century State Consortium, hereafter referred to as the “Consortium”, and the State of **Washington**, which has elected to participate in the Consortium pursuant to the requirements of the Enhanced Assessment Grant (EAG; CFDA 84.368A-1) competition for 2012, proposals due June 14, 2012.

The purpose of this MOU is to:

- A. Describe the Consortium vision and principles,
- B. Detail the responsibilities of States in the Consortium,
- C. Detail the responsibilities of the Consortium,
- D. Describe the management of Consortium funds,
- E. Describe the governance structure and activities of States in the Consortium,
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- G. Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:

## **A. Consortium Vision and Principles**

The Consortium’s priorities for a new generation English language proficiency assessment system are rooted in a concern for the valid, reliable, and fair assessment of the critical elements associated with English language acquisition and mastery of the linguistic skills linked to success in mainstream classroom environments. These priorities are also rooted in a belief assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon a common set of English language proficiency assessment standards aligned with the Common Core State Standards (CCSS).

The Consortium acknowledges the need for a system comprised of a summative assessment and diagnostic screener, using the common English language proficiency assessment standards as the basis. Additionally, the Consortium acknowledges the value of formative and interim assessment tools for use in the classroom that can assist educators monitoring student progress toward English language proficiency. These assessment tools must support high-quality learning, demands of accountability, and balance desires for innovative assessment tools against the need for a fiscally sustainable system. The efforts of the Consortium will strive to accomplish these goals with priority placed on the summative assessment and screener.

The assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction, and teacher development that

will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the common English language proficiency assessment standards adopted by the Consortium. The system will emphasize the critical elements of English language acquisition and the skills required to master the linguistic demands of the English language.
3. The assessment system will employ technology wherever possible and feasible to optimize the testing experience for the student and response time on reporting results. The Consortium will explore the extent to which computer-based delivery systems provide the appropriate levels of student engagement with the assessment and support the enhancement of English language proficiency measures. Technology applications will be designed to maximize interoperability across user platforms, including platforms emerging from the Smarter Balanced and Partnership for Assessment of Readiness for College and Career (PARCC) consortia, and will utilize open-source development to the greatest extent possible.
4. A sophisticated design will yield scores to support evaluations of student language proficiency growth, as well as efficiently provide input to states' educator effectiveness systems.
5. On-demand and curriculum-embedded assessments will be explored to support teachers in determining where students are on the continuum of English language acquisition and progress toward proficiency.
6. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for students with other specific learning needs.

## **B. Responsibilities of States in the Consortium**

While a continuing member of the Consortium, each State agrees to the following elements of the Consortium's proposed assessment system:

1. Adopt a common set of English language proficiency assessment standards that are aligned to the Common Core State Standards and selected as the foundation for the development of the new English language proficiency assessment,
2. Fully implement statewide the Consortium's summative assessment in grades K-12 during the first school year following the conclusion of the assessment development grant (projected to be the 2016–2017 school year),
3. Adhere to the Consortium's governance structure as outlined in this document,
4. Participate in the decision-making process and uphold the decisions of the Consortium,
5. Agree to follow agreed-upon timelines, and

6. Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system.

### **C. Responsibilities of the Consortium**

At the conclusion of the project grant period, the Consortium will provide the following:

1. A comprehensively designed system of assessments including a strategic variety of item types and performance assessments of modest scope to assess the full range of the common English language proficiency assessment standards in the four domains – reading, writing, listening, and speaking, as well as identifying mastery of linguistics.
2. A system of assessments which includes a diagnostic screener, for initial identification and placement of new English languages learners, and a required summative assessment which provides accurate assessment of student achievement, including for students with disabilities. The summative and screener assessments will be computer-administered to the extent practically feasible.
3. Reliable, valid, and fair scores, for students and groups, which can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title III ESEA; and improve understanding of the effectiveness and professional development needs of teachers and principals.
4. Achievement standards and achievement level descriptors benchmarked across the widest feasible and practical array of recognized standards.
5. Access for the State or its authorized delegate to secure item and task banks, which include psychometrically sound scaling and equating procedures to provide comparable scoring across member States.
6. Professional development materials and protocols focused on scoring and examination of student work to impact curriculum and lesson development.
7. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance structure will be responsible for implementing plans that are consistent with this Memo of Understanding (MOU), but may make changes as necessary through a formal adoption process.
8. Documentation from a Project Management Partner (PMP) which will assist with management, organization, logistics, and planning on behalf of the Consortium, and who will monitor the progress of deliverables under the proposal for the U.S. Department of Education.
9. A financial analysis, approved by member States, which details the efficacy, efficiency, and sustainability of the assessment system. The analysis will propose options to member States to ensure effective administration of an operational assessment during

the school year following conclusion of the grant period (projected to be the 2016-2017 school year).

10. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward English language proficiency.

## **D. Management of Consortium Funds**

The laws and rules of the State of Oregon, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36, will govern all financial activities. Additionally, the State of Oregon will be legally responsible for the use of grant funds and for ensuring the Consortium in accordance with Federal requirements carries out the project.

## **E. Governance Structure and Activities of States in Consortium**

As described in the Consortium governance structure, all member States share in the efforts and rewards of a collaborative team environment, where decisions on matters of policy, finance, or design are determined in a consensus manner.

To be considered a continuing member of the Consortium, each State, by signing this MOU, agrees it:

1. Is committed to the goals and objectives of the Consortium and met the qualifications specified in this document,
2. Will be active in policy decision-making for the Consortium,
3. Will provide a representative to serve on the Consortium Council,
4. Will assist, through representation on Task Management Teams, with the tasks associated in developing and implementing the project,
5. Will approve, via a voting process, the election of the Executive Board.
6. Will participate in final decision-making of the following:
  - a. Changes in governance and other official documents,
  - b. Specific design elements
  - c. Financial adjustments from original budget in excess of \$25,000, and
  - d. Other issues deemed pertinent by the leadership body for the total membership to approve.

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### **Consortium Council**

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

- Have prior experience in either the design or implementation of curriculum, instructional supports to English language learners and/or assessment systems at the policy or implementation level.
- Must have a willingness to serve as the liaison between the total State membership and any established working groups.
- The Consortium Council shall meet bi-weekly on such schedule as its members shall determine.

### **Consortium Council Responsibilities**

- Determine the broad picture of what the assessment system will look like,
- Receive regular reports from the Project Management Partner, the Task Management Teams, and/or other assigned advisory positions or groups,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- As necessary, review Task Management Team recommendations of successful contract proposals for approval by the Executive Board and the Lead Procurement State/Lead State.

### **Executive Board**

- The Executive Board is made up of a Chairperson, a representative from the Lead Procurement State/Lead State, and three at-large representatives from the state membership, for a total of five members.
- All positions to the Executive Board, with the exception of the Lead Procurement State/Lead State position, will be selected via voting process of the member states; the Executive Board Chairperson will be elected by vote of the Executive Board members and may not be the Lead Procurement State/Lead State representative.
- Ex-officio members will include representatives from the Project Management Partner (PMP), and other technical advisors as either the Consortium Council or the Executive Board deem critical to guiding the work of the project.
- In the initial selection of membership, a rotation plan will be established, allowing the four selected representatives to serve for alternating spans of time to provide opportunity for broad state-member participation. The representatives with the two highest vote counts will serve for two years, while the remaining representatives will serve for one year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.
- The Executive Board will meet at least bi-weekly on such schedule as its members shall determine.

### **Executive Board Responsibilities**

- Oversee development of English language proficiency assessment system,
- Provide oversight of the Project Management Partner, and other ex-officio members,
- Provide oversight of the Lead Procurement State/Lead State,
- Work to develop project plans and agendas, and to resolve identified issues,
- Provide final determination on all issues/decisions brought forward from the Consortium Council,

- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State and Project Management Partner, and
- Receive and act on special and regular reports from various project support members (e.g., the Project Management Partner, the Technical Advisory Committee (TAC)), the USED, and member State SEAs.

## **Decision-making**

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Executive Board will determine what issues will originate from the Consortium Council. Each Consortium Council member will have one vote; if any decision has a difference of three or fewer votes, the issue in question will be re-examined at the next regularly, or specially, scheduled meeting. The Executive Board may prepare additional information as to the pros and cons of the issue to inform members of the Consortium Council in reaching consensus and a final decision. The Executive Board will specify decision-making responsibilities assigned to the Consortium Council and to the Executive Board.

## **Task Management Teams**

Task Management Teams (TMT) are comprised of an advisor/expert contracted consultant skilled in the particular task area. Two to four state education agency (SEA) members from ELPA21 Consortium States will complete each TMT. Each TMT will specify, guide, review, and hold accountable contractors competitively selected to complete tasks within the TMT's responsibility area. State representatives may be members of the Consortium Council, or the Executive Board, or may other SEA employees with applicable experience and skills in the target area. State participation in a TMT will require a minimal amount of engagement to review task progress and materials developed to support project outcomes. Interested individuals will submit inquiries in writing to the Project Management Partner indicating a preferred group. The Consortium Council upon the collaborative recommendation of the PMP and each advisor/expert will appoint TMT members. All Member States are expected to commit support toward one or more of the Task Management Teams based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. ELPA21 has established the following working list of Task Management Teams, which may be adjusted as project needs dictate:

- Proficiency Standards Development TMT
- Item Acquisition and Development TMT
- Assessment Design TMT
- Accommodations and Accessibility TMT
- Standard Setting TMT
- Field Testing TMT
- Technology Utilization TMT
- Data System and Reporting TMT
- Professional Development Support TMT
- Communications and Outreach TMT

The Consortium will also establish a Technical Advisory Committee (TAC) and as deemed necessary, other appropriate ex-officio members and/or groups as needed to advise the Executive Board and/or the Consortium Council.

## **F. State Entrance, Exit, and Status Change**

This MOU shall become effective as of the date first written above upon signature by both the Lead State designee and the Consortium state member applicant and remain in force until the conclusion of the Program, unless terminated earlier in writing as set forth below.

### **Entrance into Consortium**

Initial entrance into the Consortium as part of the EAG applicant group is assured when:

- A signature is secured on the MOU from the State's chief, or appropriate designee;
- The signed MOU is submitted to the Consortium's identified Project Management Partner;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system;
- The State agrees to support all Consortium decisions made prior to the State joining the Consortium.

After receipt of the grant award, the Executive Board must approve any request for entrance into the Consortium. Upon approval, the Project Management Partner will then submit a change of membership to the USED. A State may begin participating in the decision-making process after acceptance of their MOU.

### **Exit from Consortium**

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

- A State requesting an exit from the Consortium must submit to the Project Management Partner a written request and reasons for the exit request;
- The written explanation must include the statutory or policy reasons for the exit;
- The written request must be submitted to the Project Management Partner with a signature from a person at the same or higher level of authority as originally signed for entering the Consortium;
- The Executive Board will act upon the request within one week of the request; and
- The Project Management Partner will then submit a change of membership to the USED.

(Rest of page left blank intentionally.)

**G. Bind each State in the Consortium to every statement and assurance made in the application through the following signature block.**

<p><b>MEMBER STATE</b> Enhanced Assessment Instruments Grant Program – English Language Proficiency(ELP) Competition</p> <p>As a Member State in the English Language Proficiency Assessment for the 21<sup>st</sup> Century State Consortium (ELPA21), I have read and understand the roles and responsibilities of Member States, and agree to be bound by the statements and assurances made in the application.</p> <p>I further certify in the continuing capacity of a Member State I am fully committed to the goals and objectives of the grant application and will support its implementation.</p>	
<p>State Name: Washington</p>	
<p>Chief State School Officer/Designee: (Printed Name): Ken Kanikeberg Chief of Staff</p>	<p>Telephone: <input type="text" value="(b)(6)"/></p>
<p>Chief State School Officer/Designee: (Signature)</p>	<p>Date: June 7, 2012</p>

June 8, 2012

Susan Castillo, Superintendent  
Superintendent of Public Instruction  
Oregon Department of Education  
225 Capitol Street, NE  
Salem, Oregon 97310

Subject: State of Oregon Submission for 2012 USDOE Enhanced Assessment Instruments Grant  
Program – English Language Proficiency (ELP Competition)

Dear Superintendent Castillo:

West Virginia is pleased to collaborate with the Oregon Department of Education's leadership, the Council of Chief State School Officers (CCSSO), and other participating states in the proposal you are submitting to the U.S. Department of Education for an Enhanced Assessment Grant, "English Language Proficiency Assessment for the 21st Century State Consortium (FLPA21)." The project has the potential to advance knowledge about, and the practice of, assessment to benefit the learning of all students. West Virginia has a long-term interest in LEP assessments, and we strongly support the goals and objectives of this innovative and groundbreaking proposal.

West Virginia's contribution will be for participation in the decision-making process, development, and implementation of an English language proficiency assessment system based on a set of common English language proficiency standards that are aligned to the Common Core State Standards.

We look forward to working with you on this very important project. Best wishes for the success of your proposal.

Sincerely,

(b)(6)

Joree M. Marple, Ed.D.  
State Superintendent of Schools

JMM:RAC

**GLOBAL**

*Students deserve it The world demands it*

**Memorandum of Understanding  
English Language Proficiency Assessment  
for the 21<sup>st</sup> Century State Consortium (ELPA21)**

**Enhanced Assessment Instruments Grant Program  
– English Language Proficiency (ELP) Competition  
CFDA number 84.368A-1**

This Memorandum of Understanding (MOU) is entered into as of 6/8/2012, by and between the English Language Proficiency Assessment for the 21<sup>st</sup> Century State Consortium, hereafter referred to as the “Consortium”, and the State of West Virginia, which has elected to participate in the Consortium pursuant to the requirements of the Enhanced Assessment Grant (EAG; CFDA 84.368A-1) competition for 2012, proposals due June 14, 2012.

The purpose of this MOU is to:

- A. Describe the Consortium vision and principles,
- B. Detail the responsibilities of States in the Consortium,
- C. Detail the responsibilities of the Consortium,
- D. Describe the management of Consortium funds,
- E. Describe the governance structure and activities of States in the Consortium,
- F. Describe State entrance, exit, and status change, and
- G. Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:

## **A. Consortium Vision and Principles**

The Consortium’s priorities for a new generation English language proficiency assessment system are rooted in a concern for the valid, reliable, and fair assessment of the critical elements associated with English language acquisition and mastery of the linguistic skills linked to success in mainstream classroom environments. These priorities are also rooted in a belief assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon a common set of English language proficiency assessment standards aligned with the Common Core State Standards (CCSS).

The Consortium acknowledges the need for a system comprised of a summative assessment and diagnostic screener, using the common English language proficiency assessment standards as the basis. Additionally, the Consortium acknowledges the value of formative and interim assessment tools for use in the classroom that can assist educators monitoring student progress toward English language proficiency. These assessment tools must support high-quality learning, demands of accountability, and balance desires for innovative assessment tools against the need for a fiscally sustainable system. The efforts of the Consortium will strive to accomplish these goals with priority placed on the summative assessment and screener.

The assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction, and teacher development that

will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the common English language proficiency assessment standards adopted by the Consortium. The system will emphasize the critical elements of English language acquisition and the skills required to master the linguistic demands of the English language.
3. The assessment system will employ technology wherever possible and feasible to optimize the testing experience for the student and response time on reporting results. The Consortium will explore the extent to which computer-based delivery systems provide the appropriate levels of student engagement with the assessment and support the enhancement of English language proficiency measures. Technology applications will be designed to maximize interoperability across user platforms, including platforms emerging from the Smarter Balanced and Partnership for Assessment of Readiness for College and Career (PARCC) consortia, and will utilize open-source development to the greatest extent possible.
4. A sophisticated design will yield scores to support evaluations of student language proficiency growth, as well as efficiently provide input to states' educator effectiveness systems.
5. On-demand and curriculum-embedded assessments will be explored to support teachers in determining where students are on the continuum of English language acquisition and progress toward proficiency.
6. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for students with other specific learning needs.

## **B. Responsibilities of States in the Consortium**

While a continuing member of the Consortium, each State agrees to the following elements of the Consortium's proposed assessment system:

1. Adopt a common set of English language proficiency assessment standards that are aligned to the Common Core State Standards and selected as the foundation for the development of the new English language proficiency assessment,
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the school year following conclusion of the grant period (projected to be the 2016-2017 school year).

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- The signed MOU is submitted to the Consortium's identified Project Management Partner;
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After receipt of the grant award, the Executive Board must approve any request for entrance into the Consortium. Upon approval, the Project Management Partner will then submit a change of membership to the USED. A State may begin participating in the decision-making process after acceptance of their MOU.

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**G. Bind each State in the Consortium to every statement and assurance made in the application through the following signature block.**

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As a Member State in the English Language Proficiency Assessment for the 21<sup>st</sup> Century State Consortium (ELPA21), I have read and understand the roles and responsibilities of Member States, and agree to be bound by the statements and assurances made in the application.

I further certify in the continuing capacity of a Member State I am fully committed to the goals and objectives of the grant application and will support its implementation.

State Name: West Virginia

Chief State School Officer/Designee:  
(Printed Name) Jorea M. Marple, Ed.D.

(b)(6)

Telephone:

(b)(6)

Chief State School Officer/Designee:  
(Signature)

Date:

\_\_\_\_ / \_\_\_\_ / 2012

INDIRECT COST RATE AGREEMENT  
NONPROFIT ORGANIZATION

ORGANIZATION:

Council of Chief State School  
Officers  
One Massachusetts Avenue, NW  
Washington, DC 20001-1431

DATE: NOV 02 2011

AGREEMENT NO. 2011-112

FILING REFERENCE: This replaces  
previous Agreement No. 2010-066  
Dated August 2, 2010

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-122 applies. This agreement is issued by the U.S. Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-122.

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

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

TYPE	Effective Period		Rate	Base	Coverage	
	From	To			Location	Applicability
<u>Indirect</u>						
Final	07-01-09	06-30-10	24.7%	<u>1/</u>	All	All Programs
Provisional	07-01-10	06-30-12	24.7%	<u>1/</u>	All	All Programs

1/ Total direct costs less items of equipment, alterations and renovations, stipends and each sub award in excess of \$25,000.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs.

Capitalization Policy: Equipment items having an acquisition cost of \$1,000 or more are capitalized.

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to Council of Chief State School Officers and subject to OMB circular A-122.

LIMITATIONS: Application of the rate(s) contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by Council of Chief State School Officers were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and applicable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the 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: Fixed or predetermined rates contained in this Agreement are based on the accounting system in effect at the time the Agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

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

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

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

Section III - Special Remarks

1. Questions regarding this Agreement should be directed to the Negotiator.
2. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.
3. Federal programs currently reimbursing indirect costs to this Nonprofit Organization by means other than the rate(s) cited in this agreement should be credited for such costs and the applicable rate cited herein applied to the appropriate base to identify the proper amount of indirect costs allocable to the program(s).

Section IV - Approvals

For the Nonprofit Organization:

Council of Chief State School  
 Officers  
 One Massachusetts Avenue, NW  
 Washington, DC 20001-1431

(b)(6)

Signature

*Bruce Steinhilber*

Chief Financial Officer

Title

11/7/11

Date

For the Federal Government:

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

(b)(6)

Signature

Mary Gougisha

Director, Indirect Cost Group

Title

NOV 02 2011

Date

David Gause  
 Negotiator

(202) 245-8032  
 Telephone Number



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

NOV 02 2011

Mr. Bruce Butterbaugh, CPA  
Deputy Executive Director  
Internal Support and Operations  
Council of Chief State School Officers  
One Massachusetts Avenue, N.W. Suite 700  
Washington, DC 20001-1431

Reference: Indirect Cost Rate Agreement No. 2011-112

Dear Mr. Butterbaugh:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U. S. Department of Education. The rates agreed upon should be used for computing indirect cost for grants, contracts and applications funded by this Department and other Federal agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U. S. Department of Education  
OCFO / FIPAO / ICG  
Attention: David Gause, Rm. 6014  
550 12<sup>th</sup> Street SW  
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions concerning this matter, please contact David Gause at (202) 245-8032.

The indirect cost rate proposal, based on the fiscal year ended June 30, 2011 is due in this office by December 31, 2011. The proposal should be sent to the above address.

Sincerely, (b)(6)  
Mary Goyette (b)(6)  
Director, Indirect Cost Group  
Financial Improvement and Post Audit Operations

Enclosures

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202  
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

ORGANIZATION:

Oregon Department of Education  
255 Capitol Street, NE  
Salem, Oregon 97310-0203

EIN: 936001954

DATE: SEP 12 2011

AGREEMENT NO. 2011-124

FILING REFERENCE: This replaces previous  
Agreement No. 2010-087(A)  
dated: July 7, 2011

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

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

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

TYPE	Effective Period		Rate	Base	Coverage	
	From	To			Location	Applicability
Fixed	07-01-10	06-30-11	23.7%	<u>1/</u>	All	<u>2/</u>
Fixed	07-01-10	06-30-11	18.0%	<u>1/</u>	All	<u>3/</u>
Fixed	07-01-11	06-30-12	24.3%	<u>1/</u>	All	<u>2/</u>
Fixed	07-01-11	06-30-12	18.8%	<u>1/</u>	All	<u>3/</u>

1/ Total direct costs less items of equipment, alterations and renovations, pass-through funds, and subaward expenditures in excess of \$25,000 per subaward.

2/ All Federal programs which do not require the use of a restricted rate per 34 CFR 75.563.

3/ All Federal programs which require the use of a restricted rate per 34 CFR 75.563.

Treatment of Fringe Benefits: Fringe Benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87 – Attachment B. Paragraph 8.d.3, terminal leave costs for all employees will be allocated as an indirect cost.

Capitalization Policy: Assets, equipment and improvements are capitalized if the initial acquisition cost equals or exceeds \$5,000.

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**Section II - Particulars**

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

**LIMITATIONS:** Application of the rate(s) contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the 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) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the 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:** Fixed or predetermined rates contained in this Agreement are based on the accounting system in effect at the time the Agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

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

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

**AUDIT:** If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

Section III - Special Remarks

1. This Agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this Agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.
4. Federal programs currently reimbursing indirect costs to this Organization by means other than the rate(s) cited in this agreement shall be credited for such costs. The applicable rates cited herein shall be applied to the appropriate base to identify the proper amount of indirect costs allocable to the program(s).

Section IV - Approvals

For the State Education Agency:

Oregon Department of Education  
 255 Capitol Street, NE  
 Salem, Oregon 97310-0203

(b)(6)

Signature

Sue MacGlashan

Name Assistant Superintendent  
Office of Finance and Administration

Title

9-19-11

Date

For the Federal Government:

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

(b)(6)

Signature

Mary Gougisha

Name

Director, Indirect Cost Group

Title

SEP 12 2011

Date

Phillip Luster

Negotiator

(202) 245-8069

Telephone

# CHARLENE GOWER TUCKER, EdD

(b)(6)

(b)(6)

(b)(6)

## PROFESSIONAL PROFILE

Highly-regarded research and assessment specialist with both public and corporate experience managing all aspects of large-scale projects. An effective and hard-working team leader with high standards and a passion for learning, offering both creative vision and attention to detail. Specific areas of expertise include:

- Understanding of local, state, and national educational policy
- Experience with various educational research methods (quantitative and qualitative)
- Training and experience in the development of tests and measures
- Facilitation of communication among psychometricians, educators, policy makers, test developers
- Coordination of large-scale multi-faceted evaluations and assessments
- Communication of technical data to various audiences
- Analytic/technical writing
- Proficiency in Microsoft Office Suite
- Proficiency in SPSS
- Certification in grant writing

## EDUCATION

EdD, Research and Evaluation Methods, University of Massachusetts, Amherst, MA

MS, Research and Evaluation Methods, University of Massachusetts, Amherst, MA

BS, Elementary Education, University of Maine, Farmington, ME

Non-degree coursework: Education Administration

## EMPLOYMENT HISTORY

### **COUNCIL OF CHIEF SCHOOL OFFICERS**

July 2010 - Present

#### **State Collaborative Advisor**

- Organizes three 4-day meetings per year of state education leaders
- Manages multiple research projects

### **OLDHAM INNOVATIVE RESEARCH (OIR)**

January 2009 – 2011

#### **Consultant**

- Directed the evaluation of Safe Schools / Healthy Students grant in Sanford, ME
- Supported OIR staff on various projects
- Developed OIR business through grant writing

### **HARCOURT ASSESSMENT, INC. (now Pearson), San Antonio, TX**

2004 – 2008

#### **State Measurement Consultant**

- Represented Harcourt Assessment in relationships with state department leaders
- Account Manager in states where Harcourt had contracts, responsible for ensuring the success of those contracts and relationships
- Solution Provider, responsible for understanding the needs of states and current assessment industry trends so that Harcourt could be positioned to best address the needs of new states

**CONNECTICUT STATE DEPARTMENT OF EDUCATION, Hartford, CT** **1989 – 2004**

- Was promoted into several roles with expanding knowledge, responsibilities, and authority
- Successfully managed a staff of 14 and a testing contract of more than \$13M per year
- Led the development and operation of a very high-profile student testing program in a critical period of federal accountability
- Conducted or managed several research/evaluation initiatives, some in response to state or federal directives and others that were self-directed to explore a current policy issue

**Chief, Bureau of Student Assessment** 2003 – 2004**Director of Student Assessment** 2001 – 2003**Coordinator, School Accountability and Support Unit** 1999 – 2001**Coordinator, High School Student Assessment Unit** 1997 – 1999**Coordinator, Program Evaluation Unit** 1991 – 1997**Evaluator, Program Evaluation Unit** 1989 – 1991**SCHOOL ADMINISTRATIVE DISTRICT #61, Bridgton, ME** **1978 – 1985****Classroom Teacher****OTHER PROFESSIONAL EXPERIENCE**

- Member, Standards and Test Use Committee, National Council on Measurement
- Member, Massachusetts Technical Advisory Committee, Boston, MA
- Peer Reviewer, United States Department of Education, Washington, DC
- Peer Consultant, United States Department of Education, Washington, DC
- Member, National Research Council, National Academy of Science Committee on Title I Assessment and Testing
- Council of Chief State School Officers, Education Information Advisory Committee
  - Chair, Evaluation Subcommittee
  - Member, Board of Directors
- Council of Chief State School Officers, State Collaboratives on Assessment and Student Standards
- Consultant, Delaware State Department of Education, Dover, DE
- Project Director, UMass Evaluation Team, University of Massachusetts, Amherst, MA
- Item Reviewer, National Evaluation Systems, Amherst, MA
- Research Assistant, University of Massachusetts, Amherst, MA
- Test Reviewer, Waterford Testing Company, Provo, UT
- Consultant, Psychometric and Evaluative Research Services, Amherst, MA
- Tutor, Educational Statistics, University of Massachusetts, Amherst, MA
- Curriculum Development and Evaluation Committee, School Administrative District #61, Bridgton, ME
- University of Maine at Farmington, Farmington, ME
  - Tutor, Statistics and Computer Programming
  - Mathematics Laboratory Assistant

**PROFESSIONAL AFFILIATIONS**

American Education Research Association

National Council on Measurement in Education

**BARRY TOPOL, CPA**

(b)(6)

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**CAREER SUMMARY**

Operationally-oriented financial executive with a record of analyzing the entire picture, identifying improvements and convincing others to make profit increasing decisions. Successful in developing motivated and enthusiastic teams to fulfill internal and external customer expectations. Expertise includes:

• Turnaround Situations	• Detailed Financial & Operational Analysis
• Mergers & Acquisitions	• Cash Management/Conservation
• Financial Systems Implementation	• Start-Ups & Large Companies
• Strategic Planning	• Leadership & Team Building

**EXPERIENCE**

**Harcourt Assessment, San Antonio, TX**

**2005 – 2008**

**Chief Financial Officer**

Responsible for all accounting, finance and pricing functions for this \$325M educational test development and publishing company with three business units and operations in eight countries.

- Collaborated with management team to effect cultural change in the company leading to a \$40M year over year profit improvement.
- Developed and implemented new pricing strategy resulting in a multi-million dollar improvement in profitability.
- Created and implemented business unit cost models resulting in a multi-million dollar improvement in profit.
- Reorganized the finance function to support improved business unit collaboration and management.
- Implemented new controls, processes, metrics and practices company wide.
- Instilled a “finance culture” throughout the company leading to improved, profitable business decisions.
- Structured the deal terms for a strategic, multi-million dollar acquisition.
- Improved the finance department employee survey results from the lowest in the company in 2004 to among the highest in 2005-2007.

**Altierre Corporation, Los Gatos, CA**

**2003 – 2005**

**Chief Financial Officer**

Managed all finance and administrative functions for start-up semiconductor designer and software provider.

- Implemented all financial systems, insurance plans, HR and benefit programs.
- Collaborated with leadership team to develop financial/valuation models and customer ROI analyses.
- Negotiated term sheets with venture capital firms.

**Veregy Networks, Inc., Walnut Creek, CA/PG&E Corporation, San Francisco, CA**

**2000 – 2003**

**Vice President & Chief Financial Officer/Vice President, Finance**

Hired as CFO for this start-up phone company. As a result of the California energy crisis, PG&E filed for bankruptcy and shut down Veregy. Then assigned to lead the financial management of PG&E Utility’s “Plan of Reorganization”.

- Implemented all financial systems for the start-up organization.
- Revised sales and network build plans to provide 80% of network coverage at 20% of original plan cost.
- Established partnership relationships with short and long haul carriers.
- Managed 60 bankruptcy business initiatives and a \$200 million plan on time and under budget.
- Selected as CFO of nuclear fuel purchasing consortium, Fuelco, LLC; a joint venture of PG&E, TXU and Ameren, Inc.

**Barry Topol****SBC Communications, Inc., San Ramon, CA****1995 – 2000****Chief Financial Officer, Pacific Bell Business Communication Services (1999 – 2000)**

Recruited by the CFO of Pacific Bell for the financial management of this \$3.8 billion business. Continued as CFO of the Information Systems and the Network Integration Companies.

- Sponsored and gained approval for a \$50 million business initiative to compete in Verizon territory.
- Changed mission/vision of the finance team and developed a performance culture that transformed the group into the most respected SBC BCS financial organization.

**Chief Financial Officer, Pacific Bell Network Integration, Dublin, CA (1998 – 1999)**

Recruited by board members to turn around this strategically important data networking and integration company. Expanded responsibilities included serving as CFO of the Information Services Subsidiary.

- Improved EBITDA \$25 million in one year by revising sales compensation, tools and processes, improving vendor relations and turning cost centers into P&L centers.
- Developed electronic commerce business-to-business order processing and management system that improved processing time by 50%, reduced errors by 25% and improved cycle time by 35%.
- Raised company morale by instilling a financial culture throughout the organization, transforming the finance department into a company “customer service” unit and fostering a “can do” attitude.

**Chief Financial Officer, Pacific Bell Information Services, Inc., San Ramon, CA (1996 – 1999)**

Hired by the CFO of Pacific Telesis Enterprises to turn around this business. Responsible for all finance, accounting, credit and collections functions for this \$285 million voice messaging corporation.

- Conceived and drove changed relationship with the sales organization and implemented expense models/targets resulting in sales growing by \$111 million and net income by \$42 million in four years.
- Rebuilt relationship with the key company vendor and negotiated \$30 million of free equipment.
- Selected by the Board to serve as Acting President during summer 1997.

**ESS Ventures, LLC, Pasadena, CA/Pacific Telesis Interactive Media, San Ramon, CA****1995 – 1996****Chief Financial Officer**

Created and implemented all finance, accounting and treasury systems for this start-up internet information and shopping business.

- Served as acting CTO through the technical development and launch of the internet website.
- Awarded best “on-line yellow page site” in 1996.

**Strategic Mortgage Services, Inc., Costa Mesa, CA****1993 – 1994****Vice President & Controller**

Recruited by the venture capitalists to be responsible for the financial health of this real estate information company. Directed all finance, accounting, credit, treasury and risk management functions for this \$120 million business with five divisions, one subsidiary, offices in 35 states and 2,000 employees.

- Established all financial functions, systems, processes, controls, staffing and training within 120 days after purchase of the Business. Avoided \$400K per month in transition charges from seller.
- Generated \$14 million from improved balance sheet management.
- Saved \$16 million annually by developing and implementing restructuring measures.

**TRW, Inc.****1980 – 1993**

Served in various roles in Information Services and Aerospace businesses:

- “Road Show” financial representative for sale of the company’s real estate business.
- Operations Vice President for Division National Customer Service Center.
- Acquisitions Director for over 20 successful transactions.

**EDUCATION AND PROFESSIONAL CERTIFICATION**

- **MBA, UCLA Anderson School of Management** – Dual concentration in Finance and Accounting
  - Edward W. Carter Fellow; Charles Offer Foundation Fellow
- **BA, Economics, UCLA** – Graduated Summa Cum Laude; Elected to Phi Beta Kappa
- **CPA, Ohio, 1989**

# Cathryn Still

(b)(6)

(b)(6)

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## SUMMARY

Operations-savvy, collaborative project-management strategist known for quick, incisive and sustainable turn-arounds. Proven track record of widening profit margins, deepening engagements and elevating client and end-user satisfaction. More than 15 years experience in education process optimization, product launches and contract implementation. A visionary planner and effective implementer who defines and delivers white-glove client care, ensures on-time and under-budget projects, and leads engaged, high-performance teams.

Turnarounds • Process Optimization • ROI Improvements • Contract Implementation • Client Retention  
Operational Streamlining • Professional Development • PMP Certification (In Progress)

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## EXPERIENCE

CORE Education and Consulting Services -- Los Angeles

2011 - present

### Senior Project Manager / Account Executive, K12 Division

Lead \$7.5M (annual billings) in multi-year assessment delivery and data management engagements for major US Schools Districts, including Los Angeles Unified and Texas Education Agency. Implement and manage all aspects of large-scale, multi-year K-12 digital and print/ship engagements, including project planning, specifications-gathering, content blueprints, custom reporting, schedule of deliverables, billing schedule, internal and client-facing status and KPI reporting. Negotiate and renew Statements of Work, select, bid and manage sub-contractors and vendors, oversee P&Ls. Consult with District leadership on assessment program strategy, user adoption rates and tactics to increase buy-in. Review proposals, specifications and work scopes for technical integrity, risk management and strategic alignment.

- Took over and turned around division's largest project; restored client satisfaction and secured two subsequent annual contract renewals.
- Identified \$500,000 in savings on 80M print-impression sub-contract; developed pricing models to identify, anticipate and prevent cost-overruns from vendors.
- Designed and led District Professional Development sessions in student assessment data interpretation and application.
- Refined internal data management processes to decrease error rate from over 40% to under 1%.
- Identified and addressed pain points, bottle necks, resource constraints and other internal causes of delivery failures. Modified inherited project and communication plans to prevent recurrence.

2tor, Inc. -- Los Angeles

2010 - 2011

### Director, Placement Operations – MAT@USC Contract, University of Southern California

Provided client service to USC and oversaw all aspects of student teacher placement for online Master of Arts, Teaching degree program. Established KPIs; deployed both qualitative and quantitative best practices. Built relationships and increased buy-in from key decision-makers and stakeholders. Collaborated with SMEs and USC lead faculty to align content delivery mechanisms, student teacher fieldwork goals and programmatic deliverables with logistical constraints in over 1,000 partner schools nationwide.

- Led transformative improvement in client trust and turned client-side stakeholders from snipers into invested supporters and process-collaborators.
- Performed gap analysis and instituted 360-degree communication plan to ensure accurate messaging to stakeholders and restore credibility to USC's online program in mission-critical school districts.
- Optimized escalation protocols to reduce close times from 14+ days to under 8 hours in 95% of cases.
- Identified, measured and resolved frequent service failure points to decrease volume of issues escalated from 1-in-5 students to 1-in-50 in less than 3 months.
- Established accountability and participation among faculty by leading a cross-functional task force to improve the student-teaching experience within the program.
- Negotiated and secured more than 50 vital, multi-year placement contracts in key growth markets such as Los Angeles, Atlanta, Seattle, Chicago and San Francisco.

Cat Still, Inc. -- Los Angeles  
**Realtor and Business Owner**

2003 - 2010

Delivered consistently exceptional service to clients across a range of price points and objectives. Managed complex, time-sensitive transactions in compliance with contractual terms and applicable law. Developed and presented seminars on building referral networks, lead management and sales process.

- Grew revenues 20 – 50% annually in both up and down markets.
- Developed robust word-of-mouth referral base: 100% of clients came from networking or referrals.
- Consistently ranked in top tiers of salespeople nationwide; received numerous sales award recognition.

Media Revolution -- Los Angeles  
**Brand Manager and Accounts Supervisor**

2002 - 2003

Led account management teams and oversaw business development initiatives for digital ad agency. Wrote or approved all Statements of Work and RFP responses. Acted as P&L supervisor on accounts, managing project-specific and overhead line items against budgets. Developed brand communications to reflect industry leadership position. Defined core competencies, clarified market strategy and refined sales targeting. Revamped existing digital outbound and CRM tools to maximize lead capture and performance tracking for client campaigns. Clients included Sony Pictures, Honda, Nestle, Purina and the US Army.

- Coached account managers in up-selling tactics and opportunity identification to deepen existing engagements, resulting in \$500,000 in additional client commitment and 100% client retention.
- Optimized payment schedules in new contracts to maximize cash flow for agency.
- Implemented analytics to monitor growth, including sales pipeline analysis, conversion rates, and acquisition costs, resulting in 15% increase in new business.

The Princeton Review  
**Vice President, Graduate Courses** -- New York

1994 - 2002  
(1997 – 2001)

Held full budgetary and personnel responsibility for \$8.1M division. Managed GMAT, GRE and TOEFL lines across product lifecycle from R&D to sales and operations. Project-managed development, programming and QA testing on three retail CD products and online equivalents. Wrote spec for and managed development of computer adaptive testing engine. Provided tactical sales training to inbound customer call center. Managed tech support call-center: provided ongoing training, optimized bug tracking and escalation processes, tracked and improved resolution rates. Led cross-functional teams to identify and disseminate best practices. Made key presentations at national and international franchisee meetings.

- Lightning-fast turnaround of derailed GMAT and GRE product development cycles with comprehensive redesign and re-launch of entire lines within one year.
- Returned annualized 12% revenue growth, against 8% budgeted and 3% in previous years.
- Increased profit margin to 28%, against 23% budgeted and 16% previous years.
- Improved nationwide customer satisfaction rate from 56% to 88%.
- Created modularized in-house GMAT program for Fortune 1000 companies and trained operations staff in outbound sales, which grew corporate sales by 300% across franchised and company-owned sites.
- Mined databases and refined architecture to develop lead-rating system.
- Improved conversion rates by 30% and decrease cost-per-acquisition by 46%.

#### **Earlier Positions at The Princeton Review**

E-Learning Developer and Team Lead -- Los Angeles (Contractor)  
Executive Director, Louisiana Franchise -- New Orleans  
Marketing Manager, Austin Franchise -- Austin, TX

(2001 – 2002)  
(1995 – 1997)  
(1994 – 1995)

#### **EDUCATION**

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Master of Arts	University of Texas, Austin	1994
Bachelor of Arts	Trinity University, San Antonio	1989

#### **PUBLICATIONS**

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Crash Course for the GMAT	Author	2000 and 2003 editions
Guide to the Best Business Schools	Expert Editor	2001 edition
Cracking the GRE	Content Editor	1999 and 2000 editions
Cracking the GMAT	Content Editor	2000 edition

PR/Award # S368A120002

Curriculum Vita  
For  
William P. Auty

**Contact Information:**



**Degrees Awarded:**

Bachelor of Sciences, Biology and Psychology, Brown University, 1975  
Master of Sciences, Educational Psychology, University of Oregon, 1978  
Doctor of Philosophy, Educational Psychology, University of Oregon, 1984

**Areas of Special Interest:**

Educational Measurement  
Growth Models  
Program Evaluation  
Accountability Systems  
Large-Scale Student Assessment  
Data Visualization

**Professional Experience:**

**Technical Advisory Committee on Standard Setting Member** – 2010 to present

This committee advised the contractor (Measured Progress) on its work on setting the achievement levels for the 2011 and 2013 National Assessment of Educational Progress (NAEP) Writing assessments.

**Independent Consultant, Education Measurement Consulting, Inc.** - 2005 to present

I've taken on a variety of projects at the local, state and national level. My work for school districts often includes data analysis and program evaluation. At the state level, I've assisted Washington's OSPI to prepare materials for their NCLB peer review of standards and assessments. In Oregon, I've worked with the School Boards Association to prepare leadership training for board members and district administrators in the area of using data including providing an analysis of student growth based on five years of statewide assessment results. At the national level, I am working with CCSSO's Accountability Systems and Reporting and Technical Issues in Large-Scale Assessment groups on developing guides for using growth models as well as other projects as directed by the member states' representatives. I also serve

as a peer reviewer for the U.S. Department of Education. My primary work is providing psychometric services to state departments of education.

**Assistant Superintendent**, Office of Systems Accountability and Policy Development,  
Oregon Department of Education, Salem – 2004 to 2005

This was an assignment to create a new office devoted to research and analysis to support decision making within the Department and by legislators and others interested in state education policy. The first tasks were to coordinate the analysis of data across the various offices in the Department and to set standards for the use and dissemination of data collected by the Department.

**Associate Superintendent**, Office of Assessment and Evaluation,  
State Test Director, Oregon Department of Education, Salem – 2002 to 2004

In this position, I oversaw an office of over 30 people who managed all aspects of the state assessment and accountability systems. ODE staff were responsible for item writing and the psychometric development and quality control of tests. We contracted with outside vendors for test printing, scoring, the development of tests for students with disabilities and English language learners, and for the administration of our tests online. By my last year in the Department, more than half of Oregon's students took computer administered tests. I was also responsible for the development of the state's NCLB accountability plan and the calculation of AYP for all schools and districts in Oregon.

**Project Manager**, Student-Centered Assessment Database, Willamette ESD, under  
contract with Oregon Department of Education, Salem – 2001

This was a project to develop a database of state test results. Previously, state test results were only available as tables of results that were released annually. The student-centered database made those results available in a way that schools and districts could analyze their results across academic years as well as track students' growth. The job required coordinating the work of people employed by different organizations including state assessment and IT staff as well as contractors, sub-contractors and school district staff.

**Assessment Coordinator**, Corvallis School District, Corvallis, OR – 1986 to 2001

I began as a member of a 20-person curriculum department. My job was to develop curriculum-based assessments to support a six-year cycle of evaluation and development across all areas of the district curriculum. I also administered and reported on the annual norm-referenced achievement test results. As state standards and assessments became more important, my role shifted to head of a small assessment department and part of the Superintendent's cabinet. As is common in medium-sized districts, I had other duties as assigned, such as Title I coordinator and representative to the state committee that developed the first statewide curriculum and assessment standards.

**Project Evaluator**, ASDP Project, Research and Training Center, Assistant Professor,  
University of Oregon, Eugene – 1984 to 1986

This was a research position funded by a grant to develop social skills training for handicapped adults. My responsibilities were research design, data analysis and reporting of results for this three-year project.

**Graduate Courses Taught:**

“State and Local Policy”, University of Oregon; 2005

“Research Methods for Teachers”, Lesley University Continuing Education; 1992

“Research Methods”, University of Oregon Continuing Education; 1989-90

**Professional Affiliations:**

American Education Research Association

National Council of Measurement in Education

**Recent Presentations:**

“Transitions in Assessment and Accountability: What to Expect?” Discussant, CCSSO National Conference on Student Assessment, June 24, 2009, Los Angeles, CA

“What Are the Findings From Use of Growth Models in School Accountability?” AERA Annual Meeting, March 25, 2008, New York

Using Data for Continuous Improvement – State Test Data Analysis – Acceleration, Oregon School Boards Association Fall Conference, November 9, 2007, Portland, OR

Recent Developments and Growth in State Accountability Systems, CCSSO Large-Scale Assessment Conference, June 18, 2007, Nashville, TN

Will Growth Models Improve School Accountability and NCLB/AYP - Results from New Research, AERA Annual Meeting, April 13, 2007, Chicago, IL

Data for Decision Making in the Bridges to Achievement Project; Oregon School Boards Association Fall Conference, November 10, 2006, Portland, OR

Consequential Validity of NCLB: research and Practice, CCSSO Large-Scale Assessment Conference, June 25, 2006, San Francisco, CA

Extending Common Methodological Approaches to School Accountability and Evaluation: Latent Class and Longitudinal Models ; Discussant, AERA Annual Meeting, April 8, 2006, San Francisco, CA

“What Have I Learned About Standards in Oregon?”, CCSSO MegaSCASS Conference: Plenary Session, January 22, 2005, Orlando, FL

“Issues in Growth Models and Vertical Scaling in Oregon”, CCSSO Growth Conference, November 16, 2004, Washington, DC

“Managing the Transition from Paper to Online Assessments”, NCLB Leadership Summit: Empowering Accountability and Assessment Using Technology, March 12, 2004, St. Louis, MO

### **Recent Consulting Clients:**

Renaissance Learning, Wisconsin Rapids, WI (Psychometric Services for STAR reading and math online assessments)

Salem-Keiser School District, Salem, OR (Linking State and local assessments and calculating growth percentiles to support teacher decision-making)

Nebraska Department of Education, Lincoln, NE (Psychometric services, Data analysis, Test design and development)

Kentucky Department of Education, Frankfort, KY (Psychometric services, Data analysis, Accountability system design)

U. S. Department of Education, Washington, D.C. (NCLB Assessment Peer Review teams)

Northwest Evaluation Association, Lake Oswego, OR (Documentation and Researchers' Guide for the Growth Research Database)

Tacoma Public Schools, Tacoma, Washington (Analysis of student achievement to evaluate integrated math instruction program)

Council of Chief State School Officers, Washington D.C. (Technical support for Accountability Systems and Reporting (ASR) SCASS and Technical Issues in Large Scale Assessment (TILSA) SCASS, Co-authorship of 5 publications)

Center for Educational Policy Research, Eugene, OR (Analysis of course grades as an alternative means for student to demonstrate proficiency)

Oregon School Boards Association, Salem, OR (Development of data tools to support educational leadership to improve student achievement)

Portland Public Schools, Portland, OR (Analysis of enrollment patterns to evaluate school choice policy)

**Recent Publications:**

“Growth Model Comparison Study: A Summary of Results”, Bill Auty and Frank Brockmann, CCSSO, 2012

“Accountability Systems in Transition: A Guide for Policymakers”, Klau, K, Auty, W, et. al., CCSSO, 2010

“Implementers' Guide to Growth Models for School Accountability”, William Auty, et. al., CCSSO, 2008

“Validity Threats: Detection and Control Practices for State and Local Education Officials”, Robin Taylor, J.P. Beaudoin, Bill Auty, Pete Goldschmidt, Rolf Blank, Andra Williams, CCSSO, 2006.

“Policymakers’ Guide to Growth Models for School Accountability: How do Accountability Models Differ?”, Pete Goldschmidt, Pat Roschewski, Kilchan Choi, William Auty, Steve Hebbler, Rolf Blank, Andra Williams, CCSSO, 2005

**Kenji Hakuta**



***Degrees***

- 1979 *Ph.D.*, Experimental Psychology, Harvard University.
- 1975 *B.A. (Magna Cum Laude)*, Harvard University, Psychology and Social Relations.

***Primary Positions***

- 2006- Lee L. Jacks Professor of Education, Stanford University.
- 2003-2006 Founding Dean and Professor, School of Social Sciences, Humanities and Arts, University of California, Merced.
- 1989-2003 Professor, School of Education, Stanford University. Vida Jacks Professor of Education.
- 1987-1989 Professor of Education and Psychology, University of California, Santa Cruz.
- 1979-1987 Assistant to Associate Professor of Psychology, Yale University.

***Current Relevant Activities***

Co-chair, Understanding Language Initiative, Stanford University (2011-present). <http://ell.stanford.edu>

Member, California ELD (English Language Development) Standards Development Expert Panel (2012)

Advisor, ELL SCASS (English Language Learner State Collaboratives on Assessment and Student Standards (2012), Council of Chief State Schools Officers

***Honors***

- Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford (1982-83)
- Elected to the National Academy of Education. (1996)
- Senior Scholar Fellowship, Spencer Foundation. (1998)
- Lifetime National Associate, National Academies (National Academy of Sciences and National Research Council). (2005).
- Fellow, American Association for the Advancement of Science (Linguistics and Language Sciences). (2006).
- Senior Research Fellowship, Council of Great City Schools (2007)
- Inaugural Fellow, American Educational Research Association (2008)
- Brown Lecture, American Educational Research Association (2010)

***Selected Non-University Boards, Committees, Consulting, and Other Activities***

- Member, Task Force on Assessment, National Council for Education Standards and Testing (1991).
- Member, National Board for Professional Teaching Standards, English as a New Language Committee (1993)

Chair, *Committee to Develop a Research Agenda for the Education of Limited-English-Proficient and Bilingual Students*, Board on Children and Families, National Research Council (1995-1997).

Member, *National Educational Research Policy and Priorities Board*, Office of Educational Research and Improvement, U. S. Department of Education (Appointed by Secretary of Education Richard Riley, 1995-1998, reappointed 1998-2004, co-Chair 1995-1997, Chair 1997-2002).

Member, Board of Directors, *The Spencer Foundation* (1998-2008). Vice Chair of the Board and Chair of Nominating Committee (2002-2008).

Member, Board of Trustees, *Educational Testing Service* (1998-2008)

Member, Education Advisory Panel, U. S. General Accountability Office (2001 - ).

Member, Advisory Board, CALDER (at the Urban Institute, funded by IES). (2007-)

Chair, Research Advisory Committee, National Academy of Education (2007-2009)

Member, Committee on Improved Measurement of High School Dropout and Completion Rates: Expert Guidance on Next Steps for Research and Policy. National Research Council (2008).

Member, Validation Committee, Common Core State Standards Initiative. Council of Chief State School Officers and the National Governor's Association (2009-2010).

Member, Board of Directors, New Teacher Center, Santa Cruz, CA (Board Secretary and Chair of Audit Committee) (2009-)

**Selected Publications on topics including language acquisition, bilingualism, cognitive development, and education.**

- Hakuta, K. & Cancino, H. (1977). Trends in second language acquisition research. *Harvard Educational Review*, 47, 294-316.
- Hakuta, K. (1981). Grammatical description versus configurational arrangement in language acquisition: the case of relative clauses in Japanese. *Cognition*, 9, 197-236.
- Hakuta, K. (1982). Interaction between particles and word order in the comprehension and production of simple sentences in Japanese children. *Developmental Psychology*, 18, 62-76.
- Hakuta, K. (1983). English language acquisition by speakers of Asian languages. In Chu-Chang, M. (Ed.), *Comparative Research in Bilingual Education: Asian-Pacific-American Perspectives*. New York: Teachers College Press.
- Hakuta, K. & Suben, J. (1985). Bilingualism and cognitive development. *Annual Review of Applied Linguistics*, 6, 35-45.
- Hakuta, K. (1986). *Mirror of language: The debate on bilingualism*. New York: Basic Books.
- Hakuta, K. & Garcia, E. E. (1989). Bilingualism and education. *American Psychologist*, 44, 374-379.
- Malakoff, M. & Hakuta, K. (1991). Translation skill and metalinguistic awareness in bilinguals. In E. Bialystok (Ed.), *Language processing and language awareness by bilingual children* (pp. 141-166). Oxford: Oxford University Press.
- Hakuta, K. (1992). Bilingualism. *International Encyclopedia of Linguistics, Vol. 1* (pp. 175-178). Oxford University Press.
- Hakuta, K. & D'Andrea, D. (1992). Some properties of bilingual maintenance and loss in Mexican background high-school students. *Applied Linguistics*, 13, 72-99.
- Pease-Alvarez, L. & Hakuta, K. (1992). Enriching our views of bilingualism and bilingual education. *Educational Researcher*, 21 (March), 4-19,24.

- Snow, C. & Hakuta, K. (1992). The costs of monolingualism. In J. Crawford (Ed.), *Language loyalties* (pp. 384-394). Chicago: University of Chicago Press.
- Hakuta, K. (1993). Bilingualism. In R. Sternberg (Ed.), *Encyclopedia of intelligence*. New York: MacMillan Publishing Co.
- Hakuta, K. & Pease-Alvarez, L. (1994). Proficiency, choice and attitudes in bilingual Mexican-American children. In G. Extra & L. Verhoeven (eds.), *The cross-linguistic study of bilingual development* (pp. 145-164). Royal Netherlands Academy of Arts and Sciences. North-Holland, Amsterdam.
- Bialystok, E. & Hakuta, K. (1994). *In other words: The science and psychology of second language acquisition*. New York: Basic Books.
- Hakuta, K. & Valdes, G. (1994). A study design to evaluate strategies for the inclusion of L.E.P. students in the NAEP State Trial Assessment. National Academy of Education Panel on NAEP Trial State Assessment.
- August, D. & Hakuta, K. (1994). Evaluating the inclusion of L.E.P. students in systemic reform. In *Issues and Strategies in Evaluating Systemic Reform*. U. S. Department of Education, Office of the Undersecretary, Planning and Evaluation Service.
- Hakuta, K. & Feldman Mostafapour, E. (1996). Perspectives from the history and politics of bilingualism and bilingual education in the United States. In I. Parasnis (ed.), *Cultural and language diversity: Reflections on the Deaf experience* (pp. 38-50). New York and Cambridge: Cambridge University Press.
- Hakuta, K. & McLaughlin, B. (1996). Bilingualism and second language learning: Seven tensions that define the research. In D. Berliner & R. Calfee (eds.), *Handbook of Educational Psychology* (pp. 603-621). New York: Macmillan Publishing Co.
- Pease-Alvarez, L., Hakuta, K. & Bayley, R. (1996). Spanish proficiency and language use in a California Mexicano community. *Journal of the Linguistic Association of the Southwest*, 15, 137-152.
- August, D. & Hakuta, K. (1997). *Improving Schooling for Language-Minority Children*. Washington, DC: National Academy Press.
- August, D. & Hakuta, K. (Eds.). (1998). *Educating Language Minority Children*. Washington, DC: National Academy Press.
- Hakuta, K. (1998). Improving education for all children: Meeting the needs of language minority children. In D. Clark (ed.), *Education and the Development of American Youth*. Washington, DC: The Aspen Institute.
- Hakuta, K., Goto Butler, Y., & Witt, D. (2000). *How Long Does It Take English Learners to Attain Proficiency?* University of California Linguistic Minority Research Institute Policy Report 2000-1.
- Hakuta, K., Bialystok, E. & Wiley, E. (2003). Critical Evidence: A Test of the Critical Period Hypothesis for Second Language Acquisition. *Psychological Science*, 14 (1), 31-38.
- Butler, Y. G., & Hakuta, K. (2006). Cognitive factors in children's L1 and L2 reading. *Academic Exchange Quarterly*, 10(1), 23-27.
- Williams, T., Hakuta, K., Haertel, E., et al. (2007). Similar English Learner Students, Different Results: Why Do Some Schools Do Better? A follow-up analysis, based on a large-scale survey of California elementary schools serving low-income and EL students. Mountain View, CA: EdSource.
- Hakuta, K. (2008). Bilingualism. In Larry R. Squire, Editor-in-Chief, *Encyclopedia of Neuroscience*, Academic Press, Oxford.

Goto Butler, Y. & Hakuta, K. (2009). The relationship between academic oral proficiency and reading performance: A comparative study between English learners and English-only students. *Reading Psychology, 30*: 412-444.

Roman, D., Wientjes, G., Thompson, K. and Hakuta, K. (2009) WordSift: An Interactive Web-based Vocabulary Tool. *AccELerate (National Clearinghouse for English Language Acquisition)*, Summer (2009) Vol. 1, Issue 4. Download at: [http://www.ncela.gwu.edu/accelerate/edition/6/#article\\_45](http://www.ncela.gwu.edu/accelerate/edition/6/#article_45).

# JOHN F. OLSON, PH.D.

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## Education

- Ph.D.** Educational Statistics and Measurement, Quantitative/Qualitative Methods in Education, Department of Educational Psychology, University of Nebraska-Lincoln, 1985.
- B.A.** Mathematics and Psychology major, College of Arts and Sciences, University of Nebraska-Lincoln, 1980.

## Professional Experience

### **President and Founder, Olson Educational Measurement & Assessment Services. Assessment Consultant / Technical Advisor (1984-present).**

Provide professional consulting and technical advisor services on a wide variety of educational assessment, measurement, and statistical issues to international, national, and state clients and programs, as well as to individuals who require technical expertise and advice.

Clients, projects, and professional consulting services over the years include: serving as Principle Investigator for the Connecticut Enhanced Assessment grant, a project funded by the U.S. Department of Education; Technical/Assessment advisor to Wyoming Department of Education; Technical Advisory Committee (TAC) member for several State Departments of Education; project director/consultant for international and national testing programs for Educational Testing Service; proposal reviewer for U.S. Department of Education; technical advisor and proposal writer for the Council of Chief State School Officers; project manager/advisor for the American Institutes for Research; technical consultant to Research in Action, Inc.; assessment consultant for many states; quality assurance and process improvement advisor for various large-scale assessment programs; and measurement consultant for several doctoral dissertations.

### **Vice President, Psychometrics and Research Services, Harcourt Assessment (2003-2006)**

Provided leadership for and management of all psychometric activities conducted by Harcourt. Responsibilities included: management of 30 psychometric staff to support the development of catalog and custom state and district contracts; designing and directing an active research program that offers the greatest innovations in testing; maintaining strong ties to state departments of education; actively participating in international, national, state, and regional forums on large-scale assessment issues; working closely with proposal developers and assessment architects to insure that Harcourt bids address state specified needs with innovative solutions; coordinating with other functional groups within the organization that interact with psychometrics; implementing quality assurance procedures that insure all projects are completed on time and error free; and recruiting staff to get the best and brightest to join Harcourt.

### **Director of Assessments, Division of State Services and Technical Assistance, Council of Chief State School Officers (1998-2003)**

Directed all assessment-related activities for CCSSO and responsible for managing all projects of the State Collaboratives on Assessment and Students Standards (SCASS) Program.

These 11 projects involve consortia of states that work together to address, among other things: psychometric and technical issues in large-scale assessments, comprehensive assessment systems for Title I, assessing special education students, assessing limited English proficient (LEP) students, accountability systems and reporting for states. Other SCASS projects are involved in the development of assessments in various areas, such as science, social studies, arts education, and health education. Program management tasks included supervision of 10 on-site staff, 5 off-site consultants, and several subcontractors; oversight of the development and dissemination of numerous reports, CD-ROMs, websites, and other assessment-related resources that have been produced by the projects (see list); and fiscal responsibility for a \$3+ million annual budget.

**Deputy Director, Center for Education Assessment, American Institutes for Research (1997).**

Responsible for directing and managing the Voluntary National Tests (VNT) program. Management responsibilities included: serving as primary contact with client (NAGB), coordinating with other contractors (e.g., NAS/NRC), preparing briefing materials, making presentations to Board members and others, submission of all deliverables, maintaining ongoing communications, summarizing accomplishments into monthly progress reports, development and review of monthly and annual project budgets, making staffing decisions, and general supervision of AIR staff. Responsibilities also involved supervision and coordination of operational work activities among seven subcontractors and staff across three AIR sites.

**Project Director, American Institutes for Research (1997-1999)** for the following projects:

**Minnesota Assessment Design project** -- Responsible for directing and managing all activities associated with a project to conduct research and make recommendations to assist the Minnesota Department of Children, Families, and Learning in designing an assessment system that meets the state profile of learning standards and can be used for testing all high school students on graduation requirements.

**Italy Biblioteca di Documentazione Pedagogica Item Banking project** -- Responsible for directing and managing all activities associated with a project to conduct research and acquire test items for an electronic item banking system for the Italy BDP.

**Senior Research Scientist and Director of ESSI Inclusion Project for NCES. Education Statistics Services Institute (ESSI), AIR (1996-1997.)**

Responsible for directing research projects focusing on appropriate approaches to large-scale assessments, in particular, the National Assessment of Educational Progress, and in providing professional advice and guidance to resolve issues related to educational testing projects. Work included writing of reports and research briefs, coordination of research activities within NCES, communications and interactions with external researchers, liaison with other offices in the ED and organizations in the education/assessment/research field, presenting information at committee meetings and conferences, reviewing research proposals, advising NCES on best approaches to use, and making recommendations to the U.S. Department of Education for further research.

**Program Administrator, Center for the Assessment of Educational Progress, Educational Testing Service (1989-1995).** Responsibilities included the following assignments:

**Project Director for the Puerto Rico Assessment of Educational Progress.** Provided overall managerial direction to a special assessment project contracted by ETS with key education groups in PR to develop a Spanish-language version of NAEP.

Responsibilities included management of all aspects of the project, communications with clients, coordination of work activities with subcontractors, developing budgets, writing reports, and making presentations to key constituency groups.

**Director of Operations for the National Assessment of Educational Progress (NAEP).** Responsible for the coordination of work among contractors and subcontractors; supervising printing of assessment instruments; acquisition and purchase of assessment materials; developing activity schedules and timelines; monitoring budgets; providing data collection and data processing status reports to the Federal government; writing and reviewing numerous NAEP reports and publications.

**Director of Technical Assistance and State Services for NAEP.** Responsibilities included supplying technically-related information concerning NAEP; writing reports and disseminating data from the Trial State Assessment Program; serving as editor of the NAEP Network Newsletter (a publication distributed to State Testing Directors and others interested in NAEP).

**Measurement Statistician, School and Higher Education Programs Statistical Analysis division, Educational Testing Service (1985-1989).**

Served as Primary Statistical Coordinator for the NTE Programs Specialty Area Tests; coordinated statistical work for other smaller testing programs; provided consultations for computer-related assistance within the department.

## Employment/Project History

<b>Current</b>	President/Founder, Olson Educational Measurement & Assessment Services. Assessment Consultant and Technical Advisor, San Antonio TX and Newton MA
<b>2007-present</b>	Principal Investigator, "Establishing the Validity of Test Accommodations for Students with Disabilities: A Collaboration of State-based Research"-- Enhanced Assessment Grant state consortium project funded by the USDE
<b>2008-2009</b>	Senior Research Associate and TIMSS Coordinator, TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College
<b>2003-2006</b>	Vice President, Psychometrics and Research Services, Harcourt Assessment, San Antonio, TX
<b>1998-2003</b>	Director of Assessments, Division of State Services and Technical Assistance, Council of Chief State School Officers (CCSSO), Washington, DC
<b>1998-2003</b>	Project Director for the following CCSSO projects: SCASS Technical Issues in Large-Scale Assessments, SCASS Health Education Assessment, Comprehensive Social Studies Assessment, SCASS Science Education

	Assessment, Annual Survey of State Student Assessment Programs, Education Information Advisory Council, Council of Chief State School Officers, Washington, DC
<b>2000-2001</b>	Deputy Director, NAEP Mathematics Assessment Framework Project (under contract with NAGB), CCSSO, Washington, DC
<b>1997-1998</b>	Deputy Director and Director of Operations, Voluntary National Tests, American Institutes for Research (AIR), Washington, DC
<b>1997-1998</b>	Project Director, Minnesota Assessment Design project, AIR, Washington, DC
<b>1997-1998</b>	Project Director, Italy BDP Item Banking project, AIR, Washington, DC
<b>1996-1997</b>	Director, NCES Study on the Inclusion of Special Needs Students in Large-Scale Assessments, Education Statistics Services Institute, Washington, DC
<b>1994-95</b>	Director of Operations, 1995 NAEP Field Test, Educational Testing Service (ETS), Princeton, NJ
<b>1993-95</b>	Project Director, Puerto Rico Assessment of Educational Progress, ETS
<b>1993-94</b>	Director of Operations, 1994 NAEP Assessments, ETS
<b>1992-95</b>	Director of NAEP State Services, ETS
<b>1991-93</b>	Associate Director of Operations, 1992 NAEP Assessment, ETS
<b>1989-95</b>	Director of NAEP Technical Assistance, ETS
<b>1987-89</b>	Statistical Coordinator, Upper Merion Area School District (Pennsylvania) Criterion Referenced Testing Program, ETS
<b>1986-89</b>	Statistical Coordinator, Secondary Schools Admission Test Program, ETS
<b>1985-89</b>	Statistical Coordinator, NTE Specialty Area Tests, ETS
<b>1984-85</b>	Director, Nebraska Evaluation and Research Center, UNL
<b>1984-2003</b>	Assessment Consultant and Technical Advisor
<b>1980-83</b>	Graduate Research Assistant, Buros Institute of Mental Measurements

## Publications

Establishing the Validity of Test Accommodations for Students with Disabilities: A Collaboration of State-based Research – Project Guidebook and Technical Report. John F. Olson, for the CT Enhanced Assessment Grant, under contract with CCSSO (forthcoming in March 2010).

TIMSS 2007 User Guide for the International Database. Foy, P. & Olson, J.F. (2009). Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

TIMSS 2007 Technical Report. Olson, J.F., Martin, M.O., & Mullis, I.V.S. (Eds.). (2008). Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

TIMSS 2007 Encyclopedia. Martin, M.O., Mullis, I.V.S., & Olson, J.F., (Eds.). (2008). Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

A Meta-Analysis of the Equivalence of Computer-Based Tests and Paper-and-Pencil Tests on K-12 Student Reading Assessments. Shudong Wang, Hong Jiao, Michael J. Young, Thomas Brooks, and John Olson. Educational and Psychological Measurement. (February 2008).

Annual Survey of State Student Assessment Programs: 2000-2001. John Olson, Arthur Halbrook, and Ida Jones, Council of Chief State School Officers, Washington, DC, Fall, 2002.

2005 NAEP Mathematics Assessment Framework and Test/Item Specifications. Prepared by CCSSO for the National Assessment Governing Board, Washington, DC, December 2001.

Annual Survey of State Student Assessment Programs: 1998-1999. John Olson, Linda Bond, and Ida Jones, Council of Chief State School Officers, Washington, DC, Spring, 2001.

“State Innovations: States’ Progress toward the Inclusion of Students with Disabilities and English Language Learners in Large-Scale Assessments”. The State Education Standard. National Association of State Boards of Education, Alexandria, VA, Spring 2000.

The Design of an Assessment System Related to the Minnesota Profile of Learning and High School Graduation Standards: Research and Recommendations. Prepared by AIR for the Minnesota Department of Children, Families, and Learning, Washington, DC, 1998.

Technical Report: Item Bank Project for the Biblioteca di Documentazione Pedagogica. Prepared by the American Institutes for Research for the Italy BDP, Washington, DC, 1997.

The Inclusion of Students with Disabilities and Limited English Proficient Students in Large-Scale Assessments: A Summary of Recent Progress. (NCES 97-482). Co-authored with Arnold Goldstein. National Center for Education Statistics, OERI, U.S. Department of Education, 1997.

Quality and Utility: The 1994 Trial State Assessment in Reading — Fourth Report to Congress of the National Academy of Education Panel on the Evaluation of the NAEP Trial State Assessment Program. Prepared by the American Institutes for Research for the National Academy of Education under a grant from the U.S. Department of Education, 1996.

Technical Report and Final Reports for the 1994 Mathematics and Science Assessments - Puerto Rico Assessment of Educational Progress. A collection of reports prepared by John F. Olson for the Educational Testing Service, under contract with the Puerto Rico Department of Education, the General Council on Education, and the University of Puerto Rico, 1995-1996.

NAEP 1992 Mathematics and Reading State Reports. (A collection of 44 individualized reports for each subject, generated for each state participating in the 1992 Trial State Assessment). Prepared by Educational Testing Service (under the direction of John F. Olson), contracted by the National Center for Education Statistics, OERI, U.S. Dept. of Education, 1993.

Reading, Writing, and U.S. History Proficiency of Catholic- and Public-School Students, 1988 National Assessment of Educational Progress. (Collection of three separate reports). John F. Olson, Educational Testing Service, Princeton, NJ, 1991.

“Classroom accountability and a mastery testing program,” Spectrum, Journal of School Research and Information. Kopa, M., Michener, L.A., Nesmith, C., Olson, J., & Sherman, M. Educational Research Service, Arlington, VA, 1991.

Wyoming Assessment of Educational Progress, A Final Report -- The 1988 Assessment of Reading, Writing, Civics, and School Survey. Olson, J.F. & Rhodes, D. Educational Testing Service, Princeton, NJ, 1989.

# Doug Kosty

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## Overview

Leadership experience includes various state and local governments and private sector consulting specializing in educational system automation including large scale assessments, data systems and management experience including:

- Demonstrated customer-based and collaborative leadership
- Hands-on experience leading all stages of system development efforts, including requirements definition, design, architecture, testing and support
- Coordination and direction of all phases of project-based efforts while managing, motivating and leading project teams
- Development of policies and procedures, project documentation and milestones, and technical/business specifications

## Competencies

Project Management  
Data Collection & Reporting  
Cost Benefit Analysis  
Contingency Planning

Financial Management  
Strategic Planning  
Risk Assessment  
Business Impact Analysis

## Experience

2002 – Present      Oregon Department of Education      Salem OR

### **ASSISTANT SUPERINTENDENT OF ASSESSMENT & INFORMATION SERVICES**

Directs the work of a diverse management team overseeing assessment and information services of the Oregon Department of Education (ODE). The Office of Assessment and Information Services supports ODE roles of accountability, leadership and school improvement through the development and maintenance of a technical and information infrastructure. This infrastructure has two major components. The first component is represented by data collection from and reporting on Schools, Districts and Educational Service Districts (ESDs). Additional components of this diverse unit include: Information Services Technology, and

Customer Systems. Responsible for budget preparation and contract management and long term planning for implementation of newly developed finance and technology applications.

Accomplishments include:

- Published over 150 different test forms and administered 1.5 million assessments using multiple formats across several content areas to over 300,000 students in 1,200 schools per year
- Reduced the amount of time for reporting student results to school and district staff from months to hours and improved data security
- Improved software development and prioritization environment to improve quality and timeliness of data collection and reporting
- Improved help desk support for thousands of data collection customers
- Consolidated and updated database, web and file servers resulting in 99.99% web server uptime
- Developed innovative contracts to train and support school and district staff in administering and scoring assessments
- Directed the successful proposal and implementation of three competitive grants awarded by the U.S. Department of Education's Institute of Education Sciences to design, implement and enhance Statewide Longitudinal Data Systems (SLDS)

Under Kosty's leadership, the Office of Assessment and Information services has built credible working relationships with the Federal Government in the following areas:

- Created Technical Assessment Advisory Committee (TAC) comprised of national experts to assist in bringing Oregon's Assessment into full compliance with federal requirements
- As part of Federal Peer Review ODE conducted studies of assessment technical adequacy
- Contracted with American Institutes for Research to develop 500+ page technical assessment manual
- Conducted stakeholder workgroup to validate assessment achievement standards

1997 – 2002

KPMG Consulting

Sacramento CA

**Manager**

Managed projects, personnel and budgets for one of world's leading Information Technology Consulting firms. Directed strategic planning efforts, established and reviewed mission, vision, goals and objectives. Supervised project and practice staff including, interviewing and hiring, technical education and

PR/Award # S368A120002

training, developing work plans, establishing employee performance guidelines and evaluating employee performance, and processing disciplinary actions. Served as an active participant on National K-12 Educational practice and served in leadership role on the following projects:

- Oregon's Database Initiative Pilot and Statewide Implementation
- Integrated Performance Benchmarking System (IPBS) – Test of Concept for US Department of Education Performance Based Data Management Initiative (PBDMI) and Education Data Exchange Network (EDEN)
- Colorado Springs District 11 Performance Plan
- Virginia Department of Education Special Education Child Count Project

1995 – 1997                      Montana Office of Public Instruction    Helena MT

**Director, Information Systems Development**

Plan, administer and control all activities of the Information Systems Development Division including software and hardware training, data processing, applications development. Served on the Technology Advisory Committee to plan for computer operations, telecommunications, local area and wide area networks, statewide educational networks, forms management, data administration, and systems security. Prepared budget requests and managed division budget.

1990 – 1995                      Montana Office of Public Instruction    Helena MT

**Fiscal Services Specialist**

Responsible for establishing and maintaining standard accounting and reporting practices in all Montana public school districts. Researched official accounting pronouncements and promulgating accounting policies for Montana School Districts; providing school district personnel, county superintendents and county treasurers with technical accounting and reporting assistance. Responsible for compiling and reporting school district financial information; and monitoring and reporting school district compliance with the Single Audit Act.

<b>Education</b>	Montana State University Bachelor of Science Business/Accounting	Bozeman MT
<b>Memberships</b>	<p>Education Information Management Advisory Committee of the Council of Chief State School Officers</p> <p>Forum Representative of the National Center for Education Statistics</p> <p>Budget Committee, Salem-Keizer School District</p> <p>Oregon Education Enterprise Steering Committee</p> <p>Confederation of Oregon School Administrators' Association of School Executives Policy and Visioning Coalition</p> <p>Smarter Balanced Assessment Governing State Lead</p> <p>Smarter Balanced Assessment Sustainability Task Force</p> <p>Oregon English Language Learner Coalition Steering Committee</p>	
<b>Relevant Publications</b>	<p>Adequate Yearly Progress Policy and Technical Manual <a href="http://www.ode.state.or.us/initiatives/nclb/pdfs/aypmanual1011.pdf">http://www.ode.state.or.us/initiatives/nclb/pdfs/aypmanual1011.pdf</a></p> <p>English Language Proficiency Assessment, Test Specifications and Blueprints, Grades K-12, <a href="http://www.ode.state.or.us/search/page/?id=496">http://www.ode.state.or.us/search/page/?id=496</a></p> <p>Mathematics Test Specifications and Blueprints, Grades 3-12 <a href="http://www.ode.state.or.us/search/page/?id=496#MA">http://www.ode.state.or.us/search/page/?id=496#MA</a></p> <p>Oregon Assessment System Technical Reports, Volumes 1-6, Standard Grade Level Assessments <a href="http://www.ode.state.or.us/search/page/?=1305">http://www.ode.state.or.us/search/page/?=1305</a></p> <p>Oregon Assessment System Technical Reports, Volume7, Alternate Assessment <a href="http://www.ode.state.or.us/search/page/?=1305">http://www.ode.state.or.us/search/page/?=1305</a></p> <p>Oregon Assessment System Technical Reports, Volumes 9-10, English Language Proficiency Assessment <a href="http://www.ode.state.or.us/search/page/?=1305">http://www.ode.state.or.us/search/page/?=1305</a></p> <p>Oregon Statewide Assessments, Accommodations Manual <a href="http://www.ode.state.or.us/search/page/?=487">http://www.ode.state.or.us/search/page/?=487</a></p> <p>Reading and Literature Test Specifications and Blueprints, Grades 3-12 <a href="http://www.ode.state.or.us/search/page/?id=496#RL">http://www.ode.state.or.us/search/page/?id=496#RL</a></p> <p>Science Test Specifications and Blueprints, Grades 3-5, 6-8, High School <a href="http://www.ode.state.or.us/search/page/?id=496#SC">http://www.ode.state.or.us/search/page/?id=496#SC</a></p> <p>Oregon Statewide Assessments, Test Administration Manual <a href="http://www.ode.state.or.us/search/page/?=486">http://www.ode.state.or.us/search/page/?=486</a></p>	

## **SUMMARY VITA** **Martha L. Thurlow**

### **SUMMARY OF RELATED EXPERIENCE**

Dr. Thurlow has spent two decades conducting research and technical assistance on the inclusion of students with disabilities in large-scale assessments. Her areas of focus have been participation criteria, accommodations policies and practices, universal design of assessments, and alternative approaches to assessment for students with disabilities.

### **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 40 book chapters. Among her relevant recent books and chapters are:**

Thurlow, M.L. (in press). Instructional and assessment accommodations in the 21<sup>st</sup> century. In L. Florian (Ed.), *The Sage Handbook of Special Education*. Thousand Oaks, CA: Sage.

Thurlow, M.L., Quenemoen, R.F., & Lazarus, S.S. (in press). Leadership for student performance in an era of accountability. In J. Crockett, B. Billingsley, & M. Boscardin (Eds.), *The handbook of leadership & administration for special education*. London: Routledge.

Thurlow, M.L., Lazarus, S.S., & Christensen, L.L. (2013). Accommodations for assessment. In B. Cook & M. Tankersley (Eds.), *Effective practices in special education* (pp. 311-327). Iowa City: Pearson.

Perie, M., & Thurlow, M. (2012). Setting achievement standards on assessments for students with disabilities. In G.J. Cizek (Ed.), *Setting performance standards: Foundations, methods, and innovations* (2<sup>nd</sup> ed.) (pp. 347-377). New York: Routledge.

Thurlow, M.L., & Quenemoen, R.F. (2011). Standards-based reform and students with disabilities. In J.M. Kauffman & D.P. Hallahan (Eds.), *Handbook of special education* (pp 134-146). New York: Routledge.

Thurlow, M.L. (2010). Large scale assessment and accountability for students with special needs. In E. Baker, P. Peterson, & B. McGaw (Eds.), *International encyclopedia of education* (3<sup>rd</sup> ed.) (pp. 752-758). Oxford: Elsevier.

Christensen, L.L., Liu, K.K., & Thurlow, M.L. (2010). Professional development for teaching ELLs with disabilities. In C.J. Casteel & K.G. Ballantyne (Eds.), *Professional development in action: Improving teaching for English learners*. Washington, DC: National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs.

Thurlow, M., Johnstone, C., Thompson, S., & Case, B. (2008). Using universal design research and perspectives to increase the validity of scores on large-scale assessments. In R.C. Johnson & R.E. Mitchell (Eds.), *Testing deaf students in an age of accountability* (pp. 6375). Washington, DC: Gallaudet University Press.

Thurlow, M., Johnstone, C., & Ketterlin Geller, L. (2008). Universal design of assessment. In S. Burgstahler & R. Cory (Eds.), *Universal design in post-secondary education: From principles to practice* (pp. 73-81). Cambridge, MA: Harvard Education Press.

Thurlow, M. L. (2007). State policies and accommodations: Issues and implications. In C.C. Laitusis & L.L. Cook (Eds.), *Large-scale assessment and accommodations: What works?* Arlington, VA: Council for Exceptional Children.

Thurlow, M.L., Albus, D., & Liu, K. (2006). 1999-2000 participation and performance of English language learners reported in public state documents and web sites. In C. Rivera (Ed.), *State assessment policy and practice for English language learners: A national perspective*. Mahwah, NJ: Lawrence Erlbaum.

Elliott, J. L., & Thurlow, M. L. (2006). *Improving test performance of students with disabilities on district and state assessments* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin.

**Thurlow has been an author of more than 125 articles in refereed journals and numerous articles in other outlets. Among these are:**

Johnstone, C.J., & Thurlow, M.L. (2012). Statewide testing of reading and possible implications for students with disabilities. *Journal of Special Education*, 46(1), 17-25.

Lazarus, S.S., Cormier, D.C., & Thurlow, M.L. (2011). States' accommodations policies and development of alternate assessments based on modified achievement standards: A discriminant analysis. *Remedial and Special Education*, 32(4), 301-308. (Online version available March, 2010).

Lazarus, S.S., Cormier, D.C., & Thurlow, M.L. (2010). States' accommodations policies and development of alternate assessments based on modified achievement standards: A discriminant analysis. *Remedial and Special Education* (online version available March, 2010).

Thurlow, M. L. (2010). Steps toward creating fully accessible reading assessments. *Applied Measurement in Education*, 23(2), 121-131.

Moen, R., Liu, K., Thurlow, M., Lekwa, A., Scullin, S., & Hausmann, K. (2009, May). Identifying less accurately measured students. *Journal of Applied Testing Technology*, 10(2).

Lazarus, S. S., & Thurlow, M. L. (2009). The changing landscape of alternate assessments based on modified academic achievement standards (AA-MAS): An analysis of early adopters of AA-MASs. *Peabody Journal of Education*, 84(4), 496-510.

Lazarus, S. S., Thurlow, M. L., Lail, K. E., & Christensen, L. (2009). A longitudinal analysis of state accommodations policies: Twelve years of change 1993-2005. *Journal of Special Education*, 43(2), 67-80.

Kato, K., Moen, R., & Thurlow, M. (2009). Differentials of a state reading assessment: Item functioning, distractor functioning, and omission frequency for disability categories. *Educational Measurement: Issues and Practice*, 28(2), 28-40.

Liu, K., Barrera, M., & Thurlow, M. (2009). Mathematics think aloud: Research findings on a field-identified teaching strategy for ELLs with disabilities. *AccELLerate!*, 1(3), 10-12.

Thurlow, M.L., Lazarus, S.S., & Christensen, L.L. (2008). Role of assessment accommodations in accountability. *Perspectives*, 34(4), 17-20.

Albus, D., & Thurlow, M.L. (2008). Accommodating students with disabilities on state English language proficiency assessments. *Assessment for Effective Intervention*, 33 (3), 156-166.

Shyyan, V., Thurlow, M.L., & Liu, K.K. (2008). Instructional strategies for improving achievement in reading, mathematics, and science for English language learners with disabilities. *Assessment for Effective Intervention*. 33 (3), 145-155.

Thurlow, M., Barrera, M., & Zamora-Duran, G. (2006). School leaders taking responsibility for English language learners with disabilities. *Journal of Special Education Leadership Special Issue*, 19(1) 3-10.

Albus, D., Thurlow, M. Liu, K., & Bielinski, J. (2005). Reading test performance of English-language learners using an English dictionary. *Journal of Educational Research*, 98 (4), 245-253.

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

Thurlow, M.L., Bremer, C., & Albus, D. (2011). *2008-09 publicly reported assessment results for students with disabilities and ELLs with disabilities* (Technical Report 59). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Hodgson, J.R., Lazarus, S.S., & Thurlow, M.L. (2011). *Professional development to improve accommodations decisions – A review of the literature* (Synthesis Report 84). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M.L., Moen, R.E., Lekwa, A.J., Scullin, S.B., (2010). *Examination of a reading pen as a partial auditory accommodation for reading assessment*. Minneapolis, MN: University of Minnesota, Partnership for Accessible Reading Assessment.

Thurlow, M., Lazarus, S. S., Albus, D., & Hodgson, J. (2010). *Computer-based testing: Practices and considerations* (Synthesis Report 78). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M., Rogers, C., & Christensen, L. (2010). *Science assessments for students with disabilities in school year 2006-2007: What we know about participation, performance, and accommodations* (Synthesis Report 77). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

- Thurlow, M. L., Moen, R. E., Liu, K. K., Scullin, S., Hausmann, K. E., & Shyyan, V. (2009). *Disabilities and reading: Understanding the effects of disabilities and their relationship to reading instruction and assessment*. Minneapolis, MN: University of Minnesota, Partnership for Accessible Reading Assessment.
- Albus, D., & Thurlow, M.L. (2008). Accommodating students with disabilities on state English language proficiency assessments. *Assessment for Effective Intervention*, 33 (3), 156-166.
- Shyyan, V., Thurlow, M.L., & Liu, K.K. (2008). Instructional strategies for improving achievement in reading, mathematics, and science for English language learners with disabilities. *Assessment for Effective Intervention*. 33 (3), 145-155.
- Thurlow, M. L., Quenemoen, R. F., Lazarus, S. S., Moen, R. E., Johnstone, C. J., Liu, K. K., Christensen, L. L., Albus, D. A., & Altman, J. (2008). *A principled approach to accountability assessments for students with disabilities* (Synthesis Report 70). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Liu, K., Thurlow, M., & Koo, H. (2008). *Middle school principals' perspectives on academic standards-based instruction and programming for ELLs with disabilities* (ELLs with Disabilities Report 22). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Thurlow, M., Shyyan, V., Barrera, M., & Liu, K. (2008). *Delphi study of instructional strategies for English language learners with disabilities: Recommendations from educators nationwide* (ELLs with Disabilities Report 21). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Liu, K., Koo, H., Barrera, M., & Thurlow, M. (2008). *Middle school principals' interpretation of state policy and guidance on instructional strategies for ELLs with disabilities* (ELLs with Disabilities Report 20). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes

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

- Thurlow, M.L., Sheinker, A., & Whetstone, P. (2012, April). *The next generation alternate assessments for students with significant cognitive disabilities*. Council for Exceptional Children, Denver, CO.
- Thurlow, M.L., & Laitusis, C. (2011, April). *Putting accessibility to the test: The national accessible reading assessment projects*. Council for Exceptional Children, Washington, DC.
- Thurlow, M.L. (2011, April). *Assessments of Common Core State Standards: How they will differ from current assessments* (Institute on Individualizing the use of the common core state standards (CCSS)). Council for Exceptional Children, Washington, DC.
- Thurlow, M.L. (2011, February). *Using the Common Core State Standards to teach students with disabilities and English Language Learners*. America's Choice National Conference, Atlanta, GA.
- Thurlow, M.L. (2010, October). *Student assessments for accountability – Approaches and principles*. National Workshop on Strategic Compensation, Eagle County, CO.
- Thurlow, M., & Sheinker, J. (2010, September). *Common core state standards: Implications for students with disabilities*. Advocate Academy Webinar.

- Thurlow, M. L. (2009, April). *Historical perspective on accommodations for students with disabilities*. National Council on Measurement in Education.
- Thurlow, M. L., & Lazarus, S. S. (2009, April). *Accommodating for all testing: Curriculum-based, benchmark, formative district, and state* (Preconvention Workshop #17). Council for Exceptional Children Conference, Seattle, WA.
- Thurlow, M. L., & Laitusis, C. C. (2009, April). *Accessibility principles for state reading assessments – What they say for educators’ practice*. Council for Exceptional Children, Seattle, WA.
- Christensen, L. L., & Thurlow, M. L. (2009, April). *Assigning accommodations for instruction and assessment: Activities that work*. Council for Exceptional Children Conference, Seattle WA.
- Thurlow, M. L., & Cook, L. (2009, February). *Developing and validating accessible reading assessments for students with disabilities*. Association for Test Publishers Conference, Palm Springs, CA.
- Thurlow, M. (2008, December). *Using digital pens on reading tests*. National Accessible Reading Assessment Projects General Advisory Committee, Washington, DC.
- Christensen, L., Foster, C., & Thurlow, M. L. (2008, April). *Hints and tips for accommodations from the standards and assessments peer review*. American Educational Research Association, New York.
- Albus, D., & Thurlow, M. (2008, April). *Accommodation policies for ELLs with disabilities on state English Language Proficiency assessments (poster)*. Council for Exceptional Children Conference, Boston.
- Christensen, L. & Thurlow, M. (2008, January). *Improving academic outcomes for English language learners with disabilities*. ETS Achievement Gap Symposium, Princeton, NJ.
- Thurlow, M. (2008, December). *Using digital pens on reading tests*. National Accessible Reading Assessment Projects General Advisory Committee, Washington, DC.

## **SELECTED PROFESSIONAL ACTIVITIES**

### **Editorial Activities – Selected Examples**

Journal of Disability Policy Studies, 2008; Journal of Special Education, 1999; Exceptional Children, 1988-91, 1993-95, 2003-2006; 1995-2003 (Co-editor)

### **Technical Advisory Committees – Selected Examples**

Partnership for Assessment of College and Career Readiness Consortium, Accessibility, Accommodations, and Fairness Technical Work Group, 2011-  
Smarter-Balanced Assessment Consortium, 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  
U.S. Department of Education Growth Peer Review Panel, 2007, 2008  
Delaware TAC, 1998-  
Colorado TAC, 2003-  
Kansas TAC, 2004-

## **AREAS OF EXPERTISE**

- Education and Workforce data systems requirements analyses, administration and planning
- Workforce Supply and Demand Analyses
- Student Follow-up Surveys
- Data Sharing between education, workforce, and social service partners
- Linking administrative data with survey-based data
- State level education data management and applications for policy and program analyses
- Longitudinal state education and workforce data systems
- Education and workforce policy research
- Accountability reporting and performance measurement across education sectors

## **PROFESSIONAL EXPERIENCE**

Education and Workforce Research, Self Employed, (2012)

- With MPR Associates, develop workforce data elements for the Common Education Data Standards Version 3 update.
- With MPR Associates, technical assistance to states through the U.S. Department of Education regarding Career and Technical education performance reporting.
- Advisory Board Member, Institute for Evidence Based Change (IEBC), San Diego, California.
- Consultant to the Florida Senate - postsecondary education and workforce accountability
- With MGT of America in preparing occupational supply/demand models for postsecondary education in Kentucky.
- With The Millennium Group in drafting sections of a guide to accessing and using longitudinal data with postsecondary data for local learning communities
- Participant in the Aspen Institute's Data Advisory Committee for their annual Community College Excellence Prize.
- Participate in Advisory Board to the National Center for the Analysis of Longitudinal Data for Education Research (CALDER), Association for Institutional Research, Washington, DC
- Speaker and advisor to the National Center for Education Evaluation regarding regional Education Laboratories, U.S. Department of Education

- Participate in advisory board to the National Center for Postsecondary Outcomes at the University of Oregon.

Longitudinal Education/Workforce Data System, Program Director, MPR Associates, Inc., Berkeley, California (2009 to 2011):

- Developing responses with states to the U.S. Department of Education's Request for Applications for Longitudinal Education Data Systems through discretionary funding from the American Recovery and Reinvestment Act. Specific contract work with:
  - California, Rhode Island, Maryland, Texas, and Rhode Island regarding connected longitudinal data systems
  - National Organizations including the Data Quality Campaign, the State Higher Education Executive Officers Organization, and the Council of Chief State School Officers.
- Guiding process intended to leverage existing capabilities in determining the requirements for statewide education data systems across all education sectors and the workforce. specific contract work with:
  - The Council of Chief State School Officers
  - The Texas Higher Education Coordinating Board

#### **OTHER PROFESSIONAL EXPERIENCE**

Senior Associate & Director, Education Data Practice, MGT of America, Tallahassee, Florida (2009).

- Established Education data practice based on longitudinal considerations and integrating PK12, adult, career and technical, postsecondary education with employment and other sources of related service data.
- Was a Senior Advisor to the Gates foundation-funded Texas Schools Project as a subcontractor to Urban policy development, LLC.
- Conducted Career Pathways process development project with Tallahassee Community College.
- Participated in the State Higher Education Executive Officer's state data advisory project funded by the Lumina foundation.
- Participated in California's Public Policy Panel regarding the development of connected longitudinal data systems.

Deputy Commissioner, Division of Accountability, Research, and Measurement, Florida Department of Education, Tallahassee, Florida (2007–09).

- Directed Division Activities including budgeting, strategic planning, contracts and grants, personnel, and staffing, an approximately 180 million dollar operation. This division houses the Department's public education data systems from pre kindergarten through graduate school. It includes the state's assessment systems for all levels of public education.

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Assistant Deputy Commissioner, Division of Accountability, Research, and Measurement, Florida Department of Education, Tallahassee, Florida (2005–07).

- Co-directed the development of “Sunshine Connections” – a web-based information portal creating a business intelligence approach to accessing education information. This role included negotiating service level agreements in support of hardware and software deployments, facilitating focus group processes to develop requirements, and overseeing development plans.

Director, Office of K-20 Education Information and Accountability, Florida Department of Education, Tallahassee, Florida (2002–05).

- Supervised five sections including 85 staff comprised of the Information Resource Management Units of the State University, the State Community College the Public K-12, the Workforce Education, the Florida Education and Training Placement Information Program, and the Education Data Warehouse Systems.
- Was lead in facilitating and coordinating the development and implementation of a K-20 cross-cutting accountability system representing all of Florida’s education sectors. Including proposals for performance funding.
- Made numerous presentations to local, state, and national boards and committees.

Director, Workforce Education and Outcome Information Services Bureau, Florida Department of Education, Tallahassee, Florida (1996–2002).

- Supervised the development and maintenance, and of Information systems to support Workforce Education programs in Florida including management information, follow-up services. Designed and developed statistical and analytic reports.
- Developed funding formulae using performance output and outcome measures for Florida’s public postsecondary career and technical and adult general education programs.
- Supervised major development project including hardware acquisition and software development related to performance funding for postsecondary vocational and adult general education programs in school districts and community colleges.

Director, Florida Education and Training Placement Information Program, Florida Department of Education, Tallahassee, Florida (1988–1996).

- I am credited with conceiving and developing the nation’s first system used to collect employment and continuing education data of former students or program participants from job training and education programs including high schools, postsecondary institutions, and universities. The effort began as a legislative initiative and was ultimately codified in state law. The system relies on administrative data of state agencies including unemployment insurance wage reports. Data are arrayed to facilitate labor market analysis, program evaluation, and direct student counseling.
- Directed a staff of 7 to 9 people in all phases of program activity.
- Served on a variety of task forces related to accountability, program planning, interagency coordination, and data collection and use.

- Served as a consortium member of a project involving five states in the development of a revised labor market information system for the United States.

## MILITARY SERVICE

Commissioned Officer, United States Marine Corps, 1966–69.

- Served in a variety of capacities including company-level executive officer for infantry training, company-level commander with service in Okinawa and Vietnam.
- Experiences in Okinawa included civil affairs projects in local communities that were coordinated with local officials. These were conducted in addition to regular military responsibilities.

## OTHER WORK EXPERIENCE, INCLUDING INTERNATIONAL

Board of Directors, Florida Governor's Council on Indian Affairs, Inc. (1990–2011).

- Appointed by Seminole Tribal Chairman and Florida Governor to at large membership on the Governor's Council on Indian Affairs which helps review management of the affairs and programs of the Council staff.

Consultant-Freelance (1980–2009).

- California Policy Institute Expert Panelist, State Longitudinal P20 Data Systems: Implications for California, February, 2009
- State Higher Education Executive Officers, Panelist, Essential Considerations for State Higher Education Data Systems, February, 2009
- California Education Data Coalition, Participant, Education Data Policy Meeting, March 2009
- State of Montana Legislative Workshop on Education Data Systems, presenter. January 2009.
- With Patricia Windham, “A Statewide Unit Record System: Florida as a Case Study” in Student Tracking in the Community College, Published by New Directions for Community Colleges, Wiley Periodicals, San Francisco, Number 143, (fall 2008).
- Reviewer of education data systems lessons learned publication sponsored by the Fordham Institute on longitudinal education data systems, A Byte of the Apple, Washington, DC (summer 2008).
- Presenter, Urban Institute Center for Longitudinal Education Studies (CALDER), Washington, DC (summer 2008).

Presentations, State Boards, Legislative and Congressional Testimony (1980–2009).

- Guest Speaker at the Commonwealth Club in San Francisco, California on the benefits of a comprehensive, longitudinal educational data system. Followed up with testimony before the California Assembly in Sacramento (spring 2008).
- Keynote Speaker- “Data Days” – Governor’s Initiative for the “year of education”, Berkeley, California, August 2007

- Testimony – The Secretary’s Commission on the Future of Higher Education (sponsored by U.S. Department of Education) on the subject of longitudinal, integrated data systems, March, 2006

## **EDUCATION**

University of Florida Post Graduation Program, interdisciplinary studies through Departments of Anthropology and Geography with emphasis on methods of inquiry, quantitative analysis, Asian culture and history 1970-72.

University of Florida, major coursework in Biology and Chemistry, B.S., 1969.

## **PUBLICATIONS**

With Patricia Windham, “State Integrated Education Data Systems”, New Directions for Community Colleges; (spring 2008).

Chapter Author, Minding the Gap, a publication of Jobs for the Future, published by Harvard University Press, (summer 2007).

## **CONFERENCE/SEMINAR/WORKSHOP PRESENTATIONS:**

Participated in, facilitated, presented at, lead, hosted, and key noted in - a large number of local, state, national, and international seminars, workshops, and conferences. All have dealt with subject areas consistent with the kinds of experiences listed above.

## **MEMBERSHIPS/AFFILIATIONS:**

Florida Association for Institutional Research (1994–2007). Providence/Sawdust Community Council Board of Directors fall 1994. American Vocational Information Association (1998, 1985), Governor's Committee on Vocational Education Information Development (1982–2004), Acres U.S.A. Ecological Farming Association, Florida Agricultural and Mechanical University Small Farm Demonstration Project (recognized as having a model small farm diversification operation in 1988 and 1989), FAMU President's Committee on the Development of a Small Farm Research Center 1987, Sawdust Community Action Group (focused on establishing area recreational facilities for rural youth) 1982.

## **AWARDS:**

- Received the Data Quality Campaign’s first Life-Time Achievement Award for contributing to the development of longitudinal education data systems in states and in the nation. March, 2009
- Received the Baumgartner Award for lifetime achievements in information services from the National Association of State Workforce Agencies in 2005.

**Scott M. Elliot**

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**Areas of Expertise**

- K-12, Higher Education and Credentialing Assessment
- Program Evaluation and Educational Research
- Psychometrics and Measurement
- Assessment Development and Delivery Technology (including online assessment, item banking)
- Instructional Software Development/Implementation
- Educational Product Development and Marketing
- Educational Policy and Reform
- Teacher Certification and Licensure

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**PROFESSIONAL EXPERIENCE**

**2005- Present**

**SEG Measurement**

New Hope, PA

**President**

I am President of SEG Measurement, providing educational research, advisory and assessment services to assessment organizations, educational publishers, technology providers, credentialing agencies, and state departments of education. SEG offers a full range of assessment, psychometric, evaluation, research and advisory services to the educational community.

Recent projects include:

- Assisting with the development and production of assessment materials for the SBAC and PARCC Consortia
- Assisting the CCSSO in a national project to develop and implement an online application and methodology to establish core educational standards in 6 content areas
- Advising the CAE on the Collegiate Learning Assessment (CLA), an innovative assessment program used by college and universities to measure growth/value add
- Designing and implementing an online computer adaptive assessment of mathematics skills for the Commonwealth of Virginia
- Conducting an evaluation/ effectiveness study of the National Geographic School Publishing ELL instructional program
- Conducting an evaluation/ effectiveness study of BrainPOP online instructional materials including animated content
- Developing an online English Language Gains assessment program for use in evaluating ELL students for Hampton Brown
- Providing marketing support for the expansion of a large-scale assessment program
- Design and execution of a validity study

Recent Clients include:

- Chief State School Officers (CCSSO)
- Bill and Melinda Gates Foundation
- The Council on Aid to Education/Collegiate Learning Assessment/Parcc and SBAC
- National Geographic School Publishing/Cengage

**SCOTT M. ELLIOT - 2**

- Pearson Assessment
- Houghton Mifflin Harcourt
- The Virginia Department of Education
- BrainPOP

**1998- 2005**

**VANTAGE LEARNING**  
Newtown, PA

**Chief Operating Officer**

Vantage Learning is a leading provider of online assessment services, online writing instruction, and automated essay scoring services. As Chief Operating Officer at Vantage Learning, I was responsible for overall leadership of the educational arm of Vantage Laboratories including daily operations, marketing, sales, product development and research and development functions. In my role as Vice Chairman I established the strategic direction for the company, evaluated potential acquisitions and managed the intellectual property portfolio for the company.

I launched Vantage as the sole employee under the Vantage Laboratories umbrella in 1998. Under my leadership, Vantage became a leading provider of online educational services with an annual volume of 22 million tests. Through innovation in product development, aggressive marketing and operational efficiency, I was able to establish Vantage as a leader in the assessment services arena.

I was appointed to the Board of Directors in 2001 assisting with setting the strategic direction for the organization, identifying and meeting revenue goals, identifying new products and services, facilitating cross-business unit communications and coordinating the identification and acquisition of companies for the Vantage portfolio.

Over a period of 8 years I established Vantage as the leading provider of online educational services. I developed and launched the first commercially successful automated essay scoring engine, IntelliMetric, developed and launched the first commercially successful AI based instructional writing tool, and built several strategic partnerships with companies including ACT, Apple Computer, The College Board, Thomson Prometric, Harcourt Educational Measurement, Hampton-Brown, and CTB McGraw Hill.

**1995-1998**

**TRIA SYSTEMS, INC.**  
Princeton, NJ

**President**

From 1994-1998, I served as President and managing partner of a consulting company providing strategic planning, marketing, management, and product development services. I negotiated a multi-million dollar contract with Educational Testing Service (ETS) to manage PRAXIS, the industry's largest teacher assessment program serving 34 states, with \$35+ million in revenues. Directly supervised a staff of about 30, and indirectly supervised 120 staff in functional areas.

When ETS brought us on board, the Praxis Program was in trouble; they were losing money, losing clients, and lacked a long-term strategic focus. Within 2 years, we eliminated 90% of the deficit, added new clients and implemented a strategic plan.

**1980-1995**

**NATIONAL EVALUATION SYSTEMS**

Amherst, MA

During 14 years with this leading provider of customized educational products and services, I held progressively more responsible positions, ultimately Vice President in charge of all product development and account management. Built a new market from one small contract to a \$20 million market area with approximately 40% market share.

I was able to increase market share and expand NES' client base by being responsive to client needs and by delivering high quality products and services quickly and at low cost. We operated in a rapidly changing and highly competitive market requiring creativity and innovation. I frequently introduced new products and services, provided creative solutions to client problems, and continuously modified organizational structures and systems to accommodate business needs. At the same time, I was tenacious in reducing costs.

**1991- 1994**

**Vice President for Assessment and Research Services**

**1987-1991**

**Executive Director, Testing Services**

**1985-1987**

**Division Director, Licensing and Certification**

**1984-1985**

**Area Director**

**1983-1984**

**Project Director**

**1980-1983**

**Project Manager**

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**EDUCATION**

**Ed.D. (1986) Educational Policy, Research, and Administration (Research and Evaluation Methods Program; REMP)**

UNIVERSITY OF MASSACHUSETTS, Amherst, MA

**Dissertation topic :** The validity of job analysis surveys used to create teacher employment tests

**M.A. (1978) Instructional Communication and Human Communication Research (GPA=4.0)**

WEST VIRGINIA UNIVERSITY, Morgantown, WV

**Thesis topic:** The effect of teacher-student homophily on cognitive, affective and behavioral learning.

**B.S. (1976) Communication and Public Relations, (GPA=3.9) Summa Cum Laude**

UNIVERSITY OF BRIDGEPORT, Bridgeport, CT

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**MEMBERSHIPS**

**American Educational Research Association**

**National Council on Measurement in Education**

**American Psychological Association, Division 5**

SCOTT M. ELLIOT - 4

**Society for Research on Education Effectiveness**

**Phi Kappa Phi, Psychology Honor Society, West Virginia University Chapter**

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## **HONORS**

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- Member of the honorary society of Phi Kappa Phi, 1978
  - Robert J. Kibler Award for top ranked student paper in instructional communication, International Communication Association, 1978
  - Top Three Paper Award, International Communication Association, 1979
  - Top Three Paper Award, International Communication Association 1980
  - Listed in *Who's Who in American Education*
  - Listed in *Who's Who in the East*
  - Adjunct Faculty Member, University of Massachusetts School of Education, 1978-1980, 1984-1989
  - Winner of the District Administration Magazine Excellence in Education Award 2003
  - Winner of 2 Codie awards for best Secondary Educational Software- English Language Arts and Best Educational Software for English Language Learners 2005
  - Beacon Award Finalist, Association of Educational Publishers, 2011
- 

## **SCOTT ELLIOT PUBLICATIONS LIST**

More than 100 presentations, articles and book chapters; list available on request.

**Dr. THOMAS M. HALADYNA**

(b)(6)

**ACADEMIC BACKGROUND**

BS	Elementary Education	Illinois State University
MA	Guidance & Counseling	San Jose State University
PhD	Educational Psychology (Testing, statistics, research)	Arizona State University

**RELEVANT EXPERIENCE**

2007-present Professor Emeritus  
2002-2003 Visiting Scholar, National Assessment of Educational Progress, Educational Testing Service, Princeton, NJ.  
1989-2007 Professor of Educational Psychology, College of Teacher Education and Leadership, Arizona State University  
1987- Summer Visiting Scholar, Navy Personnel Research and Development Center, San Diego.  
1986-1989 Associate Professor of Educational Psychology, Arizona State University West  
1982-1986 Director of Health Programs at American College Test  
1979-1982 Research Professor at Teaching Research Division, Oregon Higher Education System  
1976-1979 Associate Research Professor at Teaching Research  
1974-1976 Assistant Research Professor at Teaching Research  
1971-1974 Assistant Professor at Southern Illinois University at Carbondale  
1961-1962 Elementary and junior high school teacher in  
1963-1968 California and Illinois, grades 4 through 8

**SCHOLARSHIP**

**Publications (Books-Refereed)**

Miller, H. G., Williams, R. G., & Haladyna, T. M. (1978). *Beyond facts: Objective ways to measure thinking*. Englewood Cliffs, NJ: Educational Technology Publications.

Roid, G.H. & Haladyna, T.M. (1982). *A technology for test-item writing*. New York: Academic Press.

Haladyna, T.M. & Olsen, R.M. (1982). *A source book of instruments for identifying economically disadvantaged talented and gifted*. Seattle, WA: Northwest Clearinghouse for Gifted/Talented Education.

Haladyna, T. M. (1994). *Developing and validating multiple-choice test items*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Haladyna, T. M. (1997). *Writing test items to evaluate higher-order thinking*. Needham Heights, MA: Allyn & Bacon.

Haladyna, T. M. (1999). *A comprehensive guide to student grading*. Needham Heights, MA: Allyn & Bacon.

Haladyna, T. M. (2002). *Essential of standardized achievement testing: Validity and accountability*. Needham Heights, MA: Allyn & Bacon.

Tindal, G., & Haladyna, T. M. (Eds). (2002) *Large-scale assessment programs for all students: Validity, technical adequacy, and implementation*. Lawrence Erlbaum Associates, Publishers.

Haladyna, T. M. *Writing multiple-choice items*. (2002). Evanston, IL: Promissor (formerly known as Computerized Adaptive Technologies).

Haladyna, T. M. (2004). *Developing and validating multiple-choice test items* (3<sup>rd</sup> edition). Mahwah, NJ: Lawrence Erlbaum Associates).

Downing, S. M. & Haladyna, T. M. (Eds.). (2007) *Handbook of test development*. Mahwah, NJ: Lawrence Erlbaum Associates. (Available in translation in Spanish and Japanese).

### **Chapters in Books**

- Mahoney, K., Haladyna, T., & MacSwan, J. (Accepted for publication, 2009). The need for multiple measures in reclassification decisions: A validity study of the Stanford English Language Proficiency Test (SELP). In J. S. Lee, T. G. Wiley, & R. Rumberger (eds.), *The Education of Language Minority Immigrants in the USA*. Bristol, UK: Multilingual Matters.
- Downing, S. M., & Haladyna, T. M. (2007). Validity and its threats. In S. M. Downing and R. Yudkowsky (Eds.), *Assessment in health professions education*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Haladyna, T. M. (2007). Roles and importance of validity studies in test development (pp. 739-760). In S. M. Downing and T. M. Haladyna (Eds.) *Handbook of test development*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Haladyna, T. M. (2005). Condition of Assessment of Student Learning in Arizona: 2005  
<http://epsl.asu.edu/aeapi/Report/EPSSL-0509-116-AEPI.pdf>
- Haladyna, T. M. (2002). Supporting documentation: Assuring more valid test score interpretations (pp. 89-108). In J. Tindal & T. M. Haladyna (Eds.) *Large scale assessment for all students*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Haladyna, T. M. (2002). Research to improve large scale testing. pp. 483-497. In J. Tindal & T. M. Haladyna (Eds.) *Large Scale Assessment Programs for all students*. Mahwah, NJ: Lawrence Erlbaum Associates.

### **Publications (Books/Monographs-Unrefereed)**

- Haladyna, T.M. & Shaughnessy, J.M. (1982). *A manual for the inventory of Affective Aspects of Schooling*. Monmouth, OR: Teaching Research.
- Haladyna, T. M. (1977). *Measuring performance: Teacher-made tests*. Salem OR: Oregon Department of Education.
- Haladyna, T. M. (1978). *The affective reporting system*. Monmouth, OR: Teaching Research.

### **Publications (Journals--Refereed)**

- Haladyna, T. M. (1974). Effects of different samples on item and test characteristics of criterion-referenced tests. *Journal of Educational Measurement*, 11, 93-100.
- Haladyna, T. M. (1975). On the psychometric-edumetric dimensions of tests. *American Psychologist*, 30, 603-4.
- Haladyna, T. M. (1976). Measurement issues related to performance standards. *Florida Journal of Educational Research*, 18, 33-4.
- Roid, G. H., & Haladyna, T. M. (1977). Measurement problems in the formative evaluation of instructional systems. *Improving Human Performance*, 6, 30-44.
- Roid, G. H., & Haladyna, T. M. (1978). The use of domains and item forms in the formative evaluation of instructional materials. *Educational and Psychological Measurement*, 38, 19-28.
- Haladyna, T. M., & Thomas, G. P. (1979). The affective reporting system. *Journal of Educational Measurement*, 16, 49-54.
- Haladyna, T. M., & Thomas, G. P. (1979). The attitudes of elementary school children toward school and subject matters. *Journal of Experimental Education*, 48, 18-23. Reprinted in W.R. Borg (ed.). (1981). *Applying educational research: A practical guide for teachers*. New York, NY: Longman.
- Haladyna, T.M. (1981). "Researcher's comments" In W.R. Borg (Ed.), *Applying educational research: A practical guide for teachers*. New York, NY: Longman.
- Roid, G. H., & Haladyna, T. M. (1980). Toward a technology of test item writing. *Review of Education Research*, 50, 293-314.
- Haladyna, T. M., & Roid, G. H. (1981). The role of instructional sensitivity in the empirical review of criterion-referenced test items. *Journal of Educational Measurement*, 18, 39-53.
- Haladyna, T. M. (1982). Two alternative methods for criterion-referenced instructional program assessment. *Educational Leadership*, 23, 467-470.

- Haladyna, T. M. (1982). A quantitative synthesis of student attitude toward science as a school subject matter. *Science Education*, 66, 671-687.
- Haladyna, T. M., Olsen, R. M., & Shaughnessy, J. M. (1982). Relations of student, teacher and learning environment variables to attitude toward science. *Science Education*, 66, 547-563.
- Haladyna, T. M., Olsen, R. M., & Shaughnessy, J. M. (1983). Correlates of class attitude toward science. *Journal of Research for Science Teaching*, 20, 311-324.
- Haladyna, T. M., Shaughnessy, J. M., & Redsun, A. (1982). Relations of student, teacher and learning environment variables to attitude toward social studies. *Journal of Social Studies Research*, 6, 36-44.
- Haladyna, T. M., Shaughnessy, J. M., & Redsun, A. (1982). Factors related to class attitude toward social studies. *Theory and Research in Social Education*, 10, 1-26.
- Shaughnessy, J. M., Haladyna, T. M., & Shaughnessy, J. M. (1983). A causal analysis of attitude toward mathematics. *Journal of Research in Mathematics Education*, 14, 18-29.
- Shaughnessy, J. M., Haladyna, T. M., & Shaughnessy, J. M. (1983). Relations of student, teacher and learning environment variables to attitude toward mathematics. *School Science and Mathematics*, 83, 21-37.
- Haladyna, T. M. & Roid, G. H. (1983). A comparison of two item selection procedures for constructing criterion-referenced tests. *Journal of Educational Measurement*, 20, 271-282.
- Haladyna, T.M. & Roid, G. H. (1983). Two alternative methods for criterion-referenced instructional program assessment. *Educational Technology*, 28, 35-38.
- Haladyna, T.M. (1985). A review of "A Guide to Criterion-referenced Test Construction", *Journal of Educational Measurement*, 22, 313-316.
- Shaughnessy, J. M. & Haladyna, T. M. (1986). Research on student attitudes toward the social studies. *Social Education*, 49, 692-695.
- Haladyna, T. M. (1987). Three components in the establishment of a certification testing program. *Evaluation in the Health Professions*, 10, 139-172.
- Haladyna, T. M. (1987). Implications from an independent observer: The Rasch model. In *Riding the Rasch Tiger*. Portland, OR: National Association of Test Directors.
- Haladyna, T. M., & Downing, S. M. (1989a). A taxonomy of multiple-choice item-writing rules. *Applied Measurement in Education*, 1, 37-50.
- Haladyna, T. M., & Downing, S. M. (1989b). The validity of a taxonomy of multiple-choice item-writing rules. *Applied Measurement in Education*, 1, 51-78.
- Haladyna, T. M., & Shindoll, R. R. (1989). Item shells: A method for writing effective multiple-choice test items. *Evaluation and the Health Professions*, 12, 97-104.
- Haladyna, T. M. (1990). Advances in item design. *Rasch measurement transactions*, 4(2), 103
- Nolen, S. B., & Haladyna, T. M. (1990). Motivation and studying in high school science. *The Journal of Research in Science Teaching*, 27, 115-126.
- Nolen, S. B. & Haladyna, T. M. (1990). Teacher goals and study strategies: Measures of student perceptions. *Educational and Psychological Measurement*, 50, 191-202.
- Nolen, S. B. & Haladyna, T. M. (1990). Personal and environmental influences on students' beliefs about effective study strategies. *Contemporary Educational Psychology*, 15, 116-130.
- Haladyna, T. M. (1990). Effects of empirical option weighting on estimating domain scores and making pass/fail decisions. *Applied Measurement in Education*, 3 231-244.
- Haladyna, T. M., Nolen, S. B., & Haas, N. S. (1991). Raising standardized achievement test scores and the origins of test score pollution. *Educational Researcher*, 20, 2-7.
- Haladyna, T. M. (1991). Generic questioning strategies for linking teaching and testing. *Educational Technology: Research and Development*, 39, 73-81.
- Crehan, K. D., & Haladyna, T. M. (1991). The validity of two item-writing rules. *The Journal of Experimental Education*, 59, 183-192.
- Haladyna, T. M. (1991) Test score pollution: Implications for limited English proficient students. Proceedings of the Second National Research Symposium on Limited English Proficient Student Issues: Focus on Evaluation and Measurement. Washington, DC: OBEMLA.
- Haladyna, T. M. (1992a). Context dependent item sets. *Educational Measurement: Issues and Practices*, 11, 21-25.
- Haladyna, T. M. (1992b). The effectiveness of several multiple-choice formats. *Applied Measurement in Education*, 5, 73-88.
- Nolen, S. B., Haladyna, T. M., and Haas, N. S. (1992). Uses and abuses of achievement test scores. *Educational Measurement: Issues and Practices*, 11, 9-15.

- Haladyna, T. M. (1992). Test Score Pollution: Implications for limited English proficient students Proceedings of the Second National Research Symposium on Limited English Proficient Student Issues: Focus on Evaluation and Measurement. Volume 2. Washington, DC: United States Department of Education Office of Bilingual Education and Minority Languages Affairs.
- Crehan, K. D., Haladyna, T. M., & Brewer, B., (1993) Use of an inclusive option and the optimal number of options for multiple-choice items. *Educational and Psychological Measurement*, 53, 241-247.
- Haladyna, T. M. & Downing, S. M. (1993). How many options is enough for a multiple-choice test item. *Educational and Psychological Measurement*.
- Haladyna, T. M. & Hess, R. (1994). The detection and correction of bias in student ratings of instruction. *Research in Higher Education*, 35,669-687.
- Haladyna, T. M. (1994). A research agenda for credentialing examinations. *Evaluation in the Health Professions*, 17, 242-253.
- Downing, S. M. & Haladyna, T. M. (1995). Evaluating licensure and certification examination programs. *CLEAR Exam Review*, 6, 23-26.
- Downing, S. M., & Haladyna, T. M. (1996). Model for evaluating high-stakes testing programs: Why the fox should not guard the chicken coop. *Educational Measurement: Issues and Practice*, 15, 5-12.
- Haladyna, T. M. (1996). The trouble with standardized testing. *Arizona School Boards Journal*, 26-29.
- Downing, S. M. & Haladyna, T. M. (1997). Test item development: Validity evidence from quality assurance procedures. *Applied Measurement in Education*, 10,61-82
- Haladyna, T. M. (1997). Guest editor=s note. *Applied Measurement in Education*, 10, 1-3.
- Haladyna, T. M., Allison, J., & Haas, N. (1998). Continuing tensions in standradized testing. *Childhood Education*, 74(5).
- Haladyna, T. M., & Hess, R. K. (1999). Conjunctive and compensatory standard setting models in high-stakes testing. *Educational Assessment*, 6(2) 129-153 .
- Ong, W., Allison, J., & Haladyna, T. M. (2000). Student achievement in comparable single-age and multi-age third grade classrooms, *Early Childhood Education*, 14, 205-215.
- Miyasaka, J., Haas, N., Haladyna, T. (Spring 2001). Best preparation for testing is good teaching. *Arizona School Boards Journal*, 26-27.
- Haladyna, T. M., Haladyna, R. R., & Merino, C. (2001) Preparación de preguntas de opciones múltiples para medir el aprendizaje de los estudiantes . *La Revista Iberoamericana de Educación*.(  
[http://www.campus-oei.org/revista/lectores\\_ev.htm](http://www.campus-oei.org/revista/lectores_ev.htm))
- Haladyna, T. M. (2002).Supporting documentation: Assuring more valid test score interpretations and uses. In G. Tindal & T. Haladyna (Eds.), *Large-scale assessment programs for all students: Development, implementation, and analysis* (pp. 89-198). Mahwah, NJ: Lawrence Erlbaum Associates.
- Haladyna, T. M. (2002). Epilogue: Theory and research improve large-scale testing. In G. Tindal & T. Haladyna (Eds.), *Large-scale assessment programs for all students: Development, implementation, and analysis* (pp. 483-497). Mahwah, NJ: Lawrence Erlbaum Associates.
- Haladyna, T. M., Downing, S. M., & Rodriguez, M. C. (2002). A review of multiple-choice item-writing guidelines for classroom assessment. *Applied Measurement in Education*, 15(3), 309-334.
- Haladyna, T. M., & Downing, S. M. (2004). Construct-irrelevant variance in high-stakes testing. *Educational Measurement: Issues and Practice*, 23(1), 17-27.
- Downing, S. M., & Haladyna, S. M. (2004). Validity threats: Overcoming interference with proposed interpretations of assessment data. *Medical Education*, 38, 327-333.
- Haladyna, T. M., & Kramer, G., (2004). The validity of subscores for a credentialing examination. *Evaluation in the Health Professions*.
- Haladyna, T. M. (2006). Perils of standardized achievement testing. *Educational Horizons*, 85(1), 40-43.
- Painter, S., Haladyna, T & Hurwitz, S. (In press). Attracting beginning teachers: The incentives and organizational characteristics that matter. (in press). Planning and Changing.
- Mahoney, K., Haladyna, T., & MacSwan, J. (Accepted for publication, 2009). The need for multiple measures in reclassification decisions: A validity study of the Stanford English Language Proficiency Test (SELP). In J. S. Lee, T. G. Wiley, & R. Rumberger (eds.), *The Education of Language Minority Immigrants in the USA*. Bristol, UK: Multilingual Matters.
- Mahoney, K., Garcia, D., MacSwan, J., & Haladyna, T. (In preparation). Castañeda's Third Prong: The Achievement of Arizona's English Language Learners under Proposition 203. In preparation

### **Consulting Activities**

Planning, Developing, and Evaluating Testing Programs.  
Item Writing Training and Evaluation  
Validity Studies

#### **(Public Schools and Agencies)**

Akron University  
Arizona Department of Education,  
Astoria School District (Oregon)  
Beaverton Public Schools (Oregon)  
Center for the Study of Evaluation at UCLA (California)  
Central Point (OR) School District (Oregon)  
Columbia County School District (Oregon)  
Eastern Oregon State College  
Educational Service District #112, Vancouver, Washington  
Ferris State College (Michigan)  
Glendale Elementary School District (Arizona)  
Kansas State Board of Education  
Kyrene (Arizona) School District (Arizona)  
Lebanon (OR) School District (Oregon)  
Monmouth-Independence School District (Oregon)  
Northeast Missouri State University  
Northwest Evaluation Association (Oregon)  
Oregon State School for the Deaf-Blind  
Oregon Health Sciences University, School of Nursing  
Oregon Health Sciences University, School of Dentistry  
Oregon Department of Education,  
Oregon Department of Mental Health  
Pearson Digital Learning  
Pearson Testing  
Peoria Unified School District (Arizona)  
Portland Public School (Oregon)  
Portland State University (Oregon)  
Southern Oregon State College  
Southern Illinois University  
Superintendent of Public Instruction in Washington  
Tempe Unified School District (Arizona)  
University of North Texas  
University of Oregon  
Vancouver (Washington) School District  
Washington County Educational Service District  
Washington State Board of Education  
Washington Elementary School District, Wichita (Kansas) School District

**Jamal Abedi**

Professor: Graduate School of Education, University of California, Davis  
1 Shields Avenue, Davis, CA 95616

(b)(6)
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**Country of Citizenship: United States****Educational History**

- |               |  |
|---------------|--|
| Post-Doctoral | 1978-1979, University of California, Los Angeles. Research Methods and Evaluation                                |
| Ph.D.         | 1974, George Peabody College of Vanderbilt University<br>Specialization: Psychology (psychometrics)              |
| MA            | 1971, George Peabody College of Vanderbilt University<br>Specialization: Psychology (statistics and measurement) |

**Recent Awards**

- December, 2008. California Educational Research Association: *Lifetime Achievement Award*.
- April, 2003. American Educational Research Professional Service Award: *Outstanding Contribution Relating Research to Practice*, Chicago

**Professional Experience**

- |                      |   |
|----------------------|---|
| July 2005 -Pre       | Professor (Step V, since July 2009), University of California, Davis.   |
| July 2005 -Pre       | Emphasis Area Representative (Head): Learning and Mind Sciences. University of California, Davis, School of Education.  |
| July 2007 - Sep 2008 | Chair of the Faculty, University of California, Davis, School of Education  |
| July 2005-Pre        | Research Partner, National Center for Research on Evaluation, Standards, and Student Testing, Graduate School of Education & Information Studies, University of California, Los Angeles |
| 1991-2005            | Director of Technical Projects, Center for the Study of Evaluation, National Center for Research on Evaluation, Standards, and Student Testing.   |

**Professional Activities**

- 2007- 2009 Chair, Annual Meeting Policies and Procedures Committee, American Educational Research Association.
- 2006 -2009 Member of the Planning Committee, American Educational Research Association
- 2005 -2007 Member of the Planning Committee, National Conference on Large-Scale Assessment
- 2006- 2008 Member of the expert panel of the U.S. Department of Education, LEP Partnership.
- 2006 - Pre Member of the Technical Advisory Group of Colorado Department of Education .
- 2007- Pre Member of the Technical Advisory Group of South Carolina Department of Education
- 2001- Pre Member of the Technical Advisory Group of New Mexico Department of Education

**Journals' Editorial Board/Reviewer:** Associate Editor: Educational Assessment

Member of the Editorial Board for International Multilingual Research Journal

**Project management / Grants**

September 2008-Present: Principal investigator of a grant from the National Science Foundation: Evaluation of the Edward Teller Education Center (ETEC), Teacher Research Academy (TRA)

October 2006-Present: Co-principal investigator, a grant from the Institute of Education Sciences, U.S. Department of Education to examine issues concerning ELL assessments.

October 2004 - Present: Co-principal investigator. The National Accessible Reading Assessment Project (NARAP). A 5-year grant from the U.S. Department of Education.

February 2004-2006: Project Director, a grant from the National Center for Education Statistics (NCES) to lead national efforts on research on Language Minority Children using NCES databases (ECLS and NHES).

**PUBLICATIONS (IN CHRONOLOGICAL ORDER):**

**Book Chapters:**

Abedi, J. (2010). Linguistic Factors in the Assessment of English Language Learners. In Walford, G., Tucker, E, & Viswanathan, M. The Sage Handbook of Measurement. Sage Publication. Oxford.

- Abedi, J. (in press). Comparability Issues for the Alternate Assessment Based on Modified Achievement Standards In: Perie, M. *Alternate Assessment Based on Modified Achievement Standards (AA-MAS)*. Baltimore: Brookes Publishing Co.
- Abedi, J. (in press). *Performance assessments for English language learners and students with disabilities*. In Darling Hammond. *Handbook of Performance Assessment*. Palo Alto: Stanford University.
- Abedi, J. (2009). Research and Recommendations for Formative Assessment with English Language Learners. In Andrade, H. L. and Cizek, G., J. *Handbook of Formative Assessment*. Florence, KY: Routledge, Taylor & Francis Group.
- Abedi, J. (in press). *Assessing English Language Learners and/or Bilingual Students: Critical Issues* (Chapter 3). In Basterra, M., Solano-Flores, G., and Trumbull, E. *Assessment, Language, and Culture: A Guide for Teachers*. (Ed.). Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers
- Abedi, J. (2009). *Assessing High School English Language Learners*: In Pinkus: *Meaningful Measurement*. Washington, DC: Alliance for Excellent Education.
- Abedi, J. (2007). *English Language Learners with Disabilities*. In Cahlan-Laitusis, C. & Cook, L. *Accommodating student with disabilities on state assessments: What works?* (Ed.) Arlington, Council for Exceptional Children.
- Abedi, J. (2007). The No Child Left Behind Act and English Language Learners: Assessment and Accountability Issue. In Garcia, O. & Baker, C. *Bilingual Education An Introductory Reader* (reprint form the journal of Educational Researcher.
- Abedi, J. (2006). Language Issues in Item-Development. In Downing, S. M. and Haladyna, T. M. *Handbook of Test Development* (Ed.). New Jersey: Lawrence Erlbaum Associates, Publishers.
- Abedi, J. (2005). *Assessment: Issue and Consequences for English Language Learners*. In Herman, J. L. and Haertel, E. H. *Uses and Misuses of Data in Accountability Testing* (Ed.) Massachusetts: Blackwell Publishing Malden.

#### **Journal articles:**

- Abedi, J.; Herman, J.L. (2010). *Assessing English Language Learners' Opportunity to Learn Mathematics: Issues and Limitations*. *Teachers College Record* Volume 112, Number 3, March 2010, pp. 723–746
- Abedi, J. (in press). *English Language Learners with Disabilities: Classification, Assessment, and Accommodation Issues*. *Journal of Applied Testing Technology*
- Abedi, J. Kao, J.; Leon, S.; Mastergeorge, A.; Sullivan, L.; Herman, J.; and Pope, R. (in press). *Accessibility of Segmented Reading Comprehension Passages for Students with Disabilities*. *Applied Measurement in Education*.
- Abedi, J., & Cook, L. (Eds.). (in press). *Accessible Reading Assessments for Students With Disabilities [Special Issue]*. *Applied Measurement in Education*.
- Cook, L. & Abedi, J. (Eds.). (in press). *Measurement Issues for Students With Disabilities [Special Issue]*. *Journal of Applied Testing Technology*.
- Abedi, J. (2009). *Computer Testing as a Form of Accommodation for English Language Learners*. *Educational Assessment*. 14:195–211, 2009

- Abedi, J. (2009). Validity of Assessments for English Language Learning Students in a National/International Context. *Journal of Evaluacion y calidad de la educacion*. pp. 167-184.
- Abedi, J. (2008). Classification System for English Language Learners: Issues and Recommendations. *Educational Measurement: Issues and Practices*. Vol. 27, issue 3, 17-22.
- Abedi, J. (2008). Measuring Students' Level of English Proficiency: Educational Significance and Assessment Requirements. *Educational Assessment*. Vol. 13, ISS 2-3.
- Abedi, J. (2007). Utilizing accommodations in the assessment of English language learners. In N. H. Hornberger (Ed), *Encyclopedia of Language and Education: Vol. 7: Language Testing and Assessment* (pp. 331-348). Heidelberg, Germany: Springer Science+ Business Media.
- Abedi, J. (2007). High-stakes Tests, English Language Learners, and Linguistic Modification. *Sunshine State TESOL Journal*, Vol. 6 No 1, 1-20, Spring 2007.
- Abedi, J. and Gandara, P. (2006). Performance of English Language Learners as a Subgroup in Large-Scale Assessment: Interaction of Research and Policy. *Educational Measurement: Issues and Practices*. December 2006, Vol. 26, Issue 5, pp. 36-46.
- Abedi, J. (2006). Psychometric Issues in the ELL Assessment and Special Education Eligibility. *Teacher's College Record*, Vol. 108, No. 11, 2282-2303.
- Abedi, J., & O'Neil, H. F. (Eds.). (2005). Assessment of noncognitive influences on learning [Special Issue]. *Educational Assessment*, 10(3).
- Abedi, J. (2004). The No Child Left Behind Act and English language learners: Assessment and accountability issues. *Educational Researcher*. Vol. 33, No 1, 4-14.
- Abedi, J. & Hejri, F. (2004). Effectiveness and validity of NAEP accommodations for students with limited English proficiency. *Applied Measurement in Education*. Volume 17, Number 4, 371-392.
- Abedi, J., Hofstetter, C., & Lord, C. (2004) Assessment accommodations for English language learners: Implications for policy based research. *Review of Educational Research*. Vol. 74, No. 1, 1-28.
- Abedi, J. & Dietel, R. (2004). Challenges in the No Child Left Behind Act for English-language learners. *Phi Delta Kappan*, Vol. 85, No. 10.
- Abedi, J. (2004). Will you explain the Question, Linguistic modification of test items. *Principal Leadership*, March 2004.
- Abedi, J. (2004). *Inclusion of students with limited English proficiency in NAEP: Classification and measurement issues*. Washington, D.C: National Assessment Governing Board; (Sponsored and reviewed by: Educational Testing Service, New Jersey).

#### **Research and evaluation reports:**

- Abedi, J.; Kao, J. C.; Leon, S.; Sullivan, L.; Herman, J.L.; Pope, R.; Nambiar, V. Mastergeorge, A. (2009). Exploring Factors that Affect the Accessibility of Reading Comprehension Assessments for Students with Disabilities: A Study of Segmented Text. Minnesota: National Center for Educational Outcomes.

- Abedi, J., Leon, S. and Kao, J. (2008). Examining Differential Item Functioning in Reading Assessments for Students with Disabilities. Los Angeles: University of California, Center for the Study of Evaluation/National Center for Research on Evaluation, Standards, and Student Testing (CSE Report 744).
- Abedi, J., Leon, S. and Kao, J. (2008). Examining Differential Distractor Functioning in Reading Assessments for Students with Disabilities. Los Angeles: University of California, Center for the Study of Evaluation/National Center for Research on Evaluation, Standards, and Student Testing (CSE Report 743).
- Abedi, J. (2007). *Language factors in the assessment of English language learners: The theory and principles underlying language modification approach*: Washington, DC: The U.S. Department of Education – LEP Partnership
- Abedi, J. (2007). *English Language Proficiency Assessment in the Nation: Current Status and Future Practice* (Ed.): Davis" University of California.
- Abedi, J. (2007). *English Language Proficiency Assessment & Accountability Under NCLB Title III: An overview*. In *English Language Proficiency Assessment in the Nation: Current Status and Future Practice* (Ed.): Davis" University of California.
- Abedi, J. (2007). *English Language Proficiency Assessment & Accountability Under NCLB Title III: Summary & Recommendations*. In Abedi (2007) *English Language Proficiency Assessment in the Nation: Current Status and Future Practice* (Ed.): Davis" University of California.
- Abedi, J. (2007). Impact of Language Complexity on the Assessment of ELL Students: A Focus on Plain Language Assessment. Washington, DC: The Council of Chief State School Officers.
- Abedi, J., Hejri, F. and Lord, C. (2007). *Validity of Accommodations for ELL students with Disabilities in Mathematics and English Proficiency Content Assessment*: Oklahoma City: Oklahoma Department of Education.
- Abedi, J.; Goldschmidt, P.; Gong, B.; Gottlieb, M.; Ortiz, A.; Pedraza, P.; Pellegrino, J.; Roschewski, P.; and Stack, J. (2007) *Assessment and Accountability for Improving Schools and Learning. Principles and recommendations for Federal, State and Local Systems*. Washington, DC: Forum on Educational Accountability.

# KARA A. SCHLOSSER

(b)(6)

## OVERVIEW

I truly enjoy translating complex jargon into useful information. Highly motivated and organized self-starter with an extensive communications background focused on planning, strategy, and writing. I have over 15 years of professional experience in academic, corporate, and nonprofit environments.

## EMPLOYMENT HISTORY

### **Communications Consultant** – *September 2010-current*

- Work collaboratively with executives and organizational leaders to meet communication needs including product development, brand awareness, and strategic marketing
- Develop and present multiple, budget-conscious solutions to marketing and branding issues
- Design, develop, and implement communications plans and strategies to meet client needs often under budget and always within deadline
- Recent clients include nonprofits and legislative policy analysts

### **Communications Director** – *Council of Chief State School Officers, Sept 2003-July 2010*

- Developed and managed annual budget including contracts, consultants, staff, and vendors
- Hired and supervised communications staff
- Point of contact for all media related outreach and inquiries: pitched stories; provided data, research, and contacts to members of national and trade press; established and maintained relationships with press; maintained steady press coverage; organized and facilitated press roundtables and events; and served as spokesperson for issues including the Common Core State Standards Initiative
- Ensured stakeholders were kept up-to-date and informed of news, research, and topics of interest in the fastest and most digitally accessible formats
- Developed and implemented marketing plans and strategies around major conferences, research, and positions

### **Senior Technical Writer & Editor** – *Dewberry LLC, April 2001-August 2003*

- Coordinated clients, management, executive leadership, and technical specialists in research and presentation of brochures, handbooks, journal articles, marketing materials, proposals, reports, and speeches
- Researched and wrote federal agency responses to congressional inquiries
- Coordinated and facilitated the creation of marketing and information-based materials appropriate for various audiences such as members of congress, state and local representatives, and the general public

## PROFESSIONAL DEVELOPMENT, PUBLICATIONS, & AWARDS

Institute of Education Leadership's Communications Executive Forum (2005-2010)

Media training (March 2010)

Co-authored article published in Threshold Magazine's Fall 2008 edition, *Leadership and Innovation*.  
"Connecting to the World of Online Learning"

Dona Ana Community College Adjunct Faculty Teacher of the Year Award (2000)

## EDUCATION

<b>Master of Arts</b>	Education, Curriculum & Instruction
<b>Bachelor of Arts</b>	English Literature & Psychology

# Stephen J. Marban

(b)(6)

**Profile:** Turnaround P&L and business development manager with extensive experience in domestic and international education-business management, content development and integration, educational assessment and professional development in education. Experienced high-growth sales manager. Proven team builder. Bilingual English-Spanish.

## Work Experience:

2010 – present

### **Latin American Educational Services, Inc.**

Managing Director  
Melbourne, Florida, USA

Focused on the development in Latin America of the two essential skills of the Twenty-first Century: English and Computing. We produce customized products and services for public and private sector institutional customers across the region, and provide the tools and expertise needed by ministries of education to develop and implement innovative and effective programs in English and computing. Our three main areas of business are:

1. Educational assessment and the planning and implementation of large-scale evaluations among students and teachers;
2. Materials development, including proprietary and contracted materials and tools designed to meet the specific needs of customers;
3. Professional development for teachers in an international setting.

Projects include:

- Management of a large-scale, multi-year project for the Secretaria de Educación Publica (SEP, the Mexican ministry of education) in which we assessed progress in English-language proficiency among 64,000 public school students and 630 teachers using custom instruments we developed for the project. Contracted and coordinated US universities and teams in Mexico for development of materials, planning, logistical implementation, data analysis and reporting;
- Development of a series of proprietary customized diagnostic tests of English as a foreign language for adults for use in the recruitment and

assessment of English teachers for the public school system in Mexico (various state-level contracts);

- Development of evaluation instruments for the Inter-American Development Bank to use in the assessment of English proficiency in public school teachers and students in the state of Puebla, Mexico;
- Development and publication of professional development materials for teachers, both proprietary and under contract for third-party publishers.
- Business development in Latin America for Rourke Publishing, a producer of English language development materials;
- Business development in Latin America for Axzo Press, a publisher of computer education and certification manuals for the information technology (IT) education and training sector;

2009 – 2010

**Grupo SM / University of Dayton Publishing**

Director and General Manager

Mexico City, Mexico

Founding Director for joint-venture company between **Grupo SM Editores**, the third-largest K-12 educational publisher in Latin America, based in Madrid, Spain, and the **University of Dayton**, in Ohio. Responsible for establishing a new ESL company, defining a publishing plan, building a strong team of editors, marketing and sales staff, planning and implementing the strategic plan, and managing budget and operations. Exceeded sales and content development goals in each of the first two years of operation. Achieved 400% of 2010 sales objective. Oversaw the development of an innovative product line including textbooks and online teacher training/ professional development services in Latin America. Negotiated key contracts with the Mexican ministry of education (SEP).

2003-2009

**Santillana USA Publishing Co., Inc.**

Vice President, School Division

Miami, FL

Managed all elements of the school division of a rapidly-growing educational publisher. Published, marketed and sold an innovative catalog of new and existing products every year, and built a compelling and successful product line. Directly managed all publishing, sales, marketing and related functions. Supervised 48 employees. Developed and implemented multi-year strategic publishing plans and produced several successful new ESL and foreign language textbooks every year. Had P&L responsibility for School Division, accounting for 80% of Santillana USA revenue and profits.

Grupo Santillana, based in Madrid, is the leading K-12 educational publisher in the Spanish language worldwide and a leading publisher of children's literature in Spanish.

Achievements:

- Grew revenue by an average 22% each year from 2003 to 2007. Positioned company for continued growth through strategic content development and sales team building.
- Increased annual profitability by 100% in four years, 2003 to 2006.
- Substantially improved market positioning of Santillana USA through effective marketing and publishing.
- Planned and implemented annual multi-million dollar publishing plan investments including new basal series in ESL and Spanish, as well as middle school and summer school programs and fresh revisions of existing textbook programs.
- Led the company into competition for federally-funded state adoptions; won large and competitive statewide adoptions in ten states including Texas and Florida, and to the Department of Defense Education Agency (DoDEA).
- Built strong editorial, marketing and sales teams, lowered turnover and increased productivity. Introduced sales and publishing automation and "raised the bar" in sales force and editorial productivity and professionalism.
- Created win-win strategic alliances with third-party companies whose products could be co-marketed to complement ours and increase sales for both, especially in technology.
- Organized methodical pursuit of state and federal grants to help customers acquire our products.

1998-2002 **Pearson Educación de México, S.A. de C.V.**

President

Mexico City, Mexico

P&L responsibility for multinational educational book and software publishing company with \$70,000,000 in revenue. Managed all operations in Mexico, Central America and Caribbean company (8 offices in 6 countries, total of 425 employees), including sales and marketing (120 sales representatives), publishing and editorial development (14 editors), financial, administrative, customer service, operations, production and manufacturing, warehouse and distribution, IT, HR, etc. Responsibility for international mergers and acquisitions in Mexico/Central America region. Pearson Education is the world's largest educational publisher. Our biggest publishing investments were in ESL textbooks; also School books K-12 in both Spanish and English; University textbooks; and Professional Publishing (computer, technical, business and general interest titles).

Achievements:

- Doubled sales from \$34M to \$70M in three years.
- Increased operating income from -\$4M to +\$12M in three years, putting the company into the black for the first time in over a decade, and ensuring continued profitability through strategic content development.
- Managed the complex international merger of two large book publishing companies (Prentice Hall and Addison Wesley Longman) in Latin America in 1999. Our planning and execution of the merger was used as a model for integration in other regions.
- Published 150+ new Spanish-language titles each year, originals and translations. Also sold English-language imported product into Latin American educational markets.
- Produced first middle-school ESL textbook series for the Mexico subsidiary. Brought company into a tie for first place in Mexico/Central America market participation in K-12 ESL. Developed excellent teacher training programs to support textbook sales.
- Manager of the Year 1999 & 2000, Pearson Educación Latinoamérica.
- Familiar with Due Diligence and have participated in teams to evaluate various companies in Latin America as possible acquisition targets.

1988-1998 **The McGraw-Hill Companies**

General Manager, Caribbean, 1995-1998

- Managed P&L, all operations in Puerto Rico, Dominican Republic, English Caribbean
- Increased sales from \$2.5M to \$8M+ in three years
- Negotiated and supervised third-party representation of Houghton-Mifflin product line, also Harcourt (Saunders) Medical textbooks in Latin America.
- Based in San Juan, PR; managed 25 employees
- Started local Caribbean publishing and content development program

Director of Marketing, College Division, Latin America, 1994

- Responsible for supervising the marketing of College textbooks to all McGraw-Hill Latin American subsidiaries and markets
- Based in New York City

District Sales Manager, Blue Ridge District, 1991-1994

- Responsible for managing 12 College textbook sales representatives in NC, SC, VA, TN
- Southern Region District Manager of the Year, 1992

District Sales Manager, Chicago District, 1988-1991

- Responsible for managing 11 College textbook sales representative in region including IL, IN, IA, WI, MO

1982-1988 **Addison-Wesley Publishing Co.**

District Sales Manager, South-central District, 1986-1988

- Responsible for managing 12 College textbook sales representative in region including TX, LA, OK, AR, AL, TN, MS

Sales Representative, College Division, 1982-1986

- 1982 Alabama/N. Florida, based in Birmingham
- 1983-86 South/Central Florida, based in Miami

**Education** Tulane University, B.A. 1980; Economics & English (double major),  
New Orleans, LA  
INSEAD, Singapore; international business strategy, Pearson Executive  
Education Program, 2001

### **Professional Affiliations**

Member, NABE (National Association for Bilingual Education)  
Member, TESOL (Teachers of English to Speakers of Other Languages)  
Member, ACTFL (American Council on the Teaching of Foreign  
Languages)  
Council Member, CANIEM (Cámara Nacional de la Industria Editorial  
Mexicana, or Mexican Chamber of Commerce for Publishing),  
2000  
Council Member, CeMPro (Centro Mexicano de Protección y Fomento de  
los Derechos del Autor, or center for protection of authors' rights,  
an anti-photocopy and piracy group similar to CCC in the US),  
2001  
Member, US-Mexico Chamber of Commerce, 1998-2002  
Member, Cámara de Comercio Británica (UK chamber of commerce in  
Mexico), 1998-2002  
Member, MexTESOL  
Member, BrazilTESOL  
Member, PeruTESOL

### **Extra Skills**

Fluent in Spanish, both oral and written. Understand some Portuguese.

**Charlene Rivera, Ed.D.**  
**Research Professor and Executive Director**

**Areas of Expertise**

- State Assessment Policies and Practices for English Language Learners (ELLs)
- Standards and Accountability
- Policy Analysis and Program Evaluation
- Instructional Practices for Teaching Reading to ELLs
- Leadership Development

**Education**

Ed.D., Boston University, Boston, MA: Reading and Bilingual Education  
M.A., Newton College, Newton, MA: Philosophy of Education and Educational Administration  
TESOL Certificate, Georgetown University, DC  
B.A., Regis College, Weston, MA: English and Social Studies

**Selected Professional Experience**

**Research Professor**, *The George Washington University* Graduate School of Education and Human Development (GSEHD), 1991 – present.

**Executive Director and Founder**, *The George Washington University Center for Equity and Excellence in Education (GW-CEEE)*, 1991-- present.

Sample projects directed by Dr. Rivera include:

**Principal Investigator**, Mid-Atlantic Equity Center (MAEC) -- 2008–present, GW-CEEE. Funded by the U.S. Department of Education, GW-CEEE supports districts and schools in Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia.

**Principle Investigator**, ELL Monitoring Project -- 2008-present, GW-CEEE. Funded by the U.S. Department of Education, the project team is investigating the extent to which State Education Agencies have practices to monitor the assessment and accommodation of ELLs.

**Principle Investigator**, Refining State Assessment Policies for Accommodating ELLs -- 2008–present, GW-CEEE. Funded by MCREL as a project of the North Central Comprehensive Center. The project team is providing technical assistance using the GW-CEEE *Guide for Refining State Assessment Policies for Accommodating English Language Learners* to Iowa, Minnesota, Nebraska, North Dakota, and South Dakota SEAs working to refine state assessment policies for ELLs.

**Principle Investigator**, Deutsche Bank Americas Foundation (DBAF) -- 2007–present, GW-CEEE. The project involves the implementation of a comprehensive evaluation of immigrant education projects funded by DBAF.

**Principle Investigator**, Delaware Advanced Placement Program Evaluation -- 2007-present, GW-CEEE. This project involves the planning and implementation the evaluation of the Delaware Advanced Placement Initiative, a statewide project to increase the participation of low-income students in AP courses.

**Principle Investigator**, Appalachia Regional Comprehensive Center (ARCC) — 2005-Present, GW-CEEE. As a subcontractor to Edvantia GW-CEEE provides customized technical assistance through the ARCC to Kentucky, North Carolina, Tennessee, Virginia, and West Virginia.

**Principal Investigator/Director**, LEP Partnership Project — 2007-2008, GW-CEEE. Funded by the U.S. Department of Education, the project team conducted two studies and developed the *Guide for Refining State Assessment Policies for Accommodating English Language Learners*. The two studies, *Descriptive Study of State Assessment Policies for Accommodating English Language Learners* and *Best Practices in State Assessment Policies for Including and Accommodating English Language Learners*, examined accommodations offered to ELLs in state assessment policies; with support of an expert panel the project team prioritized accommodations for ELLs at different levels of English language proficiency.

**Principal Investigator**, Academic Language Project — 2007-present, GW-CEEE. Funded by the Bill & Melinda Gates Foundation, the purpose of the 26 month grant is to identify the academic language demands of secondary science and mathematics standards for English language learners. By collaborating with curriculum and assessment offices in California and New York State Departments of Education, the academic language demands of state standards are being identified for algebra and biology.

**Principal Investigator/Director**, Mid-Atlantic Comprehensive Center (MACC) – 2005-present, GW-CEEE Funded by the U.S. Department of Education in 2005, MACC is one of 21 comprehensive centers that supports state education agencies in addressing the needs of low-performing schools and districts as mandated by the No Child Left Behind Act of 2001 (NCLB). Under this grant MACC serves state education agencies (SEAs) in Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania, building the capacity of the SEAs to develop statewide systems of differentiated technical assistance.

**Principal Investigator/Director**, Region III Comprehensive Center (R3CC)—1999–2005, GW-CEEE. Funded by the Office of Elementary and Secondary Education at the U.S. Department of Education, R3CC was one of 15 federally funded technical assistance centers supporting educators at state, district and school levels in the states of Delaware, the District of Columbia, Maryland, New Jersey, Ohio, and Pennsylvania.

**Principal Investigator/Director**, The Inclusion and Accommodation of English Language Learners Participating in the NAEP Trial Urban District Assessment Program — 2004–2005, GW-CEEE. Funded by the National Center for Education Statistics (NCES), this study examined: (1) the relationship between practices for including and accommodating ELLs participating in NAEP in urban districts and (2) policies guiding the participation of ELLs in NAEP and in state and district assessments.

**Principal Investigator**, Evaluation of the District of Columbia Public Schools' (DCPS) Reading Excellence Act (REA) Grant — 2003, GW-CEEE. On behalf of the Early Childhood Initiatives program in the District of Columbia Public Schools, GW-CEEE conducted a detailed evaluation and analysis of the Reading Excellence program. Evaluation foci included: reviewing changes in reading achievement measured by NCE scores and SAT 9 proficiency levels; improving reading instruction by use of reading specialists/coaches in the served schools; using professional development from graduate schools curricula, and administering reading readiness instruction for pre-K and kindergarten students. The evaluation also looked at parent involvement in the REA schools, the effectiveness of the core reading program and the use of phonological awareness programs.

**Principal Investigator/Director**, A National Review of State Assessment Policy and Practice for English Language Learners, 2002-2003, GW-CEEE. This three-part study was funded by two grants from the

U.S. Department of Education, Office of English Language Acquisition (OELA). The studies analyzed three key aspects of state assessment policy and practice for ELLs: accommodations, test translation, and state reporting practices.

**Director**, Study of the Effects of Linguistic Simplification of State Assessments on the Test Performance of Limited English Proficient Students and Monolingual English-Speaking Students, 1999, GW-CEEE. Funded by a grant from the Delaware Department of Education (DE DOE), this experimental, random assignment study examined the effects of administering linguistically simplified 4<sup>th</sup> and 6<sup>th</sup> grade science test items from the DE state assessment to ELLs and non-ELLs. A training manual on how to write linguistically simplified science items was developed for use by DE DOE item writers and teachers.

### **Selected Recent Board/Committee Memberships**

Government Accountability Office (GAO), K-12 Education Advisory Panel, April 2009.

National Research Council of the National Academies, Panel to Review Alternative Data Sources of the Limited-English Proficiency Allocation Formula under Title III, Part A, ESEA, 2009-

National Clearing house for English Language Acquisition, Technical Working Group.

National Assessment Governing Board, Technical Advisory Panel, -- Uniform National Rules for NAEP Testing of ELLs, 2009.

Office of Elementary Secondary Education, LEP Partnership, ELP Framework Pilot, 2008.

Technical Advisor, National Board for Professional Teaching Standards (NBPTS) -- Support the selection of advisory board members to revise standards for English as a New Language, 2008- present.

Technical Advisor, LEP Partnership (U.S. Department of Education) -- ELL Framework, Pilot, 2008.

Expert Panel Member. National Assessment Governing Board (NAGB) – Accommodations for LEP students on computer-based 2011 NAEP Writing Assessment, 2008.

Member, George Washington University -- Ad-hoc Research Committee, 2008.

Reviewer, Educational Testing Service -- Guidelines for the Assessment of ELLs, 2008.

### **Selected Recent Publications**

Pennock-Roman, M. & Rivera, C. (in press). Test Accommodations for English Language Learners: A Meta-Analysis of Experimental Studies.

Rivera, Shafer Willner, & Acosta. (2009). Improving the Selection of Accommodations for English Language Learners in Content Assessments, NCELA Newsletter. The George Washington University.

Willner, L., Rivera, C., & Acosta, B.D. (2009). Ensuring Accommodations Used in Content Assessments Are Responsive to English-Language Learners. *The Reading Teacher*, 62(8), 696–698. doi: 10.1598/RT.62.8.8.

- Rivera, C. Shafer Willner, L. & Acosta, B. *Guide for refining state assessment policies for accommodating English Language Learners* (2008). Arlington, VA: The George Washington University Center for Equity and Excellence in Education.
- Acosta, B., Rivera, C., & Shafer Willner, L. (2008). *Best practices in the accommodation of English language learners: A Delphi study*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.
- Shafer Willner, L., Rivera, C., & Acosta, B. (2008). *Descriptive analysis of state 2006-2007 content area accommodations policies for English language learners*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.
- Malagon, M., Rosenberg, M., Acosta, B., Rivera, C. (2007). *Review to enhance services to English language learners in Washington DC Archdiocesan schools*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education
- Pennock-Roman, M. & Rivera, C. (2007). *The differential effects of time on accommodated vs. unaccommodated content assessments for English language learners*. Paper presented at Center for Assessment Reidy Interactive Lecture Series. <http://www.nciea.org/cgi-bin/pubspage.cgi>
- Shafer Willner, L., Rivera, C., & Acosta, B. (2007). *Decision-making practices of urban districts for including and accommodating English language learners in NAEP: School-based perspectives*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.
- Shafer Willner, L., Rivera, C., & Acosta, B. (2007). *Decision-Making Practices of Urban Districts for Including and Accommodating English Language Learners in NAEP- School Based*. Research report for the National Center on Education Statistics.
- Rivera, C. & Collum, E. (Eds.). (2006). *State assessment policy and practice for English language learners: A national perspective*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Rivera, C. & Collum, E. (2006). *Including and accounting for English Language Learners in state assessment systems*. In Rivera, C. & Collum, E. (Eds.). *State assessment policy and practice for English language learners: A national perspective*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Rivera, C., Collum, E., Shafer Wilner, L., & Sia Jr. J. K. (2006). *An analysis of state assessment policies regarding the accommodation of English Language Learners*. In Rivera, C. & Collum, E. (Eds.). *State assessment policy and practice for English language learners: A national perspective*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Thurlow, M., Albus, D., Liu, K., Rivera, C. (2006). *State practices for reporting participation and performance of English Language Learners*. In Rivera, C. & Collum, E. (Eds.). *State assessment policy and practice for English language learners: A national perspective*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Collum, E., Rivera, C., & Shafer Willner, L. (2005). *The inclusion and accommodation of ELLs participating in the National Assessment of Educational Progress Trial Urban District Assessment Program: Policies Guiding the Inclusion and Accommodation of ELLs*. Research report for the National Center on Education Statistics.

- Rivera, C. & Collum, E. (2004). An analysis of state assessment policies addressing the accommodation of English language learners. Issue paper prepared for the National Assessment Governing Board, Washington, DC.
- Rivera, C. & Stansfield, C.W. (2004). The effect of linguistic simplification of science test items on score comparability. *Educational Assessment* 9(3&4), 79-105.
- Thurlow, M., Albus, D., Liu, K.K., & Rivera, C. (2003). *State Practices for Reporting Participation and Performance of English Language Learners in State Assessments, School Year 1999-2000*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.
- Orr, J., Rivera, C., Sacks, L., & Bushey, L. (2002). *Promoting excellence for English language learners: An evaluation of the Montgomery county public schools English for speakers of other languages program*. Arlington, VA: Center for Equity and Excellence in Education.
- Rivera, C., Martinez, C. Jr., & Stansfield, C.W. (2001). *State policies for including and accommodating ELLs in state assessment programs*. Policy brief. Commissioned paper prepared for the Board on Testing and Assessment, National Research Council.
- Stansfield, C.W., & Rivera, C. (2001). Accommodation policies for English language learners in state assessments. In R.W. Lissitz & W.D. Schafer (Eds.), *Assessments in educational reform*. Boston, MA: Allyn & Bacon.
- Martinez, C. Jr., & Rivera, C. (2000). *Responding to the requirements of including language minorities in state assessments under the improving America's schools act*. Commission on Behavioral and Social Sciences and Education, National Research Council. White paper.
- Rivera, C., Stansfield, C., Scialdone, L., Sharkey, M. (2000). *An analysis of state policies for the inclusion and accommodation of English language learners in state assessment programs during 1998-1999*. Arlington, VA: Center for Equity and Excellence in Education, The George Washington University.
- Miles, J. E., Stansfield, C. W., & Rivera, C. (2000). *Leveling the assessment 'playing field': Making science test items accessible to English language learners*. Arlington, VA: Center for Equity and Excellence in Education, The George Washington University.
- Rivera, C. (2000). *An analysis of state policies for the inclusion and accommodation of English language learners in state assessment programs during 1998-1999*. Arlington, VA: Center for Equity and Excellence in Education, The George Washington University.

### **Selected Recent Presentations**

- Rivera, C. (June 23, 2009). Guidelines for assessing English language learners in academic content areas: Selecting ELL-responsive accommodations to guide the refinement of state assessment policies. Los Angeles, CA: National Conference on Student Assessment.
- Rivera, C. (June 24, 2009). Accommodations for ELL students with disabilities: A national perspective: Core concepts in accommodating ELLs. Los Angeles, CA: National Conference on Student Assessment.

## Selected Resume

*Robert M. (Bob) Olsen*

### Selected Professional Achievements – Ordered for Relevance

**While at the Council of Chief State School Officers**

**2008 to present**

*Sr. States Collaboratives Manager*

In four years tenure with the Council of Chief State School Officers (CCSSO) I have lead the effort to rebuild and revitalize the system of State Collaboratives serving the members of State Education Agencies (SEA) throughout the country as they combine efforts to address the pressing standards and assessment problems they face. Specifically during this short time, I:

- ◆ revised administration work flow, identifying and advocating for three new positions to provide the full range of support necessary to grow the Collaboratives' work to scale;
- ◆ redefined the role of the Collaborative Advisor, the person leading each group and began a studied effort to identify and hire new Advisors, particularly focused on leveraging the thought resources available at institutions of higher education;
- ◆ redefined the membership structure and fee scale for state and associate Collaborative members;
- ◆ worked across the agency to clarify language and purpose describing the groups CCSSO brings together from various professional levels to address public education's challenges; and,
- ◆ grown membership by 40%.

**While Consulting for the Oregon Dept. of Education  
and the Oregon University System**

**1996 to 1999**

*Consultant for Assessment Systems Coordination*

For three years I held a joint consulting appointment funded equally by the Oregon Department of Education (ODE) and the Oregon University System (OUS). During this time, I:

- ◆ negotiated with the Directors of Oregon's three high school capstone certification-granting programs, the Certificate of Initial Mastery (CIM), the Certificate of Advanced Mastery (CAM) and the Proficiency-based Assessment Standards System (PASS) to lay the foundation for a single assessment system that might serve all three.

**While at the Teaching Research Institute****1974 to 1989*****Director, Small Contracts Unit***

Teaching Research Institute (TRI) is a self-funded wing of Western Oregon University; during my tenure there the agency was attached to the Vice-Chancellor for Academic Affairs for the Oregon University System. TRI provides contracted research, evaluation, development, and consulting services to educational agencies at local K-12, intermediate service district, state and federal levels. During my tenure here, I rose from Instructor to the rank of Associate Research Professor, while among other work:

- ◆ establishing the Small Contracts Unit on my own initiative;
- ◆ identifying third-party evaluation contract opportunities, developing and delivering proposals and presentations;
- ◆ coordinating as many as fourteen simultaneous project work plans applying a variety of evaluation designs to LEA-based curriculum and instruction development projects; while doing this, captured, and then maintained;
- ◆ leading the Western Regional Service Center for a federally-funded, national project to train senior higher and public education administrators in project design, management and evaluation, applying an underlying model given practical application by Provus (IPO) and Stufflebeam (CIPP);
- ◆ designing and conducting a study to equate the levels of competition for the National Association of Intercollegiate Athletics (NAIA); and,
- ◆ under contract, completing and reporting the first comprehensive study of Oregon Schools' Early Leavers.

**While Consulting for the Oregon Dept. of Education****1999 to 2003*****Director, the Technology Enhanced Student Assessment (TESA) Project***

The Oregon Department of Education engaged the first effort in the nation to develop, operationally validate and operate a wholly web-based state assessment system. I was tapped to lead all aspects of the Technology-Enhanced Student Assessment System (TESA) project and during that time, I:

- ◆ was an invited member of the initial system conceptualization and design team;
- ◆ authored the design section of the system requirements document;
- ◆ sat on the proposal review panel;
- ◆ recruited the initial twenty-eight school partners for the proof-of-concept trial;
- ◆ selected the data elements for reporting and the report layouts; and,
- ◆ reported nationally on the system's workings, successes and shortcomings.

**While at Vancouver Public Schools****1989 to 1996*****Director, Office of Assessment & Research***

For seven years I served the Vancouver Public School System in Vancouver, Washington, a district of just under twenty thousand students during those times. During this tenure, I:

- ◆ coordinated with curriculum specialists in reading and mathematics, the development and implementation of a basic skills levels testing program, aligned with state Essential Academic Learning Requirements (EALRs), for grades 2 through 11, reported using one-parameter Rasch-based scaling;
- ◆ designed and implemented judge-scored, student performance assessments in writing, mathematics problem-solving, and science concepts application, providing rater bias-corrected scores to students and teachers as well as participating judges, by applying statistical techniques authored by Dr. Ben Wright (University of Chicago);
- ◆ established a district enterprise student performance data warehouse to facilitate longitudinal and rapid turnaround reporting;
- ◆ designed the district student performance profile reporting system;
- ◆ oversaw the migration of the student performance reporting system into a nationally award-winning school assessment website;
- ◆ served as an invited participant on two of the initial design teams for Washington State's Essential Academic Learning Requirements (EALRs); and,
- ◆ partnered micro-technology firm to develop and prototype a computer-based assessment system designed for disadvantaged students.

**While at the Florida Department of Education****2007 to Present*****Deputy Bureau Chief, K-12 Assessment***

During my tenure as the second ranking administrator in the K-12 Assessment Bureau, I:

- ◆ learned all aspects of the state's assessment system including, item and test development practices, test administration procedures, paper-and-pencil multiple-choice scoring, hand-scoring of constructed-response, reporting and pre-K assessments;
- ◆ authored the technology section of the statewide assessment services RFP;
- ◆ coordinated the statewide Computer-Based Test Development Team; and,
- ◆ migrated to a web-portal for school districts' requests for information/follow-up for missing scores, all of which were formerly managed by fax and telephone contact.

**While at the Bend-La Pine School District**

**2003 to 2006**

***Director, Systems and School Improvement/Director, the Oregon Virtual School***

For three years I worked in the fifteen thousand student Bend-La Pine School District in Bend, Oregon. While working in this technology poor district (ranked 184 out of 194 Oregon Districts), I:

- ◆ initiated student performance data warehouse project;
- ◆ initiated the Course Code Standardization project;
- ◆ implemented a work-product alliance with ReadSoft optical scanning software and SPSS computer assisted telephone interview and paper-production software to organize a study of district high school graduates; and,
- ◆ developed an excel-based system to explore a school's State Report Card Rating given various patterns of student score distribution.

**While at the San Juan Unified School District**

**2006 to 2007**

***Research Specialist, Accountability & Organizational Evaluation Office***

I sought a position where I might return to the basic, hands-on work of educational assessment. While my ability to improve technical validity and systems functioning was limited, I turned this into an opportunity by:

- ◆ modeling project management techniques;
- ◆ supporting a teacher-driven multi-subject test development project at a Title I failing high school;
- ◆ extolling the values of adopting a file-naming conventions model;
- ◆ improving operational skills with Access software; and,
- ◆ modifying English Language Learner state testing implementation to better utilize technology and improve test/data handling accuracy while decreasing turn-around time.

## **Selected Professional Activities**

- ✓ Define the assessment model, specify system functionality, recruit school-partner participants, develop school support systems, coordinate contractor relations and provide direction for all aspects of a state-wide, web-based assessment delivery model for the Oregon Department of Education.
- ✓ Develop, refine and deliver program evaluation training for higher education administrators as Regional Site Director for The Western Michigan University Evaluation Training Consortium while at the Teaching Research Institute.
- ✓ Design and represent a judge-based performance assessment system as the cornerstone of admissions to Oregon's public colleges and universities for the PASS system.
- ✓ Coordinate with curriculum specialists in reading and mathematics to develop and implement a basic skills levels testing program, aligned with state Essential Academic Learning Requirements, for grades 2 through 11 in Vancouver, WA, Public Schools.
- ✓ Initiate an internet-based performance data reporting system able to be queried at district, school and individual student levels, and built on freeware software, while at Vancouver Public Schools.
- ✓ Coordinate the work of a statewide content and assessment panel to identify weaknesses in the learning standards structure and to match assessment items with the existing standards; then assemble twelve statewide assessment forms and twenty-seven field test forms, all with appropriate measurement characteristics for the Oregon Department of Education.
- ✓ Coordinate with curriculum specialists in writing and mathematics to develop and implement on-demand performance assessments in writing and mathematics, aligned with Washington and district Essential Academic Learning Requirements, in Vancouver Public Schools.
- ✓ Conduct subject interviews to study mathematics instruction in Oregon for an NIE-sponsored research project while at Teaching Research.

**Selected Contract & Consulting Experiences**

- ◆ for the Oregon Department of Education – develop draft standards for math problem-solving;
- ◆ for the Oregon Department of Education - develop and deliver regional training workshops on classroom assessment;
- ◆ for BIA Schools, Riverton, Wyoming - deliver staff training to improve classroom assessments;
- ◆ for the Berryessa Union School District (K-8), San Jose, California – consultant – implemented and reported an interim K-8 basic skills assessment program;
- ◆ for the Battleground School District - consultant for curriculum/levels test program;
- ◆ for the Oregon Department of Education - design and conduct the needs assessment for early-childhood migrant education; and,
- ◆ for the Yamhill County ESD - conduct and report a needs assessment of special education and other ESD-provided services.

**Related Professional Employment History**

Sr. State Collaboratives Manager, Council of Chief State School Officers.....2008 - present  
Deputy Bureau Chief, K-12 Assessment, Florida Department of Education.....2007 - 2008  
Research Specialist, San Juan Unified School District, Carmichael, CA.....2006 - 2007  
Director of Sys. Improvement/Asmnt. & Research, Bend-La Pine SD, Bend, OR.....2003 - 2006  
Consultant to the Berryessa Union School District, San Jose, CA.....2002 - 2004  
Director, Technology Enhanced Student Assessment Systems – Oregon Dept. of Educ.....1999 - 2003  
Coordinator, Assessment Development - PASS Project/ Oregon University System.....1996 - 1999  
Consultant to the Oregon Dept of Educ for CIM/CAM/PASS Assessment Alignment.....1996 - 1999  
Executive Coordinator, Accountability & Research - Vancouver Schools.....1993 - 1996  
Coordinator, Office of Accountability & Research - Vancouver Schools.....1989 - 1993  
Adjunct Faculty - Heritage College.....1987  
Associate Research Professor - Teaching Research/Oregon University System.....1981 - 1989  
Assistant Research Professor - Teaching Research/Oregon University System.....1978 - 1981  
Instructor - Teaching Research/Oregon University System.....1974 – 1978  
General Manager, Moderne Photography Studios, Springfield, OR.....1971 - 1974  
English Teacher - Dayton Jr/Sr High School.....1970 - 1971

**Selected Publications and Presentations**

Threats to Validity in Large Scale Writing Assessments (in Press) – Haladyna & Olsen.

The View from the Ground – Making Online Assessment Work for Statewide Assessment – invited plenary address, the U.S. Secretary of Education’s First Summit on Technology & Assessment, 2004, St. Louis, MO

Assessing Student Performance in Alternative High Schools - invited presentation at the 1994 Alternative Education Conference, University of Idaho

Detecting Bias in Ratings of Student Writing Performance - refereed paper presentation at the 1993 annual American Educational Research Association meeting, with Dr. Robert Hess

Those Who Leave Early: A Study of Oregon's Early School Leavers, Olsen, R., The Oregon Department of Education, 1986.

The State Agency Case Examples, Olsen, R., Shaugnessy, J., and Dennerline, G., in, Program Evaluation: A Practitioner's Guide for Trainers and Educators, Brinkerhoff, R., et al, Eds, Kluwer-Nijhoff Publishing, Boston, 1983.

Haladyna, T.M. & Olsen, R.M. (1982). *A source book of instruments for identifying economically disadvantaged talented and gifted*. Seattle, WA: Northwest Clearinghouse for Gifted/Talented Education.

**Education**

B.S. Education.....Western Oregon State University.....Jan, 1970  
M.S. Education.....Western Oregon State University.....Aug, 1970

Various graduate classes at various colleges and universities in topics such as: systems science; policy analysis; contract law; adult/higher education; etc., to meet my professional development needs.

Undergraduate GPA 3.2  
Graduate GPA 3.8

President Western Oregon State College Student Body; Outstanding Senior Man Award

**Directions:** In the box below identify the proposed project “management partner”. Check the box to provide the assurance.

Consortium’s proposed project —  
management partner: Council of Chief State School Officers (CCSSO)

*Check the box:*

The applicant assures that the proposed project management partner is not partnered with other eligible applicants.

[Optional: Enter additional information]

## References

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- Abedi, Jamal. 2010, *Performance Assessments for English Language Learners*, Stanford Center for Opportunity Policy in Education.
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- Ferrara, S., & DeMauro, G. E. (2006). *Standardized assessment of individual achievement in K-12*. In R. L. Brennan (Ed.), *Educational measurement* (4th ed.). Westport, CT: American Council on Education/Praeger.
- Goode, Joanna. (2007). *Journal of Education Computing Research*, Vol 36 (1) 65-88, 2007 "If you build teachers, will students come? The role of teachers in broadening computer science learning for urban youth."
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- Kane, M. T. (2006b). *Validation*. In R. L. Brennan (Ed.), *Educational measurement* (4th ed.) pp. 17-64. Westport, CT: American Council on Education/Praeger.
- Kane, Michael. *Certification Testing as an Illustration of argument-based Validation?* In journal called "Measurement: Interdisciplinary Research & Perspective," Volume 2, Issue 3, 2004.

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Minnema, J., Thurlow, M., Anderson, M., & Stone, K. (2005). *English language learners with disabilities and large-scale assessments: What the literature can tell us (ELLs with Disabilities Report 6)*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved [today's date], from the World Wide Web:  
<http://education.umn.edu/NCEO/OnlinePubs/ELLsDisReport6.html>

National Research Council. "Front Matter." *Allocating Federal Funds for State Programs for English Language Learners*. Washington, DC: The National Academies Press, 2011. 1.

NCEO. (2011, June). *Participation guidelines for new assessments: Thinking through their development (NCEO Brief #3)*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Office of General Commerce. (2009). *Managing Successful Projects with PRINCE2 Manual*

Project Management Institute. (2008). *A Guide to the Project Management Body of Knowledge (PMBOK® Guide) - Fourth Edition*

State Strategies and Practices for Educational Technology:  
Volume I—Examining the Enhancing Education Through Technology Program, U.S. Department of Education, Office of Planning, Evaluation and Policy Development Prepared by: Marianne Bakia, Karen Mitchell, Edith Yang, SRI International, February 2007.

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<http://education.umn.edu/NCEO/OnlinePubs/Synthesis44.html>

Thompson, S. J., Thurlow, M. L., & Malouf, D. B. (2004). *Creating better tests for everyone through universally designed assessments*. ATP Journal. Retrieved March, 2006, from:  
[http://testpublishers.org/Documents/Creating\\_Better\\_Tests%20Final%20Revision%205.15.04.pdf](http://testpublishers.org/Documents/Creating_Better_Tests%20Final%20Revision%205.15.04.pdf)

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Thurlow, M. L., Moen, R. E., Liu, K. K., Scullin, S., Hausmann, K. E., & Shyyan, V. (2009) *Disabilities and Reading: Understanding the Effects of Disabilities and Their Relationship to Reading Instruction and Assessment*. Minneapolis, MN: University of Minnesota, Partnership for Accessible Reading Assessment.



# ARKANSAS DEPARTMENT OF EDUCATION

June 7, 2012

Dr. Tom W. Kimbrell  
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Deputy Commissioner

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Fayetteville

Vicki Saviers  
Little Rock

Honorable Superintendent Castillo  
Superintendent of Public Instruction, Oregon Department of Education

Subject: State of Oregon Submission for 2012 USDOE Enhanced Assessment  
Instruments Grant Program – English Language Proficiency (ELP Competition)

Dear Superintendent Castillo:

The State of Arkansas is pleased to collaborate with the Oregon Department of Education's leadership, the Council of Chief State School Officers (CCSSO), and other participating states in the proposal you are submitting to the U.S. Department of Education for an Enhanced Assessment Grant, "English Language Proficiency Assessment for the 21st Century State Consortium (ELPA21)." The project has the potential to advance knowledge about, and the practice of, assessment to benefit the learning of all students. Arkansas has a long-term interest in LEP assessments, and we strongly support the goals and objectives of this innovative and groundbreaking proposal.

Arkansas's contribution will be for participation in the decision-making process, development, and implementation of an English language proficiency assessment system based on a set of common English language proficiency standards that are aligned to the Common Core State Standards.

We look forward to working with you on this very important project. Best wishes for the success of your proposal.

Sincerely yours,

(b)(6)

Tom W. Kimbrell, Ed.D.  
Commissioner of Education  
State of Arkansas

Honorable Superintendent Castillo  
Superintendent of Public Instruction, Oregon Department of Education

Subject: State of Oregon Submission for 2012 USDOE Enhanced Assessment Instruments Grant Program  
– English Language Proficiency (ELP Competition)

June 12, 2012

Dear Superintendent Castillo:

I am pleased to serve on the Task Management Team on Standards for your collaborative project under the Oregon Department of Education’s leadership, the Council of Chief State School Officers (CCSSO), and other participating states in the proposal you are submitting to the U.S. Department of Education for an Enhanced Assessment Grant, “English Language Proficiency Assessment for the 21st Century State Consortium (ELPA21).”

The project has the potential to advance knowledge about, and the practice of, assessment to benefit the learning of all students. As an expert on English language learners and standards with a record of deep concern about the relationship between the Common Core and the English language proficiency standards as applied to assessments, I strongly support the goals of this project and will provide my expertise to the Task Management Team on Standards.

I wish you every success with your proposal and look forward to working with you if funded.

Sincerely,

(b)(6)

Charlene Rivera  
Research Professor and Executive Director  
The George Washington University  
Center for Equity and Excellence in Education



Honorable Superintendent Castillo  
Superintendent of Public Instruction, Oregon Department of Education

Subject: State of Oregon Submission for 2012 USDOE Enhanced Assessment  
Instruments Grant Program – English Language Proficiency (ELP Competition)

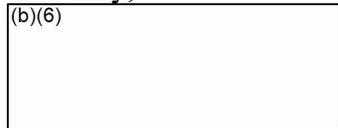
June 12, 2012

Dear Superintendent Castillo:

I am pleased to serve on the Task Management Team on Standards for your collaborative project under the Oregon Department of Education’s leadership, the Council of Chief State School Officers (CCSSO), and other participating states in the proposal you are submitting to the U.S. Department of Education for an Enhanced Assessment Grant, “English Language Proficiency Assessment for the 21st Century State Consortium (ELPA21).” The project has the potential to advance knowledge about, and the practice of, assessment to benefit the learning of all students. As an expert on ELLs, standards and a record of deep concern about the relationship between the Common Core and the ELP Standards as applied to assessments, I strongly support the goals of this project and will provide my expertise to the Task Management Team on Standards.

I look forward to working with you on this very important project.

Sincerely,

(b)(6)  


Associate Director  
Assessment and Standards Development Services  
WestEd

## Memorandum

**DATE:** June 12, 2012

**TO:** Honorable Superintendent Castillo, Superintendent of Public Instruction, Oregon  
Department of Education

**FROM:** H. Gary Cook, Associate Research Scientist, Wisconsin Center for Education Research,  
WIDA Research Director

**SUBJECT:** State of Oregon Submission for 2012 USDOE Enhanced Assessment Instruments Grant  
Program – English Language Proficiency (ELP Competition)

Dear Superintendent Castillo:

I am pleased to serve on the Task Management Team on Standards for your collaborative project under the Oregon Department of Education's leadership, the Council of Chief State School Officers (CCSSO), and other participating states in the proposal you are submitting to the U.S. Department of Education for an Enhanced Assessment Grant, "English Language Proficiency Assessment for the 21st Century State Consortium (ELPA21)." The project has the potential to advance knowledge about, and the practice of, assessment to benefit the learning of all students. As an expert on ELLs, standards and a record of deep concern about the relationship between the Common Core and the ELP Standards as applied to assessments, I strongly support the goals of this project and will provide my expertise to the Task Management Team on Standards.

I look forward to working with you on this very important project.

(b)(6)



H. Gary Cook, Ph.D.  
University of Wisconsin  
Wisconsin Center for Education Research



# STATE OF IOWA

TERRY BRANSTAD, GOVERNOR  
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION  
JASON E. GLASS, DIRECTOR

June 6, 2012

Honorable Susan Castillo  
Oregon Department of Education  
255 Capitol Street NE  
Salem, OR 97310-0203

Subject: State of Oregon Submission for 2012 USDOE Enhanced Assessment Instruments Grant Program – English Language Proficiency (ELP Competition)

Dear Superintendent Castillo:

The Iowa Department of Education is pleased to collaborate with the Oregon Department of Education's leadership, the Council of Chief State School Officers (CCSSO), and other participating states in the proposal you are submitting to the U.S. Department of Education for an Enhanced Assessment Grant, "English Language Proficiency Assessment for the 21st Century State Consortium (ELPA21)." The project has the potential to advance knowledge about, and the practice of, assessment to benefit the learning of all students. The Iowa Department of Education has a long-term interest in LEP assessments, and we strongly support the goals and objectives of this innovative and groundbreaking proposal.

The Iowa Department of Education's contribution will be for participation in the decision-making process, development, and implementation of an English language proficiency assessment system based on a set of common English language proficiency standards that are aligned to the Common Core State Standards.

We look forward to working with you on this very important project. Best wishes for the success of your proposal.

Sincerely,

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)" in the top left corner, indicating that the signature and name of the sender have been redacted.

Jason E. Glass  
Director

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146

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June 2012

Honorable Superintendent Castillo  
Superintendent of Public Instruction, Oregon Department of Education

Subject: State of Oregon Submission for 2012 USDOE Enhanced Assessment Instruments Grant Program  
– English Language Proficiency (ELP Competition)

Dear Superintendent Castillo:

The Kansas State Department of Education is pleased to collaborate with the Oregon Department of Education’s leadership, the Council of Chief State School Officers (CCSSO), and other participating states in the proposal you are submitting to the U.S. Department of Education for an Enhanced Assessment Grant, “English Language Proficiency Assessment for the 21st Century State Consortium (ELPA21).” The project has the potential to advance knowledge about, and the practice of, assessment to benefit the learning of all students. Kansas has a long-term interest in LEP assessments, and we strongly support the goals and objectives of this innovative and groundbreaking proposal.

Kansas’s contribution will be for participation in the decision-making process, development, and implementation of an English language proficiency assessment system based on a set of common English language proficiency standards that are aligned to the Common Core State Standards.

We look forward to working with you on this very important project. Best wishes for the success of your proposal.

Sincerely,

(b)(6)

Dr. Diane M. DeBacker  
Commissioner of Education  
Kansas

# FLORIDA DEPARTMENT OF EDUCATION



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Gerard Robinson  
Commissioner of Education



June 8, 2012

Mr. Robert M. Olsen, Program Director  
SCASS Systems  
Council of Chief State School Officers  
One Massachusetts Avenue, NW, Suite 700  
Washington, DC 20001-1431

Dear Mr. Olsen:

The Florida Department of Education is pleased to confirm interest in partnering with the Council of State School Officers, State Collaborative on Assessment and Student Standards (SCASS), and the Understanding Language Initiative at Stanford University in the development of a Common System of English Language Proficiency Assessments (SELPA) initiative. As you know, the closing date for the 2012 Educational Assessment Grant (EAG) for English Language Proficiency (ELP) from the United States Department of Education (USDE) is June 14, 2012, and it is my understanding that CSSO is establishing SELPA, a consortium of 15 state departments of education, to jointly apply for the grant.

SELPA's goals and objectives correlate with our state's ongoing initiative of establishing English Language Proficiency (ELP) standards that will align with the common core standards. Currently, a committee of teachers, administrators and practitioners from around the state are working on developing Florida's ELP standards. This state effort would subsequently require assessments that are aligned to the ELP standards. The expectation is that SELPA's focus on developing a system of assessments that correspond to a common set of college and career-ready standards for English Language would be the logical follow up to the ELP standards.

Please contact Mary Jane Tappen, Deputy Chancellor for Curriculum, Instruction, and Student Services, at (850) 245-0509 or [Mary.Tappen@fldoe.org](mailto:Mary.Tappen@fldoe.org) for related information and updates on the SELPA initiative.

Sincerely,

(b)(6)

(b)(6)

Gerard Robinson

(b)(6)

GR/af



## Memorandum

**DATE:** June 13, 2012

**TO:** Honorable Superintendent Castillo, Superintendent of Public Instruction,  
Oregon Department of Education

**FROM:** Mariana Castro, Assistant Researcher, Wisconsin Center for Education  
Research, WIDA Professional Development Director

**SUBJECT:** State of Oregon Submission for 2012 USDOE Enhanced  
Assessment Instruments Grant Program – English Language Proficiency (ELP  
Competition)

Dear Superintendent Castillo:

I am pleased to serve on the Task Management Team on Standards for your collaborative project under the Oregon Department of Education's leadership, the Council of Chief State School Officers (CCSSO), and other participating states in the proposal you are submitting to the U.S. Department of Education for an Enhanced Assessment Grant, "English Language Proficiency Assessment for the 21st Century State Consortium (ELPA21)." The project has the potential to advance knowledge about, and the practice of, assessment to benefit the learning of all students. As an expert on ELLs, standards and a record of deep concern about the relationship between the Common Core and the ELP Standards as applied to assessments, I strongly support the goals of this project and will provide my expertise to the Task Management Team on Standards.

I look forward to working with you on this very important project.

(b)(6)

Mariana Castro  
University of Wisconsin  
Wisconsin Center for Education Research



**Roger D. Breed, Ed.D., Commissioner**  
**Scott Swisher, Ed.D., Deputy Commissioner**

301 Centennial Mall South    Tel: (402) 471-2295  
PO Box 94987    Fax: (402) 471-0117  
Lincoln, NE 68509-4987    Web: [www.education.ne.gov](http://www.education.ne.gov)

June 13, 2012

Honorable Superintendent Castillo  
Superintendent of Public Instruction, Oregon Department of Education

Subject: State of Oregon Submission for 2012 USDOE Enhanced Assessment Instruments Grant Program  
– English Language Proficiency (ELP Competition)

Dear Superintendent Castillo:

Nebraska is pleased to collaborate with the Oregon Department of Education's leadership, the Council of Chief State School Officers (CCSSO), and other participating states in the proposal you are submitting to the U.S. Department of Education for an Enhanced Assessment Grant, "English Language Proficiency Assessment for the 21st Century State Consortium (ELPA21)." The project has the potential to advance knowledge about, and the practice of, assessment to benefit the learning of all students. Nebraska has a long-term interest in LEP assessments, and we strongly support the goals and objectives of this innovative and groundbreaking proposal.

Nebraska's contribution will be for participation in the decision-making process, development, and implementation of an English language proficiency assessment system based on a set of common English language proficiency standards.

We look forward to working with you on this very important project. Best wishes for the success of your proposal.

Sincerely,

(b)(6)

Pat Roschewski, Director  
Statewide Assessment  
Nebraska Department of Education



John R. Kasich, Governor  
Stan W. Heffner, Superintendent of Public Instruction

June 8, 2012

Honorable Superintendent Castillo  
Superintendent of Public Instruction, Oregon Department of Education

Subject: State of Oregon Submission for 2012 USDOE Enhanced Assessment Instruments Grant Program – English Language Proficiency (ELP Competition)

Dear Superintendent Castillo:

Ohio is pleased to collaborate with the Oregon Department of Education's leadership, the Council of Chief State School Officers (CCSSO), and other participating states in the proposal you are submitting to the U.S. Department of Education for an Enhanced Assessment Grant, "English Language Proficiency Assessment for the 21st Century State Consortium (ELPA21)." The project has the potential to advance knowledge about, and the practice of, assessment to benefit the learning of all students. Ohio has a long-term interest in LEP assessments, and we strongly support the goals and objectives of this innovative and groundbreaking proposal.

Ohio's contribution will be for participation in the decision-making process, development, and implementation of an English language proficiency assessment system based on a set of common English language proficiency standards that are aligned to the Common Core State Standards.

We look forward to working with you on this very important project. Best wishes for the success of your proposal.

Sincerely,

(b)(6)

James Wright  
Director, Office of Curriculum and Assessment  
Ohio



STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION

Mick Zais  
Superintendent

1429 Senate Street  
Columbia, South Carolina 29201

June 11, 2012

The Honorable Susan Castillo  
Superintendent of Public Instruction  
255 Capitol Street NE  
Salem, Oregon 97310

Subject: State of Oregon Submission for 2012 USED Enhanced Assessment Instruments Grant  
Program—English Language Proficiency (ELP Competition)

Dear Superintendent Castillo:

South Carolina is pleased to collaborate with the Oregon Department of Education's leadership, the Council of Chief State School Officers (CCSSO), and other participating states in the proposal you are submitting to the U.S. Department of Education for an Enhanced Assessment Grant, "English Language Proficiency Assessment for the 21st Century State Consortium (ELPA21)." South Carolina has a long-term interest in LEP assessments, and we strongly support the goals and objectives of this innovative and groundbreaking proposal.

South Carolina's contribution will be for participation in the decision-making process, development, and implementation of an English language proficiency assessment system based on a set of common English language proficiency standards that are aligned to the Common Core State Standards.

We look forward to working with you on this very important project. Best wishes for the success of your proposal.

Sincerely,

(b)(6)

Mick Zais, Ph.D.  
State Superintendent of Education

MZ/cn

cc: Nancy W. Busbee, Ph.D., Deputy Superintendent for Accountability  
Elizabeth Jones, Director, Office of Assessment  
Jennifer Clytus, Title III/ESOL Coordinator



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## SUPERINTENDENT OF PUBLIC INSTRUCTION

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**Randy I. Dorn** Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

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June 7, 2012

Honorable Superintendent Castillo  
Superintendent of Public Instruction  
Oregon Department of Education  
255 Capitol Street NE  
Salem, OR 97310-0203

Subject: State of Oregon Submission for 2012 USDOE Enhanced Assessment Instruments Grant  
Program – English Language Proficiency (ELP Competition)

Dear Superintendent Castillo:

Washington is pleased to collaborate with the Oregon Department of Education's leadership, the Council of Chief State School Officers (CCSSO), and other participating states in the proposal you are submitting to the U.S. Department of Education for an Enhanced Assessment Grant, "English Language Proficiency Assessment for the 21st Century State Consortium (ELPA21)." The project has the potential to advance knowledge about, and the practice of, assessment to benefit the learning of all students. Washington has a long-term interest in LEP assessments, and we strongly support the goals and objectives of this innovative and groundbreaking proposal.

Washington's contribution will be for participation in the decision-making process, development, and implementation of an English language proficiency assessment system based on a set of common English language proficiency standards that are aligned to the Common Core State Standards.

We look forward to working with you on this very important project. Best wishes for the success of your proposal.

Sincerely,

Ken Kanikeberg  
Chief of Staff

June 8, 2012

Susan Castillo, Superintendent  
Superintendent of Public Instruction  
Oregon Department of Education  
225 Capitol Street, NE  
Salem, Oregon 97310

Subject: State of Oregon Submission for 2012 USDOE Enhanced Assessment Instruments Grant  
Program – English Language Proficiency (ELP Competition)

Dear Superintendent Castillo:

West Virginia is pleased to collaborate with the Oregon Department of Education's leadership, the Council of Chief State School Officers (CCSSO), and other participating states in the proposal you are submitting to the U.S. Department of Education for an Enhanced Assessment Grant, "English Language Proficiency Assessment for the 21st Century State Consortium (FLPA21)." The project has the potential to advance knowledge about, and the practice of, assessment to benefit the learning of all students. West Virginia has a long-term interest in LEP assessments, and we strongly support the goals and objectives of this innovative and groundbreaking proposal.

West Virginia's contribution will be for participation in the decision-making process, development, and implementation of an English language proficiency assessment system based on a set of common English language proficiency standards that are aligned to the Common Core State Standards.

We look forward to working with you on this very important project. Best wishes for the success of your proposal.

Sincerely,

(b)(6)

Jorea M. Marple, Ed.D.  
State Superintendent of Schools

JMM:RAC

**GLOBAL**

*Students deserve it The world demands it*



June 12, 2012

Honorable Superintendent Castillo  
Oregon State Superintendent of Public Instruction

**Subject: State of Oregon's Submission for 2012 USDOE Enhanced Assessment Grant**

Dear Superintendent Castillo:

The Council of Chief State School Officers (CCSSO) is pleased to collaborate with the Oregon Department of Education's leadership, and other participating states in the proposal you are submitting to the U.S. Department of Education for an Enhanced Assessment Grant, English Language Proficiency Assessment for the 21st Century (ELPA21). The project has the potential to advance knowledge about, and the practice of, formative assessment to benefit the learning of all students. CCSSO has a long-term interest in LEP assessments, and we strongly support the goals and objectives of this innovative and groundbreaking proposal.

CCSSO is delighted to serve as management partner for this project. In this role, we intend to build on our long-standing history of supporting and facilitating collaborative work that empowers state education leaders to come together to address common challenges, share resources, and produce work that ultimately supports all states as they strive to improve the educational outcomes of all children.

We look forward to working with you on this very important project. Best wishes for the success of your proposal.

Sincerely,

Chris Minnich  
Senior Membership Director

## Adam Petermann

---

**From:** VANDERWALL Kathleen <kathleen.vanderwall@state.or.us>  
**Sent:** Thursday, June 14, 2012 1:44 PM  
**To:** Adam Petermann  
**Subject:** Fwd: ELL Assessment Consortium

Will you include as letter of support

Kathleen Vanderwall

(b)(6)

Begin forwarded message:

**From:** "Hakuta, Kenji" <hakuta@stanford.edu>  
**Date:** June 14, 2012 10:41:38 AM PDT  
**To:** John King <JKING@MAIL.NYSED.GOV>  
**Cc:** Arlen Siu Benjamin-Gomez <ABENJAMI@MAIL.NYSED.GOV>, Ira Schwartz <ISCHWART@MAIL.NYSED.GOV>, Kate Gerson <KGERSON@MAIL.NYSED.GOV>, "Robert M. (Bob) Olsen" <roberto@ccsso.org>, VANDERWALL Kathleen <Kathleen.Vanderwall@ode.state.or.us>  
**Subject:** RE: ELL Assessment Consortium

Dear Commissioner King:

Thank you for this gracious note. I will let CCSSO as well as the member states of the consortium know of your interest, and we will definitely stay in touch as we move forward. We are also moving to obtain additional funding from foundations to supplement the work, and New York's interest in this will definitely enhance our efforts along those lines, so we will keep you in the loop on those conversations as well.

Best,

Kenji

**From:** John King [mailto:JKING@MAIL.NYSED.GOV]  
**Sent:** Thursday, June 14, 2012 10:37 AM  
**To:** Hakuta, Kenji  
**Cc:** Arlen Siu Benjamin-Gomez; Ira Schwartz; Kate Gerson  
**Subject:** ELL Assessment Consortium

Dear Kenji Hakuta,

Thank you for speaking with Arlen about the ELP Assessment Consortium. While we will not be able to sign the MOU by today, we would like to stay informed about the Consortium development and consider joining once the Consortium is funded.

As you know, we are currently writing new English as a Second Language and Native Language Arts Standards that are aligned to the Common Core, as well as developing a new NYSESLAT exam to align to the Common Core. I know you are serving on our National Advisory Group for our standards writing process, which we hope will help ensure that our work is aligned with both the initiative of this Consortium as well as the Stanford ELL Initiative.

Look forward to our continued collaboration.

Sincerely,



# LOUISIANA DEPARTMENT OF EDUCATION

June 13, 2012

Honorable Superintendent Castillo  
Superintendent of Public Instruction, Oregon Department of Education

Subject: State of Oregon Submission for 2012 USDOE Enhanced Assessment Instruments Grant Program --  
English Language Proficiency (ELP Competition)

Dear Superintendent Castillo:

Louisiana is pleased to collaborate with the Oregon Department of Education's leadership, the Council of Chief State School Officers (CCSSO), and other participating states in the proposal you are submitting to the U.S. Department of Education for an Enhanced Assessment Grant, "English Language Proficiency Assessment for the 21st Century State Consortium (ELPA21)." The project has the potential to advance knowledge about, and the practice of, assessment to benefit the learning of all students. Louisiana has a long-term interest in LEP assessments, and we strongly support the goals and objectives of this innovative and groundbreaking proposal.

Louisiana's contribution will be for participation in the decision-making process, development, and implementation of an English language proficiency assessment system based on a set of common English language proficiency standards that are aligned to the Common Core State Standards.

We look forward to working with you on this very important project. Best wishes for the success of your proposal.

Sincerely,

(b)(6)

Scott M. Norton, Ph.D.  
Assistant Superintendent  
Office of Standards, Assessments, and Accountability

*Louisiana Believes.*

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

## **Budget Narrative**

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Most of the costs of this project are classified under the contractual category: the Council of Chief State School Officers (CCSSO) will be the primary contractor, managing all subcontracts and handling travel logistics and expenses. We have organized the budget narrative to show detail for the Oregon Department of Education and for the contract with the Council of Chief State School Officers, including details of travel, consultant, and subcontract costs. The bulk of the cost for this project is allocated assessment development and research personnel, and associated travel costs. Oregon will charge personnel, supplies, and indirect to this project independently from the CCSSO contract.

**Oregon Department of Education**

<i>Year 1</i>				
<b>Personnel Year 1</b>	<b>% FTE</b>	<b>Base Salary</b>	<b>fringe @27%</b>	<b>Total</b>
<b>Procurement Contract Spec 2:</b> This position will be responsible for overseeing the procurement process in awarding and administering the project management contract over the course of the 4-year development process. This position will bring expertise of Oregon procurement law, institutional knowledge of Oregon’s procurement practices and requirements to bear on the grant work.	25	\$45,396	\$3,036	\$14,385
<b>Operations and Policy Analyst 3:</b> This position will act as a liaison with the other states in the consortium to oversee development of policies and procedures pertaining to standards development, item acquisition and development, test design, standard setting, test administration, accommodations and accessibility, and communications and outreach. This position will bring institutional knowledge of test design, standard setting, and online test administration in an online computer-based assessment environment to bear on the grant work.	40	\$52,200	\$5,610	\$26,490
<b>Principal Executive Manager E(*since this is .5 FTE and over, this position is eligible for health insurance which explains the increase in fringe):</b> This position will be responsible for supervising work completed under the grant and managing staff assignments aligned to the various Task Management Teams. This position will act as a liaison with the other states in the consortium to oversee work completed by the Task Management Teams, and will also oversee and manage work related to grant reporting. In addition, this position will facilitate the identification and coordination of any additional Task Management Teams needed to complete work under the grant. This position will bring institutional knowledge of item development, test design, standard setting, and test administration in an online computer-based assessment environment to bear on the grant work.	50	\$62,736	\$17,723	\$49,091
<b>Education Specialist 2(*since this is .5 FTE and over, this position is eligible for health insurance which explains the increase in fringe):</b> This position will act as a liaison with the other states in the consortium to oversee development of a common set of proficiency assessment standards, acquisition and development of items, test design, standard setting, development of professional development materials, and communications and outreach. This position will bring institutional knowledge of ELP standard development, item development, test design, standard setting, and test administration in an online computer-based assessment environment to bear on the grant work.	60	\$60,300	\$19,259	\$55,439
<b>Electronic Publications Specialist 2:</b> This position will act as a liaison with the other states in the consortium to oversee development of the graphic design guidelines and business rules that will inform item acquisition and development work under this grant. This position will bring institutional knowledge of graphic design as it pertains to item development in an online computer-based assessment environment to bear on the grant work.	20	\$34,296	\$1,836	\$8,695
<b>TOTAL SALARY+FRINGE</b>				<b>\$154,099</b>

<b>Personnel Year 2</b>	<b>%FTE</b>	<b>Base Salary</b>	<b>fringe @27%</b>	<b>Total</b>
<b>Procurement Contract Spec 2:</b> see year 1 table	25	\$45,396	\$3,036	\$14,385
<b>Operations and Policy Analyst 3:</b> see year 1 table	40	\$52,200	\$5,610	\$26,490
<b>Principal Executive Manager E Education Specialist 2(*since this is .5 FTE and over, this position is eligible for health insurance which explains the increase in fringe):</b> see year 1 table	50	\$62,736	\$17,723	\$49,091
<b>Education Specialist 2 Education Specialist 2(*since this is .5 FTE and over, this position is eligible for health insurance which explains the increase in fringe):</b> see year 1 table.	60	\$60,300	\$19,259	\$55,439
<b>Electronic Publications Specialist 2:</b> see year 1 table	20	\$34,296	\$1,836	\$8,695
<b>TOTAL YEAR 2 Salary + Fringe</b>				<b>\$154,099</b>

<b>Personnel Year 3</b>	<b>%FTE</b>	<b>Base Salary</b>	<b>fringe @27%</b>	<b>Total</b>
<b>Procurement Contract Spec 2:</b> see year 1 table	25	\$45,396	\$3,036	\$14,385
<b>Operations and Policy Analyst 3:</b> see year 1 table	40	\$52,200	\$5,610	\$26,490
<b>Principal Executive Manager E Education Specialist 2(*since this is .5 FTE and over, this position is eligible for health insurance which explains the increase in fringe):</b> see year 1 table	50	\$62,736	\$17,723	\$49,091
<b>Education Specialist 2 Education Specialist 2(*since this is .5 FTE and over, this position is eligible for health insurance which explains the increase in fringe):</b> see year 1 table.	60	\$60,300	\$19,259	\$55,439
<b>Electronic Publications Specialist 2:</b> see year 1 table	20	\$34,296	\$1,836	\$8,695
<b>TOTAL YEAR 3 Salary + Fringe</b>				<b>\$154,099</b>

<b>Personnel Year 4</b>	<b>%FTE</b>	<b>Base Salary</b>	<b>fringe @27%</b>	<b>Total</b>
<b>Procurement Contract Spec 2:</b> see year 1 table	25	\$45,396	\$3,036	\$14,385
<b>Operations and Policy Analyst 3:</b> see year 1 table	40	\$52,200	\$5,610	\$26,490
<b>Principal Executive Manager E Education Specialist 2(*since this is .5 FTE and over, this position is eligible for health insurance which explains the increase in fringe):</b> see year 1 table	50	\$62,736	\$17,723	\$49,091
<b>Education Specialist 2 Education Specialist 2(*since this is .5 FTE and over, this position is eligible for health insurance which explains the increase in fringe):</b> see year 1 table.	60	\$60,300	\$19,259	\$55,439
<b>Electronic Publications Specialist 2:</b> see year 1 table	20	\$34,296	\$1,836	\$8,695
<b>TOTAL YEAR 4 Salary + Fringe</b>				<b>\$154,099</b>

### ***Supplies***

ODE has budgeted in \$40,000 for supplies to be used on the project over the four years. Oregon will use this money for computer equipment and software, materials such as books and copyright permissions. Office supplies such as pens, papers, folders etc. This also covers office rental which Oregon budgets in the supply category.

### ***Indirect***

ODE will charge an indirect rate of 18.8% on the salary and fringe each year as well as a onetime charge of \$4,700 in the first year only to cover costs to execute the contract with CCSSO. Total indirect costs for ODE will be \$119,684.

### ***Total ODE Expenses***

The total expense for ODE is budgeted in at \$776,980, please see table below for a breakout of Oregon total expenses.

<b>Period</b>	<b>Salary</b>	<b>Fringe</b>	<b>Indirect</b>	<b>Supplies</b>	<b>Total</b>
<b>Year 1</b>	\$106,636	\$47,463	\$33,671	\$10,000	<b>\$197,770</b>
<b>Year 2</b>	\$106,636	\$47,463	\$28,971	\$10,000	<b>\$193,070</b>
<b>Year 3</b>	\$106,636	\$47,463	\$28,971	\$10,000	<b>\$193,070</b>
<b>Year 4</b>	\$106,636	\$47,463	\$28,971	\$10,000	<b>\$193,070</b>
<b>TOTAL</b>	<b>\$426,544</b>	<b>\$189,852</b>	<b>\$120,584</b>	<b>\$40,000</b>	<b>\$776,980</b>

*\*costs are rounded up to the nearest dollar*

**Prime contract with Council of Chief State School Officers**

The table below shows the budget allocations for the proposed contract with CCSSO, organized according to the categories in the attached U.S. Department of Education Budget Summary form (ED 524).

*\*costs are rounded up to the nearest dollar*

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
<b>Personnel</b>	\$144,750	\$151,988	\$159,587	\$167,566	\$623,891
<b>Fringe Benefits at 30%</b>	\$43,425	\$45,596	\$47,876	\$50,270	\$187,167
<b>Travel</b>	\$117,839	\$117,839	\$117,839	\$117,839	\$471,356
<b>Equipment</b>	-	-	-	-	
<b>Supplies</b>	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
<b>Contractual</b>	\$1,194,457	\$1,540,785	\$942,057	\$703,584	\$4,380,881
<b>Construction</b>	-	-	-	-	
<b>Office Rent</b>	\$11,783	\$12,019	\$12,259	\$12,505	\$48,565
<b>Communications</b>	\$6,432	\$6,432	\$6,432	\$6,432	\$25,727
<b>Printing &amp; Duplicating</b>	\$2,400	\$2,400	\$2,400	\$2,400	\$9,600
<b>Total Other</b>	\$20,615	\$20,851	\$21,091	\$21,337	\$83,894
<b>Total Direct Costs</b>	\$1,524,086	\$1,880,059	\$1,291,450	\$1,063,596	\$5,759,189
<b>Indirect Costs at 24.7%</b>	\$198,126	\$83,801	\$86,300	\$88,923	\$457,150
<b>Total CCSSO Contract</b>	<b>\$1,722,212</b>	<b>\$1,963,860</b>	<b>\$1,377,750</b>	<b>\$1,152,517</b>	<b>\$6,216,339</b>

**Personnel and Fringe (\*CCSSO adds in a 5% salary increase per year for COLA)**

4 staff members from CCSSO will participate in the project. Please see the charts below for specific roles and costs for the project:

**Robert Olsen CCSSO Project Lead:** Bob Olsen will be the project lead for the management partner. He will work closely with the lead state project director and advise the TMT advisor leads on what steps to take for the successful completion of the project.

**Adam Petermann CCSSO Grant Coordinator:** Mr. Petermann will provide project budget management assistance, particularly, in contract negotiations and oversight, and monitoring timelines and deliverables across grant awards at CCSSO.

**Administrative Assistant:** Will provide assistance in addressing reimbursements and logistics for ELPA21 project travel and meetings.

**Catherine Still :** Cat Still will serve as project manager on this project and will be responsible for planning , executing, and finalizing project deliverables to strict deadlines and within budget. She will work with TMT advisors and lead state representatives to ensure the project is on time and under budget.

***Year 1***

<b>Personnel</b>	<b>%FTE</b>	<b>Base Salary</b>	<b>Total</b>	<b>Fringe @30%</b>	<b>Salary+ Fringe</b>
Robert Olsen	20	\$115,000	\$23,000	\$6,900	\$29,900
Adam Petermann	25	\$71,000	\$17,750	\$5,325	\$23,075
Cat Still	100	\$100,000	\$100,000	\$30,000	\$130,000
Admin TBA	10	\$40,000	\$4,000	\$1,200	\$5,200

***Year 2***

<b>Personnel</b>	<b>%FTE</b>	<b>Base Salary</b>	<b>Total</b>	<b>Fringe @30%</b>	<b>Salary+ Fringe</b>
Robert Olsen	20	\$120,750	\$24,150	\$7,245	\$31,395
Adam Petermann	25	\$74,550	\$18,638	\$5,591	\$24,229
Cat Still	100	\$105,000	\$105,000	\$31,500	\$136,500
Admin TBA	10	\$42,000	\$4,200	\$1,260	\$5,460

***Year 3***

<b>Personnel</b>	<b>%FTE</b>	<b>Base Salary</b>	<b>Total</b>	<b>Fringe @30%</b>	<b>Salary + Fringe</b>
Robert Olsen	20	\$126,788	\$25,358	\$7,607	\$32,965
Adam Petermann	25	\$78,278	\$19,569	\$5,871	\$25,440
Cat Still	100	\$110,250	\$110,250	\$33,075	\$143,325
Admin TBA	10	\$44,100	\$4,410	\$1,323	\$5,733

***Year 4***

<b>Personnel</b>	<b>%FTE</b>	<b>Base Salary</b>	<b>Total</b>	<b>Fringe @30%</b>	<b>Salary+ Fringe</b>
Robert Olsen	20	\$133,127	\$26,625	\$7,988	\$34,613
Adam Petermann	25	\$82,191	\$20,548	\$6,164	\$26,712
Cat Still	100	\$115,763	\$115,763	\$34,729	\$150,491
Admin TBA	10	\$46,305	\$4,631	\$1,389	\$6,020

***Total Salary plus Fringe:***

<b>Total Costs By employee</b>	<b>Total Salary</b>	<b>Total Fringe @30%</b>	<b>Overall Total</b>
Robert Olsen	\$99,133	\$29,740	\$128,873
Adam Petermann	\$76,505	\$22,951	\$99,456
Cat Still	\$431,013	\$129,304	\$560,316
Admin TBA	\$17,241	\$5,172	\$85,203
<b>TOTAL</b>	<b>\$623,891</b>	<b>\$187,167</b>	<b>\$873,848</b>

***Travel***

For cost effectiveness and efficiency's sake the bulk of the travel for the ELPA21 Consortium State Members travel costs are built directly into the CCSSO budget. CCSSO has a proven track record of managing the travel of its State members.

Total travel costs budgeted for this project is \$471,356. Travel costs are broken down by year in the charts below:

Purpose of Travel	Basis for Cost Estimate	# People Traveling	# Days	# meetings	\$ per Person for trip
<p>3 meetings for the ELPA21 State consortium to meet in person to discuss the progress being made for the project. To help defray costs the meetings will be tacked on to the end of the three ELL SCASS meetings which will cover the majority of the airline tickets for the states.</p>	<p>Average airfare of \$525 per person</p> <p>*Average Ground Transportation of \$130</p> <p>*Per Diem of \$350 (Including Lodging) Per Day Per Person</p>	<p>*7 consortia members whose travel will not be covered by SCASS</p> <p>*28 consortia members whose airline tickets will be covered by SCASS</p>	<p>2</p>	<p>3</p>	<p>*For the 28 SCASS Members cost per trip is 2 days per diem: \$700</p> <p>*For the 7 non SCASS Members cost per trip is: \$1,373</p>
<p>Two 2-day trips for the 11 workgroup advisors to travel to any state in the consortium to assist with any planning needs they might face.</p>	<p>Average airfare of \$525 per person</p> <p>*Average Ground Transportation of \$130</p> <p>*Per Diem of \$350 (Including Lodging) Per Day Per Person</p>	<p>11 Workgroup Advisors</p>	<p>2</p>	<p>2</p>	<p>Cost per trip is: \$1,373</p>

Purpose of Travel	Basis for Cost Estimate	# People Traveling	# Days	# meetings	\$ per Person for trip
<p>3 meetings for the ELPA21 State consortium to meet in person to discuss the progress being made for the project. To help defray costs the meetings will be tacked on to the end of the three ELL SCASS meetings which will cover the majority of the airline tickets for the states.</p>	<p>Average airfare of \$525 per person</p> <p>*Average Ground Transportation of \$130</p> <p>*Per Diem of \$350 (Including Lodging) Per Day Per Person</p>	<p>*7 consortia members whose travel will not be covered by SCASS</p> <p>*28 consortia members whose airline tickets will be covered by SCASS</p>	2	3	<p>*For the 28 SCASS Members cost per trip is 2 days per diem: \$700</p> <p>*For the 7 non SCASS Members cost per trip is: \$1,373</p>
<p>Two 2-day trips for the 11 workgroup advisors to travel to any state in the consortium to assist with any planning needs they might face.</p>	<p>*Average airfare of \$525 per person</p> <p>*Average Ground Transportation of \$130</p> <p>*Per Diem of \$350 (Including Lodging) Per Day Per Person</p>	11 Workgroup Advisors	2	2	<p>Cost per trip is: \$1,373</p>

Purpose of Travel	Basis for Cost Estimate	# People Traveling	# Days	# meetings	\$ per Person for trip
<p>3 meetings for the ELPA21 State consortium to meet in person to discuss the progress being made for the project. To help defray costs the meetings will be tacked on to the end of the three ELL SCASS meetings which will cover the majority of the airline tickets for the states.</p>	<p>Average airfare of \$525 per person</p> <p>*Average Ground Transportation of \$130</p> <p>*Per Diem of \$350 (Including Lodging) Per Day Per Person</p>	<p>*7 consortia members whose travel will not be covered by SCASS</p> <p>*28 consortia members whose airline tickets will be covered by SCASS</p>	<p>2</p>	<p>3</p>	<p>*For the 28 SCASS Members cost per trip is 2 days per diem: \$700</p> <p>*For the 7 non SCASS Members cost per trip is: \$1,373</p>
<p>Two 2-day trips for the 11 workgroup advisors to travel to any state in the consortium to assist with any planning needs they might face.</p>	<p>*Average airfare of \$525 per person</p> <p>*Average Ground Transportation of \$130</p> <p>*Per Diem of \$350 (Including Lodging) Per Day Per Person</p>	<p>11 Workgroup Advisors</p>	<p>2</p>	<p>2</p>	<p>Cost per trip is: \$1,373</p>

**Travel Year 4**

<b>Purpose of Travel</b>	<b>Basis for Cost Estimate</b>	<b># People Traveling</b>	<b># Days</b>	<b># meetings</b>	<b>\$ per Person for trip</b>
3 meetings for the ELPA21 State consortium to meet in person to discuss the progress being made for the project. To help defray costs the meetings will be tacked on to the end of the three ELL SCASS meetings which will cover the majority of the airline tickets for the states.	Average airfare of \$525 per person *Average Ground Transportation of \$130 *Per Diem of \$350 (Including Lodging) Per Day Per Person	*7 consortia members whose travel will not be covered by SCASS  *28 consortia members whose airline tickets will be covered by SCASS	2	3	*For the 28 SCASS Members cost per trip is 2 days per diem: \$700  *For the 7 non SCASS Members cost per trip is: \$1,373
Two 2-day trips for the 11 workgroup advisors to travel to any state in the consortium to assist with any planning needs they might face.	*Average airfare of \$525 per person *Average Ground Transportation of \$130 *Per Diem of \$350 (Including Lodging) Per Day Per Person	11 Workgroup Advisors	2	2	Cost per trip is: \$1,373

**Total Travel:**

<b>Travel Year 1</b>	<b>Travel Year 2</b>	<b>Travel Year 3</b>	<b>Travel Year 4</b>	<b>Total Travel</b>
\$117,839	\$117,839	\$117,839	\$117,839	<b>\$471,356</b>

**Equipment**

There is no equipment costs associated with this project.

**Supplies**

CCSSO has budgeted supplies at \$250 a month for a total of \$12,000 over the grant period.

***Contractual:***

The Contractual monies budgeted for this project will be split in two categories, consultants who will serve as advisor for the task management teams and subcontractors, justifications for subcontractors can be found in Appendix A.

***Total Contractual Costs :***

<b>Contractual Costs</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total Contractual</b>
<b>TMT Advisors</b>	\$245,000	\$275,000	\$260,000	\$215,000	\$995,000
<b>TMT Contractor Budgets</b>	\$785,000	\$1,105,000	\$520,000	\$310,000	\$2,720,000
<b>NCEO</b>	\$27,476	\$28,226	\$28,997	\$29,790	\$114,489
<b>Stanford</b>	\$47,426	\$49,323	\$51,296	\$53,348	\$201,392
<b>CRESST</b>	\$69,555	\$73,236	\$76,764	\$80,446	\$300,000
<b>ASG</b>	\$20,000	\$10,000	\$5,000	\$15,000	\$50,000
<b>TOTAL</b>	<b>\$1,194,457</b>	<b>\$1,540,785</b>	<b>\$942,057</b>	<b>\$703,584</b>	<b>\$4,380,881</b>

**Consultants:**

<b>TMT Advisors Year 1</b>	<b>Daily Agreed Rate</b>	<b>Days</b>	<b>Total</b>
<b>Proficiency Assessment Standards Advisor:</b> Kenji Hakuta will serve as Proficiency Assessment Standards Advisor. Dr. Hakuta will be compensated for this task through the subcontract with his parent company, Stanford. Dr. Hakuta will be in lead this TMT in recommending a comprehensive set of multi-state standards that will inform the development of assessments of English Language proficiency across the four domains of reading, writing, listening and speaking.	n/a	n/a	n/a
<b>Item Acquisition Advisor:</b> Steve Marban will serve as Item Advisor, Marban will oversee the refinement of the assessment items that will be used to build the screeners and summative assessments, and populate the assessment item bank which users will access to construct such benchmark assessments as they chose to employ.	\$1,000	40	\$40,000
<b>Assessment Design Advisor:</b> Thomas Haladyna Will serve as Assessment Design Advisor. Dr. Haladyna, working across several TMTs, will oversee the development of blueprints for each assessment instrument that address domains and grade span.	\$1,000	40	\$40,000
<b>Accommodations Advisor:</b> Martha Thurlow will serve as Accommodations Advisor. Dr. Thurlow will be compensated for this task through the contract with her parent company, NCEO. Dr. Thurlow will work to audit to ensure assessment items are accessible for all, including students with special needs.	n/a	n/a	n/a
<b>Standards Setting Advisor:</b> Dr. Bill Auty Will serve as Standards Setting Advisor, Dr. Auty will lead the TMT in developing cut scores to identifying progress and English language proficiency.	\$1,000	25	\$25,000
<b>Field Testing Advisor:</b> Scott Elliot will serve as Field Testing Advisor. Dr. Elliot's will work with his TMT to collect and manage field test data and define field test parameters.	\$1,000	25	\$25,000
<b>Technology Utilization Advisor:</b> Scott Elliot will serve as Technology Utilization Advisor. Dr. Elliot. will lead the task of soliciting and compiling specifications on Consortium states' data management systems and reporting platforms.	\$1,000	25	\$25,000
<b>Data Systems Reporting Advisor:</b> Dr. Jay Pfeiffer Will serve as Data Systems Reporting Advisor, tasks performed by Dr. Pfeiffer include overseeing the specification and development of report templates that will compile and display the data elements required by each audience in user-friendly format.	\$1,000	40	\$40,000
<b>Professional Development Support Advisor:</b> Charlene Rivera will serve as TMT advisor for the Professional Development Support, she will lead her team in to materials and protocols to support members states' scheduling and delivery of professional development activities	\$1,000	25	\$25,000
<b>Communications/Outreach Advisor:</b> Kara Schlosser will serve as Communications/Outreach Advisor. Ms. Schlosser will oversee the identification of best practices and the creation of new recommendations around messaging.	\$1,000	25	\$25,000
<b>TOTAL YEAR 1</b>			<b>\$245,000</b>

<b>TMT Advisors Year 2</b>	<b>Daily Agreed Rate</b>	<b>Days</b>	<b>Total</b>
<b>Proficiency Assessment Standards Advisor:</b> Kenji Hakuta, See year one table	n/a	n/a	n/a
<b>Item Acquisition Advisor:</b> Steve Marban , See year one table	\$1,000	40	\$40,000
<b>Assessment Design Advisor:</b> Thomas Haladyna, See year one table	\$1,000	25	\$25,000
<b>Accommodations Advisor:</b> Martha Thurlow, See year one table	n/a	n/a	n/a
<b>Standards Setting Advisor:</b> Dr. Bill Auty, See year one table	\$1,000	40	\$40,000
<b>Field Testing Advisor:</b> Scott Elliot, See year one table	\$1,000	40	\$40,000
<b>Technology Utilization Advisor:</b> Scott Elliot, See year one table	\$1,000	25	\$25,000
<b>Data Systems Reporting Advisor:</b> Jay Pfeiffer, See year one table	\$1,000	40	\$40,000
<b>Professional Development Support Advisor:</b> Charlene Rivera, See year one table	\$1,000	40	\$40,000
<b>Communications/Outreach Advisor:</b> Kara Schlosser, See year one table	\$1,000	25	\$25,000
<b>TOTAL YEAR 2</b>			<b>\$275,000</b>

<b>TMT Advisors Year 3</b>	<b>Daily Agreed Rate</b>	<b>Days</b>	<b>Total</b>
<b>Proficiency Assessment Standards Advisor:</b> Kenji Hakuta, See year one table	n/a	n/a	n/a
<b>Item Acquisition Advisor:</b> Steve Marban , See year one table	\$1,000	25	\$25,000
<b>Assessment Design Advisor:</b> Thomas Haladyna, See year one table	\$1,000	25	\$25,000
<b>Accommodations Advisor:</b> Martha Thurlow, See year one table	n/a	n/a	n/a
<b>Standards Setting Advisor:</b> Dr. Bill Auty, See year one table	\$1,000	40	\$40,000
<b>Field Testing Advisor:</b> Scott Elliot, See year one table	\$1,000	40	\$40,000
<b>Technology Utilization Advisor:</b> Scott Elliot, See year one table	\$1,000	25	\$25,000
<b>Data Systems Reporting Advisor:</b> Jay Pfeiffer, See year one table	\$1,000	25	\$25,000
<b>Professional Development Support Advisor:</b> Charlene Rivera, See year one table	\$1,000	40	\$40,000
<b>Communications/Outreach Advisor:</b> Kara Schlosser, See year one table	\$1,000	40	\$40,000
<b>TOTAL YEAR 3</b>			<b>\$260,000</b>

<b>TMT Advisors Year 4</b>	<b>Daily Agreed Rate</b>	<b>Days</b>	<b>Total</b>
<b>Proficiency Assessment Standards Advisor:</b> Kenji Hakuta, See year one table	n/a	n/a	n/a
<b>Item Acquisition Advisor:</b> Steve Marban , See year one table	\$1,000	25	\$25,000
<b>Assessment Design Advisor:</b> Thomas Haladyna, See year one table	\$1,000	25	\$25,000
<b>Accommodations Advisor:</b> Martha Thurlow, See year one table	n/a	n/a	n/a
<b>Standards Setting Advisor:</b> Dr. Bill Auty, See year one table	\$1,000	25	\$25,000
<b>Field Testing Advisor:</b> Scott Elliot, See year one table	\$1,000	25	\$25,000
<b>Technology Utilization Advisor:</b> Scott Elliot, See year one table	\$1,000	25	\$25,000
<b>Data Systems Reporting Advisor:</b> Jay Pfeiffer, See year one table	\$1,000	25	\$25,000
<b>Professional Development Support Advisor:</b> Charlene Rivera, See year one table	\$1,000	25	\$25,000
<b>Communications/Outreach Advisor:</b> Kara Schlosser, See year one table	\$1,000	40	\$40,000
<b>TOTAL YEAR 4</b>			\$215,000

***TASK MANAGEMENT TEAMS POTENTIAL CONTRACTOR BUDGETS***

***Proficiency Assessment Standards Budget***

<b>Proficiency Assessment Standards</b>				
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
\$200,000	\$100,000	-	-	\$300,000

The members of the Proficiency Assessment Standards Task Management Team (TMT) will be given a budget of \$300,000 over the 4 years of this project. Under Dr. Kenji Hakuta’s leadership and guidance, the members of this TMT will use the allocated funds to support work analyzing proficiency assessment standards among the consortium states, reviewing them for fidelity to the common core state standards for college and career readiness, revising and amending as necessary to develop the ELPA21 consortium proficiency assessment standards which all member states will adopt.

***Item Development/Acquisition Budget***

<b>Item Development/Acquisition</b>				
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
\$200,000	\$400,000	\$150,000	\$50,000	\$800,000

The members of the Item Development/Acquisition Task Management Team (TMT) will be given a budget of \$800,000 over the 4 years of this project. Under Steve Marban’s leadership and guidance, the members of this TMT will use the allocated funds to hire one or more Item Development contractor(s) to harvest assessment items and their performance statistics from state item banks. Under the guidance of the TMT, the contractor will secure reviewers and writers and establish item review teams who will evaluate assessment items based on criteria including, but not limited to, linguistic complexity, content demand, cognitive demand, and accessibility. These review teams will also conduct bias and fairness reviews and a gap analysis to identify any standards or skill areas that require additional assessment items. Contractor will hire and train and manage item writers, and will ensure that harvested and newly written assessment items are UDL and APIP meta-data compliant, and are developed to be accessible to students requiring accommodations.

The Item Development contractor(s) shall also identify CCSS alignments of each item, and will provide mapping back to corresponding state standards. The expertise of the TMT will guide and inform the entirety of the item identification and development processes.

***Assessment Design Budget***

<b>Assessment Design</b>				
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
\$100,000	\$200,000	\$50,000	-	\$350,000

The members of Assessment Design Task Management Team (TMT) will be given a budget of \$350,000 over the 4 years of this project. Under Dr. Thomas Haladyna’s leadership and guidance, the members of this TMT will use the allocated funds to contract with vendor(s) with the expertise to conduct field testing, and will establish LEA field test sites in the consortium states. This TMT and its supporting workgroups will facilitate field testing with states’ existing virtual testing platforms and make available paper and pencil test forms where necessary. During and upon conclusion of field testing, the Assessment Design Contractor(s) will conduct item analyses to identify and cull poorly performing assessment items while vertically scaling assessment items that performed as expected.

***Accommodations Budget***

<b>Accommodations</b>				
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
-	\$25,000	\$25,000	-	\$50,000

The members of the Accommodations Task Management Team (TMT) will be given a budget of \$50,000 over the 4 years of this project. Under Dr. Martha Thurlow’s leadership and guidance, the members of this TMT will use the allocated funds to support through-the-project, critical friend reviews of work in progress across all of the other TMTs to ensure that each component will contribute to a valid, reliable, and fair assessment for students with disabilities.

***Standards Setting Budget***

<b>Standards Setting</b>				
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
\$75,000	\$100,000	\$75,000	\$50,000	\$300,000

The members of the Standards Task Management Team (TMT) will be given a budget of \$300,000 over the 4 years of this project. Under Dr. Bill Auty’s leadership and guidance, the members of this TMT will use the allocated funds to produce item statistics from the field test administration, conduct expert panel reviews of field test data, using the Bookmark method, to establish proficiency performance cut points for each grade span I each domain (listening, speaking, reading, writing) by which growth will be reported and which will be used to inform teachers’ instructional strategies.

***Field Testing Budget***

<b>Field Testing Budget</b>				
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
\$100,000	\$100,000	\$50,000	\$50,000	\$300,000

The members of the Field Testing Task Management Team (TMT) will be given a budget of \$300,000 over the 4 years of this project. Dr. Scott Elliot’s leadership and guidance, the members of this TMT will use the allocated funds to identify a valid sample of field test sites, coordinate delivery of the field test forms developed by the assessment design TMT, and ensure secure field test administration in coordination with the technology utilization TMT, to produce valid, reliable, and fair student test data for analysis by the standards setting TMT.

***Technology Utilization Budget***

<b>Technology Utilization</b>				
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
\$50,000	\$50,000	\$50,000	\$50,000	\$200,000

The members of the Technology Task Management Team (TMT) will be given a budget of \$200,000 over the 4 years of this project. Under Dr. Scott Elliot’s leadership and guidance, the members of this TMT will use the allocated funds to hire a contractor to develop and deploy a secure platform in which the item bank and developed assessments will be hosted.

***Data and Reporting Budget***

<b>Data Systems Reporting</b>				
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
\$50,000	\$50,000	\$50,000	\$50,000	\$200,000

The members of the Data Systems Reporting Task Management Team (TMT) will be given a budget of \$200,000 over the 4 years of this project. Under Jay Pfeiffer’s guidance, the members of this TMT will use the allocated funds to hire a contractor or consultant with expertise in assessment data management to survey policy experts, SEAs, LEAs, teachers, parents, and students from ELPA21 states to determine both universal reporting requirements and those specific to just one or a handful of key audiences.

This TMT will then oversee the specification and development of report templates that will compile and display the data elements required by each audience in user-friendly formats. A final output of this TMT will be a set of turn-key RFPS that SEAs and LEAs can use to solicit contractors to build or augment reporting platforms at the district and state level.

***Professional Development Support Budget***

<b>Professional Development Support</b>				
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
\$10,000	\$30,000	\$20,000	\$10,000	\$70,000

The members of the Professional Development Support Task Management Team (TMT) will be given a budget of \$70,000 over the 4 years of this project. Under Charlene Rivera’s leadership and guidance, the members of this TMT will use the allocated funds to hire a contractor(s) to develop and distribute Professional Development materials, curricula, protocols, and supporting tools, such as training manuals, communication plans and online videos. Working closely with the Assessment Development TMT and its experts, the Professional Development Support TMT will survey and document the testing process at the LEA and SEA level, including adherence to AERA/APA Joint Standards requirements.

***Communications Budget***

<b>Communications Budget</b>				
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
-	\$50,000	\$50,000	\$50,000	\$150,000

The members of the Communications Task Management Team (TMT) will be given a budget of \$150,000 over the 4 years of this project. Under Kara Schlosser’s leadership and guidance, the members of this TMT will use the allocated funds to identify and retain a web developer to build a public-facing, informational website to serve as a communications scaffold for project vision, tactical information, findings, and key decisions as they develop. This will help ease the transition and adoption of the new standards set by member-states and will help build consensus and buy-in as the project unfolds. This website would also house a restricted-access component through which consortium members can store and access internal documentation, discussions, and decisions related to the execution of the project. Project funds will also be used to decide on the best way to market and message the project.

***Construction***

There is no construction costs associated with this project.

***Other***

***Office rent:***

Office space rental at 1 Massachusetts Avenue, NW, in Washington DC is determined by a percentage of the cost per square footage of office space attributable to the staff personnel mentioned above. The total office rent budgeted to this project is \$ 48,566.

***Communication:***

Communication costs cover regular telephone, postage, shipping deliveries and 2, 1 hour long calls per month with 60 participants using WeBex teleconferencing. The amount budgeted in for communications totals \$25,728.

***Printing and Duplication:***

Costs for copying and printing over the course of doing the project's business, including meeting materials total \$9,600.

***Total Other Expenses***

<b>Other Costs</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
<b>Office Rent</b>	\$11,783	\$12,019	\$12,259	\$12,505	\$48,566
<b>Communications</b>	\$6,432	\$6,432	\$6,432	\$6,432	\$25,728
<b>Printing and Duplication</b>	\$2,400	\$2,400	\$2,400	\$2,400	\$9,600
<b>TOTAL</b>	\$20,615	\$20,851	\$21,091	\$21,337	\$83,894

### ***Indirect Costs***

Indirect costs are set at 24.7% per the agreement CCSSO has with the US Department of Education (included). Costs include indirect on the first \$25,000 of contracted expenses only i.e. subcontractors and consultants for the first year of the project. CCSSO's indirect cost rate agreement is included as an attachment; total indirect costs for this project are \$457,150.

### ***Total Costs***

The total request for this project is \$6,993,319. \$6,216,339 of the total will be contracted out to CCSSO as Prime Management Partner.

## ***Appendix A: Subcontractor Justifications***

***Subcontract with National Center on Educational Outcomes (NCEO):***

A subcontract in the amount of \$114,489 is budgeted across four years to support collaborative efforts of the National Center on Educational Outcomes (NCEO) with the Council of Chief State School Officers).

NCEO will provide provision of information and advice on accessible test design and universal design of assessment.

NCEO will also perform review of test items using universal design, bias, and sensitivity frameworks. Part of NCEO’s work will be on the intersection of technology and accommodations, in collaboration with project partners. They will also collaborate with project partners to create professional development materials for the project. Please see cost breakouts by year below:

<b>NCEO</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
<b>Personnel(salary +fringe)</b>	\$18,759	\$19,323	\$19,903	\$20,499	\$78,484
<b>Supplies/Communications</b>	\$300	\$300	\$300	\$300	\$1,200
<b>Travel</b>	\$1,600	\$1,600	\$1,600	\$1,600	\$6,400
<b>Indirect</b>	\$6,817	\$7,003	\$7,194	\$7,391	\$28,405
<b>Total Project Costs</b>	\$27,476	\$28,226	\$28,997	\$29,790	\$114,489

***Personnel/Fringe (\$78,484)***

**Martha Thurlow NCEO Project Lead (7% FTE):** Martha Thurlow will serve as NCEO Project Lead for this project. She will assume primary responsibility for overall budgetary and subcontract matters, including submissions of required reports and maintaining communications with the funding agency. She will oversee the supervision of staff and performance reviews and all activity management. Dr. Thurlow will be the liaison for the Task Management Team to the Technical Advisory Committee.

**Laurene Christensen NCEO Research Associate (5% FTE):** Laurene Christensen will serve as Research Associate for the project. Dr. Christensen will participate as observer for all Task Management Team meetings, and will assist in the development of syntheses and summary documents to share with the Technical Advisory Committee.

**Deb Albus NCEO Research Fellow (5% FTE):** Debra Albus will serve as Research Fellow for the project. She will take comprehensive notes and summarize them in preparation for the development of syntheses of Task Management work.

***Supplies/Other (\$1,200)***

**Materials:** Materials for meetings include organizational files, binders, and other materials to ensure that all materials are maintained in an organized and efficient manner to prepare syntheses and to share Task Management Team information with the Technical Advisory Committee.

**Duplication:** Duplicating costs include costs for copying extensive notes and other documents needed for creation of comprehensive and accurate syntheses of Task Management Team work. Materials will be duplicated for sharing with the Technical Advisory Committee meeting at an in-person meeting.

**Courier/Mailing:** Courier services are required occasionally to provide for quick delivery of materials for review by the funding agency, CCSSO, and by the Task Management Team. Courier services also are needed for mailing large quantities of materials for meetings with the funding agency and the Technical Advisory Committee.

**Teleconference:** Teleconference costs will vary depending on the number of participants. A dedicated line with openings for Task Management Team members will be used. Additional long distance and fax is needed for staff to interact with the funding agency and with Task Management Team members for occasional calls to clarify issues and work.

***Travel (\$6,400)***

One trip per year for the NCEO Project Lead or her designee to attend the Technical Advisory Committee meeting for the Task Management Team. Cost of travel each year covers airfare, hotel, and per diem. Estimated cost per trip is \$1,600.

***Subcontract with Stanford:***

A subcontract in the amount of \$201,392 is budgeted across four years in the aim of advising and managing the work of the Task Management Team that will adopt standards for English language proficiency development assessment that must be adopted by all states in the consortium. One Stanford employee, Kenji Hakuta has been written into this grant to perform these tasks. Professor Hakuta will lead a group of experts in identifying and adopting English Language Proficiency Standards that correspond with a recently-released Framework for the Creation and Evaluation of English Language Proficiency Standards Corresponding to the Common Core Standards and the Next Generation Science Standards. He will help recruit group members, set meeting agendas, preside at face-to-face and virtual meetings, ensure that the standards are of high quality, and are delivered on time. Additional responsibilities for advancing the goals of the project will be determined on an as-needed basis upon mutual agreement between Stanford and CCSSO.

<b>Stanford</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
<b>Personnel(salary +fringe)</b>	\$30,208	\$31,416	\$32,673	\$33,979	\$ 128,276
<b>Indirect</b>	\$17,218	\$17,907	\$18,623	\$19,368	\$73,116
<b>Total Project Costs</b>	\$47,426	\$49,323	\$51,296	\$53,347	\$201,392

***Personnel/Fringe (\$128,276)***

**Principal Investigator**

Professor Hakuta (PI of subaward) will devote 8.7% AY and 9% summer to the project. He will be responsible for leading the Task Management Team that is responsible for adopting English Language Proficiency Standards that are to be used in English language proficiency assessments in all of the consortium states. He will identify individuals who are most qualified to serve on the Task Management Team, provide them with the necessary literature and background knowledge necessary to make informed selections, contribute to the analysis of standards being considered, ensure that the standards that are selected correspond to the Common Core State Standards and Next Generation Science Standards, and generally manage the decision-making process. He will also assume additional responsibilities on an as needed basis for the project.

**Fringe Rate:**

Stanford and the Office of Naval Research (ONR) have agreed on final Fringe Benefits and Vacation Accrual/Disability Sick Leave rates for fiscal year 2012. These rates replace the provisional FY2012 rates that were established September 14, 2011. The final rate agreement is dated January 13, 2012.

The final negotiated rates are 30.4% for faculty and staff

**Indirect costs (\$73,117)**

Stanford and the Office of Naval Research (ONR) have signed an agreement for Facilities and Administrative (Indirect Cost) rates for University fiscal year 2012. The F&A rate agreement is dated August 5, 2011.

FY 2012 On-Campus Organized Research 57.0%/FY 2012 Off-Campus Organized Research 30.2 %.

**Subcontract with the National Center for Research on Evaluation, Standards, and Student Testing****(NCRESST):**

NCRESST					
	Year 1	Year 2	Year 3	Year 4	Total
<b>Personnel(salary +fringe)</b>	\$46,807	\$49,340	\$51,757	\$54,280	<b>\$202,184</b>
<b>Travel</b>	\$1,225	\$1,262	\$1,300	\$1,340	<b>\$5,125</b>
<b>Other</b>	\$3,491	\$3,647	\$3,805	\$3,970	<b>\$14,913</b>
<b>Indirect</b>	\$18,033	\$18,987	\$19,902	\$20,856	<b>\$77,778</b>
<b>Total</b>	\$69,555	\$73,236	\$76,764	\$80,445	<b>\$300,000</b>

**Personnel (\$202,184)**

**Senior/Key Personnel:** Dr. Li Cai, Principal Investigator, (1 month) will be operationally responsible for the project and coordination with the Consortium Counsel, Executive Board and Technical Advisory Committee. Dr. Cai will provide on-going advise and feedback to the ELD development effort to support its validity for intended purpose(s) and to guide the field test and standard setting plans. Dr. Cai is co-director of the National Center for Research on Evaluation, Standards, and Student Testing (NCRESST) of UCLA.

**TBD, Public Administration Analyst (PAA)** (4.8 months) will be responsible for coordinating with field test and standard setting contractors in support study design and CRESST access to data and will assist in data analysis and reporting.

**TBD, Graduate Student Researcher (GSR)**, will assist with research reviews to identify relevant protocols for validation work.

**Rachel Montgomery, Project Assistant**, will be responsible for organizing and coordinating teacher or project staff scoring sessions. She will also coordinate technical reports including the monitoring of task-related expenses for reporting purposes in order to ensure compliance with the university and funding source guidelines according to the project's milestones.

**Angela De Cenzo, Administrative Project Coordinator**, will provide business management project support, financial reporting, prepare vendor payments, and monitor budgets and spending. She will handle the purchase and distribution of project supplies. The effort for this position exceeds that which can be provided by the department for support of this project.

### **Fringe Benefits**

Actual rates for named personnel are calculated as a percentage of salary. Rates for unnamed personnel are calculated as a percentage of salary based on current University projections by employee category. Separate benefit rates are applied based on the employee's category of staff personnel, which includes a 10.8% employer contribution to the UC Retirement Program for year 1 and 2% escalation for years 2-4, and graduate students 1.8%. Required benefits for each graduate student researcher include 1.3% during the academic year and 3.0% during summer months (average 1.8%).

### ***Travel(\$5,125)***

Estimated travel costs for UCLA personnel for mileage rates are set by the State of California and accepted by federal granting agencies currently set at \$0.555 center per mile. Mileage for data collection with schools and attendance at one meeting in Washington, D.C. for two days is budgeted in each year.

### ***Other (\$14,913)***

#### **Supplies**

The PI has determined that this is a major project, as defined by OMB Circular A-21. All expenses charged to this project will be for services specific to the project and not for the general support of the faculty or the academic activities of any University Department.

Expenses in this category pertain to core project supplies and materials for associated costs in preparing and printing of surveys. Included also are costs for supplies such paper, pens, notebooks, USB flash drives that will be used by project staff for the data analyses and evaluation write-up.

#### **Telecommunications**

Expenses will be incurred for communication and coordination of the project with CCSSO and schools where data collection will take place. No new phone lines will be installed but estimated usage costs will be assessed as applicable to the project's tasks.

#### **Technology Infrastructure Fee (TIF)**

A consistently-applied direct charge that is assessed to each and every campus activity unit, regardless of funding source, including units identified as individual grant and contract awards. The TIF pays for campus communication services on the basis of a monthly accounting of actual usage data. These costs are charged as direct costs and are not recovered as indirect costs. The charge is \$41.58/FTE/month, prorated, with a 2% escalation for the out years. Estimates are based on historical data and university vendors' costs for core office supplies, software, and publications. Procurement methods are in accordance with University procedures using approved vendors and negotiated rates.

**Facilities and Administrative Costs/Indirect (\$77,778)**

Rates are based on current facilities and administrative cost rates negotiated with the Federal government for UCLA. GSE&IS is located in an on-campus building which carries a 35% facilities and administrative cost rate for other sponsored activities.

**Subcontract with the Assessment Solutions Group (ASG):**

ASG					
	Year 1	Year 2	Year 3	Year 4	Total
<b>Personnel</b>	\$20,000	\$10,000	\$5,000	\$15,000	<b>\$50,000</b>

The Assessment Solutions Group, (ASG) will be contracted for their services to develop cost models for current state ELP assessment programs, ELPA21 state ELP assessment programs, and to help the consortium complete final negotiations with vendors for project deliverables at the lowest cost possible. Barry Topol and John Olson, employees of ASG will be doing the work for this subcontract.

**Year 1**

Year 1 budget based on roughly 110 hours of work at an average rate of approximately \$180 per hour. The bulk of the activities during this phase of the project will consist of working with the design team to understand various design options and provide the estimated ongoing administrative costs to implement several potential ELPA assessment designs. ASG will provide advice to the consortium on alternative design parameters that can result in a reduced price to administer the assessment. ASG will also work with the consortium management to fine tune the budget for the costs to develop various parts of the assessment.

**Year 2**

The Year 2 budget is based on roughly 55 hours of work at an average rate of \$180 per hour. Activities in year 2 will largely be similar to those of year one. However, we expect to come up with a semi-final design and work on ways to fine tune the cost estimates for this design. We anticipate presenting various design options and cost presentations to state consortium members.

### **Year 3**

Year 3 activities are projected to be relatively minor. The budget assumes approximately 28 hours at an average hourly rate of \$180 per hour. It is expected that ASG will primarily be answering cost related questions. Additionally, we expect to be assisting the consortium management team in refining the budget and cost projections for the final assessment design.

### **Year 4**

The Year 4 budget is based on roughly 83 hours of work at an average rate of \$180 per hour. In this final year of the budget we expect to conclude on the final design, project final ongoing assessment administration costs and answer consortium questions. ASG will also construct a tool, based on the final assessment design, to let states estimate their own, unique, costs to implement the final assessment design.

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 02/28/2011

Name of Institution/Organization

Oregon Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	106,636.00	106,636.00	106,636.00	106,636.00		426,544.00
2. Fringe Benefits	47,463.00	47,463.00	47,463.00	47,463.00		189,852.00
3. Travel						
4. Equipment						
5. Supplies	10,000.00	10,000.00	10,000.00	10,000.00		40,000.00
6. Contractual	1,722,212.00	1,963,860.00	1,377,750.00	1,152,517.00		6,216,339.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	1,886,311.00	2,127,959.00	1,541,849.00	1,316,616.00		6,872,735.00
10. Indirect Costs*	33,671.00	28,971.00	28,971.00	28,971.00		120,584.00
11. Training Stipends						
12. Total Costs (lines 9-11)	1,919,982.00	2,156,930.00	1,570,820.00	1,345,587.00		6,993,319.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization Oregon 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.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**